



RENEWAL
Charter School
APPLICATION
for

Soldotna Montessori Charter School

FY 2026

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

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 DEED Charter School Renewal Application Form should be mailed to:

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

Please also submit via email an electronic copy of the renewal application form to joni.mccarty@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 the [State Board schedule](http://education.alaska.gov/State_Board) (education.alaska.gov/State_Board) for a list of upcoming Board meetings.

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.

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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)*

Purpose

The primary purpose of this charter is to offer a Montessori approach to teaching and learning. This charter was originally created with that purpose and that purpose has not changed. The school has evolved in its implementation of Montessori principles as more staff have gained training and/or certification in the Montessori method.

- 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)*

Evidence of Board Approval

Evidence of the local school board approval of this reapplication is included in this document as Appendix A.

- 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)*

Evidence of Signed Contract w/ Required Elements

Evidence of the signed contract between this charter school and the local school board is included in this document as Appendix B.

- 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)*

Evidence of Bylaws or Assurance

The updated charter school bylaws are included in this document as Appendix C.

- 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)

Evidence of APC - Names/Qualifications, Meeting Minutes

Evidence of the Academic Policy Committee consisting of parents of students attending the school, teachers, and school employees are included in this document as Appendix D. Academic Policy Committee meeting minutes from Annual Review dates are also included in Appendix D.

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)

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose	Page 6	
Evidence of board approval	Page 6 & Page 28 <u>Appendix A</u>	
Evidence of signed contract with all required elements	Page 6 & Page 30-33 See required element below (items 1-14)	
1. Description of educational program	Page 30 <u>Appendix B</u>	
2. Specific levels of achievement for the education program	Page 30 <u>Appendix B</u>	
3. Admissions Policy and Procedures	Page 30 &31 <u>Appendix B</u>	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
4. Administrative Policies	Page 31 <u>Appendix B</u>	
5. Statement of Charter funding	Page 31 <u>Appendix B</u>	
6. Method of accountability for receipts and expenditures	Page 31 <u>Appendix B</u>	
7. Location and description of facility	Page 31 <u>Appendix B</u>	
8. Name of teachers who by agreement will teach in the charter	Page 31 & 32 <u>Appendix B</u>	
9. Teacher to student ratio	Page 32 <u>Appendix B</u>	
10. Number of students to be served	Page 33 <u>Appendix B</u>	
11. Term of contract (not to exceed 10 years)	Page 33 <u>Appendix B</u>	
12. Termination Clause	Page 33 <u>Appendix B</u>	
13. Statement of state and federal law compliance	Page 33 <u>Appendix B</u>	
14. Exemptions or requirements included in contract	Page 33 <u>Appendix B</u>	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of bylaws or assurance	Page 34-50 <u>Appendix C</u>	
Evidence of APC, including list of names/qualifications, meeting minutes	Page 51-73 <u>Appendix D</u>	

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)*

Description of Administrative Oversight

Soldotna Montessori Charter School (SMCS) ensures the terms of the contract required by AS 14.03.255(c) are being met in the following ways:

1. SMCS adheres to the Kenai Peninsula Borough School District (KPBSD) Charter School Policy.
2. SMCS has a certified school administrator with a Type B credential issued by the State of Alaska. It is the role of the school administrator, with oversight of the SMCS APC, to ensure that the terms of the charter school contract are being met.
3. SMCS conducts an annual review using KPBSD form e6187c that is on file at KPBSD and SMCS. The KPBSD Charter School Committee Chair receives this form and approves the charter school annual review which includes elements of contract terms being met, as well as any concerns that may have been raised and addressed. (Appendix P)
4. The school administrator works in tandem with the district, school staff and the Academic Policy Committee to ensure that rigorous student achievement levels are attained; that school admission policies and procedures are clear, compliant with state statute and are adhered to; and that school administrative policies are in compliance with state and district policies.

In addition, specific to the purpose of the school, the current administrator also has a Montessori teaching certificate and is a trained Montessori Coach by the National Center for Montessori in the Public Sector. It is also the role of the administrator to have an understanding of Montessori principles and methodology; and, to ensure that all certified teachers at the charter school receive on-going Montessori training. The APC may work with the school administrator to discuss options for providing financial support for certified staff seeking official

Montessori Certification. If financial support is provided, teachers must commit to an agreed upon number of years of service or repay the amount of support received.

- 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)

Evidence of Written Administrative Policy Manual or Assurance

Soldotna Montessori Charter School adheres to the Kenai Peninsula Borough School District Administrative Policy Manual, and has done so since the school opened. The Policy Manual is available to the public, online, at the KPBSD website. KPBSD Charter School Policy is provided as evidence in [Appendix E](#).

- 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)

Evidence of Regular Parent & Teacher Contacts for Continuous Improvement

Soldotna Montessori Charter School offers many opportunities for continuous improvement efforts. The APC meets regularly throughout the year and both parents and teachers serve as committee members. Additionally, parents and teachers may attend APC meetings as members of the public. APC meetings are open to the public and for public comment and provide opportunity for families to provide input about school operations. Evidence of APC meetings can be found in [Appendix D](#).

Soldotna Montessori holds Parent/Teacher Conferences twice a year. Additionally, the school holds regular staff meetings, early release days, PLC team meetings, and inservice days providing time for teachers and staff to consider instructional and operational effectiveness. The school also reviews/develops school goals, annually, through the School Development Plan process and completes review/update of the school strategic plan every 5 years. SMCS also solicits school specific survey data twice yearly, and generates improvement feedback through the principal evaluation process. Evidence of these practices can be found in [Appendix N](#).

- 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)

Evidence of Annual APC meeting

The charter school has an active APC that historically meets 6 to 8 times per year. Evidence that the charter school has met with the APC at least once a year to monitor progress in achieving

the committee’s policies and goals is provided in Appendix D which includes meeting schedules and agendas for the past year.

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

Description of School Schedule & Calendar

The school schedule and calendar is included in Appendix M. The school daily schedule includes time blocks for academic instruction, physical education, music instruction, band and choir programs, special education and academic intervention programs. The school calendar follows the district calendar and includes quarterly dates for in-service training, staff collaboration and parent teacher conferences and/or reporting to parents.

- 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)*

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)

Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	Page 9-10 & 158-179 <u>Appendix P</u>	
Evidence of written administrative policy manual or assurance	Page 10 & 83 <u>Appendix E</u>	
Evidence of regular parent and teacher contacts for continuous improvement	Page 10, 52-73, & 131-151 <u>Appendix D</u> <u>Appendix N</u>	
Evidence of annual APC meeting	Page 10-11 & 52-73 <u>Appendix D</u>	
Description of school schedule and calendar	Page 11 & 124-130 <u>Appendix M</u>	

Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Alternative options for students if no other educational program exists	May be "not applicable"	

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)

Description of Educational Program

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

Montessori Instructional Approach

Dr. Maria Montessori placed emphasis on following the child, being aware of the spirit of the individual. To inspire students to pursue knowledge should be the goal of the effective educator. In addition to satisfying the academic needs of the child, the emotional and physical aspects of development should also be addressed. Our Montessori educational program provides a holistic, integrated approach that attempts to meet the needs of the whole child while attending to the curriculum. Our educational programs promote independence and interdependence. Montessori educators nurture individuals to become physically, intellectually and spiritually aware of their human potential. It is with this in mind that SMCS staff strive to achieve the following:

- Implement an individualized, child-centered curriculum that includes movement, manipulation and discovery within a multi-age classroom.
- Facilitate the delivery of that curriculum in a manner that instills a sense of wonder about the universe and the child's place within that universe.

- Engage families in the education of children; Parent support is key to a quality Montessori program. The parent and teacher unite in a partnership of school and home that fosters the complete development of the child and young adult.
- Extend the classroom out into the community, creating an exchange among community members, family, and educational staff.

Montessori Primary Preparatory Program

As a public charter school, our primary program offers an introduction to the Montessori learning environment for students in their kindergarten year. We have developed a rich curriculum, which contains all of the essential learning materials commonly found in a traditional Montessori primary classroom, to support our youngest student learners. Our kindergarten students develop their scholarly learning habits under the direction of the teacher and through active participation in the environment.

Montessori Lower Elementary Program

All of the essential qualities of an authentic Montessori program are evident in our Lower Elementary learning environments; students in grades 1-3 form a community of learners who gain precision with specialized materials through large blocks of uninterrupted work time, under the direction of the teacher and the support of a classroom assistant. Students are expected to hone their scholarly skills through responsible participation in the academic environment, and are provided with experiences in collaborative learning where they develop leadership qualities.

Montessori Upper Elementary Program

Students in our upper elementary learning environments exercise their growing independence by means of increased responsibility, through peer collaboration, and by exhibiting follow-through with independent studies. Our upper elementary program is organized using the traditional Montessori model; students in 4th – 6th grade form the learning community, and they are provided blocks of uninterrupted time to access the curriculum. The upper elementary teachers share responsibility in presenting lessons, and the classroom assistants serve as tone keepers in the learning environments, and also support instruction at the direction and guidance of the teacher.

Instructor Expectations & Qualifications

Soldotna Montessori Charter School teachers will be required to have a current teacher certification with the State of Alaska. In addition, SMCS classroom teachers will have, or be proactive in seeking, a Montessori instructor certification. Teachers who do not possess a Montessori instructor certification will be open to implementing Montessori teaching and instructional methods and will incorporate key elements of the Montessori approach and teaching methods.

Specific components of the Montessori approach that are practiced with consistency at the charter school include:

Multi-age Classrooms: our Montessori curriculum, with the exception of kindergarten, is delivered in three year cycles in multi-age classrooms;

Hands-on Learning: our school emphasizes hands-on learning using many concrete learning materials, including specific Montessori manipulatives;

Grace and Courtesy: students learn to recognize and respect the rights and needs of themselves and others. Students are encouraged to solve problems using peaceful words and actions. School practices encourage self-regulation and conflict resolution by using the Conscious Discipline program;

Field Studies: field studies encourage students to gain information and experience from the real world as well as apply their own knowledge in real world situations;

Understanding and Gaining Deep Respect for the Natural World: our curriculum incorporates many opportunities to interact with the natural environment through instructional activities, research and field studies;

Global Understanding: students learn about culture, global issues and the vast diversity of people and ideas in our world;

Follow the Child: instruction is differentiated according to individual student readiness, academic performance and student interest;

Community Service: students learn to make a contribution to others and to society through community service;

Student Investigation and Research: Students conduct class and individual investigations as a common method for acquiring curriculum knowledge. Technology, library archives, guest speakers and field studies support student research efforts;

Self-Direction and Student Accountability: students in all grades gain experience in time management and work responsibility. Students develop self-direction and accountability in their day;

Practical Life Skills: children use Practical Life Skills to take care of the classroom, themselves and the environment. They also learn to properly utilize technology, manage time and organize effectively. Early practical life skills are also used to develop concentration skills, help develop fine and gross motor control and help develop impulse control. Practical life skills may also include learning to use technology, time management, and organization skills.

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

A list, of example curriculum used, is located in [Appendix F](#).

- 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)*

Evidence of Written Instructional Program

The charter school is accountable to all state standards and mandated state and district assessments. Curriculum is delivered in a Montessori context while addressing each of the State of Alaska Content Standards and aligning with state assessment content. The charter school report card used for reporting student progress to families is based on the state content standards. Effectiveness of the curriculum is evaluated using annual state assessment (AKSTAR) data which is reviewed annually by staff, and guides teacher instructional goals and student learning goals for the school development plan. The school uses assessment data aligned to state standards using the MAP and mClass assessments. Data from these assessments is used to address targeted standards for individual students. Teachers use PLC times, monthly collaboration days, and data days to identify standards to teach and reteach for student progress. A sample of the standard based report card is included in Appendix F.

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

Description of Plans for Serving Special Education, Vocation, Gifted, & Bilingual Students

Soldotna Montessori Charter School provides educational services in compliance with individual education plans (IEP) and 504 plans as required by law. When a student with an active IEP/504 plan enrolls, a detailed assessment of the student's educational program and needs is made by the IEP team/504 team and the school provides services to meet those needs within the scope of the IEP/504. In compliance with IEPs/504 plans, all students are served in the least restrictive environment. Special Education goals are the responsibility of the IEP team/504 team, of which the parent/guardians are an integral part. The IEP team/504 team also includes the student, a certified special education teacher or 504 coordinator, a regular education teacher, a district representative, therapists, and others involved with the student's educational program, including other professionals, as applicable.

SMCS addresses needs of students with limited English proficiency by working with the parent, teacher, and optimizing services in consultation and coordination with the district's EL Department. A specific plan to help the students work towards English proficiency is included in the student's individual learning plan.

SMCS offers supplemental programming to enrich student learning opportunities for all students. Students identified by the district as "gifted and talented" have enrichment activities included in their individual learning plan. The teacher and parent collaboration required in the

design of the individual learning plan identifies appropriate cultural, language, literacy and/or STEAM enrichment activities to meet the student's needs.

- 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)*

Evidence of Written Objectives for Program Achievement

Program achievement objectives at the charter school are determined by reviewing student progress towards district and state achievement standards. It is the goal of the charter school that all students meet or exceed state and district levels of performance.

The Alaska School Performance Index (ASPI), mentioned above, was replaced by the System for School Success in 2018-2019 and has continued to be the state accountability reporting method. Since the transition to the System for School Success reporting system, Soldotna Montessori Charter School has achieved a "Universal Support" designation each year since the reporting system was implemented and used, which is the highest performing designation currently provided by the State of Alaska.

Appendix K provides evidence of the System for School Success results for 2019-2020, 2021-2022, and 2022-2023 as well as student performance by disaggregated groups for 2020-2021, 2021-2022, and 2022-2023. Soldotna Montessori Charter School students have met or exceeded state and district levels of performance on the STAR assessment (Spring 2022-2025) in Math, Language Arts and Science. Evidence of these results are also provided in Appendix K as evidence of meeting program goals for performance.

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

- 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)*

Description of the Mechanisms for Student Assessment

Soldotna Montessori Charter School adheres to the Kenai Peninsula Borough School District's (KPBSD) Benchmark assessment schedule for universal screenings, in addition to state-mandated assessments. These screenings include:

- mClass reading assessment: Grades K-6
- MAP (math & language arts) assessment: Grades 3-6
- AimsWeb Math assessment: Grades K-2

These assessments are administered three times annually to monitor student progress in both academic growth and achievement.

"Data Days" are dedicated to analyzing student performance data. During these collaborative sessions, staff discuss individual student performance, identify areas of strength and areas requiring additional support, and develop tailored instructional plans.

Beyond benchmark assessments, teachers utilize a variety of assessment measures throughout the year:

- Teacher-developed assessments: Aligned with KPBSD standards.
- Placement and progress monitoring tests: Provided by publishers of adopted curriculum and supplementary instructional programs.

Student performance data is utilized to design and implement instruction that effectively addresses the unique needs of each student.

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)

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	Page 12-14, 84-86, & 152-157 <u>Appendix F</u> <u>Appendix O</u>	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	Page 15	

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of plans for serving special education, vocational education, gifted and bilingual students	Page 15-16	
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	Page 16 & 97-121 <u>Appendix K</u>	
Description of the mechanisms for student assessment in addition to those required by state law	Page 16-17	

Section 4: Professional Development

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

Description of, and Schedule for Professional Development

Professional Development at the charter school takes place on-site, off-site and online. In addition, SMCS staffs a half-time Professional Development Coach to ensure SMCS staff are supported in their instructional growth and up-to-date with educational trends and research.

Required On-Site Professional Development:

Seven half-days per year are provided for site-based in-service training and professional development. Professional development topics for the last school year included focused learning and growth in Science of Reading instruction in grades K-6, and school collective efficacy for reading instruction.

Eight partial-day, early release sessions per year are provided for continued teacher collaboration and professional development. Professional Development topics during early release sessions in 2024-25 included a continued priority focus on school-wide application of science of reading instructional practices. Other topics such as building

paraprofessionals capability using Montessori supportive approaches and gaining Montessori Assistant's certification were also included.

SMCS also used one scheduled staff meeting a month to complete book talk discussions as an early foundational training piece for implementing concepts and strategies developed in *"Positive Discipline in the Montessori Classroom"* by Jane Nelsen & Chip DeLorenzo.

The calendar for the 2024-25 year in-service and early release days is included in Appendix L.

Other Required Training:

All certified teachers for grades K-3, interventionists, special services, and the administrator, have completed Alaska Reads Act required training in the past year-and-a-half. Additionally two grades 4-6 certified teachers have completed the training as well. 7 teachers completed the "Keys to Literacy" training and 3 teachers completed the LETRS training program.

Voluntary Off-Site Professional Development:

Montessori training and conferences: One staff member participated in the National Montessori Conference. Two staff members participated in Montessori Certification programs, including summer internships.

MTSS/RTI Training: Two staff members attended the Alaska MTSS/RTI conference in Anchorage.

Science of Reading Instructional Strategies: Five staff members completed a one credit class, developed in-house, focusing on instructional strategies from *"7 Mighty Moves: Researched-Backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success"* by Lindsay Kemeny

Web-Based Training:

All certified staff have completed the required mClass training and calibration training.

Mandatory State and District Training: all staff members completed the online training bundle for topics such as safety, gender equity, child neglect and abuse, FERPA and 504.

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)

Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	Page 18-19 & 122-123 <u>Appendix L</u>	

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)*

Description of Facility and Location of the Charter School

The charter school is located in the 400 Wing of Soldotna Elementary School at 158 E. Park Avenue, Soldotna, Alaska. The building is a property of the Kenai Peninsula Borough. The charter school has shared this facility with Soldotna Elementary School since opening in 2001. The maximum enrollment capacity for the 400 Wing is 167 students. The student teacher ratio is 1:24 in upper elementary classrooms. Grades kindergarten – third grade have classrooms with one teacher and one instructional assistant. In those classrooms, the student to teacher ratio is approximately 1:12 when including instructional aides. Appendix Q contains a Shared Facilities Contract Addendum for the facility location currently in use.

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

Evidence of Written Facility Plan

Voters in the Kenai Peninsula Borough (KPB) passed a school bond in October of 2022. That bond provided for a relocation of Soldotna Montessori Charter School (SMCS) to a different KPB school facility. The bond has not yet been fulfilled and is currently in a "Request for Proposal," (RFP) initiated by the Borough Mayor. The building location has recently been designated as the Redoubt Elementary building, but the RFP may result in a different facility location being provided. SMCS will occupy whatever facility that is determined by the RFP and the KPB bond process.

SMCS currently has 164 students enrolled for the 25-26 school year and is limited by the current space allocated to the school (a maximum of 167 students). SMCS has a current waitlist of 173 students, and the SMCS APC has expressed a desire to pursue a Montessori Middle School level (Grades 7-8). SMCS would like to expand their Montessori choice to additional K-6 students on the waitlist and also extend Montessori curriculum and instruction through 8th grade. This would increase the school size from 164 students to 260 students K-8 and would require an additional 5 to 6 classrooms.

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)

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	Page 20 & 180-181 <u>Appendix Q</u>	
Evidence of a written facility plans	Page 20	

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)

Evidence of Written Admission Policies & Procedures

Soldotna Montessori 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, students will go on a waiting list. The charter school and the APC may attempt to accommodate all of those applicants in the future by considering providing additional classroom space and hiring additional staff to meet the increased demand. If it is not possible within the building to accommodate all eligible students who submit an application, students shall be accepted by random drawing until capacity is reached.

Applying

All eligible students are able to apply for admittance to the school. Applications for entry into the lottery drawing are accepted January 1 through the last Friday in February, each year. Enrollment via lottery is required for kindergarten placement. Prospective kindergarten students who meet KPBSD Board Policy (BP 5111)

requirements or have completed the process requirements outlined in KPBSD Administrative Regulation (AR 5111) may apply for the lottery. The school does not discriminate against anyone with regard to race, gender, national origin, color, disability, or age.

Enrollment

In person registration occurs from 9:00-2:30 the five days before the first day of school each year. Families may also choose to register online through PowerSchool. Currently enrolled students will be rolled over into the next academic year. Kindergarten and other open slots will be filled from the waitlist of students who have gone through the lottery. If there is no waitlist for a specific grade and vacancies exist, students will be enrolled without going through the lottery in the order general applications are received.

Lottery Procedures

In the event that there are more applicants to the Soldotna Montessori Charter School than can be accommodated, students will be admitted to the school on the basis of a lottery. The applicant pool will consist of students who submit a lottery application to the school within the advertised application window. The application period will be advertised within the community and on the school website. The deadline for applying occurs the last Friday of February. The names of all applicants, in grades served by SMCS, will be entered into the lottery and randomly assigned numbers. Applicants will be listed, by grade level and in the order of receipt of their application, from earliest to newest, for the purposes of conducting the lottery. SMCS will employ a Certified Public Accounting (CPA) firm to conduct the lottery drawing. Evidence of this process is listed in [Appendix G](#). Each applicant is randomly assigned a lottery number. The lottery drawing will take place the first Monday in March. The lottery results will be posted the Monday after Spring Break. Students who have gone through the lottery process do not need to go through the lottery process in subsequent years, and retain their position as subsequent lottery results are appended to the existing waitlist. If an offer to fill a position is made by the school and is refused by the family, the waitlist placement is forfeited and the student is removed from the waitlist. Families of students on the lottery waitlist are responsible for keeping their contact information current. Students will be dropped from the lottery waitlist if no reply is received within one week after the school has contacted the family with an offer to fill a spot for enrollment.

Sibling Preference Enrollment

Sibling enrollments are handled separately from the regular lottery with our online Enrollment Questionnaire supplied in February each year to existing students/families which is distributed via email.

Students eligible for “Sibling Preference” will be placed when space is available in their grade level, and prior to students who are on the lottery list.

When the number of siblings at a grade level exceeds the number of available spaces, a separate “sibling lottery” will be held for that grade level to determine priority.

Staff Children Enrollment

SMCS follows KPBSD Policy AR 4111.3 for placement of staff children at the school. In the absence of a district policy, SMCS will follow the school policy below:

Staff Dependents

Dependents of current SMCS staff members do not have to go through the lottery and will be enrolled into the school even if enrollment numbers are exceeded, unless enrollment would cause SMCS to exceed the Fire Marshall’s capacity limit for the school.

Definition of SMCS Staff & Dependents

For the purposes of this policy, SMCS Staff is defined as certified or classified staff, hired by SMCS, working half time or greater in the school, for the current school year.

SMCS Staff dependents are defined as a child for whom legal guardianship with parental rights has been established for the staff member and who resides in the same household. Documentation may be required to confirm parental rights. If the staff member ends employment with the school before the applicant is offered enrollment, priority status will be revoked.

- 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)*

Evidence of a student Recruitment Process, Including Enrollment & Waitlist Numbers
See Appendix H.

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

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

Reviewer Rating Template (Section 6)

Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	Pages 21-23 & 87 <u>Appendix G</u>	
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Page 23 & 87-90 <u>Appendix H</u>	

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)*

Evidence of a Budget Plan

Funding for Soldotna Montessori Charter School (SMCS) is based on the per pupil allocation from the state and borough to the district.

There is a standard percentage (4%) of the per pupil operating revenue retained by KPBSD for routine services provided by the District in the handling of payroll, purchasing, business services, accounts payable, insurance, and other services. In the event that extraordinary services in these areas are required of KPBSD, the parties make an equitable adjustment to fairly allocate the additional costs involved. SMCS will use the normal procedures established by KPBSD for its accounting, purchasing, and business functions.

The documents providing a budget summary, statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget are included in Appendix I.

- 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)*

Evidence of Assurance

A signed assurance including the following is included in Appendix E,

- 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.

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)

Section 7	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Evidence of a budget plan	Page 24 & 91-95 <u>Appendix I</u>	
Evidence of assurance	Page 24-25 & 83 <u>Appendix E</u>	

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)*

Plans For Pupil Transportation

The adopted district charter school transportation policy is included as Appendix J.

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)

Section 8	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Plans for pupil transportation	Page 25 & 96 <u>Appendix J</u>	

Appendices

Appendix A: School Board Approval

The charter school reapplication for Soldotna Montessori Charter School gained school board approval on November 3, 2025.

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Soldotna Montessori Charter School

Name of the School Board President: Jason Tauriainen

Signature of the School Board President: _____

APPENDIX A (Cont.)
SCHOOL BOARD MEETING MINUTES REFLECTING CHARTER SCHOOL APPROVAL

Board approval of the Soldotna Montessori Charter School reapplication was documented on BoardDocs during the November 3, 2025 board meeting. The details are copied below and can be viewed directly on the board meeting page of the district website:

<https://go.boarddocs.com/ak/kpbsd/Board.nsf/Public>

Click on “Public Access” in the BoardDocs box, go to November 3, 2025 Meeting Agenda. Click on “View the Agenda.” Scroll to item {Insert Item Letter}: Soldotna Montessori Charter School Application Renewal.

Agenda Item Details Image:

{Insert Image from Board Docs}

Appendix B: District Signed Contract with Soldotna Montessori Charter School

SOLDOTNA MONTESSORI CHARTER SCHOOL CONTRACT

July 1, 2026 to June 30, 2036

THIS AGREEMENT is between Soldotna Montessori Charter School, whose address is 158 E. Park Avenue, Soldotna, Alaska 99669, hereinafter "Charter School," and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley St., Soldotna, Alaska 99669, hereinafter "School Board."

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District, hereinafter "School District," in conformance with Alaska Statute 14.03.250.290 and School District policies and procedures; and

WHEREAS, at its meeting dated November 3, 2025, the School Board Reviewed and Approved Charter School's application; and

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

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

Charter School shall provide an educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2026-2027 school year and continuing through the last day of school in the 2036-2037 school year.

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

Appendix B

admission to the Charter School. In addition, the Charter School shall adhere to the admissions policies and procedures specified in the proposal.

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

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

6. Budgeting and Accounting: Charter School shall account for receipts and expenditures by using and complying with the School District purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.
7. Facility: Charter School shall be operated at the following location: Soldotna Montessori Charter School, 158 E. Park Avenue, Soldotna, Alaska 99669.

KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the School District.

Soldotna Montessori Charter School agrees to pay utilities at a rate agreed upon on an annual basis.

8. Teachers and Support Staff: At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the Charter School:

- a. Administrator:

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- i. John DeVold
- b. Teachers:
 - i. Amy Frapp, Kindergarten
 - ii. Kim Baumer, Grades 1-3
 - iii. Jennifer Hubbard, Grades 1-3
 - iv. Susan Larned, Grades 1-3
 - v. April Dixon, Grades 4-6
 - vi. Matthew Faris, Grades 4-6
 - vii. Jessica Moore, Grades 1-3
 - viii. Rachel DeRaeve, Special Education Resource
 - ix. Rochelle Brenner, Interventionist & Quest
 - x. Sarah Miller, Interventionist and Professional Development Coach
 - xi. Kelli Boonstra, Physical Education [Part-time]
- c. Instructional Aides:
 - i. To Be Hired, Kindergarten
 - ii. Dara Friday, Grades 1-3
 - iii. Maria Mooney, Grades 1-3
 - iv. Tracie Sanborn, Grades 1-3
 - v. Anna Kahn, Grades 4-6 [Part-time]
 - vi. Mariah Ross, Grades 4-6 [Part-time]
 - vii. Maria Johnson, Special Education K-6
 - viii. Holly Lewis, Special Education K-6, [Part-time]
 - ix. Julia Johnson, Special Education Intensive Needs
- d. Whitney Cavazos, Secretary
- e. Jay Smith, Custodial staff
- f. Other staff as required

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

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

9. Teacher-to-Student Ratio: Charter School agrees to maintain the teacher-to-student ratio as defined in the Charter School proposal approved by the School District.

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10. Enrollment: Charter School shall enroll a minimum of twenty [20] students at all times and shall enroll a maximum of students as specified in the proposal.
11. Contract Term: This contract shall be effective upon complete execution and shall terminate at the end of ten [10] academic years unless earlier terminated as provided elsewhere herein.
12. Termination: This contract may be terminated by the School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, or a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.
13. Equal Access: Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.
14. Nonsectarian: The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.
15. Charter School Proposal: The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on November 3, 2025 and was approved by the Alaska State Board of Education on XXXXXXXX. The Undersigned agree to all of this contract as specified herein.

Kari Dendurent, Assistant Superintendent
Kenai Peninsula Borough School District

Date

John Devolld, Administrator
Soldotna Montessori Charter School

Date

Appendix C: Soldotna Montessori Charter School APC Bylaws

MISSION STATEMENT:

Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students’ academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.

ARTICLE I: ESTABLISHMENT

SECTION 1. NAME

The name of the organization shall be Soldotna Montessori Charter School [and may be referred to as SMCS (if use initials or acronym)].

SECTION 2. OFFICE

The principal office shall be at 158 E Park Ave. located in Soldotna, Alaska.

SECTION 3. FISCAL YEAR

The fiscal year for the Soldotna Montessori Charter School shall coincide with the fiscal year of the Kenai Peninsula School District

SECTION 4. STATUTE AND CODE

The school shall operate solely as a Kenai Peninsula Borough School District charter school pursuant to AS 14.03.250 *et. seq.*, in accordance with all applicable local, state and federal laws, and shall not conduct business as any other type of legal entity.

SECTION 5. GOVERNANCE

The school shall be governed by the Academic Policy Committee.

SECTION 6. DEFINITIONS

Definitions:

Ex-Officio – A member of the APC or a committee that does not have a vote. In the case of the Administrator, service begins and terminates with the contract between the Principal and the APC.

Majority – When voting, a majority shall be greater than fifty (50%) percent of the votes cast unless otherwise stated in these Bylaws.

Quorum – Quorum is defined as being one (1) more persons than one-half (1/2) the members of the current APC.

Acronyms:

APC – Academic Policy Committee / Board of Directors

KPB – Kenai Peninsula Borough

Form # 05-15-036

Alaska Department of Education & Early Development

KPBSD – Kenai Peninsula Borough School District
PTO – Parent/Teacher Organization

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ARTICLE II: PURPOSE/GOVERNANCE

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 the Montessori approach.
 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
 4. To oversee the financial responsibility of the school.
- =====

ARTICLE III: ACADEMIC POLICY COMMITTEE

SECTION 1. GENERAL POWERS

The affairs of the school shall be managed by the APC. The APC shall be a single body. No member of the APC shall have the authority to act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC. The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in AS. 14.03.250 et seq., (Establishment of Charter Schools) and as set forth in these bylaws and shall perform the following functions, including, but not limited to:

1. Support the academic operation of the school and ensure the fulfillment of the mission of Soldotna Montessori Charter School as stated in the Soldotna Montessori Charter School contract with the Kenai Peninsula Borough School District;
2. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;
3. Promote professional conduct in accordance with Kenai Peninsula Borough School District policies;
4. Ensure that the school preserves the confidentiality of records related to the students or personnel of the school;
5. Select the Administrator of the school. That person must have a Type B certificate, and must be eligible for employment with the Kenai Peninsula Borough School District;
6. Delegate to the Administrator those tasks deemed appropriate by the APC and render to the Administrator and/or acting administrator opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law;

7. Ensure that the Soldotna Montessori Charter School operates as a nonpartisan, noncommercial and nonsectarian organization.
8. Review and monitor student achievement;
9. Review contracts and/or enter into contracts, leases and other agreements which are, in the APC's judgment, deemed necessary or desirable for the operation of the school;
10. Monitor the overhead rate, approve the annual and other budgets, and take those steps deemed appropriate by the APC to control school administrative and other costs;
11. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the Administrator or acting Administrator;
12. Review and rule on questions, issues, or policies that may occasionally arise, including, but not limited to, school concerns, to the extent permitted by law;
13. Regularly measure the progress and performance of the program;
14. Promote the school program to parents and the community;
15. Review all special activities/services contracts made on behalf of Soldotna Montessori Charter School;
16. Conduct an annual review of the Administrator to be discussed with the Administrator and to be forwarded to the Kenai Peninsula Borough School District Superintendent. A mid-year review will also be conducted in January to provide the Administrator with an opportunity to address any concerns or issues before the end of the school year.
The APC shall meet with the principal to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. Staff members of the APC may not participate in the principal evaluation process. The principal and APC members shall agree upon and sign an evaluation summary. Additional evaluations may be arranged at any time during the school year at the request of either the APC or the principal.
17. Review requests for purchase of materials beyond those which are provided for in the annual budget.
18. Execute all other responsibilities provided for in the State of Alaska Department of Education, the charter school bylaws, and the school's charter necessary to ensure the proper operation of the school.

SECTION 2. MEMBERSHIP

The APC shall consist of nine [9] adult voting members, consisting of the following:

Six [6] shall be parents or guardians of enrolled, full-time, students

Two [2] shall be teacher member(s), selected by the teaching staff, ideally representing both the primary and intermediate levels

- Teacher members may appoint another teacher as an informational representative at an APC meeting in the event of an absence.

One [1] shall be the school administrator, or staff designee in administrator's absence.

SMCS staff who are under contract to the school and who are also parents of one (1) or more children enrolled in the School, and their spouse, shall not be eligible for parent APC positions.

Only one parent or guardian per family may serve on the APC.

The school APC teacher members shall abide by KPBSD Board Administrative Regulation:
AR 6187.1 Charter School Administrator Evaluation

The school Administrator or acting administrator to the school shall be a perpetual ex-officio member of the APC and shall have a vote regarding school matters not related to administrator evaluation or retention.

SECTION 3. TERM

APC Parent/Guardian members will serve three [3] year terms. Terms will be staggered to maintain continuity of the Board. Two [2] seats will be up for election each year.

APC Teacher members will serve one [1] year terms.

ALL:

If at any time this balance is not maintained, the APC may extend (but not shorten) the term of any APC member(s) until this balance is achieved.

SECTION 4. FAMILY RESTRICTIONS

Only one (1) parent or immediate family member may serve on the APC at time.

SECTION 5. TERM LIMITATIONS

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

SECTION 6. VACANCIES

Should a vacancy occur before a term is complete, a notice shall be sent out, via school newsletter to SMCS families, to invite applications for the seat. The vacancy will be filled by majority vote of the remaining members of the APC and shall be elected for the unexpired term of his or her predecessor in office. No vacancy should continue for longer than six months or until the next APC election, whichever occurs first.

SECTION 7. COMPENSATION

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

SECTION 8. RESIGNATION

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

SECTION 9. ATTENDANCE

APC members are expected to attend, all regular APC meetings. Although absences at times cannot be avoided, the APC may remove any APC member who has two [2] or more unexcused absences within a two [2] month period. Absences must be communicated to the APC Chair not less than one [1] day in advance or as soon as it is known. The APC may remove any APC member who has two [2] consecutive unexcused absences during a term. Removal shall require a majority vote of the full APC, including the APC member who is subject to removal. The Secretary or a designee shall maintain a record of attendance of Board members at all regular and special Board meetings.

SECTION 10. REMOVAL

The board may remove any member who:

1. Has failed to attend two [2] or more consecutive regular board meetings in any calendar year; work sessions do not count as “meetings” unless the member’s role is vital to that meeting;
2. Has been declared of unsound mind by any order of court;
3. Has been convicted of a felony;
4. Being arrested for any crime while serving as a board member;
5. A significant undisclosed conflict of interest;
6. Unauthorized representation of the Board;
7. For such other good causes as the board may determine.

SECTION 11. CONFLICT OF INTEREST

Service on the APC is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. No member will vote when they have direct personal or financial conflict of interest. It is the responsibility of all members to declare their conflict of interest and withdraw from the vote. If needed, the remaining members may decide if there is a conflict of interest.

When an APC member has a potential conflict of interest in a matter, the member shall notify the APC Chair before the Board considers the matter. The existence of a potential conflict of interest shall be recorded in the minutes of the meeting of the APC members.

Conflict of Interest Defined

An APC member shall be considered to have a conflict of interest if he or she or a member of his or her immediate family:

1. Has an economic interest in a transaction which is the subject of proposed action by the school and the economic interest is adverse, competitive, potentially adverse or potentially competitive to the interest of the school;
2. Is a member of or holds a significant interest in another entity that is the subject of the proposed action by the school;
3. Is an officer or manager of another entity that is the subject of the proposed action by the school; or,

4. Is a party to or a potential party to threatened or pending litigation or administrative proceedings in which the position is averse to that of the school.

However, a member does not have a conflict of interest where the interest of the member or his or her immediate family is no different than that of APC members of the school generally or of other members.

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ARTICLE IV: ELECTION OF MEMBERS TO THE ACADEMIC POLICY COMMITTEE

SECTION 1. ELECTION COMMITTEE

Option 1. By February of each year, the Chair of the APC shall appoint an Elections Committee of two [2] APC members and one [1] non-APC parent. The Elections Committee shall oversee the election process for positions on the APC by holding elections to allow for newly elected members to take office at the regular meeting in May. The Elections Committee shall do the following:

1. Advertise the election for a period of 30 days, beginning the first Thursday after Spring Break, by posting an announcement by appropriate disseminators of media;
2. Solicit and accept applications as prescribed by the election committee from candidates for membership to the APC;
3. Prepare a ballot listing the candidates along with the candidate's application.
4. Make available within the school office copies of statements any candidate chooses to submit to the election committee;
5. Publish in the school newsletter a list of nominees;
6. Prepare a secret ballot listing the candidates;
7. Distribute and collect the secret ballots (the Monday-Friday of the week following sending home a list of nominees) and otherwise oversee the election so that it is conducted in a fair manner;
8. In the event that all candidates receive an equal number of votes, then a coin toss will be used to determine the winners until all seats are filled.
9. In the event of a 2 or 3-way tie, a runoff election between those who tied shall take place within one calendar week of the original election.
10. Advise the candidates and the APC of the election results;
11. Prepare a report within one [1] day after the election stating the final results of the election. The report shall be kept in the office of the school and made available for review by interested parents, teachers, or staff members of the school.

SECTION 2. ELIGIBILITY TO VOTE

Only parents or legal guardians of students currently enrolled in the school, and all SMCS staff and school administrator are eligible to vote. Each member has one vote. The Elections

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

Faculty/Staff Representative Elections. Only certificated employees and regular classified employees may vote for or appoint their respective representatives for the APC teacher member seats.

SECTION 3. CASTING OF BALLOTS

Secret ballots must be cast on the form prescribed by the nominating committee by the designated date and time. Proxy, facsimile, e-mail, or other method of voting not expressly authorized above are not permitted or valid.

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ARTICLE V: OFFICERS

SECTION 1. DESIGNATION OF OFFICERS

The officers of the APC shall be chair, vice-chair, and secretary, each of who must simultaneously be a member of the APC. The APC may elect or appoint such other officers as, in their judgment, may be necessary or advisable. The APC shall formally elect officers prior to the General Membership Meeting held in the first quarter.

SECTION 2. ELECTIONS & TERM OF OFFICE

The term of all officers of the APC shall be one (1) year. The officers of the APC shall be elected yearly by a simple majority of the full APC at the first regular meeting following the election of the APC. If the election of officers is not held at such meeting, elections will be held as soon thereafter as possible.

SECTION 3. CHAIR

The Chair shall be a voting member of the APC. The Chair assumes responsibility for the overall functioning of the board. The Chair facilitates board meetings, oversees the work of the committees, and works most closely with the school administrator.

SECTION 4. VICE CHAIR

The Vice Chair shall:

1. Be a voting member of the APC;
2. Perform the duties of Chair in the absence of the Chair, or designate another APC member to do so;
3. Orient all newly elected or appointed members of the APC and provide them with copies of these Bylaws, the APC Code of Ethics, the APC Member Agreements, and other materials the Vice-Chair deems relevant;
4. Perform such duties as shall be directed by the APC.
5. The Vice-Chair shall serve as timekeeper in meeting of the APC.

SECTION 5. SECRETARY

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

SECTION 6. TREASURER

The SMCS APC does not fill the office of treasurer.

SECTION 7. REMOVAL

Any officer elected or appointed by the APC may be removed from office (but not from the APC) by an established quorum at a meeting whenever, in its judgment, the best interests of the School would be served.

SECTION 9. VACANCIES

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by an established quorum at an APC meeting for the unexpired portion of the term.

SECTION 10. BINDING ACTIONS

No action of any Board member, committee, or employee of the Soldotna Montessori Charter School shall be binding upon the Soldotna Montessori Charter School unless expressly ratified or authorized in advance by the Board.

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ARTICLE VI: MEETINGS

SECTION 1 CONDUCT OF MEETINGS

The rules contained in Robert’s Rules of Order shall govern the conduct of meetings of the APC in all cases to which they are applicable and in which they are not inconsistent with these bylaws. The Chair may apply Robert’s Rules informally in order to facilitate discussion amongst the members.

SECTION 2 GENERAL MEMBERSHIP (ANNUAL) MEETING

The annual meeting of the APC shall be held in first quarter of each school year for the transaction of such other business as may come before the meeting. The annual and regular meeting can coincide. Procedure may be informal.

SECTION 3 REGULAR MEETINGS

As a governmental body, the APC is subject to the Open Meetings Act, A.S. 44.62.310 et seq. (“the Act”). All meetings shall be conducted and all notices and agendas posted in accordance with the Act. If any portion of these Bylaws are more specific than the Act, than that portion of these Bylaws shall control over the Act, unless prohibited by law.

The APC shall hold regular meetings, typically monthly, but at least six [6] times a year. Stakeholders and the public are hereby invited to such meetings. Work sessions may also be held interim to regular meetings.

SECTION 4 SPECIAL MEETINGS

Special meetings of the APC may be called by the chair, vice-chair, or any three [3] minimum a of the APC.

SECTION 5 PLACE OF MEETINGS

The APC will hold regular meetings at the school.

SECTION 6 NOTICE OF MEETINGS

Notice of regular meetings will be posted at least seven [7] days prior to the meeting so as to provide ample public notice.

Agendas, stating the place, day, and hour of any meeting shall be delivered either personally, by mail, by facsimile, or by e-mail, to each member of the APC not less than seven [7] days before the date set for such meeting. In addition, the agenda shall be posted on the school’s website at least seven [7] days in advance of the meeting so the public may have notice of the items to be discussed at the meeting.

Notice of Special meetings or any other type of non-regular meeting will be posted at least one [1] day prior to the meeting so as to provide ample public notice.

Notices shall be posted on the school bulletin board, in the school office, in the school newsletter, and on the school website.

