INITIAL
Charter School
APPLICATION
for

Soldotna Elementary Charter School

FY 2028

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

CHARTER SCHOOL APPLICATION

SOLDOTNA ELEMENTARY CHARTER SCHOOL

Proposed Conversion Charter School

Kenai Peninsula Borough School District

School Mission

Soldotna Elementary Charter School exists to ensure every student grows, achieves, and leaves with the foundational skills needed to succeed in their next stage of education and life. Our approach is grounded in strong core academics and reinforced by a supportive and consistent school culture.

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SECTION 0. EXECUTIVE SUMMARY

Soldotna Elementary Charter School is proposed as a conversion of the existing Soldotna Elementary School. Our goal is to preserve the strengths and accessibility of a neighborhood public school while creating stability for staff and families, and flexibility to deliver a distinct, mission-driven instructional program. Our proposed model combines strong core academics with STREAM-enhanced instruction, specialized teaching, inclusive student supports, meaningful teacher collaboration, and greater school-level accountability.

A defining feature of the proposal is its ***emphasis on inclusion and equitable access***. The school intends to preserve neighborhood access for students within the existing attendance area through the standard KPBSD registration process, rather than requiring families to navigate an additional charter application or lottery solely because their neighborhood school converts to charter status. The school will ***continue to serve students across the full range of backgrounds and needs***, including students with disabilities, English learners, students experiencing economic hardship, and advanced learners.

The instructional model aims to add opportunities beyond a traditional boundary-school structure. In addition to core K–6 classroom instruction, the ***budget supports three dedicated elementary specialists in Science, Music, and P.E., which strengthen standards-aligned specialist instruction, support the STREAM framework and create predictable opportunities for classroom teachers to collaborate, review student data, plan instruction, and engage in professional learning***. The application also integrates SEL practices throughout the school day to support student engagement, collaboration, self-management, and belonging.

The proposed staffing and budget model places ***substantial emphasis on special education***. The current plan includes five special education teachers, approximately 7.33 special education aide FTE, and a preliminary allowance for special education services such as SLP, OT, PT psychology, and other IEP-related supports. The school also intends to continue participation in KPBSD transportation and Student Nutrition Services so that access to the charter does not depend on a family's ability to provide transportation or meals.

These choices reflect issues KPBSD has considered in prior charter-school and school-choice discussions, including special education participation and whether lack of transportation or meal programs can create barriers for lower-income families. Board members have also discussed how school choice can operate differently for families with the means to transport students elsewhere. The proposed Soldotna model addresses these concerns by preserving neighborhood access, transportation, meals, special education services, and broad community participation.

Soldotna Elementary Charter School is intended to show that charter flexibility and neighborhood-school accessibility can coexist. We strive to preserve the community-serving strengths of the existing school while adding specialized instruction, stronger collaboration, greater school-level governance, and a clear focus on student growth and achievement.

SECTION 1. ESTABLISHMENT OF THE CHARTER AT THE LOCAL LEVEL

SECTION1.I. PRIMARY PURPOSE, DIFFERENTIATION, AND TARGET POPULATION

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

Soldotna Elementary School is proposing to become a conversion charter school within the Kenai Peninsula Borough School District (KPBSD). The school will continue to serve its current student population in grades K–6. As a conversion charter, Soldotna Elementary is not a new school; rather, it is an existing public school seeking the flexibility that charter status provides to more fully realize its mission within a clear accountability framework.

Primary Purpose: The primary purpose of Soldotna Elementary Charter School is to ensure every student thrives academically and develops the foundational skills needed for success in future education and life. The school is committed to maintaining high expectations for all students while providing the support necessary to meet all individual learning needs.

The charter will focus on strengthening academic growth through strong foundations in reading, writing, and mathematics while providing regular, standards-aligned instruction in science, music, and physical education. The school will use STREAM—Science, Technology, Reading, Engineering, Arts, and Mathematics—to extend and apply core learning through hands-on, meaningful experiences connected to real-world problem-solving, collaboration, creativity, and critical thinking. The school will incorporate SEL practices throughout instruction and school culture to help students build the skills necessary to engage successfully in collaborative learning, problem-solving, communication, and academic growth.

Differentiation from Other Options: Soldotna Elementary Charter School will distinguish itself from other educational options within the KPBSD in several important ways.

First, as a conversion charter, Soldotna Elementary Charter School will preserve neighborhood access, and all K–6 students who reside within the attendance boundary (specified in Appendix K) will be automatically eligible to register through the standard KPBSD registration process. Families will not be required to complete a separate charter-school application or participate in a lottery for attendance at their neighborhood school. This reduces additional administrative steps for families and supports inclusive access while preserving families' ability to pursue other KPBSD educational options.

Second, the school will implement a STREAM framework that connects strong literacy and mathematics instruction with science, technology, engineering, arts, and authentic

applications. The FY28 instructional and staffing model includes three dedicated specialized teachers in Science, Music, and Physical Education. These specialists will provide regular standards-aligned instruction, strengthen hands-on and interdisciplinary learning, and coordinate with classroom teachers so specialist instruction reinforces grade-level priorities.

Third, Soldotna Elementary Charter will integrate Social and Emotional Learning to create a safe, supportive, and predictable learning environment. This includes explicit skill instruction, consistent routines, and relationship-centered practices that help students regulate emotions, build resilience, and engage more fully in learning. This comprehensive SEL integration, aligned with state and national guidance, is not widely or systematically implemented across other schools in the district.

Finally, the school will seek to continue and strengthen KPBSD's existing partnership with the Kenaitze Indian Tribe and other local organizations to expand community-connected learning and student-support opportunities.

Target Population: Soldotna Elementary Charter School will serve all students in grades K–6 who reside within the existing school's attendance boundary (described in Appendix K). Consistent with the school's conversion charter status, attendance-area students will continue through the standard KPBSD registration process, while students residing outside the boundary may attend through the district's standard enrollment and transfer processes if capacity allows.

This approach ensures that students within the existing school community have equitable access to the program without additional application or lottery requirements, while also allowing broader enrollment opportunities when capacity permits.

SECTION1.II. EVIDENCE OF THE LOCAL SCHOOL BOARD APPROVAL

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

To be provided upon approval

SECTION1.III. EVIDENCE OF THE SIGNED CONTRACT

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

To be provided upon approval

SECTION1.IV. CHARTER SCHOOL BYLAWS

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

The complete bylaws for Soldotna Elementary Charter School are included as Appendix C, in accordance with 4 AAC 33.110(a)(4). The bylaws establish the governance structure of the Academic Policy Committee (APC), define membership, roles and responsibilities, officer duties, meeting and voting requirements, election and vacancy procedures, and mechanisms for maintaining compliance with applicable Alaska statutes and district policy. Administrative complaint procedures are addressed in Appendix E.

SECTION1.V. ACADEMIC POLICY COMMITTEE (APC)

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

As required under AS 14.03.250(a) and 4 AAC 33.110(a)(1), Soldotna Elementary Charter School will be governed by an Academic Policy Committee (APC). The APC will consist of parents of currently enrolled students, classroom teachers, and school employees. The committee will work closely with district leadership, school administration, and the broader school community to guide academic decision-making, support the school's mission and goals, and provide oversight of the charter's academic program.

The APC will be newly constituted at the time of charter approval. The founding APC composition is detailed in Appendix D and will include the following membership structure, as found below in Table 1:

Table 1-1: APC Member List & Qualifications

Name	Role	Qualifications / Notes
Ben Cheah	Chair	Parent of enrolled K–6 student
Kaiti Syerson	Vice-Chair	Parent of enrolled K–6 student
Renae Olsen	Secretary	Parent of enrolled K–6 student
Brittany Scott	Parent Member (elected at large)	Parent of enrolled K–6 student
Bethany Fernstrom	Parent Member (elected at large)	Parent of enrolled K–6 student
Joanna Stevenson	Staff Representative	Soldotna Elementary Staff
Katrina Cannava	Staff Representative	Soldotna Elementary Staff
TBD upon charter approval	School Administrator	School administrator or designee

The APC will meet a minimum of six times per year, with meetings open to school community members. Written minutes of all APC meetings, documenting discussions on academic policies, bylaws, school administration, and educational programming, will be maintained and are included in Appendix D as they become available. The APC will operate under a set of bylaws included in Appendix C.

Table 1-2: Section 1 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Purpose	Section 1.i, pg. 2	
Evidence of board approval	TBD – Appendix A	
Evidence of signed contract with all required elements	TBD – Appendix B	
1. Description of educational program	Section 3, pg. 11 Appendix F	
2. Specific levels of achievement for the education program	Section 3.v, pg. 14 Appendix F	
3. Admissions Policy and Procedures	Section 6.i, pg.28 Appendix G	
4. Administrative Policies	Section 2.ii, pg.6 Appendix E	
5. Statement of Charter funding	Section 7.i, pg.31 Appendix I	
6. Method of accountability for receipts and expenditures	Section 7.iii, pg.33 Appendix I	
7. Location and description of facility	Section 5, pg. 25	
8. Name of teachers who by agreement will teach in the charter	TBD	
9. Teacher to student ratio	Section 3.ii, pg.11	
10. Number of students to be served	Section 3.ii, pg.11	
11. Term of contract (not to exceed 10 years)	TBD	
12. Termination Clause	TBD	
13. Statement of state and federal law compliance	TBD	
14. Exemptions or requirements included in contract	TBD	
Evidence of bylaws	Appendix C	
Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D	

SECTION 2. ORGANIZATION AND ADMINISTRATION

SECTION2.I. OVERSIGHT OF CHARTER SCHOOL OPERATIONS

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

Soldotna Elementary Charter School will maintain and fulfill the terms of its charter contract through a shared oversight model involving the APC, the school principal, and the Kenai Peninsula Borough School District. The principal, selected by the APC in accordance with Alaska charter school law, will be responsible for day-to-day school operations and for ensuring that all instructional, fiscal, and administrative activities are consistent with the charter contract.

The APC will provide oversight through regular review of academic performance data, budget reports, and operational updates provided by the principal. The APC will use the following mechanisms to monitor contract compliance:

1. Monthly APC meetings with agenda items tied to charter goals;
2. Annual review of student achievement data aligned to the charter's written objectives;
3. Annual administrator performance evaluation conducted by the APC; and
4. Regular communication with KPBSD district leadership to ensure alignment with district requirements.

Oversight responsibilities are further defined in the APC bylaws (Appendix C) and the charter contract (Appendix B).

SECTION2.II. WRITTEN ADMINISTRATIVE POLICY MANUAL

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

The written administrative policy manual for Soldotna Elementary Charter School is included as Appendix E. As a conversion charter within KPBSD, the school will continue to adhere to all applicable KPBSD policies, including those governing human resources, student conduct, safety, and operations. The school's charter status will provide flexibility in academic programming and school-level decision-making, but the school will not seek exemptions from core district administrative policies unless specifically negotiated and documented in the charter contract. The KPBSD policy manual is available at the district's official website.

SECTION2.III. REGULAR PARENT AND TEACHER CONTACT FOR CONTINUOUS IMPROVEMENT

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

Soldotna Elementary Charter School will maintain a strong parent voice in school governance and continuous improvement. The principal, working with the APC, will solicit feedback from all enrolled families at least annually through a web-based survey distributed through school communication systems and made available on the school website. The survey will address academic programming, STREAM and SEL implementation, school climate, student supports, communication, access, and priorities for improvement. Families may respond anonymously, and paper, telephone, translated, or assisted response options will be available as needed.

Feedback will be welcome throughout the year. Families may contact teachers, the principal, or APC representatives; submit comments through a school feedback form; participate in parent-teacher conferences; and provide public comment at APC meetings. The school will communicate these opportunities at the beginning of each year and provide reminders through regular family communications.

The principal and APC will review annual survey results and recurring feedback themes as part of school improvement and budget planning. They will share an aggregate summary with families identifying the principal concerns raised, actions planned or taken, and any matters requiring further review. Individual student, family, and personnel information will remain confidential. Parent feedback will guide school priorities alongside student needs, staff expertise, legal obligations, and available resources.

Families will be encouraged to communicate about their child's learning, participate in conferences when feasible, and share feedback in ways that work for their circumstances. Survey participation, APC attendance, volunteering, fundraising, and donations will be voluntary and will not be conditions of admission or continued enrollment.

Additionally, Soldotna Elementary Charter School will meet regularly with parents and teachers to review, evaluate, and improve school operations. The school will use multiple mechanisms to ensure ongoing, meaningful engagement:

- **Parent engagement will include:** Formal Parent-Teacher Conferences held at minimum twice per year; written communication from the school principal and classroom teachers at the start of each year outlining opportunities for parent involvement; distribution of state and local assessment results to all families with

explanatory materials; an annual school climate and satisfaction survey described above, open to all families; and an open-door policy encouraging parents to contact teachers and the principal at any time. There will also be opportunities for parents to observe classrooms, attend field trips, and assist with projects if they choose to.

- **Teacher engagement will include:** Regular grade-level or team planning meetings built into the weekly schedule; data review cycles in which teachers collectively examine student performance data and adjust instruction; structured communication between teachers and the principal regarding instructional needs; and participation in APC meetings as voting members or invited guests. Recurring Science, Music, and Physical Education specialist rotations may also be used within the master schedule to create predictable blocks for classroom-teacher planning and collaboration, consistent with KPBSD requirements and applicable negotiated agreements. These mechanisms will be coordinated by the school principal, with support from the APC, and will occur on an ongoing basis throughout the school year.

SECTION2.IV. APC MEETINGS TO MONITOR PROGRESS

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

The APC will meet a minimum of six times per year and will include at least one formal annual review of progress toward the committee's policies and goals. In practice, the APC is expected to review academic and operational progress at each monthly meeting. The school principal will be responsible for preparing and presenting a progress report at each APC meeting, including data on student achievement, program implementation, budget status, and any operational matters requiring committee input. The APC chair will ensure that the annual review includes a formal assessment of progress on all charter goals and that recommendations for improvement are documented in meeting minutes (Appendix D).

SECTION2.V. SCHOOL SCHEDULE AND CALENDAR

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

Soldotna Elementary Charter School will operate on the Kenai Peninsula Borough School District academic calendar, meeting all required instructional days under Alaska statute. The school day will follow the schedule in effect at the time of charter approval, consistent with applicable collective bargaining agreements and district policy. The master schedule will incorporate recurring Science, Music, and Physical Education specialist rotations. These rotations may also support predictable teacher preparation, grade-level collaboration, data review, curriculum mapping, and job-embedded professional learning,

subject to KPBSD requirements and negotiated agreements. The school will maintain dedicated time within the weekly schedule for teacher collaboration, data review, and professional development and will work with the district to establish start and dismissal times that are compatible with district transportation operations.

SECTION2.VI. ALTERNATIVE EDUCATIONAL OPTIONS

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)

Because Soldotna Elementary is proposing a conversion charter that enables all students within its existing attendance boundary (see Appendix K) to register, rather than requiring a lottery, this provision is addressed as follows:

No student is required to attend Soldotna Elementary Charter School. Families residing within the school's attendance area retain the right to enroll their children in any other school within the district, including other public schools, charter schools, or approved alternative programs. Families wishing to attend a school other than Soldotna Elementary may do so through the district's standard open enrollment and out-of-area attendance request process. This ensures that charter conversion does not restrict educational choice for any family in the community.

Table 2-1: Section 2 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Description of administrative oversight	Section 2.i, pg. 6	
Evidence of written administrative policy manual	Section 2.ii, pg. 6 Appendix E	
Description of regular parent and teacher contacts for continuous improvement	Section 2.iii, pg. 7 Appendix E	
Description of APC meeting(s) to monitor progress	Appendix D	
Description of school schedule and calendar	Section 2.v, pg. 8	
Alternative options for students if no other educational program exists	Section 2.vi, pg. 9	

SECTION 3. EDUCATIONAL PROGRAM AND STUDENT ACHIEVEMENT

SECTION3.I. DESCRIPTION OF EDUCATIONAL PROGRAM

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

Soldotna Elementary Charter School will provide a comprehensive, high-quality educational program for students in grades K–6. The program is grounded in a commitment to academic excellence and equity—maintaining high expectations for all students while providing differentiated support so each student can make meaningful academic progress.

The school's instructional approach centers on strong core instruction in reading, writing, mathematics, science, social studies, and other required content, paired with regular specialized instruction in Science, Music, and Physical Education and intentional integration of Social and Emotional Learning (SEL). The school recognizes that future academic success is built on strong literacy and numeracy foundations, and that students who arrive at school with varying levels of preparation benefit from rigorous instruction, differentiated support, and explicit development of skills such as self-regulation, perseverance, collaboration, and responsible decision-making. Core and specialist instruction will be delivered in a structured, coherent manner aligned with Alaska content and performance standards and designed to produce measurable academic growth for every student.

SEL will be embedded throughout the school day and across all grade levels, not as a standalone program but as an integrated component of teaching and learning. Drawing on established frameworks such as those promoted by the Collaborative for Academic, Social, and Emotional Learning and Alaska's early developmental guidance, the school will support students in developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Instructional practices will include explicit skill-building, consistent routines, and relationship-centered classroom environments that foster a sense of safety, belonging, and engagement—conditions that research shows are essential for academic success.

As an organizing framework, the school will implement a STREAM model incorporating Science, Technology, Reading, Engineering, Arts, and Mathematics. These disciplines will be connected where meaningful to provide relevant, engaging, and rigorous learning experiences while reinforcing literacy and mathematics as the foundation of the program.

The FY28 planning model includes three dedicated specialized teachers in Science, Music, and Physical Education. The Science specialist will provide regular hands-on inquiry and engineering-connected experiences that serve as a major anchor for STREAM integration; the Music specialist will provide standards-aligned music instruction and opportunities for arts integration; and the Physical Education specialist will provide standards-aligned movement, fitness, health, teamwork, and wellness instruction. Specialists will coordinate with grade-level teachers so learning is coherent across the school and so interdisciplinary connections strengthen rather than replace required content.

The program is designed to serve the whole child: academically, socially, emotionally, and as a member of a community. The school is committed to building students' connection to school and to the broader Soldotna community, recognizing that a strong sense of belonging supports both well-being and academic engagement. With the STREAM focus integrating SEL and community-connected learning, Soldotna Elementary Charter School aims to create a supportive, inclusive environment where every student is prepared to succeed in school and beyond.

SECTION3.II. TEACHER-TO-STUDENT RATIO AND PROJECTED ENROLLMENT

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

Soldotna Elementary Charter School is planning for approximately 290 students in grades K–6 for FY28. The current financial model uses 12 classroom teacher FTE as a preliminary budgeting assumption, which is half an FTE over the district required PTR. This schoolwide average does not establish individual classroom sizes or a final grade-level configuration.

The school's preference is to maintain single-grade classrooms where enrollment and available funding support them. Mixed-grade classrooms will be considered only if necessary after actual grade-level enrollment, final staffing, and the adopted budget are known. Any proposed mixed-grade arrangement will be reviewed for instructional appropriateness, student support needs, teacher workload, and consistency with applicable KPBSD requirements and negotiated agreements. The current model does not commit the school to a particular mixed-grade configuration.

The planning model also includes three dedicated teachers in Science, Music, and Physical Education; three resource teachers; two intensive-service teachers; 0.25 FTE of itinerant special education instruction; and administrative and classified support. An additional 1.5 intervention teacher FTE is anticipated through Title I, subject to confirmation of funding.

The principal and APC will review staffing and class configurations with KPBSD before each school year. Final staffing will depend on enrollment, student needs, confirmed funding, and the adopted budget. Required special education and related services will be

determined by students' IEPs and applicable requirements. Detailed planning assumptions are provided in Appendix I.

SECTION3.III. WRITTEN INSTRUCTIONAL PROGRAM ALIGNED WITH STATE STANDARDS

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

A written instructional program addressing Alaska state content standards under 4 AAC 04 and aligned with the statewide assessment system under 4 AAC 06.710–4 AAC 06.790 is included as Appendix F. The instructional program ensures full coverage of required content standards across grades K–6 and describes the school's STREAM framework, dedicated Science, Music, and Physical Education specialist instruction, intervention and differentiation practices, assessment approach, and curriculum-mapping process.

Soldotna Elementary Charter School will use the curriculum adopted by KPBSD as the academic foundation of the program. Classroom teachers and specialized teachers will collaborate to identify appropriate STREAM and SEL connections, coordinate instruction across content areas, review student data, and improve implementation over time. Supplemental instructional resources may be used through the school's APC and applicable District processes when needed to support the charter's mission, provided those resources remain aligned with Alaska standards, KPBSD requirements, and the approved charter.

SECTION3.IV. PLANS FOR SERVING SPECIAL POPULATIONS

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

Special Education: Soldotna Elementary Charter School is fully committed to serving all students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable Alaska statutes and KPBSD policies. The school will continue to provide a full continuum of special education services to enrolled students, coordinated with KPBSD special education staff. The school's inclusion-first philosophy means students with disabilities will have full access to the general education program with appropriate supports and services as determined by their Individualized Education Programs (IEPs). The school will maintain a strong partnership with the district's Pupil Services department to ensure timely evaluation, appropriate placement, and quality service delivery.

Gifted and Talented: Soldotna Elementary Charter School will support gifted and advanced learners through differentiated classroom instruction, enrichment, and

opportunities for greater depth, complexity, and independence. Teachers will use assessment results, classroom performance, student interests, and parent input to identify appropriate learning opportunities. Strategies may include flexible grouping, curriculum compacting when students demonstrate mastery, advanced reading and mathematics activities, independent investigations, and extended STREAM projects. For students already identified as gifted, the principal and classroom teachers will review existing learning plans and service needs with families before implementation of the charter program. Learning goals, instructional strategies, and responsibility for providing services will be documented and reviewed at least annually. The school will follow applicable KPBSD referral and identification procedures for students who may qualify for gifted services.

Career and Technical Education: Soldotna Elementary Charter School will recognize KPBSD's Career and Technical Education (CTE) framework through developmentally appropriate career awareness and applied learning in grades K–6. Embedded in the regular instructional program, STREAM projects will connect academic content to real-world tasks and occupations while developing foundational skills in problem solving, communication, teamwork, planning, and safe use of tools and materials. Additional details are provided in Appendix F.

Bilingual / Limited English Proficiency (LEP): Soldotna Elementary Charter School will comply with all state and federal requirements regarding services for students with limited English proficiency. If enrolled students are identified as LEP-eligible, the school will provide access to district LEP program services and ensure that these students have equitable access to the full academic program. Instructional accommodations and language support services will be coordinated with KPBSD's Federal Programs and Pupil Services departments.

SECTION3.V. WRITTEN OBJECTIVES FOR PROGRAM ACHIEVEMENT

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

Soldotna Elementary Charter School will build on existing KPBSD instructional practices, assessments, intervention systems, and student services. As a conversion charter school, its objectives include preserving equitable access and strong academic supports while establishing a consistent schoolwide emphasis on integrated, hands-on STREAM learning and explicit social-emotional skill development. The following objectives describe the student outcomes the school seeks to achieve and the measures used to evaluate progress. Shared district practices will support these objectives, alongside the instructional adaptations described in Appendix F.

1. Equitable Access for All Students: The school will ensure equal and bias-free access to all programs, services, courses, and activities for all students, including students with disabilities, English language learners, students experiencing economic hardship, and students identified as gifted and talented. All students will have access to grade-level curriculum, differentiated instruction, and appropriate support in alignment with district, state, and federal requirements.

2. Academic Proficiency and Comparative Performance: The school will work to increase the percentage of students performing at or above proficient on Alaska statewide Standards-Based Assessments in English Language Arts and Mathematics through the implementation of high-quality, standards-aligned instruction and targeted supports. The school will prioritize students performing below proficiency by using disaggregated data to identify needs, provide targeted, evidence-based intervention, and monitor progress toward grade-level expectations. Student performance results will be disaggregated across all student groups and compared annually to district and state performance levels to evaluate program effectiveness and progress toward closing achievement gaps.

3. Academic Growth and Instructional Responsiveness: The school will implement a comprehensive assessment system to monitor student growth using statewide and local measures (e.g., mCLASS, DIBELS, or equivalent). Instruction will be adjusted based on student performance data to ensure all students receive targeted support, with particular attention to students performing below grade level.

4. Systematic Intervention and Multi-Tiered System of Supports (MTSS): The school will implement a Multi-Tiered System of Supports (MTSS) to address the needs of students not meeting proficiency expectations. This system will include universal screening, targeted and intensive interventions, and ongoing progress monitoring. Students will be supported through general education, intervention services, and, when appropriate, special education services. Effectiveness will be measured by improved student outcomes and increased rates of students meeting benchmark expectations over time.

