

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Charter School Applications

Date: November 2, 2011

Item Number:

Work Session

Administrator: Dave Jones, Assistant Superintendent



Attachments: Applications from Aurora Borealis, Fireweed Academy & Soldotna Montessori

☐

Action Needed

☒

For Discussion

☐

Information

☐

Other: _____

BACKGROUND INFORMATION

Attached for your review are renewal applications for Aurora Borealis, Fireweed Academy and Soldotna Montessori Charter Schools. These will be discussed at the Charter School Work Session.

ADMINISTRATIVE RECOMMENDATION

For your review.

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

September 1, 2011

Kenai Peninsula Borough School District
Charter School Oversight Committee

Dear Committee Members:

Enclosed is the contract renewal package for Aurora Borealis Charter School. This is the 15th year of operation for Aurora Borealis. Our Charter, which is included in this package, is the same as was submitted for the last five year renewal period. We feel that we have achieved the goals outlined in our contract with the Kenai Peninsula Borough School District, and perhaps more importantly, we feel that we are providing a valuable service to the community in the form of high quality K – 8 education that prepares students for high school and beyond.

Sincerely,

Kathy Flores
Chair, Academic Policy Committee

Larry Nauta
Administrator

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611
Phone: 907-283-0292
Fax: 907-283-0293

Dear Charter School Principals & Oversight Committee Members,

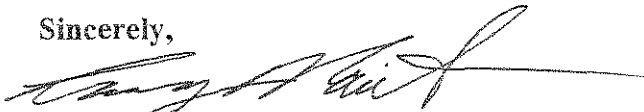
The binder that you are about to review contains the Reapplication Template directions at the beginning of each section. This is placed in the binder to facilitate your review. These pages will be removed prior to being sent to the state.

The contract between the district and Aurora Borealis Charter School is a draft and may change slightly. It is a reproduction of the current contract with dates changed.

The remainder of the binder is much the same as the *renewal* that ABCS submitted in 2001⁶.

It is our hope that this document will assist you in reducing the time and effort required to produce the required documentation for your reapplication.

Sincerely,



Larry Nauta



Charter School Rating Template for

Aurora Borealis Charter School

FY 2012

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

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Rating Template for Application

This Rating Template is a guideline of criteria to be addressed in an application for a charter. Please see the directions included in the application for more information.

Upon receipt of an application to operate a charter school, the Department's Charter School Technical Review Team will evaluate the application using this Rating Template. The team will identify any deficiencies in the application and determine if any modifications or additional information are necessary. Once the Technical Review Team deems that the application is acceptable, it will be sent to the State Board of Education for approval.

The rating template is in a scoring guide format and will be used by the EED Charter School Technical Review Team to evaluate applications received. Each item on the rating template corresponds to one of the fifteen criteria in the application.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting what the technical review team and State Board want in the review process. If a question in one of the criteria is not applicable, please write that in your application. For example, if this is a first application (a new charter school), the shaded N/A check boxes indicate the question may not apply, but must be addressed with comments for future plans to deal with the specific issue.

The application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application and rating template is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

Requirements

Timeline:

- (a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.
- (b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.
- (c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).
- (d) *Mail to:*

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

- (e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."
- (f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: www.eed.state.ak.us/State_Board/

Required Format:

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

Application will not be read if any of the above five requirements are not met.

Charter Schools Application

Name of Charter School: Aurora Borealis Charter School

Date of Application: September, 2011

District: Kenai Peninsula Borough School District

School Contact: Larry Nauta

Phone Number: (907) 283-0292

E-Mail Address: lnauta@kpbsd.k12.ak.us

Charter Schools Rating Template

A= Adequate

IA= Inadequate

N/A= Not Applicable

Name of Charter School: _____

Date of Application and Rating Template: _____

District: _____

1.	RATING			COMMENTS
ACADEMIC POLICY COMMITTEE	A	IA	N/A	
(a) Has the school's independent academic policy committee operated at an acceptable level?				
(b) Is there an independent academic policy on file?				
<i>What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy.</i>				
<i>Suggested Sources of Evidence: The number of academic policy sessions and the minutes from those committee meetings.</i>				

2.	RATING			COMMENTS
LAW PROVISIONS	A	IA	N/A	
(a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 - 14).				
(b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?				
(c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?				
<i>What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.</i>				
<i>Suggested Sources of Evidence: Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.</i>				

3.	RATING			COMMENTS
EDUCATION PROGRAMS	A	IA	N/A	
(a) Has the school made reasonable progress in meeting its academic goals?				
(b) Has the school demonstrated progress, where applicable, on the statewide assessment?				
(c) Has the school demonstrated progress, where applicable, on other assessments?				
(d) Does the school use its assessment data to drive decision-making in curriculum and instruction?				
(e) Where performance-based assessments are used, does the school have clear criteria?				
<i>What Reviewers Will Look For: Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.</i>				
<i>Suggested Sources of Evidence: Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.</i>				

4.	RATING			COMMENTS
PROGRAM ACHIEVEMENT	A	IA	N/A	
(a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?				
(b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?				
(c) Is the school systematically informing parents of their child's performance and progress?				
(d) Did the charter school provide student assessment participation rates?				

4. (CONT.)	RATING			COMMENTS
PROGRAM ACHIEVEMENT	A	IA	N/A	
(e) Has the charter school made a comparison between their assessment scores and the district's assessment data?				
(f) Has the charter school made a comparison between their assessment scores and the state's assessment data?				
(g) Has the charter school shown disaggregated scores across all categories?				
(h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?				
(i) Is the school implementing a well-conceived plan to demonstrate progress over time?				
<i>What Reviewers Will Look For: Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories</i>				
<i>Suggested Sources of Evidence: Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.</i>				

5.	RATING			COMMENTS
ADMISSION PROCEDURES	A	IA	N/A	
(a) Does the school have admission procedure criteria?				
(b) Are eligible students specifically defined?				
(c) What are the provisions for accommodating additional students, if necessary?				
(d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?				
(e) Is there a provision for accommodating vacancies that may occur mid year?				
<i>What Reviewers Will Look For: Evidence that the school is viable in terms, of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.</i>				
<i>Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions/enrollment procedures.</i>				

6.	RATING			COMMENTS
ALTERNATIVE OPTION	A	IA	N/A	
(a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?				
<i>What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.</i>				
<i>Suggested Sources of Evidence: Check local provision.</i>				

7.	RATING			COMMENTS
ADMINISTRATIVE POLICIES	A	IA	N/A	
(a) Is there an administrative policy that follows charter school law?				
(b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?				
(c) Is there compelling evidence that the school's leadership is strong?				
(d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?				
(e) Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?				
<i>What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.</i>				
<i>Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.</i>				

8.	RATING			COMMENTS
FUNDING ALLOCATION	A	IA	N/A	
(a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?				
(b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?				
(c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?				
(d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?				
<i>What Reviewers Will Look For: Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.</i>				
<i>Suggested Sources of Evidence: A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.</i>				

9.	RATING			COMMENTS
FISCAL SOLVENCY	A	IA	N/A	
(a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?				
(b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?				
(c) Has the school achieved efficiencies in its operation?				
<i>What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.</i>				
<i>Suggested Sources of Evidence: Financial audits & financial statements.</i>				

10.	RATING			COMMENTS
FACILITY PLANS	A	IA	N/A	
(a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?				
<i>What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.</i>				
<i>Suggested Sources of Evidence: A drawn schematic of the physical plant.</i>				

11.	RATING			COMMENTS
TEACHER TO STUDENT RATIO	A	IA	N/A	
(a) Is there a plan which adequately addresses teacher to student ratio?				
(b) Is the plan reasonably based on projected enrollment figures?				
<i>What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.</i>				
<i>Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.</i>				

12.	RATING			COMMENTS
ENROLLMENT	A	IA	N/A	
(a) Has the student enrollment been stable?				
(b) Has the school's enrollment been at a maximum?				
<i>What Reviewers Will Look For: Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.</i>				
<i>Suggested Sources of Evidence: A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.</i>				

13.	RATING			COMMENTS
TEACHING METHOD/CURRICULUM	A	IA	N/A	
(a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?				
(b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?				
(c) Has the school undertaken curriculum review and revision?				
(d) Is there evidence to support effective intervention with students who are "at risk?"				
(e) Is the school addressing the needs of students with educational disabilities?				
(f) Where applicable, does the school address the needs of students with limited English proficiency?				
<i>What Reviewers Will Look For: Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.</i>				
<i>Suggested Sources of Evidence: Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.</i>				

14.	RATING			COMMENTS
COLLECTIVE BARGAINING	A	IA	N/A	
(a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?				
(b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?				
<i>What Reviewers Will Look For:</i> Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.				
<i>Suggested Sources of Evidence:</i> Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.				

15.	RATING			COMMENTS
CONTRACT TERMINATION	A	IA	N/A	
(a) Is there a charter school contract termination clause currently in effect?				
<i>What Reviewers Will Look For:</i> Evidence that a written charter school contract termination clause is present.				
<i>Suggested Sources of Evidence:</i> Check for written charter school termination clause.				

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
September 21, 2006 6:00 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Charter Application Review
6. Draft APC Calendar
7. APC Appointee
8. Parent Comments
9. Staff Comments
10. Board Member Comments
11. Next Meeting Date
12. Adjournment



AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, September 21, 2006 at 6:00

Minutes

1. Welcome

- a. **Call to Order at 6:07**
- b. **Roll Call.** Present: Mr. Haralson, Mr. Hinkle, Mr. Semmens, Mr. Nauta, Mr. Kant, Ms. Flores, 1 seat vacant. Staff: Ms. Phillips, Mr. Uponen Parents: None
- c. **Agenda Approved.**
- d. **Approval of the Minutes,** August 22, 2006 Minutes were approved.

2. Parent Comments - None

- 3. Administrator's Report** - See Attached Report. Mr. Nauta introduced Mr. Uponen, our newest faculty member to the group and asked him to report on his observations of the school. Mr. Uponen commented on the consistency of the school across its entire scope. He stated his experience at ABCS is exceeding his expectations. He thanked the board for the opportunity to work with our students at this school. Ms. Flores asked Mr. Uponen about the choir. Mr. Uponen responded, "Wow!" He congratulated Mr. MacFarland on a fantastic job of working with the students. Mr. Uponen commented on the wonderful voices and demeanor of the students.

Mr. Nauta commented on his recent mentoring program with the state. He encouraged all APC members to visit not only our classrooms, but classrooms in other schools in the district for comparative purposes.

We will be waiting on the new science text until the new edition is available in January 2007.

Ms. Flores asked about a cross-country sport issue. Mr. Nauta provided a background on the situation and his conversation with KPSAA. This year, our students running for other schools will be able to continue in their current status for this year.

- 4. Financial Report** - Our budgeted revenues for the year will suffice to cover our budgeted expenses. We project ending the year with a surplus to add to our current \$825K fund balance. We anticipate our fund balance will be in the vicinity of \$900K at the end of the year. This should guarantee us at least 3 years of operations even with a increase in future expenditures. The Glexline report is attached.

5. **Charter Application Review** – The APC reviewed the application prepared by staff. Numerous editorial comments and suggestions were made. **MOTION:** Haralson moved we approve the charter application with editorial changes directed to Mr. Nauta. Kant seconded. **Motion Passed Unanimous.**
6. **Draft APC Calendar** – Mr. Nauta presented a draft of APC calendar items. A discussion ensued and other items were presented for the calendar. **ACTION: By next meeting Mr. Nauta will bring forward dates for the APC to meet with the teachers.**
7. **APC Appointee** – We received two applications to fill the vacant APC slot. The APC reviewed the questionnaires from both applicants and found both to excellent candidates. The APC expressed regret only one slot was available to be filled. The board nominated and selected Ms. Kauffman to fill the seat and term vacated by Ms. Johnson.
8. **Parent Comments** – None
9. **Staff Comments** – Ms. Phillips stated she appreciated the comments of Mr. Uponen. She commented we may be losing one 7th grade student. Ms. Phillips commented on the need for our school to remain true to its framework and values. Mr. Nauta commented on a review conducted with other middle schools in the district and in Anchorage. That review found our middle school grading was more lenient than the other schools. For example with most other schools, if your work is not turned in on time, you receive a zero; at ABCS middle grades, you may receive 50% for work turned in a day late. A discussion ensued concerning grading, time spent in homework, and expectations.
10. **Board Member Comments** –
 - a. **Mr. Haralson** – Excited about charter renewal. Commented on safety issues of unrecognized persons and cars during drop-off. Need for exit surveys to come to the board. Do we have anything from Dr. Whitely? Are we providing him with staff? Asked Mr. Nauta about school policy concerning amount of homework, and grading policies across grade levels. Commented on the Palmer Charter School's new building. Later addressed the ability of Mr. Hinkle to participate telephonically at upcoming meetings.
 - b. **Ms. Flores** – On the calendar, we need to add an APC goal setting session. This was added to the APC draft calendar. Asked if there were any schools that had a "homework – free" night during the week. Heard from a parent about kids taking a long-term sabbatical, up to a quarter in length, asked if this was allowable.
 - c. **Mr. Semmens** – I will write a letter to Ms. Lucas thanking her for her application.
 - d. **Mr. Hinkle** – Reported his daughter, Michelle will be having a second child. He and his family will be taking a vacation from October through December. Requested he be able to attend APC meetings telephonically. He commented about Mr. Uponen saying at ABCS he as the freedom to be the quality teacher he wishes to be. Mr. Hinkle stated through discipline we have freedom.
 - e. **Mr. Kant** – Asked about gym clothes for elementary grades. We were going to check back with 9th graders about their experiences at ABCS. Mr. Nauta said we have not done that yet.

- f. **Mr. Dudley** – I will be harping all this year about declaring the good news about ABCS. The public school system as a whole is failing in its performance; we need to let the public know how well we are doing.

11. Next Meeting Date - Thursday October 19, 2006

12. Adjournment – 8:35PM

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, October 19, 2006 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Draft APC Calendar
6. Parent Comments
7. Parent Comments
8. Board Member Comments
9. Adjournment
10. Next Meeting Date (November 16, 2006)

Dr. Donna Peterson will be here at approximately 7:00 to visit with us about the Kenai Conversation.

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Minutes, October 19, 2006 at 6:00

1. Welcome
 - A. Call to Order – Meeting was called to order at 6:08PM.
 - B. Roll Call - Mr Semmens, Mr. Kant, Ms. Flores, Ms. Kaufman, Mr. Haralson present, Mr. Hinkle attending via phone. Mr. Nauta, Ms. Hagen, Mr. Palm, Ms. Ball, Mr. and Mrs. Uponen attending. Mr. Dudley arrived at 6:25
 - C. Agenda - Approved
 - D. Approval of Minutes – Previous meeting minutes were approved following the arrival of Mr. Dudley.
2. Parent Comments - None
3. Administrator's Report- See attached Administrator's Report. Mr. Nauta reported on the Charter Renewal Process. One student is on a behavioral contract. Dr. Peterson will be briefing us on the Kenai Conversations project.
4. Financial Report – The glexline report was presented. Once again the report does not seem to accurately present our current position. We believe we have a fund balance of approximately \$950K.
5. Draft APC Calendar – A draft calendar was reviewed. We will meet with teachers tomorrow, Friday, October 20th at 1PM.
6. Parent Comments – None
7. At 6:30 the meeting was recessed, for Dr. Petersen's "Kenai Conversations" presentation.
8. Returned from recess at 7:37PM
9. Board Member Comments – Board discussed our response to Dr. Petersen's request.
 - a. Semmens – Our response to the "Conversations", may expose the school more than want to be.
 - b. Nauta – offered to prepare an initial response with Mr. Semmens for board approval.
 - c. Dudley – senior teachers are being pink-slipped or forced to move to other schools.
 - d. Kant – Asked about our Accelerated Reader program. Kaufman – We have an expanded AR program. Flores – We have a subscription for testing on-line, enabling us to use the public library and other

book sources. Semmens – Does this require teacher approval?
Kaufman – requiring students to read above their “Student Interest Reading Level” is problematic. Many books may be inappropriate for the age level.

- e. Kant – Spirit Week was well received.
- f. Kaufman – impressed with our new display case.
- g. Flores – Spirit Week was fun. Should we have a scheduled curriculum review. Each year one or two subject areas would be reviewed. Nauta – Be sure and review our assessment data when considering tweaking and replacement.
- h. Haralson – Happy to have Ms. Kaufman back on the board. Happy to see the report from the fire department. Thanks to Mr. Hinkle for participating via phone for the last two hours.
- i. Hinkle – Good to have Lois back on the board. Comments on the aging population of our area, and those visitors. The retirees coming to our community provide tremendous financial support to our schools. A question that should be asked by the KPBSD is: Why are the parents seeking to take opportunity of change in school venue?
- j. Dudley – Asked about process for the APC comments to be prepared. Concerned about negativity Dr. Petersen brought up. She alluded to a no-win scenario, and ABCS would be a part of that no-win. Discussed possible dynamics of upcoming public meeting. We have a lot to loose because we have gained so much. We have a lot to contribute. Working for a large organization, when someone acts poorly with the public, the public sees that behavior coming from the organization, not the individual.
- k. Semmens – We will meet with the teachers tomorrow at 1PM. Thanks to Anita for her hard work in preparation of the Charter Application.

10. Adjournment- 8:08PM

11. Next Meeting Date (November 16, 2006)

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, January 18, 2007 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. X-Country Running
6. Parent Comments
7. Board Member Comments
8. Adjournment
9. Next Meeting Date (Thursday, February 22)

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Minutes, January 18, 2007

1. Welcome

- a. Call to Order – Meeting was called to order at 6:50 p.m.
- b. Roll Call
 - Mr. Semmens
 - Mr. Kant
 - Mrs. Flores
 - Mrs. Kauffman
 - Absent; Mr. Haralson and Mr. Hinkle
- c. Agenda – Approved
- d. Approval of Minutes
October 19, 2006 minutes approved

2. Parent Comments – None

3. Administrator's Report

Reference Administrator's Report dated January 7, 2007 with attachments. Mr. Nauta briefed the APC on Adequate Yearly Progress reports.

4. Financial Report

Reference attached Glexline Report dated January 8, 2007.

5. X – Country Running

Mr. Semmens asked for a summary of the issues.

Dave Spence is out of town and will attend the February APC meeting.

ABCS students are running with a private school (Cook Inlet Academy) this year.

ABCS students will need to run at a KPBSD school next year pursuant to KPSAA requirements.

6. Parent Comments – None

7. Board Member Comments

- Mr. Kant; are there going to be any teachers expected to change over? Mr. responded that Mr. Roach will be retiring.

- Mrs. Kauffman; it was very nice to have the Christmas Program at SoHi.

- Mr. Semmens asked Mr. Nauta to keep the APC aware of dates of key events.

- Mrs. Flores also praised the Christmas program. Asked about status of report to School Board and contract with Gary Whitely. Mr. Nauta said the science curriculum will be ordered shortly.

8. Adjournment

7:40 pm.

9. Next Meeting – Thursday, February 22, 2007.

Respectfully Submitted,

Roy Dudley
Acting Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, March 1, 2007 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Purposed Growth & Development Classes
6. X-Country Running
7. Administrative Contract
8. Parent Comments
9. Board Member Comments
10. Adjournment
11. Next Meeting Date (Thursday, April 5th)

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, March 01, 2007

1. Welcome

- a. Call to Order at 6:06 p.m.
- b. Roll Call
 - Mr. Semmens
 - Mr. Kant
 - Mrs. Kauffman
 - Mr. Dudley
 - Mr. Haralson and Mr. Hinkle present via telecom
 - Absent; Mrs. Flores
- c. Agenda – Approved with Mr. Dave Spence speaking on x-country and running and Mrs. Martha Hughes, ABCS School Nurse speaking on Growth & Development classes moved to 2a.

2. Parent Comments – None

2a Dave Spence; X-Country Running

Mr. Spence provided an explanation of how KPSAA functioned. Clubs vs. Official Teams were discussed. The general rule is that students are to be on teams at their own school to avoid recruiting and to keep the competition relatively equal between schools and teams. Reference the KPSAA activities handbook for guidelines.

A variety of scenarios were discussed that included coaching stipends, number of participants to field a team, and ability of students to participate in programs at other schools.

Martha Hughes, ABCS School Nurse; Growth & Development Classes

This curriculum is part of the standard health curriculum at KPBSD schools. A copy of the letter sent home to parents was given to the APC. The curriculum focuses on what happens to the human body at time of puberty. Mrs. Hughes briefly reviewed the class objectives and format.

Approval of adding the Growth & Development Classes will be placed on the April 5, 2007 APC agenda.

3. Administrator's Report

Reference 2/12/07 administrators report with change that one student is now on a white card. ABCS is staying in contact with the publisher of the new

science text on when it will be available. The APC discussed reasons for and means to avoid the trend of 7th Grade students leaving ABCS.

Mr. Nauta informed the APC that Mr. Kant and Mrs. Flores seats are up for election. A letter has been mailed to families on the election process.

4. Financial Report

The KPBSD reported that ABCS has a higher fund balance than was previously reported. ABCS continues to be in sound financial condition. KPBSD is considering revising how Charter Schools are charged for services.

5. X-Country Running Program

Mrs. Ostrander spoke in favor of ABCS sponsoring a x-country team. Eight students participated in the Fall 2006 season. An increase in participation would be expected if ABCS sponsored its own team.

MOTION: Mr. Kant moved to create an ABCS x-country running team.

SECOND: Mrs. Kauffman

VOTE: Unanimous

6. Administrative Contract

MOTION: Mr. Dudley moved to extend Mr. Nauta's contract for another academic school year under the same terms and conditions as the existing contract.

SECOND: Mr. Kant

MOTION: Unanimous

7. Parent Comments

Mrs. Kauffman raised the need to uniformly enforce the uniform standard.

8. Board Member Comments

Mr. Kant asked about intervention in regards to the recent bout of sickness at ABCS. Also there is a need for make up opportunities for missed work, such as CD's for Saxon Math.

Mr. Semmens talked to Mr. Nauta about sending out an e-mail link for the weekly school reminder. Mr. Semmens is really glad that students are able to participate in sports at Kenai Middle School.

9. **Adjournment** at 8:40 p.m.

10. **Next meeting** (Thursday, April 5)

Respectfully Submitted,

Roy E. Dudley
Acting Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, April 12, 2007 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Proposed Growth & Development Classes Update
6. Election Update
7. Siblings (Grades 5-8)
8. Parent Comments
9. Board Member Comments
10. Adjournment
11. Next Meeting Date (Thursday, May 3 @ 6:00)

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Minutes, April 12, 2007

1. Welcome
 - A. Call to Order – Meeting was called to order at 6:20PM.
 - B. Roll Call - Mr. Kant, Ms. Flores, Ms. Kaufman, Mr. Haralson present, Mr. Hinkle arrived at 6:30PM. Mr. Nauta, Mr. Dudley, Mr. Semmens absent. Ms. Phillips representing Mr. Nauta.
 - C. Agenda - Approved
 - D. Approval of Minutes – Previous meeting minutes were approved as amended.
2. Parent Comments - None
3. Administrator's Report- See attached Administrator's Report. Additional discussion about Mr. Roach's retirement activities.
 - a. Motion: (Haralson moved, Kant second) To request administration procure an appropriate retirement gift for Mr. Roach, provided funding availability and authority exists within the school. Passed – Unanimous.
4. Financial Report – The Glexline report was presented with no further discussion.
5. Proposed Growth & Development Classes Update – Parent comments were received at the meeting (attached). Parent comments received from the previously held presentation to parents were reviewed. Discussion ensued concerning whether this was a proposal for a curricula change on a recurring basis, or a one-time presentation. Further discussion occurred on the desire to have the material presented in the classroom or at home. Procedural discussion ensued concerning if the item could be brought up for reconsideration at the next meeting, if it failed at this meeting. The understanding was a motion for reconsideration could be brought forward at the next meeting.
 - a. Motion: (Haralson moved, Kant second) - To table the discussion till the May meeting, when all members of the APC will be present. Motion – Failed.
 - b. Motion: (Hinkle moved) -To approve adding the Growth and Development Class to the APC curricula. Motion – Failed for lack of second.
6. Election Update – Mr. Kant and Ms. Flores are candidates for re-election. Lois Kaufman's seat will also be voted on due to our by-law's requirement. Ms. Kaufman's seat was inadvertently not advertised as being up for election. Possible election procedures were discussed. Mr. Semmens will write a letter to be included with the ballots explaining the need to place Ms. Kaufman on the ballot.

not
attached

7. Siblings (Grades 5-8) – Ms. Phillips presented information concerning an administration proposal to enroll siblings in grades 5-8. Discussion items included: a) past results with enrolling new families at higher grade levels; b) familiarization of currently enrolled families with school's programs and policies; c) enrollment levels by grade; and d) impact on classrooms and individual subjects such as math taught across grade levels.
- a. Motion: (Hinkle moved, Kauffman second) - To accept five siblings total for enrollment in grades 5 through 8 from the sibling list. Motion – Passed (4 votes in favor, Haralson abstention due to conflict of interest)
- b. Motion (Kaufman moved, Hinkle second) - To accept 2 additional siblings under the sibling provision that were not previously part of the sibling wait list. Motion – Passed (4 votes in favor, Haralson abstention due to conflict of interest)
8. Parent Comments – As a parent, Mr. Hinkle expressed his appreciation to the school administration and the APC for their understanding with his family's recent travel and absence.
9. Board Member Comments –
- a. Hinkle – Reported on the Soldotna Rotary Flower Program. Motion (Hinkle moved, Kant second) - To approve up to \$400 to procure 1 dozen roses for each staff member. Motion – Passed Unanimous.
- b. Kaufman – asked about the replacement for Mr. Roach. Ms. Phillips provided current information on process.
- c. Haralson – Thanked the board for their support on the sibling issue. Commented on the lack of enforcement of the dress code.
- d. Kant – Believed adding siblings will be a positive step, having new students will change some of the classroom dynamics.
- e. Flores – Commented on the need to enforce dress code and asked about a teacher's dress code. Asked that these items be added to the next meeting's agenda. Was very glad to have the Haralson siblings returning to the school.
10. Adjournment 9:51 pm??
11. Next Meeting Date - May 3, 2007

Submitted,
Douglas Haralson,
Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, May 3, 2007 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Seating of Members & Election of Officers
6. Parent Comments
7. Board Member Comments
8. Adjournment
9. Next Meeting Date (TBA)

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, May 3, 2007 at 6:00

1. **Welcome**
 - a. Call to Order – Meeting called to order at 6:05 PM.
 - b. Roll Call – Mr. Semmens, Ms. Kaufman, Mr. Dudley, Mr. Haralson, Mr. Kant present. Ms. Flores, Mr. Kant, Mr. Hinkle absent. Mr. Hinkle arrived aft 6:11PM at the beginning of Item 3. Ms. Flores arrived at 6:17PM during Item 3.
 - c. Agenda – Approved as amended.
 - d. Approval of Minutes – The minutes of April 12, 2007, meeting were approved as amended.
2. **Parent Comments - None**
3. **Administrator's Report** – See attached. Mr. Semmens commented on the need for the APC to be involved in the selection of a new staff member. The APC would have a consent and ratification function following the recommendation of the school administrator.
 - a. **Motion**: (Haralson moved, Kant second) – To confirm Ms. Heidi Harding as a new teacher hire beginning with the 2007-2008 school year. As a matter of school policy, for future hires, the administrator will recommend to the APC, the name of a teacher to be selected for hire at ABCS. The APC will then have a vote to confirm the administrator's recommendation or to not confirm. Following a negative vote, the administrator, will then select and nominate another name for confirmation. Motion – Passed Unanimous.
4. **Financial Report** – Glexline report attached. Discussion on Alaska State Statute 14.03.260.
5. **Survey** – Semmens asked about the status of school survey.
6. **Seating of Members & Election of Officers** – Members for re-election ran unopposed. These members were re-seated on the APC.
 - a. **Motion**: (Kaufman moved, Kant second) – All current officers remain in their positions. Motion – Passed Unanimous.
7. **Proposed Growth & Development Classes** – A review of discussion and actions from the last meeting was provided.
8. **Parent Comments - None**

9. Board Member Comments –

- a. Dudley – announced this would be his last meeting as community member. He is at the end of his term and will be accepting a new employment opportunity. Mr. Semmens asked him to reconsider, and thanked him for his service to this school, long after his own children graduated.
- b. Kant – This has been a fabulous school year. Expressed his thanks to Mr. Nauta and the entire staff for their performance educating our children.
- c. Kauffman – Asked what are our lockdown procedures. Mr. Nauta reviewed the actions of the previous week. Commented on the school's history on the school website. This needs to be required reading for all new families.
- d. Flores – Asked if there was any progress on our 10 year celebration. Asked if we could get the board's contacts and meeting minutes on the school's website. Discussed summer meetings and parental meetings.
- e. Hinkle – Reported on the Soldotna Rotary's Flower Program, the APC's participation, and the scholarships paid by the Soldotna Rotary. Expressed concern about the parental understanding of a charter school; the rights and responsibilities of these parents.
- f. Haralson – Expressed his kudos to the teachers and staff for their immediate response and performance in the presence of a potential threat to the school students and staff. Asked if we should go back to requiring volunteer hours. Asked if a gift has been purchased for Mr. Roach. Last meeting question – what is our plan for summer school. Do we need to ratify a recommendation on chaperones?
 - i. Motion: (Hinkle moved, Haralson second) – Moved to fund up to \$10,000 for the ABCS students, coaches, and chaperones to attend the International Future Problem Solvers competition in Colorado at the end of the May. Motion - Passed Unanimous.
- g. Semmens – Asked who maintains the school website.

10. Adjournment: 8:45 PM

11. Next Meeting Date – Tuesday, May 22, 2007, 3:00PM

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, November 1, 2007 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Playground Equipment
6. KMS
7. Uniforms
8. APC Vacancy
9. Parent Comments
10. Staff Member Comments
11. Board Member Comments
12. Adjournment
13. Next Meeting Date (TBA)

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR NOVEMBER 1, 2007

WELCOME:

- a. Call to Order- 6:05pm
- b. Roll Call- Larry Semmens, Gary Hinkle, Duane Kant, Kathy Flores
- c. Agenda- approved as it stands
- d. Approval of minutes- The minutes of the September, 20 2007 meeting were approved as amended. Motion- Mr. Hinkle, Second- Mrs. Flores

2. PARENTS PRESENT: None

3. ADMINISTRATOR'S REPORT- See attached report, reported by Mrs. Phillips.

Close Up for possible school trip- comments read by Mrs. Phillips from Administrators report. Hinkle-this requires no action, Phillips-possibly better in summer, teachers not in favor for spring break trip, Semmens-no need to expend further time for this- with no support.