SECTION 7 PUBLIC COMMENTS

There will be time allotted for general public comment, in person, at each meeting. A public sign in sheet will be available at the beginning of each meeting. APC members may ask clarifying questions, but comments might not be addressed or discussed until a future meeting, if necessary. Public comments will be limited to 3 minutes each and 20 minutes total. Comments from APC and attending School Board members will take place at the end of the meeting and will be limited to 3 minutes each.

Because the APC has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the APC.

1. The APC shall give members of the public an opportunity to address the APC either before or during the APC's consideration of each agenda item.

2. At a time so designated on the agenda, members of the public also may bring before the APC matters that are not listed on the agenda of a regular meeting. The APC may refer such a matter to the Principal or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the APC.
3. A person wishing to be heard by the APC shall first be recognized by the president. He/she shall then identify himself/herself and proceed to comment as briefly as the subject permits.
4. Individual speakers will be allowed 3 minutes to address the APC. The APC shall limit the total time for each agenda item to 20 minutes.
5. With APC consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the APC, including the Principal, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the APC under the provisions of APC policy and administrative regulations related to such complaints.
7. No disturbance or willful interruption of any APC meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The APC may remove disruptive individuals and order the room cleared if necessary.

SECTION 8 QUORUM

At all meetings of the Academic Policy Committee, a majority of the members shall constitute a quorum for the transaction of business by the Committee. The quorum for action at an APC meeting is five (5) members. The act of a majority of the members of the APC at a meeting at which a quorum is present shall be the act of the APC, unless the act of a greater number is required by law or by these Bylaws. If a quorum is not present at any meeting of the APC, or if a quorum is initially present but thereafter one or more members departs the meeting, the meeting may continue but no votes may be taken.

SECTION 9 TELEPHONIC PARTICIPATION

APC members may participate in APC meetings through use of conference telephone or similar communication equipment, so long as all APC members participating in such meetings can hear one another. Telephonic participation in a meeting pursuant to this section constitutes personal presence at such meetings. Meeting minutes shall be approved by a majority vote of the APC, and such approval may be given in person at the next APC meeting.

SECTION 10 EXECUTIVE SESSIONS

1. All regular and special meetings of the APC shall be open to the public, except that, upon a majority vote, an executive session may be held in accordance with AS 44.62.310.
2. The motion requesting the executive session shall state the nature of the matter to be discussed.

3. The following subjects may be considered in an executive session:
 - a. Matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity;
 - b. subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;
 - c. Matters which by law, municipal charter, or ordinance are required to be confidential;
 - d. Matters involving consideration of government records that by law are not subject to public disclosure.
4. The specific subject matter to be discussed during an executive session shall be described in the motion calling for the executive session. The motion shall identify the subject matter with sufficient specificity to apprise the board members without defeating the purpose of holding an executive session.
5. Only those persons invited by the APC or permitted by law may be present during the executive session.
6. Unless invited or permitted by law, no teacher or school employee APC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no teacher or school employee APC member shall be entitled to vote on any such issue in public session.
7. The board may not take any official action during an executive session, except that the board may give direction to its attorney or a labor negotiator regarding the handling of a specific legal matter or pending labor negotiations.
8. When the board believes an executive session may be appropriate to discuss a subject that may prejudice the reputation or character of a person, the board shall provide advance notice to the affected individual. The notice shall state when the proposed executive session shall be held and shall inform the affected individual of his or her right to request a public hearing of the matter.
9. Matters discussed during the executive session shall remain confidential among those attending.
10. Any member who violates the confidentiality of the executive session may be subject to removal by the majority.
11. The Secretary shall maintain topical minutes of all executive sessions.

SECTION 11 NO PROXIES

Members of the APC may not vote by proxy.

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ARTICLE VII: SCHOOL ADMINISTRATOR

SECTION 1 SELECTION

The APC shall interview and select the Administrator. The APC may seek the assistance of the School District's Human Resources Department.

SECTION 2 REMOVAL

Removal of the Administrator will require a majority vote of the APC minus the vote of any staff members. Prior to removal, the APC Chair shall consult with the School District’s Human Resources and legal counsel to ensure that all legal formalities and requirements are followed.

SECTION 3 DUTIES AND RESPONSIBILITIES

The Administrator shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. Subject to the provisions of the Collective Bargaining Agreement and the advice of the APC, the Administrator shall select, appoint, or otherwise supervise employees of the School. The Administrator shall see that all policies, orders, and resolutions of the APC are carried into effect.

The Administrator shall:

1. Maintain financial records of the school;
2. Manage the day-to-day operation of the school to ensure that the terms of both the contract and the charter are met;
3. Meet regularly with parents and with teachers of the school to review, evaluate, and improve the academic goals of the school;
4. Meet regularly with the APC to monitor progress in achieving the APC's and KPB School District policies and goals;
5. Serve as an ex officio member of all APC committees and subcommittees;
6. Submit appropriate information as required by the School District, Department of Education or Federal and State Agencies; and
7. Submit for approval or disapproval to the APC all significant policy, curriculum and financial decisions that may have a substantial impact upon the school.

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ARTICLE VIII: COMMITTEES

SECTION 1 MEMBERSHIP OF COMMITTEES

The APC, by an established quorum at an APC meeting, may designate and appoint one or more committees to perform specific tasks assigned by the APC. Members will be selected by the APC from a list of volunteers who are parents of children attending the School, community members at large, teachers, or teachers’ aides.

SECTION 2 INSTRUCTION AND RESPONSIBILITY

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

SECTION 3 APC POWERS AND PREROGATIVES

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

SECTION 4 MEETINGS

Special committees to the APC shall comply with the Open Meeting Act and notice requirements set forth in Article VI, Section 3 of these Bylaws.

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ARTICLE IX: FINANCIAL

SECTION 1 FISCAL YEAR

The fiscal year of Soldotna Montessori Charter School shall coincide with the fiscal year for the Kenai Peninsula Borough School District (July 1 through June 30).

SECTION 2 CONTRACTS

The APC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the School. The APC may delegate this authority, either in specific instances or in general, to the Administrator or his/her designee, or to any officer of the APC. In regard to grant approval, the Administrator must approve grants under \$5000. Grants over \$5000 must be approved by the APC.

SECTION 3 GIFTS

The APC may accept on behalf of the School any contribution, gift, bequest or device for the general purposes or for any special purpose of the School. The APC may not receive any contribution, gift, bequest or device intended for the personal use or profit of the APC collectively or individually.

ACCOUNTING

The Administrator or his/her designee shall present to the APC at the annual APC meeting an itemized budget. The APC may at any time cause a full or partial independent audit of School monies to occur.

SECTION 4 BUDGET AND PURCHASING AUTHORITY

The APC, with support from the Administrator, is responsible for development and approval of the School budget in accordance with Kenai Peninsula Borough School District timelines and standards. Significant budget changes that may occur during the school year require APC approval. Withdrawals or transfers from any and all District-monitored school funds for purchase of any single non-consumable item or capital improvement over \$5,000 [\$5,000 or any other amount] shall be approved by both the APC and the Administrator. In instances requiring emergent action, the Administrator may act on behalf of the APC; the Administrator shall report such expenditures, and the reason for emergent action, to the APC at the next regular meeting following said action. Any expenditure for single non-consumable items less than \$5,000 and

purchases of consumable items necessary for school operations from funds available for such purchases require only the approval of the Administrator.

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ARTICLE X: CODE OF ETHICS

SECTION 1 CODE OF ETHICS.

Integrity, trust and dignity to uphold the Bylaws and charter of our school is a vital responsibility to the success of our school, but most importantly the success of our students. Each board member has a personal obligation to demonstrate a level of commitment of the highest standards.

As a member of the Soldotna Montessori Charter School Academic Policy Committee, I will strive to improve our charter school education, and to that end I will: [choose]

- ❖ Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- ❖ Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;
- ❖ Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- ❖ Encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;
- ❖ Work with other board members to establish effective board policies and to delegate authority for the administration of the school to the principal;
- ❖ Communicate to other board members and the Administrator the expression of public reaction to board policies and school programs;
- ❖ Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
- ❖ Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of the school administrator;
- ❖ Avoid being placed in a position of conflict of interest;
- ❖ Take no private action that will compromise the board or administration, and respect the confidentiality of information that is privileged under applicable law; and
- ❖ Remember always that my first and greatest concern must be the educational welfare of the students attending Soldotna Montessori Charter School.

This Code is not meant to be a comprehensive guide and cannot address every situation we may be challenged with; it suggests an overall code of ethical conduct. The APC may have other policies that are not intended to conflict with this Code.

Violation of this Code may result in removal from the APC by an established quorum at a meeting and/or legal action to the fullest extent of the law.

SECTION 2 CONFLICT OF INTEREST – VOTING

When a board member has a financial interest or financial involvement in any project or action to be taken by the Board, or if for any reason that Board member feels that voting on the matter would violate his or her duty of loyalty, he or she shall disqualify him or herself from voting on that issue and shall not participate in the debate thereon.

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ARTICLE XI: INDEMNIFICATION

SECTION 1 DUTY TO INDEMNIFY

The school may, to the maximum extent permitted by law and in the absence of school or District insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted from and against any civil claims in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted when that person has acted within the course or scope of his or her duties to the school.

The termination of any action, suit or proceeding shall not of itself create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in or not opposed to the best interests of the school.

SECTION 2 DENIAL OF RIGHT TO INDEMNIFICATION

Subject to the provisions of Sections 5 and 6 below, or unless otherwise ordered by a court, indemnification and defense under Section 1 of this article may only be made by the School upon a determination by the board that defense and indemnification of the APC member is proper under the circumstances because the person has met the standard of conduct set forth in Section 1 of this Article, provided however, no person may receive defense or indemnification in those matters in which that person engaged in willful or intentional misconduct in the performance of duties as an APC member. In the case of any challenge to the propriety thereof, the person shall be afforded a fair opportunity to be heard as to that determination. Defense and indemnification payment may be made, subject to repayment upon ultimate determination that defense and indemnification is not proper.

SECTION 3 DETERMINATION

The determination described in Section 2 shall be made:

1. By the APC by a majority vote, or
2. By independent legal counsel, if directed by the APC by a majority vote of disinterested members or in the absence of a quorum.

SECTION 4 SUCCESSFUL DEFENSE

Notwithstanding any other provisions of Sections 1, 2 or 3 of this Article, but subject to the provisions of Section 5 below, if a person is successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 1 of this Article, or in defense of any claim, issue or matter therein, the person shall be indemnified against costs and expenses (including attorney’s fees) actually and reasonably incurred in connection therewith.

SECTION 5 CONDITION PRECEDENT TO INDEMNIFICATION

Any person who desires to receive defense and indemnification under this Article shall notify the school within a reasonable time that the person has been named a defendant to an action, suit or proceeding of a type referred to in Section 1 and that the person intends to rely upon the right of indemnification described in this Article. The notice shall be in writing and mailed via registered or certified mail, return receipt requested, to the APC Chair at the main address of the school or, in the event the notice is from the Chair, to the APC Secretary. Notice need not be given when the Corporation is notified by being named a party to the action.

SECTION 6 INSURANCE

The APC, at its discretion, may purchase appropriate insurance coverage for the risks described in this Article. To the extent that such an insurance policy (or policies) provides coverage where this Article does not, a member seeking indemnity shall have the benefit of that coverage, and the rules set out in this Article shall apply to any deductible or co-insurance requirement, or to any claims in excess of policy limits.

SECTION 7 FORMER APC MEMBERS

The indemnification provisions of this Article shall be extended to a person who has ceased to be an APC member as defined earlier in the bylaws and shall insure to the benefit of the heirs, personal representatives, executors and administrators of such person.

SECTION 8 PURPOSE AND EXCLUSIVITY

The defense and indemnification referred to in the various sections of this Article shall be deemed to be in addition to and not in lieu of any other rights to which those defended and indemnified may be entitled under any applicable law.

SECTION 9 LIMITATION OF LIABILITY

No APC member of this organization shall have any personal liability to the school for monetary damages for the breach of fiduciary duty as a Director except as set forth in AS 10.20.151(d) and (e).

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ARTICLE XII: AMENDMENTS TO BYLAWS

SECTION 1 AMENDMENT

Form # 05-15-036

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds (2/3) vote of the full APC at any regular meeting or any special meeting, provided that the proposed change in the Bylaws has been submitted in writing to all of the members of the APC and posted publicly in the School's office at least twenty (20) calendar days prior to the meeting at which the proposed change will come up for a vote. Proposed changes to the Bylaws may be submitted by any member of the APC, by parents or legal guardians with students currently enrolled in the School, or by the School Administrator, teacher-in-charge, or teachers, each under contract with the school, for consideration by the APC.

SECTION 2 CONSTRUCTION AND TERMS

Every three years, the APC shall appoint an ad hoc committee to conduct a complete review of the bylaws. Bylaw reviews shall occur between September to February every third year, with all recommended changes due to the APC by the end of February for public notice. The APC shall vote to approve all, some, or none of the proposed changes at the April meeting.

Should any portion of these Bylaws be held unenforceable or invalid for any reason, the remaining portions of these Bylaws shall be unaffected by such holding.

ARTICLE XIII: DISSOLUTION

In the event of dissolution of the Soldotna Montessori Charter School, all of the assets shall be distributed to the Kenai Peninsula Borough School District. It shall be the responsibility of the Administrator, with assistance from the School District, to complete all necessary federal and state forms upon dissolution. No funds are to be distributed to any APC Board Member.



APC Secretary

APC Chair

Adopted: February 25, 2021

Amended: May 9, 2024

Signature: 
Mike Williams (May 14, 2024 14:10 AKDT)

Email: mike.williams@g.kpbsd.org

Appendix D: APC Members & Minutes

2024-2025 APC Members

Parent APC Members

- Mike Williams - Parent Member - Chair - Term Expires 2027
- Bentley Hamilton - Parent Member - Vice Chair - Term Expires 2026
- Kathy McAlpine - Parent Member - Term Expires 2026
- Sarah McLeod - Parent Member - Term Expires 2025
- Lindsay Jester - APC Appointed Parent Member - Term Expires 2025
- Jon Pappendieck - APC Appointed Parent Member - Term Expires 2025

Staff APC Members

- John DeVold - Principal - APC Secretary - Ex Officio
- Kim Baumer - Teacher Representative - Term Expires 2025
- April Dixon - Teacher Representative - Term Expires 2025

APC Regular Meeting Dates

APC meetings dates of the last three years. Prior APC meeting dates are on file at the school.

2022-2023	2023-2024	2024-2025
08-25-22	08-24-23	08-29-24
10-20-22	10-19-23	09-26-24 (APC Training)
11-17-22	11-16-23	10-17-24
12-8-22	12-5-23	11-14-24
2-23-23	1-31-24	12-12-24
4-20-23	2-22-24	1-23-25
5-11-23	4-18-24	4-24-25
	5-9-24	5-15-25

APC Annual Review Meeting Dates

APC Annual Review Meeting Minutes located in Appendix D.

- 5-15-2025 4-23-2020
- 5-09-2024 5-14-2019
- 5-11-2023 5-15-2018
- 5-12-2022 4-25-2017
- 5-13-2021

Appendix D - Meeting Minutes

APC Meeting Minutes

May 15, 2025 - 5:30-7:00 P.M. - At SMCS (APC members may attend by Zoom)

Board Members:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Sarah McLeod, Parent Member - 2025 - ABSENT <input type="checkbox"/> Bentley Hamilton, Parent Member - 2026 - PRESENT <input type="checkbox"/> Kathy McAlpine, Parent Member - 2026 - ABSENT <input type="checkbox"/> Michael Williams, Parent Member - 2027 (Chair) - PRESENT | <ul style="list-style-type: none"> <input type="checkbox"/> Lindsay Jester Parent Member - Special Appointment - PRESENT <input type="checkbox"/> Jon Papendieck, Parent Member - Special Appointment - PRESENT <input type="checkbox"/> John DeVold, Administrator (Secretary) - PRESENT <input type="checkbox"/> Kim Baumer, Teacher Member - PRESENT <input type="checkbox"/> April Dixon, Teacher Member - PRESENT |
|--|---|

School Mission	Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students’ academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.
2024-25 APC Goals:	By May 2025, the APC will have completed oversight of the SMCS Charter Renewal effort resulting in a final draft ready for presentation to the school board for approval in the fall.
1. Opening Activities	<ul style="list-style-type: none"> A. Call to Order: 5:30 PM B. School Mission Statement C. Roll Call: 7 Members Present -- Quorum: Yes D. Approval of Agenda: Motion: <i>Mr. Hamilton</i>; 2nd: <i>Ms. Baumer</i> E. Approval of Minutes: Motion: <i>Mr. Hamilton</i>; 2nd: <i>Mr. Papendieck</i> F. New Members Oath of Office: <i>Ms Jester and Mr. Papendieck completed their Oaths of office.</i> G. APC Officer Election - Nomination & Voting <ul style="list-style-type: none"> a. Open Nominations - <i>Chair: Mr. Williams; Vice Chair: Mr. Hamilton, Secretary: Mr. DeVold</i> b. Ballot Vote c. Ballot Tally & Results - <i>Results were unanimous - Chair: Mr. Williams; Vice Chair: Mr. Hamilton, Secretary: Mr. DeVold</i> H. Public Comments: None <ul style="list-style-type: none"> a. Comments are limited to 3 minutes per individual, 20 minutes total. Those who wish to speak should address the Chair and will be allowed to speak when called upon in turn. b. Public comments are a time for the APC to listen. The APC will not comment or respond to public comments. The APC Chair will thank participants for their comments.
2. Presentations	A. Montessori Practices (Staff Presentation): None
3. Standing Reports	<ul style="list-style-type: none"> A. Principal Reports <ul style="list-style-type: none"> a. Budget Reports: <u>April</u> - <i>Mr. DeVold shared the budget information for April. Substitute costs, utilities, and rollover were topics of discussion.</i> b. <u>Enrollment & Staffing Report:</u> c. School Improvement and Planning Report: <ul style="list-style-type: none"> i. <u>2024-25 Charter School Annual Review Form</u> <i>Mr. DeVold shared information contained in the Charter School Annual Review Document E 6187(c). The APC looked at and evaluated</i>

Appendix D

	<p><i>accompanying graphs and data as part of the review. Requests for additions were information about the school garden and Farmer’s market. Note that we are at capacity over multiple years, and to note that if we used the waitlist to double our size we would still have waitlist numbers. Recommended changes were made to the document.</i></p> <p>d. Charter School Renewal Progress Report:</p> <ul style="list-style-type: none"> i. Current <u>SMCS Draft Charter Renewal Application</u> ii. <u>E 6187(d) Application for Renewal of a Public School Charter</u> <p><i>Mr. DeVold shared the process from the newly passed KPBSD Charter School Policy and shared form E 6187 (d) with the APC noting the deadline for submission of the notice form. The APC also discussed the Charter Application, with Mr DeVold noting it is essentially done, except for documents that will need to be included from the current meeting. Remaining discussion was about the APC intente to add a Middle School which is contained in the charter application and also there was discussion about the renewal process that will take place in the fall of next year.</i></p> <p>B. Parent Organization Activities Report: <i>Mr. DeVold noted the PTO Art Night Event and positive actions of the PTO members to carry it out.</i></p> <p>C. Committee Reports:</p> <ul style="list-style-type: none"> a. APC Election Committee Report <ul style="list-style-type: none"> i. <i>Election Results - Lindsay Jester, Jon Papendieck, & Emily DiPaolo were elected to serve as APC members.</i>
<p>4. Executive Session</p>	<p>A. Executive Session if Needed</p> <ul style="list-style-type: none"> a. Motion to enter into Executive Session (Motion must clearly state the subject of the executive session) a. Vote to Enter Executive Session b. Executive Session c. Return to Main Meeting <p>NOTE: 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.</p>
<p>5. Action Items - <i>(Action Items may not be placed on the current agenda during the meeting.)</i></p>	<p>A. Charter Application Renewal Request Approval</p> <ul style="list-style-type: none"> a. Discussion b. Suggested: Motion to approve submission of the KPBSD Application for Renewal of a Public School Charter [Form E 6187(d)] to the district in preparation for a fall 2025 Charter Renewal of the “SMCS Draft Charter Renewal Application.” <ul style="list-style-type: none"> i. <i>Motion: Mr. Williams made a motion to approve submission of the KPBSD Application for Renewal of a Public School Charter [Form E 6187(d)] to the district in preparation for a fall 2025 Charter Renewal of the “SMCS Draft Charter Renewal Application.</i> ii. <i>2nd: Mr. Papendieck</i> c. Results of vote: Yes: 7 No: 0 - <i>Motion Carried Unanimously</i> <p>B. 2024-25 Charter School Annual Review Approval</p> <ul style="list-style-type: none"> a. Discussion

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	<ul style="list-style-type: none"> b. Suggested: Motion to approve the 2024-25 Charter School Annual Review Form authorizing Principal and SMCS APC Chair signature of document. <ul style="list-style-type: none"> i. Motion: <i>Mr. Williams made a motion to approve the 2024-25 Charter School Annual Review Form authorizing Principal and SMCS APC Chair signature of the document.</i> ii. 2nd: <i>Mr. Hamilton</i> c. Results of vote: Yes: 7 No: 0 - <i>Motion Carried Unanimously</i>
<p>6. New Business</p>	<p>A. Discuss/Propose APC Goal Options for 25-26 for approval in August 2025:</p> <ul style="list-style-type: none"> a. Possible Goal Considerations: <ul style="list-style-type: none"> i. SMCS Policies Review (Last Review 2022-23) ii. SMCS Bylaws Review and Update (Last Review 2023-24) iii. Principal Annual Review Process - Include Measurable Goal. iv. Develop New APC Member Orientation Process v. Develop an APC Annual Training Schedule vi. Montessori Middle School Curriculum Development/Review (Committee?) vii. Participate in 5 year School Strategic Plan Development viii. Other <p><i>Discussion was held regarding possible considerations. Mr. Papendiek spoke in favor of item i, and did not favor items iv, and v. Mr. Williams discusses possible inclusion of item iii specifically for a goal for the principal to represent and finish the charter renewal process with the state and district. Mr. DeVoll spoke in favor of including item i. Ms. Dixon spoke to the possibility of waiting until August to make a decision since there may be issues that arise between May and August.</i></p> <p><i>Motion: Mr. Williams made a motion to table this decision until the August APC meeting.</i></p> <p><i>2nd: Mr. DeVoll</i></p> <p><i>Results of vote: Yes: 7 No: 0 - Motion Carried Unanimously</i></p>
<p>7. Old Business</p>	<p>A. None</p>
<p>6. Board Comments</p>	<p>A. Board Comments: Limited to 3 minutes per member</p> <p><i>Mr. Williams spoke favorably about Ms. McLeods tenure as an APC member, incoming new members, the school, students, teachers, and principal.</i></p> <p><i>Mr. Papendiek agreed with Mr. Williams and spoke favorably about the school, and APC officer. He appreciated how good the school year has been.</i></p> <p><i>Ms. Jester appreciated the welcoming nature of the APC as a new member and how good the school year has been, and being able to continue to serve as an elected APC member.</i></p> <p><i>Ms. Dixon Appreciated the work of the APC and parent members, and learning the inner workings of the school.</i></p> <p><i>Ms. Baumer appreciated the family participation evident this school year, and being able to learn more about a charter school by serving as a teacher member.</i></p> <p><i>Mr. Hamilton appreciated The prep work of the Chair and secretary for the meetings, appreciated the nature of the SMCS APC, and spoke favorably about Spirit week.</i></p> <p><i>Mr. DeVoll spoke in appreciation to Ms. Mcleods service on the APC, thanked new members for joining the APC, noted the unity that exists in the SMCS APC, Thanked teacher APC members for their tenure, Thanked newly elected officers, and highlighted the good work of students who opted to conduct fundraisers for the community via school stores.</i></p>
<p>7. Adjourn</p>	<p>A. Next Meeting Date: August 28, 2025 @ 5:30 p.m.</p> <p>B. Adjourn Meeting: 7:13 PM</p>

Appendix D

APC Meeting Minutes

May 9, 2024 - 5:30-7:00 P.M. - At SMCS (APC members may attend by Zoom)

Board Members:

- | | |
|---|---|
| <input type="checkbox"/> Donna Edmunds, Parent Member - 2024 - ABSENT | <input type="checkbox"/> Bentley Hamilton, Parent Member - 2026 - PRESENT |
| <input type="checkbox"/> Michael Williams, Parent Member - 2024 (Chair) - PRESENT | <input type="checkbox"/> Kathy McAlpine, Parent Member - 2026 - PRESENT |
| <input type="checkbox"/> Vacant, Parent Member - 2025 | <input type="checkbox"/> John DeVold, Administrator (Secretary) - PRESENT |
| <input type="checkbox"/> Sarah McLeod, Parent Member - 2025 - PRESENT | <input type="checkbox"/> Susan Larned, Teacher Member - PRESENT |
| | <input type="checkbox"/> Matt Faris, Teacher Member - PRESENT |

School Mission	Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students' academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.
2023-24 APC Goals:	By May 2024, the APC will review and update the SMCS APC Bylaws.
1. Opening Activities	<p>A. Call to Order: 5:30 p.m.</p> <p>B. School Mission Statement</p> <p>C. Roll Call: 7 Members Present -- Quorum: Yes</p> <p>D. Approval of Agenda: Motion: Mr. Hamilton; 2nd: Mrs. McAlpine</p> <p>E. Approval of Minutes: Motion: Mr. Hamilton; 2nd: Mrs. Larned</p> <p>F. New Members Oath of Office: Mr. Williams confirmed and signed the Oath of Office.</p> <p>G. Public Comments - None</p> <p>a. Comments are limited to 3 minutes per individual, 20 minutes total. Those who wish to speak should address the Chair and will be allowed to speak when called upon in turn.</p> <p>b. Public comments are a time for the APC to listen. The APC will not comment or respond to public comments. The APC Chair will thank participants for their comments.</p>
2. Presentations	<p>A. School Bond Discussion with Borough Mayor [Tentative] - Mayor did not attend. Mr. Hamilton reported his insights from attending the last assembly meeting regarding Borough leadership and School District leadership.</p> <p>B. Montessori Practices (Staff Presentation): Mr. Faris - Shared squaring using the peg board and its relationship to the binomial cube material. He demonstrated the relationship of the work to algebraic terms and practices.</p>
3. Standing Reports	<p>A. Principal Reports</p> <p>a. Budget Report: April Budget Report</p> <p><i>Mr. DeVold provided the budget sheet, and highlighted the sub costs and the Professional development costs. He shared that some of the professional development costs are calculated in the "other" category of the budget with travel and lodging calculated in "other" and not PD.</i></p> <p>b. Enrollment & Staffing Report:</p> <p><i>Mr. DeVold shared the newest numbers on the waitlist, which has increased to 230 students. He also highlighted that we will be retaining all staff, and that there are no current staff vacancies to fill.</i></p> <p>c. School Improvement and Planning Report:</p>

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	<p>i. Annual Report to APC & District</p> <p><i>Mr. DeVold shared the Charter School Annual Review form with the APC. The review consisted of reflections on school and APC actions for the year, including meeting dates, policies and goal work, school budget, enrollment, curricula, school activities, academic performance, stakeholder feedback, and other areas of discussion.</i></p> <p>ii. APC Report Approval</p> <p><i>Recommendations were made to fix the dates in the section about the school contract, to add the limiting factor for school enrollment numbers limited to fire marshal's code for the space, and to include the number of years the school is at 100% capacity, To add the number of possible parent responses that could have supplied school survey data, and ad the word "increased" to the "Other Areas of Discussion" section to the topic of school space in order for the thought to be "increased space."</i></p> <ol style="list-style-type: none"> 1. Motion: Mr. Hamilton made a motion to approve the Charter School Annual Review Report with the recommended changes. Mr. Faris 2nd the motion. 2. Results: <i>Motion Carried.</i> <p><i>Yes: Mr. Williams, Mr. Hamilton, Mrs. McAlpine, Mrs. McLeod, Mr. DeVold, Mrs. Larned, Mr. Faris</i></p> <p><i>No: None</i></p> <p>B. Parent Organization Activities Report: <i>No Report available, but Mr. DeVold reported that the PTO Art Night was a success. He indicated that Mrs. Edmunds remarked that they were able to fund raise more than the prior year although he did not have a figure. He also reported that the PTO effort to provide food for Teacher Appreciation has been fantastic and has been well received. Mr. Faris, Mrs. McAlpine, Mrs. Larned, and Mr. Hamilton all provided positive statements about parent participation in general with class support.</i></p>
<p>4. Executive Session</p>	<p>A. Executive Session if Needed - None</p> <ol style="list-style-type: none"> a. Motion to enter into Executive Session (Motion must clearly state the subject of the executive session) b. Vote to Enter Executive Session c. Executive Session d. Return to Main Meeting <p>NOTE: 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.</p>
<p>5. Action Items - <i>(Action Items may not be placed on the current agenda during the meeting.)</i></p>	<p>A. Approval of New Bylaws (Bylaws Notice), (Final Draft Bylaws for Approval)</p> <ol style="list-style-type: none"> a. Discussion: <i>Mr. DeVold summarized prior work and discussions.</i> b. Recommend motion: Motion to amend the SMCS APC bylaws in the following sections, as written, in the draft bylaws: Table of Contents, Article 3 Section 1 Item 16, Article 3 Section 2, Article 3 Section 6, and Article 6 Section 7. c. Motion: <i>Mr. Williams; 2nd: Mrs. McAlpine</i> d. Final Resolution: <i>Motion Carried.</i> <p><i>Yes: Mr. Williams, Mr. Hamilton, Mrs. McAlpine, Mrs. McLeod, Mr. DeVold, Mrs. Larned, Mr. Faris</i></p>

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	<p>No: None</p>
<p>6. New Business</p>	<p>A. APC Member Vacancies</p> <p>a. Applicants</p> <p>i. Jon Papendieck - Notice for APC Member Consideration</p> <p>ii. Lindsay Jester - Notice for APC Member Consideration</p> <p><i>Members reviewed the applicants' notification of interest and individual summaries. A discussion about how to fill the 3 year term and 1 year term was held. The APC concluded that the vacancies would be filled through temporary appointment, and that no designation should occur for term length, as the seats must be voted on at the next regular election. The APC determined to move forward with the appointments for both seats with equal weight and time constraints.</i></p> <p>b. Motion: Mr. Hamilton made a motion to appoint both Mr. Papendieck and Mrs. Jester to the vacant APC seats for a one year term. Mr. Faris 2nd.</p> <p>c. Results: Motion Carried.</p> <p>Yes: Mr. Williams, Mr. Hamilton, Mrs. McAlpine, Mrs. McLeod, Mr. DeVold, Mrs. Larned, Mr. Faris</p> <p>No: None</p> <p>B. Set Fall Meeting Date in August: Next Meeting set for August 29, 2024 @ 5:30</p> <p>C. Discuss/Propose APC Goal Options for 24-25:</p> <p>Discussion: Mr. Faris proposed the goal of completing the Charter Renewal work. Mr. Williams reviewed suggested goals listed in the annual report.</p> <p>Motion: Mr. Williams made a motion to table the APC goal work until August when the new APC members would be added to the APC. Mr. Hamilton 2nd.</p> <p>Results: Motion Carried.</p> <p>Yes: Mr. Williams, Mr. Hamilton, Mrs. McAlpine, Mrs. McLeod, Mr. DeVold, Mrs. Larned, Mr. Faris</p> <p>No: None</p>
<p>7. Old Business</p>	<p>A. None</p>
<p>6. Board Comments</p>	<p>A. Board Comments: Limited to 3 minutes per member</p> <p><i>Mr. DeVold shared thanks to Mr. Williams for continuing to serve as a board member. He also highlighted the APC training date in Kenai/Soldotna next year on September 26 and invited all APC members to save the date and make time to attend. The training is provided by the AASB and is valuable to APC parent members.</i></p> <p><i>Mr. Williams recognized Nurse Tammy and Mrs. Edmunds for their service to the school, He noted the positive work of the school including field trip participation, Art night, Teachers' and Admin efforts with success. He is glad to be able to continue serving as an APC member.</i></p> <p><i>Mrs. Larned thanked APC members for serving the school, highlighted the inclusion of our student teacher this year and was grateful for the opportunity of hosting.</i></p> <p><i>Mr. Hamilton Appreciated the leadership of the school and the continuing recognition as a high performing school through the US News Award. He thanked the work of teachers and the APC. He thanked Mr. Williams for leading that APC and willingness to continue serving as an APC member. Kathy was appreciative of the teachers and their dedication and care for students, appreciated the APC and her opportunity to participate, thanked Mr. Williams for his service as chair and continuing to serve as an APC member.</i></p> <p><i>Mr. Faris credited the parents & families who make the school successful. He indicated the students are well cared for by staff. He complimented the APC citing his history of participation stating that this APC functioned in a highly professional manner.</i></p>

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	<i>Mrs. McLeod stated support for all of the comments by the other board members.</i>
7. Adjourn	A. Next Meeting Date: <i>August 29, 2024</i> B. Adjourn Meeting: <i>7:38 p.m.</i>

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APC Meeting Minutes

May 11, 2023 - 5:30-7:00 P.M. - At SMCS

Board Members:

- | | |
|---|---|
| <input type="checkbox"/> Jamie Nelson, Parent Member-2023 (Vice-chair) - PRESENT | <input type="checkbox"/> Robin Dahlman, Parent Member – 2025 - ABSENT |
| <input type="checkbox"/> Open Seat, Parent Member-2023 | <input type="checkbox"/> Sarah McLeod, Parent Member – 2025 - ABSENT |
| <input type="checkbox"/> Donna Edmunds, Parent Member – 2024 - PRESENT | <input type="checkbox"/> John DeVold, Administrator (Secretary) - PRESENT |
| <input type="checkbox"/> Michael Williams, Parent Member – 2024 (Chair) - PRESENT | <input type="checkbox"/> Rachel DeRaeve, Teacher Member - ABSENT |
| | <input type="checkbox"/> Jennifer Hubbard, Teacher Member - PRESENT |

2021-22 APC Goal:	By December of 2022, the goal of the SMCS APC is to gain a better understanding of the Montessori teacher certification options and process.
1. Opening Activities	<p>A. Call to Order: 5:34 p.m.</p> <p>B. Roll Call: 5 Members Present -- Quorum: Yes</p> <p>C. Approval of Agenda: Motion: <i>Ms. Hubbard</i>; 2nd: <i>Mr. Nelson</i></p> <p>D. Approval of Minutes: Motion: <i>Mr. DeVold</i>; 2nd: <i>Ms. Hubbard</i></p> <p>E. New Members <u>Oath of Office</u>:</p> <p><i>Mr. Hamilton and Ms. McAlpine were sworn in as APC members.</i></p> <p>F. Public Comments - None</p> <p>a. Comments are limited to 3 minutes per individual, 20 minutes total. Those who wish to speak should address the Chair and will be allowed to speak when called upon in turn.</p>
2. Presentations	A. Montessori Practices (Staff Presentation): None
3. Standing Reports	<p>A. Principal Reports</p> <p>a. Budget Report: <u>April Budget Report</u></p> <p>b. <u>Enrollment & Staffing Report:</u></p> <p>i. Staffing & Hiring</p> <p>c. School Improvement and Planning Report:</p> <p>i. <u>Annual Report to APC & District</u></p> <p><i>Mr. DeVold reviewed the annual report and highlighted the details contained in the report, including data on student progress and proficiency attainment on spring benchmarks.</i></p> <p>ii. APC Annual Report Approval: Motion: to approve the APC Annual Report for submission to the District. <i>Mr. Hamilton</i>; 2nd: <i>Mr. Nelson</i>; Result: Motion Passed Unanimously.</p> <p>B. Parent Organization Activities Report:</p> <p><i>Mrs. Edmunds reported \$1300 made from the Art Night Fund Raiser. She stated that participation in attending the event seemed to be more than prior years. Ms. Edmunds reported that the PTO is holding funds in preparation for assisting with costs associated with a pending move to the former Prep school. The PTO is in the midst of providing meals for teacher appreciation, and will support breakfast for teachers on their last work day. Ms. Edmunds reported that sign ups from families is diminished for helping the PTO for teacher appreciation week.</i></p> <p>C. Committee Reports: Conclusion of election and swearing in of elected APC candidates. Election participation numbers. <u>Oath of Office Document</u></p>

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	<p><i>Mr. DeVold reported that the election had completed, and that candidate received votes electing them to the office. Families were notified of the results via newsletter.</i></p>
<p>4. Executive Session</p>	<p>A. Executive Session if Needed - None</p> <ul style="list-style-type: none"> a. Motion to enter into Executive Session (Motion must clearly state the subject of the executive session) b. Vote to Enter Executive Session c. Executive Session d. Return to Main Meeting <p>NOTE: 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.</p>
<p>5. Action Items</p>	<p>A. School Enrollment Preference Policy: Adopt the proposed school enrollment policy for inclusion as a school policy of the APC. (<u>Proposal with Community Comments & APC Background Information</u>)</p> <ul style="list-style-type: none"> a. Discussion <p><i>Members reviewed the proposed policy. Mr. DeVold presented feedback received about the policy via email. There were three items. He also provided information that indicated the work of the APC to produce the policy and address concerns regarding enrollment preference. The supporting guidance would not be a part of the policy, but that the information would be available for future APC;s to look at if needed/desired.</i></p> <p><i>Two items raised with the email communication about the policy were discussed by the APC. One issue was the phrasing about half-time employees. The board felt that concern raised via email represented the intent of the APC, but that the language in the proposal accurately reflected the intent. Mr. DeVold, Mr. Nelson, and Mr. Williams spoke in favor of correcting the language to match the intent of the APC to read “half time or greater” instead of “greater than half time.”</i></p> <p><i>The second item raised was the consideration of itinerant staff who support the school but who may or may not be half time from year to year. Mr. DeVold indicated that itinerant staff who support the school are paid for service/time from the school budget, but that the positions are hired by the district and itinerant staff may have multiple locations they support in addition to SMCS. The APC chose to address this concern by more clearly defining SMCS staff as having been “hired by SMCS” to respond to the possible issue of itinerant staff.</i></p> <p><i>After Discussion, Mr. Williams made a motion to amend the policy language for staff under “Definition of SMCS Staff & Dependents” to read:</i></p> <p>“For the purposes of this policy, SMCS Staff is defined as certified or classified staff, hired by SMCS, working half time or greater, in the school for the current school year.” <i>The motion was seconded by Mr. Nelson, and the motion to amend the policy language for that section passed unanimously. The amended language was passed to a motion to adopt the policy change.</i></p> <p>Motion: <i>Motion to adopt the proposed enrollment preference policy as the new/updated policy for SMCS was made by Ms. McAlpine.; 2nd: Mr. Hamilton</i></p> b. Results: <i>Motion passed unanimously.</i>
<p>6. New Business</p>	<ul style="list-style-type: none"> A. Set Fall Meeting Date in August: - Discussed, meeting tentatively set for August 24, 2023 B. Discuss/Propose APC Goal Options for 23-24: <p><i>Motion to table this time made by Mr. Williams.; 2nd Mr. DeVold. Result: Passed Unanimously</i></p>

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7. Old Business	<p>A. None.</p>
8. Board Comments	<p>A. Board Comments: Limited to 3 minutes</p> <p><i>Mr. Nelson - Welcomed new board members, Recognized the difficulties faced by the APC during his time as APC member. Shared his observations of kind and supportive students during field trips. Appreciated the comment from the survey indicating that SCMS produces “good people,” which was part of the annual APC report. Appreciated his time as a member of the APC.</i></p> <p><i>Ms. McAlpine - Appreciated opportunity to participate in APC and is ready to learn about the school and work of the APC.</i></p> <p><i>Ms. Edmunds - Spoke about her appreciation of the diverse experiences of APC members. Spoke in appreciation of the school and teachers. Appreciated that field trips are going again. Thanked Mr. Williams for leading the APC and his organization. Thanked Mr. DeVold for answering all of their questions.</i></p> <p><i>Mr. DeVold - Shared science of reading curriculum decisions looming for the staff, and that the APC will likely be needing to review and make decisions about the curriculum choice in August and September. HE stated that the state has a deadline for completing a report, but that there is room for the school to still be in the process of choosing/defining the Core reading curriculum.</i></p> <p><i>Mr. Hamilton - thanks mr. DeVold for encouragement to consider running to be a part of the APC. He is looking forward to the future and the work of the APC.</i></p> <p><i>Mr. Williams - encouraged staff to finish strong. Thanks Mr. Nelson for his service as an APC member. Thanks to the new Members for deciding to run and work as part of the APC. Spoken favor of Art night, that it was a great time, and thanked ms. Edmunds for her work. Thanked teachers, Mr. DeVold and felt it was a good year at SMCS.</i></p>
9. Adjourn	<p>A. Next Meeting Date: August 24, 2023</p> <p>B. Adjourn Meeting: 7:30 p.m.</p>

Appendix D

APC Meeting Minutes

May 12, 2022 - 5:30-7:00 P.M. - At SMCS

Board Members:

- | | |
|---|---|
| <input type="checkbox"/> Celina Robinson, Parent Member-2022 - PRESENT | <input type="checkbox"/> Michael Williams, Parent Member – 2024 (Chair) - PRESENT |
| <input type="checkbox"/> Jamie Nelson, Parent Member-2023 (Vice Chair) - ABSENT | <input type="checkbox"/> John DeVold, Administrator (Secretary) - PRESENT |
| <input type="checkbox"/> Mariah Ross, Parent Member-2023 - ABSENT | <input type="checkbox"/> Rochelle Brenner, Teacher Member - PRESENT |
| <input type="checkbox"/> Donna Edmunds, Parent Member – 2024 - ABSENT | <input type="checkbox"/> Jessica Moore, Teacher Member - ABSENT |
| | <input type="checkbox"/> Sarah McLeod, Parent Member - 2025 - PRESENT |