5. Specialized Services and Inclusive Practices: Students with identified needs will receive services in accordance with Individualized Education Programs (IEPs), 504 plans, and English Learner plans. Services will be delivered in inclusive settings whenever appropriate, with additional support provided through small group or individualized instruction. Students identified as gifted and talented will have access to enrichment opportunities and differentiated instruction to support advanced learning needs.

6. Early Literacy Development (Grades K–3): The school will prioritize early literacy by ensuring all K–3 students are screened regularly and provided targeted, evidence-based interventions when needed. Progress will be monitored using early literacy assessments

(e.g., DIBELS or equivalent), with the goal of increasing the percentage of students meeting benchmark expectations and demonstrating readiness for upper elementary instruction.

7. Family Communication and Engagement: The school will systematically inform families of student performance and progress through conferences, assessment reports, and ongoing communication. Families will be provided meaningful opportunities to engage in their child's education and will be encouraged to participate in school activities and decision-making processes.

8. School Climate and Student Engagement: The school will maintain a positive and inclusive school climate that supports student engagement, belonging, and emotional well-being. Progress will be measured through attendance data, behavioral indicators, and student, staff, and family survey results.

9. Data-Based Decision Making and Continuous Improvement: Instructional staff will engage in ongoing data analysis cycles through professional learning communities (PLCs) and intervention teams to monitor student progress and adjust instruction. The school will demonstrate progress over time through longitudinal analysis of student performance and the use of disaggregated data to inform instructional and programmatic decisions.

10. Data-Driven Professional Development: Professional development will be aligned to student performance data and focused on improving instructional practices to meet diverse student needs. Staff learning will support effective differentiation, intervention strategies, and inclusive practices, and its effectiveness will be evaluated based on changes in instructional practice and corresponding trends in student outcomes.

11. Application of learning through STREAM: Students demonstrate growth in applying knowledge across subjects through investigations, design tasks, written explanations, and presentations, assessed using grade-appropriate rubrics and student work.

12. Social-emotional skill development: Students demonstrate growth in collaboration, self-management, and problem-solving through explicit SEL instruction and practice during classroom activities.

13. Implementation and accountability: The APC annually reviews academic outcomes, STREAM student work, SEL implementation, and family feedback to identify needed improvements.

SECTION3.VI. MECHANISMS FOR STUDENT ASSESSMENT BEYOND STATE REQUIREMENTS

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

Soldotna Elementary Charter School will retain established district assessment practices to maintain continuity in monitoring student learning. In addition to assessments required by state law, the school will use the following classroom and district assessment mechanisms to guide instruction, intervention, and enrichment. These established practices will be complemented by assessments embedded in the school's STREAM instructional program:

- **Universal Screeners:** All students will be assessed using a universal screener (such as mCLASS DIBELS 8 or an equivalent evidence-based tool) at the beginning, middle, and end of the school year to identify students at risk and to monitor progress toward early literacy and numeracy benchmarks.
- **Curriculum-Based Measurement (CBM):** Teachers will use curriculum-based measurement tools to conduct ongoing progress monitoring for students receiving intervention, providing frequent and actionable data on skill development.
- **Formative Classroom Assessment:** Teachers will conduct regular formative assessments — including observation, exit tickets, brief checks for understanding, and student work analysis — on a daily and weekly basis to adjust instruction in real time.
- **Benchmark and Interim Assessments:** The school will administer grade-level benchmark or interim assessments aligned to state standards at regular intervals throughout the school year to provide teachers and the APC with broader data on student progress relative to standards.
- **Data Review Cycles:** All assessment data will be reviewed collaboratively by staff through structured data inquiry cycles, connecting findings directly to instructional planning and professional development priorities.
- **STREAM Performance Assessments:** Teachers will assess student learning through investigations, design challenges, presentations, and completed projects using criteria aligned with the academic standards addressed. These assessments will complement traditional measures of academic achievement by evaluating students' ability to apply knowledge and skills across subject areas through problem-solving, critical thinking, and real-world applications. Evidence may include science notebooks, mathematical calculations and data displays, written explanations, models, and student reflections. Classroom teachers and specialists will review this evidence during collaborative planning to identify misconceptions, determine needed supports or extensions, and plan subsequent instruction.

Table 3-1: Section 3 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Description of educational program	Section 3.i, pg. 11	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	Appendix F	
Evidence of written plan to address PTR and projected enrollment	Section 3.ii, pg. 12	
Description of plans for serving special education, vocational education, gifted and bilingual students	Section 3.iv, pg. 13	
Evidence of written objectives for program achievement	Section 3.v, pg. 14	
Description of mechanisms for student assessment in addition to those required by state law	Section 3.vi, pg. 16	

SECTION 4. PROFESSIONAL DEVELOPMENT

SECTION4.I. DESCRIPTION AND SCHEDULE FOR STAFF DEVELOPMENT ACTIVITIES

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

Soldotna Elementary Charter School is committed to a professional development program that is purposeful, ongoing, and grounded in student achievement data. The school recognizes that the quality of instruction is a significant in-school factor in student outcomes and that supporting teachers' professional growth is essential to the charter's mission.

Professional development at Soldotna Elementary will be organized around the following priorities:

1. Strengthening core instructional practices in reading, writing, and mathematics;
2. Developing and refining differentiated instruction strategies to serve students with diverse learning needs;
3. Building teacher capacity to use data effectively for instructional decision-making;
4. Supporting implementation of the STREAM framework and coordination with Science, Music, and Physical Education specialists; and
5. Ensuring ongoing compliance with special education, 504, and LEP requirements.

Professional development will occur through multiple structures throughout the school year. The schedule below establishes the anticipated recurring framework; specific dates and durations will be finalized annually with the KPBSD academic calendar and school master schedule.

- **Dedicated Professional Development Days:** The school will participate in all district-scheduled professional development days as provided in the KPBSD academic calendar. Time within existing scheduled staff development and preparation days before the start of student instruction will be dedicated to orienting staff to the charter's mission, goals, instructional priorities, and data systems.
- **Professional Learning Communities and Collaborative Planning:** Teachers will participate in regularly scheduled collaborative planning, or Professional Learning Community (PLC) time, to support review of student data, coordination of instruction, co-planning, and reflection on instructional practice. Recurring Science, Music, and Physical Education specialist rotations may be used to create predictable blocks for individual preparation, grade-level or team collaboration, curriculum mapping, development of STREAM connections, and job-embedded professional learning. Scheduling will be consistent with KPBSD requirements and applicable negotiated agreements and will not replace required individual teacher preparation time unless an approved agreement expressly permits that arrangement.

- **Data Review Cycles:** At the beginning, middle, and end of the school year, staff will participate in structured data review sessions aligned to universal screener and benchmark assessment results. These sessions will drive decisions about targeted professional development topics and intervention strategies.
- **Coaching and Observation:** The school principal will conduct regular classroom observations and provide feedback to teachers as part of a continuous improvement cycle. Teachers will have opportunities to observe one another and to engage in structured instructional coaching.
- **SEL-support:** We are committed to providing strong social-emotional learning (SEL) support for students and staff. Our goal is to provide dedicated SEL support, potentially through a counselor or similar position, who can work directly with students while also helping train teachers and staff in SEL principles and strategies. Recognizing that funding and staffing availability may affect our ability to maintain a dedicated position, we will pursue other approaches as needed to ensure SEL remains an integrated part of the school's program.
- **External Professional Development:** Career Development Grants are available for teachers to apply for once every two years. However, as funding is available, Soldotna Elementary Charter School will aim to provide teachers additional professional developing funding to attend relevant state or national professional development events, trainings, or conferences aligned to school priorities, including STREAM-related training, STEM-certifications, literacy instruction, and data-driven instruction.

Mission-Aligned Professional Development and Specialized Learning Opportunities

Consistent with the school's STREAM philosophy, the school will seek to provide professional development opportunities that strengthen staff capacity to deliver integrated, inquiry-based, and hands-on learning experiences. As funding allows, professional development resources will be prioritized according to the school's mission, instructional priorities, and demonstrated needs, with the goal of ensuring that specialized teacher training translates into meaningful and distinctive learning opportunities for students.

To support the development of strong foundational literacy skills, primary-grade teachers will be encouraged to pursue specialized professional learning in the science of reading. Subject to available funding and administrative approval, opportunities may include the Science of Reading Academy, Amplify's science of reading professional learning, LETRS, the Institute for Multi-Sensory Education (IMSE), or comparable evidence-based training. This emphasis reflects the school's belief that early literacy proficiency is essential to students' long-term academic success and their ability to engage meaningfully with the full STREAM curriculum.

To advance the school's commitment to STEM learning, engineering design, innovation, and problem-solving, intermediate-grade teachers may be supported in pursuing specialized professional development through programs such as:

- **Project Lead The Way (PLTW):** Provides curriculum-specific professional development to prepare teachers to deliver hands-on engineering, computer science, and other STEM learning experiences.
- **National Institute for STEM Education (NISE):** Offers professional certification and learning opportunities focused on effective STEM instruction and the integration of science, technology, engineering, and mathematics.
- **National Science Teaching Association (NSTA):** Provides professional learning opportunities related to science and engineering practices, inquiry-based instruction, and project-based learning.
- **National Inventors Hall of Fame (NIHF):** Offers professional learning experiences focused on invention, innovation, creative problem-solving, and hands-on learning.

To strengthen the school's experiential and place-based learning connections to the Kenai Peninsula, teachers may also be supported in pursuing outdoor and environmental education training, such as:

- **Project WILD:** A conservation and environmental education program, coordinated in Alaska by the Alaska Department of Fish and Game, that prepares educators to use hands-on, interdisciplinary activities about wildlife and ecosystems, including Alaska-specific materials.
- **iTREC!:** A place-based professional development workshop series offered by the Iditarod Historic Trail Alliance with partners including the BLM Campbell Creek Science Center and Chugach National Forest, in which teachers develop place-based service-learning curriculum connected to the Iditarod National Historic Trail.

To ensure that the arts remain an integral component of the school's STREAM approach, teachers interested in strengthening arts instruction may also be supported in pursuing professional learning through programs such as:

- **Alaska Arts Education Consortium (AAEC) Summer Arts Institutes:** One- to two-week summer immersion programs held in communities across Alaska that prepare teachers to integrate visual art, music, drama, dance, and movement into everyday instruction.
- **National Art Education Association (NAEA):** Provides professional learning opportunities, resources, and conferences focused on effective visual arts instruction.

These opportunities are intended to help teachers develop specialized expertise that extends beyond conventional instructional approaches and supports the implementation of the school's distinctive educational philosophy. Participation will be determined by the administrator based on alignment with the school's mission and instructional priorities, staff needs, program availability, and available financial resources. The school will seek to incorporate the knowledge and skills gained through professional development into curriculum planning, classroom instruction, interdisciplinary projects, and student learning experiences, thereby ensuring that professional learning directly advances the school's mission.

Planned Professional Development Schedule

The school anticipates the following professional-development cycle, as shown below in Table 4-1. The schedule is designed to provide both recurring structures and flexibility to respond to student achievement data, staff needs, changes in KPBSD curriculum or requirements, and priorities identified by the APC and school administration.

Table 4-1: Professional Development Schedule

Timing / Frequency	Professional Development Activity	Primary Focus
Before the start of each school year	School-level orientation and instructional planning	Charter mission and goals; instructional expectations; STREAM model; coordination among classroom teachers and Science, Music, and Physical Education specialists; student-support systems; safety and operational procedures.
KPBSD-designated in-service days	District and school professional development	District-required training; curriculum implementation; assessment; special education, 504, and English Learner requirements; school-specific instructional priorities.
Weekly or regularly scheduled collaboration blocks	Grade-level/team collaborative planning	Student work and data review; lesson planning; intervention coordination; curriculum mapping; differentiation; integration of Science, Music, Physical Education, and STREAM experiences.
Beginning of year	Initial data-review cycle	Universal screener and baseline assessment review; identification of student needs; intervention planning; instructional grouping.
Fall semester	Instructional-practice and STREAM development	Core literacy and mathematics instruction; interdisciplinary planning; hands-on science and engineering; specialist/classroom-teacher coordination; effective use of formative assessment.
At least monthly during the school year	Professional learning / vertical collaboration	Topics identified from student data and implementation needs, including differentiation, intervention, SEL, classroom practices, curriculum alignment, and STREAM implementation.
Midyear	Formal midyear data-review cycle	Benchmark assessment results; effectiveness of interventions; regrouping; adjustment of instructional strategies and professional-development priorities.
Winter/Spring	Inclusive-practices and student-support development	Special education, 504, English Learner support, MTSS, SEL, behavior supports, and strategies for meeting diverse student needs.
At least once each semester, as scheduling permits	Coaching, peer observation, or instructional feedback	Observation of instructional practice; feedback; sharing effective practices; reflection and continuous improvement.
Spring	Vertical planning and curriculum articulation	Alignment across grade levels; identification of gaps or duplication; planning for student transitions; refinement of STREAM and specialist integration.
End of year	Annual program and professional-development review	Student achievement and growth results; school climate and survey information; implementation review; priorities for the following year.
As approved and funding permits	External professional learning	Conferences, workshops, certifications, or other training aligned with literacy, mathematics, STREAM, science, arts, physical education, SEL, leadership, or other charter priorities.

The schedule above establishes the recurring professional-development framework. Specific dates, durations, and annual topics will be finalized with the KPBSD academic calendar and school master schedule before each school year. Recurring Science, Music, and Physical Education specialist rotations are intended to provide students with dedicated

instruction while also creating predictable periods during which classroom teachers may engage in individual preparation, grade-level collaboration, curriculum mapping, data review, and job-embedded professional learning. The master schedule will distinguish required individual teacher preparation time from collaborative or professional-learning activities and will comply with applicable KPBSD requirements and negotiated agreements. The principal will coordinate the annual professional-development calendar, and the APC will review the overall plan as part of its annual review of charter implementation.

Table 4-2: Section 4 – Reviewer Rating Template

Sub-Element	**Page Number / Appendix**	**Rating: Compliant / Noncompliant**
Description of and schedule for planned professional development	Section 4, pg. 19 Appendix E	

SECTION 5. FACILITY

SECTION5.I. LOCATION, DESCRIPTION, AND LEASE INFORMATION

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

Soldotna Elementary Charter School prefers to continue operating in the existing Soldotna Elementary School building, which is a KPB-owned public school building located in Soldotna, Alaska. The facility meets all applicable codes and requirements for public school buildings in Alaska.

The school recognizes that District and Borough plans for consolidation, redevelopment, and potential partial demolition may affect the availability of the existing building. Accordingly, this application proposes several facility options for joint consideration. A final location and occupancy agreement have not yet been secured. The school is willing to work with KPBSD and the KPB to identify a safe, financially sustainable arrangement that supports the proposed instructional program and maintains access for Soldotna families. Below are three other potential options Soldotna Elementary Charter School could discuss with KPBSD.

Option 1: Temporary use of the existing Soldotna Elementary building. The school requests consideration of continued occupancy for a mutually agreed period, while a permanent solution is developed. This review would address building condition, necessary maintenance, operating costs, and compatibility with planned construction or demolition. Temporary occupancy would provide continuity for students and staff and time to evaluate permanent locations and potential funding sources.

Option 2: Space within the Soldotna Prep or Redoubt building at the consolidated campus. The school requests consideration of dedicated instructional space within the Soldotna Prep building or Redoubt building, either independently or shared with another school or District program. A shared arrangement could provide opportunities to coordinate nursing coverage, utilities, custodial services, maintenance, food service, transportation, and special education support staff. These arrangements would be evaluated against actual student needs, staffing capacity, and costs. Shared services would preserve required student supports, including services specified in individual students' IEPs.

Under a shared arrangement, Soldotna Elementary Charter School would maintain its approved instructional program and APC governance responsibilities. A written agreement

would identify dedicated classrooms, shared spaces, scheduling, supervision, and the allocation of service and facility costs.

Option 3: Another suitable existing facility or phased facility arrangement. The school is also willing to evaluate available space in another District or Borough facility, renovation of an existing community building, or a leased facility within the Soldotna area. Where appropriate, a phased arrangement could combine existing instructional space with approved modular classrooms. Each alternative would be evaluated for accessibility, transportation, educational suitability, renovation needs, operating costs, and applicable public-school health and safety requirements.

Right of First Refusal and Occupancy Agreement. The school will request a documented review with KPBSD of facility options and the right of first refusal for a lease of qualifying space under AS 14.03.255(d). The process will include identifying potential spaces, obtaining the chief school administrator's health and safety determination, documenting offers and the school's responses, and negotiating applicable occupancy terms. If the District requires lease payments for space covered by this provision, the agreement will follow the statutory limit based on actual operational costs per square foot.

The selected facility's location, description, assigned space, capacity, occupancy period, and responsibilities for utilities, maintenance, insurance, and other costs will be incorporated into Appendix B and any associated facility agreement before occupancy. Required District, Borough, and other approvals will be obtained.

SECTION5.II. FACILITY PLANS AND PROJECTED GROWTH

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

Soldotna Elementary Charter School will pursue facility planning collaboratively with KPBSD and the KPB. The immediate objective is to secure adequate space for the proposed K–6 program. The longer-term objective is a stable facility arrangement that supports instruction, maintains access for families, and is financially sustainable.

Facility planning will address classrooms; science and STREAM activities; music and arts instruction; physical education; project-material storage; meals; and appropriate spaces for intervention, special education, nursing, and administrative services. Where space is shared, schedules and operating agreements will provide reliable access to the spaces needed to implement the approved program.

During the initial operating period, the APC will seek to establish a joint facility-planning process with District and Borough representatives. This process will compare continued use of existing facilities, shared occupancy, renovation, and new construction based on

educational suitability, building condition, transportation access, implementation time, and total capital and operating costs.

If a permanent solution requires acquisition, renovation, or construction, the school will work with the District, Borough, and eligible partners to investigate funding and financing opportunities. Potential sources include USDA Community Facilities direct loans and grants, USDA Community Facilities guaranteed loans, financing supported through the federal Credit Enhancement for Charter School Facilities Program, and Alaska school construction or major maintenance grants. These are potential resources to investigate; no award or financing commitment is assumed in this application.

Any financing proposal will identify an eligible applicant or borrower, required approvals, ownership arrangements, matching funds, and a sustainable repayment plan. Facility commitments will be evaluated alongside the operating budget to protect instructional staffing and required student services.

Enrollment growth will be considered in relation to approved facility capacity, classroom staffing, available funding, transportation, and student-support needs. Any significant expansion or relocation will require APC review and applicable District and Borough approvals. The facility plan and related provisions of Appendix B will be updated as agreements are reached.

The school is committed to working constructively with KPBSD and the Borough to find a workable facility solution, including temporary occupancy, shared space, or another suitable location within the Soldotna community.

Table 5-1: Section 5 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	Section 5, pg. 25	
Evidence of a written facility plan	Section 5, pg. 25	

SECTION 6. ADMISSION

SECTION6.I. WRITTEN ADMISSION POLICIES AND PROCEDURES

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)

Soldotna Elementary Charter School's written admission policies and procedures are included as Appendix G. As a conversion charter school, Soldotna Elementary makes all students eligible to enroll for students residing within the existing school's attendance boundary (see Appendix K). This automatic eligibility model is a defining and intentional feature of the school's approach. Families residing within the attendance boundary will be automatically eligible to enroll and will affirmatively choose whether to attend Soldotna Elementary Charter School. The school will work with KPBSD to establish a streamlined enrollment process through the standard district registration system, minimizing additional applications and administrative steps for families. This approach removes enrollment barriers and ensures that the charter serves its entire community, consistent with the school's core commitment to inclusivity.

BASIS FOR THE PROPOSED NEIGHBORHOOD ENROLLMENT MODEL

AS 14.03.265 subsection (a) uses permissive language describing populations a charter school may serve but does not expressly prohibit retaining or developing an existing attendance boundary. Furthermore, Soldotna Elementary Charter School falls within the identified grade-level category by serving grades K–6, and our proposed neighborhood model serves the general neighborhood population and their families whose work schedules, caregiving responsibilities, or other circumstances limit their ability to research school options, navigate separate application processes, or make substantial time commitments to school participation.

AS 14.03.265(b) requires a charter school to enroll eligible students who submit a timely application, subject to capacity, and prohibits requiring a student to attend a charter school. The school therefore proposes that standard KPBSD registration serve as the application and affirmative family choice to attend, without requiring attendance-area families to complete a separate charter-school application.

Our approach preserves voluntary attendance, reduces administrative barriers, and maintains neighborhood access. Therefore, our provisions meet the requirements of AS 14.03.265.

All students within the attendance boundary are eligible to attend Soldotna Elementary Charter School, including students with disabilities, English language learners, students experiencing poverty, and students of all backgrounds and abilities. The school will not use academic performance, behavior history, or any other screening criteria as a condition of enrollment. Admission policies comply fully with AS 14.03.255(c)(3) and all applicable non-discrimination requirements under state and federal law, including protections against discrimination based on race, color, national origin, sex, disability, age, and religion.

Attendance at Soldotna Elementary Charter School will be voluntary. Families residing within the attendance boundary who do not wish to participate in the charter program will retain the option to attend another KPBSD public school. Before implementation, the school will work with KPBSD to establish and communicate a placement process for these families, including identification of receiving neighborhood schools, enrollment procedures, and applicable transportation arrangements.

To support predictable enrollment and staffing across area schools, the school will coordinate with KPBSD to collect family enrollment intentions, develop grade-level enrollment projections, establish planning timelines, and share updated enrollment information. Planning will consider capacity, staffing, student support needs, and transportation at both the charter school and receiving schools.

Students residing outside the attendance boundary who wish to attend Soldotna Elementary Charter School may apply through the district's standard open enrollment and out-of-area attendance request process, subject to available capacity. Transfer students will be afforded equal consideration in accordance with district policy.

NOTE: This neighborhood enrollment approach is designed specifically for the conversion of Soldotna Elementary and should not be assumed appropriate for every charter school. Charter programs differ in their instructional models, transportation and meal arrangements, and expectations for family participation. Where attendance depends on a student's academic standing, or a family's ability to provide transportation, meet substantial time commitments, or navigate additional enrollment requirements, automatic neighborhood eligibility does not provide practical access for the full population.

SECTION6.II. WRITTEN STUDENT RECRUITMENT PROCESS AND ENROLLMENT PROCEDURES

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

The written student recruitment and enrollment process for Soldotna Elementary Charter School is included as Appendix H. Because eligibility is automatic for all students within the

attendance boundary, no lottery or competitive selection process is required or used. The school will not hold a lottery under normal enrollment conditions.

The school will communicate proactively with families each spring regarding enrollment for the upcoming school year, through kindergarten round-up, including information about the charter school's mission, educational program, and any updates to programming.

In the event that the school receives transfer requests from students outside the attendance area that exceed available capacity beyond current enrollment levels, the school will use a random lottery process, consistent with AS 14.03.265(b), to select among eligible transfer applicants. Transfer students not selected will be placed on a waiting list in order of selection. Details of this process are documented in Appendix H.

Table 6-1: Section 6 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Evidence of written admission policies and procedures	Section 6, pg. 28	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	Section 6, pg. 29 Appendix H	

SECTION 7. FISCAL

SECTION7.I. BUDGET SUMMARY AND FINANCIAL PLAN

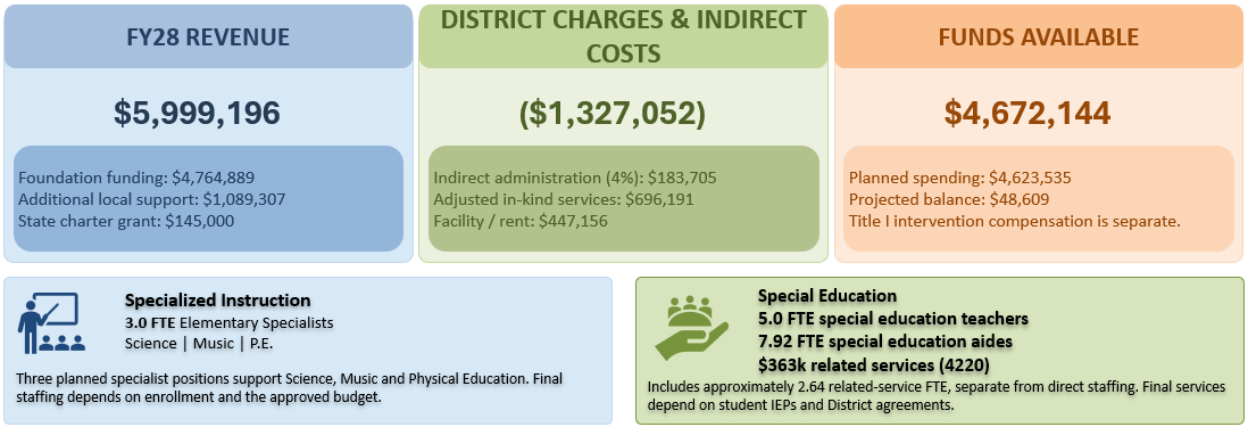
Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; 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)

Soldotna Elementary Charter School's preliminary FY28 budget uses a planning enrollment of 290 students in grades K–6. The model provides $5,999,196 in total revenue, including a $145,000 state charter school grant under AS 14.03.264. After $1,327,052 in preliminary District administrative, adjusted in-kind, and facility charges, the school has $4,672,144 available for first-year expenditures. Planned spending totals $4,623,535, leaving a projected balance of $48,609. Appendix I and the accompanying first-year budget workbook provide the detailed assumptions and calculations.