4. APC VACANCY: moved up in the agenda-Mrs. Lucas withdrew application

Those present Tom Carver, Aaron Swanson, Todd Paxton and Scott Coffman. APC members grateful for having choices and four qualified candidates. Motion for executive session-Kant, second Flores. 1830 in session 1842 out of session.

Motion for APC for Coffman by Flores, Motion for closure by Kant. Scott Coffman seated on APC for remainder of 07-08 school year.

5. FINANCIAL REPORT-Glexline report, meeting with Melody Douglas in future for exact fund balance, most line items up to date.

6. PLAYGROUND EQUIPMENT-KPBSD may pay for playground equipment.

7. KMS-administration is still reviewing KMS's needs to see if ABCS can help out in any area with athletics.

8. UNIFORMS-Mrs. Phillips read Mr. Nauta's thoughts from the administrator's report. Parent comments-Pam Swedberg-keep dress code as it exists, will serve on committee if needed. Shannon Kooly-keep dress code, modify discipline. Stacy? enforce what we have. Mr. Palm- looking for the spirit of the law, Lori Uponen-enforcement of little items is hard to detect. Heidi Harding-teachers don't notice, but kids do. Anita- clothes closet interrupts her work day, not an appropriate part for the discipline policy. Stacy?-enforcement standards. Discussion of sole source provider for uniforms. Mrs. Jackman-

hold parents accountable for uniform problems. Enforcement of the current policy seems to be the biggest problem.

No action will be taken on the Nauta motion to form a uniform committee.

9. PARENT COMMENTS- Mr. Carver is happy with school and no issues.

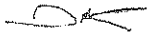
10. STAFF COMMENTS- Harding-loves the science stuff and lab stuff. Phillips-technology issues-17 minute boot up on her class computers

11. BOARD COMMENTS-Kant-dad participation in field trip. Hinkle- wants continued parent participation in school and APC, Flores-appreciates parental and staff involvement tonight. Coffman-. Semmens- thanks for staff involvement

12. NEXT MEETING DATE – December 6, 2007.

ADJOURNMENT: 8:10 PM.

Respectfully submitted,



Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, Dec. 6, 2007 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. 2007-2008 Budget
5. Financial Report
6. Playground Equipment
7. KMS
8. Parent Comments
9. Staff Member Comments
10. Board Member Comments
11. Adjournment
12. Next Meeting Date (TBA)

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR DECEMBER 6, 2007 MEETING

1. WELCOME:

- a. Call to Order: 6:10pm
- b. Roll Call: Scott Coffman, Larry Semmens, Gary Hinkle, Duane Kant
- c. Agenda: approved as it stands
- d. Approval of minutes: The approval of the minutes from the November 1, 2007 meeting was suspended for one meeting.

2. PARENTS PRESENT: None

3. ADMINISTRATOR'S REPORT: No behavior contracts, no cross country ski coach for KMS, private school in Anchorage wants to use ABCS as a model for their school.

4. 2007-2008 BUDGET: No firm information as of yet from the district, Mr. Nauta has started working on the budget. Action postponed due to lack of information.

5. FINANCIAL REPORT: See glexline report.

6. PLAYGROUND EQUIPMENT: The large piece of playground equipment needs to be replaced. District will not be able to do this until 2009. Motion to spend up to \$80,000 to have a new piece of playground equipment purchased and installed-Hinkle motion, Coffman second, motion carried unanimously.

7. KMS- no cross country ski coach,

8. PARENT COMMENTS- None

9. STAFF MEMBER COMMENTS- None

10. BOARD MEMBER COMMENTS- Hinkle-wonderful musical program in school and Christmas program, Coffman-musical program was well done, Semmens-at the musical-lots of student effort, lots of parental support, staff provided expertise- very encouraging in general.

11. NEXT MEETING DATE: Thursday 1-10-08

ADJOURNMENT: 7:40 PM

Respectfully submitted,


Duane Kant-APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, January 10, 2008 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. 2007-2008 Budget (Update)
5. Financial Report
6. Playground Equipment (Update)
7. Administrator's Contract
8. Parent Comments
9. Staff Member Comments
10. Board Member Comments
11. Adjournment
12. Next Meeting Date (TBA)

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR JANUARY 10, 2008

1. WELCOME:

- a. Call to order-6:10pm
- b. Roll Call- Larry Semmens, Gary Hinkle, Duane Kant, Kathy Flores, Lois Kaufman, Scott Coffman.
- c. Agenda- approved as it stands.
- d. Approval of minutes: minutes of 11-1-07 Motion Coffman, Second Hinkle :
Unanimous approval. Minutes of 12-6-07 Motion Hinkle, Second Coffman:
Unanimous approval.

2. PARENTS PRESENT: Mr. Carver

3. ADMINISTRATOR'S REPORT: KMS SKI COACH-Ms. Noel Phillips, One Student on an academic contract, No current behavior contracts.

4. 07-08 BUDGET UPDATE: Draft sent to district

5. FINANCIAL REPORT: Glexline Report

6. PLAYGROUND EQUIPMENT (Update)- working with Dave Tressler at district-under budget at this point.

7. ADMINISTRATOR'S CONTRACT: To be worked at next meeting.

8. PARENT COMMENTS: None from Mr. Carver.

9. STAFF MEMBER COMMENTS: None present.

10. BOARD MEMBER COMMENTS: Hinkle- None, Coffman- None, Kaufman-SIGS-Bowling, Kant-nice to end semester at Christmas break, Flores- None, Semmens- None.

11. ADJOURMENT: Meeting ended at 1845 hours.

12. NEXT MEETING DATE: 2-7-08 at 6:30pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Tuesday, February 5, 2008 at 6:30

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Administrator's Contract
6. APC Terms & Nominations
7. Parent Comments
8. Staff Member Comments
9. Board Member Comments
10. Adjournment
11. Next Meeting Date (TBA)

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR FEBRUARY 5TH, 2008

1. WELCOME
 - a. Call to Order-6:35pm
 - b. Roll Call- Larry Semmens, Gary Hinkle, Duane Kant, Kathy Flores, Lois Kauffman, Roy Dudley.
 - c. Agenda-added a discussion of bylaws in reference to nomination process.
 - d. Approval of minutes of 1-10-08, Motion-Hinkle, Second Kauffman:
Unanimous approval
2. Parent Comments- None Present.
3. Administrator's Report- Mrs. Hagen recovering well from broken kneecap at SIGS Trip. SIGS Trips and locations being discussed, SIGS to be added to agenda for next meeting. Terra Nova testing has begun-missing part of the test-district working on that. Discussion of family having problems with student tardies-running up against the tardy policy maximum. Mr. Nauta will have a discussion with them about the policy and the board's concern about the situation. Discussion of family with multiple behavior contracts-accumulating discipline points again-possible appearance before the board in future. Playground proposal will be finished-proposals due 3-14-08.
4. Financial Report- See last Glexline Report.
5. Administrator's Contract- Mr. Nauta asks that the salary be left as it is. Motion for same contract as this year(2007-08) to be issued for next year(2008-09)- Motion-Hinkle, Second-Kant. Unanimous approval.
6. APC Terms and Nominations- see attached sheet prepared by Mrs. Kauffman.
- 6a. Discussion of Bylaws regarding APC Nominations- discussion of amending the bylaws to reflect a change that appointed members serve the remainder of the term being filled, not the remainder of the year. A resolution will be published and will be added to the agenda for the next meeting.
7. Parent Comments- No parents present.
8. Staff Member Comments- None present.

9. Board Member Comments- Dudley-None. Kauffman-None. Flores-Thank you to Mr. Nauta for the contract for next year. Kant-None. Hinkle-All is well. Semmens- None

10. Adjournment- 7:45pm

11. Next Meeting Date- March 11, 2008 at 6:30pm

Respectfully Submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Tuesday, March 11, 2008 at 6:30

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Revision of Resolution ~~1-2005~~ 1-2008
6. APC Nominations
7. Parent Comments
8. Staff Member Comments
9. Board Member Comments
10. Next Meeting Date (April 7, 2008)
11. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MARCH 11, 2008

1. WELCOME:

- a. Call to order-6:30
- b. Roll Call- Flores, Dudley, Semmens, telephonic Kant and Hinkle
- c. Agenda- approved as it stands.
- d. Approval of minutes: minutes of Feb 5, 2008 approved

2. PARENTS PRESENT: None

3. ADMINISTRATOR'S REPORT: Letter received regarding tardy situation, problem resolved. Dr. Settevendemie was here and talked to several parents. New playground equipment bid to be in by March 15. Dr. Peterson was here today with a Dept. of Ed. Person. The Superintendent indicated she was pleased with ABCS.

4. FINANCIAL REPORT: New financial report is not usable. Report made to district office. They are working on it.

5. Resolution 1-2008, changing the Bylaws regarding the term of persons appointed to the APC

Motion to approve Resolution 1-2008 by Flores; Second Dudley

Amendments made per motion by Flores, seconded Dudley Per the attached amended resolution. Motion to approve amendments carried unanimously.

Main motion to approve carried unanimously.

7. APC Nominations

Packet regarding nominations will be sent to parent tomorrow. Nominations must be submitted by 3:00 p.m. 3/28/08.

8. PARENT COMMENTS: None

9. STAFF MEMBER COMMENTS: None

10. BOARD MEMBER COMMENTS: None

11. ADJOURMENT: Meeting ended at 1900 hours.

12. NEXT MEETING DATE: April 7, 2008 at 6:30 p.m.

Respectfully submitted,

Larry Semmens, deputy APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Tuesday, April 15, 2008 at 6:30

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Playground Status Report
5. Financial Report
6. APC Nominations
7. Parent Comments
8. Staff Member Comments
9. Board Member Comments
10. Next Meeting Date (May 6, 2008)
11. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR APRIL 15, 2008

1. WELCOME:

- a. Call to order- 6:25pm
- b. Roll Call- Larry Semmens, Kathy Flores, Lois Kauffman, Scott Coffman, Duane Kant, Gary Hinkle present. Roy Dudley absent
- c. Agenda- add 4a-approved as amended
- d. Approval of minutes: approved as submitted

2. PARENTS COMMENTS: None-No parents present.

3. ADMINISTRATOR'S REPORT: Presented by Mrs. Phillips, Mr. Nauta absent. No behavior contracts at this time. All students qualified for SIGS. All bids on playground equipment were rejected. An alternate proposal is being prepared.

4. PLAYGROUND STATUS REPORT: See administrator's report.

4a. Rotary Roses-scholarship program for Rotary- Motion for spending up to \$600 for staff members-Kathy Flores, Second-Lois Kauffman, passed unanimously.

5. FINANCIAL REPORT: Report is readable and is presumed accurate at this time.

6. APC NOMINATIONS: Mr. Jerry Strait was present. He will be seated at a future meeting. Lois Kauffman and Scott Coffman were elected to three year terms.

7. PARENT COMMENTS: None.

8. STAFF MEMBER COMMENTS: None.

9. BOARD MEMBER COMMENTS: Lois Kauffman-good to see Joy Hagen back. Kathy Flores-Business Day on Thursday. Gary Hinkle-None. Scott Coffman-Everything is good. Duane Kant-No comments. Jerry Strait- glad to be here, grateful for the opportunity. Larry Semmens-next to last meeting.

10. NEXT MEETING DATE: May 8, 2008 at 6:30pm.

11. ADJOURNMENT: 7:35pm

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, May 8, 2008 at 6:30

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Playground Status Report
5. Survey Results
6. Financial Report
7. Seating of Elected Members and Election of Officers
8. Parent Comments
9. Staff Member Comments
10. Board Member Comments
11. Next Meeting Date (TBA)
12. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 8, 2008

1. WELCOME:

- a. Call to order- 6:30 pm
- b. Roll Call- Kathy Flores, Roy Dudley, Duane Kant, Scott Coffinan, Lois Kauffman, Gary Hinkle. Larry Semmens-excused absence.
- c. Agenda- approved as amended-seating of elected members tabled for one month
- d. Approval of minutes: approved as submitted.

2. PARENTS COMMENTS: None, Mr. Strait present.

3. ADMINISTRATOR'S REPORT: One student close to behavior contract, Terra Nova test results flawed, District is handling. Mr. Nauta and Mr. Palm attended charter school conference, summer school program will be same as past years, 5th and 7th grade analytic writing results just arrived-students did very well, uniform pictures to go out with report cards at end of year.

4. PLAYGROUND STATUS REPORT: One bid submitted that meets specs-teachers will provide labor, will be installed in August, 2008, ready when school starts. Project is under budget at this point.

5. SURVEY RESULTS: Only 12 surveys received thus far, mostly positive results. A school wide e-mail will be sent out to prompt parents to return the surveys.

A new parent packet is being prepared for issue to families new to ABCS. Mr. Dudley and Mrs. Kauffman have volunteered to review the packet for content as to the history and rules within the school- possibly in a CD format. A status report will be received at the August, 2008 meeting.

6. FINANCIAL REPORT: District report is using a new format. Fiscal health of school is fine.

7. SEATING OF ELECTED MEMBERS-Tabled for one month to June, 2008.

8. PARENT COMMENTS: None

9. STAFF MEMBER COMMENTS: None

10. BOARD MEMBER COMMENTS: Mr. Dudley- None. Mrs. Kauffman-nice to be at Sohi for concerts. Mr. Hinkle- None. Mr. Coffman-great field trip to Homer. Mr. Kant- None. Mrs. Flores-None.

11. NEXT MEETING DATE: June 12th, 2008 at 6:30pm.

12. ADJOURNMENT: 8:05pm

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, June 12, 2008 at 6:30

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Survey Results
6. Parent Packet
7. Seating of Elected Members and Election of Officers
8. Parent Comments
9. Staff Member Comments
10. Board Member Comments
11. Next Meeting Date (TBA)
12. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR June 12, 2008

1. WELCOME:

- a. Call to order- 6:30 pm
- b. Roll Call- Kathy Flores, Duane Kant, Scott Coffman, Lois Kauffman, Jerry Strait, Gary Hinkle. Larry Semmens and Roy Dudley-excused absence.
- c. Agenda- approved as amended
- d. Approval of minutes: approved as submitted.
- e. Seating of Elected Members and Election of Officers. Mr. Strait-seated in a one year term. Lois Kauffman seated for three year term.

Kathy Flores nominated for chairman, Gary Hinkle nominated for vice-chairman, Scott Coffman-treasurer, Duane Kant-secretary and Roy Dudley for the community member at large. Nominations unanimously approved.

2. PARENTS COMMENTS: None

3. ADMINISTRATOR'S REPORT: One student on behavior contract-will carry over to next year. Terra Nova results are flawed, results pending. Mr. Nauta and Mr. Palm went to charter school conference. Summer school is underway. The new school computers were ordered-22 in all.

Executive session for the board entered at 6:55pm to discuss a complaint filed against Mr. Nauta with the school district. The board exited executive session at 7:10pm.

4. FINANCIAL REPORT: End of the year report has been received and is presumed accurate. A story in the Peninsula Clarion about the school budget being cut was discussed. Mr. Nauta, Mr. Semmens and Mr. Coffman will be contacting the school district to discuss the situation.

5. SURVEY RESULTS: A total of 16 surveys were received. They were generally positive in nature and all surveys were reviewed by all board members present at the meeting.

6. PARENT PACKET: No action at this time. An end of the summer deadline was established. It will be discussed at the next meeting.

7. PARENT COMMENTS: None.

8. STAFF MEMBER COMMENTS: None.

9. BOARD MEMBER COMMENTS: Mrs. Kauffman-Thanks to Mr. Semmens for his years of service to the school. Mr. Coffman-None. Mr. Strait-APC is an unknown entity

for many of the school parents, a plan to improve this will be added to the next meetings agenda. Mr. Kant-None. Mr. Hinkle-A disconnect with parents and the APC is a concern. Mrs. Flores-agrees that more visibility for the APC is needed, thanks to Mr. Strait for serving.

10. NEXT MEETING DATE: August 14, 2008 at 6:30pm.

11. ADJOURNMENT: 8:07pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, August 14, 2008 at 6:30

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report (New playground equipment tour)
4. Financial Report
5. Parent Packet
6. Parent Comments
7. Staff Member Comments
8. Board Member Comments
9. Next Meeting Date (TBA)
10. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR August 14, 2008

1. WELCOME:

- a. Call to order- 6:35 pm
- b. Roll Call- Kathy Flores, Lois Kauffman, Scott Coffman, Gary Hinkle, Duane Kant, Jerry Strait-excused absence. Roy Dudley-absent
- c. Agenda- approved as submitted
- d. Approval of minutes: approved as submitted

2. PARENTS COMMENTS: None, no one present.

3. ADMINISTRATOR'S REPORT: Tour of new playground equipment lasted from 6:35 to 7:00pm. Accurate count of enrollment is not available as of yet. Last year's test results are still being received and evaluated.

4. FINANCIAL REPORT: Not available from the District at this time.

5. PARENT PACKET: Not available at this time, tabled to next meeting.

6. PARENT COMMENTS: None, no one present.

7. STAFF MEMBER COMMENTS: None, no one present.

8. BOARD MEMBER COMMENTS: Mr. Coffman-none, Mrs. Kauffman-none, Mr. Hinkle-none, Mrs. Flores-extreme gratitude to staff for playground construction, Mr. Kant-None.

9. NEXT MEETING DATE: TBA

10. ADJOURNMENT: 8:15pm

Respectfully submitted,

Duane Kant , APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, September 15, 2008 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Parent Packet
6. Parent Comments
7. Staff Member Comments
8. Board Member Comments
9. Next Meeting (10/13/08?)
10. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR September 15, 2008

1. WELCOME:

- a. Call to order- 6:06 pm
- b. Roll Call- Kathy Flores, Lois Kauffman, Jerry Strait, Roy Dudley, Duane Kant.
Absent-Scott Coffman, Gary Hinkle.
- c. Agenda- approved as submitted.
- d. Approval of minutes: approved as submitted.

2. PARENTS COMMENTS: None, no one present.

3. ADMINISTRATOR'S REPORT: Enrollment is stable at 184 students. Borough Maintenance has signed off on new playground equipment. No new information on Terra Nova from last year. Open house is on 9-25-08 from 6:30-7:30pm.

4. FINANCIAL REPORT: No current information from the district is available.

5. PARENT PACKET: This is being worked, with the goal of a CD to be available for distribution in the next school year.

6. PARENT COMMENTS: None, no one present.

7. STAFF MEMBER COMMENTS: None, no one present.

8. BOARD MEMBER COMMENTS: Mr. Strait- None, Mrs. Kauffman- We have our first 2nd generation student enrolled, Mr. Dudley- None, Mr. Kant- None, Mrs. Flores- e-mail contacts for APC need to be added to web site.

9. NEXT MEETING DATE: Monday 10-13-08 at 6:00 pm.

10. ADJOURNMENT: 6:37 pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, November 3, 2008 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report & Draft 2009-2010 Budget
4. Financial Report
5. Parent Packet
6. Parent Comments
7. Staff Member Comments
8. Board Member Comments
9. Next Meeting (12/8/08)
10. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR November 3, 2008

1. WELCOME:

- a. Call to order- 6:10 pm
- b. Roll Call- Kathy Flores, Lois Kauffman, Duane Kant, Scott Coffman, Jerry Strait, Roy Dudley.
Absent- Gary Hinkle-excused absence
- c. Agenda- approved as submitted, with added items and 09-10 budget deleted.
- d. Approval of minutes: approved as submitted. Motion to accept-Kauffman, Second-Coffman, Approved as submitted.

2. PARENTS COMMENTS:

SIGS- Mrs. Swedberg has issue with paying for SIGS trip, Mrs. Huff doesn't have a problem with paying. Admin is spending about \$10,000 a year on SIGS currently. SIGS is not currently addressed in the discipline policy. There is a scholarship program available for truly needy children. A discussion about establishing a formal SIGS reward policy will be added to the December, 2008 APC agenda.

No other parent comments for other issues.

3. ADMINISTRATOR'S REPORT: The current enrollment is 183 students. The Christmas program is scheduled for December 2, 2008 at 7:00 pm at KCHS. Our fixed school costs are substantially lower than most of the other charter schools of comparable size.

4. FINANCIAL REPORT: Current financial status of school is in good shape. New financial statement is cumbersome.

5. PARENT PACKET: A work in progress. Mr. Anderson's class would be interested in doing the technology end of the project.

6. PARENT COMMENTS: No other comments.

7. STAFF MEMBER COMMENTS: Mrs. Harding and Mr. Palm present-no comments.

8. BOARD MEMBER COMMENTS: Mr. Strait-appreciates parents showing up. Mr. Coffman-nice to see parents here. Mr. Dudley-No comments, Mrs. Kauffman- no comments. Mr. Kant- school sports needs reported to parents. Mrs. Flores- Thanks to staff and parents in attendance.

9. NEXT MEETING DATE: December 8th, 2008 at 6:00 pm.

10. ADJOURNMENT: Meeting adjourned at 7:29 pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, December 15, 2008 at 6:00

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report & Draft 2009-2010 Budget
4. Financial Report
5. Report of Progress on Electronic Parent Packet
6. Students In Good Standing (SIGS) reward field trips discussion
7. Parent Comments
8. Staff Member Comments
9. Board Member Comments
10. Next Meeting (1/5/09)
11. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR December 15, 2008

1. WELCOME:

- a. Call to order- 6:08 pm
- b. Roll Call- Lois Kauffman, Duane Kant, Gary Hinkle, Scott Coffman
Absent- Kathy Flores, Jerry Strait
- c. Agenda- approved as submitted.
- d. Approval of minutes: Lois Kauffman-motion to approve, Scott Coffman-second,
Motion approved.

2. PARENTS COMMENTS: None, no one present.

3. ADMINISTRATOR'S REPORT: Lots of tardies-multiple families, one family with eight tardies. 2009-10 school draft budget has been completed and was distributed.

4. FINANCIAL REPORT: Accurate information is not available from the district at this time. Financial numbers are being kept at the school.

5. PARENT PACKET: Progress report-no progress.

6. STUDENTS IN GOOD STANDING (SIGS) REWARD FIELD TRIPS: SIGS has progressed away from the original intent of modifying student behavior, primarily due to excellent student behavior. Discussion will be tabled until next month for input from the entire APC.

7. PARENT COMMENTS: None, no one present.

8. STAFF MEMBER COMMENTS: Mrs. Harding present- Great Christmas program.

9. BOARD MEMBER COMMENTS: Mrs. Kauffman- No comments; Mr. Kant-Kudos to JD Uphonen and the Christmas program, ABCS is doing a wonderful job preparing our kids for academic success; Mr. Coffman-great Christmas program, Mr. Dudley-Are the high schools prepared for our kids?; Mr. Hinkle- No comments.

10. NEXT MEETING DATE: February 9th, 2009 at 6:00 pm.

11. ADJOURNMENT: Meeting adjourned at 7:20pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, February 9, 2009 6:00 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. DARE
6. Report of Progress on Electronic Parent Packet
7. Students in Good Standing (SIGS) reward field trips discussion
8. Parent Comments
9. Staff Member Comments
10. Board Member Comments
11. Executive Session
12. Next Meeting
13. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR February 9, 2009

1. WELCOME:

- a. Call to order- 6:05 pm
- b. Roll Call- Kathy Flores, Gary Hinkle, Scott Coffman, Lois Kauffman, Jerry Strait, Duane Kant, Roy Dudley.
Absent- None
- c. Agenda- approved as amended.
- d. Approval of minutes: Gary Hinkle-motion to approve, Kathy Flores-second,
Motion approved.

2. PARENTS COMMENTS: None.

3. DARE: Mrs. Walton present for initial presentation of information. Officer Kelly George of the Kenai Police Department, a local DARE instructor, was also in attendance and made a presentation.

4. ADMINISTRATOR'S REPORT: The potential kindergarten enrollment for 2009-2010 exceeds the number of seats available and a lottery is the probable outcome. Two families have tardy issues and letters were received today from them. A letter from the APC will be sent to both families explaining the consequences of continued tardiness.

5. FINANCIAL REPORT: Accurate financial information is not currently available. Overall financial health for the school is excellent.

6. PROGRESS ON ELECTRONIC PARENT PACKET: Mr. Anderson is working on part one of the project. A 10 minute DVD is being prepared for viewing by new parents to the school.

7. SIGS REWARD FIELD TRIPS DISCUSSION: Flexibility for trip options and possible parent payment for trips is an alternative. Once per quarter is still the preference of the school and the APC. A letter explaining the options will be prepared and forwarded to the board for approval.

8. PARENT COMMENTS: None, no one present.

9. STAFF MEMBER COMMENTS: None, Mrs. Harding was present.

10. BOARD MEMBER COMMENTS: Mrs. Kauffman-None. Mr. Coffman-None. Mr. Dudley- None. Mr. Kant- None. Mrs. Flores- Robotics team took first at Kenai Peninsula Team Competition.

11. NEXT MEETING DATE: Monday 3-9-09 at 6:00pm

12. ADJOURNMENT: Meeting adjourned at 7:58 PM.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, March 23, 2009 6:00 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Administrator's Contract
6. APC Nominations
7. DARE
8. Report of Progress on Electronic Parent Packet
9. Parent Comments
10. Staff Member Comments
11. Board Member Comments
12. Next Meeting
13. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR March 23, 2009

1. WELCOME:

- a. Call to order- 6:00 pm
- b. Roll Call- Mrs. Flores, Mrs. Kauffman, Mr. Hinkle, Mr. Strait, Mr. Dudley, Mr. Kant, Mr. Coffman.
Absent- None
- c. Agenda- approved as amended.
- d. Approval of minutes- Mrs. Kauffman-motion to approve, Mr. Hinkle-second,
Motion approved.

2. PARENTS COMMENTS: None, No parents present.

3. EXECUTIVE SESSION:- entered at 6:08 pm, student issue. Exited at 6:33pm.

4. ADMINISTRATOR'S REPORT: Current enrollment is 176 students. Mr. Nauta and Mr. Anderson reviewed DARE curriculum. No current student discipline problems. Lottery for new kindergarden students is Thursday.

5. FINANCIAL REPORT: School's financial status is in good shape.

6. ADMINISTRATOR'S CONTRACT: Motion to extend Mr. Nauta's current contract for the 2009-2010 school year- Mr. Dudley, Second-Mr. Hinkle. Motion carried unanimously.

7. APC NOMINATIONS: Two seats are up for election this year. Seat C which is currently filled by Mr. Strait and seat D which is currently filled by Mr. Hinkle.

8. DARE: A proposal for the DARE curriculum for the 2009-2010 school year will be presented at the next meeting.

9. PROGRESS REPORT ON ELECTRONIC PARENT PACKET: Progress is being made by technology students on this subject. A more detailed presentation will be on the agenda for the next meeting.

10. PARENT COMMENTS: None.

11. STAFF MEMBER COMMENTS: Mr. Severson-Thanks for the support.

12. BOARD MEMBER COMMENTS: Mrs. Kauffman- thanks to Mr. Nauta for the next contract, Mr. Dudley- coordinate a school visit with Dr. Atwater and school board president, Mr. Hinkle- APC, Mr. Nauta and school staff are working very well together, Mr. Strait- None, Mr. Coffman-"I'm Happy", Mr. Kant- None, Mrs. Flores- None.

13. NEXT MEETING DATE: April 27, 2009 at 5:30 pm

14. ADJOURNMENT: Meeting adjourned at 7:36 pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, May 11, 2009 5:30 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Draft Tardy Policy Revision Resolution
6. Draft APC Term Revision Resolution
7. Draft DARE Resolution
8. Electronic Parent Packet
9. Parent Comments
10. Staff Member Comments
11. Board Member Comments
12. Next Meeting
13. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR May 11, 2009

1. WELCOME:

- a. Call to order- 5:30 pm
- b. Roll Call- Mrs. Flores, Mrs. Kauffman, Mr. Hinkle, Mr. Strait, Mr. Dudley, Mr. Kant, Mr. Coffman.
Absent- None
- c. Agenda- Motion to approve as amended-Mrs. Kauffman, second-Mr. Kant, approved as amended.
- d. Approval of minutes- Motion to approve-Mrs. Kauffman, second-Mr. Coffman. Approved

2. PARENTS COMMENTS: None

3. ADMINISTRATOR'S REPORT: Terra Nova results were released, school average was above 80%. Several student individuals and teams have been very successful recently. No retentions are planned for next year. No discipline problems at this time.

4. FINANCIAL REPORT: A discussion of the school's fund balance and the future of the balance. School is on solid financial ground otherwise.

5. DISCUSSION OF DRAFT TARDY POLICY REVISION RESOLUTION: 5% of the students are generating 31% of the school wide tardies. Tardies are disruptive to the entire class. Changes to the tardy policy include: reducing the maximum number of tardies from 10 to 7, a phone call from the school at 3 tardies, a certified letter from the school at 4 tardies, requiring a parental visit to the APC board at 5 tardies with refusal to meet with the board resulting in disenrollment at the end of the current semester. We are also requiring a parent to sign the child into the office if they are tardy.

6. DRAFT APC TERM REVISION RESOLUTION: For vacant seats, appointed members would fill the remainder of the term, not simply the remainder of the school year, as is the current policy. This is the first public reading of the resolution. No objections were heard.

7. DISCUSSION OF DRAFT DARE RESOLUTION: This is the first reading of the resolution and it is a trial basis for the school year 2009-10. No objections were heard.

8. PROGRESS REPORT ON ELECTRONIC PARENT PACKET: The beginning version of the packet was previewed and it was an excellent start.

9. PARENT COMMENTS: No parents present.

10. STAFF MEMBER COMMENTS: None.

11. BOARD MEMBER COMMENTS: Mrs. Kauffman- No comments. Mr. Coffman- no comments. Mr. Dudley- no comments. Mr. Strait- no comments. Mr. Hinkle- Mr. Nauta paid for Rotary roses for all the female staff members. Mr. Kant- no comments. Mrs. Flores- no comments.

12. NEXT MEETING DATE: May 19, 2009 at 5:30 pm and the meeting after that is August 17, 2009 at 6:00 pm. An executive work session is scheduled for May 21, 2009 at 10:00 am.

13. EXECUTIVE SESSION: The board moved into executive session at 8:57 pm to speak with the teachers privately, if they so chose. Mrs. Phillips was present.