2021-22 APC Goals:	By December of 2022, the goal of the SMCS APC is to gain a better understanding of the Montessori teacher certification options and process.
1. Opening Activities	<p>A. Call to Order: 5:30 p.m.</p> <p>B. Roll Call: 5 Members Present -- Quorum: Yes</p> <p>C. Approval of Agenda: Motion: Ms. Brenner; 2nd: Mr. DeVold</p> <p>D. Approval of Minutes: Motion: Ms. Robinson; 2nd: Ms. Brenner</p> <p>E. New Members Oath of Office: Sara McLeod Read Oath of office aloud and signed the Oath of Office Document.</p> <p>F. Public Comments None.</p> <p style="padding-left: 40px;">a. Comments are limited to 3 minutes per individual, 20 minutes total. Those who wish to speak should address the Chair and will be allowed to speak when called upon in turn.</p>
2. Presentations	A. Montessori Practices (Staff Presentation): None
3. Standing Reports	<p>A. Principal Reports</p> <p style="padding-left: 20px;">a. Budget Report: April Budget Report - Mr DeVold presented the budget from April, and highlighted the sub costs as being higher than typical. He indicated that to his knowledge, the COVID absences have not yet been credited back to the school.</p> <p style="padding-left: 20px;">b. Enrollment & Staffing Report: Current Student Numbers, Staffing, Hiring</p> <p style="padding-left: 40px;">i. FY23 Staffing decisions/plans</p> <p style="padding-left: 60px;">1. No changes to staffing next year. Enrollment will be maxed at 167 and we have a large waitlist.</p> <p style="padding-left: 20px;">c. School Improvement and Planning Report:</p> <p style="padding-left: 40px;">i. Annual Report to APC & District</p> <p style="padding-left: 60px;">1. Mr. DeVold presented the annual report to the members and answered questions about the document and data.</p> <p style="padding-left: 40px;">ii. Motion to approve the Report made by Mr. Williams, 2nd by Mr. DeVold - Motion Passed.</p> <p>B. Parent Organization Activities Report: TBD - No Report</p> <p>C. Committee Reports:</p> <p style="padding-left: 20px;">a. Election Committee Report: Conclusion of election and swearing in of elected APC candidate. Election participation numbers.</p> <p style="padding-left: 40px;">i. Report was that we had approximately 30 votes cast in the election. The election is complete and final. Notification of the results of Sarah McLeod being voted to be an APC parent member were in the school newsletter.</p>

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<p>4. Executive Session</p>	<p>A. Executive Session - Possible discussion of APC Vacancy Candidates (Subject to APC Bylaws Section 10.3.b & Section 10.8) - None held</p> <ul style="list-style-type: none"> a. Motion to enter into Executive Session (Motion must clearly state the subject of the executive session) b. Vote to Enter Executive Session c. Executive Session d. Return to Main Meeting <p>NOTE: 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.</p>
<p>5. Action Items</p>	<p>A. APC Vacancy Action</p> <ul style="list-style-type: none"> a. Review applicant submissions for APC vacancy and APC vote to fill. b. Reviewed applications presented by Bennet Hamilton & Robin Dahlman. Both candidates were spoken in favor of, and the APC felt that both would be very good additions as members of the APC. c. Moved to Vote: Mr. Williams; 2nd Ms. Robinson. Vote Results: Mrs. Dahlman was selected by majority vote of the remaining members of the APC and shall be elected for the unexpired term of his or her predecessor in office.
<p>6. New Business</p>	<p>A. Set Fall Meeting Date in August - Set to August 25, 2022</p>
<p>7. Old Business</p>	<p>A. School Enrollment Preference Policy - New Information or Discussion</p> <ul style="list-style-type: none"> a. Review/Discuss draft documents submitted to APC in February <ul style="list-style-type: none"> i. Mr DeVold reviewed the document with APC. Noted that the work would include effort for the charter renewal. Mr. DeVold spoke in favor of resuming the effort in the fall of 2022. Mr. Williams added that it could be taken up as an APC Goal. <p>B. Charter Renewal - New Information or Discussion</p> <ul style="list-style-type: none"> a. Set timeline for renewal for Mr. DeVold <ul style="list-style-type: none"> i. Timeline for renewal to be set in the fall of 2022. <p>C. Attendance Policy Draft - Tabled</p> <ul style="list-style-type: none"> a. Mr. Williams reviewed the progress on the policy, and reminded members that the work would sunset and become a historic/archived action made by the 2021-22 APC for future APC to take up if desired. That the item would not be placed on future APC agendas.
<p>8. Board Comments</p>	<p>A. Board Comments: Limited to 3 minutes</p> <p>Mrs. Robinson - Appreciated time on APC. Expressed a wish that every parent could serve for a period of time on the APC. She appreciated the knowledge of what it takes to operate the school. She expressed thanks for working with great people and acknowledged that the APC has a lot of work ahead.</p> <p>Mrs. Brenner: Welcomed Ms. McLeod, and stated that she learned a lot in her year serving as the teacher liaison. The experience was eye opening on what it takes to run the school.</p> <p>Mr. Williams: Thanked Mrs. Robinson, Mr. Grilley, and Mrs Brenner for serving on the APC. Welcomed Ms. McLeod to the APC. Mr. Williams spoke to his participation for the Salmon Celebration field trip and appreciated all the organization that goes into that work by the teacher. He reflected on the many activities that exist for students at the end of the year, and was ready for Field day and the 6th grade promotion ceremony, of which his daughter would be a participant this year. He thanked mR. DeVold for running the school and expressed his desire for the family to stay with Montessori.</p>

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	<p>Mr. DeVold: Thanks Ms. Robinson, Mr Grilley, and Ms Brenner for their representation on the APC Board. Welcomed Ms. McLeod as a new APC member. Mr DeVold presented information that the AASB would be holding a Charter School APC training in 2022-23, and encouraged board participation in that if possible. Mr. EVold shared information about the Alskasa Reading symposium, that the school had 3 members in attendance, that 8900 educators statewide were there and that the school is well positioned to address any requirements that may become necessary through state law. He encouraged the APC to read SB111 and To find and read the Alaska’s Reading Playbook at the state website, as well as research the Science of reading information that would accompany the Playbook.</p>
9. Adjourn	<p>A. Next Meeting Date: August 25, 2022 B. Adjourn Meeting: 7:05 p.m.</p>

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APC Meeting Minutes

May 13, 2021 - 5:30-7:30 P.M. Via Zoom

Board Members:

- | | |
|---|---|
| <input type="checkbox"/> Donna Edmunds, Parent Member – 2021 - ABSENT | <input type="checkbox"/> Jamie Nelson, Parent Member-2023 - PRESENT |
| <input type="checkbox"/> Michael Williams, Parent Member – 2021 (Chair) - PRESENT | <input type="checkbox"/> Mariah Ross, Parent Member-2023 - PRESENT |
| <input type="checkbox"/> Nathan Grilley, Parent Member-2022 (Vice-Chair) - ABSENT | <input type="checkbox"/> John DeVold, Administrator (Secretary) - PRESENT |
| <input type="checkbox"/> Celina Robinson, Parent Member-2022 - PRESENT | <input type="checkbox"/> Sarah Miller, Teacher Member - ABSENT |
| | <input type="checkbox"/> April Dixon, Teacher Member - PRESENT |

2020-21 APC Goals:	<p>By May 2021, the APC will review and update the SMCS APC Bylaws.</p> <p>By May of 2021, The APC will review attendance policies and determine if an attendance policy unique to SMCS will be implemented.</p>
1. Opening Activities	<p>A. Call to Order: 5:34 p.m.</p> <p>B. Roll Call: 6 Members Present -- Quorum: Yes</p> <p>C. Approval of Agenda: Motion: <i>Mrs. Ross</i>; 2nd: <i>Mr. Williams</i></p> <p>D. Approval of Minutes: Motion: <i>Mr. DeVold</i>; 2nd: <i>Mrs. Robinson</i></p> <p>E. New Members Oath of Office - <i>Mike Williams read and agreed to oath of office - Written document to be signed and returned. Mrs. Edmunds will be sworn in at next meeting.</i></p> <p>F. Public Comments - None</p> <p style="padding-left: 20px;">a. Comments are limited to 3 minutes per individual, 20 minutes total. Those who wish to speak should address the Chair and will be allowed to speak when called upon in turn.</p>
2. Presentations	<p>A. Montessori Practices (Staff Presentation): None</p>
3. Standing Reports	<p>A. Budget Report: May Budget Report - <i>Short discussion held. No questions on budget information.</i></p> <p>B. Enrollment & Staffing Report: Current Student Numbers, Staffing, Hiring - <i>April Dixon Hired as new primary teacher. Half-time quest/intervention position to be filled over summer.</i></p> <p>C. School Improvement and Planning Report: Annual Report to APC & District - Report Presented to APC. APC members requested to add Principal evaluation and vote to retain principal be added to APC accomplishments. Also requested to be added to the report were staff presentations as APC accomplishments, and carrying out of field trips to school accomplishments.</p> <p>D. Parent Organization Activities Report: If available - <i>Mr. DeVold reported that Teacher Appreciation Week was celebrated and run by PTO. Teachers had door decorations, a teacher appreciation display was put up in the hallway and messages for teachers were added by students. The PTO also provided a teacher appreciation lunch.</i></p> <p>E. Committee Reports:</p> <p style="padding-left: 20px;">a. Attendance Policy Committee Report: Possible presentation of draft statement for policy language & draft regulatory policy language. - <i>Moved Work to August. No Draft policy present to review. Discussion included support for families whose students have poor attendance be included with any attendance policy, but also to include further measure. One member spoke in favor of an attendance policy that would have teeth, help with any legal issues, and possibly result in termination of enrollment.</i></p>

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<p>4. Executive Session</p>	<p>A. Executive Session if Needed - None</p> <ul style="list-style-type: none"> a. Motion to enter into Executive Session (Motion must clearly state the subject of the executive session) b. Vote to Enter Executive Session c. Executive Session d. Return to Main Meeting <p>NOTE: 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.</p>
<p>5. Action Items</p>	<p>A. No Action Item Provided for 5-13-21 Meeting</p> <ul style="list-style-type: none"> a. Discussion b. Recommend Approval of Item #1 c. Motion: _____; 2nd: _____ d. Final Resolution: Motion Carried/Failed <p>Yes: Member Names No: Member Names</p>
<p>6. Board Comments</p>	<p>A. Board Comments: Limited to 3 minutes</p> <p>Mr Nelson offered congratulations to Mrs. Dixon on Job and new baby. Noted that mitigation was implemented well, Christmas Concert was excellent and indicated that a parent spoke with him about following future CDC guidelines.</p> <p>Mrs. Robinson offered congratulations to Mrs. Dixon on new position.</p> <p>Mrs. Ross offered support for Mrs. Dixon’s hire as primary teacher, Happy with mitigation implementation and appreciated efforts of school to make year as normal as possible.</p> <p>Mr. Williams thanked teachers for efforts in difficult year, appreciated the Peterson Bay field trip, congratulated Mrs. Dixon on new position, Noted declining Covid #'s, thanked APC members for attendance and committee participation.</p> <p>Mrs. Dixon's shared excitement for new position.</p> <p>Mr. DeVold spoke of great gratitude for families who worked very hard with students this year, supporting the school when students worked at a distance. Indicated that assessment results were still very good as a result.</p> <p>Mrs. Truesdale wished APC & School well. Shared that she had spoke with Liz Hayes about Charter School finance, She had questions about SMCS summer school, and student participation in district bussing and the school lunch program.</p>
<p>7. Adjourn</p>	<p>A. Next Meeting Date: <i>August 26, 2021 @ 5:30 p.m.</i></p> <p>B. Adjourn Meeting: <i>6:40 p.m.</i></p>

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Regular Meeting Minutes

April 23, 2020- 5:30-7:30 P.M.

Board Members:

- Scott Downing, Parent Member-2020 (Past Chair) - PRESENT
- Nathan Grilley, Parent Member-2022 (Chair) - Absent
- Lindsey Hannevold, Parent Member-2020 - PRESENT
- Sarah Michael, Parent Member – 2021 - PRESENT
- Celina Robinson, Parent Member-2022 - PRESENT
- Michael Williams, Parent Member – 2021 (Vice Chair) - PRESENT
- Susan Larned, Teacher Member - PRESENT
- Terri Carter, Teacher Member - PRESENT
- John DeVold, Administrator (Secretary) - PRESENT

<p>2019-2020 APC Goals:</p>	<ul style="list-style-type: none"> ● The goal of the SMCS APC is to gain a better understanding of Montessori practices and how they are implemented uniquely at SMCS. ● By May of 2020, The APC will review attendance policies and determine if an attendance policy unique to SMCS will be implemented.
<p>General Business</p>	<p>Action: Call to Order – 5:30 p.m.</p> <p>Action: Roll Call – 8 Present (<i>Quorum Established</i>)</p> <p>Action: Agenda Approval - <i>Agenda approved as printed</i></p> <p>Action: Approval of Last Minutes - <i>Minutes approved as printed</i></p> <p>Public Comments: Please limit your comments to 5 minutes.</p> <p><i>1 Member of the public provided comments: Patty Truesdale, School Board Member, spoke in support of the school, the challenge of distance learning, and offered support if requested or needed.</i></p>
	<p>Standing Report: Budget:</p> <ul style="list-style-type: none"> ● April Budget Report: <i>Board had no questions. Comment was provided from Mr. DeVold that Mrs. Hayes, KPBSD Director of Finance, had communicated that 10% rollover requirements were waived by the governor and the school would be able to rollover any/all unused funds from FY20 to FY21.</i> <p>Standing Report: Montessori Practices (Staff Presentation):</p> <ul style="list-style-type: none"> ● Teacher Distance Instruction Update <i>Mr. DeVold, Mrs. Carter & Mrs. Larned provided information about the transition to distance learning and current instructional efforts. Reports indicated positive effort and success even though the task was difficult.</i> <p>Standing Report: Enrollment & Staffing Update:</p> <ul style="list-style-type: none"> ● Kindergarten Update <i>Mr. DeVold reported on the school lottery specific to incoming kindergarteners. The kindergarten class was filled, and there are students on the waitlist. Mr. DeVold reported on the current waitlist status at each grade.</i> <p>Standing Report: School Improvement and Planning Update:</p> <ul style="list-style-type: none"> ● None <p>Standing Report: Parent Organization Activities:</p> <ul style="list-style-type: none"> ● Update from PTO <i>PTO is currently working with the intermediate teachers on acquiring the candy lays for 6th grade graduation.</i>

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	<p>Old Business:</p> <ul style="list-style-type: none"> ● Attendance Policy Work – Policy Draft and Parent Survey Review <i>Attendance policy work was requested to be placed in old business for future meetings. Work was determined to be impacted by school closure and limited the ability for APC to engage families in the process. The APC will resume the work when school is able to be in session. Mr. Downing shared that the prior Attendance policy work done by a previous APC would be a good starting point for future work. Mrs. Robinson reported that a parent survey regarding an attendance policy would not be advisable at this time due to school closure.</i> ● APC Meeting Dates Review/Update Motion to move May APC meeting to August Motion by: Sarah Michaels, second by Terry Carter. Final Resolution: Copy of annual report scheduled to be shared in May will be sent to APC membership via email. Motion to move APC meeting carried. Yes: Unanimous ● APC Bylaws Review & Recommendation (Draft in Packet) <i>Board reviewed draft bylaws language and options, and provided feedback for finalizing the draft. New language in Articles IX through XII were tabled for discussion and input at the next board meeting.</i> <p>New Business:</p> <ul style="list-style-type: none"> ● APC Elections Work/Report <i>Mr. DeVold reported that the election process had been initiated to solicit possible APC candidates. At the time of the meeting, no candidates had applied. Opportunity to submit APC applications are open until May 6, 2020. School closure may have impacted ability to promote opportunity to families, although notification has gone out via newsletter. If no candidates emerge within the application timelines, the APC will treat any opening as a vacancy to be filled by APC vote.</i>
	<p>NOTE: 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.</p>
Adjourn	<i>Motion to adjourn 7:01 p.m.</i>

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Regular Meeting Minutes

May 14, 2019- 5:30 P.M.

Board Members:

- John DeVold, Administrator (Secretary) - PRESENT
- Lindsey Hannevold, Parent Member-2019 - ABSENT
- Brad Nelson, Parent Member-2019 (Vice Chair) - ABSENT
- Holly Montague, Parent Member-2020 (Past-Chair) - ABSENT
- Scott Downing, Parent Member-2020 (Chair) - PRESENT
- Michael Williams, Parent Member – 2021 - ABSENT
- Sarah Michael, Parent Member – 2021 - ABSENT
- Jessica Moore, Teacher Member - PRESENT
- Jennifer Hubbard, Teacher Member - PRESENT

2018-19 APC Goals:	<ul style="list-style-type: none"> ● The goal of the SMCS APC is to gain a better understanding of Montessori practices and how they are implemented uniquely at SMCS. ● By May 2019, the APC will review and update each of the APC policies.
General Business	<p>Action: Call to Order</p> <p>Action: Roll Call – <i>Quorum not established; only 4 members present. Proceeded with informational portion of the meeting and to swear in new members.</i></p> <p>Action: Agenda Approval - <i>Motion to approve, second, no objection.</i></p> <p>Action: Approval of Last Minutes - <i>Motion to approve, second, no objection.</i></p> <p>Public Comments: Please limit your comments to 5 minutes. <i>None</i></p> <p><i>Public in attendance – Incoming APC members Celina Robinson and Nathan Grilley</i></p>
	<p>Standing Report: Montessori Practices (Staff Presentation):</p> <ul style="list-style-type: none"> ● ELL Info & Students in Transition Video – <i>ELL PowerPoint and Students in Transition Video presented to APC. – No Follow up Discussion.</i> <p>Standing Report: Enrollment & Staffing Update: <i>Mr. DeVold reported that due to the Governor’s proposed budget, a plan was made to reduce our classified classroom aides from 5 to zero, our Special services Aides by .63, and not hire the 1.5 certified positions being vacated due to staff resignation in order to meet the governors proposed funding cut. Since the legislature has offered proposals, which include full funding, Mr. DeVold opted to use rollover funds to provide for 3.5 classified classroom aides and .63 specials services aides. This decision was made to allow the school to attempt to keep current staff members within the school at their positions rather than having them placed in other positions around the district, and then later, if funding came through, offer and fill positions with staff who are not familiar with the school. The roll over funds only allowed the school to be able to fund the special services aide position and 3.5 classroom aides. 1.5 classroom aides will not be retained due to unknown funding from the state. IF funding comes through in the summer at the same rate as the prior year, the 1.5 classified 1.5 certified positions that were available in the 2018-2019 school year will be considered for filling for the 2019-2020 school year.</i></p> <p>Standing Report: School Improvement and Planning Update:</p> <ul style="list-style-type: none"> ● Budget Update – <i>Mr. DeVold presented the budget as it currently stands for FY19 and an updated look at the budget for FY20 using rollover funds to pay for classified staffing decisions.</i> ● Kenai Peninsula Community Foundation Grant – Robotics.

	<p><i>APC was appraised about the successful attainment and completion of the Kenai Peninsula foundation grant for our Robotics club, and was appraised about other grants that are in progress.</i></p> <p>Standing Report: Parent Organization Activities: Mr. DeVold shared that the PTO completed a teacher appreciation week and supplied lunch meals to the staff, door decorations and other kind gestures throughout the week. It was much appreciated by staff. The PTO is planning wrap up the Ice Fishing Derby with the Kiss A Fish presentation at the last school assembly. Also noted was the work and effort to working conjunction with SOEL on attaining the new playground equipment.</p> <p>Standing Report: Charter School Roles & Responsibilities Review: <i>Review is completed for the year. No work on this item.</i></p> <p>Old Business:</p> <ul style="list-style-type: none"> ● Consideration for an attendance policy. – <i>The APC reviewed Board Policy on attendance BP5113 and AR5113 as well as reviewing an SMCS document that is an apparent policy, but without any historic evidence that it had been approved. The APC also reviewed prior APC action regarding any attendance policy and specifically reviewed related work from June, 2010 and September, 2010. Jessica offered that a clear school policy would be helpful in getting students attendance to improve. Mr. DeVold offered that any policy that would be established would be enacted consistently and may have unintended consequences for families who require travel outside of other policies dealing with sabbaticals. He also offered his opinion that learning can take place outside of the school walls. Mrs. Moore also offered that there are times where the issue is not travel but sporadic attendance over time due to other circumstance that we may want to try to address with a policy. The agenda item was discussed and a packet disseminated to those in attendance, including the incoming APC members.</i> ● Alaska Safe Children’s Act – Curriculum – Vote to approve curriculum – <i>The APC did not have a Quorum, and could not vote. It was discussed that voting to approve curriculum could occur at the August meeting. A short discussion about Erin’s Law and the Great Body Shop curriculum was held to inform the incoming APC members about the curriculum so they could be prepared to vote in August.</i> <p>New Business:</p> <ul style="list-style-type: none"> ● APC New Members: Oath of Office – <i>Nathan Grilley and Celina Robinson completed the Oath of Office and signed the corresponding document. Both are now current members of the APC.</i> ● New APC Members Binders Distributed – <i>APC member binder distributed to new members.</i> ● Set First August APC Meeting Date: <i>Next meeting date scheduled for Thursday, August 29th, 2019 @ 5:30 p.m. The date is tentative and absent members will be contacted by email from Mr. DeVold to solicit any input about the selected date.</i> ● APC/SMCS Annual Review: <i>APC reviewed the progress of the APC toward their goals and the other actions they made throughout the year. The APC also reviewed the school development goals and the progress on those goals as well as progress on other events and accomplishments. Further input on this progress will be solicited from members who were absent via email.</i>
	<p>NOTE: 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</p>

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	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.
Adjourn	

Regular Meeting Minutes

May 15, 2018- 5:30 P.M.

Board Members:

- John DeVold, Administrator (Secretary) - PRESENT
- Julie Weekley, Parent Member (Interim 17-18)-2018 - ABSENT
- Lindsey Hannevold, Parent Member-2019 - PRESENT
- Brad Nelson, Parent Member-2019 (Vice Chair) - PRESENT
- Holly Montague, Parent Member-2020 (Chair) - PRESENT
- Scott Downing, Parent Member-2020 - PRESENT
- Michael Williams, NEW Parent Member – 2021 - PRESENT
- Sarah Michael, Parent Member – 2021 - PRESENT
- Matt Faris, Teacher Member - PRESENT
- Kris Romberg, Teacher Member - PRESENT

2017-18 APC Goal:	The goal of the SMCS APC is to gain a better understanding of Montessori practices and how they are implemented uniquely at SMCS.
General Business	<p>Action: Call to Order</p> <p>Action: Roll Call – <i>Quorum Established</i></p> <p>Action: Agenda Approval - <i>Approved without objection</i></p> <p>Action: Approval of Last Minutes - <i>Approved without objection</i></p> <p>Public Comments: Please limit your comments to 5 minutes. – <i>No Comments</i></p>
	<p>Standing Report: Enrollment & Staffing Update: - <i>Mr. DeVold gave a continuing update on the instructional aide position that is pending district decision to open classified positions for hire. No date has been determined. Questions about state funding were clarified. A short discussion about Borough funding not yet completed is the factor for the districts delay on hiring classified positions.</i></p> <p>Standing Report: Montessori Practices (Staff Presentation):</p> <ul style="list-style-type: none"> ● <i>Presentation from Kris Romberg – Mrs. Romberg told a story illustrating the instruction of “Area” for math. The story was entitled “Measuring the Farm”.</i> <p>Standing Report: School Improvement and Planning Update: <i>Mr. DeVold updated the progress on the School name on the building, and the progress made toward raising funds for playground equipment. He stated that he would need to meet with Mr. Stevenson (SoEl) to find out the next steps in the joint effort to raise funds for playground equipment.</i></p> <p>Standing Report: Parent Organization Activities: <i>Will be giving out popsicles on Monday. Have purchased the meat for the School Picnic. They highlighted the PTO support for purchase of playground materials for a school effort in providing organized recess activities.</i></p> <p>Standing Report: APC Goal - Montessori Education: - <i>No identified presenter for an article review. - Holly provided context for this standing item. Reviewed other work that happened that was beneficial in place of this agenda item. Discussed the ongoing goal of the APC to gain a better understanding of Montessori.</i></p> <p>New Business:</p>

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	<ul style="list-style-type: none"> ● APC New Members: Oath of Office – <i>Mike Williams and Sarah Michaels completed their oath of office.</i> ● New APC Members Binders Distributed – <i>Mike Williams received his two APC Binders. Sarah Michaels will keep the binders she already has.</i> ● Copies of new By-Laws – <i>Updated bylaws given to APC members to replace the old bylaws in their binders.</i> ● NEW DATE: Confirmed - Sept. 29th, 2018 – AASB APC Training Day w/Fireweed & Kaleidoscope – was 9/8/18 – <i>Brief discussion about the APC training locally. Mr. DeVold asked for APC members to check calendars and report their intention to be in attendance on Sept. 29th, prior to the end of the year. Mr. DeVold reviewed the general costs associated with the training and the benefits to the membership.</i> ● Set First August APC Meeting Date – <i>Date set for August 28, 2018 @ 5:30</i>
Other Notes:	Updated Oath of Office provided to APC members to replace the old Oath of Office in the APC binders.
Adjourn	No objections to adjourn.

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Regular Meeting Minutes

April 25, 2017- 5:30 P.M.

Board Members:

- Holly Montague, Chairperson
- Amorette Payment, Vice Chairperson-absent
- Mo Sanders, Secretary
- Lindsey Hannevold, Parent member-absent
- Anna Kahn, Parent member
- Sarah Michael, Parent Member-absent
- Brad Nelson, Parent Member-absent
- Terri Carter, Teacher Member-represented by Mrs. Moore
- Kristin Romberg, Teacher Member

General Business	<p><u>Action:</u> Call to Order</p> <p><u>Action:</u> Roll Call</p> <p><u>Action:</u> Agenda Approval</p> <p><u>Action:</u> Approval of Last Minutes</p> <p><u>Public Comments:</u> Please limit your comments to 5 minutes.</p>
	<p>Standing Report: Enrollment & Staffing Update</p> <p>Theo Lexmond, our school psychologist, will not be returning to SMCS next year. The district Pupil Services Department will assign a replacement. The hire of a new kindergarten teacher is on hold until the district budget situation is resolved.</p> <p>Standing Report: Update on Montessori Practices at SMCS; Mrs. Moore described the Mini Food Bank project. The 6th graders will attend a ribbon cutting ceremony with the Mayor to on May 12 at 1:30 to dedicated the Food Pantry. The APC viewed a video of Mrs. Moore’s Kasitsna Bay field study.</p> <ul style="list-style-type: none"> • Montessori Education: Begin binder review for APC members: tabled for the next meeting <p>Standing Report: School Improvement and Planning Update: review district goals, brainstorm APC goal option considerations for 2017-18: tabled for the next meeting</p> <p>Standing Report: Parent Organization Activities: Student Art Night and Silent Auction will take place on Tuesday, May 2 at 5:30 in the gym.</p> <p>Principal’s Report: The Gifted and Talented teacher will change for 2017-18. Parents will be informed and Mr. D will share the new Quest Program plan when it is finalized. The Charter School Principal Evaluation process was reviewed.</p> <p>Charter Renewal Update: The State Board of Education approved the SMCS charter renewal.</p> <p>District Budget Update: District & Legislative budget situation is still unresolved.</p> <p>APC Elections Update: Mo, Kris and Terri will count APC ballots at noon on Friday, May 5.</p>
Next Meeting	May 9
Adjourn	6:35

Appendix E: Evidence of Written Administrative Policy Manual

KPBSD Administrative Regulations - Section 6000 INSTRUCTION

Title: Charter School Guidelines

Code: AR 6187 Status: Active

Cross References

BP 6187 - Charter Schools Policy

E 6187a - Intent To Develop Charter School Application

E 6187b - Charter School Application/Contract Provisions

E 6187c - Charter School Annual Review Form

E 6187d - Intent To Renew Charter School Application

Adopted: February 6, 2007 | Last Revised: May 5, 2025 | Last Reviewed: May 5, 2025 | Prior Revised Dates: 2/6/2007, 11/7/2022

Establishment of Charter Schools

Charter schools that operate within the Kenai Peninsula Borough School District are schools established under Alaska Statutes 14.03.250 – 14.03.290.

Charter schools are established upon the approval of an application by the KPBSD Board of Education (KPBSD BOE) and the Alaska State Board of Education and Early Development (State Board).

Charter schools will operate under a written contract between the charter school and the KPBSD BOE.

The KPBSD BOE desires to support innovations which improve student learning and views charter schools as an opportunity for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children. The District administration will work cooperatively with parents/guardians, students, teachers and principals in their efforts to design new schools and alternative approaches to the existing state laws and regulations that govern public schools.

The following guidelines will be used to assist in the establishment of charter schools in the Kenai Peninsula Borough School District.

Organization and Operation of a Charter School

1. A charter school is a public school in the Kenai Peninsula Borough School District except that the charter school:
 - a. is exempt from the Kenai Peninsula Borough School District 's textbook adoption, programs, curriculum, and scheduling requirements.
 - b. the principal is selected by the Academic Policy Committee. The principal selects, appoints, or otherwise supervises employees of the charter school. The principal is exempt from AS 14.14.130(c) Chief School Administrator (Superintendent).

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- c. operates under an annual program budget as set out in the contract between the KPBSD BOE and the charter school.
2. A charter school administrator (principal), with oversight by the Academic Policy Committee, will:
 - a. keep financial records of the charter school.
 - b. oversee the operation of the charter school to ensure that the terms of the contract are being met.
 - c. meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school.
 - d. meet with the Academic Policy Committee at least six times each year to monitor progress in achieving the committee's policies and goals.
3. The charter school application serves as a contract proposal to the KPBSD BOE and must address all the items specified in the KPBSD 'Application/Contract Provisions' E 6187 (b) to satisfy stipulations in Alaska Statutes, Alaska Administrative Codes and KPBSD Board Policy.
4. A charter school may be operated in an existing KPBSD facility or in a facility within the Kenai Peninsula Borough that is not currently being used as a public school, if the chief school administrator/Superintendent determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the District. See BP 6187 and AR 6187 section 'Charter Schools Sharing Facilities.'
5. Note: The charter school may be exempt from other KPBSD requirements if the exemption is set out in the contract.

Application Procedure for Establishing a Charter School

The following steps will be followed in making an application for the establishment of a charter school in the Kenai Peninsula Borough School District.

1. Establish an Academic Policy Committee (APC) Membership
 - a. The Academic Policy Committee will consist of
 - i. parents of students attending (or upon initial application plan to attend) the charter school
 - ii. teachers at the charter school (or teachers who upon initial application agree to teach at the charter school)
 - iii. employees of the charter school (or employees who agree to work at the charter school) other than teachers, and
 - b. Include on a separate page the name of the members and specify the position the person will represent.
2. Notification of Intent: E 6187 (a)

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- a. Any Person(s) wishing to establish a charter school are required to notify the Superintendent of their intention by August 1 of the year prior to the date of intended implementation by submitting Exhibit 6187 (a).
 - b. The Superintendent will establish an administrative committee to meet with the charter school applicant(s) to:
 - i. review the application procedures,
 - ii. discuss the requirements of the application between the charter school and the KPBSD BOE, and
 - iii. answer any questions the charter school applicant(s) may have.
 - c. Following the initial meeting with the administrative committee, the charter school and Academic Policy Committee applicant(s) will prepare the information required for the application.
3. Initial Application:
Applications for charter schools must be submitted to the KPBSD BOE President and Superintendent no later than October 1 of the school year prior to the school year during which the charter school will begin operation. Applications received after the October 1 deadline will not be considered until the next school year. All charter schools must begin operations as agreed with the School Board, but no later than October 1.

Initial Application Process

1. Charter School Oversight Committee Review
The initial application will be presented at a Charter School Oversight Committee meeting(s) where the Charter School Oversight Committee will:
 - a. Make recommendations for clarification purposes and provide feedback to the applicants
 - b. Use the Alaska Department of Education and Early Development Charter School Application and Rating template to evaluate the charter school application
 - c. Move the application to a work session of the KPBSD BOE to provide recommendations, feedback and evaluation from committee meetings to the full BOE
2. Board of Education Work Session
 - a. Present the initial application and Charter School Oversight Committee recommendations to the BOE in a work session
 - b. The BOE will further evaluate the initial charter school application
 - c. The BOE will place the initial application on a meeting agenda where the BOE will take action to approve or deny the application
3. Charter School Application:

Appendix E

- a. The charter school applicant(s) will provide information to the KPBSD BOE as stipulated in E 6187 (b) Charter School Application/Contract Provisions
- b. The terms of an initial draft contract must not exceed five years. The terms of renewal contract may be for a period of up to ten years.
- c. Note: The Alaska Department of Education and Early Development has its own policies and deadlines.
The applicant(s) proposed charter school may be affected by those deadlines.
- d. Per BP 6187 "the Board will approve or deny both initial and renewal applications through a voting process."
- e. Upon approval or rejection of a charter school application, the KPBSD BOE will submit to the State Board of Education a copy of the charter school application and a report on the action taken by the KPBSD BOE no later than 30 days following the KPBSD BOE action.
- f. Upon approval of the charter school by the KPBSD BOE and the State Board, the contract will be signed by the president of the KPBSD BOE and the legally designated representative of the charter school. The Superintendent or designee will serve as a contact person for all communications between the charter school and the District administration.

Annual Review of the Charter School

1. Once approved by both the KPBSD BOE and State Board, the charter school will be subject to an annual review of its operations and finances by the KPBSD BOE.
2. Annually, the charter school will submit a written report. Form E 6187 (c)
3. Every three years the charter school will make a presentation to the KPBSD BOE and the public. This report will include information on:
 - a. the attainment of student performance expectations,
 - b. meetings of the governing bodies of the charter school,
 - c. descriptions of charter school activities, and
 - d. other information of interest to the KPBSD BOE.

Charter School Renewal Process:

Purpose: Steps and deadlines for charter schools seeking renewal of their charter within the Kenai Peninsula Borough School District (KPBSD).

1. Intent to Renew: E 6187 (d)
Any KPBSD Charter Schools wishing to renew their charter are required to notify the Superintendent or designee of their intention by August 1, of the renewal year by submitting Exhibit 6187 (d).
2. Renewal Application

Appendix E

Renewal applicants must submit a completed Renewal Application to the Superintendent or designee by October 1 of the renewal year.

3. Eligibility Requirements:

The charter school must be in good standing with the district. Good standing includes:

- a. Compliance with state and district policies, including financial and operational requirements
- b. Meeting or exceeding academic performance expectations outlined in the charter
- c. Submission of required reports, including the previous 3 years of the Charter School Annual Review Forms: E6187 (c), demonstrating the school's compliance and performance

4. Completion of DEED Renewal Application

The applicants will complete the Department of Education and Early Development (DEED) Charter School Renewal Application as the DEED Charter School Renewal Application and Rating Template will be used in the District's charter school renewal application process.

Note: The Alaska Department of Education and Early Development has its own policies and deadlines. The applicant(s) proposed charter school may be affected by those deadlines.

Review and Approval Process:

1. Charter School Oversight Committee Review

The renewal application will be presented at a Charter School Oversight Committee meeting(s) where the Charter School Oversight Committee will:

- a. Be presented the completed renewal application to review and provide feedback
- b. Evaluate the application based on academic performance, financial accountability, operational compliance, and community impact
- c. Use the Alaska DEED Charter School Application and Rating Template to evaluate the charter school application
- d. Move the application to a work session of the KPBSD BOE to provide recommendations, feedback and evaluation from committee meetings to the full BOE

2. Board of Education Work Session

- a. Present the renewal application and Charter School Oversight Committee recommendations to the BOE in a work session for discussion and further evaluation
- b. The BOE will review the renewal application for alignment with district goals and state requirements

Appendix E

- c. The BOE will place the renewal application on a meeting agenda where the BOE will take action to approve or deny the renewal application
3. Final Approval
 - a. Per BP 6187 "the Board will approve or deny both initial and renewal applications through a voting process
 - b. Upon approval or rejection of a charter school application the KPBSD BOE will submit to the State Board of Education a copy of the charter school application and report on the action taken by the KPBSD BOE no later than 30 days following the KPBSD BOE action.

Breach of Contract

1. Failure to comply with the provisions of the contract between the charter school and the local School Board is considered a breach of contract and may result in the termination of the charter school.
 - a. Examples of breach of contract include but are not limited to:
 - i. failure to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the contract,
 - ii. failure to meet generally accepted standards of fiscal management
 - iii. violating any provision of law from which the charter school was not specifically exempted.
2. During the charter school's annual review with the KPBSD BOE, compliance with the provisions of the contract will be monitored. If any allegations of noncompliance with the charter school contract (either by the charter school or by the District) are presented either during the annual review or at any other time, the KPBSD BOE will investigate these allegations. Prior to canceling the charter school contract, the KPBSD BOE and the charter school will attempt to remedy any violations of the contract.
3. The contract will be reviewed at the completion of the third year. A portion of that review will be based on a comparison of the Alaska Standards Based Assessment test scores of the school's students to those of the District average of a similar population of the District. If the school does not meet or exceed the District average the school will be placed on a two-year probation. Failure to meet the conditions of the probation will be grounds for denial of a future charter.

Funding for Charter Schools

1. The charter school budget will be calculated by determining the amount of state funds generated by students enrolled in the charter school less administrative costs.

Appendix E

Administrative costs will be determined by applying the indirect cost rate approved by the Department of Education and Early Development.

2. 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.
3. The charter school will provide the financial and accounting information requested by the KPBSD BOE and State Board and will cooperate with the District in complying with the restrictions governing receipt and expenditure of District money.
4. The expense 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.

Admission

1. The program of a charter school may be designed to serve students within an age group or grade level; students who will benefit from a particular teaching method or curriculum; or nonresident students, including providing domiciliary services for students who need those services, if approved by the KPBSD BOE.
2. A charter school will 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 KPBSD BOE will 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 will be accepted by random drawing. The KPBSD BOE may not require a student to attend a charter school.
3. In addition to other requirements of law, a charter school will be nonsectarian.

Teacher or Employee Agreements

1. A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.
2. All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of the District apply to that teacher or employee if employed at a charter school in the District, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.
3. A teacher in a charter school will 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 KPBSD BOE, with the agreement of the charter school, will designate a District administrator in the District to evaluate a teacher in a charter school.

Appendix E

4. The District assumes no responsibility for employing the charter school administrator after the termination of the charter school contract unless the person is also employed as a teacher.

Sharing a District Facility

1. Charter schools that are housed in a non-school District facility will be recognized under Alaska Statutes 14.03.250-14.30.290.
2. Charter schools proposing to use District facilities which are already in use as public schools, may do so only on the approval by the School Board

Charter Schools Sharing Facilities

1. Guidelines for Determining Adequate Space for a Shared Facility:
 - a. The KPBSD BOE may allow a charter school to operate within an established KPBSD school if the projected enrollment of the two schools and other District programs (Special Ed, Title 1, Project Grad, etc.) do not exceed 90% of the rated capacity over the life of the charter school contract.
 - b. When the charter school is proposing to utilize space in an existing KPBSD school, the Superintendent will determine if the amount of space requested by the charter school can be made available, based on enrollment projections and school capacity.
 - c. The charter school application will include the estimated number of students, the number of requested classrooms and the grades taught for each year of the proposed contract.
 - d. In a shared facility, the Charter School may request to change the estimated number of students, the number of classrooms or the grades taught for the school year. The request must be submitted by October 1 of the year preceding the requested change. (District projected enrollment date)
2. Negotiating Shared Facility Agreements:
 - a. If the Superintendent determines space is available, the Superintendent, the charter school principal and an APC representative of the charter school will negotiate the terms of sharing a facility and make recommendations to the KPBSD BOE. This will be presented during the KPBSD BOE work session with the charter school applicants.
 - b. The Principal of the established KPBSD school will serve as the Primary principal for the building. The charter school principal will meet with the Primary principal and come to a mutual agreement regarding the charter school's observance of school rules and policies. These mutually agreed upon rules and policies will be included in the charter school application and contract with the KPBSD BOE .

Appendix E

Failure to abide by the agreed upon rules and policies will be considered a breach of contract.

3. Determining Costs in a Shared Facility:

- a. Basic charter school funding will be allocated to charter schools by the School Board.
- b. Charter schools operating in an established neighborhood school will be responsible for funding their share of education programs in the building.
- c. During the administrative meeting, held after the Notification of Intent form is filed, the administrative committee will provide the charter school representatives with an estimation of revenues and operational costs.
- d. Following Board approval of the charter school contract, operational costs will be charged by the District to the charter school on a pro rata basis according to the recommended budget.
- e. All other services provided by the District to the charter school will be calculated on a cost only basis.
- f. At the end of each fiscal year, adjustments will be made to the charter school budgets based on actual revenues and expenditures.
- g. Space, personnel and shared resources will be equitably prorated and addressed annually in the charter school contract.

4. Shared Facility Resources:

- a. Charter schools operating in established KPBSD schools will be responsible for funding their education programs. The charter school may decide the use of their remaining available resources through their budget process after accounting for shared costs.
- b. If a charter school desires to combine their resources with an established KPBSD educational program and the Primary principal agrees, costs will be pro-rated according to the number of students.