Revenue sources include $4,764,889 in foundation funding, $1,089,307 in additional allowable local support, and the $145,000 charter school grant estimate. The grant calculation uses $500 for each of the 290 planned students. The actual award depends on eligible enrollment on October 1 of the first year in which the school applies and completion of the applicable grant requirements. The school will use any award for allowable educational services. The first-year spending plan includes $100,000 in curriculum purchases and $45,000 in technology purchases. These costs and the anticipated grant are included in the budget presented here.

The model retains KPBSD's preliminary 4 percent indirect administrative calculation of $183,705, adjusted in-kind service charges of $696,191, and facility/rent costs of $447,156. The indirect charge supports central administrative functions such as payroll, accounting, purchasing, and accounts payable. The adjusted in-kind amount covers audit, maintenance, liability insurance, property insurance, and workers' compensation. Custodial payroll and utilities appear as direct school expenditures, with corresponding amounts removed from the in-kind deduction to avoid counting them twice. Final charge calculations and assigned services remain subject to confirmation with KPBSD.

Figure 7-1: Revenue Sources



The preliminary staffing plan includes 12 classroom teachers, three specialist teachers in Science, Music, and Physical Education, five special education teachers, the principal, and 0.25 FTE of itinerant certificated support. It also includes 7.92 special education aide FTE and planned library, nursing, office, and custodial support. An additional 1.5 anticipated Title I intervention FTE appears in the staffing plan, with compensation excluded from this operating expenditure total. KPBSD must confirm the FY28 Title I allocation and staffing arrangement before the school relies on that support. No additional Title I revenue is added to the first-year funds shown above.

Direct personnel expenditures total $3,940,517, including salaries, substitutes, health benefits, and employer payroll costs. The budget separately includes $363,359 for Function 4220 related services, representing approximately 2.64 related-service FTE. Those allocations are outside the direct staffing FTE total. Student IEPs and confirmed service arrangements will determine final special education staffing and related-service coverage.

All staffing levels depend on final enrollment, student service needs, funding, and approved staffing arrangements. The school will seek separate-grade classrooms where enrollment and funding support them. Mixed-grade classrooms will be considered only if necessary after final enrollment, staffing, and budget decisions. The 12-classroom assumption does not establish a final grade configuration or guarantee particular class sizes.

Other first-year expenditures include $133,223 in utilities, instructional and operating expenses, and the curriculum and technology purchases described above. The $48,609 projected balance represents approximately 1.0 percent of available first-year funds and remains subject to final costs. Unawarded competitive grants, fundraising, philanthropic contributions, and unconfirmed partner support provide no assumed revenue in this budget. The APC and principal will prioritize core instruction and legally required student services when adjusting the plan.

SECTION7.II. FINANCIAL RECORDS AND OVERSIGHT

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

Soldotna Elementary Charter School will maintain financial records through the KPBSD financial management system, consistent with the District's established accounting policies and procedures. The school principal will have day-to-day responsibility for budget management and will operate in compliance with District financial policies applicable to school administrators.

The APC will provide ongoing fiscal oversight through regular review of budget-to-actual reports, projected year-end expenditures, staffing costs, District charges, and other material financial information. Financial status will be included as a standing agenda item at regular APC meetings. The APC and principal will also review significant changes in enrollment, staffing, special education service requirements, or other conditions that may materially affect the school's financial position.

The school's financial records will be incorporated into KPBSD's accounting system and will be subject to the District's annual independent audit, providing external accountability for the school's fiscal operations.

SECTION7.III. METHOD OF ACCOUNTABILITY FOR RECEIPTS AND EXPENDITURES

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

All receipts and expenditures for Soldotna Elementary Charter School will be processed through the KPBSD accounting system. The school principal will review and approve expenditures in accordance with District purchasing, procurement, and budget policies. Expenditures will be coded to the school's program budget and applicable accounting functions to allow accurate tracking of personnel, student services, instructional programs, supplies, equipment, and other charter-school expenditures.

Budget-to-actual financial reports will be reviewed regularly by the principal and APC. Material variances from the approved budget will be identified and addressed through adjustments to staffing, operating expenditures, reserves, or other budget categories as appropriate and consistent with the charter contract and KPBSD requirements.

All financial activity will be subject to the annual independent District audit. In the event of a significant discrepancy or fiscal concern, the principal will notify the APC and KPBSD administration. Upon termination of the charter, unused funds and property will be

addressed in accordance with applicable law, KPBSD requirements, and the termination provisions of the charter contract.

Table 7-1: Section 7 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Written budget summary and financial plan	Section 7.i, pg. 31 Appendix I	
Description of how financial records will be kept	Section 7.ii, pg.33	
Description of accountability for receipts and expenditures	Section 7.iii, pg. 33	

SECTION 8. TRANSPORTATION

SECTION8.I. PLAN FOR PUPIL TRANSPORTATION

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

A plan for pupil transportation and the KPBSD charter school transportation policy is included as Appendix J, consistent with AS 14.09.010(e)(1–3)(f)(g) and 4 AAC 33.110(a)(19).

As a conversion charter school, Soldotna Elementary Charter School will continue to provide transportation to students consistent with the transportation services available to the existing Soldotna Elementary student population. Students eligible for transportation under KPBSD policy will receive the same transportation services as students attending any other district school serving comparable grade levels and geographic areas.

Because Soldotna Elementary Charter School will continue to serve students within the existing attendance boundary, transportation needs are not expected to differ materially from those of the current school. The KPBSD transportation department will continue to provide routing and transportation services for eligible students within the current boundary. Any changes to student population as a result of open enrollment transfers from outside the attendance area will be evaluated for transportation eligibility in accordance with district policy.

The district's charter school transportation policy, addressing eligibility, routing, and any cost-sharing arrangements between the charter school and the district, is included in Appendix J. The school will comply with all applicable requirements under AS 14.09.010 and 4 AAC 27.057.

Table 8-1: Section 8 – Reviewer Rating Template

Sub-Element	Page Number / Appendix	Rating: Compliant / Noncompliant
Plans for pupil transportation	Section 8, pg. 35 Appendix J	

APPENDIX A. EVIDENCE OF BOARD APPROVAL

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

To be provided upon receipt

APPENDIX B. SIGNED CONTRACT

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

To be provided upon receipt

APPENDIX C. CHARTER SCHOOL BYLAWS

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

MISSION STATEMENT

Soldotna Elementary Charter School exists to ensure every student grows, achieves, and leaves with the foundational skills needed to succeed in their next stage of education and life. Our approach is grounded in strong core academics and reinforced by a supportive and consistent school culture.

ARTICLE 1: NAME

The name of the school shall be Soldotna Elementary Charter School, hereinafter referred to as the school.

ARTICLE 2: PURPOSE

The primary purpose of Soldotna Elementary Charter School is to ensure every student thrives academically and develops the foundational skills needed for success in future education and life. The school is committed to maintaining high expectations for all students while providing the support necessary to meet all individual learning needs.

The charter will focus on strengthening academic growth through strong foundations in reading, writing, and mathematics while providing regular, standards-aligned instruction in science, music, and physical education. The school will use STREAM—Science, Technology, Reading, Engineering, Arts, and Mathematics—to extend and apply core learning through hands-on, meaningful experiences connected to real-world problem-solving, collaboration, creativity, and critical thinking. The school will also incorporate SEL practices throughout instruction and school culture to help students build the skills necessary to engage successfully in collaborative learning, problem-solving, communication, and academic growth.

The Academic Policy Committee shall support the fulfillment of the School's mission by establishing policy, overseeing academic performance, and ensuring alignment with the School's charter. The School shall conduct its affairs in accordance with its mission, these Bylaws, its charter contract, and applicable federal, state, and district requirements.

ARTICLE 3: ACADEMIC POLICY COMMITTEE (APC)

SECTION 1: AUTHORITY

The Academic Policy Committee (APC) serves as the governing body of Soldotna Elementary Charter School. The APC shall act as a single governing body, and no individual APC member shall have authority to act on behalf of the APC unless specifically authorized by these Bylaws or by action of the APC.

The APC is responsible for establishing policy, overseeing the academic operation and performance of the School, providing financial oversight, and ensuring that the School operates in accordance with its mission, charter contract, applicable laws, and district policies.

The APC does not manage the day-to-day operations of the School. Operational responsibility rests with the School Administrator.

SECTION 2: RESPONSIBILITIES

The APC shall:

1. Support the academic operation of Soldotna Elementary Charter School and ensure fulfillment of the School's mission and charter.
2. Establish and approve School policies within the authority granted to the APC.
3. Oversee the academic program, curriculum, and implementation of the School's educational model.
4. Review and monitor student achievement and the School's progress toward its academic goals and performance objectives.
5. Review and approve the annual budget and provide ongoing oversight of the School's financial condition.
6. Review and approve significant budget changes as required.
7. Review and approve contracts and agreements requiring APC action.
8. Select and annually evaluate the School Administrator in accordance with applicable law and district policy.
9. Delegate appropriate administrative responsibilities to the School Administrator while retaining the APC's governing and oversight responsibilities.
10. Ensure compliance with the School's charter contract, applicable federal and state law, and KPBSD requirements.
11. Ensure the confidentiality of student, personnel, executive session, and other protected information as required by law.
12. Receive reports from the School Administrator and staff regarding academic performance, operations, finances, and other matters affecting the School.
13. Consider questions, concerns, and recommendations brought before the APC by parents, students, staff, and members of the School community.
14. Promote professional conduct consistent with KPBSD policies and the mission of Soldotna Elementary Charter School.
15. Regularly review the performance and effectiveness of the School's educational program.

16. Be accountable to the KPBSD School Board in accordance with Alaska charter school law and the School's charter contract.
17. Review these Bylaws annually and consider amendments as needed.
18. Carry out all other responsibilities assigned to the APC by applicable law, the School's charter contract, these Bylaws, or district policy.

SECTION 3: COMPOSITION

The APC shall consist of eight (8) voting members:

- Five (5) parent or guardian representatives;
- Two (2) staff representatives, at least one of whom shall be a certificated teacher; and
- The School Administrator.

Parent or guardian representatives must have a student currently enrolled at Soldotna Elementary Charter School. Only one parent or guardian from the same immediate family may serve on the APC at the same time.

The School Administrator shall be a voting member of the APC except on matters involving the Administrator's evaluation, compensation, employment, retention, discipline, or removal, or when otherwise required to abstain due to a conflict of interest.

SECTION 4: TERMS

Parent or guardian representatives shall serve three (3) year terms. Terms shall be staggered to promote continuity of the APC.

Staff representatives shall serve one (1) year terms.

The School Administrator shall serve on the APC for the duration of their service as Administrator of Soldotna Elementary Charter School.

There shall be no limit on the number of consecutive or non-consecutive terms a parent or staff representative may serve, provided the member continues to meet eligibility requirements and is duly re-elected or reselected.

SECTION 5: VACANCIES

If a vacancy occurs before the completion of a parent or staff representative's term, notice of the vacancy shall be provided to invite applications for the seat.

The vacancy may be filled by a majority vote of the remaining APC members from among eligible applicants. An appointed member shall serve until the next regular election or staff

selection process, at which time the seat shall be filled for the remainder of the unexpired term, if applicable.

No vacancy shall remain unfilled for longer than six (6) months unless the APC documents reasonable efforts to fill the position.

SECTION 6: COMPENSATION

Participation in the APC is voluntary. APC members shall receive no monetary or non-monetary compensation for service on the APC.

SECTION 7: RESIGNATION

Any APC member may resign at any time by providing written notice to the APC Chair or Secretary.

The resignation shall take effect on the date specified in the notice or, if no date is specified, upon receipt of the notice.

SECTION 8: ATTENDANCE

APC members are expected to attend all regular and special meetings of the APC.

Members who are unable to attend a meeting should notify the APC Chair as soon as reasonably possible.

Two (2) consecutive unexcused absences, or repeated failure to attend APC meetings, may constitute grounds for removal from the APC.

The Secretary or designee shall maintain a record of APC member attendance at regular and special meetings.

SECTION 9: REMOVAL

An APC member may be removed for cause, including:

1. Failure to meet attendance requirements;
2. Failure to fulfill the responsibilities of APC membership;
3. A significant undisclosed conflict of interest;
4. Unauthorized representation of the APC or School;
5. Violation of confidentiality requirements;
6. Conviction of a felony or other criminal offense that materially affects the member's ability to serve on the APC;
7. Conduct that results in a legal disqualification from serving in the position; or

8. Other conduct that materially interferes with the member's ability to fulfill the duties and responsibilities of the position.

The APC member whose removal is under consideration shall be provided notice of the proposed action and an opportunity to respond before a vote is taken.

The member whose removal is under consideration shall not vote on the matter.

Removal shall require a majority vote of the remaining eligible voting members.

SECTION 10: 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.

SECTION 11: OFFICERS AND DUTIES

The APC shall elect a Chair, Vice Chair, and Secretary annually from among the parent or guardian representatives.

Chair. The Chair shall preside at APC meetings, work with the School Administrator to develop agendas, ensure required meeting notices are posted, and serve as the primary liaison between the APC and the School Administrator.

Vice Chair. The Vice Chair shall perform the duties of the Chair in the Chair's absence and carry out other duties assigned by the APC.

Secretary. The Secretary shall ensure accurate meeting minutes are maintained, required notices and approved minutes are posted or distributed, and APC governance records are maintained.

Staff Representatives. Staff representatives shall attend APC meetings, participate in APC decisions, and provide staff perspectives and reports as appropriate.

School Administrator. The School Administrator shall attend APC meetings, participate as a voting member except as otherwise provided in these Bylaws, provide regular academic, operational, staffing, and financial reports to the APC, and implement APC policies and decisions.

ARTICLE 4: ELECTION AND SELECTION OF APC MEMBERS

SECTION 1: ELECTION COMMITTEE

By February of each year, the APC Chair shall appoint an Election Committee consisting of at least two (2) APC members. The Chair should also appoint one (1) parent or guardian who is not currently serving on the APC, if a willing volunteer is available.

If no non-APC parent or guardian is available to serve, the Election Committee may consist solely of APC members.

The Election Committee shall oversee elections for parent representative seats and shall:

1. Provide notice of open APC parent representative seats;
2. Solicit and accept nominations from eligible candidates;
3. Verify candidate eligibility;
4. Provide the School community with the names of candidates and any candidate statements submitted;
5. Prepare and distribute a confidential ballot;
6. Establish and communicate voting dates and deadlines;
7. Verify voter eligibility and oversee the election process;

8. Count ballots and determine election results;
9. Notify candidates and the APC of the results; and
10. Maintain a written record of the final election results with the School's APC records.

Newly elected parent representatives shall take office at the first regular APC meeting following the election.

SECTION 2: PARENT REPRESENTATIVE ELIGIBILITY AND VOTING

Parent representative seats shall be filled by parents or legal guardians of students currently enrolled at Soldotna Elementary Charter School.

Only parents or legal guardians of currently enrolled Soldotna Elementary Charter School students shall vote in elections for parent representative seats.

Only one parent or guardian from the same immediate family may serve on the APC at the same time.

Each family shall be entitled to one ballot in the parent representative election.

SECTION 3: STAFF REPRESENTATIVE SELECTION

Staff representatives shall be selected annually by Soldotna Elementary Charter School staff.

At least one (1) staff representative shall be a certificated teacher.

Only current Soldotna Elementary Charter School employees shall be eligible to vote in the selection of staff representatives.

Staff representatives shall take office at the first regular APC meeting following their selection.

SECTION 4: BALLOTS AND TIE VOTES

Voting shall be conducted by confidential ballot in a form approved by the Election Committee. Proxy voting shall not be permitted.

If a tie affects the outcome of an election, a runoff election between the tied candidates shall be held within one calendar week.

ARTICLE 5: MEETINGS

SECTION 1: CONDUCT OF MEETINGS

APC meetings shall be conducted in an orderly manner consistent with these Bylaws and applicable law. Robert's Rules of Order may be used as a guide for meeting procedure and may be applied informally by the Chair to facilitate discussion and decision-making.

SECTION 2: REGULAR MEETINGS

The APC shall hold regular meetings at least six (6) times per year. Meeting dates and times shall be established by the APC and made available to the public. All regular meetings shall be open to the public in accordance with the Alaska Open Meetings Act.

SECTION 3: SPECIAL MEETINGS

Special meetings may be called by the Chair, Vice Chair, or any three (3) voting APC members. Business conducted at a special meeting shall be limited to the matters identified in the meeting notice.

SECTION 4: NOTICE OF MEETINGS

Notice and an agenda for regular APC meetings shall be posted at least seven (7) days before the meeting.

Notice of a special meeting shall be posted at least twenty-four (24) hours before the meeting, unless otherwise permitted by law.

Meeting notices shall include the date, time, location, and matters to be considered and shall be posted in a location accessible to the School community and on the School's website or other regular electronic communication platform.

SECTION 5: PUBLIC PARTICIPATION

Regular APC meetings shall include an opportunity for public comment. The APC may establish reasonable procedures for public participation to ensure meetings are conducted in an orderly and efficient manner.

SECTION 6: QUORUM AND VOTING

A quorum shall consist of five (5) voting APC members.

The action of a majority of members present and eligible to vote at a meeting where a quorum exists shall constitute action of the APC, unless a greater vote is required by law or these Bylaws. A tied vote does not pass.

If a quorum is not present, or if a quorum is lost during a meeting, discussion may continue but no vote or official action may be taken.

APC members may not vote by proxy.

SECTION 7: REMOTE PARTICIPATION

APC members may participate in meetings remotely when they are able to hear and participate in the discussion. Remote participation shall constitute presence at the meeting for purposes of quorum and voting.

The APC shall provide a virtual participation option for families and members of the School community when reasonably practicable.

SECTION 8: EXECUTIVE SESSIONS

The APC may enter executive session by majority vote and in accordance with applicable law. The motion to enter into an executive session shall identify the subject to be discussed.

Only persons invited by the APC or otherwise permitted by law may attend an executive session. No final action shall be taken in executive session.

Matters discussed in executive session shall remain confidential as required by law.

ARTICLE 6: SCHOOL ADMINISTRATION

SECTION 1: ROLE

The School Administrator shall be responsible for the day-to-day operation and management of Soldotna Elementary Charter School and for implementing the policies and decisions of the APC.

SECTION 2: RESPONSIBILITIES

The School Administrator shall:

- Oversee the academic program and daily operations of the School;
- Select, supervise, and evaluate School staff in accordance with applicable law, collective bargaining agreements, and KPBSD policy;
- Implement policies and decisions adopted by the APC;
- Ensure compliance with the School's charter, applicable laws, and district requirements;
- Prepare and present regular reports to the APC regarding academics, operations, staffing, and finances; and
- Develop and implement administrative procedures consistent with APC policy.

SECTION 3: RELATIONSHIP TO THE APC

The School Administrator shall work collaboratively with the APC to fulfill the School's mission and charter.

The Administrator shall be accountable to the APC as a governing body and shall not be subject to direction from individual APC members acting outside of official APC action.

ARTICLE 7: COMMITTEES

The APC may establish advisory committees as needed to support the work of the School.

Advisory committees shall:

- Serve in an advisory capacity only;
- Have no independent governing or decision-making authority; and
- Report recommendations to the APC for consideration and action.

The APC may determine the purpose, membership, responsibilities, and duration of each committee and may dissolve a committee when it is no longer needed.

ARTICLE 8: FINANCIAL OPERATIONS

SECTION 1: FINANCIAL OVERSIGHT

The APC shall provide oversight of the School's financial condition and ensure that financial decisions align with the School's mission, charter, and approved budget.

SECTION 2: BUDGET

The APC shall review and approve the annual School budget in accordance with KPBSD timelines and requirements.

Proposed changes to the approved annual budget shall be presented to the APC for review and approval.

SECTION 3: FINANCIAL MANAGEMENT

All financial transactions and accounting activities of Soldotna Elementary Charter School shall be conducted through the Kenai Peninsula Borough School District in accordance with district policies and procedures.

SECTION 4: FINANCIAL REPORTING

The School Administrator shall maintain appropriate School-level financial records and provide regular financial reports to the APC, including budget status, expenditures, and any significant changes affecting the approved budget.

ARTICLE 9: RECORDS AND TRANSPARENCY

SECTION 1: RECORDS

Soldotna Elementary Charter School shall maintain accurate records of APC meetings, including meeting notices, agendas, minutes, attendance, and actions taken.

SECTION 2: PUBLIC ACCESS

APC records shall be made available for public review in accordance with applicable public records laws and KPBSD requirements.

SECTION 3: CONFIDENTIALITY

The APC shall maintain the confidentiality of records and information as required by law, including student records, personnel matters, and information discussed in executive session.

ARTICLE 10: AMENDMENTS TO BYLAWS

These Bylaws may be amended by a two-thirds (2/3) vote of the full APC.

Proposed amendments shall be provided in writing to APC members and posted publicly at least seven (7) days before the meeting at which the amendment will be considered.

Any amendment shall be consistent with the School's charter, applicable law, and KPBSD requirements.

ARTICLE 11: INDEMNIFICATION

APC members shall be indemnified and held harmless in the conduct of official Soldotna Elementary Charter School business in the same manner as members of the KPBSD School Board.

ARTICLE 12: DISSOLUTION

In the event of dissolution of the charter school, all assets and liabilities shall be managed in accordance with the charter contract, district policy, and applicable law.

APPENDIX D. ACADEMIC POLICY COMMITTEE

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

FOUNDING ACADEMIC POLICY COMMITTEE MEMBERS AND QUALIFICATIONS

The Soldotna Elementary Charter School Academic Policy Committee (APC) has been developed through the charter planning process to provide parent, staff, and community representation in the governance of the proposed conversion charter school.

The founding APC will be formally constituted upon charter approval. Initial terms will be staggered to promote continuity of governance as the school transitions to charter status. Following the initial staggered terms, APC members will serve terms in accordance with the bylaws included in Appendix C.

Figure D-1: APC Member List & Qualifications

Name	Role	Initial APC Term	Qualifications / Notes
Ben Cheah	Chair	3	Parent of enrolled K–6 student
Kaiti Syerson	Vice-Chair	1*	Parent of enrolled K–6 student
Renae Olsen	Secretary	2	Parent of enrolled K–6 student
Brittany Scott	Parent Member (elected at large)	3	Parent of enrolled K–6 student
Bethany Fernstrom	Parent Member (elected at large)	1*	Parent of enrolled K–6 student
Joanna Stevenson	Staff Representative	1	Soldotna Elementary Staff
Katrina Cannava	Staff Representative	1	Soldotna Elementary Staff
TBD upon charter approval	School Administrator		School administrator or designee

Founding parent representative terms are intentionally staggered to establish continuity. Following the initial stagger, parent representatives will serve three-year terms in accordance with the APC bylaws.

APC MEMBER BIOS

Ben Cheah, Chair / Parent Representative

Ben is a parent of two Soldotna Elementary students and has been actively involved in the charter development process. He has participated in the development of the proposed school structure, governance model, educational priorities, and community engagement efforts. He studied Mechanical Engineering and has nearly two decades of experience

providing engineering consulting services and project management to regulatory and government agencies.

Kaiti Syverson, Vice-Chair / Parent Representative

Kaiti is a parent of a current Soldotna Elementary student and has been involved in the charter effort since its early planning stages. She has supported development of the charter application, APC governance documents, and family and community engagement.