13. ADJOURNMENT: Meeting adjourned at 10:10 pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Special Meeting

May 19, 2009 6:00 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
2. Second Hearing on APC Resolution 1-2009 amending the APC By-Laws regarding membership on the APC.
3. Second Hearing on APC Resolution 2-2009 adding a Drug Abuse Resistance Education (D.A.R.E.) program to the ABCS curriculum on a trial basis
4. First Hearing on APC Resolution 3-2009 amending the ABCS Tardy Policy
5. Parent Comments
6. Next Meeting
7. Adjournment

AUOREA BOREALIS CHARTER SCHOOL

ACADEMIC POLICY COMMITTEE

Special Meeting

Minutes May 19,2009

1. Welcome
 - a. Call to Order – 6:00 p.m.
 - b. Roll Call – Mrs. Flores, Mr. Coffman, Mr. Strait, Mr. Dudley, Mrs. Kauffman
 - c. Agenda – Motion to approve – Mr. Coffman, second – Mr. Dudley
 - d. Parents attending - Jane Fursteneau, Annette Villa
2. Second Hearing on APC Resolution 1-2009 amending the APC By-Laws regarding membership on the APC. Motion to approve Resolution 1-2009 by Mr. Coffman, second – Mr. Dudley
Resolution passed unanimously
3. Second Hearing on APC Resolution 2-2009 adding a Drug Abuse Resistance Education (D.A.R.E.) program to the ABCS curriculum on a trial basis. There would be an opt out provision. Motion to approve Resolution 2-2009 by Mr. Coffman, second – Mr. Dudley. Resolution passed unanimously.
4. First Hearing on APC Resolution 3-2009 amending the ABCS Tardy Policy.
5. Special meeting on Thursday, May 21, 2009 at noon to meet with the staff and teachers
6. Next regular meeting – August 17, 6:00 p.m.
7. Meeting Adjourned at 7:15 p.m.

Respectfully submitted,

Lois Kauffman

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, August 17, 2009 6:00 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Second Hearing on APC Resolution 3-2009, amending the ABCS tardy policy
6. Parent Comments
7. Next Meeting (October 19)
8. Adjournment

**THERE ARE NO MINUTES FROM THE
AUGUST 17, 2009 MEETING AS WE DID NOT
HAVE A QUORUM.**

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, October 19, 2009 6:30 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Schedule for Teacher and APC meeting
6. Parent Comments
7. Next Meeting (November 23)
8. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR October 19, 2009

1. WELCOME:

- a. Call to order-6:35 pm
- b. Roll Call- Mrs. Flores, Mr. Hinkle, Mr. Coffman, Mr. Strait, Mr. Kant
Absent- Mrs. Kauffman.
- c. Agenda- Approved as amended-motion to approve-Mr. Hinkle, second-Mr. Coffman.
- d. Approval of minutes- This is the May 11th, 2009 meeting-motion to approve-Mr. Hinkle, second-Mr. Coffman-motion to approve was unanimous. Motion to table the approval of the May 16, 2009 meeting minutes due to the unavailability of the minutes-motion to approve-Mr. Coffman, second-Mr. Hinkle-motion was unanimous. There are no minutes from the August, 2009 meeting due to lack of a quorum.

2. PARENTS COMMENTS: None, no parents present.

3. ELECTION OF OFFICERS: Motion to leave the officers of the APC the same as the 2008-2009 school year was made by Mr. Strait, second by Mr. Coffman. Motion was approved with a unanimous vote. A discussion of whether or not to have a community member as a board member was conducted. A motion to have Mr. Dudley continue as the community board member for the 2009-2010 school year was made by Mr. Coffman and seconded by Mr. Hinkle. The motion was approved unanimously.

4. ADMINISTRATOR'S REPORT: Resolution 3-2009 was approved by a telephonic vote of APC members, conducted by Mr. Nauta, approval was unanimous. There are currently 182 students enrolled. One family has five tardies and refused the certified letter. We entered executive session at 7:00pm to discuss matters of school governance. We came out of executive session at 7:15 pm. Information was provided by Mr. Nauta concerning the pending move of the 7th and 8th grade classes from the portables into the building and moving three classrooms of the Boys and Girls Clubs into the portables.

5. FINANCIAL REPORT: The financial report was attached to the minutes. The financial situation of the school remains excellent.

6. PURCHASE OF COMPUTERS: This motion is concerning the purchase of approximately ninety (90) laptop computers and related equipment for use at the school, with a purchase price limit of no more than \$90,000.00. The motion to purchase the computers was made by Mr. Kant, the motion was seconded by Mrs. Flores. The motion carried with a unanimous vote.

7. PURCHASE OF A THIRD PORTABLE AND RENOVATION OF EXISTING SPACE IN TWO EXISTING PORTABLES: This motion includes the upgrade of the heating systems in the two existing portables and the construction of a new portable building to be erected at the school. The approximate price for this motion would be no more than \$200,000.00. The motion was made to approve the funds was made by Mr. Strait, with a second made by Mr. Coffman. The vote was approved with a unanimous vote.

8. OPTION TO PURCHASE OF FOUR ADJOINING LOTS FOR PLAYGROUND EXPANSION: This would be for pursuing an option to purchase four lots on Peninsula Avenue, which are the four unimproved lots that adjoin the school's playground on the south side. The purchase price for these four lots would be at the assessed value by the Kenai Peninsula Borough, with a total expenditure of no more than \$100,000.00. The motion was made for approval by Mr. Hinkle, with a second by Mr. Kant. The motion was approved with a unanimous vote.

9. SCHEDULE FOR TEACHER AND APC MEETING: This could possibly be done in executive session at the beginning of an APC meeting, with 2-3 teachers scheduled for an APC meeting. There would be a mandatory requirement for teachers to sign up for an appointment, with no requirement for attendance at the appointment. Mrs. Flores will write a letter from the APC to the teachers with this information.

10. PARENT COMMENTS: None, no one present.

11. STAFF MEMBER COMMENTS: None, no one present.

12. BOARD MEMBER COMMENTS: Mr. Hinkle- No comments, Mr. Coffman- No comments, Mr. Strait- No comments, Mr. Kant- Basketball teams doing well and the athletic teams and the coaches are appreciated, Mrs. Flores- thanks to the coaches for the athletic teams for their efforts.

13. NEXT MEETING DATE: November 16, 2009.

14. ADJOURNMENT: Meeting adjourned at 9:00 pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, November 23, 2009 6:30 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Traffic pattern, drop offs, early drop offs
5. Financial Report
6. Parent Comments
7. Board Member Comments
8. Next Meeting (December 14)
9. Adjournment
10. Executive Session with parent
(If there are no other parents, you may wish to move this to the beginning of the meeting.)

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR November 23, 2009

A. EXECUTIVE SESSION: The APC entered executive session at 6:10pm to discuss a confidential matter concerning a family and the implementation of the school tardy policy. Executive session ended at 6:30 pm and the regular meeting commenced.

1. WELCOME:

- a. Call to order-6:30 pm
- b. Roll Call- Mrs. Flores, Mr. Strait, Mr. Dudley, Mr. Kant, Mrs. Kauffman, Mr. Hinkle,
Absent- Mr. Coffman
- c. Agenda- Approved as amended-motion to approve-Mrs. Kauffman, second-Mr. Kant. Motion to approve passed unanimously
- d. Approval of minutes- Motion to approve- Mr. Hinkle, second- Mr. Kant. Motion to approve passed unanimously.

2. PARENTS COMMENTS: None, No one present.

3. ADMINISTRATOR'S REPORT: Both the boys' and girls' basketball teams won the borough small school championships over the previous weekend. Excellent sportsmanship on the part of the athletes was noted. The move from the portables to inside the building was accomplished with minimal loss of instruction and everyone is now inside the building. At this time, we are waiting on figures from the borough on the cost of the new portable, asbestos abatement and paving the grass area. Two carts (48) of laptops have been ordered.

4. TRAFFIC PATTERN, DROP OFFS AND EARLY DROP OFFS: No parent drop offs until 7:40 am.

5. FINANCIAL REPORT: The financial report was included in the packet and the school's financial condition continues to be sound.

6. MOTION TO APPROVE THE PURCHASE OF NINE SMARTBOARDS FOR CLASSROOM USE: The motion would be to spend no more than \$30,000 for the purchase of the smartboards., Motion was made by Mr. Dudley, second- Mr. Kant. The motion was passed unanimously.

7. PARENT COMMENTS: None, no one present.

8. STAFF MEMBER COMMENTS: None, no one present.

9. BOARD MEMBER COMMENTS: Mr. Dudley- No comments, Mrs. Kauffman- No comments, Mr. Hinkle- No comments, Mr. Strait- No comments. Mr. Kant- No comments, Mrs. Flores- No comments.

10. NEXT MEETING DATE: December 14, 2009 at 6:30 pm.

11. ADJOURNMENT: Meeting adjourned at 8:22 pm.

Respectfully submitted,

Duane Kant, APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, December 14, 2009 6:00 p.m.

Executive Session to meet with a parent pursuant to the tardy policy.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Staff Comments
6. Parent Comments
7. Board Member Comments
8. Next Meeting (January 18)
9. Adjournment

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, December 14, 2009 at 6:00 p.m.

Executive Session at 6:00 – 6:15 to meet with a parent pursuant to the tardy policy and discussion on another family with their student being suspended and on a behavior contract.

1. Welcome
 - A. Call to Order at 6:25 p.m.
 - B. Roll Call – Roy Dudley, Scott Coffman, Jerry Strait, Kathy Flores, Lois Kauffman. Absent – Duane Kant and Gary Hinkle
 - C. Agenda – Approved. Motion to approve – Scott Coffman, 2nd – Jerry Strait
 - D. Approval of Minutes – Approved with amendment to #3
Administrator's Report – "Two carts of laptops, 24 each, have been ordered." Motion to approve – Scott Coffman, 2nd – Jerry Strait
2. Parent Comments: None. No one present.
3. Administrator's Report: Report attached. Discussion on topics.
4. Financial Report: Thoughts on spending down the fund balance.
5. Staff Comments: None. No one present.
6. Parent Comments: None.
7. Board Member Comments: Jerry – thoughts on spending fund balance; Scott – No comment; Roy – No comment; Kathy – No comment; Lois – need for qualified, prospective new APC members.
8. Next Meeting (January 18th)
9. Adjournment: Adjourned at 7:20 p.m.

Respectfully submitted,

Lois Kauffman
Acting Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Monday, January 18, 2010 6:30 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Administrator's Contract & Addendum
6. Parent Comments
7. Staff Comments
8. Board Member Comments
9. Next Meeting (February 25)
10. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR JANUARY 18, 2010

I. WELCOME:

- a. Call to order-6:30 pm
- b. Roll Call- Gary Hinkle, Jerry Strait, Scott Coffman, Roy Dudley, Kathy Flores, Lois Kauffman
Absent- Duane Kant (excused)
- c. Agenda- motion to approve-Scott Coffman, second-Jerry Strait. Motion to approve passed unanimously
- d. Approval of minutes- Motion to approve- Scott Coffman, second- Jerry Strait. Motion to approve passed unanimously.

2. PARENTS COMMENTS: none present

3. ADMINISTRATOR'S REPORT: We have 179 students. The student that was on a behavior contract has been removed from ABCS by the parents. We continue to wait for an estimate for asbestos removal. The engineering firm to be used for the parking area is Northern Test Labs. The computers have arrived and are being used. Gene Palm has been working on setting them up. Smart boards have not arrived. The company will help train the teachers on how to use them. Donna Petersen would like to meet with the APC concerning a new library in the community at the March meeting. Study hall and gym time in the morning is going well. Parent/Teacher conferences will be on February 4 & 5. Discussion on the Fringe Calculation Worksheet. The Commissioner of Education has indicated that ABCS has been recommended for a National Blue Ribbon School. Paperwork is in the process. Discussion was held regarding the potential for a temporary subcontract person to help with the administrative process of the major projects we are considering for this spring. Mr. Nauta will keep us informed if this position becomes necessary. Test strips for new flooring will be put in the school in the next few weeks. The D.A.R.E. program has begun in the Jr. High.

4. FINANCIAL REPORT: Glexline report continues to be inaccurate; however, the KPBSD has assured us of a fund balance that has been verified with Mr. Nauta.

5. ADMINISTRATOR'S CONTRACT & ADDENDUM: Entered Executive Session at 8:05 for discussion on the adjustment of Mr. Nauta's salary. Exited executive session at 8:25. Scott made a motion to amend Mr. Nauta's contract for the 09/10 school year from \$60,000 to \$90,000. Gary seconded the motion. Motion passed unanimously. An

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additional motion was made by Scott to offer a contract to Mr. Nauta for the 10/11 school year at \$90,000. Seconded by Gary. Motion passed unanimously.

6. PARENT COMMENTS: none present

7. STAFF MEMBER COMMENTS: none present

9. BOARD MEMBER COMMENTS: Mr. Dudley- No comments, Mrs. Kauffman- need to look for qualified, prospective new APC members, Mr. Hinkle- No comments, Mrs. Flores- No comments, Mr. Coffman – No comments.

10. NEXT MEETING DATE: February 15, 2010 at 6:00 pm.

11. ADJOURNMENT: Meeting adjourned at 8:55pm.

Respectfully submitted,

Lois Kauffman
Acting APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

Thursday, February 25, 2010 at 6:30 p.m.*

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Project Reports
5. Financial Report
6. Parent Comments
7. Staff Comments
8. Board Member Comments
9. Next Meeting (March ?)
10. Adjournment

*APC members must be present at 6:00 to meet with teaching staff. The official mtg. will begin at 6:30.

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR FEBRUARY 25, 2010

APC will be meeting with teachers over the next several months. Joy Hagen, Gene Palm, and Don Drury were scheduled for this evening. Entered executive session from 6:00-6:45p.m. After executive session Gene gave us a demonstration of the SmartBoard.

1. WELCOME:

- a. Call to order-6:58 pm, by Gary Hinkle, Vice-President
- b. Roll Call- Gary Hinkle, Scott Coffman, Roy Dudley, Lois Kauffman
Absent- Duane Kant (excused), Kathy Flores
- c. Guests -- Bruce Jackman, Vance Wonser (prospective APC members)
- d. Agenda- motion to approve-Scott Coffman, second-Lois Kauffman. Motion to approve passed unanimously
- e. Approval of minutes- Motion to approve- Scott Coffman, second- Roy Dudley. Motion to approve passed unanimously.

2. PARENTS COMMENTS: none

3. ADMINISTRATOR'S REPORT: The paperwork has all been filed for the Blue Ribbon School nomination. All SmartBoards are installed. We do not have to do an asbestos removal as no asbestos is present per testing. Working on bids for new flooring. Looked at a grading plan from Tauriainen Engineering & Testing. We will not be adding a third portable as Boys & Girls Club does not need the extra space. Instead we will be sharing the "White Room".

4. PROJECT REPORTS: Larry gave us a list of projects with prices. Larry has requested Gary Whitely to help him manage the projects. Pay to be discussed. Motion to authorize Larry Nauta to spend up to \$200,000 to proceed with the upgrade of the parking, engineering, and paving. Also to hire Gary Whitely to help as a consultant with the projects for an hourly rate to be determined at a later date. Motion by Scott Coffman, second by Roy Dudley. Passed unanimously. Motion to appropriate \$180,000 for extended contracts for staff for 20 days for curriculum development, charter renewal, and summer school instruction. Motion by Scott Coffman, second by Roy Dudley. Passed unanimously.

5. FINANCIAL REPORT: Financial Report from the KPBSD continues to be inaccurate.

6. PARENT COMMENTS: Both Bruce and Vance expressed appreciation for the school.

7. STAFF MEMBER COMMENTS: none present

9. BOARD MEMBER COMMENTS: Mr. Dudley- No comments, Mrs. Kauffman- No comments, Mr. Hinkle- No comments, Mr. Coffman – No comments.

10. NEXT MEETING DATE: March 22, 2010 at 6:00 pm. to meet with teachers. APC meeting will be at 6:30 p.m.

11. ADJOURNMENT: Meeting adjourned at 8:10pm.

Respectfully submitted,

Lois Kauffman
Acting APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, March 22, 2010 at 6:30 p.m.*

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Kenai Library Presentation, Donna Peterson
4. Administrator's Report
5. Project Reports
6. APC Nominations
7. Financial Report
8. Parent Comments
9. Staff Comments
10. Board Member Comments
11. Next Meeting (April 19th?)
12. Adjournment

*APC members must be present at 6:00 to meet with teaching staff. The official mtg. will begin at 6:30.

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MARCH 22, 2010

APC will be meeting with teachers over the next several months. Susie Phillips, Bill Severson, and Lee Moore were scheduled for this evening.

1. WELCOME:

- a. Call to order- 6:42 pm, by Gary Hinkle, Vice-President
- b. Roll Call- Kathy Flores, Gary Hinkle, Scott Coffman, Roy Dudley, Jerry Strait
Absent- Duane Kant & Lois Kauffman (excused),
- c. Guests – Bruce Jackman, Vance Wonser (prospective APC members)
- d. Agenda- amended to move presentation by Donna Peterson to Agenda item #2.
Motion to approve-Scott Coffman, second- Jerry Strait. Motion
to approve passed unanimously
- e. Approval of minutes as amended- Motion to approve- Gary Hinkel, second- Scott
Coffman. Motion to approve passed unanimously.

2. DONNA PETERSON – Kenai Library expansion & fund raiser

Donna handed out a brochure and gave a brief presentation on expansion and fund raising efforts. Kathy suggested putting donation to the library by ABCS on next months APC agenda.

3. PARENTS COMMENTS: none

4. ADMINISTRATOR'S REPORT: Reference attached report dated 3/10/10. Capital improvements are coming in under budget. Mr. Nauta provided an update on parking & side walk relocation and improvements installed over spring break. Mr. Nauta is working with the KPBSD Purchasing Department. Due to improvements coming in under budget, Mr. Nauta may bring a list of additional capital improvements to the APC.

Reference the Administrator's report where Beau Sawyer is providing training on smart boards. APC suggested that Beau Sawyer be available as part of extended contract for teachers to provide technical assistance on developing curriculum for smart boards.

The cut off for applying for the lottery was last week. There have been two applications since then. The lottery will be the end of this month. The projected enrollment submitted to the KPBSD is 175. Enrollment at 185 is the desired enrollment level to obtain a funding amount that will cover costs.

5. PROJECT REPORTS: See Administrator's report. Mr. Nauta will continue to update the APC as more information is received.

6. APC NOMINATIONS: Nominations will be opened pursuant to the by-laws in the same manner as in past years.

6. FINANCIAL REPORT: Glexline report continues to be unusable. In light of the budget getting tighter, Mr. Nauta said he will be keeping track of his own budget next year.

7. PARENT COMMENTS: None

8. STAFF MEMBER COMMENTS: None

10. BOARD MEMBER COMMENTS: Mr. Strait, no comments; Ms. Flores, no comments; Mr. Dudley said that the APC needs to review statutes and its by-laws to verify extent of authorization for APC oversight of teacher/personnel issues because a) there may be a conflict between state statute and ABCS by-laws and b) ABCS by-laws may not sufficiently address issue. no comments; Mr. Hinkle, no comments; Mr. Coffman, no comments; Ms. Flores, no comments.

11. NEXT MEETING DATE: April 19, 2010 at 6:00 pm. to meet with teachers. APC meeting will be at 6:30 p.m.

12. ADJOURNMENT: Meeting adjourned at 8:35 pm.

Respectfully submitted,

Roy Dudley
Acting APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, April 26, 2010 at 6:30 p.m.*

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Project Reports
5. Parent Survey
6. Financial Report
7. Parent Comments
8. Staff Comments
9. Board Member Comments
10. Next Meeting (June 7)
11. Adjournment

*APC members must be present at 6:00 p.m. to meet with teaching staff. The official meeting will begin at 6:30 p.m.

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR APRIL 26, 2010

The APC is meeting with teachers over the next several months. Mr. Anderson, Mrs. Ball and Mrs. Burns were scheduled for this evening.

1. WELCOME:

- a. Call to order- 6:40 pm, by Mrs. Flores
- b. Roll Call- Mrs. Flores, Mrs. Kauffman, Mr. Strait, Mr. Coffman, Mr. Hinkle, Mr. Kant and Mr. Dudley were present.
- c. Guests – Mr. Joe Kashi of Rotary International, Mr. Bruce Jackman and Mr. Vance Wonser-pro prospective APC members.
- d. Agenda- Approved as amended-Motion-Mr. Coffman, seconded by Mr. Hinkle- approved unanimously as amended.
- e. Approval of minutes- Motion to approve-Mr. Hinkle, seconded by Mr. Coffman- approved unanimously.

2. PHOTOGRAPHY PRESENTATION: Mr. Joe Kashi of Rotary International made a presentation on digital photography and classroom computer interaction via the internet with students of other nations.

3. PARENTS COMMENTS: None.

4. ADMINISTRATOR'S REPORT: SBA tests were just completed. Current enrollment is 183 students. \$30,000 of federal stimulus technology money from the district has been granted to the school.

5. PROJECT REPORTS: District support and borough maintenance support has been good. Progress is being made. The paving project has not yet been put out to bid due to engineering requirements.

6. PARENT SURVEY: A parent survey will be mailed out this week. They are due back to the school by May 10, 2010.

7. FINANCIAL REPORT:

8. PARENT COMMENTS: None.

9. STAFF MEMBER COMMENTS: None, no one present.

10. BOARD MEMBER COMMENTS: Mrs. Flores-None, Mrs. Kauffman- None, Mr. Coffman-None, Mr. Hinkle- concerned with conflict of robotics and future problem solving, Mr. Kant-None, Mr. Dudley- None.

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11. NEXT MEETING DATE: May 17, 2010.

12. ADJOURNMENT: Meeting adjourned at 8:00 pm.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

June 7, 2010 at 6:30 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Project Reports
5. Parent Survey
6. Appointment of new member for vacated APC seat
7. Financial Report
8. Parent Comments
9. Staff Comments
10. Board Member Comments
11. Next Meeting?
12. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING

JUNE 7, 2010

- I. WELCOME
 - A. Call to order-6:35 pm
 - B. Roll Call- Mrs. Flores, Mrs. Kauffman, Mr. Strait, Mr. Coffman, Mr. Kant, Mr. Hinkle.
Missing- Mr. Dudley
 - C. Guests-Mr. Jackman and Mr. Wonser-prospective APC members
 - D. Agenda- Motion to approve agenda-Mr. Hinkle. Second-Mr. Kant. Agenda approved unanimously.
 - E. Approval of minutes- Motion to approve minutes of April 26, 2010-Mr. Hinkle. Second-Mr. Kant. Minutes approved unanimously.
- II. PARENT COMMENTS-None.
- III. ADMINISTRATOR'S REPORT- The bids for the three upcoming construction projects, asbestos abatement, paving and flooring were sent out to bid, the bids were received and the contracts let. The school has been cleaned out for summer projects.
- IV. PROJECT REPORTS-See administrator's report.
- V. PARENT SURVEYS-Twelve surveys and one letter were received by the APC. The majority of these letters were responses from parents of students in the lower grades. A written response to the letter will be made. A POSITIVE current for the school was a constant throughout all the surveys.
- VI. APPOINTMENT OF NEW MEMBER FOR VACANT APC SEAT- Executive session was entered at 8:25 pm. Mr. Bruce Jackman was appointed to serve the remaining two years on Mr. Gary Hinkle's term. Executive session was closed at 8:35 pm.
- VII. FINANCIAL REPORT- The status quo has been maintained with the school financial situation.
- VIII. PARENT COMMENTS- None.
- IX. STAFF COMMENTS- None.
- X. BOARD MEMBER COMMENTS- Mrs. Kauffman-None, Mr. Coffman-None, Mrs. Flores-None, Mr. Hinkle-None, Mr. Strait-None, Mr. Kant-None, Mr. Jackman-Thank you for the

opportunity to serve as a member of the APC. All of the APC members wish to commend and thank Mr. Gary Hinkle for his faithful years of service to the school and the APC committee.

- XI. NEXT MEETING-TBA-Later determined to be August 30, 2010 at 6:30 pm.
- XII. ADJOURNMENT- 8:45 pm.

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, August 30, 2010 at 6:30 p.m.*

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Project Reports
5. Financial Report
6. Parent Comments
7. Staff Comments
8. Board Member Comments
9. Next Meeting?
10. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR AUGUST 30, 2010

1. WELCOME:

- a. Call to order- 6:30 pm.
- b. Roll Call- Mrs. Kauffman, Mrs. Flores, Mr. Kant, Mr. Coffman, Mr. Dudley, Mr. Strait and Mr. Jackman.
- c. Guests – None.
- d. Agenda- Motion to approve as verbally amended-Mrs. Kauffman, second-Mr. Kant. Unanimously approved.
- e. Approval of minutes- Motion to approve minutes of June 7, 2010-Mrs. Kauffman, Second- Mr. Coffman. Unanimously approved.

2. PARENTS COMMENTS: None.

3. COMMUNITY MEMBER OF APC BOARD-Administrator and board members were unanimous for their support of the position and of Mr. Dudley's service in that position. Mr. Dudley agreed to serve in that capacity for another year. Mr. Coffman made a motion to approve the motion of appointing of Mr. Dudley for another year. Second-Mr. Strait. Motion was unanimously approved.

4. APPOINTMENT OF APC OFFICERS FOR 2010-2011 SCHOOL YEAR:

Chairperson- Mrs. Flores , Vice Chairperson- Mr. Strait , Secretary-Mr. Kant, Treasurer-Mr. Coffman. Motion to approve the slate of officers for 2010-2011 school year-Mr. Dudley, Second to the motion- Mr. Jackman. Motion unanimously approved.

5. ADMINISTRATOR'S REPORT: Charter is due in October, 2011. Mr. Nauta's plan is to have it to the state by May, 2011. Opening of school has gone extremely well. Current enrollment is 184, the projection was 175. We are still waiting on the announcement from the US Secretary of Education for the Blue Ribbon School. Fund balance will be an issued with the board this year.

6. PROJECT REPORTS: The asbestos, flooring and paving projects were completed on time and well done. The final costs are being calculated. Mr. Tom Bartlett and Mr. Pat Malone performed extremely well for the school and a letter of appreciation from the school will be sent to these gentlemen.

7. FINANCIAL REPORT: Financial report from the district is status quo.

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8. PARENT COMMENTS: None.

9. STAFF MEMBER COMMENTS: None, no one present.

10. BOARD MEMBER COMMENTS: Mrs. Flores- bylaws need a review by board, bimonthly meetings may be a possibility with work sessions on the in between months; Mrs. Kauffman- Future Problem Solvers or Robotics this year; Mr. Coffman-None; Mr. Kant-None; Mr. Dudley- None; Mr. Jackman-list of things have that been considered financially; Mr. Strait-None.

11. NEXT MEETING DATE: October 25, 2010 at 6:00pm-work session for by law review, two hour time limit.

12. ADJOURNMENT: Meeting adjourned at 8:25 pm.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting
Monday, December 13, 2010 6:00 p.m.

1. Welcome
 - A. Call to Order
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Project Reports
5. Lottery Policy
6. Financial Report
7. Parent Comments
8. Board Member Comments
9. Next Meeting
10. Adjournment

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR DECEMBER 13, 2010

1. WELCOME:

- a. Call to order- 6:00 pm.
- b. Roll Call- Mr. Strait, Mr. Jackman, Mr. Dudley, Mrs. Flores, Mr. Kant, Mrs. Kaufmann. Absent-Mr. Coffman-excused(illness).
- c. Guests-Mr. Wonser.
- d. Agenda- Motion to approve as amended. Mrs. Kauffman-motion, second-Mr. Dudley. Lottery policy was removed from agenda.
- e. Approval of minutes- Motion to approve-Mrs. Kauffman, second-Mr. Strait. Approved as submitted.

2. PARENTS COMMENTS: None.

3. ADMINISTRATOR'S REPORT: We are officially a Blue Ribbon School. Student population is steady. One student currently has a white card. Smart board instruction with the teachers has been occurring. Several possible staff retirements are pending.

4. PROJECT REPORTS: Replacement of doors and jambs in our wing of the building is a possible project. Borough maintenance has agreed to do the work if we pay for the doors. Stair tread replacement and the building of a storage shed are also possible projects.

5. FINANCIAL REPORT: School has a robust financial status and no problems are anticipated.

6. PARENT COMMENTS: None.

7. STAFF COMMENTS: None, no one present.

8. BOARD MEMBER COMMENTS: Mr. Dudley-None. Mr. Jackman- None. Mr. Strait-None. Mrs. Kaufman- None. Mr. Kant- None. Mrs. Flores- None.

9. NEXT MEETING DATE: Bylaw work session for January 24, 2011 at 6:00 pm at the Nauta residence.

10. ADJOURNMENT: Meeting adjourned at 7:00 pm.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL

**Academic Policy Committee Meeting
Monday, February 21, 2011 at 6:00 p.m.***

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Project Reports
5. Financial Report
6. Lottery Policy (first reading)
7. Bylaws Revision (first reading)
8. Review of Administrator's Contract
9. Parent Comments
10. Staff Comments
11. Board Member Comments
12. Next Meeting?
13. Adjournment

*Please note the time change

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR FEBRUARY 21, 2011

1. WELCOME:

Call to order- 6:07 pm.

- a. Roll Call- In attendance: Mr. Strait, Mr. Dudley, Mrs. Flores, Mrs. Kauffman, Mr. Jackman, Mr. Coffman, Mr. Nauta. Absent: Mr. Kant (excused).
- b. Guests –Mr. Wonser
- c. Agenda- Motion to approve as amended – Mrs. Kauffman, 2nd – Mr. Dudley
- d. Approval of minutes from 12/12 Meeting- Motion to approve – Mrs. Kaufman, 2nd – Mr. Jackman.

2. PARENTS COMMENTS: None.

3. ADMINISTRATOR'S REPORT: Administrator's 2/11/11 Report Attached. One additional Kindergarten sibling has applied for admission for a new total of 22. No official staff retirements have been submitted.

APC meeting schedule to be posted at the office and in the Weekly Reminder.

4. PROJECT REPORTS :

5. FINANCIAL REPORT : School has a strong financial status. Door replacement bid was received from the Borough at \$36,000. 4D interior is currently estimating a project to replace the vinyl floor in the bathrooms and stair treads. Project to construct a storage shed is awaiting review by SOHI shop teacher. Mr. Dudley mentioned potential projects of School Lighting Upgrades and Electrical System Upgrades. Mr. Nauta reported that gym scoreboards and basketball hoops have been ordered. Mr. Nauta reported that for-credit Smart Board training is planned for the Staff. Training tentatively scheduled for late April, 2011.