Legal Reference:

ALASKA STATUTES

14.03.250 Establishment of charter schools

14.03.255 Organization and operation of a charter school

14.03.260 Funding for charter schools

14.03.265 Admission

14.03.270 Teacher or employee transfers, evaluations, and negotiated agreements

14.03.275 Contracts; duration

14.03.280 Regulations

14.03.290 Definitions

14.14.130 Chief school administrator

Appendix E: District Signed 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 follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

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

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

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Soldotna Montessori Charter School

Name of Superintendent: Clayton Holland

Signature of Superintendent: _____ Date: _____

Appendix F: Educational Program Evidence

Example of Standards-Based Report Card



Fifth Grade
2023-2024 Report Card

Soldotna Montessori Charter

158 E. Park Ave. Soldotna, AK 99669 (907)260-9221

Student Name: _____
Teacher: _____

Attendance	Q1	Q2	Q3	Q4
Days Enrolled	42	40	45	44
Days Present	41	33	45	39
Days Absent	1	7	0	5
Days Tardy	0	0	0	0

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

Special Courses	Q1	Q2	Q3	Q4
Combination Physical Education Boonstra, Kelli	3	3	4	4
Combination Music Dahl, Tor	4	4	4	4
Elementary Band Dahl, Tor	4	4	4	4

Standards Key:

4. I exceed all expected parts of the standard by demonstrating more complex understanding
3. I demonstrate all the expected skills within the standard
2. I demonstrate some of the expected skills within the standard
1. With help, I can demonstrate some of the expected skills within the standard
0. Even with help, I cannot demonstrate any of the expected skills within the standard

No Score - Not assessed or not yet taught

Classroom Community Skills Key

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

Classroom Community Skills	Q1	Q2	Q3	Q4
Respects self, peers & adults	3	3	3	3
Demonstrates effort	4	4	4	4
Works cooperatively	3	3	3	3
Follows directions	4	3	4	4
Uses time well	4	4	3	4
Responsible for tools/belongings	3	4	3	4
Demonstrates appropriate playground conduct	3	3	3	3
Works independently	4	4	4	4
Participates in class discussions	3	4	4	4

Fifth Grade				
Language Arts Strands	Q1	Q2	Q3	Q4
Language A full command of the English language involves many things, including understanding word nuances, being able to apply the grammar rules of the language, and apply knowledge of the language to achieve desired effects. The language standards develop the knowledge and skills necessary to successfully apply the English language in multiple manners for a variety of purposes.	3	4	4	4
Reading - Foundational Skills Foundational skills include teaching students to apply phonics and word analysis skills to figure out words, and developing the ability to read with sufficient accuracy and fluency to support comprehension.	4	4	4	4
Reading - Informational Text These standards emphasize reading, comprehending, and interpreting informational texts at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections and comparisons among texts, and effectively accessing information are the focus for these standards.	4	4	4	4
Reading - Literature These standards provide exposure to a range of literature at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections among texts, understanding of story elements, and the ways that various aspects of text influence the reader's understanding of the text are the focus for these standards.	3	3	4	4
Speaking and Listening The ability to comprehend, collaborate, and convey ideas for a variety of tasks and in a variety of situations is the focus of these standards.	3	3	3	4
Writing Developing the skills necessary for writing for a variety of purposes is the focus of these standards. Use of grammar, conventions, writing styles, and the personal voice of the author are all areas included in these standards.	4	4	4	4
Mathematics Domains	Q1	Q2	Q3	Q4
Geometry Geometry standards at this level focus on applying knowledge of 2 and 3 dimensional shapes in mathematical problems.				
Measurement and Data Solving problems involving measurement, time, and money, making reasonable estimations, and the representation and interpretation of data is the focus of these standards.				

Appendix F



Fifth Grade 2023-2024 Report Card

Soldotna Montessori Charter

158 E. Park Ave. Soldotna, AK 99669 (907)260-9221

Number and Operations in Base Ten The focus of these standards is on understanding and using place value to help solve problems.				
Number and Operations - Fractions Understanding the value of fractions in relationship to decimals and solving problems using fractions are the focus of these standards.				
Operations and Algebraic Thinking The analysis of patterns, use of mathematical operations, and the application of various mathematical strategies are the focus of these standards.				

Seventh Grade				
Mathematics Domains	Q1	Q2	Q3	Q4
Expressions and Equations The representation and analysis of relationships between variables, and the ability to solve equations with variables and inequalities are the focus of these standards.	3	4	4	4
Geometry Geometry standards at this level focus on applying knowledge of 2 and 3 dimensional shapes in mathematical problems.		3	3	4
The Number System Fluent computation with single and multi-digit numbers at a level appropriate to the student's grade level is the focus of these standards.	3	4	4	4
Ratios and Proportional Relationships Understanding and using ratios to solve problems are what these standards focus on.			3	3
Statistics and Probability These standards focus on summarizing and describing distributions of data for practical purposes, and understanding the concept of statistical variability.	3	3	3	3

Course Comments

Quarter 1

Combination Physical Education - [REDACTED] First quarter flew by and it has been wonderful to work with your child in PE class. We have been playing many teamwork games focusing on working together to find success as a team. We finished up our soccer unit with some sideline soccer games and this was so much fun and everyone worked really hard. We also completed our Fall Mile Run and everyone ran so well and with a lot of effort so that was awesome to witness. Please stop by my office during conferences as I would love to meet with you and your child.

Quarter 2

Combination Physical Education - [REDACTED] We had a fantastic gymnastics unit which included beams, parallel bars, vault, and floor. Each student worked on balance, flexibility, strength, coordination, and 4 key dismount jumps. It was incredible to watch each student's progress as they became more confident. We just finished our basketball unit which included working on dribbling, shooting, pivoting, lay-ups, and passing drills. Everyone improved upon their skills and we finished with some great scrimmage games.

Quarter 3

Combination Physical Education - [REDACTED] We had a successful "Heart Challenge" event and did a lot of jump roping in PE during our fundraiser for the American Heart Association. We did both individual jumping as well as long rope jumping. We also did partner jumping and this was very tricky, but the kids had success and improved tremendously. In addition we had some fun w/ the parachute and games like pin down and tic-tac-toe relays. We have wonderful students!

Quarter 4

Combination Physical Education - [REDACTED] We had an incredible year! 4th quarter we worked on both volleyball and badminton. We started out with volleyball working on improving our bumps, sets, and serves. We then practiced 6 on 6 volleyball games with a net up working on positions, rotations, and how to score points. It was exciting to watch their skills improve. During badminton we worked on switching from underhand to overhand hits and also serving a birdie. They tried 1 on 1 games and then 2 on 2 games. We had some great volleys happening and lots of birdies flying. They just finished running their mile runs this week and it was awesome to see everyone doing their best. It is a blessing to teach your child! Have a safe and fantastic summer.

Appendix F

Soldotna Montessori Charter School Curriculum Listing

Content	Program	Grade Level
Math	Montessori Math Lessons Saxon Math	K-6 3-6
Reading	Montessori Language Lessons UFLI Flyleaf Literature & Non-Fiction Texts Research Pebble Go SORA	K-3 K-3 1-3 1-6 1-6 K-6 K-6
Writing	Montessori Language Lessons UFLI Writing Revolution Morphology/Spelling Research	K-3 K-3 4-6 4-6 1-6
Science	Montessori Science Lessons Great Source:Sciencesaurus 4/5 & 6/8 Field Studies CACS & KNWR Resources	K-6 4-6 4-6 4-6
History/Geography	Montessori Cultural Studies Montessori Geography Lessons Community Service Projects Local, Placed-based History & Culture	K-6 K-6 3-6 4-6
Arts & Creativity	Integrated Lessons w/ Science and Cultural Studies	K-6
Physical Education & Health	PE Movement Skills & games The Great Body Shop Common Sense Media	K-6 K-6 K-6

Appendix G: Lottery

Coghill Group, PC has traditionally conducted the Soldotna Montessori Charter School lottery each year. Copies of the observation form for past years are located at the SCMS office or Coghill Group, PC.



Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Kenai Peninsula Borough School District
Soldotna Montessori Charter School
Soldotna, Alaska

We have performed the procedures specified below, which were agreed to by the Soldotna Montessori Charter School, solely to assist you with respect to the observation of enrollment lottery. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 3, 2025.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Coghill Group PC". The signature is written in a cursive, flowing style.

March 3, 2025
Kenai, Alaska

Appendix H: Enrollment & Waitlist Numbers

Soldotna Montessori Charter School is limited in its enrollment by its 2016 Charter with the State of Alaska (167) and by the allocated space in the 400 wing of Soldotna Elementary capacity limitations of 167 students. Below are our last three years of enrollment and our past three years of our wait list numbers, by grade, as determined in October of each year. Additionally, our lottery application announcement is posted on Facebook and on the school website during the lottery window. Evidence of the Facebook post is provided below.

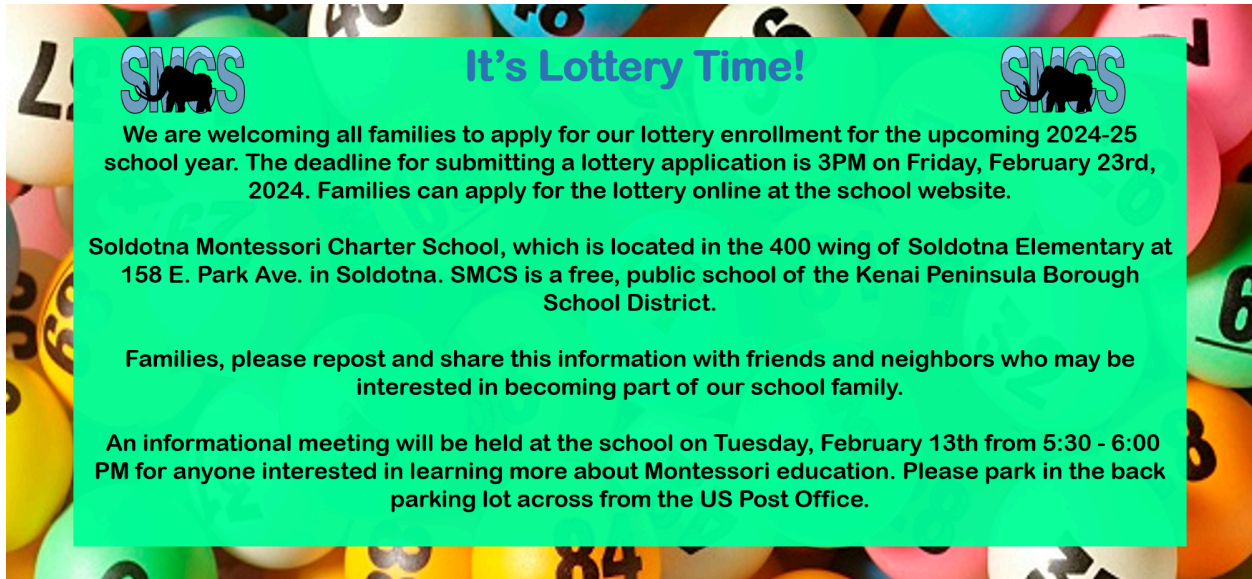
The SMCS APC seeks opportunities to allow for growth of the school at the elementary level and to also include grades 7-8. Included in Appendix H (below) is data from a 2025 parent survey regarding support of school expansion. The survey had 97 responses.

Enrollment Data:

2022-2023	2023-2024	2024-2025	2025-2026
165	164	164	164

Waitlist Data (Number of students on the waitlist):

Grade Level	2022-2023	2023-2024	2024-2025	2025-2026
Kindergarten	42	55	31	35
Grade 1	33	20	49	0
Grade 2	20	31	35	46
Grade 3	4	24	40	38
Grade 4	22	13	30	43
Grade 5	11	23	12	11
Grade 6	9	14	17	0
TOTAL	141	180	214	173



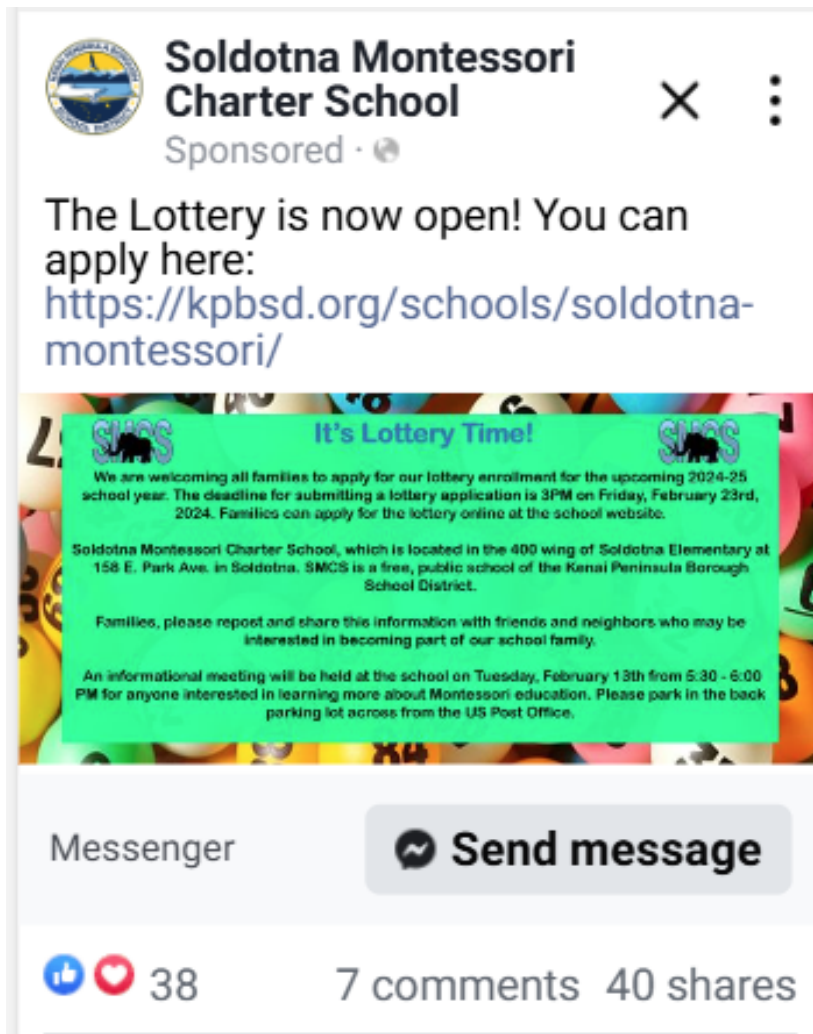
SMCS **It's Lottery Time!** **SMCS**


We are welcoming all families to apply for our lottery enrollment for the upcoming 2024-25 school year. The deadline for submitting a lottery application is 3PM on Friday, February 23rd, 2024. Families can apply for the lottery online at the school website.

Soldotna Montessori Charter School, which is located in the 400 wing of Soldotna Elementary at 158 E. Park Ave. in Soldotna. SMCS is a free, public school of the Kenai Peninsula Borough School District.

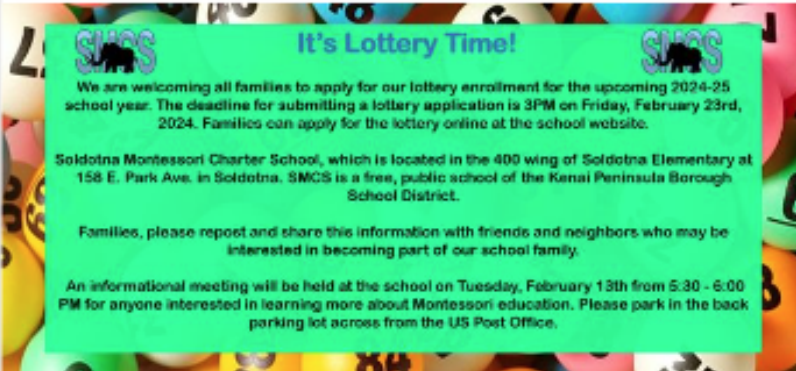
Families, please repost and share this information with friends and neighbors who may be interested in becoming part of our school family.

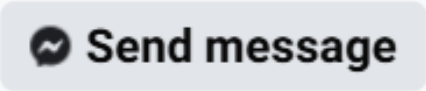
An informational meeting will be held at the school on Tuesday, February 13th from 5:30 - 6:00 PM for anyone interested in learning more about Montessori education. Please park in the back parking lot across from the US Post Office.





 **Soldotna Montessori Charter School** X ⋮
Sponsored · 🌐

The Lottery is now open! You can apply here:
<https://kpbsd.org/schools/soldotna-montessori/>



Messenger 

  38 7 comments 40 shares

Appendix H

Campaign name		Ad Set Name	Delivery status	Delivery level	Reach	Impressions	Frequency
Post: "The Lottery is now open! You can apply here:..."		All	completed	campaign	1795	7532	4.20
		Post: "The Lottery is now open! You c	completed	adset	1795	7532	4.20
		All	completed	campaign	2698	7445	2.76
		Post: "The Lottery is now open! You c	completed	adset	2698	7445	2.76
					3722	14977	4.02391188

Attribution setting	Result type	Results	Amount spent (USD)	Cost per result	
7-day click or 1-day view	Messaging conversations started	6.00	100.00	16.67	
7-day click or 1-day view	Messaging conversations started	6.00	100.00	16.67	
7-day click or 1-day view	Messaging conversations started	5.00	99.91	19.98	
7-day click or 1-day view	Messaging conversations started	5.00	99.91	19.98	
		Messaging conversations started	11	199.91	18.17363636

Starts	Ends	Reporting starts	Reporting ends
		2024-01-01	2024-11-19
2024-01-03	2024-02-22	2024-01-01	2024-11-19
		2024-01-01	2024-11-19
2024-01-17	2024-02-24	2024-01-01	2024-11-19
		2024-01-01	2024-11-19

2025 Parent Survey Data Regarding Expansion (97 Responses)

Expansion Questions (Scale of 1-5)	
1 = I do not support expanding the school at these grade levels.	
5 = I strongly support expanding the school at these grade levels.	
Question	Average
Please rate your support for possible SMCS expansion in grades 1-6 with added facility space. (Currently 218 students on the waitlist)	3.85
Please rate your support for possible SMCS expansion by adding PreK with added facility space. (Would not occur in 25-26, but could be a future effort.)	4.30
Please rate your support for possible SMCS expansion by adding a 7th & 8th grade with added facility space. (Would not occur in 25-26, but could be a future effort.)	4.37
If SMCS added 7th & 8th grade in the future, how likely would you be to enroll for 7th grade?	4.41
If SMCS added 7th & 8th grade in the future, how likely would you be to return and enroll for 8th grade? (Assuming enrollment at RCA or Skyview in the interim.)	4.19

Appendix I: Program Budget Documentation

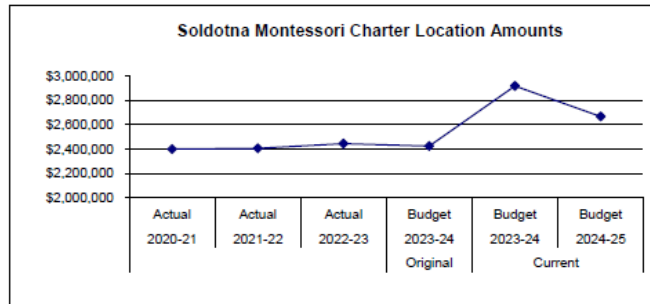
KENAI PENINSULA BOROUGH SCHOOL DISTRICT 2024 - 2025 Budget

Fund: 100 General Fund - Expenditures

Date: 04/15/24

Location: 64 Soldotna Montessori Charter School

2020-21 Actual	2021-22 Actual	2022-23 Actual	Account Description	Original 2023-24 Budget	Current 2023-24 Budget	2024-25 Budget	Change	% Of Change
\$ 914,668	\$ 924,777	\$ 893,098	3100 Certificated Salaries	\$ 894,313	\$ 985,656	\$ 1,005,598	\$ 19,942	2
316,563	339,416	360,427	3200 Non-Certificated Salaries	337,682	375,185	390,508	15,323	4
589,184	533,666	539,444	3500 Employee Benefits	784,639	549,018	769,964	220,946	40
<u>1,820,415</u>	<u>1,797,859</u>	<u>1,792,969</u>	Subtotal - Personnel Services	<u>2,016,634</u>	<u>1,909,859</u>	<u>2,166,070</u>	<u>256,211</u>	<u>13</u>
249	10,310	10,721	4100 Professional and Technical Services	-	20,000	-	(20,000)	-
477	10,758	14,562	4200 Staff Travel	-	-	-	-	-
120	372	-	4250 Student Travel	-	-	-	-	-
2,857	3,245	3,136	4300 Utility Services	-	-	-	-	-
39,605	39,486	29,112	4350 Energy	-	-	-	-	-
417,987	424,787	469,505	4400 Other Purchased Services	459,869	523,904	530,006	6,102	1
42,733	44,584	54,434	4500 Supplies, Materials, and Media	(56,851)	141,474	(34,004)	(175,478)	(124)
893	372	(4,945)	4900 Other Expenses	5,371	239,706	5,738	(233,968)	(98)
-	-	-	4900 Other Expenses - Additional Allowable	-	-	-	-	-
74,318	74,290	75,333	4950 Indirect Costs	-	82,290	-	(82,290)	(100)
<u>579,239</u>	<u>608,204</u>	<u>651,858</u>	Subtotal - Other	<u>408,389</u>	<u>1,007,374</u>	<u>501,740</u>	<u>(505,634)</u>	<u>(50)</u>
875	698	-	5100 Equipment	-	-	-	-	-
<u>\$ 2,400,529</u>	<u>\$ 2,406,761</u>	<u>\$ 2,444,827</u>	Location Totals	<u>\$ 2,425,023</u>	<u>\$ 2,917,233</u>	<u>\$ 2,667,810</u>	<u>\$ (249,423)</u>	<u>(9)</u>



The Soldotna Montessori Charter School, located in Soldotna, Alaska, is housed in the Soldotna Elementary School building in the City of Soldotna. Soldotna Montessori Charter School has an enrollment of approximately 165 students in grades K-6. Key features of our school include key Montessori principles, including but not limited to multi-graded classrooms, in-depth studies of Environmental Literacy and service to the local community.

Appendix I

**SOLDOTNA MONTESSORI CHARTER SCHOOL
FY25 Preliminary**

Variables:

FTE Enrollment	THIS FORMULA IS FOR 150 - 249.99 ONLY	164,000
Is program funded as a separate school per statute (Yes or No)		Yes
ADM if funded as separate school		-
ADM if funded as included in largest school (per statute)		-
Intensive service students (as included in FTE enrollment)		2,000
Correspondence students (not included in FTE enrollment)		-

Estimated State Foundation Funding

FTE Enrollment		164,000
ADM as adjusted for school size $218.10 + (1.08 * (ADM - 150))$		233,220
ADM as adjusted for district cost factor (*1.171)		273,101
ADM as adjusted for special needs (*1.2)		327,721
ADM as adjusted for HS Vocational Education (*1.015)		332,637
ADM adjustment for intensive service counts (x13)		26,000
ADM adjustment for correspondence students		-
Adjusted ADM		358,637
Base student allocation		\$ 5,960
Estimated State Foundation Funding (Basic Need)		\$ 2,137,474

Quality Schools Funding

Quality schools funding per adjusted ADM	\$ 16.00	
Adjusted ADM	<u>358,637</u>	\$ 5,738

Total Estimated Revenue Per Capita Funding

	\$ 2,143,212
	%
Less indirect cost rate *	4.0000 \$ 82,431
Funds available for operation	<u>\$ 2,060,781</u>

Charter schools are capped at 4%

Appendix I

**SOLDOTNA MONTESSORI CHARTER SCHOOL
FY25 Preliminary**

Variables:

FTE Enrollment	THIS FORMULA IS FOR 150 - 249.99 ONLY	164,000
Is program funded as a separate school per statute (Yes or No)		Yes
ADM if funded as separate school		-
ADM if funded as included in largest school (per statute)		-
Intensive service students (as included in FTE enrollment)		2,000
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Total Estimated Revenue Per Capita Funding

	%	
Less indirect cost rate *	4.0000	\$ 82,431
Funds available for operation		\$ 2,060,781

Charter schools are capped at 4%

Appendix I

KPBSD			
Charter School Information			
FY25 Preliminary In-Kind Chargeable Costs			
Soldotna Montessori			
	District	Montessori	Montessori
	<u>Total</u>	<u>%</u>	<u>Cost</u>
Audit	\$ 125,000	2.140%	\$ 2,675.00
Custodial	\$ 133,652	2.140%	\$ 2,860.15
Maintenance	\$ 9,450,291	2.140%	\$ 202,236.23
Utilities	\$ 81,600	2.140%	\$ 1,746.24
Liability Insurance	\$ 1,488,736	2.140%	\$ 31,858.95
Property Insurance	\$ 1,051,227	2.140%	\$ 22,496.26
Workers' Compensation	\$ <u>1,961,945</u>	2.140%	\$ <u>41,985.62</u>
	\$ 14,292,451		\$ 305,858.45

KPBSD		
Charter School Information		
Additional Allowable to Charter Schools Per HB 278		
<u>FY25 Preliminary</u>		
Borough Support	\$ 56,228,307	
Required Contribution	\$ <u>33,151,200</u>	
Additional Allowable Support	\$ 23,077,107	
Total District Adjusted ADM	<u>16,789.70</u>	
Increase Per Adjusted ADM	\$ 1,374.48	
Soldotna Montessori AADM	358.637	\$ 492,939.38

Appendix I

KPBSD					
Charter School Information					
In-Kind & Rent Summary Information					
FY25 Preliminary					
			Rent		
	Additional	Less	Eligible	\$625	
	<u>Allowable</u>	In-kind	AADM	Per AADM	Remainder
Soldotna Montessori	\$ 492,939	\$ (305,858)	358.637	\$ (224,148)	\$ (37,067)

Appendix J: Transportation Policy



Book	Policy Manual
Section	3000 BUSINESS & INSTRUCTION SUPPORT OPERATIONS
Title	Transportation
Code	BP 3540
Status	Active
Cross References	BP 3313 - Contracts, Leases and Agreements BP 3541 - Transportation Routes and Services BP 3541.1 - School Related Trips BP 6182 - Secondary Boarding Program
Last Revised	February 1, 2016
Last Reviewed	May 6, 2019

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.

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils


14.09.030 School buses

14.30.347 Transportation of exceptional children


ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

Appendix K: School & Student Performance Evidence Systems For School Success Reports





System for School Success
2023-2024 School Report


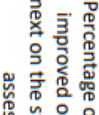



Soldotna Montessori Charter School, Kenai Peninsula Borough School District
 Title I School: No
 School Designation: Universal Support - 2024
 Overall School Index Value: 62.37


System for School Success Overview
Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.


The Compass
Schools
Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.
education.alaska.gov/compass

Academic Achievement	
	English Language Arts Percentage of students that were proficient on the state summative assessment.
All Students	n/a
	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	n/a


Growth	
	English Language Arts Percentage of students who improved one year to the next on the state summative assessment.
All Students	65.67%
	Mathematics Percentage of students who improved one year to the next on the state summative assessment.
All Students	64.18%

English Learner Progress	
	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Graduation Rates	
	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

Student Group Performance	
	Student Group Performance If school is ATSI or CSI-TSI, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.



EDUCATION & EARLY DEVELOPMENT
An excellent education for every student every day.

System for School Success


2022-2023 School Report


Soldotna Montessori Charter School, Kenai Peninsula Borough School District


Title I School: No


School Designation: Universal Support - 2023

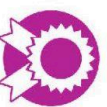
Overall School Index Value: 48.02


Academic Achievement							
 All Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">English Language Arts</th> <th style="width: 50%;">Mathematics</th> </tr> <tr> <td>Percentage of students that were proficient on the state summative assessment.</td> <td>Percentage of students that were proficient on the state summative assessment.</td> </tr> <tr> <td style="text-align: center;">50.55%</td> <td style="text-align: center;">61.54%</td> </tr> </table>	English Language Arts	Mathematics	Percentage of students that were proficient on the state summative assessment.	Percentage of students that were proficient on the state summative assessment.	50.55%	61.54%
English Language Arts	Mathematics						
Percentage of students that were proficient on the state summative assessment.	Percentage of students that were proficient on the state summative assessment.						
50.55%	61.54%						

Academic Growth	
	<p>Not Part of 2022-23 Accountability</p> <p>Because of the change to AKSTAR cut scores in the spring of 2023, two years of data for comparison are not available to calculate this indicator. For more information about changes to AKSTAR cut scores see: https://education.alaska.gov/assessments/AKSTAR_ResultsFlyer2023_final.pdf</p>

English Learner Progress	
 All Students	<p>English Learner Progress</p> <p>Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.</p> <p style="text-align: center;">n/a</p>

Graduation Rates	
 Four-Year Five-Year	<p>Graduation Rate</p> <p>The rate of students that graduated from high school within four or five years of enrolling as ninth graders.</p> <p style="text-align: center;">n/a n/a</p>

School Quality/Success							
 All Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Chronic Absenteeism</th> <th style="width: 50%;">Grade 3 ELA</th> </tr> <tr> <td>Percentage of students who missed less than 10% of the days enrolled at the school.</td> <td>Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.</td> </tr> <tr> <td style="text-align: center;">49.38%</td> <td style="text-align: center;">34.78%</td> </tr> </table>	Chronic Absenteeism	Grade 3 ELA	Percentage of students who missed less than 10% of the days enrolled at the school.	Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.	49.38%	34.78%
Chronic Absenteeism	Grade 3 ELA						
Percentage of students who missed less than 10% of the days enrolled at the school.	Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.						
49.38%	34.78%						

Student Group Performance	
 Student Groups	<p>Student Group Performance</p> <p>If school is ATSI or CSI-TSI, identified student groups are shown below.</p> <p style="text-align: center;">n/a</p>

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

The Compass
Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.



System for School Success

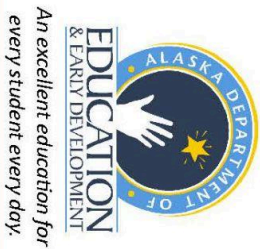
2021-2022 School Report

Soldotna Montessori Charter School, Kenai Peninsula Borough School District

Title I School: No

School Designation: Universal Support

Overall School Index Value: 44.85



System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.


The Compass

A Guide to Alaska's Public Schools

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education.alaska.gov/compass

Academic Achievement

	English Language Arts	Mathematics
	Percentage of students that were proficient on the state summative assessment.	Percentage of students that were proficient on the state summative assessment.
All Students	56.99%	50.54%


Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see: <https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf>

School Quality/Success

	Chronic Absenteeism	Grade 3 ELA
	Percentage of students who missed less than 10% of the days enrolled at the school.	Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	49.69%	28%

English Learner Progress

	English Learner Progress
	Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Graduation Rates




Graduation Rate

The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Four-Year	n/a
Five-Year	n/a

Student Group Performance

	Student Group Performance
	If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.



An excellent education for every student every day.

System for School Success

2018-2019 School Report



Soldotna Montessori Charter School, Kenai Peninsula Borough School District

Grades Served : KG-6 | October 1, 2018 Enrollment: 165 | Title I School: No

School Designation: Universal Support

Overall School Index Value: 73.1

Academic Achievement

	English Language Arts	Mathematics
	Percentage of students that were proficient on the state summative assessment.	Percentage of students that were proficient on the state summative assessment.
Grades 3-6	67.78%	57.78%
Grades 7-9	n/a	n/a

English Learner Progress

	English Learner Progress
	Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	n/a

Academic Growth

	English Language Arts	Mathematics
	Percentage of students who improved from one year to the next on the state summative assessment.	Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	100%	71.43%
Grades 7-9	n/a	n/a

Graduation Rates

	Graduation Rate
	The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism	Grade 3 ELA
	Percentage of students who missed less than 10% of the days enrolled at the school.	Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	71.34%	37.5%
Grades 7-12	n/a	n/a

Student Group Performance

	Student Group Performance
	Subgroups of students with index values that fall below 13.54.
Student Groups	

System for School Success Overview
Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

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* - In order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

Appendix K

AK STAR Disaggregated Data

2023-2024 disaggregated data was not transferred between state and KPBSD properly resulting in no data for grades 4-6 and 1 student listed for grade 3. Data set is incomplete and not represented here.

2022-2023 STAR - Disaggregated Data - All Students

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	26	29.21%	20	22.47%	28	31.46%	15	16.85%	89	93.68%	6.32%
Female	17	34.00%	11	22.00%	14	28.00%	8	16.00%	50	94.34%	5.66%
Male	9	23.08%	9	23.08%	14	35.90%	7	17.95%	39	92.86%	7.14%
Alaska Native/American Indian	1	16.67%	3	50.00%	1	16.67%	1	16.67%	6	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	23	32.86%	15	21.43%	19	27.14%	13	18.57%	70	94.59%	5.41%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Two or More Races	1	9.09%	1	9.09%	8	72.73%	1	9.09%	11	100.00%	0.00%
Economically Disadvantaged	4	18.18%	1	4.55%	12	54.55%	5	22.73%	22	91.67%	8.33%
Not Economically Disadvantaged	22	32.84%	19	28.36%	16	23.88%	10	14.93%	67	94.37%	5.63%
Disabled With Accommodations	0	0.00%	1	7.14%	5	35.71%	8	57.14%	14	100.00%	0.00%
Students With Disabilities	0	0.00%	1	6.67%	6	40.00%	8	53.33%	15	100.00%	0.00%
Students Without Disabilities	26	35.14%	19	25.68%	22	29.73%	7	9.46%	74	92.50%	7.50%
Not English Learners	26	29.21%	20	22.47%	28	31.46%	15	16.85%	89	93.68%	6.32%
Not Migrant Students	26	29.21%	20	22.47%	28	31.46%	15	16.85%	89	93.68%	6.32%
Not Active Duty Parent/Guardian	26	29.21%	20	22.47%	28	31.46%	15	16.85%	89	93.68%	6.32%
Not Homeless	26	29.21%	20	22.47%	28	31.46%	15	16.85%	89	93.68%	6.32%
Not Foster Care	26	29.21%	20	22.47%	28	31.46%	15	16.85%	89	93.68%	6.32%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	22	24.72%	34	38.20%	14	15.73%	19	21.35%	89	93.68%	6.32%
Female	12	24.00%	18	36.00%	6	12.00%	14	28.00%	50	94.34%	5.66%
Male	10	25.64%	16	41.03%	8	20.51%	5	12.82%	39	92.86%	7.14%
Alaska Native/American Indian	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	20	28.57%	27	38.57%	9	12.86%	14	20.00%	70	94.59%	5.41%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Two or More Races	1	9.09%	3	27.27%	2	18.18%	5	45.45%	11	100.00%	0.00%
Economically Disadvantaged	1	4.55%	8	36.36%	6	27.27%	7	31.82%	22	91.67%	8.33%
Not Economically Disadvantaged	21	31.34%	26	38.81%	8	11.94%	12	17.91%	67	94.37%	5.63%
Disabled With Accommodations	0	0.00%	2	14.29%	3	21.43%	9	64.29%	14	100.00%	0.00%
Students With Disabilities	0	0.00%	3	20.00%	3	20.00%	9	60.00%	15	100.00%	0.00%
Students Without Disabilities	22	29.73%	31	41.89%	11	14.86%	10	13.51%	74	92.50%	7.50%
Not English Learners	22	24.72%	34	38.20%	14	15.73%	19	21.35%	89	93.68%	6.32%
Not Migrant Students	22	24.72%	34	38.20%	14	15.73%	19	21.35%	89	93.68%	6.32%
Not Active Duty Parent/Guardian	22	24.72%	34	38.20%	14	15.73%	19	21.35%	89	93.68%	6.32%
Not Homeless	22	24.72%	34	38.20%	14	15.73%	19	21.35%	89	93.68%	6.32%
Not Foster Care	22	24.72%	34	38.20%	14	15.73%	19	21.35%	89	93.68%	6.32%

Appendix K

2022-2023 STAR - Disaggregated Data - Grade 3

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	2	8.70%	6	26.09%	13	56.52%	2	8.70%	23	95.83%	4.17%
Female	2	15.38%	3	23.08%	7	53.85%	1	7.69%	13	100.00%	0.00%
Male	0	0.00%	3	30.00%	6	60.00%	1	10.00%	10	90.91%	9.09%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Caucasian	2	11.76%	5	29.41%	8	47.06%	2	11.76%	17	94.44%	5.56%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not Economically Disadvantaged	2	10.53%	6	31.58%	9	47.37%	2	10.53%	19	95.00%	5.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	2	9.52%	5	23.81%	12	57.14%	2	9.52%	21	95.45%	4.55%
Not English Learners	2	8.70%	6	26.09%	13	56.52%	2	8.70%	23	95.83%	4.17%
Not Migrant Students	2	8.70%	6	26.09%	13	56.52%	2	8.70%	23	95.83%	4.17%
Not Active Duty Parent/Guardian	2	8.70%	6	26.09%	13	56.52%	2	8.70%	23	95.83%	4.17%
Not Homeless	2	8.70%	6	26.09%	13	56.52%	2	8.70%	23	95.83%	4.17%
Not Foster Care	2	8.70%	6	26.09%	13	56.52%	2	8.70%	23	95.83%	4.17%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	2	8.70%	9	39.13%	6	26.09%	6	26.09%	23	95.83%	4.17%
Female	2	15.38%	3	23.08%	3	23.08%	5	38.46%	13	100.00%	0.00%
Male	0	0.00%	6	60.00%	3	30.00%	1	10.00%	10	90.91%	9.09%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Caucasian	2	11.76%	8	47.06%	3	17.65%	4	23.53%	17	94.44%	5.56%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not Economically Disadvantaged	2	10.53%	8	42.11%	5	26.32%	4	21.05%	19	95.00%	5.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	2	9.52%	7	33.33%	6	28.57%	6	28.57%	21	95.45%	4.55%
Not English Learners	2	8.70%	9	39.13%	6	26.09%	6	26.09%	23	95.83%	4.17%
Not Migrant Students	2	8.70%	9	39.13%	6	26.09%	6	26.09%	23	95.83%	4.17%
Not Active Duty Parent/Guardian	2	8.70%	9	39.13%	6	26.09%	6	26.09%	23	95.83%	4.17%
Not Homeless	2	8.70%	9	39.13%	6	26.09%	6	26.09%	23	95.83%	4.17%
Not Foster Care	2	8.70%	9	39.13%	6	26.09%	6	26.09%	23	95.83%	4.17%

Appendix K

2022-2023 STAR - Disaggregated Data - Grade 4
English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	9	37.50%	2	8.33%	6	25.00%	7	29.17%	24	100.00%	0.00%
Female	5	50.00%	1	10.00%	1	10.00%	3	30.00%	10	100.00%	0.00%
Male	4	28.57%	1	7.14%	5	35.71%	4	28.57%	14	100.00%	0.00%
Caucasian	8	40.00%	2	10.00%	4	20.00%	6	30.00%	20	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Economically Disadvantaged	2	28.57%	0	0.00%	3	42.86%	2	28.57%	7	100.00%	0.00%
Not Economically Disadvantaged	7	41.18%	2	11.76%	3	17.65%	5	29.41%	17	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Students Without Disabilities	9	45.00%	2	10.00%	6	30.00%	3	15.00%	20	100.00%	0.00%
Not English Learners	9	37.50%	2	8.33%	6	25.00%	7	29.17%	24	100.00%	0.00%
Not Migrant Students	9	37.50%	2	8.33%	6	25.00%	7	29.17%	24	100.00%	0.00%
Not Active Duty Parent/Guardian	9	37.50%	2	8.33%	6	25.00%	7	29.17%	24	100.00%	0.00%
Not Homeless	9	37.50%	2	8.33%	6	25.00%	7	29.17%	24	100.00%	0.00%
Not Foster Care	9	37.50%	2	8.33%	6	25.00%	7	29.17%	24	100.00%	0.00%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	7	29.17%	8	33.33%	3	12.50%	6	25.00%	24	100.00%	0.00%
Female	3	30.00%	4	40.00%	0	0.00%	3	30.00%	10	100.00%	0.00%
Male	4	28.57%	4	28.57%	3	21.43%	3	21.43%	14	100.00%	0.00%
Caucasian	7	35.00%	7	35.00%	2	10.00%	4	20.00%	20	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Economically Disadvantaged	1	14.29%	3	42.86%	1	14.29%	2	28.57%	7	100.00%	0.00%
Not Economically Disadvantaged	6	35.29%	5	29.41%	2	11.76%	4	23.53%	17	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Students Without Disabilities	7	35.00%	8	40.00%	2	10.00%	3	15.00%	20	100.00%	0.00%
Not English Learners	7	29.17%	8	33.33%	3	12.50%	6	25.00%	24	100.00%	0.00%
Not Migrant Students	7	29.17%	8	33.33%	3	12.50%	6	25.00%	24	100.00%	0.00%
Not Active Duty Parent/Guardian	7	29.17%	8	33.33%	3	12.50%	6	25.00%	24	100.00%	0.00%
Not Homeless	7	29.17%	8	33.33%	3	12.50%	6	25.00%	24	100.00%	0.00%
Not Foster Care	7	29.17%	8	33.33%	3	12.50%	6	25.00%	24	100.00%	0.00%

Appendix K

2022-2023 STAR - Disaggregated Data - Grade 5
English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	5	21.74%	7	30.43%	5	21.74%	6	26.09%	23	88.46%	11.54%
Female	3	20.00%	4	26.67%	4	26.67%	4	26.67%	15	88.24%	11.76%
Male	2	25.00%	3	37.50%	1	12.50%	2	25.00%	8	88.89%	11.11%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	3	20.00%	4	26.67%	3	20.00%	5	33.33%	15	88.24%	11.76%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	1	14.29%	0	0.00%	3	42.86%	3	42.86%	7	87.50%	12.50%
Not Economically Disadvantaged	4	25.00%	7	43.75%	2	12.50%	3	18.75%	16	88.89%	11.11%
Disabled With Accommodations	0	0.00%	0	0.00%	3	42.86%	4	57.14%	7	100.00%	0.00%
Students With Disabilities	0	0.00%	0	0.00%	3	42.86%	4	57.14%	7	100.00%	0.00%
Students Without Disabilities	5	31.25%	7	43.75%	2	12.50%	2	12.50%	16	84.21%	15.79%
Not English Learners	5	21.74%	7	30.43%	5	21.74%	6	26.09%	23	88.46%	11.54%
Not Migrant Students	5	21.74%	7	30.43%	5	21.74%	6	26.09%	23	88.46%	11.54%
Not Active Duty Parent/Guardian	5	21.74%	7	30.43%	5	21.74%	6	26.09%	23	88.46%	11.54%
Not Homeless	5	21.74%	7	30.43%	5	21.74%	6	26.09%	23	88.46%	11.54%
Not Foster Care	5	21.74%	7	30.43%	5	21.74%	6	26.09%	23	88.46%	11.54%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	6	26.09%	8	34.78%	3	13.04%	6	26.09%	23	88.46%	11.54%
Female	3	20.00%	5	33.33%	2	13.33%	5	33.33%	15	88.24%	11.76%
Male	3	37.50%	3	37.50%	1	12.50%	1	12.50%	8	88.89%	11.11%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	4	26.67%	4	26.67%	2	13.33%	5	33.33%	15	88.24%	11.76%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	0	0.00%	2	28.57%	2	28.57%	3	42.86%	7	87.50%	12.50%
Not Economically Disadvantaged	6	37.50%	6	37.50%	1	6.25%	3	18.75%	16	88.89%	11.11%
Disabled With Accommodations	0	0.00%	1	14.29%	1	14.29%	5	71.43%	7	100.00%	0.00%
Students With Disabilities	0	0.00%	1	14.29%	1	14.29%	5	71.43%	7	100.00%	0.00%
Students Without Disabilities	6	37.50%	7	43.75%	2	12.50%	1	6.25%	16	84.21%	15.79%
Not English Learners	6	26.09%	8	34.78%	3	13.04%	6	26.09%	23	88.46%	11.54%
Not Migrant Students	6	26.09%	8	34.78%	3	13.04%	6	26.09%	23	88.46%	11.54%
Not Active Duty Parent/Guardian	6	26.09%	8	34.78%	3	13.04%	6	26.09%	23	88.46%	11.54%
Not Homeless	6	26.09%	8	34.78%	3	13.04%	6	26.09%	23	88.46%	11.54%
Not Foster Care	6	26.09%	8	34.78%	3	13.04%	6	26.09%	23	88.46%	11.54%