Renae Olsen, Secretary / Parent Representative

Renae is a parent of a current student at Soldotna Elementary and has participated in the development of the proposed charter and formation of the APC. She brings experience in management, administration, and academic accreditation, with a strong background in organization, compliance, and quality improvement.

Brittany Scott, Parent Representative

Brittany is a parent of two Soldotna Elementary students and has been involved in the charter effort since its early planning stages. She has supported development of the charter application, APC governance documents, and family and community engagement. She has worked as a local pediatric speech-language pathologist for eight years, providing early intervention services, referred children to KPBSD Child Find program, and has collaborated with district Special Education providers. She has specialized knowledge of speech and language development as well as pre-literacy skills.

Bethany Fernstrom, Parent Representative

Bethany is a parent of a current Soldotna Elementary student and brings a parent perspective to the Academic Policy Committee. She has been an Alaskan educator for over 13 years and currently holds an Alaskan elementary teacher certificate. Bethany has taught elementary school in various villages across the state. She created and implemented a school wide Art and Science program for over 400 students during her last two years teaching.

Joanna Stevenson, [Teacher/Staff] Representative

Joanna is a member of the Soldotna Elementary staff and provides direct experience with the school's students, instructional environment, and day-to-day operations. Joanna is currently in her fourteenth year as an educator and her fourth year as the 5th/6th grade math teacher at Soldotna Elementary School. She has an undergraduate degree in elementary education and a master's degree in curriculum and instruction.

Katrina Cannava, [Teacher/Staff] Representative

Katrina Cannava is a member of the Soldotna Elementary staff and will provide staff perspective in the development and oversight of the charter's academic program. She 26 years of education experience and a master's degree in education. Besides Kindergarten, she has taught Pre-K, High school Title VI classes, Grade 4/5 general education classes, Title 1 Intervention, Science Club, STEM Club, Summer STEM Camps, Summer reading camps, Head Start and coached cross country running.

APC FORMATION AND CHARTER DEVELOPMENT MEETING MINUTES

The following meeting minutes document the work of the founding Academic Policy Committee during development of the Soldotna Elementary Charter School proposal. Meetings included discussion of the charter application, educational program, governance structure, bylaws, school administration, enrollment, staffing, and community feedback.

INITIAL CHARTER DISCUSSION

Date: November 13, 2025
Attendees: Kaiti Syverson, T'essa Blossom, C/O Rudstrom,

Meeting Summary

The group held an initial discussion regarding the possibility of pursuing charter status for Soldotna Elementary School. Discussion included school goals, mission, and theme.

INITIAL CHARTER DISCUSSION

Date: December 8, 2025
Attendees: Kaiti Syverson, T'essa Blossom, Rachael Nuendorf, Brittany Scott, Ben Cheah

Meeting Summary

The group continued discussion regarding the potential conversion of Soldotna Elementary School to a charter school and the process for exploring and developing a charter proposal.

CHARTER PLANNING DISCUSSION

Date: January 6, 2026
Attendees: Kaiti Syverson, T'essa Blossom, Ben Cheah, Brittany Scott, Megan Cheah, Heather Sledgers

Meeting Summary

The group continued preliminary charter planning and discussed next steps for evaluating the potential development of a conversion charter school. Discussion included parent and staff interest in the charter concept and the development of separate staff and parent input forms to gather feedback and help guide the planning process.

APC FORMATION MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Thursday, April 2, 2026

Attendees: Ben Cheah, Brittany Scott, Kaiti Syverson, T'essa Blossom, Megan Weston

Agenda

- Review teacher input survey results
- Review parent input survey results
- Discussion of school structure and vision

Meeting Summary

The group met to review educator and parent input and discuss the potential development of a charter school. Based on the feedback received, participants agreed to move forward with charter development and to continue meeting as part of the formation of the Academic Policy Committee (APC). The group also discussed expanding participation to include additional parents, educators, and community members as part of the APC formation process. Including inviting Sterling PTO members if the School Board approves the consolidation of Sterling Elementary into Soldotna Elementary.

Teacher Input Survey

Teachers expressed overall support for exploring charter status, with a strong emphasis on preserving the current school's strengths, including dedicated staff, a collaborative culture, small class sizes, and a supportive, student-centered environment. A successful charter model was described as one that enhances flexibility in curriculum and instruction, allows for increased teacher input and autonomy in decision-making, and supports differentiated learning to meet diverse student needs. Top priorities included curriculum quality, student engagement, flexibility, and protected time for teacher collaboration and planning. Concerns centered around maintaining staff cohesion and morale, ensuring adequate resources and support, navigating the uncertainty of transition, and preserving the inclusive, community-focused culture of the school. Many teachers also expressed interest in being involved in shaping curriculum and participating in the Academic Policy Committee.

Parent Input Survey

Parent feedback indicates strong overall support for a proposed charter school, with most families reporting they would be very likely to enroll their children. Families expressed a desire to maintain the current school's strengths, including strong teachers, small class sizes, and a safe, inclusive environment, while also enhancing personalized, engaging, and hands-on learning opportunities. Key priorities include strong core academics, student engagement, and continued family communication. Concerns noted included maintaining inclusivity, preserving existing staff and school culture, ensuring access to support services, and the need for clear and transparent communication as planning moves forward.

School Structure & Vision

Based on the review of teacher and parent survey feedback, the group discussed and aligned on the core structure and vision for the school. It was agreed that the school will be grounded in strong core academics, with a focus on reading, writing, and mathematics, supported by a long commitment to individual student growth.

The group discussed the importance of ensuring that all students are supported in making meaningful academic progress, recognizing that growth looks different for each learner. This includes a commitment to serving a full range of students, including those requiring additional academic support and special education services, within a structured and supportive learning environment.

The group also discussed the incorporation of STREAM as a component of the school's instructional approach. It was agreed that STREAM will be used to extend and apply core academic learning through hands-on and meaningful experiences, rather than serving as the primary instructional focus.

The vision for the school emphasizes a consistent and structured learning environment with clear expectations for students and staff. The group discussed the importance of maintaining strong instructional practices, providing appropriate supports for students, and creating a school environment that supports both academic growth and a positive school culture.

Next Steps

- Begin drafting initial application
- Prepare PowerPoint for parent feedback meeting
- Contact Sterling Elementary PTO and invite to next meeting

APC FORMATION MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Tuesday, April 14, 2026

Attendees: Ben Cheah, Brittany Scott, Kaiti Syverson, T'essa Blossom, Megan Weston, Megan Cheah, Garrett Soares, Whitney Fusaro, Brittany Gardner

Agenda

- Review Charter Application Draft 1
- Discuss charter priorities, vision, and mission
- Organize application sections and key questions
- Schedule community feedback meetings

Meeting Summary

Charter Application Discussion

The team conducted an initial review of Draft 1 of the charter application and identified key areas requiring clarification and further development.

- Enrollment Structure (Boundary-Based):
    - Discussed the intent to pursue boundary-based enrollment.
    - Identified need for guidance on best practices, including how to address families who may not wish to attend and any legal or operational limitations.
    - **Action:** Kaiti to contact the State Charter School Advocate for clarification.
- Preschool Inclusion:
    - Considered inclusion of a preschool program.
    - Decision made to move forward without preschool at initial launch, with the option to expand through a future amendment.
- Class Size Considerations:
    - Discussed implications of setting class size caps within a boundary-based enrollment model, including potential impacts on staffing and resource allocation.
    - Requires further refinement.
- Financial Considerations:
    - Confirmed that charter schools may carry over funds year-to-year, subject to district-imposed limits on carryover.

Boundary Lines

- Acknowledged that final district boundary lines are not yet defined.
- Agreed that the application will reflect anticipated boundaries, with flexibility for adjustment.
- A boundary map will be included in the appendix of the application.

School Resources and Program Priorities

The team discussed desired supports and partnerships to enhance student outcomes:

- Student Counselor / SEL Support:
    - Strong interest in incorporating a counselor to support SEL curriculum and provide a consistent, trusted presence for students, particularly in times of need.
- Community Partnerships:
    - Discussed leveraging existing partnerships between KPBSD and Kenaitze Indian Tribe for student support services.
    - Agreed to include language expressing intent to continue collaboration with Kenaitze and similar partners.
- After-School Programming:
    - Explored opportunities for after-school programs (e.g., tutoring, enrichment, athletics).
    - Identified potential funding sources such as "After the Bell" programs and existing district resources.
    - Noted potential for staff stipends to support programming.
- Sterling Elementary PTO Engagement:
    - Agreed on the importance of engaging Sterling Elementary PTO early in the process.
    - Plan to provide a tangible draft of the application for review and feedback, rather than abstract concepts.

Next Steps:

- Community Engagement:
    - Develop event flyers (two versions with different dates/locations/times) – ***Ben & Megan W.***
    - Create Google Form to collect interest and contact information – ***Kaiti***
    - Prepare presentation (PowerPoint) for parent/community meetings – ***All***
- Application Development:
    - Continue editing the charter application – ***All***
    - Assign sections to team members via comments within the draft – ***All***
- Logistics:
    - Reserve library space through PTO – ***Kaiti to coordinate with Leslie***
    - Schedule internal meeting: **April 28, 2026**
    - Schedule community meeting: **May 7, 2026**
    - Set up Zoom option for participation - ***Megan***

APC FORMATION MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Tuesday, April 28, 2026

APC Attendees: Ben Cheah, Brittany Scott, Kaiti Syverson, T'essa Blossom, Megan Weston

Meeting Summary

The group continued work on development of the charter application and preparation for upcoming parent and community engagement activities. Discussion included development of a PowerPoint presentation and informational handouts to clearly communicate the proposed school model, priorities, and charter concept to families and community members.

STERLING ELEMENTARY PTO PARENT INTEREST MEETING

Date: Thursday, April 30, 2026

APC/Planning Group Representatives Present: Ben Cheah & T'essa Blossom

Meeting Summary

Representatives of the charter planning group met with Sterling Elementary PTO members to provide information regarding the proposed charter and invite Sterling families to participate in the charter development process.

PARENT INTEREST MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Thursday, May 7, 2026

APC Attendees: Ben Cheah, Kaiti Syverson, Megan Weston, Brittany Scott, T'essa Blossom

Meeting Summary

The charter planning group held a parent interest meeting to provide families with information regarding the proposed conversion of Soldotna Elementary to a charter school and to gather feedback regarding the developing charter proposal.

APC FORMATION MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Thursday, June 11, 2026

Attendees: Ben Cheah & Kaiti Syverson

Meeting Summary

Ben and Kaiti met to continue development and review of the charter application.

SOLDOTNA ELEMENTARY PTO PARENT INTEREST MEETING

Date: Wednesday, September 9, 2026

APC Attendees: Ben Cheah, Brittany Scott, Renae Olsen

Meeting Summary

The charter planning group provided Soldotna Elementary families with an update on the proposed conversion charter and the status of the charter development process. Families were provided an opportunity to ask questions and express interest in the proposed charter.

APC FORMATION MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Wednesday, September 16 2026

Attendees: Ben Cheah, Brittany Scott, Kaiti Syverson, Renae Olsen

Agenda:

- Finalize Charter Application
- APC Teacher Seat Discussions
- APC Role Designations

Meeting Summary

The group reviewed the developing charter application, including Sections 1 through 5, and identified areas requiring additional revision prior to submission.

APC Membership and Representation

The group discussed teacher and staff representation on the Academic Policy Committee and reviewed the proposed APC membership structure.

APC Roles

Participants discussed APC member and officer roles, including the responsibilities associated with the Chair, Vice-Chair, Secretary, parent representatives, staff representatives, and other APC positions.

Next Steps

- Complete remaining revisions to the charter application.
- Confirm teacher and staff representation on the APC.
- Finalize APC membership and officer designations.
- Ensure the charter application, bylaws, and Appendix D are consistent.
- Complete Financial Section

APC FORMATION MEETING (INITIAL CHARTER DEVELOPMENT)

Date: Wednesday, September 23 2026

Attendees: Ben Cheah, Brittany Scott, Kaiti Syverson, Renae Olsen

Agenda:

- Finalize Charter Application
- Review proposed charter budget
- Discuss community engagement and district communication
- Prepare for upcoming charter committee presentation

Charter Application Review:

The group reviewed changes made to the charter application over the previous week, including revisions completed independently by group members. Additional updates and outstanding items were discussed in preparation for submission.

Community Engagement and District Communication

The group discussed ongoing efforts to gather community interest and challenges encountered with district leadership regarding approval to distribute the charter interest flyer. Participants discussed potential next steps to address these barriers and continue gathering community support.

Kaiti shared that she had spoken with a KPBSD School Board member who expressed interest in reviewing the charter application.

Budget Overview

The group reviewed the proposed charter budget and discussed available resources and potential staffing opportunities. Based on the budget review, the group determined that

sufficient resources were available to include a specialist teacher dedicated to implementing the school's STREAM program.

Presentation Preparation

The group discussed preparations for the upcoming charter committee presentation, including finalizing presentation materials and scheduling a practice session before submission.

Next Steps

- Finalize the charter application and remaining revisions.
- Share the application with interested School Board members for feedback.
- Continue efforts to gather community interest and address outstanding flyer distribution concerns.
- Finalize the presentation for the charter committee.
- Schedule a group presentation dry run prior to submission.

APPENDIX E. WRITTEN ADMINISTRATIVE POLICY MANUAL

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

PURPOSE AND AUTHORITY

Soldotna Elementary Charter School is a public charter school operating within KPBSD. Soldotna Elementary Charter School will operate in accordance with applicable federal and state law, its approved charter application and charter contract, APC bylaws, and applicable KPBSD Board Policies and Administrative Regulations, except where an exemption or alternative procedure is authorized by law or expressly established in the approved charter or charter contract.

Except where specifically modified by the approved charter or charter contract, Soldotna Elementary Charter School will follow the then-current applicable KPBSD Board Policies, Administrative Regulations, procedures, and successor provisions. References to KPBSD policy in this Appendix are intended to incorporate subsequent District updates without requiring amendment of the charter solely because a referenced District policy is revised or renumbered; however, any District policy change that materially affects or conflicts with an express provision of the charter or charter contract will be addressed in consultation with KPBSD.

Where Soldotna Elementary Charter School intends to operate differently from an otherwise applicable KPBSD policy or requirement, that difference or requested exemption will be specifically identified in the charter application, charter contract, or subsequent amendment approved through the applicable charter-school process.

This approach is consistent with KPBSD's charter-school framework. BP 6187 provides that charter schools operate under a written contract, are exempt from KPBSD textbook-adoption, program, curriculum, and scheduling requirements, and may be exempt from additional KPBSD requirements when the exemption is set out in the contract. AR 6187 similarly establishes the charter contract as the governing operational framework and recognizes the charter school's authorized exemptions.

When this Administrative Policy Manual does not establish a school-specific procedure and no approved exemption or alternative applies, Soldotna Elementary Charter School will follow the applicable current KPBSD Board Policy, Administrative Regulation, District procedure, or administrative guidance.

KPBSD Policy References: BP 6187; AR 6187.

MAINTENANCE AND REVIEW OF THE ADMINISTRATIVE POLICY MANUAL

This Administrative Policy Manual will be maintained by the APC and school administrator as a living operational document. The APC may adopt or amend school-specific administrative policies when needed, provided that those policies remain consistent with applicable law and the approved charter contract.

The school administrator will keep the APC informed of changes in District policies and procedures that materially affect Soldotna Elementary Charter School. Questions concerning the applicability of a District policy or a potential conflict with the charter will be coordinated with KPBSD administration.

Primary KPBSD Policy References: BP 6187; AR 6187.

GOVERNANCE AND ADMINISTRATIVE RESPONSIBILITIES

The Academic Policy Committee provides governance and policy oversight consistent with Alaska charter-school law, the approved charter, APC bylaws, and KPBSD charter-school requirements.

The school principal is responsible for day-to-day administration of Soldotna Elementary Charter School. KPBSD AR 6187 provides that the principal is selected by the APC and selects, appoints, or otherwise supervises charter-school employees. AR 6187 also assigns the charter-school administrator responsibility for overseeing school operations, maintaining financial records, meeting with parents and teachers to review and improve operations, and meeting with the APC at least six times each year to monitor progress toward APC policies and goals.

The APC will govern through policy and oversight; routine supervision and management of employees and daily school operations will remain the responsibility of the principal.

KPBSD Policy References: BP 6187; AR 6187.

PERSONNEL ADMINISTRATION

Soldotna Elementary Charter School personnel practices will comply with applicable law, negotiated agreements, District personnel requirements, and the charter contract.

The school will follow the collective bargaining agreement (CBA) in effect for each applicable bargaining unit, including provisions governing recruitment, hiring, assignments, transfers, compensation, benefits, working conditions, evaluation, and employee rights. The principal will coordinate with KPBSD Human Resources to ensure staffing decisions and procedures comply with these agreements.

KPBSD AR 6187 provides that teachers and employees may not be assigned to a charter school without their consent; applicable negotiated and collective-bargaining agreement

provisions continue to apply unless an exemption is agreed upon by the District and bargaining unit; and charter-school teachers are evaluated in an equivalent manner to other District teachers.

The principal will be responsible for routine employee supervision and administration consistent with these requirements. The APC may establish overall staffing priorities through its governance and budget responsibilities but will not ordinarily participate in routine personnel supervision or individual employment matters.

KPBSD Policy References: AR 6187; applicable KPBSD 4000-series Personnel policies and negotiated agreements.

STUDENT ADMINISTRATION

Soldotna Elementary Charter School will use applicable KPBSD procedures for student attendance, records, discipline, health, safety, nondiscrimination, and other student administrative matters except where a charter-specific procedure has been approved.

Attendance will be administered consistent with KPBSD BP 5113 and AR 5113. Student records and confidentiality will be administered consistent with BP 5125 and AR 5125, including FERPA requirements. Student conduct and discipline will follow applicable KPBSD student-conduct policies and AR 5144 unless otherwise specifically addressed in the charter.

Admission to Soldotna Elementary Charter School will follow the enrollment provisions of the approved charter, as described in Section 6 and Appendices G and H. AR 6187 requires charter schools to enroll eligible students who timely apply unless applications exceed available program, class, grade, or facility capacity; if eligible applicants cannot all be accommodated, admission is determined through a random drawing.

KPBSD Policy References: AR 6187; BP/AR 5113; BP/AR 5125; BP/AR 5144.

STUDENT SAFETY, SUPERVISION, AND SCHOOL-SPONSORED ACTIVITIES

Soldotna Elementary Charter School will comply with applicable KPBSD student-safety, supervision, emergency, and school-sponsored-trip requirements.

AR 5142 assigns the principal responsibility for ensuring appropriate supervision of students during school hours, before and after school during authorized periods, recesses, and other intermissions. It also requires appropriate safety rules, safety instruction, and staff training related to supervision.

Hands-on STREAM activities involving tools, equipment, field investigation, engineering activities, or specialized materials will include developmentally appropriate safety instruction and supervision.

Field trips, outdoor learning, and community-based instructional activities will follow applicable KPBSD procedures for school-sponsored trips, including required approvals, supervision, permission, transportation, and safety procedures.

KPBSD Policy References: BP/AR 5142; BP/AR 6153; applicable KPBSD transportation procedures.

INSTRUCTIONAL ADMINISTRATION

Soldotna Elementary Charter School intends to use the current KPBSD curriculum as the foundation of its instructional program, supplemented by the STREAM and other instructional adaptations described in the charter.

This represents an instructional choice of Soldotna Elementary Charter School rather than a requirement that all charter schools use District curriculum. BP and AR 6187 expressly exempt KPBSD charter schools from District textbook-adoption, program, curriculum, and scheduling requirements.

Where Soldotna Elementary Charter School uses District curriculum and assessments, instructional planning will be informed by applicable KPBSD curriculum and assessment policies. BP 6141 establishes KPBSD's framework for a comprehensive, research-based, sequential curriculum, while BP 6141.4 identifies assessment as an integral component of instruction and calls for multiple measures of student progress.

Significant modifications to the Soldotna Elementary Charter School instructional model will be reviewed through the APC and, where required, through the charter-amendment or District review process.

KPBSD Policy References: BP/AR 6187; BP/AR 6141; BP/AR 6141.4.

SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES

Soldotna Elementary Charter School will comply fully with federal and state special-education requirements and applicable KPBSD procedures.

KPBSD BP 6172 requires the District to provide services and procedural safeguards for eligible students with disabilities. BP 6159 provides for development and implementation of individualized education programs and placement in the least restrictive environment consistent with student needs.

Soldotna Elementary Charter School will coordinate with KPBSD departments and service providers regarding evaluation, eligibility, IEP development, related services, accommodations, intervention, Child Find, and other required student-support services.

KPBSD Policy References: BP 6172; BP/AR 6159; BP 6164.4; BP 6164.5.

FAMILY ENGAGEMENT AND COMMUNICATION

Soldotna Elementary Charter School will encourage regular, meaningful communication and partnership with families.

KPBSD BP 6020 recognizes parent involvement as an important component of student achievement and instructional planning. AR 5124.1 identifies practices including welcoming school environments, two-way communication, parent-teacher conferences, communication concerning student progress, and family participation in school activities and decisions.

Soldotna Elementary Charter School may use conferences, newsletters, electronic communication, APC meetings, family events, surveys, and individual communication to support these objectives.

KPBSD Policy References: BP 6020; BP 5124; AR 5124.1.

COMPLAINTS AND RESOLUTION OF CONCERNS

Soldotna Elementary Charter School will encourage concerns to be resolved promptly and, where appropriate, at the level closest to the issue.

KPBSD BP 1312 encourages early and informal resolution of concerns when possible and provides formal complaint procedures when concerns remain unresolved. Complaints concerning personnel, instructional materials, discrimination, special education, or other matters governed by a specific District process will be referred to the applicable KPBSD procedure.

The APC will not substitute its own process for formal complaints, grievance, due process, or appeal procedure established by KPBSD policy or law.

KPBSD Policy References: BP/AR 1312; BP/AR 1312.1; BP 1312.2; BP 1312.3.

FISCAL ADMINISTRATION AND PURCHASING

Soldotna Elementary Charter School will operate under the annual program budget established through its charter contract and will provide financial and accounting information required by KPBSD.

AR 6187 requires the charter-school administrator to maintain financial records and requires the charter school to cooperate with KPBSD concerning restrictions governing receipt and expenditure of District funds.

Purchasing will follow applicable KPBSD fiscal and procurement procedures unless an approved charter provision provides otherwise. BP 3310 and AR 3310 establish District

purchasing procedures, including appropriate administrative review and use of purchase orders, contracts, procurement cards, or other authorized purchasing mechanisms.

The APC will receive financial information sufficient to monitor the school's budget, financial condition, and alignment of expenditures with charter priorities.

KPBSD Policy References: AR 6187; BP/AR 3310; BP 3300; BP 3460.

FACILITIES AND OPERATIONS

Soldotna Elementary Charter School facilities and operations will comply with applicable health, safety, building, security, and District operational requirements.

AR 6187 provides that a charter school may operate in an existing District facility or another facility within the Kenai Peninsula Borough when the Superintendent determines that the facility meets applicable public-school health and safety requirements. AR 6187 also establishes requirements governing charter schools sharing District facilities.

The principal will coordinate facility and operational requirements with KPBSD and, where applicable, the principal responsible for a shared District facility.

KPBSD Policy References: BP/AR 6187; BP 3515; applicable KPBSD 3000-series Business and Instruction Support Operations policies.

TECHNOLOGY, RECORDS, AND CONFIDENTIALITY

Soldotna Elementary Charter School will follow applicable KPBSD technology, privacy, records, and information-security requirements.

Use of the District's electronic network and technology resources will be governed by BP and AR 6161.4. Student records will be maintained in accordance with BP and AR 5125 and FERPA. Employees and APC members will maintain the confidentiality of protected student, personnel, financial, and other information.

KPBSD Policy References: BP/AR 6161.4; BP/AR 5125; E 5125b; BP 3522.

SCHOOL CALENDAR AND SCHEDULE

Soldotna Elementary Charter School will maintain a school calendar and instructional schedule that meets applicable state instructional requirements, collective-bargaining requirements, and provisions of the approved charter.

Soldotna Elementary Charter School intends to follow the KPBSD academic calendar, including student attendance days, holidays, school breaks, and District-wide in-service days, unless an alternative calendar is subsequently approved in accordance with the charter contract and applicable requirements.