6. LOTTERY POLICY (1ST reading) - APC Resolution 1-2011: First Public Meeting on Resolution 1-2011. Resolution was reviewed and amended by APC.

7. BYLAWS REVISION (1ST reading)- APC Resolution 2-2011: First Public Meeting on Resolution 2-2011 to amend the ABCS Bylaws. Resolution was reviewed and amended by the APC. Lois Kauffman agreed to review for accuracy the "track changes" between the original Bylaw and the revised Bylaw documents. Mrs. Flores requested that the ABCS parents receive an e-mail two weeks prior to the 2nd Reading of Resolution 2-2011. The 2nd Resolution Reading and vote of the APC is scheduled for the next APC Meeting.

8. APC ELECTION: Mrs. Kauffman submitted an updated APC Terms of Office document. Mr. Coffman's and Mrs. Kauffman's seats are up for election in 2011.

9. EXECUTIVE SESSION: APC entered Executive Session at 8:02 PM to discuss the Administrator's contract. Executive session ended at 8:25PM.

10. RENEWAL OF ADMINISTRATOR'S CONTRACT: Mr. Dudley moved to extend Mr. Nauta's contract for an additional two years in the same terms and conditions as the existing contract excepting that the APC will determine the specific salary amount at its regular March meeting. Mr. Coffman seconded the motion. Motion passed unanimously.

11. PARENT COMMENTS: None.

12. EXECUTIVE SESSION: APC entered and Executive Session at 8:57PM to discuss a requested student re-enrollment. Executive Session ended at 9:31PM

13. STAFF MEMBER COMMENTS: None.

14. BOARD MEMBER COMMENTS: None

15. NEXT MEETING DATE: 3/28/11

16. ADJOURNMENT: Meeting adjourned at X:XX pm.

Respectfully submitted,

Bruce Jackman (for Duane Kant)
Substitute APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, April 4, 2011 at 6:00 p.m.*

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Lottery Policy (final reading).
6. Bylaws Revision (final reading)
7. Review of Administrator's Contract
8. Review of ABCS DVD
9. Nominations for APC
10. Parent Comments
11. Staff Comments
12. Board Member Comments
13. Next Meeting?
14. Adjournment

*Please note the time change

Revised March 28, 2011

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR APRIL 4, 2011

1. WELCOME:

Call to order- 6:05 pm.

- a. Roll Call- In attendance: Mr. Strait, Mr. Dudley, Mrs. Flores, Mrs. Kauffman, Mr. Jackman, Mr. Kant. Absent: Mr. Coffman (excused)
- b. Guests – Mr. Wonser.
- c. Agenda- Motion to approve as amended – Mrs. Kauffmann, 2nd – Mr. Strait unanimously approved
- d. Approval of minutes from February 21, 2011 Meeting- Motion to approve as amended – Mrs. Kauffmann, 2nd – Mrs. Flores unanimously approved.

2. PARENTS COMMENTS: None

3. ADMINISTRATOR'S REPORT: Only one packet picked up for APC vacancy with two seats open and Mr. Coffman seeking reelection. Lottery was conducted with two retentions in kindergarten and holdovers. SBA testing starts tomorrow, 4-5-11. Three resignations have been received-Lee and Pam Moore and Joy Hagen. The price for door replacement is lower than expected and will be closer to thirty thousand dollars.

4. FINANCIAL REPORT: The financial status of the school remains strong.

5. LOTTERY POLICY: 2ND READING: A reading of resolution 1-2011 was conducted. Changes were made during the reading and changes will be written into a new copy of the lottery policy by Mr. Nauta's staff.

6. BYLAWS REVISION (final reading): A final reading of the bylaws revisions was conducted. A vote to accept resolution 2-2011 was taken and unanimously approved.

7. REVIEW OF ABCS DVD: The DVD was reviewed by APC members prior to the meeting and it was viewed as generally well done with some minor modifications needed. APC members will send ideas for modification to Mr. Nauta.

8. NOMINATIONS FOR APC: Mr. Coffman is running unopposed and the seat being vacated by Mrs. Kauffmann has one candidate who has expressed an interest in running for the seat.

9. PARENT COMMENTS: None, no one present.

10. STAFF COMMENTS: None, no one present.

11. BOARD MEMBER COMMENTS: Mr. Strait-DVD was well done. Mr. Dudley-represents a lot of work, Mr. Jackman-none, Mr. Kant-none, Mrs. Kauffmann-none, Mrs. Flores-none.

12. NEXT MEETING: April 25, 2011 at 6:00 pm.

13. ADJOURNMENT: Adjourned at 8:06 pm.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, April 25, 2011 at 6:00 p.m.*

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. Lottery Policy (final reading)
6. Review of Administrator's Contract
7. Parent Comments
8. Staff Comments
9. Board Member Comments
10. Next Meeting?
11. Adjournment

*Please note the time change

Revised April 5, 2011

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR APRIL 25, 2011

1. WELCOME:

- a. Call to order- 6: 00 p.m.
- b. Roll Call- In attendance: Mr. Strait, Mrs. Flores, Mrs. Kauffman, Mr. Jackman, Mr. Coffman. Absent: Mr. Kant, Mr. Dudley (excused)
- c. Guests – Tom Carver
- d. Agenda- Motion to approve as amended – Lois Kauffman, 2nd – Scott Coffman, unanimously approved
- e. Approval of minutes from April 4, 2011 Meeting- Motion to approve as amended, Bruce Jackman, 2nd – Lois Kauffman, unanimously approved.

2. PARENTS COMMENTS: No Comments

3. ADMINISTRATOR'S REPORT: Latin scores were the highest in our schools history. Three students earned gold medals, and three students earned silver medals. The student on the behavior contract has done very well. A representative from the U.S. Dept of Education will be taking a tour of the school on Wednesday afternoon. She is visiting both Blue Ribbon schools in the area. Summer school will be offered to students needing extra help.

4. FINANCIAL REPORT: Financial status of the school remains strong.

5. LOTTERY POLICY (Final Reading) A final reading of the lottery policy was conducted. A vote to accept Resolution 1-2011 was taken and unanimously approved.

6. PARENT COMMENTS: Kathy Flores commented on Mass Choir Tuesday, April 26.

7. STAFF COMMENTS: None, no one present.

8. REVIEW OF ADMINISTRATOR'S CONTRACT (Executive Session) Entered at 6:40 p.m. to discuss Mr. Nauta's contract. Exited at 7:10 p.m. A review of the administrator's contract will appear on the agenda at the next scheduled meeting.

9. BOARD MEMBER COMMENTS: Mr. Strait- none, Mr. Jackman- none, Mrs. Kauffman- Parent Surveys need to be mailed out, Mr. Coffman – none, Mrs. Flores- would like to invite teachers to attend our next meeting, and will send e-mail invitation to them.

10. NEXT MEETING: May 16, 2011 at 6:00 pm.

11. ADJOURNMENT: Adjourned at 7:20 pm.

Respectfully submitted,

Lois Kauffman
Acting APC Secretary

2. LAW PROVISIONS

- (a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).
- (b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?
- (c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?

What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.

Suggested Sources of Evidence: Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.

INSERT INFO HERE ➔

AURORA BOREALIS CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Aurora Borealis Charter School, whose address is 705 Frontage Road, Suite A, Kenai, Alaska 99611, hereinafter "Charter School", and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter "School Board".

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

WHEREAS, at its meeting dated October 23, 2006, the School Board reviewed and approved Charter School's application; and

WHEREAS, at its meeting dated January 26, 2007, the Alaska State School Board reviewed and approved Charter School's application:

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

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2011-2012 school year and continuing through the last day of school in the 2016-2017 school year.

1. Educational Program: Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.

2. Achievement Levels: Charter School's educational program shall meet the specific levels of achievement specified in the proposal.

3. Policies and procedures: Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee.

a. Admission Policies and Procedures: Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter

School shall adhere to the admissions policies and procedures specified in the proposal.

b. Administrative Policies: Charter School shall adhere to Charter School administrative policies as specified in the proposal.

c. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

4. Funding: School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.

5. School District Charges: All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district.

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

6. Budget and Accounting: Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

7. Facility: Charter School shall be operated at the following location: Aurora Borealis Charter School, 705 Frontage Road, Suite a, Kenai, Alaska 99611.

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

ABCS agrees to pay utilities at a rate agreed upon on an annual basis.

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

a) Administrator

- b) Teachers as Budgeted
- c) Secretary
- d) Custodial staff
- e) Other staff as required

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

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

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

10. Enrollment: Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.

11. Contract Term: This contract shall be effective upon complete execution and shall terminate at the end of five (5) academic years unless earlier terminated as provided elsewhere herein.

12. Termination: This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

13. Equal Access: Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.

14. Nonsectarian: The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

15. Charter School Proposal: The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on October 23, 2006 and was approved by the Alaska State Board of Education on January 26, 2007. The Undersigned agree to this entire contract as specified herein.

Signed _____ Date _____ (For School District)

Signed _____ Date _____ (For Charter School)

70000



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Instructional Services

Gary Whiteley, Assistant Superintendent
148 Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 262-5846 Fax (907) 262-5867

February 5, 2002

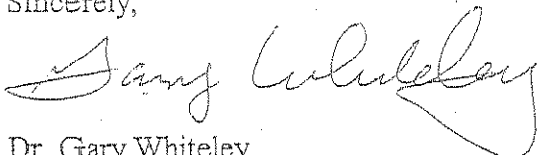
Mr. Louie Yannotti
Department of Education & Early Development
801 West 10th Street, Suite 200
Juneau, Alaska 99801-1894

Dear Louie:

The enclosed charter school applications for Soldotna Montessori, Aurora Borealis, and Fireweed Academy are for your review. Please note that the School Board has approved all three applications at the February 4, 2002 Board meeting. The following was recommended:

1. Approval of Aurora Borealis Charter for a five-year period.
2. Approval of Soldotna Montessori Charter for five years with two conditions:
 - a) The school is able to enroll a minimum of 40 students and;
 - b) Teachers hired need to have an Alaskan Type A certificate and Montessori certification.
3. Approval of Fireweed Academy Charter for five years. Due to concerns about insolvency, a financial report must be submitted to the Chief Financial Officer on October 1, 2002; January 6, 2003; and April 1, 2003.

Sincerely,



Dr. Gary Whiteley
Assistant Superintendent of Instruction

Enclosures: Charter School Applications



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

Glen Szymoniak

148 North Binkley Street Soldotna, Alaska 99669

Phone (907) 714-8888 Fax (907) 262-5867

Email gszymoniak@kpbsd.k12.ak.us

October 16, 2006

To: Board of Education

From: Glen Szymoniak, Assistant Superintendent

Re: Aurora Borealis Charter School Reapplication

Aurora Borealis Charter School is seeking to reapply for their charter with the District and State this year. The reapplication process calls for the Board to negotiate the contracts, conduct a public hearing, then take action to approve the contracts.

Aurora Borealis Charter School submitted their application to the district in a timely manner and participated in negotiations with the Charter School Oversight Committee for sharing space in a district facility. A worksession and public hearing occurred at the October 3 Board meeting. The application includes the provisions for a charter school to form a contract with a local school board.

It is significant to note that Aurora Borealis Charter School put a cap on the number of students in their school for the duration of the contract. It is also significant that projected enrollment calculations indicate that there will be space available to house them at the old Kenai Elementary School for the duration of the contract.

Aurora Borealis Charter School arranged for their proposal to appear before the Alaska State Board of Education at the January 26, 2007 meeting. They are requesting the Board approve their application at the October 23 meeting.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street • Soldotna, AK 99669-7598 • Phone 907/262-5846 • Fax 907/262-9645

Memo To: Larry Nauta
From: Gary Whiteley, Ed. D. *GW*
Assistant Superintendent of Instruction
Date: November 6, 2001
Re: Aurora Borealis Charter School Application

The administrative team has reviewed (Oct. 2001) the Aurora Borealis Charter School Application draft document. The State of Alaska allows a school a charter of up to ten years. The district administration recommends a charter of 3 to 5 years. Additionally, there are two provisions in statute that we would like to include in the new document. First, the District would like to consider (on an annual basis) whether to retain administrative costs (indirect costs) established by the Department of Education and Early Development (AS 14.03.260). Second, the District would like to include a "termination clause", as authorized in AS 14.03.255, that provides authority to the School Board to terminate for: "failure of the charter school to meet educational achievement goals or fiscal management standards or for other good cause."

The administration does not recommend the inclusion of sections XX Waivers of State Regulation, and XXI waivers of District Policy as proposed in the draft charter. Section XX relates to Administrative Regulation 5111 (a), the provision that a student may enter Kindergarten early if their birthday is within 30 days of the August 15 cutoff and perform in the superior range on an intelligence test. The language in regulation to ensure that students who may benefit for an early entrance have the opportunity. The administration feels that it is inappropriate to waive this requirement because it actually applies to few students, and it provides an educational opportunity for students who qualify.

Section XXI requests a waiver to the KPEA Negotiated Agreement (Section 410) involuntary transfer of certified staff. State Statute authorizes that, "a teacher or employee may not be assigned to a charter school unless a teacher or employee consents to the assigned." Certainly it would be inappropriate for a teacher to be assigned to ABCS who did not agree with the mission and philosophy of the school. Qualified candidates or transfers can apply for positions at ABCS; however, it is up to the interview committee to determine the best candidate for the position. The statutory language provides ABCS with language that is not in the KPEA Negotiated Agreement. You may want to inquire with KPEA to see if they would consider waiving the current transfer language for ABCS.

The additional items that the administration would like addressed in the new charter are employee positions, staffing allocations, and school funding. We believe that all positions at ABCS should be hired according to KPEA, KPESA, and KPAA. It is the desire of the administration to allocate resources to ABCS according to our established staffing and supply allocation formulas. Mrs. Melody Douglas would like to arrange a time to meet with you to discuss the aforementioned items.

Please be aware that finalization of the charter will not occur until late January. It is my understanding that the renewed charter is not due in Juneau until mid-February.

cc: Donna Peterson, Ed. D.
Todd Syverson
Melody Douglas
Rick Matiya

Aurora Borealis Charter School Application

(Rewrite-September 2011)

I. Introduction

Education is the means by which society links the generations, conserves its heritage, and prepares for the future. The prosperity and strength of our Nation rely on the excellence of its Public School system, and support for any reasonable improvement should be self-evident. Charter Schools are providing such support through innovations in parental involvement and governance, under the auspices of the local School District.

This charter of the Aurora Borealis Charter School will set forth principles, functions, and purpose in the following sections:

A. Vision

The vision of Aurora Borealis Charter School is to provide a public school option in the Kenai/Soldotna area that allows teachers and parents extensive opportunity, responsibility, and accountability for the management and control of curriculum and the academic environment.

ABCS values a classic education consisting of fundamental academics. ABCS values the involvement of our children, parents, staff and communities. ABCS believes in life-long learning, with an accent on positive character development.

ABCS recognizes families are the customers. They seek an educational product for their children which is compatible with their expectations. ABCS provides a foundation for future academic success through a research-based program. ABCS encourages parental involvement in maintaining a high standard of academic performance and conduct.

B. Mission

The mission of Aurora Borealis Charter School is to provide each individual student with a preparatory education so that the individual will have the social and academic skills to be a successful and productive citizen.

C. Goals

The goals of Aurora Borealis Charter School include a high quality academic program as indicated by standardized test scores, a clearly defined core sequence, and strong emphasis on basic skills acquisition and knowledge through whole-group, subject-centered direct instruction.

II. Program Philosophy

A. Why should the program exist?

ABCS was developed as an alternative public education program. ABCS should continue to exist because a high quality academic program is being provided as indicated by standardized test scores and other test results. The founders established a school that, with a strong emphasis on basic skills acquisition and knowledge taught by staff using school-wide programs with a clearly defined core sequence, provides a public school option in the Kenai/Soldotna area. The charter school structure of ABCS allows teachers and parents extensive opportunity, responsibility, and accountability for the management and control of the curriculum and academic environment.

B. How was the need established?

The original need for ABCS was established by surveying a number of Home School Associations in the Kenai/Soldotna area. It was determined that there was sufficient interest to start a school with an original enrollment of 75 students. The program continues to be in high demand, as demonstrated by the number of students on the waiting list.

C. For whom is the program established?

ABCS serves the central peninsula communities of Kasilof, Sterling, Kenai, Nikiski, and Soldotna.

III. Evidence of Support by Community Members, Parents, and Teachers

ABCS currently has an enrollment in excess of 190 students with approximately two hundred students on the waiting list. Turnover of student population averages 4.36% in the last six years, indicating a high level of parent satisfaction.

IV. Goals and Objectives

It is the goal of ABCS to provide a research-based preparatory education as a foundation for future academic success. This goal will be accomplished through whole group, subject-centered direct instruction, with textbooks used in the classroom. Emphasis is placed on language arts (phonetic reading, spelling, grammar, Latin, and vocabulary), penmanship, mathematics, history, science, geography, technology, art, and physical education.

The above goal will be reached through the following methods:

A systematic approach is used to teach explicit phonics, grammar, handwriting, vocabulary, reading comprehension, math, technology, geography, science, and social studies implemented in kindergarten and continuing through eighth grade.

Teachers will present a curriculum that spirals (examples being Saxon Mathematics, Shurley Grammar & Riggs Phonics), building on previously taught information, beginning in kindergarten and continuing through eighth grade.

Appropriate homework is assigned in order to foster self-discipline/responsibility, reinforce classroom instruction, develop good study habits, and keep parents informed of student progress.

Character education is taught with strong emphasis on citizenship, positive values, self-discipline, and patriotism.

Classroom decorum is an important aspect of a productive environment. Conduct and appearance of both students and staff will be maintained at a standard that enhances the educational environment. ABCS maintains a dress code as specified in the Parent/Teacher Handbook. The dress code facilitates proper student deportment.

V. Educational Program Performance Expectation Measurement and Corrective Action

ABCS provides a research-based preparatory education through whole group, subject-centered direct instruction. The teaching of students is accomplished through a well-defined scope and sequence using proven programs. Students are expected to perform at or above grade level and maintain a minimum grade of a C in all subjects.

ABCS has high academic standards. Grading is done on a percentage basis with no curve, with letter grades awarded for grades 1-8. Grade scales are as follows:

Grades 1-2: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 0-59 (F)

Grades 3-8: 94-100 (A), 87-93 (B), 70-86 (C), 65-69 (D), 0-64 (F)

ABCS curriculum is designed to meet or exceed national, state, and district grade level standards. Overall, ABCS students achieve high scores on the Benchmark and standardized tests, and annual individual scores have historically improved. Students in grades 1-8 are tested annually on the standardized test used by the district. It is our expectation that grade level scores will equal or exceed those of the state and district.

VI. Procedures for Corrective Action

Students at Aurora Borealis Charter School are expected to maintain at least a C average in all subject areas. Students having difficulty are given individual or small group assistance by a tutor. When appropriate, students are referred for special education services. Failure to meet academic expectations will result in the student's placement on academic probation for a period of fifteen academic days. A contract addressing the academic goals and terms to be followed will be made between the student, staff, and parents. At the end of the probation period staff member(s) will make a review, and the student will be removed from probation if conditions of the contract have been satisfied. If the student has not met the agreed-upon terms, the student, parent(s), and staff member(s) will again meet, the contract will be revised, and the student will remain on probation for a second period of fifteen academic days. Students who continue on probation are referred to the intervention team.

VII. Geographic Description

ABCS is centrally located on the Kenai Peninsula in the City of Kenai and currently serves students for the areas of Kenai, Soldotna, Sterling, Kasilof, and Nikiski.

VIII. Student Demographics

ABCS will serve children in kindergarten through eighth grades. The student-to-teacher ratio will be approximately 20-1. The school currently serves approximately 190 students.

IX. Employee Positions

The school staff currently includes a contract administrator, 11.5 full-time teachers, a full-time secretary, a full-time custodian, a full-time nurse, a part-time enrollment secretary, two full-time aides, and one part-time aide. Teachers and staff are hired under the KPEA/KPESA negotiated agreements.

X. Curricula

Instruction is subject/knowledge-centered and text-based. ABCS utilizes instructional methodology primarily using research-based and proven educational programs. The core of the curricula will be taught using direct instruction with a whole group emphasis. Programs used by ABCS also incorporate a spiraling methodology that allows for a continual subject review with incremental teaching of new subject areas. Subject emphasis is placed on language arts (phonetic reading and spelling, grammar, and vocabulary), penmanship, mathematics, history science, geography, technology, art, and physical education. The curricula are designed with high standards of performance that will academically challenge each student. (See attached scope and sequence.)

XI. & XII. Admissions and Enrollment Policies

ABCS is a public school. Tuition cannot be charged. ABCS will accept all applications for the enrollment lottery. The application deadline is the first Friday in March for the upcoming school year. The lottery will be held the third Thursday in March and is supervised by an outside agency. ABCS reserves the right to test all students for proper placement. ABCS will not discriminate against entering students because of disability, race, creed, color, gender, national origin, or religion. Parents must meet with the administrator prior to admission.

Students who have enrolled in Aurora Borealis Charter School will be automatically enrolled for future school years, until they graduate or are withdrawn.

XIII. Facilities

Aurora Borealis Charter School is located at 705 Frontage Road, Suite A, Kenai, Alaska, 99611. These facilities are provided by the Kenai Peninsula School District in what is locally known as the old Kenai Elementary Building. The facility is shared with the Kenai Boys and Girls Club and the Kenai Alternative School.

XIV. Student Transportation

ABCS is a school of choice. Parents are responsible for providing transportation to and from Aurora Borealis Charter School.

XV. Insurance

All district schools are provided insurance through the Kenai Peninsula Borough Insurance and Litigation Fund. The school district pays a share of the premiums to the fund. As with all schools, ABCS is not specifically charged with an allocation of the insurance costs incurred by the school district. ABCS will comply with insurance requirements and policies pursuant to the letter dated December 5, 1996, from Dr. Water Bormenschenkel, Superintendent.

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

XVI. Charter School Budget Proposal

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

Current enrollment adequately funds the program and we maintain a substantial fund balance.

Operating costs of ABCS are typical of other schools in the district. The greatest share of the cost is in personnel. Salary costs for existing staff will increase in accordance with contract provisions for longevity and increased educational credits. Other operating costs include supplies, equipment, custodial, telephone, and services.

XVII. Discipline Policy

The purpose of our discipline policy is to foster an environment where teacher centered instruction is effective. Classroom teachers will work with their own students to establish rules and consequences in the classroom. Additionally, the school staff has constructed rules and consequences for the general building areas and recesses and will be responsible for enforcing them. ABCS has also instituted a card-based discipline system that is used throughout the school in all grades. Each student is issued 4 cards: one green, one yellow, one red, and one white. With few exceptions the student begins each day "on green." For any minor offense or violation of rules a student may be required by any staff member to "pull a card." For example, if a green card is pulled, it means the student is "on yellow," an area of caution. The next card pulled leaves a student "on red." A red card may earn a student a special chore or minor restriction. If a student is subsequently told to pull another card, it leaves him/her "on white," which is a "ticket" to see the administrator and to make a call home. If, over time, several white cards are pulled, a behavior contract will be drawn up in which the student agrees to certain stipulations to improve his/her behavior.

Students misbehaving may be sent to the administrator or teacher assigned as disciplinarian for a conference and determination of consequence/s. When a student is referred for such an interaction, information will be gathered from the student, teacher, and others as appropriate. Parents will be notified of any interaction/s and the consequence/s imposed.

If behavior problems persist, or the infraction is severe enough, a student can be suspended or, after due process, recommended to the KPBSD school board for expulsion.

ABCS follows KPBSD policies concerning alcohol and other drugs, weapons, etc.

Student discipline shall be enforced in measured escalation, rising when warranted to recommendation for expulsion by the School District.

XVIII. Parental and Community Involvement

Aurora Borealis Charter School is a public school. Teachers and staff are hired under the Kenai Peninsula Education Association negotiated agreements, and the school is administrated under an Academic Policy Committee according to the provisions of Alaska Statute. It is a school of choice, and is centrally located on the Kenai Peninsula and serves students from the areas of Kenai, Soldotna, Sterling, Kasilof, and Nikiski.

The Academic Policy Committee (APC) sets school policy, and is accountable to the parents of enrolled students. The APC is subject to its written by-laws and funding formulas negotiated with the Kenai Peninsula Borough School District.

Parents are encouraged to be involved in the education of their children at ABCS. First and foremost, parents are expected to support the educational needs of their children by assisting in the areas of organization and homework. Additional ways parents and community member are involved in ABCS, include volunteering in the classrooms and or office; serving on the Academic Policy Committee and its subcommittees, which sets school policy within the parameters of AS 12.03.255.

XIX. Accountability

The ABCS Academic Policy Committee (APC) shall operate according to the provisions of AS 14.03.255. The APC may execute any powers delegated by law to it. The APC will consist of six parents or guardians of currently enrolled ABCS students, elected at large to two-year seats; the school administrator or staff designee acting in an advisory, non-voting capacity; a student representative acting in an advisory, non-voting capacity; and a selected community member. The Academic Policy Committee will meet at least quarterly to monitor progress in achieving the school's goals.

XX. Waivers of State Regulations Being Requested

None

XXI. Waivers of District Policies Being Requested

None

XXII. Termination Date of Contract

The term of this contract is for five (5) academic years beginning in August 2012 through July 2017. The contract for ABCS is renewable by the Kenai Peninsula Borough School Board upon approval by application during the fifth year of operation.

XXIII. Provisions for Termination

The charter school contract may be terminated for those causes found in AS.14.03.255 (12) and upon receipt of sixty (60) days notice. In the event ABCS should cease operations it is agreed that the KPBSD shall supervise and have authority to conclude the business and affairs of the school, provided the district does not assume any liability incurred by the school beyond the funds allocated to it under this contract.

Students and credits shall be transferable from ABCS to another school in the district at their current level of achievement as with any other school in the KPBSD. Placement of a student shall be in the best interest of the child and may be facilitated by the parent, teacher, and a school board member.

XXIV. Financial Compliance Statement

The ABCS agrees to comply with all state and federal requirements for receipt and use of public money.

Signed _____
Kathy Flores, President

Signed _____
Jerry Strait, Vice-President

Signed _____
Duane Kant, Secretary

Signed _____
Scott Coffman, Treasurer

Signed _____
Roy Dudley, Community Member

Signed _____
Vance Wonser, Member

BYLAWS

AURORA BOREALIS CHARTER SCHOOL

MISSION STATEMENT

The purpose of Aurora Borealis Charter School is to provide the finest academic program possible, thereby increasing the opportunities for student success. It is our obligation to promote an educational environment that reflects high academic, character and citizenship standards for all students and which establishes conditions where these standards can be met. This is best achieved in a school where educational decisions are made by those who know the students best, the students' parents and their teachers. A charter school, by design, offers innovative programs, varied educational techniques, and the involvement of parents and the community in an environment where development of learning opportunities is actively pursued. Aurora Borealis Charter School is such a place.

ARTICLE 1

NAME

The name of the school shall be Aurora Borealis Charter School hereinafter, ABC School or school.

ARTICLE 2

PURPOSE/OBJECTIVES/GOALS

- A. To establish and perpetuate a school which will provide a safe learning environment unifying the efforts of parents, staff, and students to:
 - 1. Set high academic standards
 - 2. Emphasize student responsibilities
 - 3. Foster respect for self and others
- B. To seek funds, contributions, grants, and to take gifts, bequests, and to do any other lawful act, and
- C. To conduct its affairs in accordance with the mission statement above.
- D. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws.

ARTICLE 3

GENERAL MEMBERSHIP/MEMBERSHIP MEETINGS

- A. ABCS membership consists of parents or guardians (hereinafter “parents”) of current ABCS students, ABCS staff, and one community member if appointed by the APC.
- B. General Membership meetings shall be held in May and September. Additional meetings may be scheduled as necessary.

ARTICLE 4

APC BOARD

- A. Shall consist of the following:
 - 1. Six parents of currently enrolled ABCS students, elected at large.
 - 2. School administrator, or staff designee, in an advisory non-voting capacity.
 - 3. Community member, if one is appointed by the APC.
- B. Terms
 - 1. Parent Seats
 - a. Each year, two (2) APC seats shall be elected by ABCS parents for three (3) year terms.
 - b. Terms are from May 31 to May 30
 - c. Interim vacancies shall be filled by appointment of the majority of the remaining APC, should a quorum exist. These appointments shall be effective only until the next annual election, at which time an election will be held to fill the seat for the remainder of the term. Should a quorum no longer exist, due to voluntary resignation and/or dismissal, a special election will be held to fill vacant seats. The APC member(s) elected in said special election shall remain seated for the duration of the original term.
 - d. Election of parent members of APC:
 - 1. Parent seats must be filled by parents of students currently attending ABCS and may not be filled by a paid employee.
 - 2. Only one parent per family may serve on the APC.

3. Nominations shall be taken in writing during the month of March.
 4. Elections shall be conducted by ballots mailed to ABCS parents. The APC shall adopt written election procedures that may be amended from time to time as deemed necessary by the APC.
 5. One ballot per family. In cases involving custody, only one custodial parent and/or guardian shall have the voting privilege.
 6. Elected members shall be seated at the next meeting of the APC following May 30.
2. Administrator Seat
Interim vacancy shall be filled by an interim administrator selected by the APC.
 3. Community Member Seat
The APC, at its sole discretion, may appoint a community member. The community member shall be a voting member of the APC. The Community Member term is from May 31 to May 30 and is renewable. Community members serve at the discretion of the APC. Community members may be removed by majority vote of the APC.

C. Duties

1. The APC Board shall take the following positions as determined among the Board at the first Board meeting following the May election. Those duties are:
 - a. Chairperson
The Chairperson shall preside at all meetings of the APC Board, and shall have the duties and powers normally given to that office, in addition to those particularly specified by these Bylaws.
 - b. Vice-Chairperson
The Vice-Chairperson shall have the powers and exercise the duties of the chair in case of the Chairperson's absence or incapacity, as well as duties assigned by the Chair or the APC Board.
 - c. Secretary
The Secretary shall keep a record of all meetings of the board and shall have all the duties and powers normally attributed to the office of Secretary.
 - d. Finance Chairperson/Treasurer

The Finance Chairperson/Treasurer shall have access to all financial records of the school, and have all the powers and duties normally attributed to the office of the Finance Chairperson. The Treasurer shall give a financial report at each quarterly meeting to be placed within the minutes.