Appendix K

2022-2023 STAR - Disaggregated Data - Grade 6

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	10	52.63%	5	26.32%	4	21.05%	0	0.00%	19	90.48%	9.52%
Female	7	58.33%	3	25.00%	2	16.67%	0	0.00%	12	92.31%	7.69%
Male	3	42.86%	2	28.57%	2	28.57%	0	0.00%	7	87.50%	12.50%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	10	55.56%	4	22.22%	4	22.22%	0	0.00%	18	94.74%	5.26%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	80.00%	20.00%
Not Economically Disadvantaged	9	60.00%	4	26.67%	2	13.33%	0	0.00%	15	93.75%	6.25%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	10	58.82%	5	29.41%	2	11.76%	0	0.00%	17	89.47%	10.53%
Not English Learners	10	52.63%	5	26.32%	4	21.05%	0	0.00%	19	90.48%	9.52%
Not Migrant Students	10	52.63%	5	26.32%	4	21.05%	0	0.00%	19	90.48%	9.52%
Not Active Duty Parent/Guardian	10	52.63%	5	26.32%	4	21.05%	0	0.00%	19	90.48%	9.52%
Not Homeless	10	52.63%	5	26.32%	4	21.05%	0	0.00%	19	90.48%	9.52%
Not Foster Care	10	52.63%	5	26.32%	4	21.05%	0	0.00%	19	90.48%	9.52%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	7	36.84%	9	47.37%	2	10.53%	1	5.26%	19	90.48%	9.52%
Female	4	33.33%	6	50.00%	1	8.33%	1	8.33%	12	92.31%	7.69%
Male	3	42.86%	3	42.86%	1	14.29%	0	0.00%	7	87.50%	12.50%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	7	38.89%	8	44.44%	2	11.11%	1	5.56%	18	94.74%	5.26%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	80.00%	20.00%
Not Economically Disadvantaged	7	46.67%	7	46.67%	0	0.00%	1	6.67%	15	93.75%	6.25%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	7	41.18%	9	52.94%	1	5.88%	0	0.00%	17	89.47%	10.53%
Not English Learners	7	36.84%	9	47.37%	2	10.53%	1	5.26%	19	90.48%	9.52%
Not Migrant Students	7	36.84%	9	47.37%	2	10.53%	1	5.26%	19	90.48%	9.52%
Not Active Duty Parent/Guardian	7	36.84%	9	47.37%	2	10.53%	1	5.26%	19	90.48%	9.52%
Not Homeless	7	36.84%	9	47.37%	2	10.53%	1	5.26%	19	90.48%	9.52%
Not Foster Care	7	36.84%	9	47.37%	2	10.53%	1	5.26%	19	90.48%	9.52%

Appendix K

2021-2022 STAR - Disaggregated Data - All Students

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	25	27.17%	28	30.43%	22	23.91%	17	18.48%	92	94.85%	5.15%
Female	15	27.27%	22	40.00%	10	18.18%	8	14.55%	55	94.83%	5.17%
Male	10	27.03%	6	16.22%	12	32.43%	9	24.32%	37	94.87%	5.13%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	33.33%	66.67%
Caucasian	22	28.21%	24	30.77%	18	23.08%	14	17.95%	78	97.50%	2.50%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Two or More Races	1	16.67%	1	16.67%	2	33.33%	2	33.33%	6	85.71%	14.29%
Economically Disadvantaged	2	13.33%	6	40.00%	3	20.00%	4	26.67%	15	88.24%	11.76%
Not Economically Disadvantaged	23	29.87%	22	28.57%	19	24.68%	13	16.88%	77	96.25%	3.75%
Disabled With Accommodations	0	0.00%	0	0.00%	4	36.36%	7	63.64%	11	91.67%	8.33%
Students With Disabilities	0	0.00%	1	8.33%	4	33.33%	7	58.33%	12	92.31%	7.69%
Students Without Disabilities	25	31.25%	27	33.75%	18	22.50%	10	12.50%	80	95.24%	4.76%
Not English Learners	25	27.17%	28	30.43%	22	23.91%	17	18.48%	92	94.85%	5.15%
Migrant Students	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Not Migrant Students	25	27.17%	28	30.43%	22	23.91%	17	18.48%	92	95.83%	4.17%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	24	26.37%	28	30.77%	22	24.18%	17	18.68%	91	94.79%	5.21%
Not Homeless	25	27.17%	28	30.43%	22	23.91%	17	18.48%	92	94.85%	5.15%
Not Foster Care	25	27.17%	28	30.43%	22	23.91%	17	18.48%	92	94.85%	5.15%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	27	29.35%	20	21.74%	19	20.65%	26	28.26%	92	94.85%	5.15%
Female	15	27.27%	13	23.64%	11	20.00%	16	29.09%	55	94.83%	5.17%
Male	12	32.43%	7	18.92%	8	21.62%	10	27.03%	37	94.87%	5.13%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	33.33%	66.67%
Caucasian	23	29.49%	16	20.51%	16	20.51%	23	29.49%	78	97.50%	2.50%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Two or More Races	0	0.00%	2	33.33%	1	16.67%	3	50.00%	6	85.71%	14.29%
Economically Disadvantaged	4	26.67%	2	13.33%	2	13.33%	7	46.67%	15	88.24%	11.76%
Not Economically Disadvantaged	23	29.87%	18	23.38%	17	22.08%	19	24.68%	77	96.25%	3.75%
Disabled With Accommodations	0	0.00%	1	8.33%	1	8.33%	10	83.33%	12	92.31%	7.69%
Students With Disabilities	0	0.00%	1	8.33%	1	8.33%	10	83.33%	12	92.31%	7.69%
Students Without Disabilities	27	33.75%	19	23.75%	18	22.50%	16	20.00%	80	95.24%	4.76%
Not English Learners	27	29.35%	20	21.74%	19	20.65%	26	28.26%	92	94.85%	5.15%
Migrant Students	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Not Migrant Students	27	29.35%	20	21.74%	19	20.65%	26	28.26%	92	95.83%	4.17%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	26	28.57%	20	21.98%	19	20.88%	26	28.57%	91	94.79%	5.21%
Not Homeless	27	29.35%	20	21.74%	19	20.65%	26	28.26%	92	94.85%	5.15%
Not Foster Care	27	29.35%	20	21.74%	19	20.65%	26	28.26%	92	94.85%	5.15%

Appendix K

2021-2022 STAR - Disaggregated Data - Grade 3
English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	5	20.00%	2	8.00%	8	32.00%	10	40.00%	25	100.00%	0.00%
Female	2	18.18%	2	18.18%	4	36.36%	3	27.27%	11	100.00%	0.00%
Male	3	21.43%	0	0.00%	4	28.57%	7	50.00%	14	100.00%	0.00%
Caucasian	5	22.73%	2	9.09%	7	31.82%	8	36.36%	22	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	20.00%	1	20.00%	3	60.00%	5	100.00%	0.00%
Not Economically Disadvantaged	5	25.00%	1	5.00%	7	35.00%	7	35.00%	20	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students Without Disabilities	5	20.83%	2	8.33%	8	33.33%	9	37.50%	24	100.00%	0.00%
Not English Learners	5	20.00%	2	8.00%	8	32.00%	10	40.00%	25	100.00%	0.00%
Not Migrant Students	5	20.00%	2	8.00%	8	32.00%	10	40.00%	25	100.00%	0.00%
Not Active Duty Parent/Guardian	5	20.00%	2	8.00%	8	32.00%	10	40.00%	25	100.00%	0.00%
Not Homeless	5	20.00%	2	8.00%	8	32.00%	10	40.00%	25	100.00%	0.00%
Not Foster Care	5	20.00%	2	8.00%	8	32.00%	10	40.00%	25	100.00%	0.00%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	3	12.00%	6	24.00%	3	12.00%	13	52.00%	25	100.00%	0.00%
Female	1	9.09%	3	27.27%	2	18.18%	5	45.45%	11	100.00%	0.00%
Male	2	14.29%	3	21.43%	1	7.14%	8	57.14%	14	100.00%	0.00%
Caucasian	3	13.64%	5	22.73%	3	13.64%	11	50.00%	22	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Economically Disadvantaged	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Not Economically Disadvantaged	3	15.00%	5	25.00%	3	15.00%	9	45.00%	20	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students Without Disabilities	3	12.50%	6	25.00%	3	12.50%	12	50.00%	24	100.00%	0.00%
Not English Learners	3	12.00%	6	24.00%	3	12.00%	13	52.00%	25	100.00%	0.00%
Not Migrant Students	3	12.00%	6	24.00%	3	12.00%	13	52.00%	25	100.00%	0.00%
Not Active Duty Parent/Guardian	3	12.00%	6	24.00%	3	12.00%	13	52.00%	25	100.00%	0.00%
Not Homeless	3	12.00%	6	24.00%	3	12.00%	13	52.00%	25	100.00%	0.00%
Not Foster Care	3	12.00%	6	24.00%	3	12.00%	13	52.00%	25	100.00%	0.00%

Appendix K

2021-2022 STAR - Disaggregated Data - Grade 4

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	9	37.50%	5	20.83%	4	16.67%	6	25.00%	24	92.31%	7.69%
Female	5	33.33%	3	20.00%	3	20.00%	4	26.67%	15	88.24%	11.76%
Male	4	44.44%	2	22.22%	1	11.11%	2	22.22%	9	100.00%	0.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	8	44.44%	2	11.11%	3	16.67%	5	27.78%	18	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	66.67%	33.33%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not Economically Disadvantaged	8	40.00%	4	20.00%	3	15.00%	5	25.00%	20	90.91%	9.09%
Disabled With Accommodations	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	83.33%	16.67%
Students With Disabilities	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	83.33%	16.67%
Students Without Disabilities	9	47.37%	5	26.32%	4	21.05%	1	5.26%	19	95.00%	5.00%
Not English Learners	9	37.50%	5	20.83%	4	16.67%	6	25.00%	24	92.31%	7.69%
Not Migrant Students	9	37.50%	5	20.83%	4	16.67%	6	25.00%	24	92.31%	7.69%
Not Active Duty Parent/Guardian	9	37.50%	5	20.83%	4	16.67%	6	25.00%	24	92.31%	7.69%
Not Homeless	9	37.50%	5	20.83%	4	16.67%	6	25.00%	24	92.31%	7.69%
Not Foster Care	9	37.50%	5	20.83%	4	16.67%	6	25.00%	24	92.31%	7.69%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	11	45.83%	2	8.33%	5	20.83%	6	25.00%	24	92.31%	7.69%
Female	5	33.33%	1	6.67%	4	26.67%	5	33.33%	15	88.24%	11.76%
Male	6	66.67%	1	11.11%	1	11.11%	1	11.11%	9	100.00%	0.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	8	44.44%	1	5.56%	3	16.67%	6	33.33%	18	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	66.67%	33.33%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not Economically Disadvantaged	10	50.00%	2	10.00%	4	20.00%	4	20.00%	20	90.91%	9.09%
Disabled With Accommodations	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	83.33%	16.67%
Students With Disabilities	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	83.33%	16.67%
Students Without Disabilities	11	57.89%	2	10.53%	5	26.32%	1	5.26%	19	95.00%	5.00%
Not English Learners	11	45.83%	2	8.33%	5	20.83%	6	25.00%	24	92.31%	7.69%
Not Migrant Students	11	45.83%	2	8.33%	5	20.83%	6	25.00%	24	92.31%	7.69%
Not Active Duty Parent/Guardian	11	45.83%	2	8.33%	5	20.83%	6	25.00%	24	92.31%	7.69%
Not Homeless	11	45.83%	2	8.33%	5	20.83%	6	25.00%	24	92.31%	7.69%
Not Foster Care	11	45.83%	2	8.33%	5	20.83%	6	25.00%	24	92.31%	7.69%

Appendix K

2021-2022 STAR - Disaggregated Data - Grade 5

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	9	40.91%	9	40.91%	4	18.18%	0	0.00%	22	91.67%	8.33%
Female	6	40.00%	7	46.67%	2	13.33%	0	0.00%	15	100.00%	0.00%
Male	3	42.86%	2	28.57%	2	28.57%	0	0.00%	7	77.78%	22.22%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Caucasian	7	36.84%	8	42.11%	4	21.05%	0	0.00%	19	90.48%	9.52%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	60.00%	40.00%
Not Economically Disadvantaged	8	42.11%	8	42.11%	3	15.79%	0	0.00%	19	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	9	47.37%	8	42.11%	2	10.53%	0	0.00%	19	90.48%	9.52%
Not English Learners	9	40.91%	9	40.91%	4	18.18%	0	0.00%	22	91.67%	8.33%
Migrant Students	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Not Migrant Students	9	40.91%	9	40.91%	4	18.18%	0	0.00%	22	95.65%	4.35%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	8	38.10%	9	42.86%	4	19.05%	0	0.00%	21	91.30%	8.70%
Not Homeless	9	40.91%	9	40.91%	4	18.18%	0	0.00%	22	91.67%	8.33%
Not Foster Care	9	40.91%	9	40.91%	4	18.18%	0	0.00%	22	91.67%	8.33%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	9	40.91%	9	40.91%	1	4.55%	3	13.64%	22	91.67%	8.33%
Female	5	33.33%	7	46.67%	0	0.00%	3	20.00%	15	100.00%	0.00%
Male	4	57.14%	2	28.57%	1	14.29%	0	0.00%	7	77.78%	22.22%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Caucasian	8	42.11%	7	36.84%	1	5.26%	3	15.79%	19	90.48%	9.52%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	60.00%	40.00%
Not Economically Disadvantaged	8	42.11%	8	42.11%	1	5.26%	2	10.53%	19	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	9	47.37%	8	42.11%	1	5.26%	1	5.26%	19	90.48%	9.52%
Not English Learners	9	40.91%	9	40.91%	1	4.55%	3	13.64%	22	91.67%	8.33%
Migrant Students	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Not Migrant Students	9	40.91%	9	40.91%	1	4.55%	3	13.64%	22	95.65%	4.35%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	8	38.10%	9	42.86%	1	4.76%	3	14.29%	21	91.30%	8.70%
Not Homeless	9	40.91%	9	40.91%	1	4.55%	3	13.64%	22	91.67%	8.33%
Not Foster Care	9	40.91%	9	40.91%	1	4.55%	3	13.64%	22	91.67%	8.33%

Appendix K

2021-2022 STAR - Disaggregated Data - Grade 6
English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	2	9.52%	12	57.14%	6	28.57%	1	4.76%	21	95.45%	4.55%
Female	2	14.29%	10	71.43%	1	7.14%	1	7.14%	14	93.33%	6.67%
Male	*	% or fewer	*	% or fewer	*	60% or more	*	40% or fewer	7	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	2	10.53%	12	63.16%	4	21.05%	1	5.26%	19	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Economically Disadvantaged	2	11.11%	9	50.00%	6	33.33%	1	5.56%	18	94.74%	5.26%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	2	11.11%	12	66.67%	4	22.22%	0	0.00%	18	94.74%	5.26%
Not English Learners	2	9.52%	12	57.14%	6	28.57%	1	4.76%	21	95.45%	4.55%
Not Migrant Students	2	9.52%	12	57.14%	6	28.57%	1	4.76%	21	95.45%	4.55%
Not Active Duty Parent/Guardian	2	9.52%	12	57.14%	6	28.57%	1	4.76%	21	95.45%	4.55%
Not Homeless	2	9.52%	12	57.14%	6	28.57%	1	4.76%	21	95.45%	4.55%
Not Foster Care	2	9.52%	12	57.14%	6	28.57%	1	4.76%	21	95.45%	4.55%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	4	19.05%	3	14.29%	10	47.62%	4	19.05%	21	95.45%	4.55%
Female	4	28.57%	2	14.29%	5	35.71%	3	21.43%	14	93.33%	6.67%
Male	0	0.00%	1	14.29%	5	71.43%	1	14.29%	7	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	4	21.05%	3	15.79%	9	47.37%	3	15.79%	19	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Economically Disadvantaged	2	11.11%	3	16.67%	9	50.00%	4	22.22%	18	94.74%	5.26%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	4	22.22%	3	16.67%	9	50.00%	2	11.11%	18	94.74%	5.26%
Not English Learners	4	19.05%	3	14.29%	10	47.62%	4	19.05%	21	95.45%	4.55%
Not Migrant Students	4	19.05%	3	14.29%	10	47.62%	4	19.05%	21	95.45%	4.55%
Not Active Duty Parent/Guardian	4	19.05%	3	14.29%	10	47.62%	4	19.05%	21	95.45%	4.55%
Not Homeless	4	19.05%	3	14.29%	10	47.62%	4	19.05%	21	95.45%	4.55%
Not Foster Care	4	19.05%	3	14.29%	10	47.62%	4	19.05%	21	95.45%	4.55%

Appendix K

2020-2021 STAR - Disaggregated Data - All Students

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	29	34.94%	36	43.37%	10	12.05%	8	9.64%	83	94.32%	5.68%
Female	17	30.91%	28	50.91%	5	9.09%	5	9.09%	55	94.83%	5.17%
Male	12	42.86%	8	28.57%	5	17.86%	3	10.71%	28	93.33%	6.67%
Alaska Native/American Indian	1	20.00%	2	40.00%	1	20.00%	1	20.00%	5	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	25	35.71%	30	42.86%	8	11.43%	7	10.00%	70	97.22%	2.78%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Two or More Races	3	50.00%	2	33.33%	1	16.67%	0	0.00%	6	85.71%	14.29%
Economically Disadvantaged	1	11.11%	5	55.56%	2	22.22%	1	11.11%	9	90.00%	10.00%
Not Economically Disadvantaged	28	37.84%	31	41.89%	8	10.81%	7	9.46%	74	94.87%	5.13%
Disabled With Accommodations	0	0.00%	5	45.45%	3	27.27%	3	27.27%	11	100.00%	0.00%
Students With Disabilities	0	0.00%	5	45.45%	3	27.27%	3	27.27%	11	100.00%	0.00%
Students Without Disabilities	29	40.28%	31	43.06%	7	9.72%	5	6.94%	72	93.51%	6.49%
Not English Learners	29	34.94%	36	43.37%	10	12.05%	8	9.64%	83	94.32%	5.68%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Migrant Students	28	34.15%	36	43.90%	10	12.20%	8	9.76%	82	94.25%	5.75%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	28	34.15%	36	43.90%	10	12.20%	8	9.76%	82	94.25%	5.75%
Not Homeless	29	34.94%	36	43.37%	10	12.05%	8	9.64%	83	94.32%	5.68%
Not Foster Care	29	34.94%	36	43.37%	10	12.05%	8	9.64%	83	94.32%	5.68%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	15	18.07%	32	38.55%	30	36.14%	6	7.23%	83	94.32%	5.68%
Female	7	12.73%	21	38.18%	21	38.18%	6	10.91%	55	94.83%	5.17%
Male	8	28.57%	11	39.29%	9	32.14%	0	0.00%	28	93.33%	6.67%
Alaska Native/American Indian	*	0% or few	*	0% or few	*	60% or more	*	40% or fewer	5	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	14	20.00%	26	37.14%	24	34.29%	6	8.57%	70	97.22%	2.78%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Two or More Races	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6	85.71%	14.29%
Economically Disadvantaged	1	11.11%	2	22.22%	3	33.33%	3	33.33%	9	90.00%	10.00%
Not Economically Disadvantaged	14	18.92%	30	40.54%	27	36.49%	3	4.05%	74	94.87%	5.13%
Disabled With Accommodations	0	0.00%	0	0.00%	6	54.55%	5	45.45%	11	100.00%	0.00%
Students With Disabilities	0	0.00%	0	0.00%	6	54.55%	5	45.45%	11	100.00%	0.00%
Students Without Disabilities	15	20.83%	32	44.44%	24	33.33%	1	1.39%	72	93.51%	6.49%
Not English Learners	15	18.07%	32	38.55%	30	36.14%	6	7.23%	83	94.32%	5.68%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Migrant Students	15	18.29%	31	37.80%	30	36.59%	6	7.32%	82	94.25%	5.75%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	14	17.07%	32	39.02%	30	36.59%	6	7.32%	82	94.25%	5.75%
Not Homeless	15	18.07%	32	38.55%	30	36.14%	6	7.23%	83	94.32%	5.68%
Not Foster Care	15	18.07%	32	38.55%	30	36.14%	6	7.23%	83	94.32%	5.68%

Appendix K

2020-2021 STAR - Disaggregated Data - Grade 3

English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	7	30.43%	7	30.43%	2	8.70%	7	30.43%	23	88.46%	11.54%
Female	3	20.00%	6	40.00%	1	6.67%	5	33.33%	15	88.24%	11.76%
Male	4	50.00%	1	12.50%	1	12.50%	2	25.00%	8	88.89%	11.11%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	5	29.41%	4	23.53%	2	11.76%	6	35.29%	17	94.44%	5.56%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	66.67%	33.33%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not Economically Disadvantaged	6	31.58%	6	31.58%	1	5.26%	6	31.58%	19	86.36%	13.64%
Disabled With Accommodations	0	0.00%	1	20.00%	1	20.00%	3	60.00%	5	100.00%	0.00%
Students With Disabilities	0	0.00%	1	20.00%	1	20.00%	3	60.00%	5	100.00%	0.00%
Students Without Disabilities	7	38.89%	6	33.33%	1	5.56%	4	22.22%	18	85.71%	14.29%
Not English Learners	7	30.43%	7	30.43%	2	8.70%	7	30.43%	23	88.46%	11.54%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Migrant Students	6	27.27%	7	31.82%	2	9.09%	7	31.82%	22	88.00%	12.00%
Not Active Duty Parent/Guardian	7	30.43%	7	30.43%	2	8.70%	7	30.43%	23	88.46%	11.54%
Not Homeless	7	30.43%	7	30.43%	2	8.70%	7	30.43%	23	88.46%	11.54%
Not Foster Care	7	30.43%	7	30.43%	2	8.70%	7	30.43%	23	88.46%	11.54%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	3	13.04%	7	30.43%	8	34.78%	5	21.74%	23	88.46%	11.54%
Female	2	13.33%	3	20.00%	5	33.33%	5	33.33%	15	88.24%	11.76%
Male	1	12.50%	4	50.00%	3	37.50%	0	0.00%	8	88.89%	11.11%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	3	17.65%	4	23.53%	5	29.41%	5	29.41%	17	94.44%	5.56%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	66.67%	33.33%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not Economically Disadvantaged	3	15.79%	6	31.58%	7	36.84%	3	15.79%	19	86.36%	13.64%
Disabled With Accommodations	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students With Disabilities	*	0% or few	*	0% or few	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students Without Disabilities	3	16.67%	7	38.89%	7	38.89%	1	5.56%	18	85.71%	14.29%
Not English Learners	3	13.04%	7	30.43%	8	34.78%	5	21.74%	23	88.46%	11.54%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Migrant Students	3	13.64%	6	27.27%	8	36.36%	5	22.73%	22	88.00%	12.00%
Not Active Duty Parent/Guardian	3	13.04%	7	30.43%	8	34.78%	5	21.74%	23	88.46%	11.54%
Not Homeless	3	13.04%	7	30.43%	8	34.78%	5	21.74%	23	88.46%	11.54%
Not Foster Care	3	13.04%	7	30.43%	8	34.78%	5	21.74%	23	88.46%	11.54%

Appendix K

2020-2021 STAR - Disaggregated Data - Grade 4
English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	13	59.09%	6	27.27%	3	13.64%	0	0.00%	22	95.65%	4.35%
Female	7	50.00%	5	35.71%	2	14.29%	0	0.00%	14	100.00%	0.00%
Male	6	75.00%	1	12.50%	1	12.50%	0	0.00%	8	88.89%	11.11%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Caucasian	13	65.00%	4	20.00%	3	15.00%	0	0.00%	20	95.24%	4.76%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	66.67%	33.33%
Not Economically Disadvantaged	13	65.00%	5	25.00%	2	10.00%	0	0.00%	20	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	13	65.00%	6	30.00%	1	5.00%	0	0.00%	20	95.24%	4.76%
Not English Learners	13	59.09%	6	27.27%	3	13.64%	0	0.00%	22	95.65%	4.35%
Not Migrant Students	13	59.09%	6	27.27%	3	13.64%	0	0.00%	22	95.65%	4.35%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	12	57.14%	6	28.57%	3	14.29%	0	0.00%	21	95.45%	4.55%
Not Homeless	13	59.09%	6	27.27%	3	13.64%	0	0.00%	22	95.65%	4.35%
Not Foster Care	13	59.09%	6	27.27%	3	13.64%	0	0.00%	22	95.65%	4.35%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	7	31.82%	11	50.00%	4	18.18%	0	0.00%	22	95.65%	4.35%
Female	2	14.29%	9	64.29%	3	21.43%	0	0.00%	14	100.00%	0.00%
Male	5	62.50%	2	25.00%	1	12.50%	0	0.00%	8	88.89%	11.11%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Caucasian	7	35.00%	10	50.00%	3	15.00%	0	0.00%	20	95.24%	4.76%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	66.67%	33.33%
Not Economically Disadvantaged	6	30.00%	11	55.00%	3	15.00%	0	0.00%	20	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	7	35.00%	11	55.00%	2	10.00%	0	0.00%	20	95.24%	4.76%
Not English Learners	7	31.82%	11	50.00%	4	18.18%	0	0.00%	22	95.65%	4.35%
Not Migrant Students	7	31.82%	11	50.00%	4	18.18%	0	0.00%	22	95.65%	4.35%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	6	28.57%	11	52.38%	4	19.05%	0	0.00%	21	95.45%	4.55%
Not Homeless	7	31.82%	11	50.00%	4	18.18%	0	0.00%	22	95.65%	4.35%
Not Foster Care	7	31.82%	11	50.00%	4	18.18%	0	0.00%	22	95.65%	4.35%

Appendix K

2020-2021 STAR - Disaggregated Data - Grade 5
English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	2	10.53%	15	78.95%	2	10.53%	0	0.00%	19	95.00%	5.00%
Female	2	15.38%	10	76.92%	1	7.69%	0	0.00%	13	92.86%	7.14%
Male	*	0% or few	*	0% or mo	*	40% or fewer	*	40% or fewer	6	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	2	11.76%	14	82.35%	1	5.88%	0	0.00%	17	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Economically Disadvantaged	2	11.76%	13	76.47%	2	11.76%	0	0.00%	17	94.44%	5.56%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	2	11.76%	13	76.47%	2	11.76%	0	0.00%	17	94.44%	5.56%
Not English Learners	2	10.53%	15	78.95%	2	10.53%	0	0.00%	19	95.00%	5.00%
Not Migrant Students	2	10.53%	15	78.95%	2	10.53%	0	0.00%	19	95.00%	5.00%
Not Active Duty Parent/Guardian	2	10.53%	15	78.95%	2	10.53%	0	0.00%	19	95.00%	5.00%
Not Homeless	2	10.53%	15	78.95%	2	10.53%	0	0.00%	19	95.00%	5.00%
Not Foster Care	2	10.53%	15	78.95%	2	10.53%	0	0.00%	19	95.00%	5.00%

Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19	95.00%	5.00%
Female	1	7.69%	6	46.15%	5	38.46%	1	7.69%	13	92.86%	7.14%
Male	1	16.67%	3	50.00%	2	33.33%	0	0.00%	6	100.00%	0.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Caucasian	2	11.76%	8	47.06%	6	35.29%	1	5.88%	17	100.00%	0.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Economically Disadvantaged	2	11.76%	8	47.06%	7	41.18%	0	0.00%	17	94.44%	5.56%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	2	11.76%	9	52.94%	6	35.29%	0	0.00%	17	94.44%	5.56%
Not English Learners	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19	95.00%	5.00%
Not Migrant Students	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19	95.00%	5.00%
Not Active Duty Parent/Guardian	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19	95.00%	5.00%
Not Homeless	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19	95.00%	5.00%
Not Foster Care	2	10.53%	9	47.37%	7	36.84%	1	5.26%	19	95.00%	5.00%

Appendix K

2020-2021 STAR - Disaggregated Data - Grade 6 English Language Arts

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	7	36.84%	8	42.11%	3	15.79%	1	5.26%	19	100.00%	0.00%
Female	5	38.46%	7	53.85%	1	7.69%	0	0.00%	13	100.00%	0.00%
Male	2	33.33%	1	16.67%	2	33.33%	1	16.67%	6	100.00%	0.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Caucasian	5	31.25%	8	50.00%	2	12.50%	1	6.25%	16	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Economically Disadvantaged	7	38.89%	7	38.89%	3	16.67%	1	5.56%	18	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	7	41.18%	6	35.29%	3	17.65%	1	5.88%	17	100.00%	0.00%
Not English Learners	7	36.84%	8	42.11%	3	15.79%	1	5.26%	19	100.00%	0.00%
Not Migrant Students	7	36.84%	8	42.11%	3	15.79%	1	5.26%	19	100.00%	0.00%
Not Active Duty Parent/Guardian	7	36.84%	8	42.11%	3	15.79%	1	5.26%	19	100.00%	0.00%
Not Homeless	7	36.84%	8	42.11%	3	15.79%	1	5.26%	19	100.00%	0.00%
Not Foster Care	7	36.84%	8	42.11%	3	15.79%	1	5.26%	19	100.00%	0.00%


Math

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	% Tested	% Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	3	15.79%	5	26.32%	11	57.89%	0	0.00%	19	100.00%	0.00%
Female	2	15.38%	3	23.08%	8	61.54%	0	0.00%	13	100.00%	0.00%
Male	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6	100.00%	0.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Caucasian	2	12.50%	4	25.00%	10	62.50%	0	0.00%	16	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Economically Disadvantaged	3	16.67%	5	27.78%	10	55.56%	0	0.00%	18	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Students Without Disabilities	3	17.65%	5	29.41%	9	52.94%	0	0.00%	17	100.00%	0.00%
Not English Learners	3	15.79%	5	26.32%	11	57.89%	0	0.00%	19	100.00%	0.00%
Not Migrant Students	3	15.79%	5	26.32%	11	57.89%	0	0.00%	19	100.00%	0.00%
Not Active Duty Parent/Guardian	3	15.79%	5	26.32%	11	57.89%	0	0.00%	19	100.00%	0.00%
Not Homeless	3	15.79%	5	26.32%	11	57.89%	0	0.00%	19	100.00%	0.00%
Not Foster Care	3	15.79%	5	26.32%	11	57.89%	0	0.00%	19	100.00%	0.00%

2020-2021 Performance Evaluation for Alaska's Schools (PEAKS)


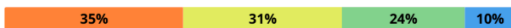

There are two important considerations to keep in mind when interpreting these data. First, the testing population in 2021 was not comparable to the tested population in previous years. In 2019, participation rates were typical; in 2020, there was no participation in testing at all; in 2021, the participation rate was about 27 percentage points less than in the previous three years of testing. Second, the pandemic shifted instructional methods and interrupted learning for significant parts of school year 2020-2021, which may have adversely affected assessment participation and performance. These two points make the comparison of the PEAKS data in 2021 to prior years misleading and deters focus from core pandemic-related issues. DEED advises substantial caution and qualification of any conclusions from comparisons between 2021 and previous years' data.

AK STAR Program Goal Performance Data



AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

2022 School Summary Report - English Language Arts
 District: KENAI PENINSULA BOROUGH SCHOOL DISTRICT
 School: SOLDOTNA MONTESSORI CHARTER SCHOOL

	# Students Tested	Mean Score	Median Score	% of Students by Achievement Level
SOLDOTNA MONTESSORI CHARTER SCHOOL	92	1603	1605	
KENAI PENINSULA BOROUGH SCHOOL DISTRICT	3822	1596	1591	
ALASKA STATE ORG	54745	1591	1585	





Achievement Levels

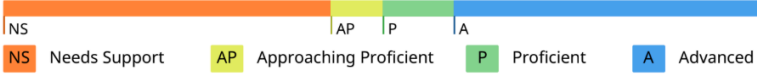
Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.


Scale Scores

The number of students and median and mean scale scores are reported at the school level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

Comparisons: District and State


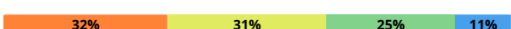

-  did better than the district and state mean for the reporting category
-  did about as well as the district and state mean for the reporting category
-  did not do as well as the district and state mean for the reporting category
-  did not attempt any items in this category





AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

2023 School Summary Report - English Language Arts
 District: KENAI PENINSULA BOROUGH SCHOOL DISTRICT
 School: SOLDOTNA MONTESSORI CHARTER SCHOOL


	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
SOLDOTNA MONTESSORI CHARTER SCHOOL	89	1601	1596	
KENAI PENINSULA BOROUGH SCHOOL DISTRICT	3,862	1594	1588	
ALASKA	55,941	1589	1583	

Achievement Levels


Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.

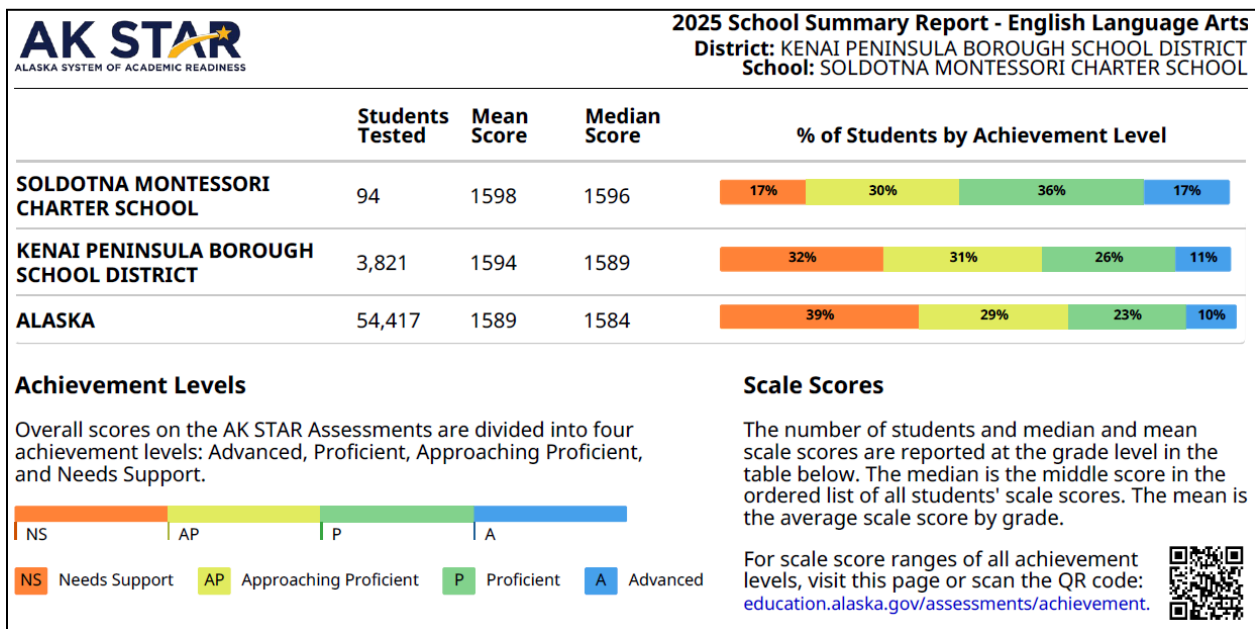
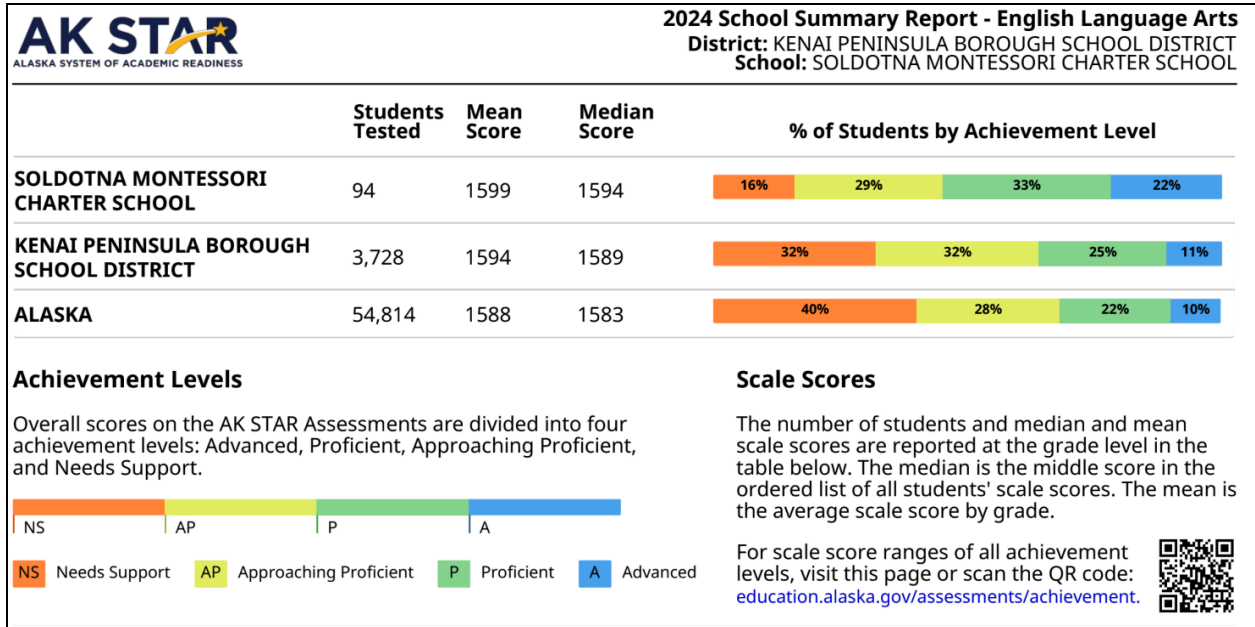
Scale Scores

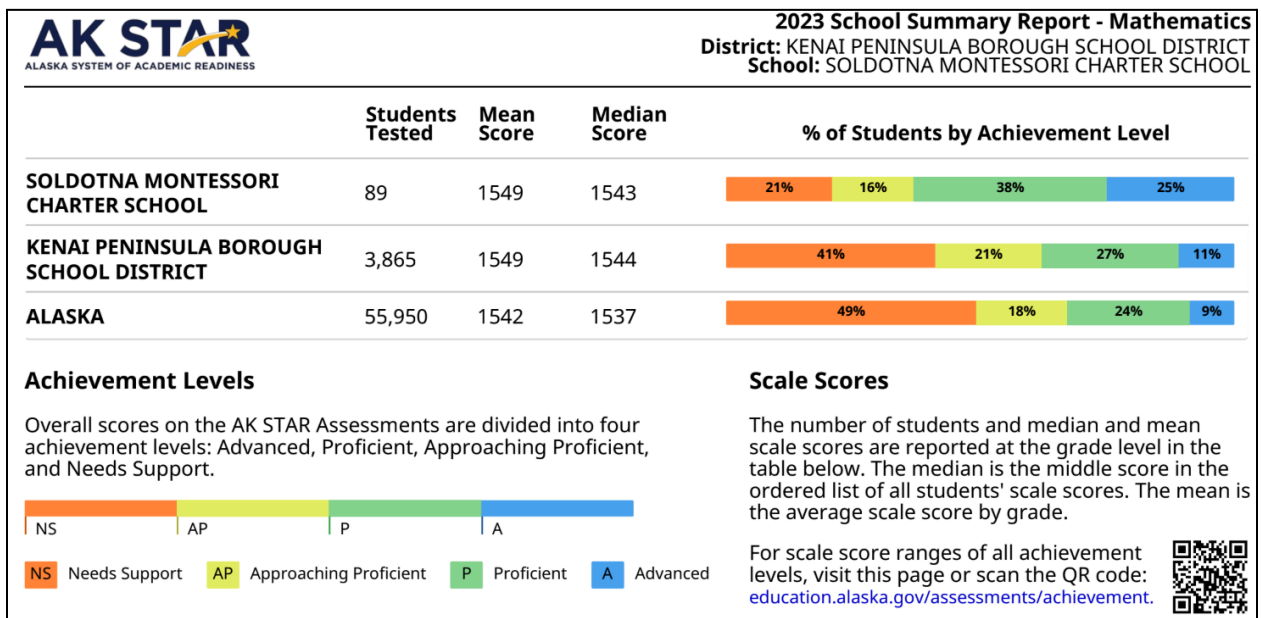
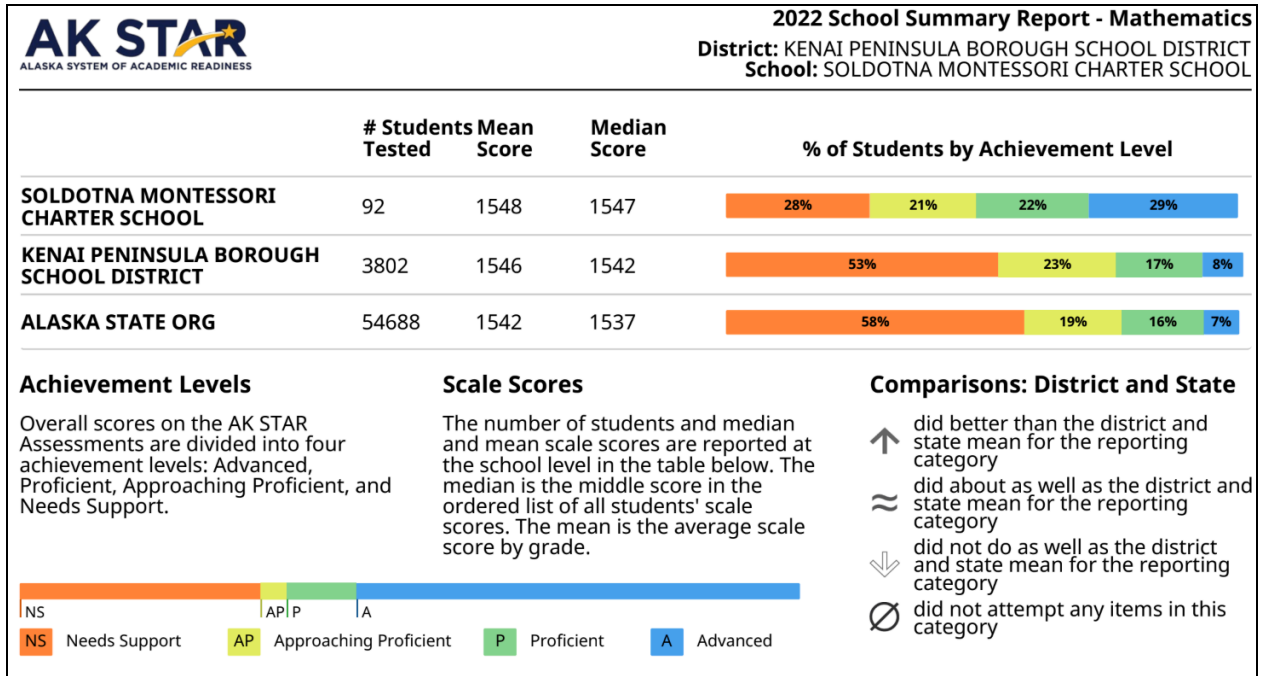
The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