KPBSD BP 6111 establishes the District's general school-calendar framework. However, BP and AR 6187 exempt charter schools from KPBSD scheduling requirements. Accordingly, any Soldotna Elementary Charter School-specific calendar or schedule authorized through the charter will govern, subject to applicable state requirements and the terms of the charter contract.

In developing the annual school-day schedule, Soldotna Elementary Charter School will work collaboratively with KPBSD to establish start and dismissal times that are compatible with District transportation operations. Because bus routes may serve multiple schools, final bell times may need to be coordinated with transportation schedules, route sequencing, and the start and dismissal times of other KPBSD schools. The school will retain flexibility to adjust its daily schedule, in coordination with the District, as transportation needs and route configurations change over time.

Any significant change from the KPBSD academic calendar will be reviewed by the APC and coordinated with KPBSD and, where required, addressed through the applicable charter-amendment or approval process.

KPBSD Policy References: BP 6111, BP 6112; BP/AR 6187.

SPECIALIST ROTATIONS, COLLABORATIVE PLANNING, AND PROFESSIONAL LEARNING

The school intends to incorporate recurring specialist instruction in Science, Music, and Physical Education into the master schedule. These specialized teachers will provide direct, standards-aligned instruction to students and will allow classroom teachers to step away from primary instructional responsibility during scheduled specialist rotations.

The principal may use these predictable blocks to support individual planning, grade-level or team collaboration, review of student data, curriculum mapping, development of STREAM connections, and job-embedded professional learning. The goal is to increase meaningful collaboration and professional growth without reducing student access to core or specialist instruction.

Scheduling of specialist rotations, teacher preparation, collaborative planning, and professional development will comply with applicable KPBSD requirements and negotiated agreements. Collaborative or professional-learning time will not replace individual teacher preparation time required by an applicable collective bargaining agreement unless an approved agreement expressly permits that arrangement. The specific rotation and collaboration schedule may be adjusted annually based on enrollment, staffing, transportation, instructional priorities, and available resources.

PROFESSIONAL DEVELOPMENT SCHEDULING FRAMEWORK

Section 4 of the charter application provides the detailed professional-development schedule required by 4 AAC 33.110(a)(8). For administrative planning, the following recurring framework will be incorporated into the annual school calendar and master schedule. Exact dates, durations, and topics may vary from year to year based on the KPBSD calendar, enrollment, staffing, student data, and school priorities.

Table E-1: Professional Development Schedule

Timing / Frequency	Administrative Scheduling Framework
Before each school year (KPBSD In-Service Days)	Finalize the annual professional-development calendar with the KPBSD academic calendar and school master schedule; provide school-level orientation and coordinate classroom and specialist instructional priorities.
KPBSD in-service days	Participate in required District professional development and use available school-level time for charter-specific priorities when appropriate.
Weekly / regularly scheduled blocks	Use the master schedule and specialist rotations, where feasible, to support individual preparation, PLCs, grade-level collaboration, curriculum mapping, data review, and job-embedded professional learning.
Beginning, middle, and end of year	Conduct structured data-review cycles tied to universal screening, benchmark assessments, intervention effectiveness, and instructional planning.
At least monthly / as needed	Provide job-embedded professional learning responsive to student data, implementation needs, STREAM integration, differentiation, intervention, SEL, and other identified priorities.
At least once each semester, as scheduling permits	Provide opportunities for coaching, peer observation, instructional feedback, or structured sharing of effective practice.
Spring / end of year	Conduct vertical planning, program review, and identification of professional-development priorities for the following year.
As approved and funding permits	Support external workshops, conferences, certifications, and other training aligned with school and District priorities.

The principal will coordinate the annual professional-development calendar and master schedule, including specialist rotations, teacher preparation, collaborative planning, data-review cycles, and other professional learning opportunities. The APC will review the professional-development plan as part of its annual review of charter implementation. Professional-learning structures will comply with applicable KPBSD requirements and negotiated agreements and will not displace required individual teacher preparation time unless an approved agreement expressly permits that arrangement.

POLICY INTERPRETATION AND MATTERS NOT ADDRESSED

This Administrative Policy Manual is intended to work together with, rather than reproduce, the complete KPBSD Policy Manual.

Unless expressly stated otherwise, all references in this Appendix to a KPBSD Board Policy, Administrative Regulation, administrative procedure, or other District requirement incorporate the current version of KPBSD requirements adopted, including subsequent amendments, replacements, or renumbering.

Accordingly, routine revisions to KPBSD policy will not, by themselves, require amendment of the charter. Soldotna Elementary Charter School will implement updated District requirements as they become applicable to the school, subject to any exemptions or alternative procedures expressly established in the charter or charter contract.

When an administrative matter is not specifically addressed by this manual, the charter, APC bylaws, or charter contract, the principal will apply the current applicable KPBSD policy or procedure and may consult with District administration when interpretation is necessary.

Nothing in this manual will be interpreted as creating an exemption from a legal or District requirement unless that exemption is authorized by law or expressly included in the approved charter or charter contract.

ADOPTION AND AMENDMENT

This manual will become effective upon approval of the charter and adoption by the Soldotna Elementary Charter School Academic Policy Committee, subject to the final charter contract and applicable KPBSD and State requirements.

The APC may periodically amend school-specific administrative procedures as operating experience, changes in law, changes in KPBSD policy, or school needs require. Amendments that constitute a material change to the approved charter will follow applicable KPBSD charter-amendment requirements.

REFERENCES

The following KPBSD Board Policies (BP), Administrative Regulations (AR), and Exhibits (E) provide the primary District policy framework referenced in this Administrative Policy Manual. These citations and links are provided for reference and transparency.

References to KPBSD policies and regulations relate to the most current version adopted or maintained by KPBSD, as amended, renumbered, or replaced from time to time, unless this charter or charter contract expressly identifies a different requirement or approved exemption. Accordingly, routine revisions to KPBSD policies referenced below will not, by themselves, require amendment of the Soldotna Elementary Charter School charter.

KPBSD Policy Manual. Current Board Policies, Administrative Regulations, and Exhibits maintained through KPBSD E-Governance. KPBSD Policy Manual

Charter School Governance and Administration

- BP 6187 – Charter Schools Policy. Establishes the District's charter-school framework, charter contract, exemptions, and general governance requirements. BP 6187 – Charter Schools Policy

- AR 6187 – Charter School Guidelines. Establishes procedures concerning charter applications, APC responsibilities, administrator responsibilities, staffing, finances, enrollment, facilities, and operation of KPBSD charter schools. AR 6187 – Charter School Guidelines

Student Attendance, Records, and Discipline

- BP 5113 – Absences and Excuses. BP 5113
- AR 5113 – Absences and Excuses. AR 5113
- BP 5125 – Student Records. Establishes District policy concerning maintenance, confidentiality, and access to student records. BP 5125 – Student Records
- AR 5125 – Student Records. Provides administrative procedures governing student records. AR 5125 – Student Records
- E 5125b – Notification of Rights Under FERPA. Provides the District's notice concerning parent and eligible-student rights under FERPA. E 5125b – FERPA Notification
- BP 5144 – Discipline. BP 5144 – Discipline
- AR 5144 – Discipline. AR 5144 – Discipline

Student Safety, Supervision, and School-Sponsored Activities

- BP 5142 – Safety. BP 5142 – Safety
- AR 5142 – Safety. AR 5142 – Safety
- BP 6153 – School-Sponsored Trips. BP 6153 – School-Sponsored Trips
- AR 6153 – School-Sponsored Trips. AR 6153 – School-Sponsored Trips
- BP 3515 – School Safety and Security. BP 3515 – School Safety and Security

Curriculum and Assessment

- BP 6141 – Curriculum Development. BP 6141 – Curriculum Development
- AR 6141 – Curriculum Development. AR 6141 – Curriculum Development
- BP 6141.4 – Assessment. BP 6141.4 – Assessment
- AR 6141.4 – Assessment. AR 6141.4 – Assessment

Special Education, Child Find, and Intervention

- BP 6172 – Special Education. BP 6172 – Special Education
- BP 6159 – Individualized Education Program. BP 6159 – Individualized Education Program
- AR 6159 – Individualized Education Program. AR 6159 – Individualized Education Program
- BP 6164.4 – Child Find. BP 6164.4 – Child Find

- BP 6164.5 – Intervention Teams. BP 6164.5 – Intervention Teams

Family Engagement and Communication

- BP 6020 – Parent Involvement. BP 6020 – Parent Involvement
- BP 5124 – Communication with Parents/Guardians. BP 5124 – Communication with Parents/Guardians
- AR 5124.1 – Family Engagement. AR 5124.1 – Family Engagement

Complaints and Resolution of Concerns

- BP 1312 – Public Complaints Concerning the Schools. BP 1312 – Public Complaints Concerning the Schools
- AR 1312 – Public Complaints Concerning Schools. AR 1312 – Public Complaints Concerning Schools
- BP 1312.1 – Public Complaints Concerning School Personnel. BP 1312.1 – Public Complaints Concerning School Personnel
- AR 1312.1 – Complaints Concerning School Personnel. AR 1312.1 – Complaints Concerning School Personnel
- BP 1312.2 – Complaints Concerning Instructional Material. BP 1312.2 – Complaints Concerning Instructional Material
- AR 1312.2 – Challenges to Instructional Materials. AR 1312.2 – Challenges to Instructional Materials
- BP 1312.3 – Public Complaints Concerning Discrimination. BP 1312.3 – Public Complaints Concerning Discrimination
- AR 1312.3 – Public Complaints Concerning Discrimination. AR 1312.3 – Public Complaints Concerning Discrimination

Fiscal Administration and Purchasing

- BP 3300 – Expenditures–Expending Authority. BP 3300 – Expenditures–Expending Authority
- BP 3310 – Purchasing Procedures. BP 3310 – Purchasing Procedures
- AR 3310 – Purchasing Procedures. AR 3310 – Purchasing Procedures
- BP 3460 – Periodic Financial Reports. BP 3460 – Periodic Financial Reports

Technology, Information Security, and Confidentiality

- BP 6161.4 – Acceptable Use Policy/Internet Safety Policy. BP 6161.4 – Acceptable Use Policy/Internet Safety Policy
- AR 6161.4 – Acceptable Use Policy/Internet Safety Policy. AR 6161.4 – Acceptable Use Policy/Internet Safety Policy

- BP 3522 – District Information Security Program. BP 3522 – District Information Security Program
- BP 5125 / AR 5125 / E 5125b – Student Records and FERPA. See Student Attendance, Records, and Discipline references above.

School Calendar and Scheduling

- BP 6111 – School Calendar. BP 6111 – School Calendar
- BP 6112 – School Day. BP 6112 – School Day
- Charter-school scheduling exemptions are addressed separately in BP/AR 6187.

Personnel and Other District Requirements

- Personnel matters referenced in this Administrative Policy Manual are also subject to applicable KPBSD 4000-series Personnel policies, collective bargaining agreements, employment contracts, and District Human Resources procedures. Because these policies and agreements may change during the charter term, Soldotna Elementary Charter School will use the then-current applicable requirements unless an approved charter provision or agreement provides otherwise. KPBSD Policy Manual
- References to applicable 3000-series Business and Instruction Support Operations policies similarly mean the current KPBSD policies and procedures applicable to charter-school fiscal, facility, safety, technology, transportation, and operational activities. KPBSD Policy Manual

APPENDIX F. WRITTEN INSTRUCTIONAL PROGRAM

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)

INSTRUCTIONAL PROGRAM OVERVIEW

Soldotna Elementary Charter School's will provide a coordinated K–6 instructional program that combines explicit core academic instruction, specialist-supported STREAM learning, and social-emotional skill development. Its defining features are the planned connection among classroom learning, dedicated Science, Music, and Physical Education instruction, teacher collaboration, and inclusive participation. The school will implement the curriculum and required assessments adopted by KPBSD, address Alaska State Content and Performance Standards under 4 AAC 04 and align with the statewide assessment system under 4 AAC 06.710–4 AAC 06.790.

The KPBSD curriculum will provide the academic foundation. The school's instructional adaptations will connect Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) through investigations and design experiences linked to grade-level learning. Students will use reading, writing, mathematics, evidence, and creative expressions to explain ideas and solve problems. Experiential and place-based learning will connect appropriate units to Soldotna and the Kenai Peninsula.

KPBSD's current curriculum framework includes District curriculum maps for language arts, mathematics, science, and social studies, together with District-adopted foundational and supplemental instructional resources. KPBSD currently identifies Amplify CKLA as its elementary foundational ELA resource, iReady Math as the K–5 foundational mathematics resource, Mystery Science as a K–5 foundational science resource, and Discovery Education as an elementary social studies resource. Soldotna Elementary Charter School will use these or their KPBSD-adopted successors in effect when the school opens.

KPBSD establishes what students are expected to learn. The Soldotna Elementary Charter School STREAM model provides additional opportunities for students to connect, apply, and demonstrate that learning. STREAM and SEL integration will supplement, rather than replace, explicit instruction in foundational literacy, mathematics, science, social studies, and other required academic content. The program will also recognize KPBSD's Career and Technical Education (CTE) framework through early career awareness, applied learning, and development of foundational skills that support later participation in district CTE pathways.

The preliminary staffing model also includes dedicated specialized teachers in Science, Music, and Physical Education. These specialists will provide sequential instruction in their disciplines and coordinate with classroom teachers to reinforce grade-level priorities. The school will use its schedule, collaborative planning, and annual program review to sustain these connections across classrooms and grades. Staffing will be finalized through the approved annual budget.

DEFINING FEATURES OF THE INSTRUCTIONAL MODEL

The school's distinction lies in how these elements operate together as a consistent program. Dedicated science instruction will anchor investigations and engineering experiences; classroom teachers will connect those experiences to literacy and mathematics; Music and Physical Education will provide discipline-specific learning and relevant opportunities for creative expression, teamwork, and self-management. Teachers will plan these connections deliberately and assess both academic understanding and application.

The program will establish a common K–6 progression, scheduled specialist instruction, explicit SEL instruction reinforced during academic work, and documented interdisciplinary experiences. Each grade level will plan and deliver at least one standards-aligned STREAM experience per quarter. Experiences may be short investigations or longer projects according to students' age and the curriculum; they will connect at least two disciplines and produce evidence of student learning.

Inclusive participation is part of the instructional design. Classroom teachers, specialists, and special education staff will coordinate accommodations, accessible materials, scaffolds, and enrichment so students with different strengths and support needs can contribute to shared learning experiences.

The proposal's neighborhood access, transportation, and meal plans support participation by the existing school community, as described in the application’s admissions and operations sections.

STANDARDS ALIGNMENT AND CURRICULUM DEVELOPMENT

Soldotna Elementary Charter School's instructional program will align with the Alaska standards in effect for each content area, including English Language Arts, Mathematics, Science, Social Studies, Arts, Computer Science and Digital Literacy, Health and Physical Education, and other applicable standards. Alaska currently maintains 2012 ELA and mathematics standards, 2019 science standards, 2024 social studies standards, 2015 arts standards, and 2019 computer science and digital literacy standards.

Teachers will use KPBSD curriculum maps, District-adopted instructional resources, and District assessments as the basis for planning. Because KPBSD curriculum and instructional resources will continue to evolve, Soldotna Elementary Charter School will not be tied to a particular commercial program named in the original charter. The school will implement the current KPBSD curriculum and subsequent District revisions while maintaining the instructional philosophy described in this charter.

The APC, administrator, and instructional staff will periodically review implementation of the instructional program. Supplemental resources or instructional approaches may be used to support STREAM integration, project-based learning, enrichment, intervention, or student needs, provided that those resources remain consistent with Alaska standards, KPBSD requirements, and the school's charter.

SOLDOTNA ELEMENTARY CHARTER SCHOOL ADAPTATIONS

Soldotna Elementary Charter School's will build upon the KPBSD curriculum through intentional instructional adaptations. Grade-level teams will identify shared questions, investigations, and design tasks that connect academic objectives and help students apply what they learn. The annual curriculum map will show these experiences alongside required core instruction.

Within planned STREAM experiences, students will investigate a question or address a problem, gather information, use evidence, create or test a response, and communicate what they learned. A science investigation may require informational reading, mathematical measurement and data analysis, engineering design, technology use, written explanation, and a visual representation. The disciplines included will depend on the learning objectives.

Teachers will select interdisciplinary connections that deepen the underlying academic objectives. Every STREAM experience will identify the standards addressed, the participating disciplines, the roles of classroom and specialist teachers, the student product or demonstration, and the assessment method. Lessons requiring focused instruction will retain that focus; an experience need not include every STREAM discipline.

Social-emotional skills will be taught explicitly and practiced during instruction and school routines. Teachers will identify a relevant skill for each planned STREAM experience, such as listening to a partner, sharing responsibility, managing frustration, responding to feedback, or resolving a disagreement. Students will practice the skill during the task and reflect on its effect on their work.

Alaska DEED guidance specifically recognizes that social-emotional skills can be infused into academic content and identifies practices such as establishing group agreements,

teaching students to listen, asking effective questions, and explicitly developing self-regulation, relationship, decision-making, and self-awareness skills. Soldotna Elementary Charter School will use this type of embedded approach rather than relying solely on a stand-alone SEL class or program.

Soldotna Elementary Charter School is committed to providing meaningful SEL support throughout the school. Classroom teachers and staff will share responsibility for creating consistent schoolwide practices, while counseling or other dedicated student-support resources may augment those practices as staffing and funding permit.

SPECIALIZED INSTRUCTION IN SCIENCE, MUSIC, AND PHYSICAL EDUCATION

Dedicated specialized instruction is a central element of the proposed program. The school plans three certificated specialized-teacher positions: one focused on Science, one on Music, and one on Physical Education. The Science teacher will provide hands-on science and engineering instruction across K–6, coordinate the progression of investigations and safe material use, and work with classroom teachers on connections to reading, writing, and mathematics. The Music teacher will provide sequential music instruction and develop relevant connections to pattern, expression, and communication. The Physical Education teacher will provide sequential movement and health-related learning while reinforcing cooperation, goal setting, and self-management.

The annual master schedule will identify recurring specialist periods for every grade, the frequency and duration of instruction, and dedicated opportunities for weekly grade-level or team collaboration. Specialist rotations will be used to support common planning where feasible and consistent with KPBSD requirements and negotiated agreements. Specialists will participate in coordinated planning so their work supports a coherent instructional sequence. The administrator will review the schedule and staffing plan annually with the APC to maintain these priorities within available resources. English Language Arts and Reading

KPBSD's elementary English Language Arts curriculum addresses reading literature, informational text, foundational reading skills, writing, speaking and listening, and language. KPBSD has also adopted Amplify CKLA as its current elementary foundational ELA program (K-5) and Into Literature Scope and Sequence Documents for Grades 6+.[1]

Soldotna Elementary Charter School will implement the KPBSD ELA curriculum and comply with applicable Alaska literacy and reading requirements. In the primary grades, particular

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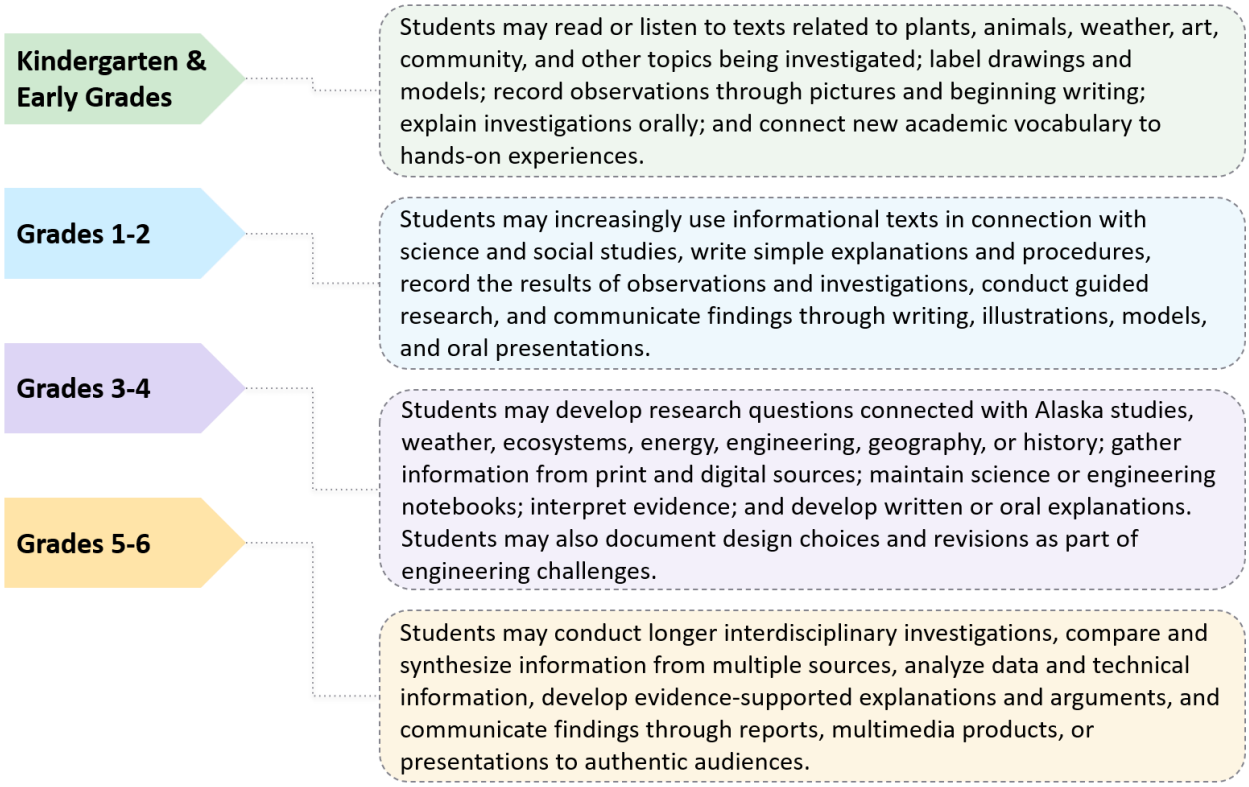
[1] https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/language-arts-curriculum/

emphasis will be placed on explicit foundational reading instruction, including phonological and phonemic awareness, phonics, decoding, fluency, vocabulary, oral language, and comprehension. STREAM activities will not replace systematic literacy instruction.

Soldotna Elementary Charter School adaptations will provide additional opportunities for students to use literacy as a tool for learning across disciplines. Figure F-1 below describes what students in the following grades may experience:

Figure F-1: ELA Examples



This approach is consistent with established interdisciplinary models in which reading and writing are reinforced throughout science and project-based instruction. Anchorage STrEaM Academy, for example, describes all teachers as teachers of reading, explicitly integrates academic vocabulary and reading strategies across subjects, and incorporates writing and research across disciplines.

SEL may also be reinforced naturally through ELA instruction. Literature provides opportunities for students to discuss perspective, motivation, relationships, decision-making, and responses to challenges. Speaking and listening activities provide structured practice in respectful discussion, listening to differing perspectives, asking questions, giving feedback, and communicating effectively with peers.

MATHEMATICS

Soldotna Elementary Charter School will follow KPBSD's mathematics curriculum and use the District's adopted mathematics resources. KPBSD currently identifies Ready Math/iReady as the K–5 foundational mathematics program and maintains grade-specific curriculum maps for kindergarten through grade 5 and curriculum materials for grade 6.[2]

Mathematics instruction will emphasize both conceptual understanding and procedural fluency. Students will receive explicit instruction, guided and independent practice, and opportunities to develop mathematical reasoning, communicate mathematical thinking, solve problems, and apply mathematics in increasingly complex situations.

Soldotna Elementary Charter School adaptations will provide additional opportunities to apply mathematics within authentic contexts. In the primary grades, students may count and classify natural objects, identify patterns, compare measurements, collect simple data, use geometric shapes in construction activities, or measure plant growth and weather observations.

In the intermediate grades, students may apply multiplication and division to collected data, use fractions within measurement activities, calculate area and perimeter for designs or models, create graphs from science investigations, and use mathematics to compare alternative solutions to an engineering problem.

Upper-elementary students may use fractions, decimals, ratios, geometry, statistics, surface area, volume, and other grade-level concepts within science, environmental, technology, and design investigations. Students might analyze environmental data, construct scale models, calculate quantities for a design, compare rates, or use statistics to interpret the results of an investigation.

STREAM mathematics applications will provide authentic opportunities to reinforce KPBSD mathematics instruction but will not substitute for systematic instruction and practice in grade-level mathematical concepts.