2. Specific Duties of the Board

- a. Review and approve annual budget, enrollment, legal contracts, employment, curricula, co-curricular activities, staff training and travel, field trips, policies, and procedures.
- b. To provide written delegation of authority and description of duties for day-to-day operations of the school to Head Teacher/Director and staff.
- c. APC Board has the ultimate responsibilities for the operations of the school and is accountable to the KPBSD School Board.
- d. The APC Board shall meet to discuss operations, to hear reports and updates from Board members and committees, to consider to adapt or change policy, and to consider requests and concerns from parents, students, and staff members.
- e. The APC Board shall make a report at the biannual general membership meetings.
- f. Attendance at APC Meetings is required. Absence from three (3) consecutive meetings or half of the meetings year-to-date shall constitute grounds for immediate dismissal from the APC Board.
- g. To maintain public confidence, prevent the use of public office for private gain, and to avoid conflicts of interest, it is the policy of the Board no to employ or contract with current APC Board members. APC Board members shall disclose in writing known or potential conflicts of interest prior to the time set for voting on any transaction and shall not vote on the matter or attempt to influence the decisions of other Board Members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.
- h. Members of the APC Board shall receive no compensation for their services as members of the board.
- i. For voting purposes a quorum shall consist of four (4) voting APC Board members. Action requires an affirmative vote of at least four (4) of the voting members.
- j. All regular and special meetings of the Board shall be open to the public except that upon a vote of a majority of the Board members present, an executive session may be held to discuss any one or more of the following:
 1. Attorney-Client matters
 2. Acquisitions, leases, rental, or sale of property
 3. Contract proposals or negotiations

4. Confidential or sensitive personnel or student matters

The motion requesting the executive session shall state, in general, the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. The Board shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action, or any action approving a contract or calling for the payment of money be adopted or approved at any session that is closed to the general public. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC Board shall maintain topical minutes of all executive sessions.

- k. Any APC Board member may resign at anytime by giving written notice to the Chairman or Secretary of the APC Board. Such resignation shall take effect at the time specified therein.
- l. The APC Board may recommend removal of a Board member, with an affirmative vote for removal by at least 75% of the other Board members. The APC member whose removal is under consideration shall not participate in, nor be calculated in the percentage of such a vote.
 - 1. Such a recommendation shall be voted on by the membership at the next parent meeting.
 - 2. Notification of such action taken shall be given to the membership in a timely manner.

D. The APC Board of Directors shall meet at least once a quarter.

ARTICLE 5

ADVISORY COMMITTEES

- A. The APC Board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for official action. The Board shall have power to create or dissolve any advisory committee and shall reserve the right to exercise this power at anytime during the life of the committee.
- B. There shall be the following standing committees, composed of members of the school, and whose duties are:

1. Building and Maintenance
Research facility availability, new building, maintenance needs, and furniture needs, etc., and report to the Board.
2. Fundraising
Research fundraising projects for school and-or classes. Schedule fundraising events to avoid conflict and report to the Board and/or Head Teacher/Director.
3. Volunteers
Research needs, record volunteer hours, schedule volunteers, send thanks, and report non-compliance problems to the Board and/or Head Teacher/Director.
4. Community Service
Research opportunities for student community service and schedule. Shall report to the Board.
5. Grants
Research and applications. Shall report to the Board.
6. Public Relations
Gather information and publish school newsletter, prepare articles and information for local newspapers, radio, public notices, etc.
7. Library
Maintain and expand library. Promote reading activities.
8. Curriculum
Research and send for samples in conjunction with the staff. Report to the Board.
9. Extra-Curricular Activities
Research and schedule with staff.
10. Technology
Maintain computers; recommend purchases, research education programs and other technology needs and recommendations (phones, Xerox, etc.) Shall report to the Board.
11. Parent/Teacher Council
To establish, schedule, and conduct Parent-Teacher meetings, to help address the issues and needs of the school as a community of parents and teachers. Shall report to the Board.

- C. Other committees shall be formed as needed and serve at the pleasure of the Board.
- D. Each committee shall provide a report to the APC Board at quarterly meetings.

ARTICLE 6

NOTICE OF MEETINGS

Notice of meetings of the APC Board and committee meetings shall be posted, at least 24 hours prior, at a prominent place outside the ABC School office. Such notice should include specified agenda information when possible, including any proposed policy, position, resolution, or rule, regulation, or formal action to be considered. The postings of such notice shall be considered full and timely notice to the public of such meetings.

ARTICLE 7

TRANSACTION OF BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 8

BYLAWS

- A. A draft of changes to the bylaws will be read at two APC meetings (that are advertised in advance) before a vote is held regarding the changes.
- B. Approval of bylaws requires a two-thirds vote of the APC Board of Directors.
- C. Bylaws may be amended only by a two-thirds vote of the APC Board of Director.

ARTICLE 9

BOOKS AND RECORDS

The ABC School shall keep correct records and shall also keep minutes of the proceedings of its members, APC Board, and Committees, and shall keep at its registered or principal office a record giving the names and addresses of the APC Board and operating committees. All records of the APC School are considered public and may be inspected at any reasonable time. However, student records, personnel records, and any other record protected under privacy laws are excluded.

ARTICLE 10

DISSOLUTION

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

3. EDUCATION PROGRAMS

- (a) Has the school made reasonable progress in meeting its academic goals?
- (b) Has the school demonstrated progress, where applicable, on the statewide assessment?
- (c) Has the school demonstrated progress, where applicable, on other assessments?
- (d) Does the school use its assessment data to drive decision-making in curriculum and instruction?
- (e) Where performance-based assessments are used, does the school have clear criteria?

What Reviewers Will Look For: Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.

Suggested Sources of Evidence: Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.

INSERT INFO HERE →



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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

PRESS RELEASE

Aurora Borealis Charter School Awarded Blue Ribbon Award by US Department of Education

Soldotna, September 13, 2010: Aurora Borealis Charter School in Kenai has been named a Blue Ribbon School by the U.S. Department of Education. The school is among just 254 public schools nationwide to receive the honor. Aurora Borealis is also the first Alaska charter school to receive the Blue Ribbon distinction.

"The district is again pleased to have one of its schools recognized in this way. The award speaks to Aurora Borealis staff's on-going commitment to ensure that each of its students finds academic success, said Dr. Steve Atwater," KPBSD Superintendent.

The Blue Ribbon program honors public and private schools that are academically superior or that demonstrate dramatic gains in student achievement to high levels. "Their work reflects the conviction that every child has promise and must receive a quality education," said U.S. Secretary of Education Arne Duncan.

Public schools are selected for the Blue Ribbon award on one of two criteria:

- 1) at least 40 percent of their students are from disadvantaged backgrounds, the school shows great improvement, and achieves in the top 40 percent of schools in the state in the highest grade that is assessed in the school; or
- 2) their students, regardless of background, achieve in the top 10 percent of their state on state tests in the highest grade that is assessed in the school.

Additionally, awardees must have made adequate yearly progress under the No Child Left Behind Act in 2008, 2009 and 2010, as measured by scores on state tests in language arts and math.

Aurora Borealis, a kindergarten-grade 8 charter school that serves approximately 180 students, offers a classical education consisting of fundamental academics, art, music, physical education and Latin. The school is governed by parents through an academic policy committee.

In addition to Aurora Borealis, Evergreen Elementary School in Wrangell also received a Blue Ribbon of Excellence. "Evergreen Elementary and Aurora Borealis are very different schools, yet each has achieved a high level of excellence," said Alaska Education Commissioner Larry LeDoux. "Nearly every assessed student in these schools is proficient and many students work at an advanced level. What these schools have in common is parental and community involvement, dedicated and talented staff, and hard-working students – all joined in a common vision of what they want their school to be. Their achievements are inspiring."

FOR RELEASE 9 A.M. AKST, SEPTEMBER 13, 2010

MORE

Aurora Borealis will be honored at an awards ceremony November 15-16 in Washington, D.C. For more information about Blue Ribbon Schools, see <http://www2.ed.gov/programs/nclbbrs/index.html>.



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure		W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise		M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Points Possible	60	17	35	8	60	26	22	12	64	15	10	14	9	8	8
School Average Points Earned	52.8	15.1	30.9	6.7	52.5	22.6	19.3	10.6	57.3	12.4	9.6	13.1	7.9	7.0	7.2
Average Scale Score	460	455	471	444	476	485	485	453	463	429	469	502	451	463	452
District Average Scale Score	395	397	397	398	378	377	381	385	379	381	386	385	375	376	392
State Average Scale Score	372	379	373	375	357	357	360	361	356	360	360	359	358	357	359

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	23	22	1	0	0	23	19	3	0	1	22	21	1	0	0
	Percent	100.0%	95.7%	4.3%	0.0%	0.0%	100.0%	82.6%	13.0%	0.0%	4.3%	100.0%	95.5%	4.5%	0.0%	0.0%
District	Number Tested	654	342	241	46	25	655	236	312	94	13	654	290	254	60	50
	Percent	100.0%	52.3%	36.9%	7.0%	3.8%	100.0%	36.0%	47.6%	14.4%	2.0%	100.0%	44.3%	38.8%	9.2%	7.6%
State	Number Tested	9487	3770	3961	1112	644	9498	2807	4261	2154	276	9496	3104	3982	1109	1301
	Percent	100.0%	39.7%	41.8%	11.7%	6.8%	100.0%	29.6%	44.9%	22.7%	2.9%	100.0%	32.7%	41.9%	11.7%	13.7%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
		R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure		W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise		M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.															
Points Possible	60	13	33	14	60	28	20	12	64	15	9	14	10	8	8
School Average Points Earned	50.8	11.2	28.5	11.1	48.3	22.1	16.3	9.9	52.4	12.8	8.0	12.2	8.1	6.1	5.1
Average Scale Score	443	463	446	437	454	453	469	452	438	460	462	482	460	428	371
District Average Scale Score	397	397	403	397	400	407	396	411	380	383	381	402	379	383	374
State Average Scale Score	366	369	368	369	372	373	375	377	360	366	364	367	362	361	360

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	23	16	7	0	0	23	17	5	1	0	23	18	3	2	0
	Percent	100.0%	69.6%	30.4%	0.0%	0.0%	100.0%	73.9%	21.7%	4.3%	0.0%	100.0%	78.3%	13.0%	8.7%	0.0%
District	Number Tested	656	273	306	42	35	656	264	316	74	2	659	300	263	55	41
	Percent	100.0%	41.6%	46.6%	6.4%	5.3%	100.0%	40.2%	48.2%	11.3%	0.3%	100.0%	45.5%	39.9%	8.3%	6.2%
State	Number Tested	9655	2986	4190	1114	1365	9658	2995	4355	2099	209	9675	3724	3552	1167	1232
	Percent	100.0%	30.9%	43.4%	11.5%	14.1%	100.0%	31.0%	45.1%	21.7%	2.2%	100.0%	38.5%	36.7%	12.1%	12.7%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 3
GRADE : 05

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure		W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise		M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	60	13	27	20	60	30	15	15	64	15	9	13	9	9	9
School Average Points Earned	47.6	10.2	21.9	15.5	46.7	22.4	11.8	12.5	54.2	13.3	8.0	11.3	7.6	6.8	7.2
Average Scale Score	430	426	432	446	400	397	402	430	411	427	419	441	422	405	400
District Average Scale Score	390	396	391	394	375	375	377	389	374	375	373	378	375	383	370
State Average Scale Score	370	373	371	371	354	354	360	359	350	353	350	353	352	350	351

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	20	10	10	0	0	20	9	11	0	0	20	17	3	0	0
	Percent	100.0%	50.0%	50.0%	0.0%	0.0%	100.0%	45.0%	55.0%	0.0%	0.0%	100.0%	85.0%	15.0%	0.0%	0.0%
District	Number Tested	616	229	305	68	14	614	222	313	78	1	616	291	212	83	30
	Percent	100.0%	37.2%	49.5%	11.0%	2.3%	100.0%	36.2%	51.0%	12.7%	0.2%	100.0%	47.2%	34.4%	13.5%	4.9%
State	Number Tested	9684	2690	4910	1490	594	9679	2613	4654	2316	96	9689	3729	3062	1637	1261
	Percent	100.0%	27.8%	50.7%	15.4%	6.1%	100.0%	27.0%	48.1%	23.9%	1.0%	100.0%	38.5%	31.6%	16.9%	13.0%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

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GRADE : 06

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
		R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure		W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise		M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.															
Points Possible	60	10	34	16	60	28	17	15	64	11	11	12	9	12	9
School Average Points Earned	46.8	8.5	26.0	12.4	47.5	22.8	13.9	10.8	52.4	8.9	8.9	10.2	8.0	10.0	6.4
Average Scale Score	399	433	394	401	416	446	433	377	401	391	416	419	433	411	378
District Average Scale Score	380	390	381	383	374	383	374	376	367	371	364	374	372	378	367
State Average Scale Score	357	363	359	358	350	353	355	353	349	353	351	351	351	351	350

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	20	11	9	0	0	20	12	7	1	0	20	12	8	0	0
	Percent	100.0%	55.0%	45.0%	0.0%	0.0%	100.0%	60.0%	35.0%	5.0%	0.0%	100.0%	60.0%	40.0%	0.0%	0.0%
District	Number Tested	693	290	315	74	14	694	280	282	120	12	673	284	271	78	40
	Percent	100.0%	41.8%	45.5%	10.7%	2.0%	100.0%	40.3%	40.6%	17.3%	1.7%	100.0%	42.2%	40.3%	11.6%	5.9%
State	Number Tested	9642	3130	4108	1773	631	9641	3057	3729	2338	517	9628	3345	3362	1511	1410
	Percent	100.0%	32.5%	42.6%	18.4%	6.5%	100.0%	31.7%	38.7%	24.3%	5.4%	100.0%	34.7%	34.9%	15.7%	14.6%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
		R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure		W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise		M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.															
Points Possible	60	11	33	16	60	27	16	17	64	9	11	9	14	12	9
School Average Points Earned	54.5	10.1	30.3	14.1	51.0	22.3	13.5	15.3	54.5	8.0	8.9	8.6	11.2	10.0	7.7
Average Scale Score	497	512	502	482	460	466	450	473	435	469	422	465	439	420	419
District Average Scale Score	393	402	393	397	364	366	367	370	365	375	361	371	368	371	364
State Average Scale Score	375	381	377	377	348	350	352	351	344	347	344	350	346	347	343

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	15	14	1	0	0	15	10	5	0	0	15	11	4	0	0
	Percent	100.0%	93.3%	6.7%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%	0.0%	100.0%	73.3%	26.7%	0.0%	0.0%
District	Number Tested	683	313	283	70	17	684	110	455	104	15	689	280	274	102	33
	Percent	100.0%	45.8%	41.4%	10.2%	2.5%	100.0%	16.1%	66.5%	15.2%	2.2%	100.0%	40.6%	39.8%	14.8%	4.8%
State	Number Tested	9306	3613	3647	1401	645	9284	1402	5348	2033	501	9290	2939	3454	1785	1112
	Percent	100.0%	38.8%	39.2%	15.1%	6.9%	100.0%	15.1%	57.6%	21.9%	5.4%	100.0%	31.6%	37.2%	19.2%	12.0%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 6
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure		W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise		M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Points Possible	60	10	31	19	60	28	15	17	64	9	10	9	15	12	9
School Average Points Earned	53.3	9.1	27.7	16.5	54.4	25.0	14.1	15.3	59.9	8.7	9.4	8.5	14.4	10.5	8.5
Average Scale Score	494	496	497	496	502	508	521	484	491	485	447	478	466	465	478
District Average Scale Score	405	410	407	407	381	382	386	388	366	373	368	376	365	363	365
State Average Scale Score	380	385	381	381	359	363	362	363	340	345	343	341	341	342	342

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	11	10	1	0	0	11	8	3	0	0	11	11	0	0	0
	Percent	100.0%	90.9%	9.1%	0.0%	0.0%	100.0%	72.7%	27.3%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
District	Number Tested	707	338	308	55	6	706	84	534	77	11	709	291	287	78	53
	Percent	100.0%	47.8%	43.6%	7.8%	0.8%	100.0%	11.9%	75.6%	10.9%	1.6%	100.0%	41.0%	40.5%	11.0%	7.5%
State	Number Tested	9254	3472	4240	1253	289	9244	819	6302	1683	440	9238	2813	3447	1492	1486
	Percent	100.0%	37.5%	45.8%	13.5%	3.1%	100.0%	8.9%	68.2%	18.2%	4.8%	100.0%	30.5%	37.3%	16.2%	16.1%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison		Science				
		Overall	Performance by Standard			
			S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.						
Points Possible		50	22	8	10	10
School	Average Points Earned	42.8	17.8	6.8	9.1	9.0
	Average Scale Score	379	372	378	392	386
District	Average Scale Score	336	333	348	338	337
State	Average Scale Score	303	303	307	306	304

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PROFICIENCY LEVEL SUMMARY

		Science					THIS SPACE INTENTIONALLY LEFT BLANK
		Total	Advanced	Proficient	Below Proficient	Far Below Proficient	
School	Number Tested	23	13	9	1	0	
	Percent	100.0%	56.5%	39.1%	4.3%	0.0%	
District	Number Tested	627	212	215	154	46	
	Percent	100.0%	33.8%	34.3%	24.6%	7.3%	
State	Number Tested	9507	2104	2599	2857	1947	
	Percent	100.0%	22.1%	27.3%	30.1%	20.5%	



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS-BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 2
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison		Science				
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		Overall	Performance by Standard			
			S1.1 Inquiry and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science
Points Possible		62	20	14	16	12
School	Average Points Earned	55.0	17.6	12.4	14.8	10.2
	Average Scale Score	464	463	531	457	417
District	Average Scale Score	338	342	346	346	340
State	Average Scale Score	317	320	326	322	320

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PROFICIENCY LEVEL SUMMARY

		Science				
		Total	Advanced	Proficient	Below Proficient	Far Below Proficient
School	Number Tested	11	10	1	0	0
	Percent	100.0%	90.9%	9.1%	0.0%	0.0%
District	Number Tested	658	238	211	119	90
	Percent	100.0%	36.2%	32.1%	18.1%	13.7%
State	Number Tested	8996	2497	2584	1875	2040
	Percent	100.0%	27.8%	28.7%	20.8%	22.7%

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COMPLETE BATTERY

Group List Report,
Part I

Class: HARDING HEIDI

Grade: 1.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 24
Number of students using accommodations: 0

Form/Level: G-11

Test Date: 02/09/11 Scoring: PATTERN (IRT)

QM: 21 Norms Date: 2007

School: AURORA BOREALIS DIST-SCH#24-9010
District: KENAI
State: ALASKA

City/State: SOLDOTNA, AK

CTB ID: 11066M006374006-04-00656-000138

Norm-Referenced Scores

	No. of Stdnts	No. using Accom [*]	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	24	0	75.9	618.5	89	87.5	48-99
Vocabulary	24	0	77.0	608.5	90	91.5	50-99
Reading Composite	24	0	80.9	612.7	93	93.6	56-99
Mathematics	24	0	79.8	582.0	92	93.5	53-99
Math Computation	24	0	71.3	516.8	84	74.5	32-99
Math Composite	24	0	76.2	549.6	89	89.5	50-99
Total Score**	24	0	83.4	600.5	94	95.5	60-99
Science	24	0	67.4	581.8	80	76.6	50-99
Social Studies	24	0	79.6	621.1	92	94.2	45-99
Word Analysis	24	0	85.2	634.5	95	93.5	16-99

^{*} Based on locally reported data^{**} Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MDNP: Median National Percentile

MSS: Mean Scale Score

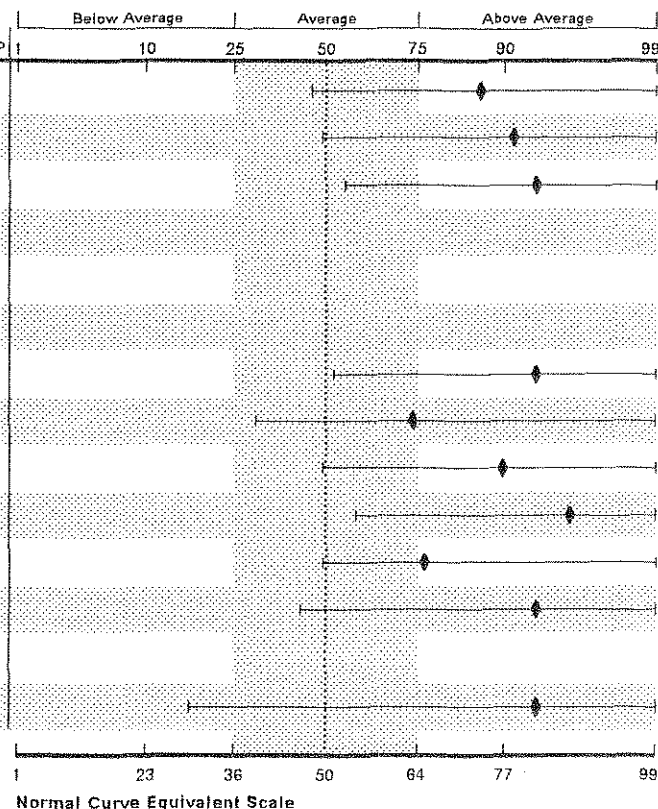
Accom: Accommodations

NCENP: NP of the MNCE

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. One of the group's ten MDNP scores is in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 87.5, which is above the average range. The lowest Reading score in the group is 48 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: UPONEN LORI

Grade: 2.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 23

Number of students using accommodations: 0

Form/Level: G-12

Test Date: 02/09/11

Scoring: PATTERN (IRT)

QM: 21

Norms Date: 2007

School: AURORA BOREALIS

DIST-SCH#24-9010

District: KENAI

State: ALASKA

City/State: SOLDOTNA, AK

CTB ID: 11066M008374006-04-00657-000143

Norm-Referenced Scores

	No. of Stnts	No. using Accom*	MNCE	MSS	NCNP	MDNP	Low/ High NP
Reading	23	0	62.8	622.2	73	76.2	31-96
Vocabulary	23	0	62.2	609.6	72	66.0	23-98
Reading Composite	23	0	64.8	616.2	76	75.0	35-95
Language Mechanics	23	0	65.2	622.0	76	80.5	15-97
Mathematics	23	0	75.4	604.6	89	89.3	54-99
Math Computation	23	0	71.3	564.5	84	85.8	51-99
Math Composite	23	0	73.6	584.7	87	88.4	55-97
Total Score**	23	0	69.4	613.7	82	82.0	60-93
Science	23	0	69.5	624.2	82	81.8	27-99
Social Studies	23	0	62.9	622.6	73	65.0	31-99
Spelling	23	0	55.9	574.7	61	56.0	20-99
Word Analysis	23	0	68.4	642.4	81	77.7	43-99

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score

NCNP: NP of the MNCE

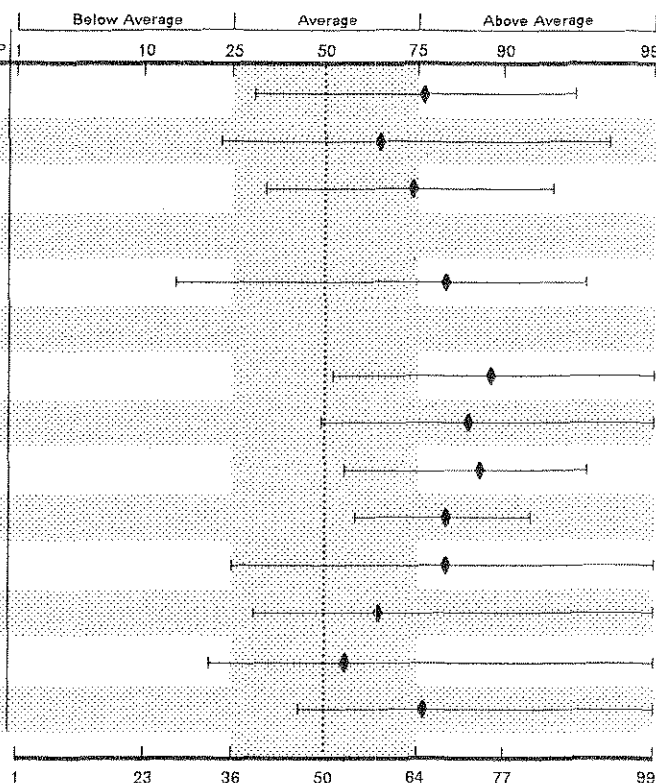
MDNP: Median National Percentile

Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's twelve MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Normal Curve Equivalent Scale

Key: Low NP ——— Median ——— High NP

Scores in the area to the left of the shading are below the average range. Eight MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 76.2, which is above the average range. The lowest Reading score in the group is 31 and the highest is 96. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: DRURY DON

Grade: 3.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 23

Number of students using accommodations: 0

Form/Level: G-13

Test Date: 02/09/11

Scoring: PATTERN (IRT)

QM: 21

Norms Date: 2007

School: AURORA BOREALIS

DIST-SCH#24-9010

District: KENAI

State: ALASKA

City/State: SOLDOTNA, AK

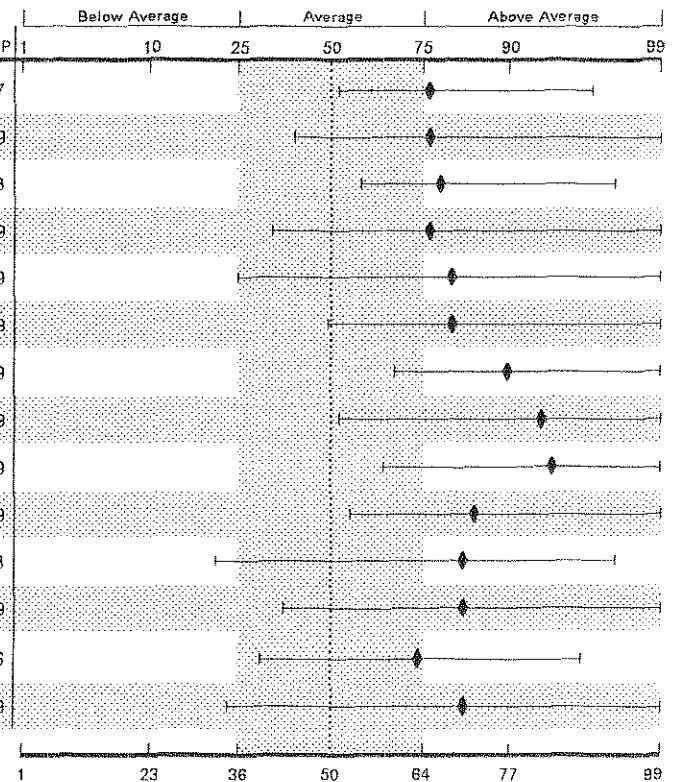
CTBID: 11066M008374006-04-00858-000148

Norm-Referenced Scores

	No. of Stdnts	No. using Accom ^a	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	23	0	67.0	647.8	79	76.7	52-97
Vocabulary	23	0	69.9	652.9	83	78.0	40-99
Reading Composite	23	0	71.2	650.7	84	80.2	60-98
Language	23	0	67.1	651.5	79	75.8	35-99
Language Mechanics	23	0	72.0	656.0	85	82.3	26-99
Language Composite	23	0	71.4	653.9	85	82.0	51-98
Mathematics	23	0	78.5	658.3	91	90.0	70-99
Math Computation	23	0	83.0	640.8	94	94.0	52-99
Math Composite	23	0	84.2	649.8	95	95.0	65-99
Total Score**	23	0	74.0	652.6	87	86.0	58-99
Science	23	0	68.7	649.4	81	84.0	21-98
Social Studies	23	0	67.7	649.6	80	83.0	38-99
Spelling	23	0	61.3	627.6	70	73.0	32-96
Word Analysis	23	0	68.7	663.0	81	83.0	22-99

^a Based on locally reported data^{**} Total score consists of Reading, Language, Mathematics

National Percentile Scale



Normal Curve Equivalent Scale

MNCE: Mean Normal Curve Equivalent

MDNP: Median National Percentile

MSS: Mean Scale Score

Accom: Accommodations

NCENP: NP of the MNCE

Key: Low NP ——— Median ——— High NP

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. One of the group's fourteen MDNP scores is in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 76.7, which is above the average range. The lowest Reading score in the group is 52 and the highest is 97. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: SEVERSON WILLIA

Grade: 4.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 23
Number of students using accommodations: 0

Form/Level: G-14

Test Date: 02/09/11

Scoring: PATTERN (IRT)

QM: 21

Norms Date: 2007

School: AURORA BOREALIS

DIST-SCH#24-9010

District: KENAI

State: ALASKA

City/State: SOLDOTNA, AK

CTBID: 11066M006374006-04-00659-000153

Norm-Referenced Scores

	No. of Stdts	No. using Accom ^a	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	23	0	64.1	658.7	75	74.0	22-97
Vocabulary	23	0	63.7	656.4	74	73.7	28-97
Reading Composite	23	0	64.7	657.8	76	71.0	24-97
Language	23	0	64.6	660.8	76	80.0	24-99
Language Mechanics	23	0	64.2	653.7	75	72.0	11-96
Language Composite	23	0	66.2	657.5	78	76.0	28-99
Mathematics	23	0	71.7	665.2	85	86.0	37-99
Math Computation	23	0	76.9	658.3	90	88.8	60-99
Math Composite	23	0	76.0	662.0	89	91.0	50-99
Total Score**	23	0	68.3	661.5	81	80.0	35-98
Science	23	0	68.3	665.0	81	77.0	43-97
Social Studies	23	0	64.9	663.9	76	75.8	36-97
Spelling	23	0	59.1	644.6	67	59.0	14-99

^a Based on locally reported data^{**} Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score