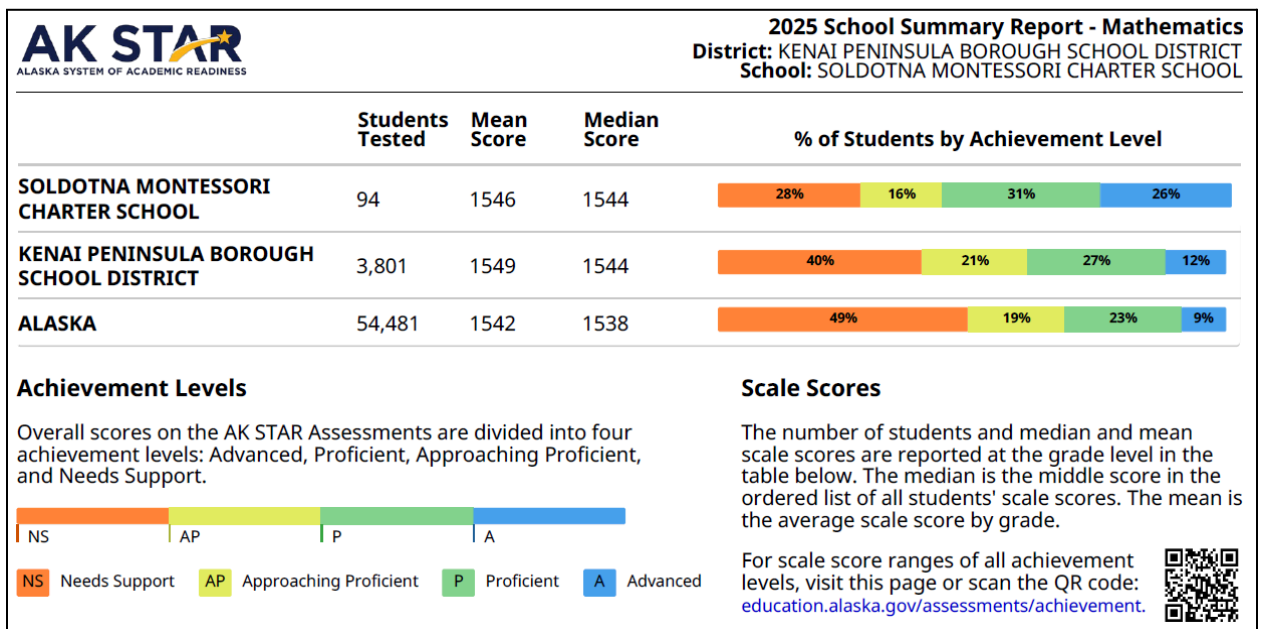
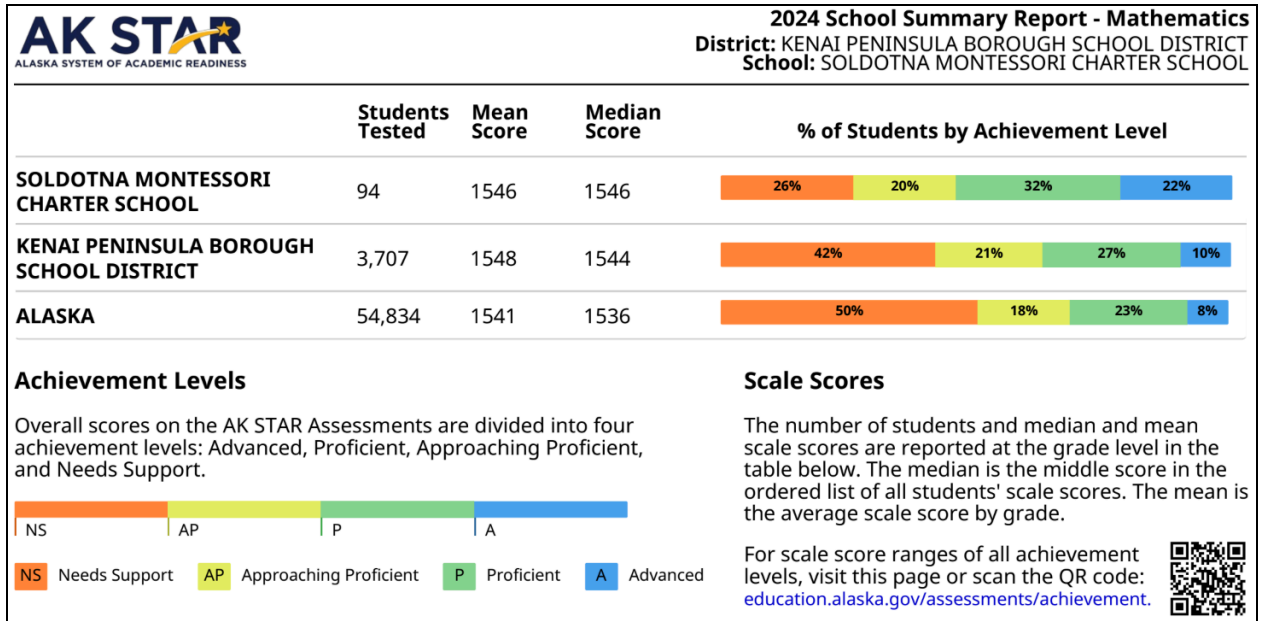



For scale score ranges of all achievement levels, visit this page or scan the QR code:
education.alaska.gov/assessments/achievement











Science Assessment

Alaska Department of Education
& Early Development

School Summary Report

District Name: Kenai Peninsula Borough School District


Subject: Science

School Name: Soldotna Montessori Charter School

Test Date: Spring 2022

Achievement Level Summary

Group	# Tested	% in Each Level			
School	22	0.0	22.7	27.3	50.0
District	1,511	31.8	25.5	29.9	12.8
State	21,806	39.1	22.8	27.5	10.6



Science Assessment

Alaska Department of Education
& Early Development

School Summary Report

District Name: Kenai Peninsula Borough School District


Subject: Science

School Name: Soldotna Montessori Charter School

Test Date: Spring 2023

Achievement Level Summary

Group	# Tested	% in Each Level			
School	24	16.7	25.0	37.5	20.8
District	1,625	30.3	26.1	32.2	11.4
State	22,382	39.1	24.0	26.7	10.2



Science Assessment

Alaska Department of Education
& Early Development

School Summary Report

District Name: Kenai Peninsula Borough School District

Subject: Science

School Name: Soldotna Montessori Charter School

Test Date: Spring 2024

Achievement Level Summary

Group	# Tested	% in Each Level			
School	23	13.0	17.4	43.5	26.1
District	1,508	29.2	25.9	31.4	13.6
State	21,717	39.9	23.1	25.7	11.3



Science Assessment

Alaska Department of Education
& Early Development

School Summary Report

District Name: Kenai Peninsula Borough School District

Subject: Science

School Name: Soldotna Montessori Charter School

Test Date: Spring 2025

Achievement Level Summary

Group	# Tested	% in Each Level			
School	23	8.7	13.0	65.2	13.0
District	1,551	31.7	24.3	32.2	11.9
State	21,940	39.9	22.3	26.3	11.5

Appendix L: Professional Development Schedule

2025-2026 PD Schedule			
Date	Forum	Topic	Time
August 14	In-service	KPBSD Required Information & Teacher Evaluation Process	1 hour & 0.5 hours
August 15	In-service (1 Credit Course)	Positive Discipline in the Montessori Classroom Session #1	1 hour
August 18	In-service	Science of Reading Science of Reading & The Science of Learning	1.25 hours
September 9 - October 28	Tuesday Book Study (2 Credit Course)	The Writing Revolution <i>"The Writing Revolution 2.0 a Guide to Advancing Thinking Through Writing in All Subjects and Grades" - Judith Hochman & Natalie Wexler</i>	8 hours (Eight 1 hour sessions)
September 4 - April 2	Monthly Staff Meetings	Positive Discipline in the Montessori Classroom Sessions 2,4,6, & 8; Look fors; Observable Indicators, School Vision	3.5 hours (Seven 30 minute sessions)
September - March	Monthly Collaboration Days	Positive Discipline in the Montessori Classroom Sessions 3,5,7,10, & Observable Indicators	6 hours (Six 1 hour sessions)
September 12	Early Release	The Writing Revolution Sentences: Learning Fundamentals	1.25 hours
October 10	In-service	The Writing Revolution Sentences: Variety & Complexity / Planning Before Writing	1 hour
October 10	In-service	Positive Discipline in the Montessori Classroom Discussion & Synthesis (Sessions 1-4)	1 hour
November 14	Early Release	The Writing Revolution Summarizing: Finding the Main Idea of a Text	1.25 hours
December 13	Early Release	Science of Reading Instructional Routines for SSR	1.25 hours
January 5	In-service	The Writing Revolution Compositions: Transition Outline & Multi-paragraph Outline	1 hour
January 5	In-service	Positive Discipline in the Montessori Classroom Discussion & Synthesis (Sessions 5-8)	1 hour
January 16	Early Release	Positive Discipline in the Montessori Classroom Session #9	1 hour
March 5	Early Release	The Writing Revolution Assessing Students' Writing	1.25 hours
March 6	In-service	Positive Discipline in the Montessori Classroom Discussion & Synthesis (Sessions 9-10)	1 hour & 0.5 hours
April 10	Early Release	The Writing Revolution Embedding Writing Activities into Content / Putting Method into Practice	1.25 hours

Appendix K

2024-2025 PD Schedule			
Date	Forum	Topic	Time
August 15	In-service	KPBSD Required Information & Teacher Evaluation Process	1 hour & 0.5 hours
August 16	In-service	Science of Reading Collective Efficacy & SOR Individualized Focuses	1 hour
August 19	In-service	Science of Reading Collective Efficacy & SOR Routines	1.25 hours
August 27-October 15	Book Study	Science of Reading <i>“7 Mighty Moves: Research-Backed Classroom-Tested Strategies to Ensure K-to-3 Reading Success”</i> by Lindsay Kemmeny	8 hours (Eight 1 hour sessions)
October 11	In-service	Science of Reading Instructional Routines for Read Alouds/Oral Language Development	1 hour
November 14 - April 20	Staff Meetings (Monthly) Book Study	Montessori Growth “Positive Discipline in the Montessori Classroom” Jane Nelsen & Chip DeLorenzo	3 hours (Six - 30 minute sessions)
November 15	Early Release	Science of Reading Instructional Routines for Word Analysis	1.25 hours
December 13	Early Release	Science of Reading Instructional Routines for SSR	1.25 hours
January 6	In-service	Science of Reading Instructional Routines for Applied Reading Practice & Montessori Growth Paraeducator Montessori Training	1 hour & 0.5 hours
January 17	Early Release	Science of Reading Instructional Routines for Applied Reading Practice	1.25 hours
February 7	Early Release	Montessori Growth Paraeducator Montessori Training	0.5 hours
February 13	In-service	Montessori Growth Paraeducator Montessori Training	0.5 hours
March 6	Early Release	Montessori Growth Paraeducator Montessori Training	0.5 hours
March 7	In-service	Science of Reading Instructional Routines & Practices - Staff Demonstrations & Montessori Growth Paraeducator Montessori Training	1 hour & 0.5 hours
April 11	Early Release	Science of Reading Concepts & Applications Review	1.25 hours

Appendix M: School Schedule & Calendar

School Schedule

2025-2026	
Basic Schedule	
8:35-8:55	Doors Open/Student Arrival/Breakfast/AM Recess
8:55	Instructional Day Begins
9:00-9:30	Specials/Instruction/Academic Work Block
9:30-10:00	Specials/Instruction/Academic Work Block
10:00-10:30	Specials/Instruction/Academic Work Block
10:30-11:30	Instruction/Academic Work Block
11:30-12:00	Kinder Recess Grades 1-6: Instruction/Academic Work Block
12:00-12:30	Kinder Lunch Primary & Intermediate Recess
12:30-1:00	Primary & Intermediate Lunch Kinder - Instruction/Academic Work Block
1:00-3:40	Instruction/Academic Work Block
3:45	Dismissal
Specials	Specials include two 30 minute instructional sessions for PE & two 30 minute instructional sessions for Music each week. A third 30 minute PE instructional session each week is rotated among intermediate and primary classes. (One, 30 minute Library time is provided at various other times in the week for each class.)
Instruction	Instruction includes 60 minutes of Math, 120 minutes of Language Arts, Science, Social Studies, Health, Social Skills, & Art. Also included as instruction are Special Services and Intervention. Instruction may occur, whole group, small group, or individually, based on student need.
Academic Work Block	Academic Work Block includes independent student work time and work choice, a component of the Montessori philosophy. Students choose work from instructional lesson materials, learning materials from the prepared environment, or computer-based learning supports to further their learning.

School Calendar

2024-25 SMCS Running Calendar

[August](#) | [September](#) | [October](#) | [November](#) | [December](#) | [January](#) | [February](#) | [March](#) | [April](#) | [May](#)

August

- 14 - Staff 1st Day Back - Work Day
- 15 - In-service - AM KPBSD Training | PM Work Time
- 15 - Kindergarten Parent Orientation (5:30-6:30)
- 16 - In-service - AM SOR & SEL | PM Neo Gov, Work Time
- 19 - In-Service - AM School Plans, SOR, School Data, SDP | Work Time
- 20 - In-Service - AM Work Time | PM Rotation Meetings
- 20 - "Stop By Say Hi" (12:00-1:00)
- 21 - Students First Day
- 21-23 - Kindergarten Half-Days
- 26 - Fall Benchmark Window Begins
- 27 - Fire Drill (11:00)
- 27 - Book Study Meeting - 7 Mighty Moves (3:50)
- 29 - Staff Meeting
- 29 - APC Meeting (5:30)
- 30 - Kindergarten Welcome Assembly

September

- 2 - Labor Day (No School)
- 3-13 - Kindergarten Color Days
- 3 - Book Study - 7 Mighty Moves (3:50)
- 5 - Staff Meeting
- 5 - PTO Meeting (4:00) [TBD]
- 10 - Data Day
- 11 - Primary Collaboration Day
- 10 - Book Study - 7 Mighty Moves (3:50)
- 13 - Early Release - SDP Work**
- 16 - F/T - Baumer - Challenger Center (9:00-12:30)
- 17 - Book Study - 7 Mighty Moves (3:50)
- 19 - Talk-Like-A-Pirate Day
- 19 - F/T - Larned - Challenger Center (9:00-12:30)
- 19 - Peace Night (5:30-6:30)**
- 19 - APC General Assembly Meeting (5:30)**
- 23-24 - F/T Dixon - OEC

Appendix N

24 - Book Study - 7 Mighty Moves (3:50)
24-25 - F/T Faris - OEC
25-26 - F/T Moore - OEC
26 - APC Training w/ AASB
26 - SDP Team Meeting
27 - Walk Your Student To School Day (8:15)
27 - F/T - Hubbard - Challenger Center (9:00-12:30)
27 - Farmer's Market (1:30-3:00)
30- Intermediate Collaboration Day

October

1 - Book Study - 7 Mighty Moves (3:50)
3 - Staff Meeting
4 - School Assembly - Faris (9:15)
4 - Tie Dye Day (In Office)
8 - IEP Day
8 - Book Study - 7 Mighty Moves (3:50)
11 - End of Quarter - Inservice
15 - Book Study - 7 Mighty Moves (3:50)
17 - Great Alaska ShakeOut - Earthquake Drill @ 10:17
17 - Community Partnerships Team Meeting
17 - APC Meeting (5:30)
18 - Early Release - Report Cards Work (2:15)
21 - Picture Retakes
23 ALICE DRILL @ 2:15
23 - Report Cards Sent Home
24-25 - Parent/Teacher Conferences
28 - PTO Meeting (4:00-4:45)
29 - SOHI NHS Visit to Primary & K (2:00-3:00)
30 Intermediate Collaboration Day
31 - Halloween
31 - F/T - Frapp - District Office Trick-or-Treat (10:50-11:30)
31 - F/T - Hubbard - Heritage (1:00-3:00)

November

6- F/T - Faris - Stream Testing
6 - Primary Collaboration Day
6 - Fire Drill (11:00)
7 - F/T - Kindergarten - Fire Station (1:30-3:00)
7 - Staff Meeting
8 - Student Leadership Meeting (9:30-10:30)
14 - APC Meeting (5:30)
15 - Early Release - PD-SOR (2:15)
19 - IEP Day
20 - Ellis Island Simulation - Intermediate in Gym until 10:15
21 - F/T - Dixon - Stream Testing
21 - SDP Team Meeting
22 - School Assembly - Dixon (9:15)
22 - Primary Owl Pellets Dissection (KNWR)
25 - Intermediate Collaboration Day
27 - Student Leadership - School Movie Event (9:00-10:30)
27 - Stone Soup (Primary & Buddy Class)
27 - Kinder Balloon Parade (2:45)
28-29 - Thanksgiving Break (No School)

December

2 - PTO Meeting (4:00)
4 - Primary Collaboration Day
6 - Student Leadership Meeting
2-6 - Holiday Shop (PM Only)
11 - Winter Concert @ SOHI (6:30)
12 - APC Meeting (5:30)
13 - Early Release PD-SOR (2:15)
13 - PTO Craft Night (2:15-4:45)
17 - Band & Choir Winter Concert (6:00) [TENTATIVE]
20 - PJ's Day & Pancakes Morning
20 - All School Caroling (10:30)
23-31 - Winter Break (No School)

January

1 - Lottery Window Opens
1-3 - Winter Break (No School)
6 - End of Quarter - Inservice

Appendix N

9 - Staff Meeting
10 - Student Leadership Meeting (9:00-10:30)
14 - Data Day
16 - Report Cards go home
17 - School Assembly - Larned (9:15)
17 - Early Release - PD or TEAMS (2:10)
23 - APC Meeting (5:30)
30 - 100th Day of School
30 - SDP Team Meeting
30 - F/T - Intermediate - Challenger Center

February

3 - Grade 3-4 District BOB competition
4 - Grade 5-6 District BOB Competition
5 - Primary Collaboration Day
6 - Staff Meeting
7 - School Assembly - Hubbard (9:15)
7 - Student Leadership Meeting (9:30-10:30)
7 - Early Release - TBD
?? - Prospective Families Orientation (5:30)
13-14 - Parent/Teacher Conferences
17 - Vacation Day - No School
20 - Community Partnerships Team Meeting
28 - Lottery Window Closes

March

3 - Lottery Drawing Day
6 - Early Release - TEAMS (2:15)
7 - End of Quarter - Inservice
10-14 - Spring Break (No School)
17 - Lottery Results Posted
20 - Staff Meeting
21 - Student Leadership Meeting (9:00-10:30)
28 - School Assembly - Baumer (9:15)

April

3 - Staff Meeting
11 - School Assembly - Moore (9:15)

Appendix N

11 - Student Leadership Meeting (9:30-10:30)
11 - Early Release - SOR PD
14-16 - F/T - Faris - Peterson Bay
15 - All Summatives Meetings MUST be completed
16-18 - F/T - Moore - Peterson Bay
18 - Vacation Day - No School
?? - New Kindergarten Open House (5:30-6:00)
23-25 - F/T - Dixon - Peterson Bay
24 - Community Partnerships Team Meeting
24 - APC Meeting (5:30)
?? - Art Night (5:30-6:30)

May

1 - Staff Meeting
2 - Kenai Fjords - Primary Classes
6 - ALICE Drill (Level 3) - 3:00
9 - School Assembly - Kindergarten Class (9:15)
15 - Staff Meeting
15 - APC Meeting (5:30)
19 - 6th Grade Visit to Skyview
19 - Last Thursday Folder (Always last Monday)
19 - Report Cards Sent Home (Always last Monday)
20 - ALL SCHOOL SLIDESHOW ASSEMBLY(9:15)
22 - 6th Grade Promotion Ceremony (9:15)
22 - School Picnic & Field Day (12:00-2:30)
22 - Volunteer Appreciation Day(11:30-12:00)
22 - Students' Last Day
23 - Teachers' Last Day
?? - KPBSD Leadership Academy

District Calendar

Kenai Peninsula Borough School District 2025-26 District Wide Calendar				C School Closes		O School Opens																						
				E End of Quarter		CI PT Conference/Inservice																						
H Legal Holiday		V/M Vacation Day/Make Up Day		IW Inservice/Work		ER Early Release Day																						
July 2025		August 2025		September 2025		October 2025																						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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20	21	22	23	24	25	26	17	18 IW	19 IW	20 O	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23 CI	24 CI	25	
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							31																					
# of Inservice Days:							# of Inservice Days:							# of Inservice Days:					# of Inservice Days:									
# of Student Days:							# of Student Days:							# of Student Days:					# of Student Days:									
# of Teacher Days:							# of Teacher Days:							# of Teacher Days:					# of Teacher Days:									
November 2025		December 2025		January 2026		February 2026																						
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23	24	25	26	27 H	28 H	29	28	29 V	30 V	31 V				25	26	27	28	29	30	31								
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# of Student Days:							# of Student Days:							# of Student Days:					# of Student Days:									
# of Teacher Days:							# of Teacher Days:							# of Teacher Days:					# of Teacher Days:									
March 2026		April 2026		May 2026		June 2026																						
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29	30	31					26	27	28	29	30			24	25 H	26	27	28	29	30	28	29	30					
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# of Student Days:							# of Student Days:							# of Student Days:					# of Student Days:									
# of Teacher Days:							# of Teacher Days:							# of Teacher Days:					# of Teacher Days:									
End of Quarter		Inservice Dates		Legal Holidays & Vacation Days																								
1st Quarter	36 days	Teacher First	August 13	August 13, 14, 15, 18, 19	Independence Day	July 4																						
2nd Quarter	46 days	Teacher Last	May 22	October 10	Labor Day	September 1																						
3rd Quarter	40 days	Student First	August 20	Jan 5	Thanksgiving	November 27-28																						
4th Quarter	48 days	Student Last	May 21	March 6	Winter Break	Dec 22-Jan 2																						
Approved 01/09/2023	170 days	PT Conference/IS Days		May 22	Spring Break	March 9-13																						
Dept of Ed. Approved: 12/26/2024		Oct 23 & 24			Vacation/Make Up Day	Feb 16 & Apr 3																						
		Feb 12 & 13			Memorial Day	May 25																						

Appendix N: Evidence of Regular Parent & Teacher Contacts

Parent/Teacher Conferences

SMCS uses Signup.com to schedule Parent/Teacher Conferences with families. Conferences can occur in-person or via Zoom. Conferences occur in October and February each year.

<input type="checkbox"/>	Title	Fill Status	Start Date	End Date	20/24	
<input type="checkbox"/>	☆ Mrs. Moore's Class (Fall Conferences)	83%	Oct 24, 2024	Oct 25, 2024	20/24	
<input type="checkbox"/>	☆ Mrs. Larned's Class (Fall Conferences)	80%	Oct 24, 2024	Oct 25, 2024	20/25	
<input type="checkbox"/>	☆ Mrs. Hubbard's Class (Fall Conferen...)	81%	Oct 24, 2024	Oct 25, 2024	21/26	
<input type="checkbox"/>	☆ Mrs. Frapp's Class (Fall Conferences)	86%	Oct 24, 2024	Oct 25, 2024	19/22	
<input type="checkbox"/>	☆ Mrs. Dixon's Class (Fall Conferences)	96%	Oct 24, 2024	Oct 25, 2024	23/24	
<input type="checkbox"/>	☆ Mrs. Baumer's Class (Fall Conferenc...)	86%	Oct 22, 2024	Oct 25, 2024	24/28	
<input type="checkbox"/>	☆ Mr. Faris' Class (Fall Conferences)	88%	Oct 24, 2024	Oct 25, 2024	22/25	

PTO Meetings - Meeting Agenda/Minutes Example

SMCS PTO Meeting Agenda 4:00-4:45	11/11/24
2024-25 PTO Officers: Brittany Miller - President Donna Edmunds - Vice President Hannah Parks - Secretary Amy Hagen - Treasure	
Meeting Participants:	

Call To Order	A. Call to Order: _____ Time
1. PTO Budget Report	A. PTO Account Report a. October Fund Use Report B. PTO Budget Allocations a. Set Budget Amounts b. Fund Use Approval (If Needed)
3. PTO Activities	A. Activity Progress Reports a. 50 Cent Friday b. Square 1 Art c. Ice Rink d. Craft Night B. Activity Considerations a. Fun Run Fundraiser (Spring) b. Garden Greenhouse Grant Effort

Appendix N

	<p>C. Activity Proposals</p> <ul style="list-style-type: none"> a. New activity proposals b. Vote to move proposals forward (If Needed)
4. New Business	A. No New Business
5. Old Business	A. PTO Bylaws
6. Adjourn	<p>A. Next Meeting Date:</p> <p>B. Adjourn Meeting: _____ Time</p>

SMCS PTO Meeting Minutes 4:00-4:45	10/28/24
--	-----------------

Meeting Participants: John DeVold, Christine Paulk, Hannah Parks, Addie Thomas, Amy Anderson, Brittany Miller, Amy Hagen, Ben Breakfield, Kathy McAlpine, Donna Edmunds

Call To Order	B. Call to Order: <u>4:05</u>
1. PTO Election of Officers	<p>A. Officer Elections</p> <ul style="list-style-type: none"> a. President Nominations followed by Vote - <i>Brittany Miller - Nomated</i> b. Vice President Nominations followed by Vote - <i>Donna Edmunds Nominated</i> c. Secretary Nominations followed by Vote - <i>Hannah Parks - Nominated</i> d. Treasure Nominations followed by Vote - <i>Amy Hagen Nominated</i> <p>B. Officer Election Results</p> <p><i>President - Brittany Miller</i> <i>Vice President - Donna Edmunds</i> <i>Secretary - Hannah Parks</i> <i>Treasure - Amy Hagen</i></p>
2. PTO Budget Report	<p>C. PTO Account Report - Mr. DeVold</p> <ul style="list-style-type: none"> a. <u>2023-24 Report</u> - <i>Mr. DeVold reviewed the report</i> b. <u>October Report</u> - <i>Mr. DeVold reviewed the report. Setting budget amounts tabled to November.</i> <p>D. PTO Budget Allocations</p> <ul style="list-style-type: none"> a. Fund Use Approval (If Needed) - <i>None made.</i>
3. PTO Activities	<p>D. PTO Traditional Activities</p> <ul style="list-style-type: none"> a. 50 Cent Friday, Square 1 Art, Craft Night, Art Night, School Shirts - <i>Mr. DeVold shared prior PTO activities. Community Ice Rink support was discussed. Mr. DeVold indicated that the City of Soldotna was planning on continuing the effort for 24-25. Mrs. McAlpine suggested securing donations/business support for 50 Cent Fridays, and offered to support this effort for November. Mrs. Miller will carry out sales on November 8th @ lunch. December 6th will be the next 50 Cent Friday - No Donor or Sales rep was identified.</i> <p>E. Activity Progress Reports</p>

Appendix N

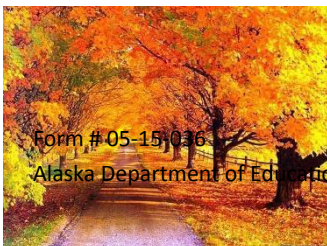
	<p>a. Discussion of progress toward upcoming PTO activities - <i>School shirts completed. Square 1 Art materials have been dropped off on 10/21/24. Craft Night is proposed to be December 13th on Early Release day.</i></p> <p>F. Activity Proposals</p> <p>a. <i>New activity proposals - Ice rink support was considered a new activity proposal and was moved forward as a PTO Activity. Mrs. Anderson proposed a Fun Run fundraiser. Mrs. Edmunds shared her efforts to find a grant for a Garden Greenhouse. Fun Run and Greenhouse will be listed as activity considerations for future PTO meetings.</i></p> <p>b. <i>Vote to move proposals forward (If Needed) - Ice Rink support moved forward.</i></p>
<p>4. New Business</p>	<p>B. School Bond/RFP & SMCS PTO - <i>Mr. DeVolld shared a summary of the possible SMCS building move per the approved bond and now a KPB Request for Proposal (RFP) effort. The current status is the KPB and KPBSD are planning on meeting in August 2025 to review/approve any RFP's issued by the KPB. Mr. DeVolld feels the Mayor/KPB wish to consolidate Redoubt & SOEL based on the actions and statements he has encountered in a meeting with the Mayor, and at the KPBSD meeting in September. Mr. DeVolld shared that SMCS parents are voters and are able to speak for their desires regarding the Bond issue, and may bring it up with their elected officials. PTO attendees felt that the PTO had a role that is different from the APC in sharing information about the Bond issue and school move. A PTO member suggested inviting the Mayor to meet with the PTO about the issue.</i></p> <p>C. PTO Bylaws - PTO.org & Template 1 Template 2 - <i>Mr. DeVolld suggested the PTO prepare bylaws, Mrs. Edmunds indicated that the PTO did have bylaws, and she would provide them to the principal.</i></p>
<p>5. Old Business</p>	<p>B. None</p>
<p>6. Adjourn</p>	<p>C. Next Meeting Date: November 11, 2024 @ 4:00. - <i>Discussion was held about meeting dates & time. Mrs. Thomas suggested preparing a survey for families to ascertain parent preference for meetings at the following times: during the school day (lunch/recess), Right After School (4:00-4:45) or later after work (6:30-7:15). The discussion was regarding improving parent access to PTO meetings. Also discussed was a need for childcare, in order to attend. Mrs. Thomas suggested adding that to the survey. Mr. DeVolld will prepare a survey for parents to provide possible preferred times for PTO meetings as well as child care needs. Mr. DeVolld will also check on the need for volunteer requirements for PTO Childcare providers.</i></p> <p>D. Adjourn Meeting: <u>5:10</u></p>

Staff Meetings Agenda Examples

Meeting Date		9/11/25
Members Present: ✓ Frapp ✓ Baumer; ✓ Hubbard; ✓ Larned ✓ Dixon; ✓ Faris; ✓ Moore ✓ Brenner; ✓ Miller; ✓ DeRaeve; <input type="checkbox"/> Dahl Other: <input type="checkbox"/> TBD <input type="checkbox"/> ✓		
Topics	Discussion	Action
Celebrations & Connections (5 Min)	John is Back Mrs. Baumers growing birthday graph with grades 1&2 Dena'ina Culture Study for Intermeditate	None
Admin Download (5 Min) <ul style="list-style-type: none"> ● Intervention Schedules ● Peace Night ● Tie Dye Date? ● Student Leadership ● Charter Renewal ● Board Presentation ● Online Software ● Running Club ● Robotics ● B.O.B. ● Farmer's Market 	Intv. Schedules Done. Starting Next Week - Need to get forms signed and returned to start. Peace Night - Sept. 25 5:30-6:30 - Mr. Dahl is helping with One Voice Tie Dye Date - October 3rd. Student leadership will resume. John is visiting classes with student applications. Charter renewal will begin in October with KPBSD Mrs. Moore & Dixon are heading up student effort for sharing with Board info about SMCS field trips Online Software orders behind but progressing Celebration regarding Running Club. Thank You Mrs. Boonstra! Robotics starting Sept. 23 for grades 5-6 and Sept. 30 for grade 4 BOB Coaches needed for Grades 3-4 and 5-6. Farmer's market on the 19th. Mrs. Dixon Will Get Sign-up prepared for digging on Monday.	Mrs. Dixon will get sign up for class digging on Monday.
Calendar Info (5 Min)	Nothing new Added. John Needs to update though with what is known, just not entered. Will be completed by 9/15/25	John will add known events to all calendars by 9/15/25

Meeting Date		10/3/24
Members Present: <input checked="" type="checkbox"/> Frapp <input checked="" type="checkbox"/> Baumer; <input checked="" type="checkbox"/> Hubbard; <input checked="" type="checkbox"/> Larned <input checked="" type="checkbox"/> Dixon; <input checked="" type="checkbox"/> Faris; <input type="checkbox"/> Moore <input checked="" type="checkbox"/> Brenner; <input checked="" type="checkbox"/> Miller; <input checked="" type="checkbox"/> DeRaeve; <input type="checkbox"/> Dahl Other: <input type="checkbox"/> TBD <input type="checkbox"/> <input checked="" type="checkbox"/>		
Topics	Discussion	Action
Celebrations & Connections (5 Min)		
Admin Download (5 Min) <ul style="list-style-type: none"> ● Report Cards (Date?) ● PTC Sign Ups (Times) ● Farmer’s Market ● PTO ● Collaboration Day Info ● In-Service Day ● Tie-Dye Day 	Report Card: Send home Wednesday before PTC PTC Sign Ups: Delivered on 10/2 to teachers FM: A great success! PTO: Need officers will meet 4:00-4:45 Collab: Thanks for providing notes. I.S.: Science of Reading and Groups TD: Tomorrow/ 12 students at a time	PTC Sign Ups: Please return form to Whitney Collab: Use Collaboration to consider Data PTC with discussion on IRIPs
Calendar Info (5 Min)		
Core Work (10 Min) <ul style="list-style-type: none"> ● Alice Drill (10-23-24) 	Reviewed ALICE drill procedures and duties in preparation for Level 2 drill on October 23 @ 2:15.	
Department Info (5 Min) <ul style="list-style-type: none"> ● Intervention - Rochelle ● SpEd - Rachel ● P.E. - Kelli ● Music - Tor ● Custodial - John 	Intervention forms sent home? Any missing? Let us know. Thanks! Question about Winter Benchmarks yielded a consensus decision for completing benchmarks before winter break. There was a question about how to work that in with the winter concert and other December items. Custodial: Question about new custodian cleaning tables. Mr. DeVold will Meet with Saul in the week ahead to discuss expectations.	

Inservice Meeting Agenda Examples



Friday, October 10, 2025

Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students' academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.

Agenda

Time	Topic	Facilitator
8:30	Breakfast, Coffee & Conversation	
9:00-10:00	Professional Development - The Writing Revolution The Writing Revolution: Sentence Expansion, Variety, Complexity	Sarah Miller
10:00-10:10	Break	
10:10-10:50	Professional Learning Communities PLC Mindset Shifts	John DeVolld
10:50-11:00	Break	
11:00-12:00	Professional Development: Positive Discipline Synthesis & Discussion of Sessions 1-4	Sarah Miller
12:00-12:30	Lunch (On Your Own)	
12:30-End	Staff Work Time <ul style="list-style-type: none"> ● Grades & P/T Conference Prep ● Other 	



Soldotna Montessori Charter School
2025-2026 In-service – Day 4
Monday, August 18, 2025

Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students' academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.

Agenda

Time	Topic	Facilitator
8:30	Coffee & Conversation in Room 412	
9:00	<u>Start Up Schedule</u> <ul style="list-style-type: none"> • 1st Day; 1st Week; 1st Month SMCS Meeting Plans <ul style="list-style-type: none"> • In-service, Early Release, Staff Meetings, Data Days, PLC Meetings, Collaboration Days Events, Traditions, Calendaring	John DeVold
9:30	Professional Development Session #2 <ul style="list-style-type: none"> • SOR & The Science of Learning 	Sarah Miller
10:45	Break	
11:00	2024-25 SMCS Data Review <ul style="list-style-type: none"> • <u>25-26 SDP</u> • <u>24-25 SMCS Data Packet</u> • <u>24-25 Student Growth Report</u> 	John DeVold
11:30	SMCS 2025-26 <u>SDP DATA & GOALS</u>	John DeVold
12:00	Lunch – On Your Own	
PM	Teacher Work Time	



Soldotna Montessori Charter School

**2024-2025 In-service
Friday, March 7, 2025**


Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students' academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.

Agenda

Time	Topic	Facilitator
8:30	Breakfast, Coffee, & Conversation in Moore's Rm	Family
9-9:15	Good of the Order - (Classified Optional) <ul style="list-style-type: none"> • Timesheets Due Today • Report Cards – March 27th • Hannover (3/17-3/28) • Art Night (May 6) • State Assessment Logistics Discussion • Field Trips - Bus, Student lists, BG, Drivers Form, Vehicle Check, \$ • Staffing FY26 • 4th Quarter Calendaring • Other 	John
9:15-10:30	Science of Reading (Dyslexia) Trivia Contest - Whole Staff	Sarah
10:30-10:40	Break	
10:40-11:00	Sped Share & Montessori Visit Share	Rachel
11:00-12:00	STAR Training - Certified Staff + Assessment Support	Rachel
12:00 - END	Lunch On Your Own & Teacher Work Time	

Sarah's Links	John's Links
<p><u>Dyslexia Presentation</u> SQ3R Dyslexia Guidance Letter Signs of Dyslexia at Different Ages Structured Literacy Primer</p>	<p>Student Readiness</p> <ul style="list-style-type: none"> • Student Readiness • Student Readiness (Science) <p>Star Training</p> <ul style="list-style-type: none"> • STAR Online Training Link

Appendix N

<p><u>Dyslexia Resources</u></p> <p><u>Our Dyslexic Children Film</u> https://www.coursera.org/learn/dyslexia (free online course about dyslexia with Sally Shaywitz)</p> <p>https://dyslexiaida.org/ https://dyslexia.yale.edu/</p>	<ul style="list-style-type: none">● <u>Star Online Training Guide</u>●  FY25 AK Star Training .pptx
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Soldotna Montessori Charter School

**2024-2025 In-service
Monday, January 6, 2025**

Our mission is to create kind, confident, self-reliant learners who are globally aware and impactful in and beyond their community. We enrich students' academic excellence, social and emotional learning based on the philosophy of Dr. Maria Montessori.

Agenda

Time	Topic	Facilitator
8:30	Coffee & Conversation in Moore's Rm	
9:00	Good of the Order – Certified Staff <ul style="list-style-type: none"> ● Report Cards – January 16th ● 1 Week Back – Review Expectations w/students ● Other 	John
9:15	School Development Plan Progress <ul style="list-style-type: none"> ● Review SDP Plan ● Discuss Progress/Implementation ● Complete Mid-Year Review. 	John
9:45	Break	
10:00	Professional Development - SOR - Instructional Routines for Applied Reading Practices	Sarah
11:00	Break	
11:10	Grade Level Team Planning - Reading Data & PLC Focus	Teams
12:00- END	Lunch Provided & Teacher Work Time	

John Links

- Inservice Slides

Sarah - PD Links

Early Release Meetings

Early Release
<p><u>Dates</u></p> <ul style="list-style-type: none">● Sep. 12 - PD - The Writing Revolution: Sentence Fundamentals● Oct. 17 - Work & Prep - Report Cards & P/T Conferences● Nov. 14 - PD - The Writing Revolution: Summarizing: Finding the Main Idea of a Text● Dec. 12 - School Activity: PTO Student Craft Night● Jan 16 - PD - Positive Discipline in the Montessori Classroom - Session #9: The Class Meeting● Feb. 6 - Work & Prep - Report Cards & P/T Conferences● March 5 - PD - The Writing Revolution: Assessing Student’s Writing● April 10 - PD - The Writing Revolution: Embedding Writing Activities into Content & Putting the Method into Practice.
<p><u>Duration:</u> 75 Minutes</p>
<p><u>Focus:</u> Language Arts Support and Montessori Practices Support</p>
<p><u>Method:</u> Whole Group, Break-out Groups</p>

School Development Plan

Comprehensive Needs Assessment				What schools fill out each section
Provide a brief description of the school, attendance area, and community.				TR1 e1
Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children. <i>Enter answer here</i>				TR1 e1 School Improvement
Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.				All schools
Types of Data Analyzed	Area of Need	Priority for 24/25	Describe needs determined from data in each area, as applicable (do not include solutions here)	
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	Medium	23-24 STAR ELA results, for grades 3-6, showed 55% Proficient and 29% Approaching Proficient. 23-24 Spring MAPS Reading Proficiency Results: 3rd-91%, 4th-98%, 5th-91%, 6th-84% 23-24 Spring mClass Proficiency Results: K-70%, 1st-58%, 2nd-54%, 3rd-70%, 4th-74%, 5th-74%, 6th-70% The MAPS Reading Growth Achievement Quadrant Report from Fall 23-24 to Fall 24-25 showed the overall results as 67% achievement and 56% growth. Results are not exactly what we would like, but SOR support and teacher instructional focus is high; student growth and progress is anticipated.	
	Mathematics instruction for all students	High	23-24 STAR Math results, for grades 3-6, showed 55% Proficient and 20% Approaching Proficient. Grade 3 was particularly low @ 26% Proficient. 23-24 Spring MAPS Math Proficiency Results: 3rd-78%, 4th-98%, 5th-83%, 6th-88% 23-24 Spring Aims Math Proficiency Results: K-74%, 1st-71%, 2nd-70% The MAPS Math Growth Achievement Quadrant Report from Fall 23-24 to Fall 24-25 showed the overall results as 49% achievement and 54% growth. Lastly, MAPS Data showed 57% of our students met their Growth Target from Fall 23-24 to Fall 24-25. All the results indicate that Math is a area of need for a targeted goal.	
	Science instruction for all students	Low	Teacher reflection of instructional opportunities for students and student engagement in science was felt to be high. Data from 23-24 State Assessments also showed this as a strength with 70% of 5th graders proficient, compared to 58% proficient in the district and 48% proficient in the state.	
	Other content area instruction for all students	Low	Teachers reflected on other content areas and determined that reading and language arts needs were greater and that reading was critical for supporting other content areas.	
	Support for students with disabilities	Low	Staff felt that while students with disabilities is important to keep focus on, our Special Services program functions at a high level, so the priority was low.	
	Support for migrant students	Low	The percentage of the population for migrant students is extremely low, so the priority is low.	
	Economically disadvantaged or low achieving students	Medium	These factors feed our general academic and SEL data. So it is a medial priority.	
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	No EL students are enrolled	
Graduation & dropout rate	Ensure students will graduate from high school	Low	N/A - Elementary	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	The current attendance rate (10/18/24) for the school is 89.64%	
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Staff is mindful of these situations and support on individual basis. Priority is low.	
Curriculum	Core curriculum aligned vertically and with state standards	Medium	Ultimately we are responsible to the state standards which are aligned. Teachers have not had opportunity to review instructional practices and lessons to ensure continuing alignment. Montessori inherently has vertical alignment with multi aged classes Grades 1-3 together, and 4-6 together. So the challenge lies in the shift from grades 1-3 to grades 4-6.	
Instruction	Effective instructional strategies and tiered interventions	Low	This is a strength in the school. So, while it is rated a low priority, clearly it is a high priority that is carried out well.	
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	All teacher use ongoing assessment efforts to adjust instruction to match student learnign needs.	
Supportive Learning Environment	Safe, orderly learning environment	Low		
Family Engagement	Family & community engagement	Medium	Family engagement is good, but there is always room for improvement. We have had good engagement for field trip support and at whole school events. We would like to increase our family participation in academic support during the school day. We need to generate and review data on this to get an authentic guage.	