Mathematical problem solving also provides opportunities to reinforce SEL-related skills such as perseverance, productive response to mistakes, explaining one's thinking, listening to alternative approaches, and working collaboratively toward solutions.

SCIENCE AND ENGINEERING

Science and engineering will provide one of the principal anchors for Soldotna Elementary Charter School STREAM learning. Students will use observation, questions, investigations,

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[2] https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/mathematics-curriculum/

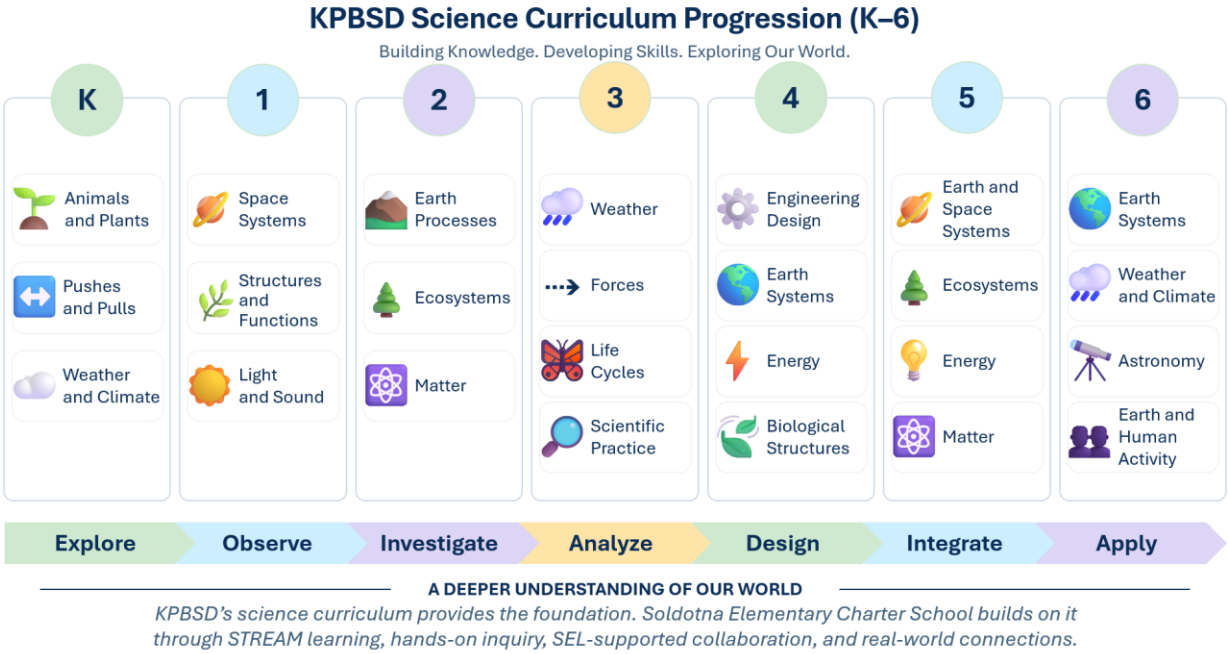
data, and evidence to understand natural systems, and use age-appropriate design processes to develop and improve solutions. Teachers will connect these experiences to the KPBSD science curriculum and relevant literacy and mathematics objectives.

The preliminary staffing plan includes a dedicated Science teacher serving students across grades K–6. Every class will participate in a scheduled science rotation.

Classroom teachers and the Science teacher will coordinate preparation, investigation, and follow-up: classroom learning will build background knowledge and academic vocabulary; specialist instruction will support inquiry, equipment use, and design; and follow-up work will develop data analysis and evidence-based communication. The annual master schedule will specify the rotation's frequency and duration.

Figure F-2 below highlights KPBSD's published science curriculum[3] progresses across grades K-6.

Figure F-2: KPBSD Science Curriculum Progression



SOCIAL STUDIES AND COMMUNITY CONNECTIONS

Soldotna Elementary Charter School adaptations will emphasize opportunities to connect these concepts to students' community and region. Younger students may map the classroom, school, neighborhood, or community; learn about local occupations and

[3] https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/science-curriculum/

institutions; develop timelines; compare how people lived or worked in different periods; and use stories, art, photographs, maps, and interviews to investigate community life.

Grade 2 students may investigate Soldotna and the Kenai Peninsula, including community services, geography, natural resources, local businesses, and community history. Grade 3 Alaska Studies may provide opportunities for research and projects involving Alaska geography, history, cultures, resources, government, or local and regional connections. Instruction concerning Alaska Native cultures will be developed using appropriate KPBSD resources and, where possible, authentic community or cultural resources.

Students in grades 4 through 6 may increasingly use primary sources, maps, geographic information, historical documents, research, quantitative data, and technology to investigate regions, historical change, resource use, government, economics, and relationships between people and the environment.

The 2024 Alaska Social Studies Standards place explicit emphasis on inquiry as well as disciplinary content. Soldotna Elementary Charter School's use of research, evidence, questioning, geographic analysis, and community-connected projects will complement these expectations while remaining anchored in KPBSD curriculum.

Social studies also offers natural opportunities to reinforce SEL through discussion of perspective, culture, citizenship, cooperation, community responsibility, respectful disagreement, and decision-making.

ARTS AND CREATIVE EXPRESSION

Soldotna Elementary Charter School will implement the KPBSD fine arts curriculum and applicable Alaska Arts Standards. KPBSD's existing fine arts framework includes K–6 curriculum resources for music, visual arts, drama, and dance, including grade-level visual arts guidance, K–6 music standards organized around performing, responding, creating, and concepts and skills, and developmentally sequenced drama and dance resources. KPBSD also provides dedicated arts-integration resources for teachers.[4]

Soldotna Elementary Charter School will provide arts instruction consistent with Alaska standards and KPBSD curriculum. The arts component of STREAM reflects the school's belief that creativity, design, communication, and artistic expression support a well-rounded elementary education.

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[4] https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/fine-arts-curriculum/

Soldotna Elementary Charter School adaptations may integrate visual art, music, performance, design, photography, multimedia, or other forms of creative expression into interdisciplinary learning when appropriate. Students might create scientific illustrations, maps, models, displays, performances, multimedia presentations, or artistic representations of concepts being studied.

Arts integration will complement rather than replace dedicated arts instruction. The preliminary staffing model includes a dedicated Music teacher who will provide sequential K–6 music instruction aligned with KPBSD curriculum and Alaska Arts Standards. Visual art, drama, dance, design, and other creative expression may also be integrated into classroom and STREAM learning, with additional specialist support considered as staffing and resources permit.

Creative activities also offer opportunities for students to develop confidence, communicate ideas in different ways, give and receive constructive feedback, revise work, and appreciate different perspectives.

HEALTH AND PHYSICAL EDUCATION

The preliminary staffing model includes a dedicated Physical Education teacher serving grades K–6. Physical education will be aligned with applicable Alaska standards and KPBSD expectations and will provide regular opportunities for students to develop movement skills, physical fitness, teamwork, healthy habits, and lifelong wellness practices.

Physical Education also provides natural opportunities to reinforce the school's SEL priorities through cooperation, self-management, perseverance, goal setting, responsible decision-making, and constructive participation with peers. Classroom teachers may reinforce health and wellness concepts across the school day, while the specialized Physical Education teacher provides dedicated instruction and progression of skills.

TECHNOLOGY AND DIGITAL LITERACY

Soldotna Elementary Charter School will implement KPBSD educational technology expectations and applicable Alaska Computer Science and Digital Literacy Standards. KPBSD currently maintains educational technology standards, performance indicators, and a technology-skills continuum.

Technology will be treated as a purposeful tool for learning rather than an end in itself. Depending on grade level, students may use digital tools to research, collect or analyze data, create graphs, communicate findings, produce multimedia work, code, model systems, document projects, or collaborate.

In the primary grades, technology use will be developmentally appropriate and balanced with direct teacher instruction, books, handwriting, manipulatives, physical movement,

play, outdoor experiences, and hands-on exploration. Technology use will become progressively more independent as students develop the ability to research, evaluate information, create digital products, and use technology to solve problems.

Digital citizenship, responsible technology use, communication, and decision-making also provide opportunities for integration with SEL and health instruction.

CAREER AND TECHNICAL EDUCATION CONNECTIONS

Soldotna Elementary Charter School will recognize KPBSD's Career and Technical Education (CTE) framework and use developmentally appropriate STREAM experiences to build early career awareness and foundational applied skills. KPBSD's published CTE philosophy emphasizes academic knowledge, higher-order reasoning, problem solving, work attitudes, employability skills, and safety. The school will introduce these foundations within the regular K–6 instructional program and connect classroom learning to the broader district system of career clusters and pathways.

Students will practice following directions, measuring accurately, using age-appropriate tools and materials safely, organizing tasks, communicating findings, and completing work with a team. Teachers will connect these skills to occupations and community needs through reading, investigations, design projects, and, where feasible, visits or presentations by community members. Projects may introduce fields such as natural resources, construction and design, information technology, health, and business. Career exploration will remain broad so students can discover interests without being directed toward a particular occupation.

For example, a plant-growing STREAM project may introduce agriculture and natural resource careers. Students can investigate growing conditions, measure and graph growth, design or improve a planter, calculate material quantities or simple costs, and explain their results. These experiences connect literacy, mathematics, science, technology, and design with practical work while providing opportunities to practice planning, collaboration, and responsibility.

Teachers will coordinate with KPBSD's College and Career staff, as appropriate, to identify current pathway connections and suitable resources. District CTE kits may be considered where available and appropriate for elementary students. Grade 6 students may use district career-exploration resources, including Naviance or its successor, as available and consistent with district guidance. These elementary experiences will prepare students to explore later middle and high school CTE opportunities; occupational certifications and secondary CTE course requirements apply at those later levels.

SOCIAL-EMOTIONAL LEARNING AND STUDENT DEVELOPMENT

Soldotna Elementary Charter School views social-emotional development as supportive of, and interconnected with, academic learning. Students who can communicate effectively, regulate behavior, work collaboratively, persist through challenges, and seek help when necessary are better positioned to engage successfully in rigorous academic work.

Teachers will provide explicit SEL instruction each week during the instructional sequence and reinforce the current skill through classroom routines, discussions, partner work, specialist instruction, and project reflection several times during the week. Common language and routines will support consistent expectations across settings. Instruction will address self-awareness, emotion management, communication, cooperation, problem solving, responsible decision-making, and help-seeking in developmentally appropriate ways.

The school will explore the use of Second Step Elementary Digital Program[5] as a structured framework for explicit SEL instruction, subject to access to the program and coordination with KPBSD. The program addresses growth mindset and goal setting, emotion management, empathy and kindness, and problem solving. Teachers would generally teach one 15- to 30-minute core lesson each week during the program sequence, then revisit the skill through brief classroom meetings, discussion prompts, partner work, or reflection a few times during the week. The digital materials support teacher-led instruction and do not require students to spend those lessons working independently on screens. Teachers will connect the current SEL skill to authentic classroom situations, such as managing frustration during a design challenge, listening to a partner during an investigation, or resolving a disagreement about a group task.

Project-based STREAM instruction provides regular opportunities for students to practice these skills in authentic contexts. Students working collaboratively on an investigation or engineering problem must listen to others, divide responsibilities, communicate their reasoning, respond constructively when a solution does not work, negotiate different approaches, and revise their work.

Classroom teachers and specialists will used shared SEL language and prompt students to apply the current skill across settings. In a STREAM experience, students will reflect on both their academic learning and a relevant collaboration or self-management skill. Staff will review implementation and school-climate information to identify where additional modeling, practice, or support is needed.

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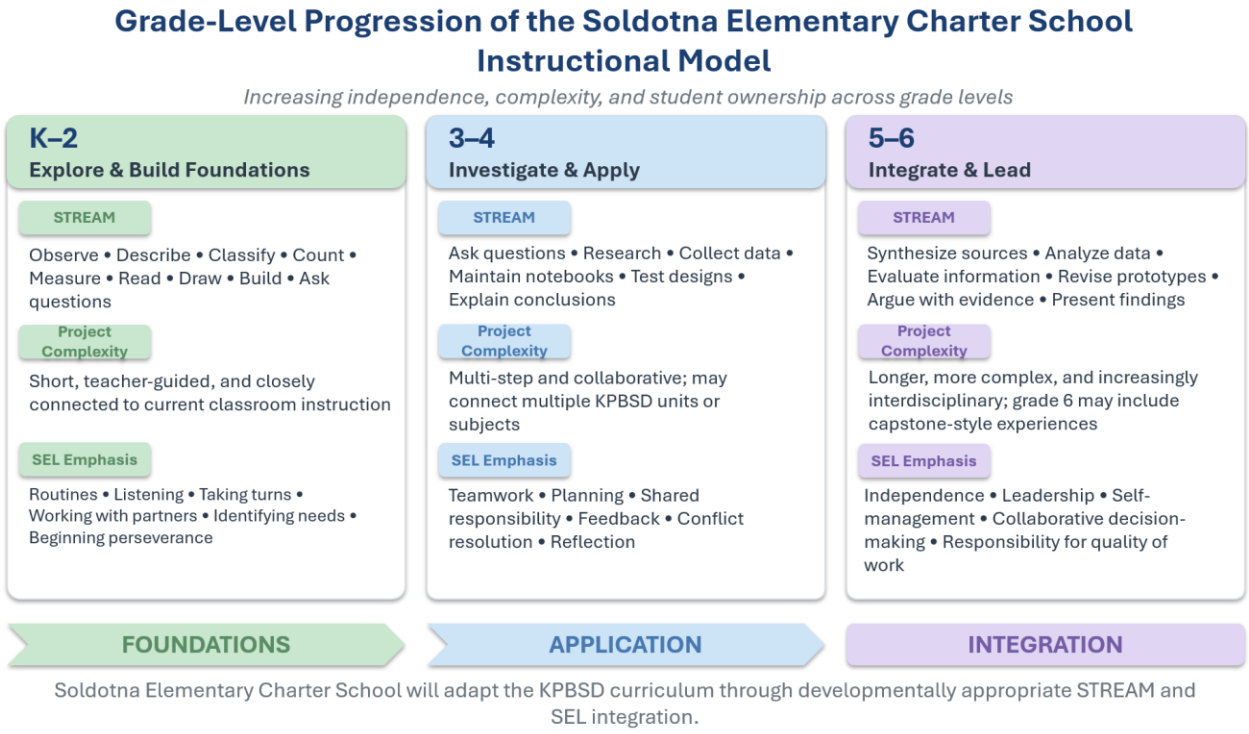
[5] https://www.secondstep.org/curriculum/districtwide-solution/elementary

Soldotna Elementary Charter School is committed to providing SEL support regardless of whether the school is able to staff a dedicated counseling position. If funding and staffing permit, a counselor or other student-support professional may provide additional direct services, targeted support, and staff training. However, responsibility for creating a supportive environment and reinforcing social-emotional skills will remain a schoolwide commitment rather than depending exclusively on one position.

GRADE-LEVEL PROGRESSION OF THE SOLDOTNA ELEMENTARY CHARTER SCHOOL INSTRUCTIONAL MODEL

The Soldotna Elementary Charter School instructional model will become progressively more complex and student-directed as students advance through the grades. STREAM experiences will move from guided exploration in the primary grades toward increasingly independent investigation, interdisciplinary application, and problem solving in the upper grades. Social-emotional skills will develop alongside this progression, with increasing expectations for collaboration, perseverance, reflection, independence, and leadership.

Figure F-3: Grade-Level Progression



Kindergarten–Grade 2: Explore and Build Foundations: In the primary grades, STREAM learning will generally be highly teacher-guided, concrete, and closely connected to current classroom instruction. Students will observe, describe, classify, count, measure, read, draw, build, explore, ask questions, and communicate what they notice. Projects and

investigations will typically be relatively short and structured, with an emphasis on developing curiosity and foundational academic skills.

SEL development will focus on skills that support successful classroom participation, including listening, taking turns, working with partners, following routines, communicating needs, and beginning to persist when a task is challenging.

Grades 3–4: Investigate and Apply: In grades 3 and 4, students will take greater responsibility for their learning. They will increasingly develop questions, gather information, collect and represent data, conduct multi-step investigations, maintain science or design notebooks, construct and test solutions, and communicate conclusions.

STREAM experiences may begin to connect multiple KPBSD subjects or units around a common question or problem. Students will have greater responsibility for planning portions of their work and explaining how evidence supports their conclusions.

SEL development will increasingly emphasize teamwork, planning, shared responsibility, constructive feedback, conflict resolution, independence, perseverance, and reflection.

Grades 5–6: Integrate and Lead: In grades 5 and 6, students will increasingly engage in longer, more complex, and interdisciplinary learning experiences. Students may formulate research questions, synthesize information from multiple sources, analyze data, evaluate information, design and revise prototypes, develop evidence-based explanations or arguments, and communicate findings to authentic audiences.

Where appropriate, students, especially those in grade 6, may participate in capstone-style STREAM experiences that bring together multiple disciplines around an environmental, technological, community, or design question.

SEL development will emphasize increased independence, leadership, self-management, collaborative decision-making, reflection, perseverance, and responsibility for the quality of both individual and group work.

Across all three grade bands, this progression is intended to increase student ownership without reducing appropriate teacher guidance. The degree of independence, project duration, technology use, research expectations, and complexity of student products will remain developmentally appropriate and aligned with KPBSD curriculum and grade-level standards.

ASSESSMENT AND ALIGNMENT WITH STATEWIDE ASSESSMENT

Soldotna Elementary Charter School will participate fully in KPBSD and State of Alaska assessment requirements. District assessments, curriculum-based assessments,

classroom formative assessments, and statewide assessments will be used to monitor academic progress and inform instruction.

STREAM projects may provide additional opportunities for students to demonstrate application of knowledge through written work, presentations, models, investigations, performances, design products, or other authentic assessments. These products will supplement rather than replace required academic assessments.

Teachers will ensure that interdisciplinary activities do not create gaps in required standards. Curriculum planning will identify the KPBSD content and Alaska standards being addressed and distinguish between standards appropriately reinforced through interdisciplinary work and those requiring additional direct instruction or assessment.

INTERVENTION, DIFFERENTIATION, AND ENRICHMENT

Soldotna Elementary Charter School will participate in KPBSD systems for identifying and supporting students who require additional academic, behavioral, social-emotional, or specialized support.

Teachers will use multiple sources of information, including classroom performance, curriculum assessments, District assessments, statewide assessment information when available, student work, observation, and family input, to guide differentiation.

Students requiring additional academic support may receive explicit small-group or individualized instruction, additional practice, progress monitoring, intervention programs, or specialist support consistent with KPBSD procedures. STREAM activities will not be used as a substitute for evidence-based intervention.

At the same time, STREAM provides opportunities for differentiation and enrichment. Students demonstrating readiness for greater challenge may undertake more complex research, assume additional design constraints, analyze more sophisticated data, pursue extensions of a project, or take greater ownership of planning and presentation.

CURRICULUM MAPPING, COLLABORATION, AND CONTINUOUS IMPROVEMENT

Teachers will collaboratively plan instruction to ensure that KPBSD curriculum remains the foundation of the Soldotna Elementary Charter School program while identifying appropriate STREAM and SEL connections.

Science, Music, and Physical Education specialists will participate in this collaborative planning process so that specialized instruction is coordinated with grade-level priorities and contributes to coherent schoolwide progression. Where appropriate, specialist rotations may also provide common planning or collaboration blocks for classroom

teachers, subject to the master schedule, KPBSD requirements, and applicable negotiated agreements.

For each planned STREAM experience, teams will record the question or task, KPBSD curriculum objectives and Alaska standards, disciplines involved, classroom and specialist roles, student supports, SEL skill, assessed product, and assessment criteria. Where relevant, planning will identify a career connection, safety expectations, and community resources. Documentation will be concise and usable for teaching and program review.

Teachers will regularly review student work and assessment information, coordinate instruction across grade levels, identify gaps or unnecessary repetition, share effective instructional practices, and refine STREAM activities based on student outcomes.

Parent and student feedback may also inform continuous improvement, particularly regarding student engagement, school culture, communication, project experiences, and opportunities for community-connected learning.

The APC will provide governance-level oversight of the instructional model and will work with the administrator and KPBSD as appropriate when significant changes to curriculum or instructional materials are considered.

TEACHER-TO-STUDENT RATIO PLAN AND PROJECTED ENROLLMENT

Soldotna Elementary Charter School recognizes that class size and access to instructional support are important to implementation of its instructional model, particularly for hands-on STREAM instruction, differentiated learning, and strong teacher-student relationships.

Soldotna Elementary Charter School will use the applicable KPBSD pupil-to-teacher staffing formula as the baseline for classroom staffing. Under KPBSD's current FY27 staffing formula, elementary schools with enrollment of 250 or more are staffed at approximately 1:22.5 in kindergarten, 1:24.5 in grades 1–3, and 1:26.5 in grades 4–6. These formulas may change over time, and Soldotna Elementary Charter School will, at a minimum, follow the KPBSD staffing formula in effect for the applicable school year.

Where enrollment, available funding, facilities, and staffing permit, Soldotna Elementary Charter School will seek to improve upon the applicable KPBSD staffing ratios, particularly where smaller class sizes or additional classroom support would strengthen early literacy, differentiated instruction, hands-on learning, or implementation of the school's STREAM model. This may be accomplished through additional classroom teachers, paraprofessional support, intervention or specialist staff, or other staffing configurations approved through the school's annual budget.

The APC and school administrator will review enrollment and staffing annually and develop a staffing plan that balances class size, instructional needs, student support, specialist services, and available resources. The intent is to maximize direct instructional support to students while maintaining a financially sustainable staffing model.

For FY28 planning purposes, the current budget model includes 13 classroom teachers, three dedicated specialized teachers in Science, Music, and Physical Education, 3.0 elementary specialist FTE, 0.5 reading/intervention FTE, and 5.0 special education teacher FTE, in addition to the principal and classified support staff. These figures are planning assumptions rather than fixed staffing guarantees and will be adjusted based on enrollment, student needs, budget capacity, KPBSD requirements, and applicable collective bargaining agreements.

Projected enrollment is expected at approximately 290 students, with one or two sections at each grade level depending on enrollment. Actual grade-level sections and staffing will be adjusted annually based on enrollment patterns rather than maintaining a fixed number of classrooms regardless of student distribution.

Actual staffing will also be subject to KPBSD requirements, applicable collective bargaining agreements, identified student needs, available funding, and the approved school budget.

APPENDIX G. WRITTEN ADMISSION POLICIES AND PROCEDURES

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)

STATEMENT OF NON-DISCRIMINATION AND EQUAL ACCESS

Soldotna Elementary Charter School is committed to providing equal and bias-free access to all eligible students. The school does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, marital status, economic status, or any other characteristic protected by applicable state or federal law in its enrollment, admissions, programs, services, or activities. Charter school status does not alter the school's obligations as a public school to serve all students equitably.

ELIGIBILITY FOR ENROLLMENT

All students in grades K–6 who reside within the Soldotna Elementary School attendance boundary (as of September 2026, as shown in Appendix K) are automatically eligible to be enrolled at Soldotna Elementary Charter School. There are no academic, behavioral, or other prerequisites for enrollment. The school does not require any testing, interviews, portfolio submissions, lottery applications or teacher recommendations as a condition of enrollment for in-boundary students.

AUTOMATIC ELIGIBILITY FOR IN-BOUNDARY STUDENTS

As a conversion charter school, all students residing within the existing Soldotna Elementary attendance boundary (as of September 2026, as shown in Appendix K), will be eligible to enroll in Soldotna Elementary Charter School. Families will retain the choice of whether to attend and may enroll through the standard KPBSD school registration process. Families choosing to attend are not required to take any additional steps or submit any supplemental materials beyond those required for standard district enrollment (proof of residency, immunization records, prior school records as applicable). The school will work proactively with KPBSD enrollment staff to ensure a smooth and seamless registration experience for all families, including those whose primary language is not English and families of students with disabilities.

Soldotna Elementary Charter School proposes to preserve the supports that allow its existing community to participate: neighborhood access, transportation for eligible students, participation in school meal services, special education and related services, and instruction accessible to students across a broad range of needs and abilities. Enrollment will not depend on academic screening, parent volunteer hours, fundraising participation, or a family's ability to provide additional resources. This model is intended to serve the existing neighborhood population while preserving each family's choice of whether to attend.