NCENP: NP of the MNCE

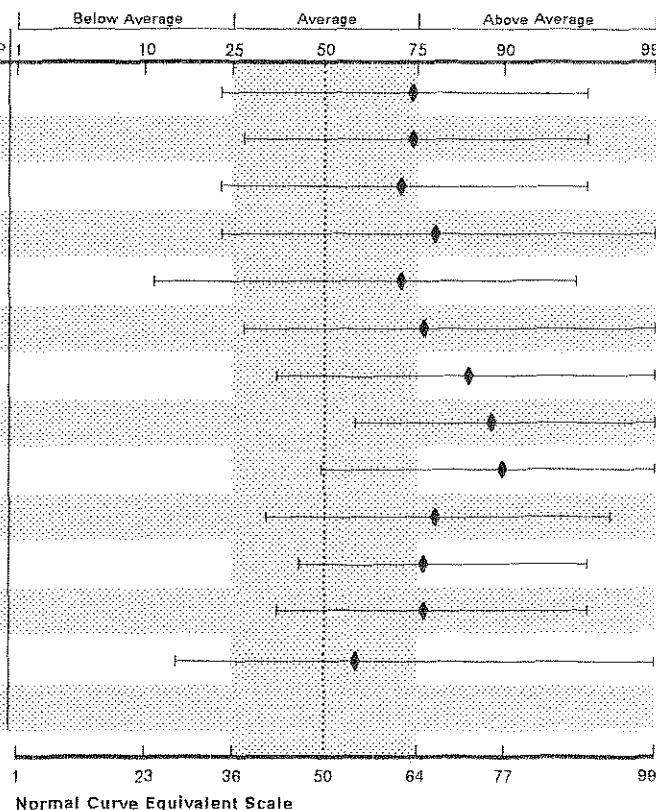
MDNP: Median National Percentile

Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Five of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Eight MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 74.0, which is in the average range. The lowest Reading score in the group is 22 and the highest is 97. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: HAGEN JOY

Grade: 5.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 20
Number of students using accommodations: 0

Form/Level: G-15

Test Date: 02/09/11

Scoring: PATTERN (IRT)

QM: 21

Norms Date: 2007

School: AURORA BOREALIS

DIST-SCH#24-9010

District: KENAI

State: ALASKA

City/State: SOLDOTNA, AK

CTBID: 11066M006374006-04-00660-000158

Norm-Referenced Scores

	No. of Stdnts	No. using Accom	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	20	0	62.9	672.6	73	73.0	23-98
Vocabulary	20	0	66.6	679.1	78	81.5	39-99
Reading Composite	20	0	66.2	676.1	78	78.8	32-98
Language	20	0	63.1	670.5	73	68.3	43-93
Language Mechanics	20	0	57.2	655.7	63	65.5	15-99
Language Composite	20	0	60.9	663.3	70	74.5	30-98
Mathematics	20	0	67.2	676.5	79	79.3	47-93
Math Computation	20	0	75.4	683.4	89	86.0	30-99
Math Composite	20	0	74.7	680.2	88	88.5	37-99
Total Score**	20	0	65.9	673.3	77	77.0	40-94
Science	20	0	61.4	672.1	71	69.0	18-97
Social Studies	20	0	59.3	664.7	67	67.0	33-91
Spelling	20	0	52.0	645.0	54	49.5	8-98

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MDNP: Median National Percentile

MSS: Mean Scale Score

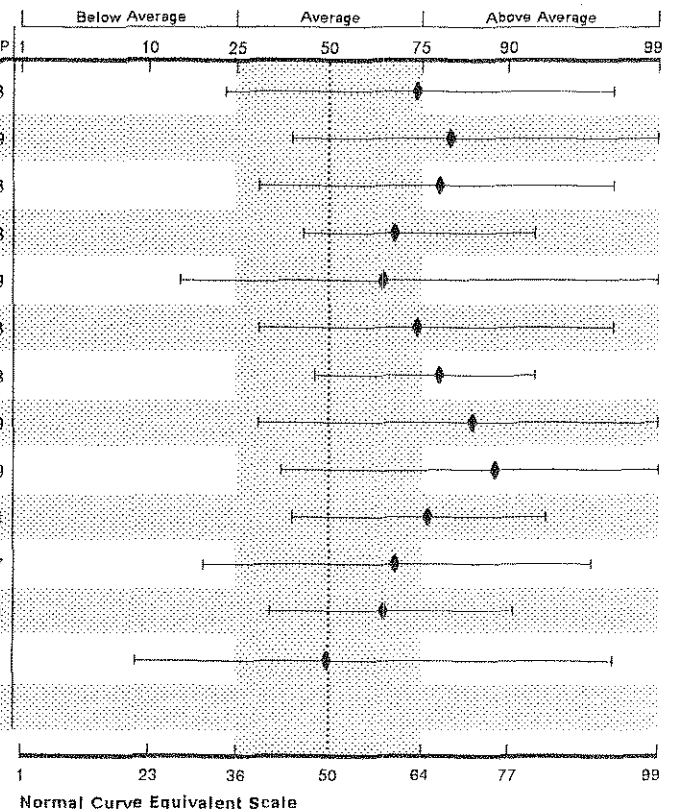
Accom: Accommodations

NCENP: NP of the MNCE

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Seven of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the average range. Six MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 73.0, which is in the average range. The lowest Reading score in the group is 23 and the highest is 98. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: PALM EUGENE

Grade: 6.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 20
Number of students using accommodations: 0

Form/Level: G-16

Test Date: 02/09/11 Scoring: PATTERN (IRT)

QM: 21 Norms Date: 2007

School: AURORA BOREALIS DIST-SCH#24-9010
District: KENAI
State: ALASKA

City/State: SOLDOTNA, AK

CTBID: 11066M006374006-04-00661-000163

Norm-Referenced Scores

	No. of Stdnts	No. using Accom*	MNCE	MSS	NCENP	MDNP	Low/ High NP	National Percentile Scale						
								Below Average	Average	Above Average				
								1	10	25	50	75	90	99
Reading	20	0	62.6	680.3	73	74.5	28-94							
Vocabulary	20	0	59.9	675.7	68	68.5	19-98							
Reading Composite	20	0	61.9	678.3	71	73.0	27-97							
Language	20	0	65.8	683.7	77	74.5	24-95							
Language Mechanics	20	0	64.3	679.3	75	68.5	31-99							
Language Composite	20	0	66.2	681.8	78	76.5	24-98							
Mathematics	20	0	72.3	704.7	86	88.5	38-99							
Math Computation	20	0	70.9	695.8	84	84.0	36-99							
Math Composite	20	0	73.3	700.5	87	87.0	36-99							
Total Score**	20	0	69.0	689.5	82	84.5	31-98							
Science	20	0	59.0	678.4	67	69.0	25-91							
Social Studies	20	0	61.3	678.3	70	65.5	13-98							
Spelling	20	0	59.9	678.7	68	72.0	11-99							

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score

NCENP: NP of the MNCE

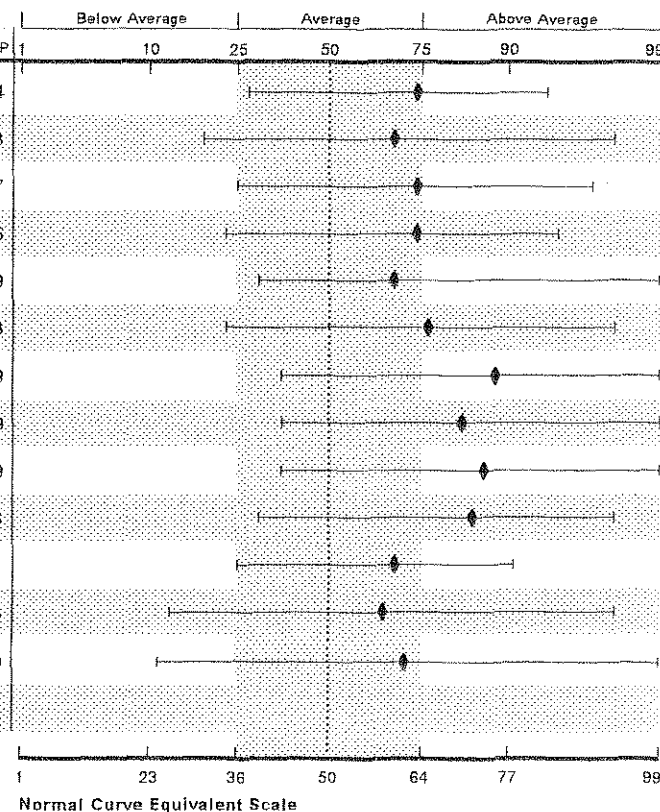
MDNP: Median National Percentile

Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Eight of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP ——— Median ——— High NP

Scores in the area to the left of the shading are below the average range. Five MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 74.5, which is in the average range. The lowest Reading score in the group is 28 and the highest is 94. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: ANDERSON SCOTT

Grade: 7.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 15
Number of students using accommodations: 0

Form/Level: G-17

Test Date: 02/09/11 Scoring: PATTERN (IRT)

QM: 21 Norms Date: 2007

School: AURORA BOREALIS DIST: SCH#24-9010
District: KENAI
State: ALASKA

City/State: SOLDOTNA, AK

CTBID: 11066M006374006-04-00662-000168



Norm-Referenced Scores

	No. of Stdnts	No. using Accom*	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	15	0	71.7	703.2	85	84.0	47-99
Vocabulary	15	0	72.2	706.3	85	85.3	48-96
Reading Composite	15	0	74.0	705.0	87	85.0	48-97
Language	15	0	74.7	712.1	88	90.0	16-99
Language Mechanics	15	0	78.7	718.7	91	92.0	47-99
Language Composite	15	0	79.1	715.7	92	95.0	32-99
Mathematics	15	0	77.7	725.8	91	92.3	40-99
Math Computation	15	0	83.6	743.4	94	94.8	58-99
Math Composite	15	0	84.5	734.7	95	96.7	48-99
Total Score**	15	0	78.7	713.6	91	93.0	28-99
Science	15	0	74.1	716.4	87	88.0	64-99
Social Studies	15	0	73.1	709.6	86	82.0	59-98
Spelling	15	0	69.7	710.6	83	86.0	15-99

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score

NCENP: NP of the MNCE

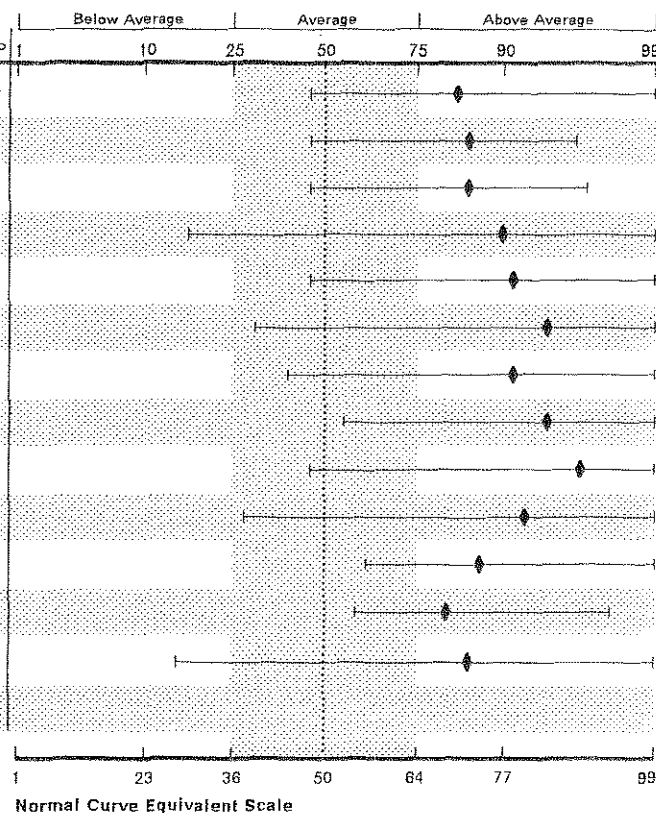
MDNP: Median National Percentile

Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 84.0, which is above the average range. The lowest Reading score in the group is 47 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report,
Part I

Class: PHILLIPS SUZANN

Grade: 8.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 11
Number of students using accommodations: 0

Form/Level: G-18

Test Date: 02/09/11 Scoring: PATTERN (IRT)

QM: 21 Norms Date: 2007

School: AURORA BOREALIS DIST-SCH#24-9010
District: KENAI
State: ALASKA

City/State: SOLDOTNA, AK

CTBID: 11066M006374006-04-00663 000172

Norm-Referenced Scores

	No. of Stdnts	No. using Accom ^a	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	11	0	76.7	724.1	90	85.7	72-99
Vocabulary	11	0	76.3	726.1	89	89.0	65-99
Reading Composite	11	0	79.0	725.5	92	90.7	74-99
Language	11	0	85.4	745.5	95	97.0	74-99
Language Mechanics	11	0	81.3	732.1	93	95.0	69-99
Language Composite	11	0	86.0	739.0	96	95.3	82-99
Mathematics	11	0	85.0	756.2	95	95.0	68-99
Math Computation	11	0	87.6	772.4	96	96.3	83-99
Math Composite	11	0	88.0	764.5	96	95.0	88-99
Total Score**	11	0	87.4	741.9	96	96.0	82-99
Science	11	0	79.9	747.5	92	89.3	72-99
Social Studies	11	0	76.2	718.0	89	89.0	52-99
Spelling	11	0	72.1	718.5	85	75.0	45-99

^a Based on locally reported data^{**} Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score

NCENP: NP of the MNCE

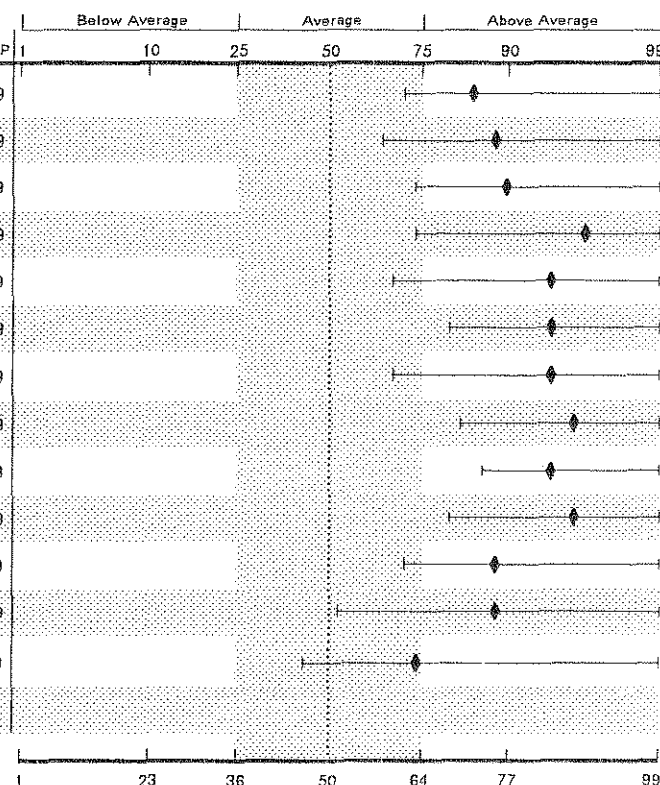
MDNP: Median National Percentile

Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. One of the group's thirteen MDNP scores is in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Normal Curve Equivalent Scale

Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 85.7, which is above the average range. The lowest Reading score in the group is 72 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

4. PROGRAM ACHIEVEMENT

- (a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?
- (b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?
- (c) Is the school systematically informing parents of their child's performance and progress?
- (d) Did the charter school provide student assessment participation rates?
- (e) Has the charter school made a comparison between their assessment scores and the district's assessment data?
- (f) Has the charter school made a comparison between their assessment scores and the state's assessment data?
- (g) Has the charter school shown disaggregated scores across all categories?
- (h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?
- (i) Is the school implementing a well-conceived plan to demonstrate progress over time?

***What Reviewers Will Look For:** Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories*

***Suggested Sources of Evidence:** Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.*

INSERT INFO HERE ➔

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

4.

Program Achievement

ABCS was recognized on September 13, 2010 by the US Department of Education as a Blue Ribbon School. The Blue Ribbon program honors public and private schools that are academically superior or that demonstrate dramatic gains in student achievement to high levels.

ABCS follows the prescribed process of the Kenai Peninsula Borough School District in the identification and servicing of special education students. Students with perceived needs are referred to the school's intervention team. If it is deemed necessary to test students, the student's file is then passed to the local school that provides services for that grade level.

Approximately 4% of the student population is certified to receive special education services.

The Kenai Peninsula Borough School District has a comprehensive staff development program of which ABCS is a part. Annually in-service days are allocated to all schools so that each school may address its unique needs.

Kenai Peninsula Borough School District

2011-12 Districtwide Calendar - Revised

School Opens	School Closes
End of Quarter	P/T Conference
Holiday	Vacation Day
Inservice	Teacher Work Day

July 2011							August 2011							September 2011							October 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6						1	2	3						1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
	H														H												
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																					30	31					
# of Inservice Days: _____							# of Inservice Days: 3							# of Inservice Days: 0							# of Inservice Days: 3						
# of Student Days: _____							# of Student Days: 7							# of Student Days: 21							# of Student Days: 18						
# of Teacher Days: _____							# of Teacher Days: 12							# of Teacher Days: 22							# of Teacher Days: 21						

November 2011							December 2011							January 2012							February 2012							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2						1	2	3	1	2	3	4	5	6	7				1	2	3	4
															H													
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
				H	H																							
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28	29				
# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 2							
# of Student Days: 20							# of Student Days: 11							# of Student Days: 21							# of Student Days: 19							
# of Teacher Days: 22							# of Teacher Days: 13							# of Teacher Days: 22							# of Teacher Days: 21							

March 2012							April 2012							May 2012							June 2012							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2						3	4	5	6	7											1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 0							# of Inservice Days: _____							
# of Student Days: 16							# of Student Days: 20							# of Student Days: 17							# of Student Days: _____							
# of Teacher Days: 17							# of Teacher Days: 20							# of Teacher Days: 18							# of Teacher Days: _____							

End of Quarter

1st Quarter	42 days
2nd Quarter	35 days
3rd Quarter	46 days
4th Quarter	47 days
	170 days

First and Last Days

Teacher First	August 16
Teacher Last	May 24
Student First	August 23
Student Last	May 23

Inservice Dates

August 16, 17, 19
October 21, 27-28
December 16
Feb 2, 3
Mar 9

Legal Holidays & Vacation Days

Independence Day	July 4
Labor Day	September 5
Thanksgiving	November 24-25
Winter Break	Dec 19- Jan 2
Spring Break	March 12-16
Vacation Day	April 20
Memorial Day	May 28

Inservice = 3 Outside School Year, 7 During
 Total S/T = 170 + 10 = 180/188
 Revised : 12/12/09; Approved: 1/11/10
 Dept of Ed. Approval: 1/12/10



Contact: Kelly Reisig
Communications
Phone: (907) 714-8888
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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

PRESS RELEASE

Aurora Borealis Charter School Awarded Blue Ribbon Award by US Department of Education

Soldotna, September 13, 2010: Aurora Borealis Charter School in Kenai has been named a Blue Ribbon School by the U.S. Department of Education. The school is among just 254 public schools nationwide to receive the honor. Aurora Borealis is also the first Alaska charter school to receive the Blue Ribbon distinction.

"The district is again pleased to have one of its schools recognized in this way. The award speaks to Aurora Borealis staff's on-going commitment to ensure that each of its students finds academic success, said Dr. Steve Atwater," KPBSD Superintendent.

The Blue Ribbon program honors public and private schools that are academically superior or that demonstrate dramatic gains in student achievement to high levels. "Their work reflects the conviction that every child has promise and must receive a quality education," said U.S. Secretary of Education Arne Duncan.

Public schools are selected for the Blue Ribbon award on one of two criteria:

- 1) at least 40 percent of their students are from disadvantaged backgrounds, the school shows great improvement, and achieves in the top 40 percent of schools in the state in the highest grade that is assessed in the school; or
- 2) their students, regardless of background, achieve in the top 10 percent of their state on state tests in the highest grade that is assessed in the school.

Additionally, awardees must have made adequate yearly progress under the No Child Left Behind Act in 2008, 2009 and 2010, as measured by scores on state tests in language arts and math.

Aurora Borealis, a kindergarten-grade 8 charter school that serves approximately 180 students, offers a classical education consisting of fundamental academics, art, music, physical education and Latin. The school is governed by parents through an academic policy committee.

In addition to Aurora Borealis, Evergreen Elementary School in Wrangell also received a Blue Ribbon of Excellence. "Evergreen Elementary and Aurora Borealis are very different schools, yet each has achieved a high level of excellence," said Alaska Education Commissioner Larry LeDoux. "Nearly every assessed student in these schools is proficient and many students work at an advanced level. What these schools have in common is parental and community involvement, dedicated and talented staff, and hard-working students – all joined in a common vision of what they want their school to be. Their achievements are inspiring."

FOR RELEASE 9 A.M. AKST, SEPTEMBER 13, 2010

MORE

Aurora Borealis will be honored at an awards ceremony November 15-16 in Washington, D.C. For more information about Blue Ribbon Schools, see <http://www2.ed.gov/programs/nclbbrs/index.html>.



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure		W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise		M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Points Possible	60	17	35	8	60	26	22	12	84	15	10	14	9	8	8
School Average Points Earned	52.8	15.1	30.9	6.7	52.5	22.6	19.3	10.6	57.3	12.4	9.6	13.1	7.9	7.0	7.2
Average Scale Score	460	455	471	444	476	485	485	453	463	429	469	502	451	463	452
District Average Scale Score	395	397	397	398	378	377	381	385	379	381	386	385	375	376	392
State Average Scale Score	372	379	373	375	357	357	360	361	356	360	360	359	358	357	359

PROFICIENCY LEVEL SUMMARY

School	Number Tested	Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
School	Number Tested	23	22	1	0	0	23	19	3	0	1	22	21	1	0	0
	Percent	100.0%	95.7%	4.3%	0.0%	0.0%	100.0%	82.6%	13.0%	0.0%	4.4%	100.0%	95.5%	4.5%	0.0%	0.0%
District	Number Tested	654	342	241	46	25	655	236	312	94	13	654	290	254	60	50
	Percent	100.0%	52.3%	36.9%	7.0%	3.8%	100.0%	36.0%	47.6%	14.4%	2.0%	100.0%	44.3%	38.8%	9.2%	7.6%
State	Number Tested	9487	3770	3961	1112	644	9498	2807	4261	2154	276	9496	3104	3982	1109	1301
	Percent	100.0%	39.7%	41.8%	11.7%	6.8%	100.0%	29.6%	44.9%	22.7%	2.9%	100.0%	32.7%	41.9%	11.7%	13.7%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure		W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise		M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	60	13	33	14	60	28	20	12	64	15	9	14	10	8	8
School Average Points Earned	50.8	11.2	28.5	11.1	48.3	22.1	16.3	9.9	52.4	12.8	8.0	12.2	8.1	6.1	5.1
Average Scale Score	443	463	446	437	454	453	469	452	438	460	462	482	460	428	371
District Average Scale Score	397	397	403	397	400	407	396	411	380	383	381	402	379	383	374
State Average Scale Score	366	369	368	369	372	373	375	377	360	366	364	367	362	361	360

PROFICIENCY LEVEL SUMMARY

School	Number Tested	Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
	Percent															
		23	16	7	0	0	23	17	5	1	0	23	18	3	2	0
		100.0%	69.6%	30.4%	0.0%	0.0%	100.0%	73.9%	21.7%	4.3%	0.0%	100.0%	78.3%	13.0%	8.7%	0.0%
District	Number Tested	656	273	306	42	35	656	264	316	74	2	659	300	263	55	41
	Percent	100.0%	41.6%	46.6%	6.4%	5.3%	100.0%	40.2%	48.2%	11.3%	0.3%	100.0%	45.5%	39.9%	8.3%	6.2%
State	Number Tested	9655	2986	4190	1114	1365	9658	2995	4355	2099	209	9675	3724	3552	1167	1232
	Percent	100.0%	30.9%	43.4%	11.5%	14.1%	100.0%	31.0%	45.1%	21.7%	2.2%	100.0%	38.5%	36.7%	12.1%	12.7%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 3
GRADE : 05

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure		W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise		M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	60	13	27	20	60	30	15	15	64	15	9	13	9	9	9
School Average Points Earned	47.6	10.2	21.9	15.5	46.7	22.4	11.8	12.5	54.2	13.3	8.0	11.3	7.6	6.8	7.2
Average Scale Score	430	426	432	446	400	397	402	430	411	427	419	441	422	405	400
District Average Scale Score	390	396	391	394	375	375	377	389	374	375	373	378	375	383	370
State Average Scale Score	370	373	371	371	354	354	360	359	350	353	350	353	352	350	351

PROFICIENCY LEVEL SUMMARY

School	Number Tested	Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
School	20	100.0%	50.0%	50.0%	0.0%	0.0%	20	45.0%	55.0%	0.0%	0.0%	20	85.0%	15.0%	0.0%	0.0%
District	616	100.0%	37.2%	49.5%	11.0%	2.3%	614	36.2%	51.0%	12.7%	0.2%	616	47.2%	34.4%	13.5%	4.9%
State	9684	100.0%	27.8%	50.7%	15.4%	6.1%	9679	27.0%	48.1%	23.9%	1.0%	9689	38.5%	31.6%	16.9%	13.0%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure		W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise		M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	60	10	34	16	60	28	17	15	64	11	11	12	9	12	9
School Average Points Earned	46.8	8.5	26.0	12.4	47.5	22.8	13.9	10.8	52.4	8.9	8.9	10.2	8.0	10.0	6.4
Average Scale Score	399	433	394	401	416	446	433	377	401	391	416	419	433	411	378
District Average Scale Score	380	390	381	383	374	383	374	376	367	371	364	374	372	378	367
State Average Scale Score	357	363	359	358	350	353	355	353	349	353	351	351	351	351	350

PROFICIENCY LEVEL SUMMARY

School	Number Tested	Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
School	20	11	9	0	0	0	20	12	7	1	0	20	12	8	0	0
	Percent	100.0%	55.0%	45.0%	0.0%	0.0%	100.0%	60.0%	35.0%	5.0%	0.0%	100.0%	60.0%	40.0%	0.0%	0.0%
District	693	290	315	74	14	14	694	280	282	120	12	673	284	271	78	40
	Percent	100.0%	41.8%	45.5%	10.7%	2.0%	100.0%	40.3%	40.6%	17.3%	1.7%	100.0%	42.2%	40.3%	11.6%	5.9%
State	9642	3130	4108	1773	631	631	9641	3057	3729	2338	517	9628	3345	3362	1511	1410
	Percent	100.0%	32.5%	42.6%	18.4%	6.5%	100.0%	31.7%	38.7%	24.3%	5.4%	100.0%	34.7%	34.9%	15.7%	14.6%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure		W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise		M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Points Possible	60	11	33	16	60	27	16	17	64	9	11	9	14	12	9
School Average Points Earned	54.5	10.1	30.3	14.1	51.0	22.3	13.5	15.3	54.5	8.0	8.9	8.6	11.2	10.0	7.7
Average Scale Score	497	512	502	482	460	466	450	473	435	469	422	465	439	420	419
District Average Scale Score	393	402	393	397	364	366	367	370	365	375	361	371	368	371	364
State Average Scale Score	375	381	377	377	348	350	352	351	344	347	344	350	346	347	343

PROFICIENCY LEVEL SUMMARY

School	Number Tested	Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
	Percent															
School	Number Tested	15	14	1	0	0	15	10	5	0	0	15	11	4	0	0
	Percent	100.0%	93.3%	6.7%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%	0.0%	100.0%	73.3%	26.7%	0.0%	0.0%
District	Number Tested	683	313	283	70	17	684	110	455	104	15	689	280	274	102	33
	Percent	100.0%	45.8%	41.4%	10.2%	2.5%	100.0%	16.1%	66.5%	15.2%	2.2%	100.0%	40.6%	39.8%	14.8%	4.8%
State	Number Tested	9306	3613	3647	1401	645	9284	1402	5348	2033	501	9290	2939	3454	1785	1112
	Percent	100.0%	38.8%	39.2%	15.1%	6.9%	100.0%	15.1%	57.6%	21.9%	5.4%	100.0%	31.6%	37.2%	19.2%	12.0%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2011 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 6
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

	Reading				Writing				Mathematics						
Proficiency Level Comparison	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
		R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure		W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise		M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.															
Points Possible	60	10	31	19	60	28	15	17	64	9	10	9	15	12	9
School Average Points Earned	53.3	9.1	27.7	16.5	54.4	25.0	14.1	15.3	59.9	8.7	9.4	8.5	14.4	10.5	8.5
Average Scale Score	494	496	497	496	502	508	521	484	491	485	447	478	466	465	478
District Average Scale Score	405	410	407	407	381	382	386	388	366	373	368	376	365	363	365
State Average Scale Score	380	385	381	381	359	363	362	363	340	345	343	341	341	342	342

PROFICIENCY LEVEL SUMMARY

		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	11	10	1	0	0	11	8	3	0	0	11	11	0	0	0
	Percent	100.0%	90.9%	9.1%	0.0%	0.0%	100.0%	72.7%	27.3%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
District	Number Tested	707	338	308	55	6	706	84	534	77	11	709	291	287	78	53
	Percent	100.0%	47.8%	43.6%	7.8%	0.8%	100.0%	11.9%	75.6%	10.9%	1.6%	100.0%	41.0%	40.5%	11.0%	7.5%
State	Number Tested	9254	3472	4240	1253	289	9244	819	6302	1683	440	9238	2813	3447	1492	1486
	Percent	100.0%	37.5%	45.8%	13.5%	3.1%	100.0%	8.9%	68.2%	18.2%	4.8%	100.0%	30.5%	37.3%	16.2%	16.1%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison		Science				
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		Overall	Performance by Standard			
			S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science
Points Possible		50	22	8	10	10
School	Average Points Earned	42.8	17.8	6.8	9.1	9.0
	Average Scale Score	379	372	378	392	386
District	Average Scale Score	336	333	348	338	337
State	Average Scale Score	303	303	307	306	304

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PROFICIENCY LEVEL SUMMARY

		Science				
		Total	Advanced	Proficient	Below Proficient	Far Below Proficient
School	Number Tested	23	13	9	1	0
	Percent	100.0%	56.5%	39.1%	4.3%	0.0%
District	Number Tested	627	212	215	154	46
	Percent	100.0%	33.8%	34.3%	24.6%	7.3%
State	Number Tested	9507	2104	2599	2857	1947
	Percent	100.0%	22.1%	27.3%	30.1%	20.5%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 2
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison		Science					THIS SPACE INTENTIONALLY LEFT BLANK
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		Overall	Performance by Standard				
			S1.1 Inquiry and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science	
Points Possible		62	20	14	16	12	
School	Average Points Earned	55.0	17.6	12.4	14.8	10.2	
	Average Scale Score	464	463	531	457	417	
District	Average Scale Score	338	342	346	346	340	
State	Average Scale Score	317	320	326	322	320	

PROFICIENCY LEVEL SUMMARY

		Science					THIS SPACE INTENTIONALLY LEFT BLANK
		Total	Advanced	Proficient	Below Proficient	Far Below Proficient	
School	Number Tested	11	10	1	0	0	
	Percent	100.0%	90.9%	9.1%	0.0%	0.0%	
District	Number Tested	658	238	211	119	90	
	Percent	100.0%	36.2%	32.1%	18.1%	13.7%	
State	Number Tested	8996	2497	2584	1875	2040	
	Percent	100.0%	27.8%	28.7%	20.8%	22.7%	

AURORA BOREALIS CHARTER SCHOOL

Student Name:

School Year: 2011-2012

Teacher: Julie Ball



Behavior Expectations:

I accept and respect authority.