Appendix N

	Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	SMCS employs a half-time PD coach and is implementing quality support for staff. This is a medium priority as the position is in year two and we are developing additional in-house PD structures and will likely be looking for SEL implementation.		
		PD to support individual teacher skills PD or strategies for hiring qualified teachers	Medium	Similar to above. A needs assessment for specific PD, unique to the school, for each staff member will help build our approach to PD.		
	Leadership	Recruiting, training & retaining qualified principals	Low	Current situation is good.		
	Other:	Hannover Data Results	Medium	Overall our Hanover data was very good. We have a few components that could warrant work with students. Despite putting forth effort for addressing a low Hanover score in the area of "Students and clearly describe their feelings," Students still had that component rated as the lowest among all items. It is something we will need to continue to address.		
	Other:					
	Other:					
<p>As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.</p>					ALL schools	
Area of Need <i>Based on list above</i>	Baseline Data <i>What data was used to prioritize the need?</i>	SMART goal <i>Based on area of need</i>				
Mathematics instruction for all students	STAR, MAPS & AIMSWeb Assessment Data	By May 2025, All students in grades 3-6 will meet or exceed their Spring projected Math proficiency RIT score as measured by the Winter or Spring MAP Math assessment.				
Plan Strategies						
ies	Describe the strategies that the school will be implementing to address the identified school needs. (add columns for action steps...similar to above)					ALL schools
	Action Step <i>What will be done?</i>	Timeline <i>When will this be accomplished?</i>	Owner and Collaborators <i>Who will do it?</i>	Anticipated Outputs <i>What will success look like?</i>	Resources/Budget <i>What resources are needed?</i>	
	Identify SDP Goal, based on Data	August	School Staff	Staff will review Academic and SEL data sources to prioritize focus areas and choose a goal or goals to target for the year.	Time in In-Service	
	Establish SDP Team	August	Principal	Identified staff will be selected to serve on SDP team	None	
	Establish understanding of historic growth data and evaluate goal attainment	October	SDP Team	SDP Team will review historic student growth outcomes for prior years using MAPS. Team will look up Math growth data in MAPS online environment.	Time at October Staff Meeting and October In-service Day.	
	Develop Action Steps to meet goal	October	SDP Team	SDP team will establish action steps for meeting the Math growth goal.	Time at October Staff Meeting and October In-service Day.	
	Group higher performing students in above grade level instruction to ensure instruction for continuing math growth	August	Teachers	Students who are performing at an advanced grade level will be placed in a higher level math class.	Time to group	
	Review Action Steps with Teachers and share how to use MAPS to generate like instructional groups, and find RIT scores.	November Staff Meeting	SDP Team	All teachers will be prepared to evaluate and use MAPS data for Collaboration day work and develop responsive instruction.	Time at Staff Meeting and Collaboration Days	
	Teacher develop list of student target RIT scores provided in MAPS and will develop like groups and focus lessons.	November Collaboration Meeting	Teachers	Teacher will know projected growth targets for students receiving instructions and will establish specific lessons targeting student learning needs by like groups.	Time at Collaboration Meeting. Printed Lessons from MAPS	
	Monthly collaboration meetings with Math goal as an agenda items	Monthly	Teachers	Intentional attention to SDP goal and student math growth	Time at Meetings	
	Saxon cumulative tests & IXL targeted standards progress evaluation	Bi-monthly	PLC Teams	Review of student progress in learning targets	PLC meeting time during school day	
Year 1 Action Steps						School Improvement

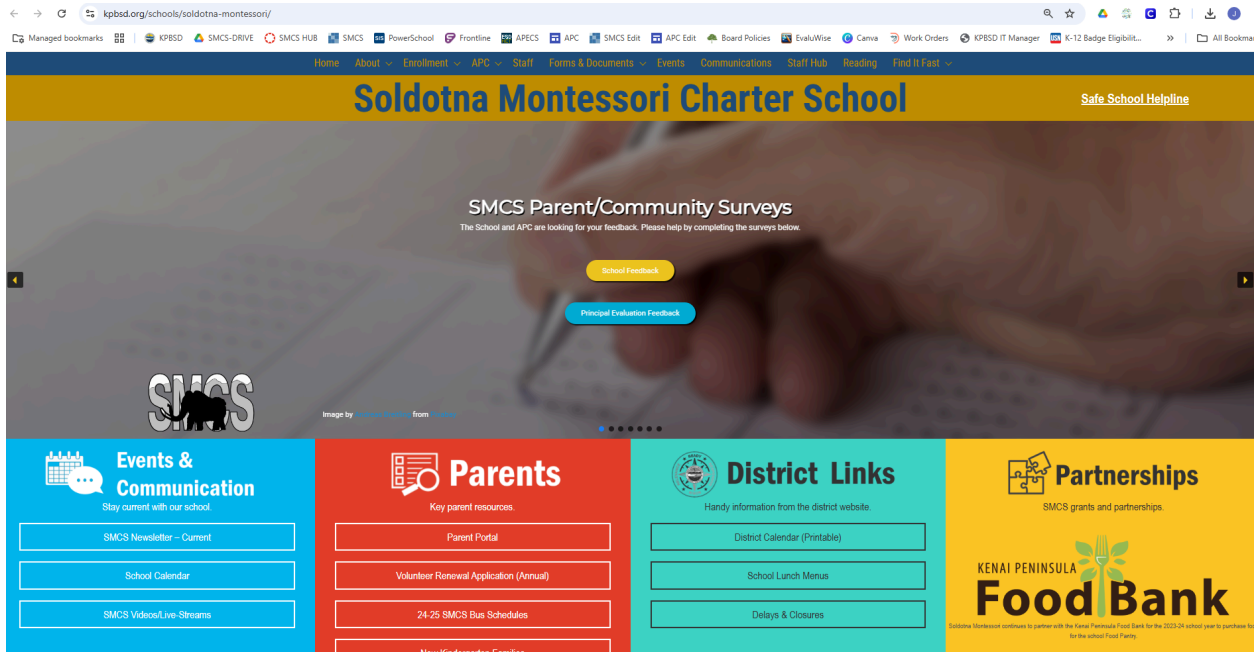
Plan Strategies	Winter Benchmark MAPS Math Assessment Delivery	December	Teachers	Completion of Winter Math MAPS Benchmark Assessment	Planned time to deliver assessment	All schools	Year 1 Action Steps	School Improvement	
	Evaluation of student growth target attainment. Introduce SDP review in Collaboration Days. Demo MAPS Screener for progress monitoring. Demo application of RIT scores for use with IXL.	January In-service	SDP Team & PLC Teams	Teacher will use time at January In-service to review data, note students who have met goal, and students who are on track to meet goal, and identify students who are not on track to meet goal. They will also learn how to deliver MAPS screeners and apply RIT scores to IXL Skills Plans.	Time @ In-service				
	Mid-Year Goal Discussion	January In-service	School Staff	Reflect on Goal attainment and develop new action steps	Time @ In-Service				
	Monthly collaboration meetings with Math goal as an agenda item	Monthly - Quarter 3&4	Teachers	Intentional attention to SDP goal and student math growth	Time at Meetings				
	MAPS Screener & IXL targeted standards progress evaluation	Bi-monthly - Quarter 3&4	PLC Teams	Review of student progress in learning targets	PLC meeting time during school day				
	Year-end Goal Discussion	May Staff Meeting	School Staff	Time to discuss SDP Goal Achievement	Time at Meeting				
	Mid-Year Discussion Notes								
	All SII/CS staff participated in a SDP review on 1/5/25 during In-service day. Staff reviewed data from the winter benchmark, and identified students who have not yet met the SDP goal. Staff participated in work to develop ongoing progress monitoring and discussed plans for using monthly collaboration days to review student data to ensure that the growth goal target is achieved for every student. The discussion yielded many good thoughts and reflections on prior instructional efforts, and plans for future actions to support students in achieving their growth goal. Initially there was a need to distinguish the goal as a growth goal and not an achievement goal. Staff noted that some students had opted out of winter testing (Specifically) for various reasons, and many were high performing students. Additionally there was discussion about the performance of our grade 3 students, relative to the goal, and the fact that the students are taking an intensive online assessment for the first time. It was thought that the plan to use the MAPS screener for progress monitoring would aid in helping students gain familiarity with the method of assessment. Also teachers of students in 3rd grade felt that purposeful discussions about student data would help the students understand the importance of giving their best effort, also improving growth results. Staff also reflected that the discussions and efforts in working with students who may not have met growth targets would still benefit grouping with students who have made growth targets and that instruction would be purposeful to both sets of students. It was thought that the goal is still a great goal and provides a focus for staff to continue to strive to meet that goal throughout the 2nd semester. Staff was onboard with the plan for progress monitoring and received initial PD on accessing the MAPS screener and developing a timeline for progress monitoring. Lastly, there was impromptu peer collaboration for developing corresponding skills plan for students that coupled MAPS RIT scores with IXL practice and teacher grouping and instruction. The only concern that was shared was finding dates for collaboration as the 3rd quarter is very busy with student community outreach. The staff will look at specific dates for collaboration and schedule them out while also ensuring that a portion of the collaboration time is spent focusing on the SDP goal.								
	End-of-Year Discussion Notes								
	Staff reviewed school performance data and goal achievement. The staff knew the goal was a lofty goal at the outset of the year, and wanted the goal to be challenging, and felt that we could attain the goal of 100% of our students meeting their growth goal for Math in grade 3-5. Ultimately, we fell short of our goal with 81% of the students meeting their MAPS math growth target during the year. 11 students were not able to attain the goal. The reflection of staff was that the added focus assisted in decisions to make adjustment to instructional practices, mainly at the 3rd grade level. Additionally, we found it was difficult to find a progress monitoring tool, but settled on using the MAPS screener as a progress monitoring tool. This tool was very valuable to understanding where students needed additional individualized instruction. However, the tool was turned off by the district, in response to the requirements of NWEA, which was unknown to our staff, so the final push of our effort was absent progress monitoring guidance. We did not find or settle on a replacement in the last month of school. If we are to continue to progress monitor our students for individualized instruction in the future, we will need to identify a new tool to generate instructionally responsive assessment results.								
Action Step What will be done?	Timeline When will this be accomplished?	Owner and Collaborators Who will do it?	Anticipated Outputs What will success look like?	Resources/Budget What resources are needed?	Year 2 Action Steps	School Improvement			
Action Step What will be done?	Timeline When will this be accomplished?	Owner and Collaborators Who will do it?	Anticipated Outputs What will success look like?	Resources/Budget What resources are needed?	Year 3 Action Steps	School Improvement			
Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.						Title I, School Improvement	School Improvement		
Enter answer here									
Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.						All schools	School Improvement		
The school will use the tools available in the Online MAPS growth reports to provide additional, specific instruction that is differentiated to student performance needs. Students performing above grade level will receive accelerated instruction at a higher grade level, and students who are below grade level will receive intervention targeting areas that are identified for growth.									
Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.						Title I	School Improvement		
Enter answer here									

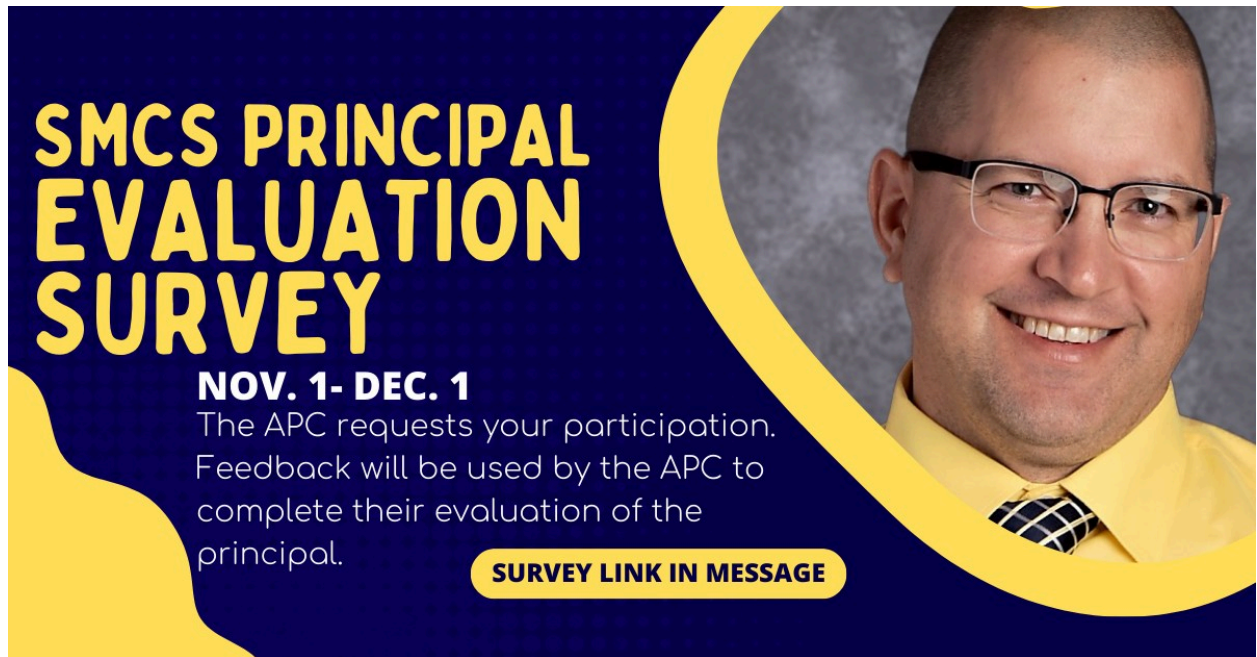
Appendix N

Evaluation and Review			
Evaluation and Review	Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned. <i>The school will use planned times at In-service days, Early Release days, and staff meetings to focus efforts toward monitoring the goal which will be evident by action items on an agenda. Additionally further work and effort will be made at monthly PLC collaboration meeting days, and will be evident as an agenda item. PLC teams will provide administrator with written report indicating action steps that are being taken and data that was used for evaluation of student progress toward goals.</i>	All schools	
	Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students. <i>Enter answer here</i>	Title I	School Improvement
	Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan. <i>Enter answer here</i>	Title I	School Improvement
	Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program. <i>Enter answer here</i>	Title I	School Improvement

Parent/Community & Principal Surveys

SMCS Uses Google Forms to deliver surveys to parents/staff/community members for feedback about the school and principal evaluation. Links to the forms are posted at the school website and sent out via email and text, as well as posted on Facebook



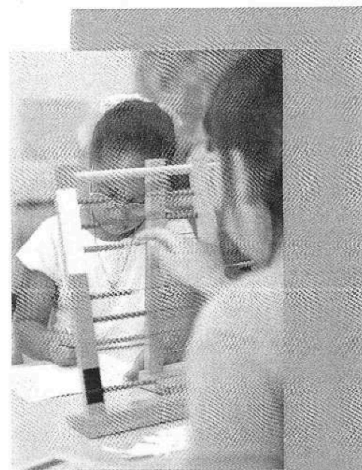
A graphic for the SMCS Principal Evaluation Survey. It features a dark blue background with yellow abstract shapes. On the right, there is a circular portrait of a smiling man with glasses, wearing a yellow shirt and a patterned tie. The text is in yellow and white.

SMCS PRINCIPAL EVALUATION SURVEY

NOV. 1- DEC. 1
The APC requests your participation. Feedback will be used by the APC to complete their evaluation of the principal.

SURVEY LINK IN MESSAGE

Appendix O: Educational Program - Research Articles



Outcomes

for Students in a Montessori Program

A Longitudinal Study
of the Experience in the
Milwaukee Public Schools



Association Montessori
International / USA

Introduction

Montessori programs have grown considerably over the past decades. There have been two major facets to this growth: expansion from private to public settings and extension from preschool into elementary, junior high school, and beyond. Growth has brought concerns about outcomes, especially academic ones. In particular, there have been questions about the performance of Montessori students when they move on to more conventional academic settings. This research addresses these questions.

The current study compares the academic outcomes of two groups of students who graduated from the high schools of the Milwaukee Public Schools (MPS) during the years 1997-2001. The first group includes students who completed the 5th grade in Montessori programs at MacDowell and Greenfield schools during the years 1990-1994. The second group was a matched sample of graduates from the same high schools who did not attend Montessori schools. The MacDowell and Greenfield Montessori programs were established as public magnet schools in the mid-seventies and have consistently striven toward a high level of Montessori practice.

This study represents a convergence of interests on the part of AMI-USA, the American branch office of the Association Montessori Internationale (AMI), and the leadership of the Milwaukee Public Schools (MPS). The immediate interest of the MPS was the desirability of increasing the number of Montessori schools within its system. AMI-USA saw the necessity of high quality research, designed to address mainstream issues of accountability. Both organizations believed it was essential to document and evaluate outcomes for students who had participated in the MPS Montessori programs. NCERI (The National Center on Educational Restructuring and Inclusion, the Graduate School and University Center, The City University of New York) was engaged to conduct this study.

Context

Many Montessori schools evidence high achievement levels. Such results, though impressive, can be difficult to interpret for a variety of reasons. These schools may contain large proportions of children from high socioeconomic backgrounds who might be expected to show strong academic achievement regardless of type of schooling. It is also difficult to rule out the influence of parental motivation, in that Montessori schools may attract families who are particularly committed to and involved with education.

Researchers have tried to address these issues in a modest number of Montessori outcome studies. Although most studies have been non-experimental, a few were carefully designed as true experiments, with random assignment to programs, control groups, and blind assessment practices. Some included longitudinal follow-ups. Despite care in design and the great effort required to “recover” subjects, almost all of the research is handicapped by extremely small sample sizes—samples

that grew even smaller with attrition. Furthermore, many of these studies are decades old.

Another important issue in research on Montessori outcomes is the integrity of the relevant Montessori programs. Many of those studied offered only one academic year of Montessori experience, with classrooms of undocumented quality. Even when documented they appeared to be sub-optimal, representing a “lower bound” of Montessori implementation.

There is a need for up-to-date, carefully constructed, long-term studies of the outcomes of Montessori education. In the process, elucidation of the integrity of Montessori implementation is essential. Only then can accountability questions be addressed.

The Current Study

An initial step was to survey the MPS Governing Councils, composed of staff, parents, and community members at MacDowell and Greenfield. With the survey results in mind, the current research focused on data available from the MPS archives. The findings presented in this report are based on scores from the ACT and the WKCE (Wisconsin Knowledge and Concepts Examination, a form of the nationally standardized Terra Nova, administered in the 10th grade), as well as on overall and subject-specific high school grade point averages (GPAs).

The Montessori sample consisted of 201 students who had (a) begun their Montessori education at age three or four in the MacDowell or Greenfield Montessori schools; (b) completed the fifth grade between 1990 and 1994 at MacDowell or Greenfield; and (c) maintained

active status within the MPS throughout high school. The graduation years of 1997-2001 were chosen because the MPS central record system generally had been systematized by that time.

Although selection for MacDowell and Greenfield Montessori programs had been based upon a lottery, records of those who had not been selected (the “lottery losers”) were no longer available. Consequently, a rigorous comparison group (Peer Control) was established. To allow for statistical control of factors that might influence academic outcomes,

Figure 1

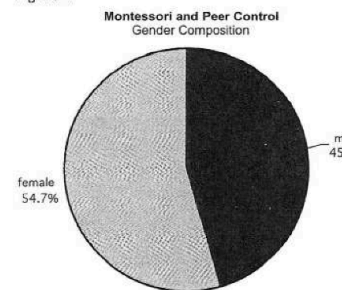
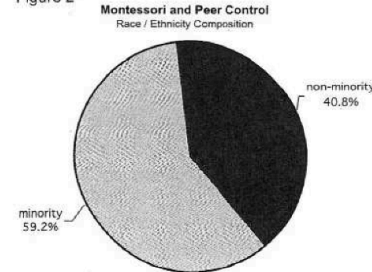


Figure 2



Montessori students and Peer Control students were carefully matched

by gender, race/ethnicity, and socio-economic status (using eligibility for free or reduced lunch as a surrogate). Both groups had a gender composition of 54.7% female and 45.3% male, and a racial/ethnic composition of 40.8% non-minority and 59.2% minority. Approximately 5% of each group had applied and qualified for free or reduced lunch.

As a further control, the Montessori and Peer Control students were matched by the high school they had attended.¹ The wisdom of controlling for high school experience became especially evident when records revealed that more than half of the Montessori sample had attended the four most highly rated and selective high schools in the MPS system (including, for example, a college preparatory high school, an International Baccalaureate school, and a school for those talented in the arts).

The gender and race/ethnicity compositions of the Montessori and Peer Control groups are shown in Figures 1 and 2.

Results

The first step in data analysis was to assess the interrelationships among ACT scores, WKCE scores, and GPAs. Because these are all related to academic performance, they tend to be highly correlated. Factor analysis was used to determine the underlying structure of the twenty-three available scores (e.g. ACT Composite as well as subscales). Three factors were identified: GPA, Math/Science, and English/Social Studies. The Math/Science and English/Social Studies factors reflected the relevant standardized test scores from both the ACT and WKCE. GPA reflected overall and subject-specific high school grade point averages.

With the factor structure established, the predictive effects of several variables were considered using structural equation modeling. Students who had participated in the Montessori program significantly outperformed the Peer Control group on Math/Science scores. Montessori and Peer Control students were not significantly different on English/Social Studies scores or on GPA (though performance on the latter favored Montessori and approached significance).

Other findings included the following: gender had a significant effect on GPA, with females outperforming males; non-minority students significantly outperformed minority students on GPA, Math/Science, and English/Social Studies. Students who were in the free lunch program scored significantly lower on GPA than students who were not. No interactions were significant. All of these results are summarized in Table 1.

Discussion

A significant finding in this study is the association between a Montessori education and superior performance on the Math and Science scales of the ACT and WKCE. In essence, attending a Montessori program from the approximate ages of three to eleven predicts significantly higher mathematics and science standardized test scores in high school.

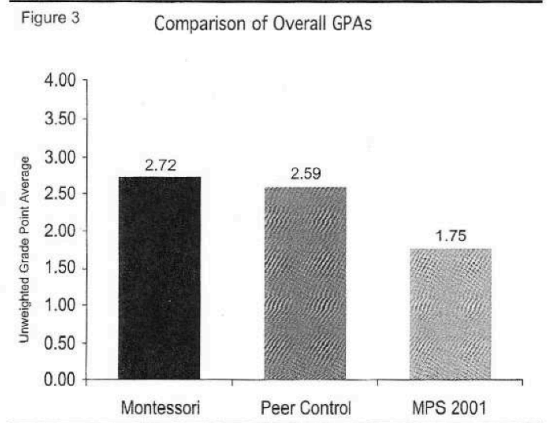
This result is educationally important for a number of reasons. It was found five to seven years after the students had exited the Montessori programs and enrolled in traditional public schools. (Effects of “intervention” programs most often disappear a year or two after students return to regular schooling.) The findings have particular relevance because: (a) the Montessori students had been matched to the comparison group on variables commonly predictive of school performance (gender, race/ethnicity, and socio-economic status), and (b) the comparison students were drawn from the same high schools as the Montessori students (with more than half of the sample attending the most selective of the MPS high schools).

Both the Montessori and Peer Control students evidenced strong academic achievement—shown in Figure 3 by overall GPAs—relative to their counterparts in the MPS. This comparative strength was found for all dimensions of academic performance. In this context, the fact that the Montessori students had significantly higher Math/Science scores suggests a substantive impact of their Montessori experience.

Table 1: Predictors of Academic Performance

Predictor	Factor		
	GPA	Math/Sci	Eng/Soc Studies
Montessori		* + Montessori	
Gender	* + Females		
Minority	* - Minority	* - Minority	* - Minority
Free Lunch	* - Free Lunch		

(*) Indicates a significant effect at the p<0.05 level²
 (+ or -) indicates the direction of the effect by group
 An empty cell indicates no significant effect.



¹ Data on middle school attendance for both groups, and on preschool attendance of the Peer Control students, were not available.

² Indicates a statistically significant effect at the .05 level; statistical significance is said to exist when the probability that the observed findings are due to chance is very low.

This study supports the hypothesis that Montessori education has a positive long-term impact.

Although the Montessori and Peer Control groups both performed well on GPA and on the English/Social Studies scales, they did not significantly differ on these. As noted, the effect of a Montessori education on GPA approached statistical significance. Because GPA was unweighted, further analyses will take into account the impact of honors courses, tracking, the type of high school attended, etc.

The lack of statistical difference on English/Social Studies could reflect a number of possible factors. It may be that in the teaching of these cognitive skills there is overlap between Montessori and more traditional programs (perhaps to a greater degree than for Montessori mathematics and science). In addition, it is possible that families generally may be better at facilitating language and social studies skills (through books, conversation, and opportunities for enrichment) than they are at stimulating the cognitive skills of mathematics and science. Thus, for English and Social Studies, family environments may outweigh school environments; for Mathematics and Science, the Montessori school environment may assume a larger role. These are, of course, speculations.

It is important to be cautious when interpreting these results. Children were not randomly assigned to Montessori or non-Montessori groups. This is true despite the fact that selection for the Montessori

schools was made via lottery. Because the design is not a true experiment, we cannot completely rule out other possible influences (for example, parent and family characteristics).

There are several significant aspects of this study. The outcome measures used were not those particular to a Montessori program, but rather were the standard achievement measures and records of a public school system. The outcomes were longitudinal in nature, assessed five or more years after the students left their Montessori environments. The peer control group design established common high school experience for both groups and allowed for statistical control of relevant demographic characteristics. This comparison held the Montessori students to a high standard. In contrast to most previous research, the Montessori programs themselves were well documented and implemented.

This study supports the hypothesis that Montessori education has a positive long-term impact. Additionally, it provides an affirmative answer to questions about whether Montessori students will be successful in traditional schools.

The Bader Foundation, The O'Shaughnessy Foundation, AMI-USA, and the MPS generously supported this work. The research was carried out by Alan Gartner, PhD, and Dorothy Kerzner Lipsky, PhD, of NCERI (the *National Center on Educational Restructuring and Inclusion*, The Graduate School and University Center, The City University of New York), and by Kathryn Rindskopf Dohrmann, PhD, MPH, Department of Psychology, Lake Forest College. We are grateful to Naomi Wentworth, PhD, Department of Psychology, Lake Forest College; Kevin Grimm and Tracy Nishida, University of Virginia, who conducted the statistical analyses; and to Margaret Germann, Lake Forest College, who was the research assistant.

Kathryn Rindskopf Dohrmann prepared this report for the members of AMI/USA, May 2003.



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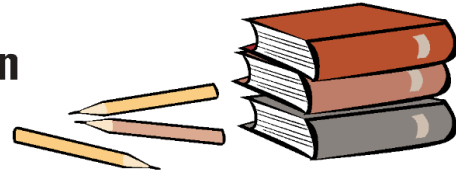
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THE EARLY YEARS

Evaluating Montessori Education

Angeline Lillard^{1*} and Nicole Else-Quest²

An analysis of students' academic and social scores compares a Montessori school with other elementary school education programs.



Montessori education is a 100-year-old method of schooling that was first used with impoverished preschool children in Rome. The program continues to grow in popularity. Estimates indicate that more than 5000 schools in the United States—including 300 public schools and some high schools—use the Montessori program. Montessori education is characterized by multi-age classrooms, a special set of educational materials, student-chosen work in long time blocks, collaboration, the absence of grades and tests, and individual and small group instruction in both academic and social skills (1). The effectiveness of some of these elements is supported by research on human learning (2).

We evaluated the social and academic impact of Montessori education. Children were studied near the end of the two most widely implemented levels of Montessori education: primary (3- to 6-year-olds) and elementary (6- to 12-year-olds). The Montessori school we studied [located in Milwaukee, Wisconsin (3)], which served mainly urban minority children, was in its ninth year of operation and was recognized by the U.S. branch of the Association Montessori Internationale (AMI/USA) for its good implementation of Montessori principles (4).

Because it was not feasible to randomly assign children to experimental and control educational groups, we designed our study around the school lottery already in place. Both the experimental and the control group had entered the Montessori school lottery; those who were accepted were assigned to the experimental (Montessori) group, and those who were not accepted were assigned to the control (other education systems) group. This strategy addressed the concern that parents who seek to enroll their child in a Montessori school are different from parents who do not. It is crucial to control for

this potential source of bias, because parents are the dominant influence on child outcomes (5).

Recruitment

We contacted parents of children who had entered the Montessori school lottery in 1997 and 2003 and invited them to be in the study. All families were offered \$100 for participation.

Because the lottery, which was conducted by the school district, was random, the Montessori and control groups should contain similar children. Ninety percent of consenting parents filled out a demographic survey. Parents from the Montessori and control groups had similar average incomes (\$20,000 to \$50,000 per year) at each student age level. This addressed a concern with a retrospective lottery loser design that the final samples might be different for reasons other than the treatment. Another variable, ethnicity, was not surveyed because parent income contributes more to child outcomes than does ethnicity (6). We were also concerned that requesting ethnicity data would reduce participation in this racially divided city.

Overall, 53 control and 59 Montessori students were studied (table S1). The 5-year-old group included 25 control and 30 Montessori children, and the 12-year-old group included 28 control and 29 Montessori children. Gender balance was imperfect, but gender

did not contribute significantly to any of the differences reported here. Children at the Montessori school were drawn from all six classrooms at the primary level and all four at the upper elementary level. The control children were at non-Montessori schools: 27 public inner city schools (40 children) and 12 suburban public, private/voucher, or charter schools (13 children). Many of the public schools had enacted special programs, such as gifted and talented curricula, language immersion, arts, and discovery learning.

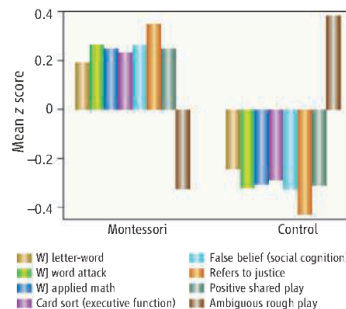
Children in both groups were tested for cognitive/academic and social/behavioral skills that were selected for importance in life, not to examine specific expected effects of Montessori education. Our results revealed significant advantages for the Montessori group over the control group for both age groups.

Results: 5-Year-Olds

Cognitive/Academic Measures. Seven scales were administered from the Woodcock-Johnson (WJ III) Test Battery (7). Significant differences favoring Montessori 5-year-olds were found on three WJ tests measuring academic skills related to school readiness: Letter-Word Identification, Word Attack (phonological decoding ability), and Applied Problems (math skills) (see chart, left). No difference was expected or found on the Picture Vocabulary test (basic vocabulary) because vocabulary is highly related to family background variables (8). Two WJ tests of basic thinking skills—Spatial Reasoning and Concept Formation—also showed no difference.

Five-year-olds were also tested on executive function, thought to be important to success in school. On one such test, children were asked to sort cards by one rule, switch to a new rule, and (if they did well) then switch to a compound rule. Montessori children performed significantly better on this test. A test of children's ability to delay gratification (a treat) did not indicate statistically significant differences.

Social/Behavioral Measures. Children were given five stories about social problems, such as another child hoarding a swing, and were asked how they would solve each problem (9).



Results for 5-year-olds. Montessori students achieved higher scores [converted to average z scores (18)] for both academic and behavioral tests.

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Montessori children were significantly more likely (43% versus 18% of responses) to use a higher level of reasoning by referring to justice or fairness to convince the other child to relinquish the object. Observations at the playground during recess indicated Montessori children were significantly more likely to be involved in positive shared peer play and significantly less likely to be involved in rough play that was ambiguous in intent (such as wrestling without smiling).

The False Belief task was administered to examine children's understanding of the mind (10). Recognition that people represent the world in subjective as well as objective ways is a landmark achievement in social cognition (11). Social negotiation and discussion about mental states leads to this advance in children (12). Whereas 80% (significantly more than chance) of the Montessori 5-year-olds passed, the control children were at chance, with 50% passing.

Results: 12-Year-Olds

Cognitive/Academic Measures. Twelve-year-olds were given 5 minutes to complete a story beginning “_____ had the best/worst day at school.” The Montessori students' essays were rated as significantly more creative and as using significantly more sophisticated sentence structures (see chart, below). Control and Montessori essays were similar in spelling, punctuation, and grammar. Unlike the 5-year-olds, the 12-year-olds did not perform differently on the WJ tests. This is surprising, because early reading skills normally predict later reading (13). Either the control group had “caught up” by age 12 to the Montessori children, or the 12-year-old Montessori children were not more advanced in these early reading skills when they were 5. If the latter, one possible explanation is that the 12-year-olds started at the school when it was in its third year. The Montessori method relies on peer teaching and modeling, so those who are in the early classes of a new school lack some advantages relative to those who begin later.

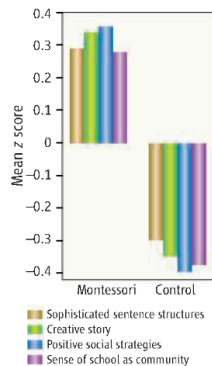
Social/Behavioral Measures. As a social skills test, 12-year-olds read six stories about social problems (such as not being asked to a party) and were asked to choose among four responses. Montessori 12-year-olds were significantly more likely to choose the posi-

tive assertive response (for example, verbally expressing one's hurt feelings to the host). On a questionnaire regarding their feelings about school, Montessori children indicated having a greater sense of community, responding more positively to items such as, “Students in my class really care about each other” and “Students in this class treat each other with respect.”

Benefits of Montessori Education

On several dimensions, children at a public inner city Montessori school had superior outcomes relative to a sample of Montessori applicants who, because of a random lottery, attended other schools. By the end of kindergarten, the Montessori children performed better on standardized tests of reading and math, engaged in more positive interaction on the playground, and showed more advanced social cognition and executive control. They also showed more concern for fairness and justice. At the end of elementary school, Montessori children wrote more creative essays with more complex sentence structures, selected more positive responses to social dilemmas, and reported feeling more of a sense of community at their school.

These findings were obtained with a lottery loser design that provides control for parental influence. Normally parental influence (both genetic and environmental) dominates over influences such as current or past school and day-care environments. For example, in the large National Institute of Child Health and Human Development (NICHD) study of early child care, correlations between parenting quality and WJ early academic tests had effect sizes comparable to those seen here, whereas school effects were much smaller (5). An evaluation of *Success for All*, considered a highly successful reading intervention, reported a quarter of a standard deviation as its largest effect size (for Word Attack) in a randomized field trial, and stated that it was equal to a 4.69-month advance in reading skills (14). Stronger effects are often found in the first years of pilot programs when researchers are involved in implementation of their own programs (15), termed the “super-realization effect” (16). In our study, the school did not anticipate an evaluation. Especially remarkable outcomes of the Montessori education are the



Results for 12-year-olds. Students in the Montessori program wrote more sophisticated and creative stories and showed a more developed sense of community and social skills. Scores were converted to average z scores (18).

social effects, which are generally dominated by the home environment (17).

Future research could improve on the research design here by following lottery participants prospectively and by tracking those who drop out and examining their reasons. It would be useful to replicate these findings in different Montessori schools, which can vary widely. The school involved here was affiliated with AMI/USA, which has a traditional and relatively strict implementation. It would also be useful to know whether certain components of Montessori (e.g., the materials or the opportunities for collaborative work) are associated with particular outcomes.

Montessori education has a fundamentally different structure from traditional education. At least when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools.

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18. The z-score conversion was used for the graph to give all tests the same metric. A z score sets the mean (in this case of the entire sample) at 0, one standard deviation above the mean at 1.68, and one standard deviation below the mean at -1.68.
19. Funding was provided by the Jacobs and Cantus Foundations and sabbatical fellowships from the Cattell Foundation and the University of Virginia to A.L.J. DeLoache, B. Detmer, L. Ma, A. Pinkham, R. Tai, and J. van Reet provided helpful comments, and E. Turkheimer provided valuable statistical advice. We thank the Milwaukee schools that participated; the children and their families; and A. Hart, T. Nishida, A. Pinkham, J. van Reet, and B. Rosen.

Supporting Online Material

www.sciencemag.org/cgi/content/full/313/5795/1893/DC1

10.1126/science.1132362

Appendix P: Charter School Annual Review Evidence [Form E-6187(c)]

Charter School Annual Review Form

Charter School: Soldotna Montessori Charter School

Year: 2024-2025

Purpose of this Form: Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

Use of this Form: This form should be filled out first by the Charter School's Academic Policy Committee during their annual review meeting. This form will then be signed by the APC chair and the administrator and sent to the KPBSD Board President, the Superintendent and the KPBSD Charter School Committee Chair.

Once signed by the KPBSD Charter School Committee Chair, a copy will be provided to the Charter School Administrator, Board President, and Superintendent. All Charter School Annual Review Forms submitted by KPBSD Charter Schools will be provided to the Board as a general information packet item.

Section 1: Breach of Contract

Examples of breach of contract include but are not limited to:

- failure to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the contract,
- failure to meet generally accepted standards of fiscal management
- violating any provision of law from which the charter school was not specifically exempted.

Describe any possible Breach of Contract Concerns that have been brought forward this school year:

No Breach of Contract concerns were raised in the 2024-2025 school year.

Remedies for the possible Breach of Contracts described above:

None.

Section 2: Charter School Review by APC

Meeting Dates

APC Meeting Dates this school year:

- August 29, 2024
- September 19, 2024 (Gen. Membership)
- September 26, 2024 (APC Training @ Kenai Library 9:30-3:15)
- October 17, 2024
- November 14, 2024
- December 12, 2024
- January 23, 2025
- April 24, 2025
- May 15, 2025

Policies and Goals:

Reflections on the committee's policies and goals:

Current Goal: *By May 2025, the APC will have completed oversight of the SMCS Charter Renewal effort resulting in a final draft ready for presentation to the school board for approval in the fall.*

Reflection – The APC was apprised of the SMCS charter renewal application progress at the November 14, January 23 and April 24 APC Meetings. The final draft proposal of the Charter application renewal was presented at the May 15 APC meeting for bringing forward to the KPBSD Charter School Oversight Committee for final review in the fall prior to submission to the KPBSD Board. The APC met the goal of ensuring the charter renewal application was completed in time for the fall 2025 deadline.

APC Role & Responsibilities:

- *The APC conducted an annual review of the administrator in coordination with the KPBSD Superintendent evaluation of the administrator, and voted to retain the administrator.*
- *Reviewed APC goal and determined APC successful achievement of goal by hearing statements from APC members at May 15, 2025 meeting.*
- *An ongoing practice of the APC is to financially support staff in Montessori certification. The APC has authorized use of school funds to pay for two staff members to gain their Montessori certification in the past three years. The APC is pleased to note that April Dixon completed her Montessori certification through the Center For Guided Montessori Studies, achieving a MACTE (Montessori Accreditation Council for Teacher Education) accreditation recognized by the American Montessori Society. She completed both the Elementary I (Ages 6-9) and Elementary II (Ages 9-12) programs; This is a course length of 26 months and also required time traveling and training outside of Alaska. Currently, Rachel DeRaeve, is completing her Montessori certification also through the Center For Guided Montessori Studies.*

Recommendations for next year:

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The APC will be using the May APC meeting to discuss possible future APC goals. Some options for considerations are:

- *SMCS Policy Review*
- *Develop an APC New Member Orientation*
- *Develop an APC Annual Training Schedule*
- *Improve principal annual review process to include a measurable goal.*

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC:

There were no budgetary concerns raised by APC or by members of the public in APC meetings. The APC would like a BSA increase to occur at the state level, which would benefit all schools including SMCS.

Enrollment:

Enrollment this Year: 164 maintaining 100% capacity over multiple years

Enrollment Concerns: *Our waitlist is larger than our enrollment capacity. We continue to be concerned that we are turning families away from a school of choice that serves district families. Our waitlist increased again this year from 218 to 235. It is possible that we could double our school size and have waitlist numbers persist, but we lack space to grow.*

Curricula:

Curriculum Concerns: *Aware that the Alaska Reads Act will continue to be impactful in delivering reading instruction and satisfied that DEED has approved the SMCS Core reading program, through the MTSS process (which includes Montessori materials), SMCS is still developing complimentary programming that is not inherent in the Montessori materials. Teachers will pilot complimentary supporting materials in subsequent school years. The APC will be reviewing program recommendations from SMCS staff and will choose to adopt or not adopt developing Montessori language arts complementary components.*

Activities:

Co-Curricular Activities:

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- *International Day of Peace Night*
- *School Garden & Farmers Market*
- *Craft Night*
- *Winter Program Concert*
- *Concert Band & Choir Concert*
- *Community Service Outreach*
 - *4th Grade Kindness Brigade - Positive Community Messages*
 - *5th Grade Visits to the Food Bank*
 - *6th Grade Heritage Place Visits*
- *Food Pantry*
- *Lego Robotics*
- *Battle of the Books*
- *Scripps Spelling Bee*
- *KPBSD Forensics Competition*
- *Modern Band Concert*
- *School Family Field Day/Picnic*
- *Art Night*

Reflections on Activities: The school held its annual International Day of Peace night, which provided an opportunity for students, together with their parents, to choose the flag of a country, color it, and write a message of peace for display in our hallway. We also shared a meal and sang our traditional "One Voice" song together.