ENROLLMENT OF STUDENTS WITH DISABILITIES

Students with disabilities are enrolled at Soldotna Elementary Charter School on the same basis as all other in-boundary students. Disability status is not a factor in enrollment eligibility. Upon enrollment, the school will promptly contact KPBSD Pupil Services to ensure that required services, IEP meetings, and transition supports are in place before or at the start of the school year. The school will provide a full continuum of special education services consistent with each student's IEP and applicable law.

OUT-OF-AREA ATTENDANCE

Students whose families reside outside the Soldotna Elementary attendance boundary (as of September 2026, as shown in Appendix K) may submit an out-of-area attendance request through the process described in Appendix H. Requests may be submitted throughout the year. Enrollment is subject to available capacity as determined annually by the APC in consultation with KPBSD administration. If available capacity is sufficient and no waiting list exists, eligible applicants may be offered enrollment without a lottery. If requests exceed available capacity and additional students cannot reasonably be accommodated, a random lottery will be conducted in accordance with the procedures described in Appendix H.

KINDERGARTEN ENROLLMENT

Incoming Kindergarten students who will reside within the attendance boundary by the start of the school year are automatically eligible for enrollment. Families of incoming Kindergartners will be contacted by the school each spring with information about the upcoming school year, orientation dates, and the standard KPBSD enrollment process. A Kindergarten orientation event will be held annually in the spring to welcome new families to the school community.

MID-YEAR ENROLLMENT

Students who move into the attendance boundary after the school year begins are eligible for immediate enrollment at Soldotna Elementary Charter School. The school will work with families to facilitate a smooth transition and will promptly contact KPBSD Pupil Services if the enrolling student has an IEP or 504 plan. Mid-year transfer requests from outside the attendance boundary are subject to available space and, if applicable, the out-of-area attendance and waiting-list procedures described in Appendix H.

APPENDIX H. STUDENT RECRUITMENT, OUT-OF-AREA ATTENDANCE, AND LOTTERY PROCEDURES

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

STUDENT RECRUITMENT APPROACH

Soldotna Elementary Charter School is proposed as a conversion of the existing Soldotna Elementary School and is intended to continue serving families within the existing school community while also providing access to other eligible KPBSD students as space permits.

Because Soldotna Elementary Charter School will continue operating as a public elementary charter school, student recruitment will focus on broad, inclusive community outreach and family communication rather than selective recruitment. The purpose of recruitment activities will be to ensure that families understand the school's charter status, educational mission, STREAM instructional model, grade levels served, enrollment process, transportation considerations, and opportunities to participate in the school community.

Soldotna Elementary Charter School will not recruit or discourage enrollment based on academic performance, disability, English-language proficiency, behavior history, socioeconomic status, race, color, national origin, sex, religion, or any other protected characteristic. Recruitment and enrollment information will be made accessible to families consistent with KPBSD practices, including translation or interpretation support when needed.

Recruitment and outreach may include:

- Information on the Soldotna Elementary Charter School and KPBSD websites;
- Announcements through school and District-approved social media channels;
- School newsletters, electronic family communications, and other District communication systems;
- Flyers, posters, brochures, and other materials distributed through the school and appropriate community locations;
- Community information nights and school open-house events;
- Kindergarten Round-Up and other events for incoming families;
- Presentations or information provided at KPBSD school-information events;
- Outreach to local preschool and early-childhood programs, libraries, and other community organizations serving families with school-age children; and
- Word-of-mouth outreach through current families, staff, and community partners.

Recruitment materials will clearly state that Soldotna Elementary Charter School is a public KPBSD charter school. Families residing within the existing attendance area will receive information about standard KPBSD registration procedures, while families outside the attendance area will receive information about the district's out-of-area attendance request process and available enrollment opportunities. If eligible out-of-area attendance requests exceed available capacity, the school will follow the enrollment procedures outlined in this appendix.

KINDERGARTEN RECRUITMENT AND KINDERGARTEN ROUND-UP

Kindergarten recruitment will be an important component of the school's annual outreach process. Each spring, Soldotna Elementary Charter School will hold a Kindergarten Round-Up or comparable incoming-family event consistent with KPBSD elementary-school practices.

The event will provide prospective kindergarten students and their families an opportunity to visit the school, meet teachers and staff, learn about the Soldotna Elementary Charter School instructional model, ask questions, and receive information regarding KPBSD registration requirements and timelines.

Kindergarten Round-Up may include:

- An introduction to the school and its mission;
- An overview of the kindergarten instructional program;
- Examples of STREAM and hands-on learning activities;
- Opportunities for children and families to visit kindergarten classrooms;
- Information regarding school schedules, transportation, nutrition, special services, and student supports;
- Information on registration documentation and KPBSD enrollment procedures; and
- Opportunities for families to ask questions of teachers, staff, administration, and APC representatives.

The school will advertise Kindergarten Round-Up through multiple channels. These may include the school website, KPBSD communication channels, social media, electronic messages to current families, flyers or posters, local preschool and childcare programs, libraries, and other community organizations. Information may also be shared with families of younger siblings currently attending Soldotna Elementary Charter School.

The goal is to make families throughout the community aware of the opportunity rather than relying only on families already connected to the school.

ENROLLMENT AND CAPACITY DETERMINATION

Soldotna Elementary Charter School will enroll students in accordance with AS 14.03.265, KPBSD policy and administrative regulations, and the enrollment provisions approved as part of the charter contract.

As a conversion charter school, Soldotna Elementary Charter School will continue to serve students within the existing Soldotna Elementary attendance area (based on the boundary map as of September 2026, see Appendix K), consistent with the attendance-area and conversion arrangements approved by KPBSD. Students residing within the existing attendance area will be automatically eligible to enroll, while families retain the choice of whether to attend. Families who choose not to attend Soldotna Elementary Charter School may pursue enrollment at another KPBSD school in accordance with district enrollment and attendance-area procedures

Each year, the APC and principal, in consultation with KPBSD administration, will determine the school's available enrollment capacity for the following school year. Capacity may be established by grade level and will take into consideration:

- Projected enrollment;
- Available classrooms and facility capacity;
- Approved staffing;
- Teacher-to-student ratio goals;
- Programmatic and student-support needs;
- Budget availability; and
- Applicable KPBSD requirements.

The annual capacity determination will identify the number of seats, if any, available to out-of-area students at each grade level after accounting for projected and anticipated in-boundary enrollment, consistent with the approved charter's enrollment priorities. If the number of out-of-area attendance requests received by the annual lottery deadline does not exceed available capacity, all applicants will be offered enrollment without a lottery. If out-of-area attendance requests exceed available capacity, Soldotna Elementary Charter School and KPBSD will first consider whether the additional students can reasonably be accommodated through additional classroom space, staffing, or another District-approved adjustment, consistent with AS 14.03.265(b). If all applicants cannot reasonably be accommodated, enrollment will be determined through the random lottery process described below.

ANNUAL REGISTRATION AND OUT-OF-AREA ATTENDANCE REQUEST PERIOD

Soldotna Elementary Charter School will coordinate annual registration and out-of-area attendance request procedures with KPBSD. The timeline will be published on the school website and communicated through the outreach methods described above.

Students residing within the existing Soldotna Elementary attendance area (as of September 2026, as shown in Appendix K) will follow standard KPBSD registration procedures, consistent with the approved charter's enrollment provisions, without a separate out-of-area attendance request or lottery. Families will be encouraged to register promptly to support classroom staffing and enrollment planning. Kindergarten Round-Up and other family-information opportunities will be scheduled in coordination with KPBSD.

The annual out-of-area attendance lottery schedule will be:

- Annual lottery deadline: First Tuesday in August at 3:00 p.m. Alaska Time. Requests received by this date will be included in the annual lottery, if necessary.
- Lottery date, if necessary: Second Tuesday in August.
- Enrollment notification: Within five (5) business days following initial placement decisions.
- Family acceptance deadline: Within five (5) business days following notification.

Students who participate in the lottery will retain their position on the permanent grade-level lottery list from year to year without needing to reapply.

Requests received after the annual lottery deadline will be placed on a ***temporary grade-level waiting list*** in the order received. Students remaining on the temporary waiting list will automatically be included in the next annual lottery to establish a permanent position, without needing to submit a new request. Students already on the permanent lottery list will retain their established priority.

When a seat becomes available during the current school year, it will first be offered to the next student on the permanent grade-level lottery list, followed by students on the temporary waiting list in the order received. If no waiting list exists and space is available, eligible out-of-area students may be offered enrollment without a lottery.

The annual schedule, online request form, and lottery and waiting-list procedures will be published on the school's website and communicated through established school and district channels.

RANDOM LOTTERY PROCEDURE

If the number of eligible timely out-of-area attendance requests exceeds the available capacity of a program, class, grade level, or the school, and additional capacity cannot reasonably be provided, Soldotna Elementary Charter School will conduct a random drawing consistent with AS 14.03.265(b).

The lottery will be conducted using the following procedure:

1. Verification of Applicants.
Prior to the lottery, school staff will verify the list of eligible out-of-area students for each grade level requiring a lottery.

2. Applicant Identification.
Each out-of-area attendance student will be assigned a unique applicant number. Applicant numbers rather than student names will be used during the public portion of the drawing to protect student privacy.

3. Random Selection.
Out-of-area applicants will be selected using an impartial random method. This may include a computerized random-number generator or a physical random drawing. The method used will be documented before the drawing begins.

4. Oversight.
The lottery will be supervised by the principal or designee and at least one additional individual designated by the APC or KPBSD, consistent with KPBSD E 6187b. A District representative may observe or supervise the process.

5. Enrollment Order.
During the initial lottery, applicant numbers will be randomly ordered. Available seats will be offered beginning with the first number selected and continuing until all available seats for the applicable grade level are filled. Applicants not offered enrollment will be placed on the permanent lottery list in the order established by the drawing.

In subsequent years, students already on the permanent lottery list will retain their established priority. Students on the temporary waiting list will automatically be included in the next annual lottery alongside new eligible applicants, without needing to reapply. These applicants will be randomly ordered and added after students already on the permanent list. Available seats will be offered in lottery-list order, with remaining applicants retaining their established positions.

6. Documentation.
The school will maintain a record of the lottery date, applicants included, randomization method, resulting order, seats offered, and waiting-list order.

The lottery will not consider academic achievement, test scores, disability status, behavior history, family income, or other characteristics unrelated to eligibility for enrollment.

NOTIFICATION, ACCEPTANCE, AND WAITING LIST

Families will be notified of initial enrollment decisions or lottery results through a District-approved communication method within five (5) business days following placement decisions. Enrollment offers will reflect available capacity after accounting for projected in-boundary enrollment and anticipated in-boundary students.

Families offered enrollment will have five (5) business days following notification to accept the offered seat and complete any required next steps. The specific response deadline will be included in each enrollment offer.

When an opening becomes available:

- The school will contact the next family on the applicable waiting list;
- The family will have five (5) business days to accept the seat;

- If the family declines or does not respond within the stated period, the school will proceed to the next applicant; and
- The school will document the offer and outcome.

Students on the permanent lottery list will retain their established position from year to year without needing to reapply. As students advance to the next grade level, their position will carry forward to the applicable grade-level lottery list.

Students on the temporary waiting list will remain eligible for enrollment as seats become available, after students on the permanent lottery list have been offered placement. Students remaining on the temporary list will automatically participate in the next annual lottery to establish a permanent position without needing to submit a new request.

If no waiting list exists and space is available, eligible out-of-area students may be offered enrollment during the school year without a lottery.

Students who withdraw their request, decline an enrollment offer, or do not respond within the stated acceptance period will be removed from the applicable waiting list..

FIRST-YEAR CONVERSION OUTREACH

During the initial transition from Soldotna Elementary School to Soldotna Elementary Charter School, the school will undertake additional outreach to ensure that existing and prospective families understand the change in governance and instructional model.

Prior to the first year of charter operation, Soldotna Elementary Charter School and KPBSD will communicate with families regarding:

- The effective date of the conversion;
- The school's charter mission and instructional model;
- Enrollment and registration procedures;
- Attendance-area implications and available educational options;
- Transportation;
- Student services and special education;
- Staffing and school schedules, as available;
- Opportunities for family participation; and
- Contacts for questions or additional assistance.

Information will be distributed through multiple channels and at multiple points during the transition so that families are provided a meaningful opportunity to understand the charter-school model and make informed enrollment decisions.

RECRUITMENT AND ENROLLMENT RECORDS

The school office will maintain appropriate records of recruitment and enrollment activities, including:

- Published enrollment information and deadlines;
- Registrations and Out-of-area attendance requests received;
- Available capacity by grade;
- Lottery notices and procedures, when applicable;
- Lottery results;
- Enrollment offers and family responses; and
- Waiting lists.

The principal or designee will be responsible for maintaining these records and coordinating enrollment procedures with KPBSD.

The APC will review enrollment, capacity, recruitment effectiveness, and waiting-list information annually and may recommend adjustments to outreach methods or enrollment timelines consistent with state law, KPBSD policy, and the charter contract.

APPENDIX I. PROJECTED BUDGET AND FINANCIAL PLAN

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)

FINANCIAL PLAN OVERVIEW

Soldotna Elementary Charter School's FY28 financial plan combines KPBSD's preliminary foundation and local funding calculations, District service and facility estimates, and the compensation and staffing assumptions in the accompanying first-year budget workbook. The planning enrollment is 290 K–6 students, including 15 intensive-service students for the preliminary revenue calculation. All amounts remain estimates pending final enrollment, appropriations, District allocations, employee salary placement, benefit costs, service agreements, and charter-contract provisions.

The model provides $4,672,144 in first-year school funds after preliminary District charges and the addition of the anticipated state charter school grant. Planned expenditures total $4,623,534.56, leaving a projected balance of $48,609.44. The workbook's unrounded calculations control totals. Rounded table amounts may differ slightly when added. These figures are planning estimates. Final amounts will depend on enrollment, student service needs, funding allocations, employee costs, facility arrangements, and the approved budget.

FY28 PROJECTED REVENUE

KPBSD estimates preliminary FY28 revenue for Soldotna Elementary Charter School as follows:

Table I-1: Preliminary FY28 Revenue

Revenue Source	FY28 Projected Amount
State Foundation Funding – Basic Need	$4,764,889
Additional Allowable Local Support	$1,089,307
Foundation and Local Funding Subtotal	$5,854,196
State Charter School Grant – AS 14.03.264	$145,000
Total First Year Projected Revenue	$5,999,196

The $1,089,307 additional allowable local support estimate is a separate component of the District's preliminary funding calculation. It reflects the proposed school's attributed share of local support beyond the required local contribution used in the foundation formula. The school will work with KPBSD to confirm its final allocation of required and additional local funding and other attributable revenue under the approved charter contract.

STATE CHARTER SCHOOL GRANT INCLUDED IN THE BUDGET

The first-year budget includes $145,000 under AS 14.03.264, Charter School Grant Program. Subsection (a) provides that a charter school established on or after July 1, 2014 may receive $500 for each student enrolled on October 1 of the first year in which it applies for the grant. The model calculates this revenue as 290 students multiplied by $500.

Grant funds must support educational services, including curriculum development, program development, and special education services. The expenditure plan includes $100,000 for curriculum purchases and $45,000 for technology purchases. Expenditures charged to the grant will be reviewed for consistency with applicable grant requirements. The final award remains subject to qualifying enrollment, available appropriations, and DEED approval.

DISTRICT ADMINISTRATIVE, IN-KIND, AND FACILITY COSTS

The workbook retains KPBSD's preliminary indirect charge calculation rather than applying 4 percent to all first-year revenue. The charge supports central administrative services such as accounting, payroll, purchasing, and accounts payable. KPBSD and the school will confirm the applicable rate, calculation base, covered functions, and treatment of grant funds before finalizing the charter budget. Table I-2 highlights these preliminary district charges.

Table I-2: Preliminary FY28 Budget - Total District Charges

District Cost	FY28 Preliminary Amount
4% Indirect Administrative Charge	$183,705
In-Kind / Chargeable District Services	$696,191
Facility / Rent	$447,156
Total District Charges	$1,327,052

KPBSD's preliminary in-kind calculation is shown below in Table I-3. The adjusted in-kind deduction removes $6,550.27 for custodial services and $3,500.64 for utilities from the source schedule's $706,241.85 total because the school budgets custodial payroll and utilities directly. The $447,156 facility/rent estimate remains separate. Final service assignments, facility terms, and any shared-cost agreement require confirmation with KPBSD.

Table I-3: Preliminary FY28 Budget – District Provided Service & Costs

District-Provided Service	Estimated FY28 Cost
Audit	$7,472

Maintenance	$434,412
Liability Insurance	$91,120
Property Insurance	$79,914
Workers' Compensation	$83,273
Total	$696.191

ESTIMATED SCHOOL-LEVEL OPERATING BUDGET

The overall budget is shown below in Figure I-1 and

Table I-4.

Figure I-1: Preliminary Revenue to Estimated School-Level Operating Budget

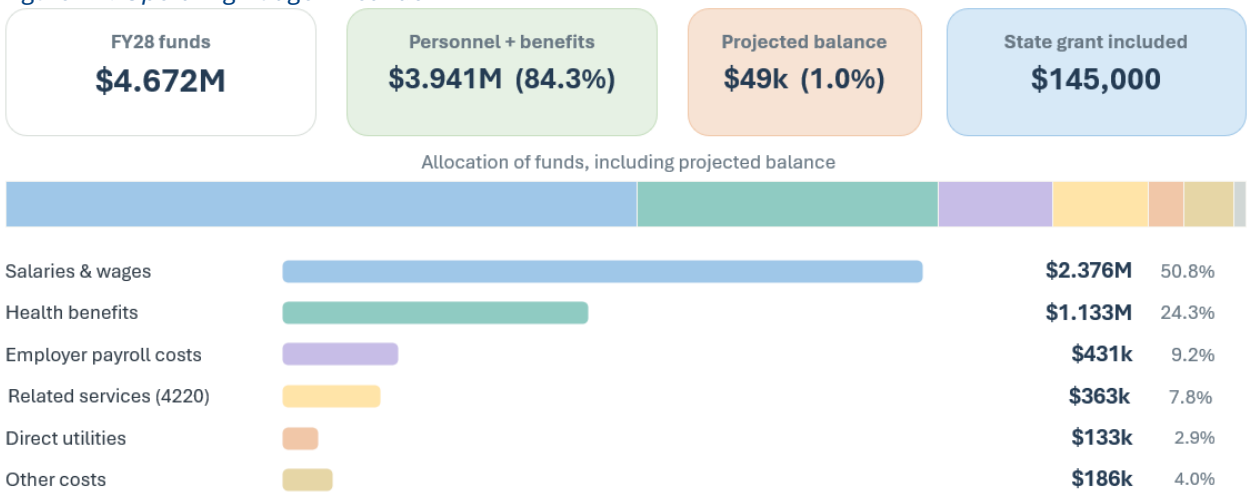
Table I-4: Preliminary School-Level Expenditure Plan

Expenditure Category	FY28 Planning Budget
Salaries/wages, including substitutes	$2,375,652
Health benefits	$1,133, 375
Other employer payroll costs	$431, 491
Teacher discretionary funding	$5,981
Special education related services—4220	$363,359
Staff travel	$2,913
Direct utilities	$133,223
Purchased services	$3,732
Supplies/materials	$23,023
Dues/fees/other	$787
Equipment/technology allowance	$5,000
Curriculum purchases	$100,000
Technology purchases	$45,000
Total projected expenditures	**$4,623,535**
Available school-level resources	**$4,672,144**
Projected Balance	**$48,609**

The $45,000 technology purchase allowance is additional to the $5,000 equipment allowance. Travel, purchased services, supplies, and dues retain the workbook's planning

estimates. The first-year funds available use the workbook's rounded foundation/local net allocation of $4,527,144 plus the $145,000 anticipated grant.

Figure I-2: Operating Budget Breakdown



STAFFING PLAN

The staffing model totals approximately 34.70 direct staffing FTE, including 22.75 certificated FTE and 11.95 classified FTE. The total includes 1.5 anticipated Title I intervention FTE whose compensation does not appear in this operating expenditure total. Excluding those positions, the model costs approximately 33.20 direct staffing FTE. Related-service allocations within Function 4220 are additional and excluded from the direct staffing total.

The preliminary charter-school staffing model is shown below in Table I-5 below.

Table I-5: Preliminary Staffing Model

Position / Function	FY28 Planning FTE
Principal	1.00
Classroom Teachers – K–6	12.00
Specialized Teachers – Music, Science, Physical Education	3.00
Intervention – anticipated Title I Support	1.50
Resource Teachers	5.00
Intensive-service Teachers	2
Itinerant special education instruction -4200	0.25
Certificated Total	**22.75**
Special Education Aides	7.92
Library / Instructional Aide	0.44
Nurse	0.88
Administrative / Secretarial Support	1.05
Custodians	1.66
Classified Total	**11.95**
Total Staffing	**34.70**

Planning FTE are subject to final enrollment, student service needs, funding, and approved staffing arrangements. The total includes 1.5 anticipated Title I intervention FTE whose compensation is excluded from the operating expenditure total. Function 4220 separately includes approximately 2.64 FTE of related-service allocations and is excluded from the direct staffing total. Custodial FTE reflect the school's assumed 66% share of the calculated allocation, pending an approved sharing agreement. Mixed-grade classrooms will be considered only if necessary after final enrollment, staffing, and budget decisions.

At 290 students, the 12-classroom-teacher budgeting assumption equates to approximately 24.2 students per classroom teacher across the school. This average does not establish individual class sizes or final grade configurations. The school prefers single-grade classrooms where enrollment and funding support them.

The three dedicated specialist positions support standards-aligned Science, Music, and Physical Education instruction and may provide predictable opportunities for classroom-teacher planning and collaboration, subject to the final schedule and applicable negotiated agreements.

COMPENSATION AND BENEFIT ASSUMPTIONS

Salary and benefit costs use the estimates and employee assumptions retained in the updated workbook, and shown in the tables at the bottom of this section. The model uses $81,833 per FTE for classroom and specialist teachers, $72,444 per FTE for resource and intensive-service teachers, $152,082 for the principal, and $48,286 per FTE as a blended classified wage assumption. Nursing wages use $44.45 per hour and 1,500 annual hours per full FTE, or $58,674 at 0.88 FTE. These are planning inputs. Actual expenditures will

reflect approved positions, experience, education, classification, work calendars, and salary placement.

Health benefits are modeled at $34,133.61 per FTE, based on $32,508.20 increased by 5 percent. The special education aide calculation applies this rate to the full 7.92 FTE, producing $270,338.19 in estimated aide health costs. Applying health costs to fractional FTE is a planning proxy. Actual costs depend on eligible employee headcount and coverage, including the final shared-staff arrangements.

Other employer costs use TRS at 12.56 percent for certificated staff, PERS at 22 percent for classified staff, Social Security at 6.2 percent for classified staff and substitutes, Medicare at 1.45 percent, life insurance at 0.15 percent, and unemployment at 0.15 percent, applied by employee group as shown in the workbook. Substitute wages total $20,000, with $1,590 in employer payroll costs.

Direct personnel costs total $3,940,517.17, consisting of $2,375,651.60 in salaries and wages, $1,133,374.64 in health benefits, and $431,490.93 in other employer payroll costs. These totals exclude anticipated Title I intervention compensation and separately budgeted Function 4220 related services. Final District rates and employee-level costs will replace the planning estimates.

TITLE I-FUNDED INTERVENTION STAFFING

The staffing plan includes 1.5 intervention teacher FTE anticipated to be supported through Title I. These positions are included in the school's planned staffing total, but their salaries, health benefits, and other employer payroll costs are excluded from the school operating expenditure total because the model anticipates that they will be supported through a separate Title I allocation.

Before the FY28 budget is adopted, the school will work with KPBSD Federal Programs to confirm eligibility, the applicable Title I program model, the staffing or services available to the school, and how those resources will be accounted for. Title I-funded activities will follow the approved program and applicable funding requirements. If the anticipated 1.5 intervention FTE are not fully supported through Title I, the principal and APC will identify another funding source or revise the staffing and expenditure plan before committing to those positions.

STATE CHARTER SCHOOL GRANT INCLUDED IN THE FIRST-YEAR BUDGET

The proposed FY28 first-year budget includes $145,000 in state charter school grant revenue under AS 14.03.264, Charter School Grant Program. Subsection (a) provides that a charter school established on or after July 1, 2014 may receive $500 for each student

enrolled on October 1 of the first year in which the school applies for the grant. At the projected enrollment of 290 students, the budget includes 290 × $500, or $145,000.