I think for myself and try to solve my own problems.

I listen while
others are speaking.

I respect the rights and property of others.

I play well with others.

I take part in
group activities.

I listen to and follow directions.

I work to do
my best.

I take responsibility for
my own belongings.

I am willing to try
new tasks.

Class Average of behavior points:

Your child's behavior points:

Behavior points reflect the number of cards a student has pulled during the quarter. Zero points indicate that your child has not pulled any cards.

[illegible]

Key:

M = Mastered

S = Satisfactory
for age.

N = Not apparent.

Developmental Skills:

Fine Motor

Gross Motor

Age Appropriate Attention Span

Language for Communication

Letter/Numeral Directionality

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Key:

M = Mastered

S = Satisfactory
for age.

N = Needs Help

Student Name:

Academic Progress

ABC Phonics
 Letter Formation
 Reading Decoding
 Reading Comprehension
 Spelling
 Oral Language
 Saxon Math Kindergarten
 Saxon Math 1st Grade
 Social Studies
 Science
 Latin
 Physical Education
 Music
 Art
 Homework
 Attendance: Days Enrolled
 Absences
 Tardies

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
V			
V			
V			
V			
V			
V			
V			
O			
37	40	47	46
0			
0			

Key:
O = Outstanding
V = Very Good
S = Satisfactory
N = Needs Help

Recommendation
for the 2012-2013
School Year:

Comments:

First Quarter: Parent Teacher Conferences

Second Quarter: Parent Teacher Conferences

Third Quarter:

Fourth Quarter:

Teacher Signature_____

Student's Name _____ School Year _____

Aurora Borealis Charter School's parents and staff believe the purpose of education is to provide children with skills necessary to live successfully, contribute to their communities and to be responsible citizens. The school is concerned with five major developmental as: Intellectual, physical, emotional, social, and ethical.

Department: O-S-N	Quarter			
	1 st	2 nd	3 rd	4 th
Practices Self-Control				
Respects Authority				
Respects Rights of Others				
Follows School Rules				
Responsible for personal belongings				
Discipline card points: Class average				

Study Habits: O-S-N	Quarter			
	1 st	2 nd	3 rd	4 th
Listens Attentively				
Follows Directions Promptly				
Completes Work on Time				
Works Neatly				
Works Independently				
Participates Actively				
Works Cooperatively				
Homework Assignments				

Key to Grading

ACHIEVEMENT grades are based on student's mastery of grade level material.

EFFORT grades are based upon the relationship between performance, participation, and ability to achieve.

ACHIEVEMENT Percent and Grade

Very High	90-100	A
High	80-89	B
Satisfactory	70-79	C
Low	60-69	D
Very Low	0-59	F

EFFORT Grades

O – Outstanding
S – Satisfactory
N – Needs Improvement

	1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort
Reading: Phonograms												
Reading: Comp												
Reading: Oral												
Oral Language												
Written Language												
Spelling												
Mathematics												
Science												
Social Studies												
Latin												

Physical Education												
Music												
Art												

Attendance Summary	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Days Enrolled				
Days Absent				
Days Present				
Times Tardy				

PUPIL PROGRESS REPORT
Aurora Borealis Charter School
Kenai Peninsula Borough School District
705 Frontage Road, Suite A
Kenai, AK 99611

REPORT CARD
Grades 1-2

Name _____ Grade _____ Year _____

Teacher _____ Consulting Administrator _____

Teacher Comments

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Your child is assigned to _____ Grade for the
school year.

Teacher's Signature

PUPIL PROGRESS REPORT
Aurora Borealis Charter School
Kenai Peninsula Borough School District
11247 Frontage Road, Suite A
Kenai, AK 99611

REPORT CARD
Grades 3-8

Name _____ **Grade** 3 **Year** 2010-2011
Teacher Don Drury **Administrator** Larry Nauta

Teacher Comments

First Quarter: Comments during conferences.

Second Quarter:

Third Quarter:

Fourth Quarter:

Parent Signature, First Conference

Parent Signature, Second Conference

Your Child is assigned to the _____ grade for the
2010-2011 school year.

Teacher's Signature

Student's Name _____ School Year 2010-2011

Aurora Borealis Charter School's parents and staff believe the purpose of education is to provide children with skills necessary to live successfully, contribute to their communities and to be responsible citizens. The school is concerned with five major developmental areas: Intellectual, physical, emotional, social, and ethical.

Department: O-S-N	Quarter			
	1 st	2 nd	3 rd	4 th
Is Courteous				
Practices Self-Control				
Respects Authority				
Respects Rights of Others				
Follows School Rules				
Accepts Responsibility				
Accepts Constructive Criticism				

Key to Grading

ACHIEVEMENT grades are based on student's mastery of grade level material.

EFFORT grades are based upon the relationship between performance, participation, and ability to achieve.

ACHIEVEMENT Percent and Grade

Very High	94-100	A
High	86-93	B
Satisfactory	70-85	C
Low	65-69	D
Very Low	0-64	F

EFFORT Grades

O – Outstanding
S – Satisfactory
N – Needs Improvement

Study Habits: O-S-N	1 st	2 nd	3 rd	4 th
Listens Attentively				
Follows Directions Promptly				
Completes Work on Time				
Works Neatly				
Is Careful and Accurate				
Makes Good Use of Time				
Works Independently				
Participates Actively				
Works Cooperatively				
Homework Assignments				
Handwriting				

	1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort
Reading												
Language												
Spelling												
Writing												
Mathematics												
History/Geography												
Science												
Latin												
Physical Education												
Art												
Technology												

Attendance Summary	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Days Enrolled				
Days Absent				
Days Present				
Times Tardy				

Dates
Entered _____
Transferred _____
Withdrawn _____

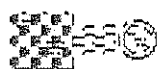
5. ADMISSION PROCEDURES

- (a) Does the school have admission procedure criteria?
- (b) Are eligible students specifically defined?
- (c) What are the provisions for accommodating additional students, if necessary?
- (d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?

What Reviewers Will Look For: Evidence that the school is viable in terms, of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.



Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions/enrollment procedures.

INSERT INFO HERE ➔





Thursday, February 28, 2002 8:58:29 AM

Message

From:  Larry Nauta
 Judith_Nilsen@eed.state.ak.us

Subject: Fwd(2): Admissions Clarification

To:  Debbie Palm
 lsemmens@ci.kenai.ak.us

Attachments:  Attach1.html

4K

This e-mail message is clarification regarding admission/lottery procedures for charter schools. This information was taken from "Public Charter Schools Non-Regulatory Guidance (December 2000), Section 12, and states:

"A charter school that is oversubscribed and, consequently must use a lottery, generally must include in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and (d) children of employees in a work-site charter school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment). When recruiting students, charter schools should target all segments of the parent community. The charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities; but the charter school may target additional recruitment efforts towards groups that might otherwise have limited opportunities to participate in the charter school's programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school."

This federal guidance policy should avoid any confusion on admissions methods and should be attached to your charter/operating procedures in your school file.

Sincerely,

Louie Yannotti

Charter Schools Program Manager

Aurora Borealis Charter School Turnover Data

Year	Enrolled	Turnover	% of Enrolled
2001-2002	132	6	4.55%
2002-2003	156	6	3.85%
2003-2004	180	15	8.33%
2004-2005	182	6	3.30%
2005-2006	182	6	3.30%
2006-2007	178	5	2.80%
2007-2008	180	3	1.67%
2008-2009	172	9	4.68%
2009-2010	179	4	2.23%
2010-2011	183	5	2.73%
2011-2012	194	3	1.54%

Wait List

Aurora Borealis has had an average waiting list of approximately two hundred forty students for the past five years. At this time we have 229 students on the waiting list. The list will not change until March 2012 when the lottery takes place.

Grade	Wait List for 2011-2012 school year
Kindergarten	36
First Grade	22
Second Grade	27
Third Grade	28
Fourth Grade	35
Fifth Grade	14
Sixth Grade	23
Seventh Grade	19
Eighth Grade	25
TOTAL on Wait List	229

Dear Parent,

We would like to request that you take a few moments to give us input on Aurora Borealis Charter School.

Please circle the reason or reasons for you moving your child/children to another school or program.

1. Left the area
2. Transportation requirements
3. Philosophical disagreement with the discipline policy
4. Philosophical disagreement with the academic program
5. Lack of a particular aspect of the existing program

Comments:

Please return this form in the self-addressed, stamped envelope.

Sincerely,

Larry Semmens
Chairman APC

Aurora Borealis Charter School

705 Frontage Road, Suite A
Kenai, Alaska 99611

Phone: (907) 283-0292
Fax: (907) 283-0293

September 7, 2006

Dear Parent/Parents,

Aurora Borealis Charter School is in the process of upgrading the enrollment files for the upcoming year. We will be doing a lottery for enrollment for the upcoming school year. Students who have siblings enrolled in ABCS will be given preference. In the event that we have more siblings than we have vacancies, we will hold a lottery for the grade placement.

If you are interested in having a child/children placed on the lottery waiting list for 2007-2008, for the upcoming school year, you need to submit an application to this office no later than the first Tuesday of March.

Sincerely,

Larry Nauta,
Consulting Administrator

Enrollment and Lottery Procedures

Charter Schools of the Kenai Peninsula Borough School District are public schools which comply with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity.

The enrollment procedures for Aurora Borealis Charter School is as follows:

- Parents should come to the school office and fill out a lottery application for the following school year. Applications are accepted from September 1, until the first Friday in March, at 3:00 p.m.
- The lottery will be held at 3:00 p.m. on the third Thursday in March.
- During the lottery, each applicant is randomly assigned a lottery number.
- Students are then placed on a waitlist in order of the number they were assigned. (Students drawn from the lottery who are placed on the wait list remain on the wait list until they request removal or are placed in a classroom.)
- The lottery results will be posted in the hallway outside the office the day following the lottery.
- If there is a vacancy in a classroom, or for kindergarten enrollment, children of full time school employees and siblings of children already enrolled will be selected first to fill the vacancy.
- In the event that vacancies still exist in a class, they are to be filled from the waitlist, beginning with the lowest lottery number. The number of slots available will depend upon each class.
- If there is no wait list for a specific grade and vacancies exist, students will be enrolled without going through the lottery.

Aurora Borealis Charter School
2011-2012 Lottery Application

Application Date _____ Receipt No. _____

Parent(s) Names: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____

Cell Phone: _____

**Please notify the school office if your contact information changes. You will receive a postcard in the spring with your child's lottery number. If there is an opening at Aurora Borealis for your child, you will be contacted by phone or mail.

*If you have a child entering kindergarten,
he/she must be 5 years old on or before Sept. 1st.*

Names of Children:

Last Name	First Name	Male/Female	Grade in 2011-2012	Birth Date
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 10, 2001.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

April 10, 2001

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

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

Members of the Board

Aurora Borealis Charter School

Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 9, 2002.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

April 9, 2002

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 8, 2003 and April 9, 2003.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

April 9, 2003.

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 14, 2004.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

April 14, 2004

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 12, 2005.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

April 12, 2005

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 11, 2006.
2. Recorded results of the enrollment lottery.

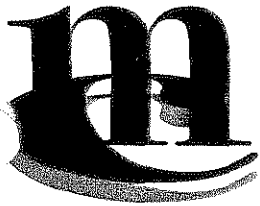
Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

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

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

Mikunda, Cottrell & Co.

April 11, 2006



**Mikunda,
Cottrell & Co.**
Certified Public Accountants & Consultants

RSM McGladrey Network
An Independently Owned Member

Offices in Anchorage & Kenai

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 29, 2007.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

March 29, 2007
Kenai, Alaska

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 27, 2008.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

March 27, 2008
Kenai, Alaska

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 26, 2009.
2. Recorded results of the enrollment lottery.

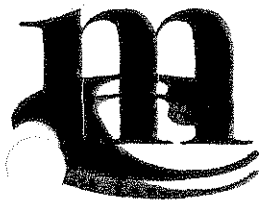
Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

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

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

Mikunda, Cottrell & Co.

March 26, 2009
Kenai, Alaska



Mikunda,
Cottrell & Co., Inc.
Certified Public Accountants & Consultants

RSM McGladrey Network
An Independently Owned Member

Offices in Anchorage & Kenai

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 25, 2010.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

March 25, 2010
Kenai, Alaska



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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 24, 2011.
2. Recorded results of the enrollment lottery.

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

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

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

Mikunda, Cottrell & Co.

March 24, 2011
Kenai, Alaska

6. ALTERNATIVE OPTION

- (a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?

What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.

Suggested Sources of Evidence: Check local provision.

INSERT INFO HERE ➔

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

6.

Alternative Options

ABCS is one of many elementary schools in the Kenai and Soldotna area. Elementary Schools include: K-Beach Elementary, Mt. View Elementary, Sterling Elementary, and Soldotna Elementary. Other charter schools are Kaleidoscope School of Arts and Science and Soldotna Montessori. Kenai Middle School and Soldotna Middle School are options for seventh and eighth graders. ABCS is a school of choice.

7. ADMINISTRATIVE POLICIES

- (a) Is there an administrative policy that follows charter school law?
- (b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?
- (c) Is there compelling evidence that the school's leadership is strong?
- (d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?
- (e) Are the mechanisms in place;(e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?

What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.

Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.

INSERT INFO HERE ➔

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

7.

Administrative Policies

ABCS has had very limited turnover in the past 14 years in staff or Academic Policy Committee (APC) Members. Of the current twelve certified staff members, we have had three staff members retire in the last twelve years. The administrator has been at the school for twelve years. One APC member has ten years experience and the other six members have an average of three years experience on the board.

During the twelve years the administrator has been with the school, there has only been one formal complaint brought to the APC. That complaint involved a student discipline issue. It was resolved at the APC level.

ABCS utilizes the KPBSD policy manual. That manual is on-line at the KPBSD web site (www.kpbsd.k12.ak.us) and is not included in this document.

8. FUNDING ALLOCATION

- (a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?
- (b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?
- (c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?
- (d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?

***What Reviewers Will Look For:** Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.*

***Suggested Sources of Evidence:** A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.*

INSERT INFO HERE ➔

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

8.

Funding Allocation

ABCS follows the Kenai Peninsula Borough School District's budgetary process. This includes all budget transfers, purchases, etc.

9. FISCAL SOLVENCY

- (a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?
- (b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?
- (c) Has the school achieved efficiencies in its operation?

What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.

Suggested Sources of Evidence: Financial audits & financial statements.

INSERT INFO HERE →

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

9.

Fiscal Solvency

ABCS follows all the Kenai Peninsula Borough School District's budgetary processes. Currently ABCS is in a financial position of having a positive fund balance.

10. FACILITY PLANS

- (a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?

What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.

Suggested Sources of Evidence: A drawn schematic of the physical plant.

INSERT INFO HERE ➔

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

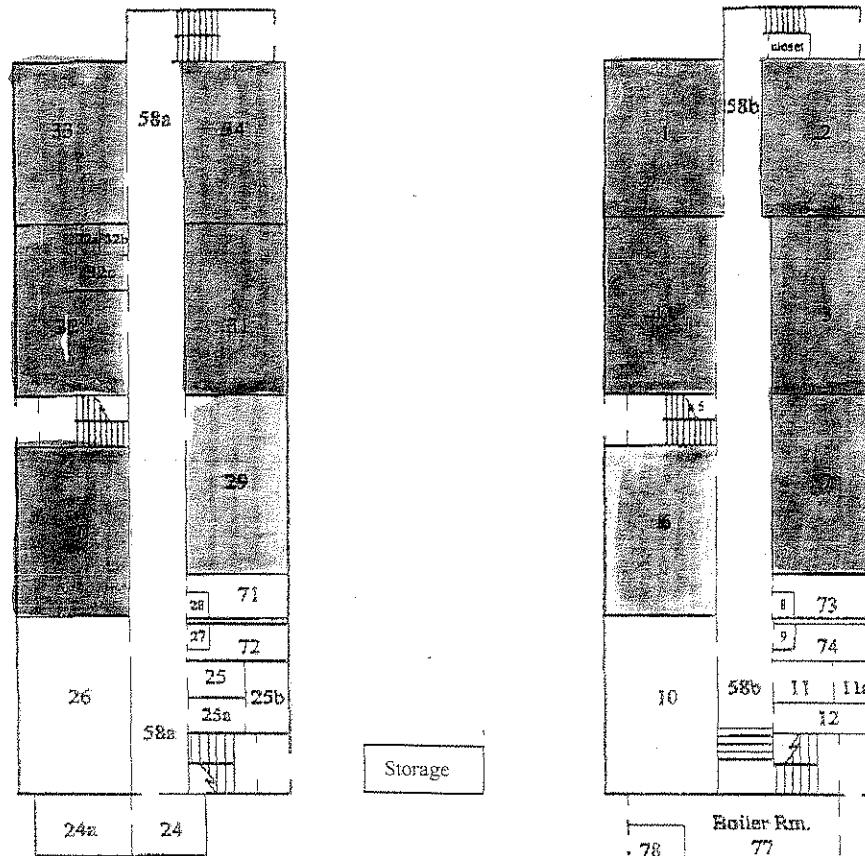
Application and Rating Template

10.

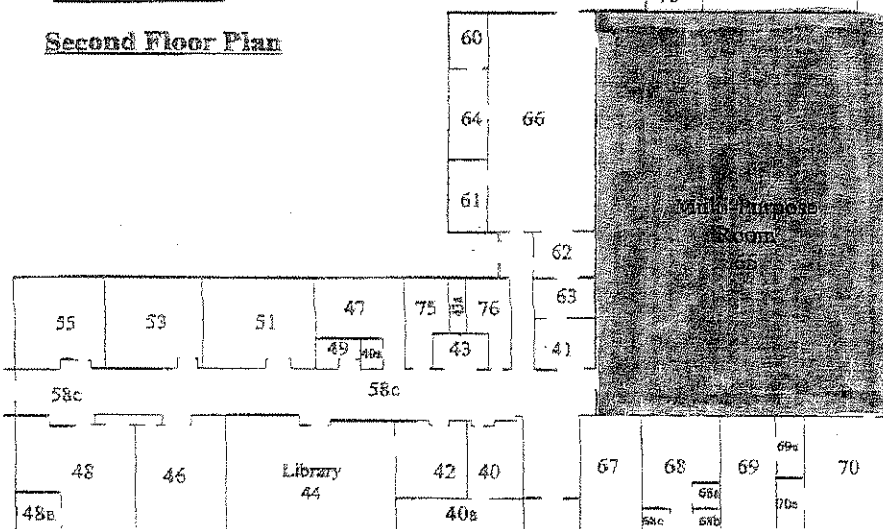
Facility Plans

ABCS is located in the old Kenai Elementary Building. The building is also home for the Kenai Alternative High School and the Boys and Girls Club. The building is a renovated Elementary School that meets all codes and requirements for a public school building. ABCS occupies 11 classrooms and an office. The gymnasium is shared with both of the other tenants.

Even though ABCS has a long waiting list, enrollment is projected to remain close to two hundred students.



Second Floor Plan



First Floor Plan

NOTE: Drawing Is Not To Scale

KENAI PENINSULA BOROUGH - MAINTENANCE DEPARTMENT
47140 East Poppy Lane, Soldotna, Alaska 99689

KENAI ELEMENTARY - Basic Floor Plan

By: MGM Revised: 12 - 16 - 90 Drawing 1 of 1

11. TEACHER TO STUDENT RATIO

- (a) Is there a plan which adequately addresses teacher-to-student ratio?
- (b) Is the plan reasonably based on projected enrollment figures?

What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.

Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.

INSERT INFO HERE ➔

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

11.

Teacher to Student Ratio

ABCS states in its charter that the student-teacher ratio "shall be approximately 20 to 1."
The current classroom student-teacher ratio is 21.5 to 1.

The turnover rate at ABCS has averaged less than 4% for the past two years.

Projected enrollment is based on the straight line current enrollment, as well as the sibling wait list.

12. ENROLLMENT

- (a) Has the student enrollment been stable?
- (b) Has the school's enrollment been at a maximum?

***What Reviewers Will Look For:** Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.*

***Suggested Sources of Evidence:** A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.*

INSERT INFO HERE ➔

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

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12.

Enrollment

ABCS has been and continues to be very successful in providing students with a high quality of education as is indicated by the low turnover of students and the test scores. Parents, for the most part, are pleased with the quality of education that the students are receiving.

ABCS does not recruit students. ABCS places an advertisement in the local paper to notify parents that ABCS is accepting applications for the enrollment lottery. Enrollment is stabilized and there is no plan for increase.

The staff continually monitors student progress and the general program through review of group and individual tests scores.

Wait List

Aurora Borealis has had an average waiting list of approximately two hundred forty students for the past five years. At this time we have 229 students on the waiting list. The list will not change until March 2012 when the lottery takes place.

Grade	Wait List for 2011-2012 school year
Kindergarten	36
First Grade	22
Second Grade	27
Third Grade	28
Fourth Grade	35
Fifth Grade	14
Sixth Grade	23
Seventh Grade	19
Eighth Grade	25
TOTAL on Wait List	229

Aurora Borealis Charter School Enrollment

Year	Enrolled
1997-1998	73
1998-1999	85
1999-2000	91
2000-2001	99
2001-2002	130
2002-2003	151
2003-2004	178
2004-2005	178
2005-2006	182
2006-2007	178
2007-2008	180
2008-2009	178
2009-2010	180
2010-2011	183
2011-2012	194

13. TEACHING METHOD/CURRICULUM

- (a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?
- (b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?
- (c) Has the school undertaken curriculum review and revision?
- (d) Is there evidence to support effective intervention with students who are "at risk?"
- (e) Is the school addressing the needs of students with educational disabilities?
- (f) Where applicable, does the school address the needs of students with limited English proficiency?

***What Reviewers Will Look For:** Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.*

***Suggested Sources of Evidence:** Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.*

INSERT INFO HERE →

AURORA BOREALIS CHARTER SCHOOL

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13.

Teaching Method/Curriculum

ABCS follows all the Federal, State and District guidelines regarding special needs students. ABCS maintains an intervention team that refers students to the district for evaluation. District personnel then provide required services.

Inservice days are designated for review of all assessment data and curriculum alignment.

Aurora Borealis Charter School Standards of Performance

Aurora Borealis has high academic standards. In order to ensure that all parents and students understand what is expected, these written standards have been developed. Students may have some initial difficulty adjusting to Aurora Borealis academic program; however, the goal will always be to bring all students up to these written standards:

In general, the following standards will be followed for all grades; however, standards may vary by grade level according to developmental appropriateness:

I. Class work standards

- a. All students will complete assignments.
- b. Proper formatting, which includes name and assignment heading at the top right side of the paper, will be followed.
- c. Papers will have clear margins; left, right, top, and bottom.
- d. All mistakes should be clearly and completely erased. No doodling and drawings are allowed on assignment papers unless part of the assignment.
- e. All assignments will be turned in on time.

II. Handwriting standards

- a. Students are encouraged to write neatly using the approved alphabet. Teachers will instruct in correct letter formation.
- b. Cursive writing will be taught beginning in third grade and will be used on final drafts in grades 4-8
- c. Penmanship grades will be awarded randomly for assigned daily work. Papers receiving less than a C in penmanship will be redone until requirements are met.

III. Math paper standards

- a. Numbers should be carefully written in pencil.
- b. There should be clear space around each problem.
- c. Math fact standards are established for each grade level.
- d. Other requirements as set by teacher.

IV. Organization skills: Grades 3-8

All the students will have the following materials:

- a. A three-ringed binder with dividers and three-hole paper.
- b. Spiral bound notebooks will only be used in certain classes as learning logs or journals. Spiral bound notebooks paper will not be allowed for daily assignments.
- c. Assignments should always be placed in the appropriate section of the 3-ring binder.
- d. Holes should be on left side of paper when student begins work.
- e. Papers should not be ripped from notebooks.

- f. Notebooks will be periodically checked and graded.

V. Computer Writing standards

- a. All written assignments will be double-spaced and checked for spelling.
- b. Fringes will be torn off of computer paper, as applicable, before turning in assignments.
- c. Font and print size should be approved by the teacher prior to printing.

Homework

Your child will be assigned homework. Your responsibility as a parent is to show interest and provide an environment conducive to study. The following pointers may assist you in helping your child.

- Be a willing listener when your child talks about school activities.
- Provide a place to study that is well lighted.
- See that your child is distracted as little as possible while studying.
- Turn off the radio or television if it is in the room where the child is studying.
- Spend time reading to your child and listening to your child read. Ask the teacher to suggest reading materials for use at home.
- If possible, provide your child with resource materials, such as child's dictionary, reference books, and a globe---encourage their use.
- Help your child locate materials that are needed in class. (Remember the public library)
- Help your child work out a good study schedule. Two shorter study periods are usually better than one lengthy one.
- Allow time for other worthwhile after-school activities, but don't over schedule your child.
- Go over homework with your child to see it is carefully done and make encouraging comments. Homework helps instill a sense of responsibility and contributes to the development of good study habits.
- If your child is having difficulty with his schoolwork, ask the teacher how you can help.
- Watch educational programs with your child and help him understand what he is seeing.
- Provide opportunities to learn from experiences outside the classroom.

Aurore borealis at a Glance:

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/	Riggs Reading, Open Court, Core Knowledge. I. Reading and Writing II. Poetry III. Fiction III. Sayings and Phrases	Riggs Reading, Open Court, Core Knowledge, Shurley Grammar. I. Reading and Writing II. Poetry III. Fiction III. Sayings and Phrases	Riggs Reading, Open Court, Core Knowledge, Shurley Grammar. I. Reading and Writing II. Poetry III. Fiction III. (Stories; Greek	Riggs Spelling, Open Court, Core Knowledge, Shurley Grammar. I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories;	Riggs Spelling, Open Court, Core Knowledge, Shurley Grammar. I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories;	Riggs Spelling, Open Court, Core Knowledge, Shurley Grammar. I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories;	Riggs Spelling, Open Court, Core Knowledge, Shurley Grammar. I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories;	Riggs Spelling, Core Knowledge, Shurley Grammar, Analogies Writing, Grammar, and Usage I. Poetry II. Fiction, Non-	Riggs Spelling, Core Knowledge, Shurley Grammar, Analogies Writing, Grammar, and Usage I. Poetry II. Fiction, Non-
Math	Saxon K & Saxon 1	Saxon 2	Saxon 2 & 3	Saxon 54	Saxon 65	Saxon 76	Saxon 87	Saxon Algebra 1/2	Saxon Algebra
History and	World I. Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native Americans III. Early Exploration	World I. Geography II. Early Civilizations (Mesopotamia, Ancient Egypt; History of the World Religions III. Mexico American	World I. Geography II. Early Civilizations: Asia (India; China) III. Modern Civilization and Culture: Japan IV. Ancient Greece	World I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman	World I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval	World I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV.	World I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome) III. Enlightenment	I. America Becomes a World Power II. World War I ("The Great War") III. Russian Revolution IV. America from the Twenties to the New	I. Decline of European Colonialism II. Cold War III. Civil Rights Movement IV. Vietnam War and the Rise of Social Activism V. Middle East and Oil Politics
Science	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses)	I. Living Things and Their Environments II. Human Body (Body Systems)	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects	I. Introduction to Classification of Animals II. Human Body (Muscular,	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms, Matter;	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures	I. Physics: Mechanical Concepts (Speed; Force; Work; Energy; Power) II. Energy, Heat, and Energy Transfer.	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. Genetics and Evolution	I. Electricity and Magnetism II. Electromagnetic Radiation and Light III. Sound Waves IV. Chemistry of Food and

14. COLLECTIVE BARGAINING

- (a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?
- (b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?

***What Reviewers Will Look For:** Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.*

***Suggested Sources of Evidence:** Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.*

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14.

Collective Bargaining

ABCS employees adhere to the written collective bargaining contract of the Kenai Peninsula Borough School District.

15. CONTRACT TERMINATION

(a) Is there a charter school contract termination clause currently in effect?

What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.

Suggested Sources of Evidence: Check for written charter school termination clause.

INSERT INFO HERE →

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

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15.

Contract Termination

The ABCS Contract, Section 12 reads as follows:

"12. Termination: This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination."

AURORA BOREALIS CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Aurora Borealis Charter School, whose address is 705 Frontage Road, Suite A, Kenai, Alaska 99611, hereinafter "Charter School", and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter "School Board".

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

WHEREAS, at its meeting dated October 23, 2006, the School Board reviewed and approved Charter School's application; and

WHEREAS, at its meeting dated January 26, 2007, the Alaska State School Board reviewed and approved Charter School's application:

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

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2006-2007 school year and continuing through the last day of school in the 2011-2012 school year.

1. Educational Program: Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.

2. Achievement Levels: Charter School's educational program shall meet the specific levels of achievement specified in the proposal.

3. Policies and procedures: Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee.

a. Admission Policies and Procedures: Any resident of the school district who is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter

School shall adhere to the admissions policies and procedures specified in the proposal.

b. Administrative Policies: Charter School shall adhere to Charter School administrative policies as specified in the proposal.

c. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

4. Funding: School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.

5. School District Charges: All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district.

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

6. Budget and Accounting: Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

7. Facility: Charter School shall be operated at the following location: Aurora Borealis Charter School, 11247 Frontage Road, Suite A, Kenai, Alaska 99611.

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

ABCS agrees to pay utilities at a rate agreed upon on an annual basis.

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

- a) Administrator
- b) Teachers as Budgeted
- c) Secretary
- d) Custodial staff
- e) Other staff as required

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

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

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

10. Enrollment: Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.

11. Contract Term: This contract shall be effective upon complete execution and shall terminate at the end of five (5) academic years unless earlier terminated as provided elsewhere herein.

12. Termination: This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

13. Equal Access: Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.

14. Nonsectarian: The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

15. Charter School Proposal: The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on October 23, 2006 and was approved by the Alaska State Board of Education on January 26, 2007. The Undersigned agree to all of this contract as specified herein.