The school participated in Lego Robotics. Approximately 30 students attended the after school robotics club. SMCS had a school winning team compete at the Kenai Qualifier. The team was recognized for the Motivate Award, "a team that embraces the culture of the First LEGO League through team building, team spirit, and enthusiasm."

SMCS held Battle of the Books sessions for students in grades 1-6. We had 40 students participate. Our grades 3-4 team and grade 5-6 team participated in the district Battle of the Books competition. Liam Toews won the school spelling bee, and qualified for the state spelling bee competition by making it through the regional qualifier.

SMCS had 10 students place in our school-level Forensics competition due to the canceled district competition, we were only able to hold a school level event students who were place winners at the competition: 1st: Simon Williams, Brooklynn Bott, Liam Toews, and Nathan Nelson; 2nd: Libby Toews, Dylan Duffy, and Alyson Evans; 3rd: Isabella Munoz, and Escher Nash.

The SMCS garden was maintained over the summer and resulted in a harvest that provided for the school Farmers' Market, which is open to the public. The market was carried out by students in Mrs. Dixon's class in October. The garden was prepped and planted again in May 2025 for harvest in fall of the 2025-2026 school year.

SMCS Intermediate students carried out their annual 3rd quarter community outreach efforts. This year the 4th grade students continued as a "Kindness Brigade" providing positive/encouraging messages in the community by decorating and sharing positive messages; this year they continued this effort on insulated coffee sleeves that were supplied to area coffee vendors. The 5th grade students visited and volunteered at the Food Bank in support for lunch service or stocking food. The 6th grade students visited Heritage Place and spent time with residents there.

Appendix P

The SMCS food pantry continues to operate, and is filled daily by SMCS students. The students have placed 1413.7 lbs. of food in the food pantry to feed community members in need this school year from August 27 to May 6.

The SMCS Quest students participated in the Mind-a-mazes competition, the Film Festival, and TriMathlon. A SMCS team took 2nd place at the MAM competition.

This was our first year having a Student Leadership Committee. The committee was made up of one 3, 4, 5, and 6th grader from each class for a total of 12 students. The committee met monthly. The SLC organized school spirit days, two whole-school movie viewing events, assisted with the kindergarten balloon parade, and developed an "Idea Box" for getting student input. The SLC also made progress in: developing and posting school 4-square rules, gaining placement of a water bottle filler closer to classrooms, and securing authentic flags for capture the flag.

Academic Performance:

Review of Academic Performance: SMCS staff reviewed our 23-24 STAR, MAPS, and mClass academic data and Hanover SEL data during the August 19, 2024 in-service. Staff consider the following questions during the review:

- Data may provide obvious focus area(s)*
- What observed needs might be goals that can be simply addressed, monitored, and measured?*
- Can we target goals to mesh with school direction? (Conscious/Positive Discipline, Montessori Growth, Community Outreach, Science of Reading, Etc.)*

The results of this data review led the staff to develop a School Development Plan goal for math: By May 2025, All students in grades 3-6 will meet or exceed their Spring projected Math growth RIT score as measured by the Winter or Spring MAP Math assessment.

Staff engaged in review of student benchmark and academic performance during the following Data Days, September 10, 2024 and January 14, 2025. Staff reviewed mClass (reading), AimsWeb (math) and MAPS (reading, language arts, and math) data and student performance to establish instructional decisions for Quest, Intervention and Special Services. Students received updated instructional plans because of this review.

Staff also reviewed student performance data for in-class work at monthly team collaboration days, weekly during PLC meeting times.

The APC reviewed school academic performance data at the May 2024 and October 2024 APC meetings. They also reviewed principal survey data at the December 2024 APC meeting. Additionally, they will review Spring Benchmark Academic Performance Data and Hanover SEL data at the May 2025 APC meeting.

Attached to this document is a summary of the school data for the year for academics as well as the data provided by the 23-24 Hanover survey. The data was reviewed and shared with the APC at the May 2025 APC meeting.

List Academic Performance Concerns: *Based on the data, our academic concerns are in various areas. We have relative strengths and weaknesses among every grade. Noteworthy is that Grade 3 is the first time students take the MAPS benchmark battery and the assessment format is novel, lengthy, and rigorous resulting in the lowest scores in all subject areas among grades 3-6 on the MAPS assessment.*

Reading is an overall strength with an average of an 86% proficiency rate among K-3 grade students on the mClass reading assessment with 25%+ being considered proficient, and an average of a 96% proficiency rate among 4-6 grade students on the MAPS reading assessment with 25%+ being considered proficient. However, student reading growth data is the lowest among subject areas in MAPS Fall 24/25 to Spring 24/25 (42% growth) and Spring 23/24 to Spring 24/25 (63% growth). PERFORMANCE CONCERN - Low Reading Growth Scores

Math is also an overall strength with an average of an 80% proficiency rate among K-2 grade students on the AimsWeb math assessment with 25%+ being considered proficient (also the overall average proficiency rates went from 72% proficient in 23/24 to 80% proficient in 24/25), and an average of an 87% proficiency rate among 4-6 grade students on the MAPS math assessment with 25%+ being considered proficient. Additionally, student math growth data is the highest among subject areas in MAPS Fall 24/25 to Spring 24/25 (83% growth) and Spring 23/24 to Spring 24/25 (76% growth). Grade 3 was the lowest performing grade at 63% proficient on the spring MAPS math assessment. PERFORMANCE CONCERN - Grade 3 Math Achievement Scores on MAPS Math Assessment

Language Arts is only measured in grades 3-6 is an overall weakness with the lowest achievement scores with an average of an 83% proficiency rate among 4-6 grade students on the MAPS language arts assessment with 25%+ being considered proficient. Grade 3 was the lowest performing grade at 54% proficient on the spring MAPS language arts assessment. Additionally, language arts growth scores were only marginally better than the reading growth scores with language arts growth scores Fall 24/25 to Spring 24/25 (49% growth) and Spring 23/24 to Spring 24/25 (66% growth). PERFORMANCE CONCERN - Lowest Achievement Scores for Grade 3-6 and Low Growth Scores

Overall - Language Arts is the largest performance concern for grades 3-6. It is notable that grade 3 performance is the lowest, but must take into account that it is the first time students take the MAPS benchmark battery and the assessment format is novel, lengthy, and rigorous resulting in the lowest scores in all subject areas among grades 3-6 on the MAPS assessment. The school will likely focus on Language arts performance in the 25-26 school year. For Reading and possibly Math, the school will also increase the proficiency standard from 25%+ to 40%+ for reading and math. The proficiency standard will be supported by tiered intervention support for students in the 1%-40% range (1%-25% - Tier 3 & 26-40% - Tier 2).

Stakeholder Feedback:

Review of Feedback:

Feedback was gained through three sources. The principal evaluation survey prepared and evaluated by the APC using a Google form; a school survey prepared and shared by the principal

Appendix P

using a Google form, and the 2023-24 Hanover student survey (grade 3-6), prepared by the district and delivered by teachers. Additionally, a separate special school survey was prepared and delivered to SMCS parents regarding a possible school facility move and consideration for school expansion to include Pre-K, Middle School (Grades 7 & 8) and additional K-6 grades.

The APC reviewed the Principal Evaluation survey at the December 2024 APC meeting. The APC reviewed the special school survey data at the April 2025 APC meeting, The School Survey data and 23-24 Hanover data is reviewed at the May 2025 APC meeting.

Principal Evaluation Review:

The data reviewed by the APC in December resulted in issuing a contract to the principal. Survey results regarding the principal performance were positive.

Special Survey Review:

The data reviewed by the APC in April resulted in continuing to include a middle school option in the Charter School Renewal Application, in agreement with the survey results.

School Survey Review:

Community - 0 Responses

Comments: The school received zero submissions from the community on this survey. Informal communications from community members are positive and express a favorable view of the school.

Parents - 32 Responses

Comments: When asked how often they participate/communicate with the school each month 69% reported 1-5 times, 22% reported 6-10 times, 3% reported 11-15 times, 3% reported 16-20 times, and 3% reported 21+ times. Of those reporters, 100% stated they are greeted, 97% stated staff listens to their concerns, and 100% indicated that their student has had a positive learning experience. 91% stated that communication from the school is "Great," 6% said it was "Okay," and 3% said "Could be better."

The bulk of open ended comments expresses that parents like the family feel, friendly staff, the kindness that exists among all members, Learning outside school walls, a positive climate, the Montessori approach, the staff's passion for students, the class sizes, differentiated instruction, communication, community mindedness, welcoming environment, and positive communication between students. Other comments included an appreciation for the location, multi-age, and engaged parents.

Open ended recommendations for improvement by the state & district were: Increased funding for schools (BSA), Facilities improvements (New facilities needed), and healthier school meals had the most comments, other improvements were increased student support for ADHD students, A new school board, holding admin accountable for failing classrooms, holde teachers students accountable for poor testing, 4 day school week, increase teacher pay, more PE/Recess, support for Art/Music, don't lower standards, increased science theory and reasoning instruction, and let Montessori school be a model for district.

Appendix P

Open ended recommendations for improvement specific to the school were: New/bigger building not tied to SOEL, more space for school/classrooms, adding pre-K, middle school, and high school to SMCS, keep high standards for students, emphasize healthy food options and physical activity, and communicate beginning of the year events or hold open house in addition to stop-by-say-hi and Peace Night.

Hanover Student Survey Review:

The 2023-24 Hanover data reviewed by the APC in May resulted in noting areas of school strength and areas for possible focus for improvement.

Other Areas of Discussion:

The school was recognized as a 2025 U.S. News & World Report Best Elementary Schools Public & Charter, demonstrating that the school continues to thrive and performs at a high level, garnering recognition from entities that monitor school performance. This is the second year in a row for this recognition.

As noted in the APC Policies & Goals section, April Dixon completed her Montessori certification through the Center For Guided Montessori Studies, achieving a MACTE (Montessori Accreditation Council for Teacher Education) accreditation recognized by the American Montessori Society. She completed both the Elementary I (Ages 6-9) and Elementary II (Ages 9-12) programs. In addition, Dara Friday, and Jan Marquis completed their Montessori Assistance training and received a certification from the National Center for Montessori in the Public Sector. Currently, all classified staff have their Montessori assistant's certification. Rachel DeRaeve is completing her Montessori Certification with a MACTE accredited institution and will be completed in 2026. SMCS has two classroom teachers who are not Montessori certified and are not currently enrolled in a Montessori certification program. The school has two additional certified staff, who provide intervention and physical education instruction and are not prioritized to gain a Montessori certification.

The school community is very concerned about facility placement stability as two factors now cause concern for our families. Recently the KPBSD board considered closing and consolidating schools, which had the possibility of displacing our school from its current location. This was a huge concern for our current families. Additionally, the school community continues to be discouraged by the extensive delay in gaining a new facility location as part of the 2022 bond initiative that was passed by voters. There is limited transparency about why this process is so delayed and gives the appearance that the bond, and more specifically Soldotna Montessori Charter School is not a priority, despite a steering committee development. It is hoped that definitive direction and action is confirmed and shared publicly so that future facility placement is established and secure.

Appendix P

SMCS continues to enjoy high demand from the community as evident by the growing waitlist. We have grown from a waitlist of 178 in 2023 to a waitlist of 244 in 2025, while maintaining our current enrollment of 165 students. The SMCS APC continues to urge the KPBSD school board and leadership to consider options for allowing the school to expand due to demand. The APC is disappointed that many families are turned away from a school of choice due to limitation of space allocated to the school. Additionally, the school is looking into the feasibility of adding middle school grades (7th & 8th grades). We are including an option to develop this level in our charter renewal application, which will be put forward in the fall of 2025.



APC Chair Signature:

Date: May 15, 2025



Charter School Administrator Signature

Date: 5/15/2025

KPBSD Charter School Committee Chair Signature:

Date: _____

Charter School Annual Review Form

Charter School: Soldotna Montessori Charter School **Year:** 2023-2024

Purpose of this Form: Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

Use of this Form: This form should be filled out first by the Charter School's Academic Policy Committee during their annual review meeting. This form will then be signed by the APC chair and the administrator and sent to the KPBSD Board President, the Superintendent and the KPBSD Charter School Committee Chair.

Once signed by the KPBSD Charter School Committee Chair, a copy will be provided to the Charter School Administrator, Board President, and Superintendent. All Charter School Annual Review Forms submitted by KPBSD Charter Schools will be provided to the Board as a general information packet item.

Section 1: Breach of Contract

Examples of breach of contract include but are not limited to:

- failure to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the contract,
- failure to meet generally accepted standards of fiscal management
- violating any provision of law from which the charter school was not specifically exempted.

Describe any possible Breach of Contract Concerns that have been brought forward this school year:

No Breach of Contract concerns were raised in the 2023-2024 school year.

Remedies for the possible Breach of Contracts described above:

None

Section 2: Charter School Review by APC

Meeting Dates

APC Meeting Dates this school year:

- August 24, 2023
- September 21, 2023 (Gen. Membership)
- October 19, 2023
- November 16, 2023
- December 5, 2023
- January 31, 2024 (Bylaws Sub-Committee)
- February 22, 2024
- April 18, 2024
- May 9, 2024

Policies and Goals

Reflections on the committee's policies and goals:

Current Goal: By May 2024, the APC will review and update the SMCS APC Bylaws.

Reflection – The APC completed a review of the bylaws. The APC approved draft bylaws that addressed the following issues: concerns about employee spouses serving as APC members, how to notify the public of member vacancies, specified method for public comment, and the principal evaluation review process. The bylaws updates will be up for approval at the May APC meeting. It is likely the APC goal will be attained.

APC Role & Responsibilities – Conducted annual review of administrator in coordination with the KPBSD Superintendent evaluation of the administrator, and voted to retain the administrator. Reviewed APC Bylaws and made recommendations to the public for updates to specific sections. Purposed to finalized updates to the bylaws. Reviewed APC goal and determined APC achievement of goal by hearing statements from APC members at April 18, 2024 meeting.

Recommendations for next year:

The APC will be using the May APC meeting to discuss possible future APC goals. Some options for considerations are:

- *Charter Renewal Work*
- *Policy Review*
- *Develop an APC New Member Orientation*
- *Develop an APC Annual Training Schedule*
- *Improve principal annual review process to include a measurable goal.*

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC:

The only budgetary concern raised by the APC this year has been the lack of a BSA increase. The school is dependent on BSA funding, and one-time-funding is not assured to be shared to the school by the district. The APC was in favor of supporting a charter school statement, drafted on behalf of charter schools, to go to the Governor and State Legislature which indicated this concern. Because the APC wishes to support Montessori certification costs for certified teachers, the rollover is being used to meet budget requirements. A lack of increase to the BSA would threaten our ability to continue to support Montessori certification for our Montessori charter school teachers.

Enrollment:

Enrollment this Year: 163

Enrollment Concerns: *Our waitlist is larger than our enrollment capacity. We continue to be concerned that we are turning families away from a school of choice that serves district families. Our waitlist increased again this year from 178 to 230. It is possible that we could double our school size, but we lack space to grow.*

*The school's growth is limited by the Fire Marshal code for our allocated building space. We have been at 100% capacity for 9 consecutive years (not counting the drop in 2020 for Covid), and 100% capacity 13 of the past 18 years. The 5 years not at capacity, we were at greater than 90% capacity (93%, *96%, 98%, 99%, and 99%) [* = Covid Year] The only years we did not threaten the Fire Marshal capacity were in the 1st four years of the school's operation in which the school grew from 43 students in year one to 123 students in year four. In year five (1996-1997) the school was at maximum capacity and has predominantly remained at that level since.*

Curricula:

Curriculum Concerns: *Aware that the Alaska Reads Act will continue to be impactful in delivering reading instruction and satisfied that DEED has approved the SMCS Core reading program which included Montessori materials, SMCS is still developing complimentary programming that is not inherent in the Montessori materials. Teachers will pilot complimentary supporting materials in the next school year. The APC will be reviewing program recommendations from SMCS staff and will choose to adopt or not adopt developing Montessori Science of Reading complementary components.*

Activities

Co-Curricular Activities:

- *International Day of Peace Night*
- *Craft Night*
- *Winter Program Concert*
- *Concert Band & Choir Concert*
- *Community Service Outreach*
 - *4th Grade Positive Community Messages*
 - *5th Grade Visits to the Food Bank*
 - *6th Grade Preschool Visits*
 - *Food Pantry*
- *Lego Robotics*
- *Battle of the Books*
- *Scripps Spelling Bee*
- *KPBSD Forensics Competition*
- *Modern Band Concert*
- *School Family Field Day/Picnic*

- *Art Night*

Reflections on Activities:

The school held its annual International Day of Peace night which provided an opportunity for students, together with their parents, to create "Peace Rocks" to spread throughout our community. We also shared a meal and sang our traditional "One Voice" song together. The school participated in Lego Robotics. Approximately 30 students attended the after school robotics club. SCMS had a school winning team compete at the Kenai Qualifier, The team took 1st place and participated at the State competition in Anchorage. The team scored the most points of any prior SMCS team at the state competition, since restarting our robotics club.

SMCS held Battle of the Books sessions for students in grades 1-6. We had a total of 44 students participate. We did not field a Grade 5-6 competition team as all the members had other commitments that influenced their decision to compete. We did have a grade 3-4 team participate in the district competition.

Hadley Kornelis won the school spelling bee. She could not attend the state bee, and our school runner up, Rumley Jankowski (grade 3) participated in her place and made it to the third round of the state spelling bee competition.

SMCS had 14 students place in the KPBSD Forensics competition: students were place winners at the competition: 1st: Ben Schlegel, Cheyenne Gillham, Reese Ross, Avi Bloom, Isobel Brantley; 2nd: Finnley Sexton, Liam Toews, Dylan Duffy, Oscar Williams, Nathan Nelson, Alyson Evans, Landon Fischer, Taryn Lewis; 3rd: Kemma Angleton.

SMCS Intermediate students carried out their annual 3rd quarter community outreach efforts. This year the 4th grade students continued with positive/encouraging messages in the community by decorating and sharing positive messages on insulated coffee sleeves that were supplied to area coffee vendors. The 5th grade students visited and volunteered at the Food Bank in support for lunch service or stocking food. The 6th grade students visited a local preschool and spent time reading with the students..

The SMCS food pantry continues to operate, and is filled daily by SMCS students. The students have placed 1051.3 lbs. of food in the food pantry to feed community members in need this school year from October to April. We did not track our throughput in August and September.

The SMCS Quest students participated in the Mind-a-mazes competition, the Film Festival, and TriMathalon. An SMCS team won the "Judges Choice" award at the MAM competition. SMCS teams were recognized at the Film Festival, with one group (Cooking with Kevin) winning the "Viewer's Choice" award. Lastly, the SMCS team took 2nd at the TriMathalon event and two students placed in Prime Factorization [Hadley Kornelis (1st), and Taryn Lewis (3rd)].

Academic Performance

Review of Academic Performance: {What data was reviewed by the staff or APC and when did that take place? Did the staff have data days? Etc...}

The school did not receive the 22-23 STAR state assessment data by the start of school, in fact that data did not arrive until April of 2024.

SMCS staff reviewed our 22-23 MAPS, Aimsweb academic data and Hanover SEL data during the August 14, 2023 inservice. Staff consider the following questions during the review:

- Data may provide obvious focus area(s)
- What observed needs might be goals that can be simply addressed, monitored, and measured?
- Can we target goals to mesh with school direction? (Conscious/Positive Discipline, Montessori Growth, Community Outreach, Science Of Reading, Etc.)

The results of this data review led the staff to develop a School Development Plan goal to increase their knowledge of the Science Of Reading componetes through in House Professional

Development. The intent would be to improve reading and language arts performance and instructional practices.

SMCS staff also reviewed mClass example data in preparation for using the online tool to develop and review authentic data in the future. This data review and learning took place on September 14, 2023 at a school staff meeting.

SMCS Staff reviewed academic data results from the winter benchmark on January 12, 2024 during the Early Release day. All staff reviewed mClass, Aimsweb and MAPs school level data. Later, teachers separated out into teams to review the data at the class level.

Staff engaged in review of student benchmark and academic performance during the following Data Days, September 22, 2023 and January 19, 2023. Staff reviewed mClass (reading), AimsWeb (math) and MAPS (reading, language arts, and math) data and student performance to establish instructional decisions for Quest, Intervention and Special Services. Students received updated instructional plans as a result of this review.

Staff also reviewed student performance data for in-class work at monthly team collaboration days, weekly during PLC meeting times.

The APC reviewed school academic performance data at the May 2023 APC meeting. They also reviewed principal survey data at the December 2023 APC meeting. Additionally, they will review Academic Performance Data and Hanover SEL data at the May 2024 APC meeting.

It is noteworthy that staff implemented a new assessment, mClass, this year. Implementation of this new assessment required engagement in reviewing progress and student data. Additionally, the State law requiring retention consideration increased the review of data. Staff spent many hours informally reviewing and sharing data in an effort to understand the components of the mClass assessment.

Attached to this document is a summary of the school data for the year for academics as well as the data provided by the 22-23 Hanover survey. The data will be reviewed and shared with the APC at the May 2024 APC meeting.

List Academic Performance Concerns:

Based on the data, our academic concerns are in various areas. We have relative strengths and weaknesses among every grade, however the most concerning data is the L/A MAPS data for grades 3-6 is relatively low with an 82% average proficiency rate, and for grades 4-6 there is an overall loss of performance from fall to spring. Also concerning were the grades K-2 math scores with an average of 71.6% proficiency rate. While concerning, the focus for this age is reading and the school historically sees a gain in math as students progress from K-6 and from concrete to abstraction in math. Lastly, there is a big concern for the grade 2 reading score which is currently at 67% proficient. The students in grade 2 showed a net loss from 71% in the fall to 67% in the spring for proficiency; this will be the major focus going into next year for ensuring student success. It is important to note that our 3rd grade students' mClass performance is missing approximately 30% of our testers, who opted out of mClass testing due to the retention requirement imposed by the state. Those students scored in the proficient range using an alternative measure.

Implementing Science of Reading specific practices will continue to develop and improve with teachers. When making instructional changes, there is a time of development that can impact student performance, although the instruction will overcome the data as processes and practices are fine tuned, but the adjustment is a cause for concern in performance for reading.

Stakeholder Feedback

Review of Feedback: {What feedback did the APC receive and review from stakeholders? How was the feedback received; by using Survey Monkey, paper surveys, Hanover, etc....}

Review of Feedback:

Feedback was gained through three sources. The principal evaluation survey prepared and evaluated by the APC using a Google form; a school survey prepared and shared by the principal using a Google form, and the Hanover student survey (grade 3-6), prepared by the district and delivered by teachers. The APC reviewed the Principal Evaluation survey at the December 2003 APC meeting. The School Survey data is Reviewed at the May 2024 APC meeting, and the Hanover data has not traditionally been reviewed, but is good data for the APC, and will be shared at the May 2024 meeting.

Principal Evaluation Review:

The data reviewed by the APC resulted in issuing a contract to the principal. Survey results regarding the principal performance were positive.

School Survey Review:

Community - 0 Responses

Comments: The school received zero submissions from the community on this survey. Informal communications from community members are positive and express a favorable view of the school.

Parents - 28 Responses of 181 Possible Responses

Comments: When asked how often they participate/communicate with the school each month 61% reported 1-5 times, 21% reported 6-10 times, 11% reported 11-15 times, and 7% reported 21+ times. Of those reporters, 100% stated they are greeted, 96% stated staff listens to their concerns, and that their student has had a positive learning experience. 89 % stated that communication from the school is "Great," 7% said it was "Okay," and 4% said "Could be better." The bulk of open ended comments expresses that parents like the family feel, friendly staff, the kindness that exists among all members, Learning outside school walls, a positive climate, the Montessori approach, the staff's passion for students, the class sizes, differentiated instruction, communication, community mindedness, welcoming environment, and positive communication between students. Other comments included an appreciation for the location, multi-age, and engaged parents.

Open ended recommendations for improvement were for the school to have their own building, better funding plan for schools (including no unfunded mandates, funding pre-programs, and money to schools and less to administration), recommendations to let Montessori school be a model for other schools, extend SMCS to 8th grade, support arts in schools. Specific to the school were: Holding lower performing students accountable, montessori trained teachers, Better communication between staff/students/parents, movement in class, contact parent when student is working at advanced level, Don't eat lunch in classes - it stains the carpet, Loss of observation of school motto "Kindness is Cool" in teacher behaviors.

The APC has not reviewed Hanover data as a common review item, however, it will be added to our review for the May 2024 APC Annual Review process.

Other Areas of Discussion:




The school was recognized as a 2024 U.S. News & World Report Best Elementary Schools Public & Charter, demonstrating that the school continues to thrive and performs at a high level, garnering recognition from entities that monitor school performance.



The school is highly concerned about the failure of the borough to implement the 2022 school

improvement bond to provide adequate school improvements and increased space for SMCS. Additionally, there is concern about a lack of interest from the district to allow for SMCS to grow, by providing additional space. The school has demonstrated evidence of growing interest from the community of their desire to enroll in our school with a waitlist in fy24 of 174 students and now in fy25 a waitlist of 230 students compared to our actual enrollment of 163 students. Lastly, it is quite embarrassing to have a school entry be through a chainlink fence, and through a back set of doors. As a 2021 National Blue Ribbon School winner and recognition as a 2024 U.S. News Best Elementary Schools, it is very disappointing to see the lack of commitment to providing an adequate, and inviting entry and school environment to our students and families.


Michael Williams (May 16, 2024 08:54 AKDT)

APC Chair Signature

Date


Charter School Administrator Signature

5-14-24
Date


KPBSD Charter School Committee Chair Signature

6-3-24
~~5-24-24~~
Date

Charter School Annual Review Form

Charter School: Soldotna Montessori Charter School **Year:** 2022-2023

Purpose of this Form: Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet at least annually to monitor progress in achieving the committee's policies and goals. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

Use of this Form: This form should be filled out first by the Charter School's Academic Policy Committee during their annual review meeting. This form will then be signed by the APC chair and the administrator and sent to the KPBSD Charter School Committee Chair.

Section 1: Breach of Contract

Examples of breach of contract include but are not limited to:

- failure to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the contract,
- failure to meet generally accepted standards of fiscal management
- violating any provision of law from which the charter school was not specifically exempted.

Describe any possible Breach of Contract Concerns that have been brought forward this school year:

No Breach of Contract concerns were raised in the 2022-2023 school year.

Remedies for the possible Breach of Contracts described above: *N/A*

Section 2: Charter School Review by APC

Meeting Dates

APC Meeting Dates this school year:

- August 26, 2022
- September 22, 2022 (Gen. Membership)
- October 20, 2022
- November 17, 2022
- December 8, 2022
- February 23, 2023
- April 20, 2023
- May 11, 2023

Policies and Goals

Reflections on the committee's policies and goals:

Current Goal: *By December of 2022, the goal of the SMCS APC is to gain a better understanding of the Montessori teacher certification options and process.*

Reflection – The APC continued this goal through FY23. They used APC meetings to hear from Montessori teachers about Montessori practices. They inquired of teachers regarding training options. The APC approved Rachel DeRaeve's Montessori Certification Training request to start her certification with the Center for Guided Montessori Studies which will provide her with a MACTE accredited Montessori certification upon completion.

APC Role & Responsibilities – *Conducted annual review of administrator in coordination with the KPBSD Superintendent evaluation of the administrator, and voted to retain the administrator.*

Reviewed Sibling Policy and updated policy to reflect a more comprehensive school enrollment preference policy which not only included a sibling preference and definition, but also a staff child preference and definitions.

Reviewed APC goal and determined APC achievement of goal by hearing statements from APC members at April 20, 2023 meeting.

Recommendation for next year:

The APC will be using the May APC meeting to discuss possible future APC goals. Some options for considerations are:

- *Charter Renewal Work*
- *Policy Review*
- *Bylaws Review*
- *Develop an APC New Member Orientation*
- *Develop an APC Annual Training Schedule*
- *Obtain district email for APC members*
- *Improve principal annual review process to include measurable goal.*

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC: *None Raised.*

Enrollment:

Enrollment this Year:

163

Enrollment Concerns:

Our waitlist is larger than our capacity. We continue to be concerned that we are turning families away from a school choice that serves district families.

Curricula:

Curriculum Concerns: *Aware that the Alaska Reads Act will be impactful in delivering reading instruction and choice of a reading Core program. The APC will be reviewing reading program recommendations from SMCS staff and will choose to adopt or not adopt a K-3 Core reading program recommendation from the staff.*

Activities

School Activities:

- *International Day of Peace Night*
- *Potato Harvest and Farmers Market*
- *Craft Night*
- *Winter Program Concert*
- *Concert Band & Choir Concert*
- *Community Service Outreach*
 - *4th Grade Positive Community Messages*
 - *5th Grade Visits to the Food Bank*
 - *6th Grade Books for Babies Community Literacy Project*
 - *Food Pantry*
- *Lego Robotics*
- *Battle of the Books*
- *Scripps Spelling Bee*
- *KPBSD Forensics Competition*
- *Modern Band Concert*
- *School Family Field Day/Picnic*
- *Art Night*

Reflections on Activities:

The school held its annual International Day of Peace night which provided an opportunity for students, together with their parents, to create messages for peace, which were hung at the school.

The school participated in Lego Robotics. Approximately 25 students attended after school. SCMS had 3 teams compete at the Kenai Qualifier. One SMCS team qualified for and participated at the State competition in Anchorage.

The SMCS Grade 3 & 4 Battle of the Books team finished 6th in the district competition.

The SCMS Grade 5 & 6 Battle of the Books team won the District competition and finished 10th in the State competition.

William Miller won his 4th consecutive school spelling bee. William also qualified in the regional qualifier to attend the State Bee in person. Unfortunately, he was unable to represent our school due to family schedule conflicts.

SMCS had 13 students place in the KPBSD Forensics competition: students were place winners at the competition: 1st: Steven DeBardelaben, Sofie DeRaeve, Adara Germain, Avi Bloom, Isobel Brantley, Cheyenne Gillham; 2nd: Reese Ross, Torah Sorhus, Allyson Evans, Skyla Jo Thomas, and Nathan Nelson; 3rd: Taryn Lewis; 4th: Lukas Schlegel.

SMCS Intermediate students carried out their annual 3rd quarter community outreach efforts. This year the 4th grade students continued with positive/encouraging messages in the community by decorating and sharing positive messages on insulated coffee sleeves that were supplied to area coffee vendors, presenting positive message banners to the Soldotna Police department and KPB EMS Department, and sharing positive message and sign twirling for motorist on Binkley St. The 5th grade students visited and volunteered at the Food Bank in support for lunch service or stocking food. The 6th grade students continued a new Community literacy project to deliver a book to every baby born in the Central Peninsula General Hospital. Students opted to prepare 25 bags, produced last year and filled them with books and information about the importance of reading during the month of February. They presented the books at a small ceremony at the Central Peninsula General Hospital. They also researched possible grant funding options for carrying the project forward by future students.

The SMCS food pantry continues to operate, and is filled daily by SMCS students. The students have placed 1018.8 lbs. of food in the food pantry to feed community members in need this school year.

SMCS students shared information about our school to the KPBSD Board of Education. They highlighted our community outreach projects and the use of Montessori materials for working math problems.

Two student stores were developed and run by SMCS upper elementary students. One store raised \$440.00 for the Kenai Animal Shelter, the other raised 248.21 for the Nikiski Shelter of Hope.

Academic Performance

Review of Academic Performance:

See Attached Graphs indicating student performance on district benchmark assessments over the course of 2022-23 and performance on the State assessment in the spring of 2022.

List Academic Performance Concerns:

Concerns are for any data set that did not show an increase in proficiency percentages over the year. The concerns were: Grade 4 L.A. (Fall 84% to Spring 76%); Grade 5 L.A. (Fall 74% to Spring 61%)

However, overall, the largest concerns are for Grade 1 Reading (48% Proficient), Grade 1 Math (61% Proficient), and Grade 5 L.A. (61% Proficient).

Stakeholder Feedback

Review of Feedback:

Community - 4

Comments: Community members commented that the school has a positive and friendly atmosphere. They appreciated the multi age classes. Comments also included good communication from teachers, the administrator has a positive attitude and a great listening ear, and that students were excellent representatives of the school on field trips. They suggested that the state should forward fund schools, increase the BSA and felt the school needs more space.

Parents - 40

Comments: We received a lot of comments from parents. When asked how often they participate/communicate with the school each month 65% reported 1-5 times, 30% reported 6-10 times and 5% reported 21+ times. Of those reporters, 95% stated they are greeted, staff listens to their concerns, that their student has had a positive learning experience and that communication from the school is "great."

The bulk of open ended comments expresses that parents like the family feel, friendly staff, the kindness that exists among all members, Learning outside school walls, a positive climate, the Montessori approach, the staff's passion for students, the class sizes, differentiated instruction, communication, community mindedness, welcoming environment, and positive communication between students. Other comments included an appreciation for the location, curriculum, school mission, the administrator, engagement, consistency, multi-age, the school is safe, relationships, the school events, and engaged parents. An appreciated comment is that the school develops good people.

Open ended recommendations for improvement were for the school to have their own building, additional opportunities for new families to the school to be involved like a new family/parent night, and communication to both parents by the nurse. The other comments for improvement for the schools were mainly positive and an expression of loving the school. There were comments about education in general, specific to reducing admin spending in favor of child spending, not allowing CRT or DEI to be part of education or the school.

Other Areas of Discussion:

Successful Grants

The school received a \$5,000 grant from the Kenai Peninsula Community Foundation for use to support school needs. We use a portion of the funds to support students in need for field trip scholarships, and supported our 6th grade students community outreach project by buying books to provide Books For Babies to increase literacy awareness for families with newborns. The grant is for a full year, and we will use the remaining funds at the outset of the next school year to support food pantry purchases, and to purchase additional books for our Books For Babies community outreach efforts.

Staff Training

All SMCS Instructional Aides completed the Montessori Assistants Training and are certified by Montessori in the Public Sector.

Mrs. Dixon Completed her first year of her MACTE Accredited Montessori Certification program with the Center for Guided Montessori Studies, and will be completed in February 2024. Her certification will help SMCS move closer to a possible AMS Montessori School Certification.

Mrs. DeRaeve was approved by the APC for funding to begin her MACTE Accredited Montessori Certification program with the Center for Guided Montessori Studies, and will begin in October 2023. Her certification will help SMCS move closer to a possible AMS Montessori School Certification

Mr. DeVold & Mrs. Miller completed LETRS training for their respective positions in the school. Two other staff have completed the first half of their LETRS training. LETRS Training will support the school implementation of the Alaska Reads Act and Science of Reading research.

Three staff members piloted the mClass benchmark screener in preparation for school use in 23-24.

Staff Transitions

Mrs. Carter retired from teaching at the end of the 22-23 school year.

Mrs. Dixon will move from lower el. to upper el. to replace Mrs. Carter.

Mrs. Baumer was hired for the lower el. position. She has a Montessori certification from NAMTC and has several years of experience teaching in a Montessori school.

Mrs. Miller has moved from Kindergarten to an Intervention/Professional Development Coach position in the school for the 23-24 school year. The move will allow us to implement the Alaska Reads Act and provide inhouse support to teachers for the Science of Reading implementation and Montessori instructional growth.

Mrs. Frapp was hired as our new Kindergarten teacher for the 23-24 school year.



Michael Williams (May 17, 2023 06:51 ARDT)

APC Chair Signature: _____

Date: 5/17/2023



Charter School Administrator Signature _____

Date: 5-15-23

Attended Annual Review Meeting OR Reviewed Annual Review Form

KPBSD Charter School Committee Chair Signature:

Date: _____

Appendix Q: Sharing Facilities Contract Addendum
Kenai Peninsula Borough School District / Soldotna Montessori Charter School
Sharing Facilities Contract Addendum
2025/2026

Kenai Peninsula Borough School District and Soldotna Montessori Charter School Academic Policy Committee agree to this Contract Addendum regarding sharing facility space for the 2025-2026 school year, renewable through the 2035-2036 school year.

1. Room Usage and Operational Costs

- A. The enrollment at Soldotna Montessori School will not exceed 167 students.
- B. The District will provide 7 classrooms and a portable classroom or equivalent.
- C. The District will provide Room 408 at Soldotna Elementary School for an office area at Soldotna Elementary School for the 2025-2026 school year.
- D. Soldotna Montessori will pay the District a proportional share of In-Kind Services determined in the following manner: To calculate the Soldotna Montessori percentage share, divide the Soldotna Montessori Adjusted Average Daily Membership (AADM) by the total KPBSD AADM. Multiply that percentage by the total In-Kind Services to calculate the Soldotna Montessori proportional share. Rent will be at the rental rate times Soldotna Montessori's AASM. In FY26 the rental rate was \$625 times AADM.

These estimated expenditures are booked in the online accounting system as expenditures for the current fiscal year, based on the prior fiscal year actual expenditures. The following year, an adjustment to "true-up" the actual costs will be posted. This allows for continuity and budgeting and allows Soldotna Montessori Administration and APC to rely on budget estimates when reviewing year-end cost and calculating possible carry-over funds.

- E. Common Areas: Use and scheduling of the library, gym, and music room will be pro-rated according to the percentage of students attending Soldotna Montessori compared to Soldotna Elementary School population. The enrollment projections for 2025-2026 indicate the prorated amount is Soldotna Elementary -64% and Soldotna Montessori -36% .

2. Soldotna Montessori Academy Administrator

- A. Administrator responsibilities involve the management of all daily operations of Soldotna Montessori. Student achievement will match or exceed District goals and State standards.
- B. The administrator shall maintain fiscal management according to District guidelines and State Statutes. This includes the preparation and oversight of the school's budget, with regular accountability to, and approval of, the APC.

- C. The administrator will be the official liaison between the District administration, the APC and the charter school. Frequent open and regular communication will be maintained with the neighborhood school administrator to insure a successful relationship.

3. Shared Services

Soldotna Montessori agrees to budget a pro-rated amount for the following shared positions, programs, and associated costs, and to be available during the necessary trainings and events:

- A. Custodial services: The custodians will be under the direction and supervision of the head custodian and principal at Soldotna Elementary. The Soldotna Elementary principal will seek input from the charter school administrator.
- B. Specialists (music, library, etc.): The shared specialists will be under the direction and supervision of the principal at Soldotna Elementary. The Soldotna Elementary principal will seek input from the charter school administrator. The supplies and equipment needed for each of these programs may be shared with all students of both schools.
- C. Repair costs will be shared at a rate agreed upon by both schools at the time of needed repair.
- D. Emergency and safety plans: The building principal will be responsible for emergency and safety training; the charter school is responsible to be present during training.

4. Equipment and Supplies

Soldotna Montessori will purchase their own supplies and equipment needed for operation of their program, or will share in rental costs on an as-needed basis. Staff from Soldotna Montessori will share in the responsibility of care and maintenance of shared equipment, supplies and common spaces.

5. District Policy, State Statute, and Federal Requirement Accountability

Soldotna Montessori Charter School will comply with District Charter School policies, State statutes and Federal requirements during the duration of the charter. The charter school will meet all educational achievement goals and State standards as measured by the benchmark tests, mClass, NWEA MAP, AKStar and the other prescribed or required assessments.

This Contract Addendum is for a one-year period, beginning July 1, 2026 and ending June 30, 2036.

_____	_____	_____	_____
John DeVold	Date	Kari Dendurent	Date
Soldotna Montessori Principal		Assistant Superintendent	

Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

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

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

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

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

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

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

Sec. 14.03.253. Charter school application appeal.

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

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

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

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

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

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

(b) A charter school shall

- (1) keep financial records of the charter school;
- (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

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

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;
- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;

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

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

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

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

Sec. 14.03.260. Funding for charter school.

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

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

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

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

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

Sec. 14.03.264. Charter school grant program.

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

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

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

Sec. 14.03.265. Admission.

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

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

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

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

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

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

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed

at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

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

Sec. 14.03.275. Contracts; duration.

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

Sec. 14.03.280. Regulations.

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

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

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

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

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

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

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

Sec. 14.07.165 Duties.

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

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

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

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

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

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

(3) be approved by the department.

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

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

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

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

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

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

Alaska State Charter Schools Regulations

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

4 AAC 27.057. Charter school transportation policy.

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

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

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

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

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

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

(c) The application to the department must include

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

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

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

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

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

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

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

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

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

(1) a list of the members of the academic policy committee and their qualifications;

(3) the length of the term of the contract required under AS 14.03.255(c);

(4) the charter school's bylaws;

(5) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;

(6) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;

- (7) written objectives for program achievement;
- (8) a description of and schedule for staff development activities;
- (9) a school schedule and calendar;
- (10) plans for serving special education, vocational education, gifted, and bilingual students;
- (11) written admissions policies and procedures;
- (12) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) a written administrative policy manual;
- (14) a written budget summary and financial plan, including
 - (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
 - (B) the method by which the charter school will account for receipts and expenditures;
- (15) a written plan for the charter school's facility;
- (16) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
- (17) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
- (18) a requested or existing exemption for the charter school from a written collective bargaining contract;
- (19) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;
- (20) the written termination clause that must appear in the contract between the charter school and the local school board;
- (21) proof of compliance with applicable law; and
- (22) other documents or information the district needs to evaluate the proposed charter school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 AAC 33.113. Amendment of charter.

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

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

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

4 AAC 33.115. Operation of charter schools.

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

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

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

4 AAC 33.117. Charter school grant program.

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

- (1) apply on a form prescribed by the department;
- (2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and
- (3) file its application with the department 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