The statute requires grant funds to support educational services, including curriculum development, program development, and special education services. The first-year expenditure plan includes $100,000 for curriculum purchases and $45,000 for technology purchases. Grant-supported expenditures will be reviewed for consistency with applicable educational-service and grant requirements. The final grant amount remains subject to qualifying enrollment, available appropriations, and DEED approval.

Including the state charter school grant, the model provides approximately $4,672,144 in first-year school-level resources after District charges. Total first-year expenditures are approximately $4,627,218, leaving a preliminary balance of approximately $44,926 before unresolved costs and final allocation adjustments.

SPECIAL EDUCATION AND RELATED SERVICES

The plan includes five special education teacher FTE and 7.92 special education aide FTE. Function 4220 separately provides a $363,358.64 planning allowance for approximately 2.64 related-service FTE: 0.50 speech-language pathologist, 0.2625 and 0.88 speech-language assistant allocations, 0.45 occupational therapist, 0.05 physical therapist, and 0.50 psychologist. These service allocations are outside the direct staffing total and do not replace the 0.25 itinerant certificated support included in direct staffing.

KPBSD and the school will confirm service delivery, allocation methodology, provider availability, and costs against enrolled students' IEP requirements. The preliminary FTE and cost allowances do not limit required services. Any needed adjustments will receive priority within the final staffing and budget process.

FACILITIES AND SHARED SERVICES

The plan directly budgets $133,223 for utilities and approximately 1.66 custodial FTE, representing an assumed 66 percent school share of the calculated custodial allocation. An approved sharing agreement must establish the allocation of employee costs, benefits, duties, and coverage. The school will reconcile direct expenses with District service charges to prevent duplicate billing.

BUDGET BALANCE, ANNUAL PLANNING, AND OVERSIGHT

The projected $48,609.44 balance is approximately 1.0 percent of first-year school funds. It provides limited flexibility for final employee costs or other adjustments and is not an additional spending commitment. Before approving the final budget, the principal and APC will reconcile enrollment, compensation, benefits, grant receipts, District charges, required student services, and unresolved operating costs with KPBSD.

The principal and APC will review budget-to-actual information throughout the year. Core instruction and legally required services will receive priority if revenue falls short or costs rise. Confirmed additional resources may support class size, intervention, enrichment, curriculum, technology, professional learning, or an increased projected balance through an approved budget revision. The accompanying FY28 budget workbook and following tables provide the detailed calculations supporting this appendix.

STUDENT NUTRITION / FOOD SERVICES — KPBSD ALLOCATION PENDING

Soldotna Elementary Charter School intends to continue participating in KPBSD Student Nutrition Services, including breakfast and lunch service. KPBSD accounts for school meal operations through its separate Food Service special-revenue fund, which is supported primarily by federal school-meal reimbursements, student meal sales, and USDA assistance. KPBSD also identifies food services as a District service for which costs may be assigned to charter-school budgets.

CONTINUED SCENARIO PLANNING AND POTENTIAL PROGRAM ENHANCEMENTS

The APC and school administration will continue evaluating alternative staffing and program scenarios as enrollment, funding, and student needs become clearer.

Potential enhancements may be considered if additional funding, grants, partnerships, or operating capacity become available. No enhancement costs or unawarded funding are included in the revised base operating plan.

Any proposed enhancement will be costed separately and reviewed against the final operating budget before a commitment is made.

Potential priorities to be explored include after-school tutoring and enrichment, extracurricular clubs and academic teams, expanded STREAM activities, counseling and social-emotional support, community-based student-support partnerships, and additional intervention or specialist staffing.

With a projected surplus in the first year of approximately $48,609, the base plan has limited capacity for additional recurring costs. Enhancements depend on the final allocation, actual staffing costs, confirmed supplemental funding, grants, partnerships, and APC priorities. Recurring positions will not rely on the assumption that short-term or competitive grant revenue will continue indefinitely.

ANNUAL BUDGET DEVELOPMENT AND FINANCIAL OVERSIGHT

The preliminary FY28 model is intended to demonstrate that the proposed school can operate within a reasonable projected allocation using staffing levels broadly comparable to the existing Soldotna Elementary operation.

Before each school year, the administrator and APC will work with KPBSD Finance to update:

- actual and projected enrollment;
- state foundation funding;
- local contribution;
- indirect charges;
- facility and in-kind costs;
- employee salary placement;
- employee benefit rates;
- special education and other student-support requirements;
- available federal or grant funding; and
- other operating assumptions.

The APC will review budget-to-actual financial information throughout the year and make adjustments as necessary to maintain a balanced and sustainable program.

If actual revenue is lower than projected, priority will be given to maintaining core classroom instruction and legally required services before discretionary expenditures or enhancements. If revenue exceeds projections or supplemental resources become available, the APC may consider investments in staffing, class size, student support, STREAM programming, extracurricular and after-school programming, curriculum, technology, professional development, or reserves.

BUDGET WORKBOOK & SUPPORTING FINANCIAL EXHIBITS

The detailed **Appendix I Soldotna Elementary Charter School FY28 Budget Workbook** is incorporated as the supporting financial model for this appendix, and attached here. However, relevant screenshots of the model are also provided below.

Appendix_I_Soldotna_Elementary_Char

SUMMARY TABLES

Funding	FY28
Foundation funding	$4,764,889
Additional allowable local support	$1,089,307
State charter school grant	$145,000
Additional Title I revenue	-
Total first-year revenue	**$5,999,196**

District charges	FY28
Indirect administrative charge	($183,705)
In-kind District services	($696,191)
Facility / rent	($447,156)
Total District charges	**($1,327,052)**

Expenditures	FY28
Salaries / wages	$2,375,652
Health benefits	$1,133,375
Employer payroll costs	$431,491
Teacher discretionary funding	$5,981
Special education services (4220)	$363,359
Staff travel	$2,913
Utilities	$133,223
Purchased services	$3,732
Supplies / materials	$23,023
Curriculum purchases	$100,000
Dues / fees / other	$787
Equipment / technology allowance	$5,000
Technology purchases	$45,000
Additional service adjustments	-

STAFFING TABLES

Position	FTE	Salary / FTE	Salaries	Health	Payroll costs	Total cost
Classroom teachers	12.00	$ 81,833	$ 981,996	$ 409,603	$ 140,524	$ 1,532,123
Music teacher	1.00	$ 81,833	$ 81,833	$ 34,134	$ 11,710	$ 127,677
Science teacher	1.00	$ 81,833	$ 81,833	$ 34,134	$ 11,710	$ 127,677
PE teacher	1.00	$ 81,833	$ 81,833	$ 34,134	$ 11,710	$ 127,677
Intervention teacher	1.50			Title I Funded		
Resource Teachers	3.00	$ 72,444	$ 217,332	$ 102,401	$ 31,100	$ 350,833
Intensive Teachers	2.00	$ 72,444	$ 144,888	$ 68,267	$ 20,733	$ 233,889
Principal	1.00	$ 152,082	$ 152,082	$ 34,134	$ 21,763	$ 207,979
Teacher FTE (excludes principal)	21.75					
Direct certified staffing	22.75		$ 1,762,255	$ 725,339	$ 252,179	$ 2,739,773
SpEd aides	7.92	$ 48,286	$ 382,425	$ 270,338	$ 114,536	$ 767,300
Library aide	0.44	$ 48,286	$ 21,246	$ 15,019	$ 6,363	$ 42,628
Nurse	0.88	$ 66,675	$ 58,674	$ 30,038	$ 17,573	$ 106,284
Office support	1.05	$ 48,286	$ 50,920	$ 35,995	$ 15,250	$ 102,166
Custodians	1.66	$ 48,286	$ 80,132	$ 56,645	$ 23,999	$ 160,776
Direct classified staffing	11.95		$ 593,396	$ 408,035	$ 177,722	$ 1,179,154
Substitutes			$ 20,000	$ -	$ 1,590	$ 21,590
Costed direct personnel	34.70		$ 2,375,652	$ 1,133,375	$ 431,491	$ 3,940,517

Function 4200 — itinerant direct instruction						
Position	**FTE**	**Salary / FTE**	**Salaries**	**Health**	**Payroll costs**	**Total cost**
Adapted PE teacher	0.05	$ 81,833	$ 4,092	$ 1,707	$ 586	$ 6,384
Deaf / hard-of-hearing teacher	0.15	$ 81,833	$ 12,275	$ 5,120	$ 1,757	$ 19,152
Visually impaired teacher	0.05	$ 81,833	$ 4,092	$ 1,707	$ 586	$ 6,384
Itinerant instruction total	0.25		$ 20,458	$ 8,533	$ 2,928	$ 31,919

Function 4220 — related-service school allocations						
Position	FTE	Salary / FTE	Salaries	Health	Payroll costs	Total cost
Speech-language pathologist	0.50	$ 117,500	$ 58,750	$ 17,067	$ 8,407	$ 84,224
SLP assistant — first allocation	0.26	$ 48,286	$ 12,675	$ 8,960	$ 3,796	$ 25,431
SLP assistant — second allocation	0.88	$ 48,286	$ 42,492	$ 30,038	$ 12,726	$ 85,256
Occupational therapist	0.45	$ 117,500	$ 52,875	$ 15,360	$ 7,566	$ 75,802
Physical therapist	0.05	$ 117,500	$ 5,875	$ 1,707	$ 841	$ 8,422
School psychologist	0.50	$ 117,500	$ 58,750	$ 17,067	$ 8,407	$ 84,224
Related-service total	2.64		$ 231,417	$ 90,198	$ 41,744	$ 363,359

APPENDIX J. PUPIL TRANSPORTATION PLAN AND POLICY

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

OVERVIEW

Soldotna Elementary Charter School will continue to provide student transportation consistent with the services currently in place for Soldotna Elementary School. As a conversion charter, no change in attendance boundaries or student population is anticipated, and therefore no material change to existing transportation routes, bus stops, or service levels is expected at the time of charter conversion.

All transportation services will be provided by or coordinated through the Kenai Peninsula Borough School District Transportation Department, in accordance with KPBSD policy and all applicable provisions of AS 14.09.010 and 4 AAC 27.057. The school will comply with the district's charter school transportation policy as it is adopted or amended.

STUDENT ELIGIBILITY FOR TRANSPORTATION

Eligibility for district-provided transportation is determined by KPBSD policy. In general, students in grades K–6 who reside beyond the district's established walking distance threshold from the school are eligible for transportation services. Eligibility determinations are made by the KPBSD Transportation Department based on current residency information. Students with disabilities whose IEPs include transportation as a related service will receive transportation as specified in their IEPs, regardless of distance.

TRANSPORTATION FOR OUT-OF-BOUNDARY TRANSFER STUDENTS

Students who enroll at Soldotna Elementary Charter School through the out-of-boundary transfer process are not automatically entitled to district-provided transportation beyond standard eligibility under KPBSD policy. Families of transfer students are responsible for arranging their own transportation unless the student qualifies under standard district eligibility criteria. This is consistent with KPBSD policy for open enrollment transfers and AS 14.09.010(f).

TRANSPORTATION SAFETY

All school transportation services will comply with applicable state and federal safety requirements, including vehicle inspection requirements, driver certification and background check requirements, and student conduct expectations on school buses as established by KPBSD policy. The school principal will cooperate with KPBSD Transportation staff to ensure that any transportation safety concerns are addressed promptly.

COMMUNICATION WITH FAMILIES

At the start of each school year, the school will communicate transportation eligibility information to all enrolled families, including bus route numbers, stop locations, and pick-up/drop-off times as provided by KPBSD Transportation. Families will be directed to contact the KPBSD Transportation Department directly for questions regarding eligibility, route changes, or concerns about bus service. The school office will serve as a point of contact for families who need assistance navigating transportation issues.

DISTRICT CHARTER SCHOOL TRANSPORTATION POLICY

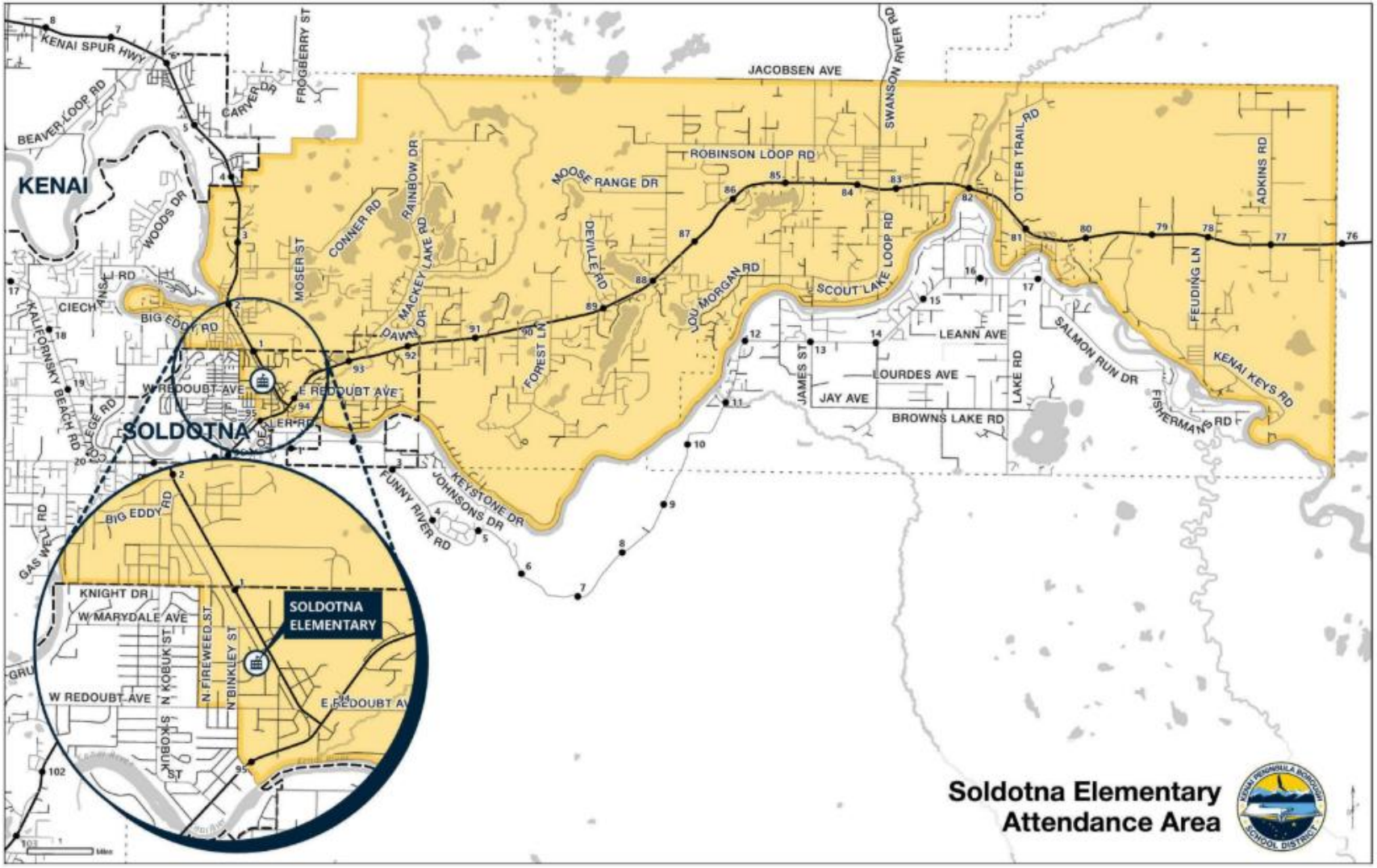
The Kenai Peninsula Borough School District Charter School Transportation Policy (4 AAC 27.057) governs all transportation provided to charter school students. A copy of the current KPBSD charter school transportation policy, as adopted by the School Board, will be provided upon adoption. Soldotna Elementary Charter School agrees to comply fully with this policy, including any amendments adopted by the Board during the term of the charter contract.

APPENDIX K. ATTENDANCE BOUNDARY MAP

The following figure (Figure K-1) shows the proposed attendance boundary for Soldotna Elementary Charter School. As discussed throughout the application, and more specifically within Appendix G, all elementary-aged students living within this boundary will be eligible to attend Soldotna Elementary Charter School. Opt-out procedures are described within Appendix G.

This boundary represents the Soldotna Elementary boundary as of September 2026.

Figure K-1: Soldotna Elementary Charter School Proposed Boundary



APPENDIX L. PARENT AND STAFF INTEREST AND FEEDBACK

Appendix L provides numerical evidence of parent and teacher interest in response to KPBSD E 6187b, KBPSD Board of Education Provisions, item 2, which requires evidence of the number of parents, teachers, and students who support formation of the proposed charter school. The survey results document 49 Soldotna Elementary parent responses indicating very or somewhat likely attendance, representing 79 children, and 14 teacher responses indicating that they would be very or somewhat likely to teach at Soldotna Elementary Charter School. Counts, percentages, and teacher roles provide supporting evidence while aggregate reporting protects respondents' names and contact information. These findings demonstrate expressed interest in enrollment and teaching; the student counts reflect parents' responses rather than a separate student survey. They are not binding enrollment or employment commitments and do not limit participation to those who completed a survey.

Table L-1: Parent Interest in Enrollment

Parent Response	Count of Families	Dist. of Families	% of Families	Count of Students	% of Students
Very Likely	41	71.9%	22.3%	67	23.1%
Somewhat Likely	8	14.0%	4.4%	12	4.1%
Unsure / Need More Information	6	10.5%	3.3%	9	3.1%
Unlikely	2	3.5%	1.1%	2	0.7%
Very or Somewhat Likely Combined	49	86.0%	26.7%	79	27.2%
Total Responses	**57**	**100.0%**	**31.0%**	**90**	**31.0%**

The % of families is based on 184 families, which is an estimated based on the number of students in the school per respondent.

The 57 included records report 90 children in total. The 49 very or somewhat likely responses report 79 children. These figures describe stated interest and are not enrollment commitments or a final enrollment forecast.

SURVEY PARTICIPATION AND ACCESS TO THE SCHOOL

Survey responses indicate strong interest among participating families. Of the 57 included parent responses, 49 (86 percent) indicated that their children would be very or somewhat likely to attend Soldotna Elementary Charter School. These responses represent 79 children. Only two respondents, representing two total children, indicated that attendance was unlikely. For comparison, this represents approximately 1.1 percent of the estimated 184 school families and 0.7 percent of the 290-student population. These comparisons provide context and do not establish the views of families who did not respond.

Six respondents (10.5 percent) selected "unsure / need more information." These responses should not be interpreted as opposition. Families who are uncertain may become interested after receiving additional information about the instructional program, student supports, transportation, meals, and enrollment process.

Families have different amounts of time and different opportunities to see or complete a survey. Work schedules, caregiving responsibilities, language, internet access, or simply not receiving the survey may affect participation. A missing response does not establish either support for or opposition to the proposed school.

Completing a survey, attending a planning meeting, or expressing support for the charter proposal will not be a condition of admission or a basis for enrollment preference. The 57 responses document interest among those who responded; they do not limit attendance to 57 families. Enrollment will follow the approved admissions process, including any applicable capacity limits and lottery requirements. Outreach will continue so all families can receive information, ask questions, and make an informed choice regardless of survey participation.

Early expressions of interest should not be treated as a complete fall enrollment roster. The school's outreach and enrollment process must also accommodate families who learn about the program or finalize their school arrangements closer to the beginning of the school year, or who do not have time to complete or knowledge of the survey interest form. Charter schools historically serve a smaller share of economically disadvantaged students, which underscore the importance of considering economic barriers when interpreting participation in a publicly posted online survey.

STAFF INTEREST AND FEEDBACK

Table L-2: Teacher Interest in Teaching at the School

Teacher Interest	Count	% of Respondents
Very Likely	13	81.3%
Somewhat Likely	1	6.3%
Unsure / Need More Information	2	12.5%
Unlikely	0	0%
Very or Somewhat Likely Combined	*14*	*87.5%*
Total Responses	**16**	**100%**

Nine teachers ranked five priorities from 1 (most important) to 5 (least important). A lower average rank indicates a higher relative priority among the listed choices.

Table L-3: Teacher Planning Priorities

Teacher Interest	Average Rank	Ranked 1st	Ranked 1st or 2nd	% Ranked 1st or 2nd
Flexibility to meet diverse student needs	2.22	3	5	55.6%
Student engagement and experiences	2.33	2	6	66.7%
Class sizes	3.44	2	2	22.2%
Teacher collaboration and planning time	3.44	0	2	22.2%
Curriculum Quality	3.56	2	3	33.3%

The rankings require tradeoffs among related priorities. They do not indicate that a lower-ranked item is unimportant. One respondent specifically explained that smaller classes, differentiated support, engagement, and planning time reinforce one another.

THEMES IN TEACHER FEEDBACK

Access and individual support. Teachers emphasized meeting diverse learning needs through differentiated instruction, inclusive practices, and flexibility to adapt curriculum and teaching. They asked that the school maintain access for students who need additional support and avoid becoming selective in response to pressure for higher test scores.

Engagement and whole child development. Comments highlighted hands-on learning, art, play, outdoor exploration, and community experiences. Teachers described joy, personal connections, and opportunities to explore as important parts of a strong elementary school.

Relationships and school culture. Teachers valued a safe and welcoming environment that supports academic, social, emotional, and behavioral development. They also emphasized the relationships among staff, students, and families that sustain a strong school community.

Staff support and communication. Feedback called for collaborative and transparent leadership, adequate planning time, professional development, trust in educators, and attention to staff well-being and retention. Teachers also emphasized classroom resources and clear communication about the school's vision and goals.

PARENT PLANNING PRIORITIES

The parent feedback excerpt contains 21 responses. Twenty parents answered the priority-selection question; one left it blank. The table uses those 20 answers as its denominator. This excerpt is summarized separately and is not added to the 51 parent-interest records.

Table L-4: Parent Priorities

Parent Priority	Count	% of Respondents
Student engagement and learning experiences	16	80%
High expectations and support so all students can grow	14	70%
Class sizes	13	65%
Strong reading, writing, and math instruction	12	60%
Communication and partnership with families	7	35%

Parents could select multiple priorities, so percentages do not total 100%.

THEMES AND QUESTIONS IN PARENT FEEDBACK

Preserving the school's strengths. Parents value dedicated teachers, individual attention, manageable class sizes, an inclusive atmosphere, and the existing school community. Several wanted the school to retain staff and preserve these qualities through the proposed conversion.

"The small atmosphere and how many teachers focus on individual skills and teach at a variety of levels (walk to math). "

- Parent Input Form

Learning and student engagement. Families requested strong literacy and mathematics instruction, learning paced to student needs, enrichment, and support for students who struggle. Comments also favored hands-on experiences, STEM, art, music, physical education, play, and less reliance on screens.

"Experiencial based learning without Chromebook except for typing and teaching early research education, music education, STEM programs, in school counseling, peer groups, after school groups"

- Parent Input Form

Student support and accessibility. Parents asked for continued special education, therapies, interventions, and social and emotional support. Comments stressed that the school should serve a diverse population and remain accessible to the existing community. Transportation and school meals were specific concerns.

"I want to ensure that the curriculum chosen supports and enables a diverse and inclusive group of students. I want teachers to feel empowered to suggest and try new approaches and learning experiences for their students."

- Parent Input Form

Information, family partnership, and accountability. Some families wanted clearer information about the charter model, goals, meetings, and admissions or boundary questions. One specifically requested that information reach all parents, including those who do not attend meetings.

"Most importantly a safe space to learn with creativity/play incorporated into the curriculum. Also, quality teachers who have the time and support to create curriculums that challenge and support student learning. Access to support for students ([i.e.] interventionists and high achieving options). A strong team effort for creating the board so that the charter school maintains a checks and balance system to ensure that the vision of inclusivity is maintained and that over time it doesn't become a 'traditional charter'"

- Parent Input Form

Funding and implementation concerns. Questions included financial feasibility, the effect on district resources, and the challenges of a school conversion. One respondent opposed the proposal because of concerns about spreading funding across additional expenses. These concerns should be addressed alongside the favorable feedback.

"I wonder if a charter school is feasible given our current financial climate within the school district. I know myself and many other parents are highly opposed to [combining] with redoubt; however, this feels like it's being pushed on us as a school and community. I think creating a charter will give parents more input. I am afraid the school district will continue to ignore and disregard the [community's] opinions if we do nothing. It was already voted on and in favor of to re-build Soldotna Elementary. Why is community and parent input being so widely disregarded? Why are we even voting? It feels a proposal for a charter is our only hope for being heard."

- Parent Input Form