Signed _____ Date _____ (For School District)

Signed _____ Date _____ (For Charter School)



Charter Schools
APPLICATION
for

Fireweed Academy
Homer, Alaska

FY 12-17

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

September 2011

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Charter Schools Application

Name of Charter School:	<u>Fireweed Academy</u>
Date of Application:	<u>September 12, 2011</u>
District:	<u>Kenai Peninsula Borough School District</u>
School Contact:	<u>Kiki Abrahamson</u>
Phone Number:	<u>235-9728</u>
E-Mail Address:	<u>kabrahamson@kpbsd.k12.ak.us</u>

1. Academic Policy Committee (APC)

Academic Policy Committee

An eight member Academic Policy Committee (APC) made up of staff, parents, and community members govern Fireweed Academy. The function of this committee is to support and assess the school's progress, as well as make decisions and policies regarding the school's operation. The teaching staff in consultation with the APC makes instructional decisions. Our APC also functions as the "site based council" in terms of the Kenai Peninsula Borough School District (KPBSD). The APC meets the Second Tuesday of each month.

Evidence follows:

- Current APC Members including contact and term information.
- Site Based Council reports which are submitted to KPBSD Central Office at the end of the year. They summarize the work of the APC for the year.
- APC Meeting Minutes

2. Law Provisions

A. Charter School Contract with the District

B. Responsibilities of the Academic Policy Committee

The bylaws were adopted at the July 21, 1999 APC meeting and were amended on January 19, 2000 and April 5, 2000.

C. Compliance with current statutory and regulatory requirements

Fireweed Academy is in compliance with current statutory and regulatory requirements.

Evidence follows:

- Signed Charter School Contract with KPBSD
- Charter School Bylaws

3. Education Programs

A. Meeting Academic Goals

The original Homer Charter School, now renamed Fireweed Academy, was founded on the philosophical premise of education that addresses the whole child. Our Mission Statement reflects our ambition to provide opportunities for growth in six learner outcomes: self-reliance, creativity, cooperation, reasoning ability, personal growth, and academic achievement. We have tailored our program to meet the needs of students in all six learner outcomes, not just academic achievement because we recognized that these five other areas support academic achievement and are necessary to nurture and facilitate life long learning. We embed opportunities and strategies for growth in self-reliance, creativity, cooperation, reasoning ability and personal growth into our curricula and methods. Most of our clients are more interested in how to solve problems, be creative, work in a group, and ask good questions than they are in test scores.

B. Statewide Assessment Results

Fireweed Academy's test scores consistently exceed average KPBSD and State of Alaska scores. Although it is unauthorized to disaggregate scores because of small samples at each grade level, individual student progress is tracked over the years students are at Fireweed Academy. Strand and Grade level Expectation analysis is then used to help make instructional decisions.

Evidence follows:

- State Standards Based Assessments results
- Terra Nova results
- KPBSD Analytical Writing Assessment Results

3. Education Programs

C. Other Assessments

We use a variety of authentic assessments to evaluate student achievement and growth.

1. **Teacher Made Performance-based Tests.**
2. **Portfolio pieces**
3. **Writing samples.**
4. **Project Rubrics:**
5. **Reading tapes**
6. **Video tapes of presentations**
7. **Capacity Matrices**

D. Curriculum Development: Test data drives decision-making in curriculum and instruction.

We use test data to drive decision-making in curriculum and instruction in several ways.

1. Fireweed follows the district adopted RTI program for monitoring skill levels and Intervention needs.
2. Teachers use KPBSD data dashboard to adapt and differentiate instruction
3. District staff development training to use data for School Development Plan

E. Performance Based Assessments

Fireweed Academy maps each quarter's content and process lessons to State of Alaska content and performance standards. We apply state GLE's that have been standardized and include clear criteria. Assessments include Analytic Writing Assessment Rubric; CBM and First Steps Reading Inventory; Problem of the Week Rubrics; and State Benchmark Reading, Writing, and Math Performance Standards.

In assessing progress on theme studies projects and presentations, we frequently create authentic rubrics with the students to assess their performance. Students help generate criteria and indicators for reaching those criteria. We have created a rubric for Socratic Seminar Participation. These assessments are used to communicate strengths and weaknesses and to generate subsequent goals.

We have also implemented the Capacity Matrix for evaluating complex projects and presentations that address many standards. Projects and presentations are frequently recorded digitally for portfolios and reflection.

During the 2009 school year we focused on Marzano's strategy Generating Hypotheses and each teacher actively worked with students to generate hypotheses, test those hypotheses and record their data. Subsequently we have implemented more avenues for students to monitor and record progress and set goals in a variety of ways.

Evidence follows:

- Rubrics
- Capacity Matrices
- Generating Hypotheses
- Student data recording sheets

4. Program Achievement

A. Well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities and services.

Our students housed at the shared facility West Homer Elementary are provided with lunch and bus services through the district. Students in the primary grades at our East Campus are not provided with lunch, but are allowed to ride the district buses. Staff and parents have worked to provide snacks and lunch for families in need.

We have collaborated with local organizations to provide science and arts programs including Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, The Pratt Museum, Center for Alaskan Coastal Studies, and Cook Inlet Keeper. Additionally, we have collaborated with the Boys and Girls Club for after school activities.

For the past two years, Fireweed Academy has qualified for Title I funding and services. Our population includes students with a variety of disabilities and we have served three students with intensive needs. We are very proud of the fact that our population reflects the demographics of our community and all the students we serve have access to all Fireweed programs and activities.

B. Address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

We address the needs of students struggling for proficiency in several ways.

1. Implement RTI model for identifying and monitoring student achievement and progress
2. Dynamic grouping and cooperative learning to pair students with mentors.
3. Conferences with parents, discuss test results, strengths and weaknesses, and provide specific goals and activities to facilitate progress.
4. Provide additional skills building and practice materials.
5. Provide extra assistance with test taking.
6. Implement activities to build engagement and motivation.
7. Collaboration among all staff to assess and monitor all students.

C. Systematically inform parents of student's performance and progress.

We follow the KPBSD calendar for quarter dates and parent teacher conferences. We use student led conferences that are scheduled at the end of the first quarter and the middle of the third quarter. Parents are effectively informed of conferences and we generally have 90 percent participation in conferences.

We continue to refine our standards based report cards to communicate student progress toward meeting state standards as well as student progress in the six learner outcomes addressed in our mission statement. It is our goal to give authentic and meaningful information to students and parents. We continuously receive positive comments from parents who appreciate the type and depth of information these progress reports provide as compared to traditional report cards.

4. Program Achievement

D. Did the charter school provide student assessment participation rates?

Documented in test results included in the previous section 3.

E. Has the charter school made a comparison between their assessment scores and the district's assessment data?

Documented in test results included in the previous section 3.

F. Has the charter school made a comparison between their assessment scores and the state's assessment data?

Documented in test results included in the previous section 3.

G. Has the charter school shown disaggregated scores across all categories?

By law, our sample sizes are so small they are not disaggregated.

H. Professional development that is goal-based and driven, in large part by student assessment data.

We follow the district School Development Plan, which is goal based and driven by student assessment data.

I. Well-conceived plan to demonstrate progress over time.

Assessment results, parent and student satisfaction indicated in surveys, and growth are indicators that Fireweed Academy is demonstrating progress over time. Now that we have demonstrated long-term academic excellence and fiscal responsibility, the APC is working to expand our program to include students in grades K-2. These students provide a feeder school so that our enrollment over the next five years will stabilize.

Evidence follows:

- School Development Plans
- Narrative End of the Year program reports to KPBSD Central Office
- Sample Achievement Reports
- Student/Parent Handbook

5. Admission Procedures

A . Admissions/Enrollment Policies and Procedures

Eligible students: Any student residing in the Homer School Bus District may attend Fireweed Academy.

Calendar of Registration and Admission Dates:

Spring Enrollment Period

Enrollment	Applications for enrollment must be received by the first Friday of March for the following year's enrollment. If more students apply than we have space for a lottery will be held the last week of March.
Notification	Parents/Guardians will be notified of acceptance by the 1st Friday of April and they will have three days to confirm their intention to enroll.
Registration	Parents/Guardians will have until the Thursday before school starts in August to register their child and provide proof of immunization.

Open Enrollment Period

Enrollment	To allow the school to reach its targeted population and/or compile a waiting list, an open enrollment period will be in effect after the first Friday in March initial enrollment deadline. Applications for enrollment will be dated and accepted on a first come first served basis.
Notification	Will be made the following week.
Registration	Parents will have until the first day of school to register and provide proof of immunization.

If the number of applications exceeds the targeted school population during an application period, a random lottery will be used to fill openings and compile a waiting list. To ensure balance and equal opportunity, a separate lottery will be held for the following grade groups: K-2, 3-6

The lottery will be weighted as followed.

- *First priority* will be given to current Fireweed students who have submitted an application by the March deadline.
- *Second priority* will be given to siblings of families that have had a child selected.
- *Third priority* will be given to children of Fireweed Academy employees.

Applicants not selected to fill an opening in a lottery, will be placed on a compiled waiting list retaining the order of their selection during the lottery. This waiting list will be used to fill openings as they occur. Any spring enrollment applicants left on the waiting list will be forwarded to the pool of applicants of the subsequent open enrollment period.

Waiting lists will not be carried over to the following year.

5. Admission Procedures

C. Admissions during the school year

If during the school year the waiting list is empty, enrollment applications will be accepted until the end of the First Quarter. Since our program relies so much on initial assimilation into an alternative program, students requesting enrollment after first quarter will be limited. Prior to submitting an application the parent/guardian and child will be requested to spend a full day visiting the school to ascertain the flavor and character of the school. After the visit a meeting will be requested with parent/guardian, teachers, and an APC member to discuss the suitability of the school for the prospective student.

Statement of Nondiscrimination:

All students who apply for admissions to the Fireweed Academy will be eligible, regardless of gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, and sexual orientation. The Academic Policy Committee shall ensure equal opportunities for all students in admission and access to academic courses, guidance, and counseling programs, athletic programs, testing procedures, vocational education, and other activities.

(CFR. 0410-Nondiscrimination)

(CFR. 1312.3-Uniform Compliant Procedure)

(CFR. 5145.7-Sexual Harassment)

Separate arrangements may be made for students according to gender during sexual education programs and physical education activities involving bodily contact.

(AS 14.18.050)

School staff and volunteers must be especially careful to guard against gender discrimination and stereotyping in instruction, guidance, and supervision.

(CFR. Guidance Services)

Statement that no conditions on parents that prevents equal access to Fireweed Academy.

No conditions will be imposed on parents that would prevent equal access to Fireweed Academy's program.

D. Exit Interviews/Surveys

If a student leaves the school during the school year an exit interview is held. The interview is conducted by one or more APC member/s depending on the situation. The interview is conducted in person or by phone depending on the wishes of exiting parent. The purpose of the interview is to learn why the student has left the program. The interviews are used to assist in evaluating our program.

Evidence follows:

- Exit interview sample

6. Alternative Option

Alternative Choices for Students in the Homer Area

There are many alternatives for students in the Homer Area. Listed below are eight public school options and one private school options.

- McNeil Canyon Elementary (K-6)
- West Homer Elementary (3-6)
- Chapman Elementary (K-8)
- Connections Program (KPBSD home school program K-12)
- Home School-other districts (K-12)
- Homer Middle School (7-8)
- Nikolaevsk (K-12)

7. Administrative Policies

Administrative Policy Regarding Charter School Law

Fireweed Academy follows the Kenai Peninsula Borough School District's administrative policies and procedures. We receive all administrative memos and packets and attend administrator meetings. The KPBSD Policy Manual is available on-line and a copy is located in the Administrative Specialist's office and is used as a reference for staff and Academic Policy Committee members.

Our Academic Policy Committee handles control and supervision of the charter school according to Charter School Law.

Strong school leadership is evident in the fact that members of the original founders and teaching staff are still currently working to monitor and improve our school. Each year, our APC is composed of veteran and new members. We have created binders to help new members get on board.

Furthermore, the APC has supported our Lead Teacher in lobbying for changes in charter school law at the state level. Our charter school was an important player in changing the funding for charter schools in 2008 and again in 2009.

Conflict/Parental Concerns Resolution Procedure

In the first year of operation, the Academic Policy Committee (APC) generated a procedure to respond to and resolve complaints. A Parent Liaison is appointed every school year to assist students and parents in the resolution process. In the past five years this procedure has never been used because parent concerns are minimal and have all been resolved informally.

Evidence follows:

- Conflict Resolution Procedure

8. Funding Allocation

Narrative Statement Regarding Financial Management

Fireweed Academy follows the Kenai Peninsula Borough School District's procedures for financial management. As a charter school we have the responsibility to budget all the funds allocated to us from the KPBSD including payroll, utilities, instructional expenses, and administrative expenses. Our recommended Operating Budget is prepared by the staff and is presented to the Academic Policy Committee for their approval. After APC approval, the recommended Operating Budget is sent to the KPBSD administration.

If the budget needs to be amended during the fiscal year, the staff of Fireweed Academy works with the APC to ensure the integrity of the academic program remains intact. All budget transfers are done according to KPBSD procedures.

Fireweed Academy has competently and effectively managed its finances over the past ten years. Throughout the school year staff works closely with KPBSD administration to ensure compliance with all budgeting and spending regulations. The APC strives to ensure adequate funding is available throughout the year. During the past four years we have had a positive balance that we have been able to rollover into the next fiscal year.

Evidence includes:

- Estimated Funding
- Estimated Operating Budgets
- Financial reports
- End of the Year Expenditure Report

9. Fiscal Solvency

Financial Audits/Statements

To the best of our knowledge we have implemented a well-conceived plan for financial solvency of the school and met our obligation to ensure the fiscal integrity of the school's financial operation. Throughout the school year the Fireweed Academy staff works closely with KPBSD administration to ensure compliance with all budgeting and spending regulations.

Over the course of our initial charter we have achieved efficiencies in our staffing and building operations. Our parents raise funds to supplement mentors, purchase materials and for student activities.

For further evidence of fiscal solvency (i.e. financial audits and financial statements) please contact the KPBSD Chief Financial Officer.

10. Facility Plan

Charter School Facility Plan

Fireweed Academy is currently housed at two sites: one a shared facility with West Homer Elementary and second a leased facility at 813 East End Road. To meet the necessity to increase our enrollment to reach 150 students over the next five years, we would like to request to expand our facility use to include one permanent additional classroom at the West Homer Elementary site. We would also like to reinstate the annual negotiated shared facility MOA as per school district policy. At the same time we will work to increase enrollment at the East Campus. Fireweed Academy will be housed on more than one campus.

According to KPBSD policy, a Charter school may share a facility with another school if the combined student population does not exceed 90% of the rated capacity of the facility. The following enrollment history of Fireweed and West Homer as well as the projections for the next five years indicate that the combined population of the two schools has not exceeded 77% and is not projected to exceed 80%. This is an effective use of space and taxpayer dollars.

Evidence follows:

- Enrollment history, projected enrollment and school capacity documents
- Memorandum of Agreement regarding shared facility use: 06-07 school year
- Floor Plan
- Lease agreement for East Campus

MEMORANDUM OF AGREEMENT

Sharing a Facility

2007-2008

Fireweed Academy-West Homer Elementary

The Kenai Peninsula Borough School District and Fireweed Academy Charter School Academic Policy Committee agree to this Memorandum of Agreement regarding sharing facility space in order to assist the Fireweed Academy in preparing a comprehensive, multi-year contract proposal by October 31, 2006.

1. Room Usage and Operational Costs

- A. The District will provide 5 classrooms at West Homer Elementary School.
- B. The District will provide Room 214 for the FWA office area at West Homer Elementary School for the 2011-2012 school year.
- C. Fireweed Academy will pay the District cover the pro-rated operational cost associated with sharing a district facility for the 2011-2012 school year (utilities, shared staff, shared supplies, etc.).

4330 Nursing	\$12,700
4600 Custodial	13,000
4600 Building	<u>25,400</u>
	\$50,100

- D. Common Areas: Use and scheduling of the gym and music room will be pro-rated according to the percentage of students attending Fireweed Academy compared to the West Homer Elementary School population. The enrollment projections for 2006-2007 indicate the pro-rated amount is West Homer -77% and Fireweed -23%.

- I. Gym- ten 30 minute periods per week (5 hours)
- II. Music Room- ten 30 minute periods per week (5 hours)
- III. Art- the equivalent of ten 30 minute periods per week or 8 weeks per year
- IV. Other – Fireweed and West Homer will work cooperatively to accommodate special events by either program in these shared spaces

2. Fireweed Academy Administrator

- A. Administrator responsibilities involve the management of all daily operations of Fireweed Academy. Student achievement will match or exceed District goals and State standards.
- B. The administrator shall maintain fiscal management according to District guidelines and State Statutes. This includes the preparation and oversight of the school's budget, with regular accountability to, and approval of, the APC.
- C. The administrator will be the official liaison between the District administration, the APC and the charter school. Frequent open and regular communication will be maintained with the neighborhood school administrator to insure a successful relationship.

3. Shared Services

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

- A. Custodial services: Fireweed Academy agrees to budget and pay a pro-rated share of custodial services. The West Homer Elementary principal will seek input from the charter school administrator.
- B. Specialists: Fireweed Academy does not share any specialists at this time
- C. Repair costs will be shared at a rate agreed upon by both schools at the time of needed repair.
- D. Emergency and safety plans: The building principal will be responsible for emergency and safety training; the charter school is responsible to be present during training.

4. Equipment and Supplies

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

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

Fireweed Academy Charter School will comply with District Charter School policies, State statutes and Federal requirements during the duration of the charter. The charter school will meet all educational achievement goals and State standards as measured by the benchmark tests, CBM, DIBELS and the other prescribed or required assessments.

This Memorandum of Agreement is for a one-year period, beginning July 1, 2006 and ending June 30, 2007.

11. Teacher to Student Ratio

Staffing Ratio Approval in Charter

In order to maintain fiscal solvency, Fireweed Academy has a staffing ratio goal of 1:18. Although we will always strive to keep our PTR close to this ratio, we will also do our best to accommodate all students who submit their applications in a timely fashion.

Enrollment Projection Procedures

Our APC has recently revised our plan for growth and enrollment projection due to requests from community members for Fireweed to expand. The Kenai Peninsula Borough School District requires a projected enrollment for the following school year October 1st. As we all know, enrollments fluctuate and adjustments have to be made in staffing even as the students walk through our doors in August. Although we have projected our five year enrollment plan in the following table, it is our goal to accept all students that enroll in order to meet the requirement of 150 students to attain small school status and funding.

Recruitment plan for the next five years.

<i>Grade level</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2016-17</i>	<i>2017-2018</i>
<i>K</i>	<i>26</i>	<i>26</i>	<i>26</i>	<i>24</i>	<i>22</i>	<i>22</i>
<i>1</i>	<i>20</i>	<i>26</i>	<i>26</i>	<i>24</i>	<i>24</i>	<i>22</i>
<i>2</i>	<i>7</i>	<i>22</i>	<i>26</i>	<i>24</i>	<i>24</i>	<i>24</i>
<i>3</i>	<i>16</i>	<i>16</i>	<i>24</i>	<i>24</i>	<i>24</i>	<i>24</i>
<i>4</i>	<i>17</i>	<i>20</i>	<i>18</i>	<i>24</i>	<i>24</i>	<i>24</i>
<i>5</i>	<i>18</i>	<i>20</i>	<i>18</i>	<i>20</i>	<i>24</i>	<i>24</i>
<i>6</i>	<i>23</i>	<i>20</i>	<i>20</i>	<i>18</i>	<i>20</i>	<i>24</i>
<i>Totals</i>	<i>127</i>	<i>150</i>	<i>158</i>	<i>158</i>	<i>162</i>	<i>164</i>

To generate this number, the staff at Fireweed Academy assumes that all current year students will attend the following year except for those who graduate. Then we count and add siblings. Now that we have been able to provide an expanded K-2 program, we have a feeder population that will stabilize our enrollment over the next five years of the charter. We will continue to recruit students to fill out the low bubble in our enrollment when we added the K-2; but it is our intent to accommodate new students and adjust the staffing and space requirements to fit the needs of our families.

Evidence follows:

District enrollment projections

12. Enrollment

Student Enrollment

As predicted in our 2002 Charter Renewal Application, our enrollment in the 3rd through 6th grades has stabilized in the past five years as we hold onto more students as they pass through grade levels and siblings of charter school graduates enroll. Our current struggle is in fostering balance. With the addition of grades K-2 in FY 2010, our enrollment has had a low bubble in grades 1 and 2, which caused a significant challenge in shifting staffing for 2011. For this reason we are requesting that the KPB School Board approve the option of including second grade students with our 3rd and 4th grade students so we can adapt to shifting populations and be flexible with multi-grade classes and staffing. Student population has varied depending on the community's needs and Fireweed Academy's ability to provide an adequate space.

Recruitment Process

In our recruitment process we focus on recruiting students that will be most successful in an alternative program. It is based on a philosophy that all kids have strengths and can succeed in learning. Most of our clients enroll because the parents are looking for an alternative to traditional public school. Most serious inquiries are the result of word of mouth contacts. We have also boosted enrollment through the following avenues:

1. Fireweed Academy Informational Brochure,
2. Advertisements in Newspaper and Radio,
3. Open House in April to generate interest for the following school year and
4. Visitations throughout the school year for interested families, especially in, March, April and May.

Evidence follows:

- Fireweed Academy enrollment history
- Tri-fold Brochure
- Sample newspaper ad

13. Teaching Method/Curriculum

A. Explicit Teaching Methods

Theme Immersion is the model we have chosen to implement integrated instruction for students with diverse backgrounds, skills and learning styles. We chose the Theme Immersion model because it reflects Best Practices, can easily be mapped to standards, and facilitates student connections and accountability. The model allows us to employ constructivist principles to design activities and assignments. This model also constructs the scaffold for providing opportunities to make progress in all six of the learner outcomes in our Mission Statement, not just testable Academic Achievement. Within this Theme Immersion model we explicitly use Problem and Project Based Learning; Visual Math and Problem of the Week; Science and Social Studies Inquiry; Reading and Writing Workshop; Socratic Seminar; and Integrated Music, Physical Education and Discipline Based Art Education.

Our quarterly themes are broad issues with related subtopics that can be flexibly mapped to state curriculum standards. Through these methods we use relevant reading and writing assignments, and authentic activities and assessments that reflect student interest and choice. We value interaction and collaboration in a productive classroom where the content evolves as we explore the theme. Our themes are chosen using the following criteria: broad with lots of subtopics, connect to all content areas, meet standards, reflect student interest, address specific need, and best utilize available resources.

Our Math program has three components. Visual Math emphasizes conceptual mathematics education. Its methods are aligned with our philosophy and mission and have proved very successful for students who stick with the program. Problem of the Week addresses math standards and connects mathematical skills and reasoning to authentic theme study. Skill instruction is the final component in which computation and mathematical skills are stressed.

The foundation of our language arts program is based on Whole Language concepts. For Reading Workshop, rather than separating students into ability groups, we do a variety of dynamic grouping. Literature Study Guides are designed to cover general reading concepts and strategies that all students can complete based on a text of their choice. Coupled with literature circles and enrichment projects, these methods give students opportunities to refine skills and meet standards regardless of reading ability. For Writing Workshop, we use a large variety of mentor books to initiate broad assignments embedded with student choice. All students are instructed in Six Trait writing regardless of their ability and given assistance when needed. We use the AWA rubric to assess writing and monitor progress with writing samples.

All our methods are Constructivist, map to State Standards, and reflect current research on Best Practices and effective strategies. At Fireweed, we are more concerned with nurturing passionate learners who view themselves as readers, writers, and problem solvers.

Evidence follows:

- Sample of Quarter Achievement Reports

13. Teaching Method/Curriculum

B. Monitor curriculum implementation and curriculum quality.

Although we do not directly follow the KPBSD curriculum schedule, we provide students with activities that address curriculum components and standards. For example, we do not "do" Alaska Studies in 6th grade, but we sprinkle Alaskan studies throughout our themes. When we are immersed in the *Transportation Theme*; we study transportation development in Alaska; during the *Culture Theme*, we explore Alaskan cultures with a webquest called RASIP; in *Habitat* we look at *Alaskan Habitats*; with *Currents* we map Alaskan rivers; and in *Structures* we look at the economic structure of the Permanent Fund.

Likewise, we look at curriculum implementation possibilities in each of the content areas, always integrating them into the theme. For example, in the *Structures Theme* we can address: word, sentence, paragraph and essay structure in writing; poetry and plot structure in literature; bridges, tessellations and geometry in Frank Lloyd Wright architecture; three branches of government in social studies; and landforms in earth science.

We use many tools to monitor curriculum quality and implementation including:

1. Initial yearly curriculum that is mapped to State Standards on a 4 year Theme rotation schedule.
2. At the end of each quarter we assess whether we have provided the intended opportunities to meet specific standards using information from Narrative Grade Reports; student, parent, teacher conferences; Balance Your Week sheets and quarter assessments to make decisions.
3. At the beginning of the quarter we adapt plans to address any deficiencies in providing activities to meet standards. We evaluate available resources and use planning tools to map out the quarter.
4. At the end of the year staff evaluates curriculum accomplishments and identifies strong and weak areas.
5. In May we complete the School Development Plan and evaluate our progress and adapt goals for the next year. We predict staff development needs for resources and workshops in new methods. In the past, we have participated in First Steps Reading, Science and Math Consortiums, Literacy Conference, Standards Based Education, Portfolio Assessment, State and National Charter School Conferences.
6. Parents and students complete district generated and APC generated surveys. We especially encourage participants to fill them out at conferences and the end of the year. We use the surveys to adjust emphasis and address priorities.

Evidence follows:

- Survey sample

13. Teaching Method/Curriculum

C. Curriculum Review and Revision

Review and revision of curriculum are natural results of monitoring and implementing quality curriculum. We use the tools and methods for reviewing and revising curriculum as explained in the preceding sections. We also participate fully in opportunities provided by District and non-district Staff Development to improve our curricula and instruction. Some recent examples of this include training and incorporation of:

1. Quality Schools Tools
2. Marzano's Strategies
3. Time to Teach
4. Frameworks

Evidence follows:

- Surveys of teacher and school performance

13. Teaching Method/Curriculum

D. Effective intervention with students who are at risk.

Since its inception, Homer Charter School/Fireweed Academy has attracted students considered at risk. We have attracted many students from private and home school settings who have needed extra time, patience, attention and a variety of teaching methods. We work closely with the district psychologist, speech therapist, and have hired our own Resource teacher to identify, assist, assess, and monitor students who are at risk using inclusive practices as much as possible.

We have also collaborated on several occasions with our local Community Mental Health organization in intervention meetings to discuss, identify and provide services for students with emotional handicaps and behavior disorders.

E. Addressing the needs of student with educational disabilities.

Our school is blessed with an extremely diversified population. Many parents have chosen our program because it addresses the needs of students with disabilities without labeling them, or setting them apart from other students. We have several parents who have chosen to decline special education services, because they are confident that the needs of their children are being met. We consider every student gifted in some way, and this attitude has spread to the students. These students have especially benefited from the differentiated curriculum inherent in the Theme Immersion model, problem and project based learning, visual math, reading and writing workshop.

Each year we have intervened and monitored several students with speech concerns or learning disabilities. Students are responding positively to our collaborative and more direct services. Several parents who refused special education services in the past have now agreed to special education services. We have collaborated with special summer tutors and programs for students with reading difficulties.

We have also referred, assessed, identified and monitored several Gifted and Talented students each year. These students have benefited from enrichment opportunities provided through collaboration. Fireweed Academy does not participate in a pull out program to serve Gifted and Talented students because we want to prevent the development of elitist attitudes. These students especially benefit from the authentic learning experiences and the opportunities to make choices and direct their own learning that Fireweed Academy offers to all of its students.

Over the years we have had yearly intervention meetings for specific students with professionals from Community Mental Health. Through these meetings we have identified strengths and weaknesses, generated behavior plans, and monitored medication effects.

This past year we have successfully addressed the needs of several students with intensive needs and plan to continue to provide these services as needed.

F. Up to this point, we have had only two students with Limited English Proficiency, and their needs were met in the classroom.

14. Collective Bargaining

Collective Bargaining Agreement between KPBSD and KPEA

Certified staff employed at Fireweed Academy are covered under the Collective Bargaining Agreement between the Kenai Peninsula Borough School District and the Kenai Peninsula Education Association.

Collective Bargaining Agreement between KPBSD and KPESA

Support staff employed at Fireweed Academy are covered under the Collective Bargaining Agreement between the Kenai Peninsula Borough School District and the Kenai Peninsula Educational Support Association.

Written Narrative Regarding Exemptions/Waivers

The employees of Fireweed Academy are subject to all provisions of the collective bargaining agreements enforced by the Kenai Peninsula Borough School District. There are no waivers or exemptions to these agreements.

15. Contract Termination

Charter School Termination Clause

The Kenai Peninsula Borough School District School Board reserves the right to terminate this contract for failure of Fireweed Academy to meet educational goals or fiscal management standards or for other good cause.

Evidence includes:

- Fireweed Academy Charter School Contract located in section **2 Law Provisions**

Year	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	9/10	10/11	11/12	12/13	13/14	14/15	15/16
WHE# Students	296	301	293	285	254	243	223	240	256	236	242	228	241	243	242	258
%Cap	59%	60%	59%	57%	51%	49%	50%	53%	57%	52%	54%	51%	54%	54%	54%	57%
FWA West	28	27	31	30	34	48	66	76	73	75	77	74	100	100	100	100
FWA East											38	53	56	56	56	56
Total # WHE						291	289	316	329	311	319	302	341	343	342	358
% Cap WHE						65%	64%	70%	73%	69%	71%	67%	76%	76%	76%	79%
Notes						FWA Moves into WHE w/3 rooms	Capacity of building changed from 500-450 4 th room	Shared Rm 108	Shared Rm 108	Shared Rm 108	No Room 108	Projected				

- Fireweed Academy has proven itself in many ways and in spite of inadequate funding over the past 14 years. FWA needs to reach an enrollment of 150 within the next two years or it cannot remain solvent. Whether or not Fireweed remains as a valuable asset and option in KPBSD is clearly in the hands of the School Board in this decision regarding space allocation at WHE.
- In order to meet our enrollment needs @WHE, Fireweed needs 5 dedicated classrooms for the duration of our renewed 5 year contract
- There are 20 classrooms in two wings, 3 teachers have not been replaced, providing three rooms for new occupancy. In 11/12 the projection shows 74%WHE and 26% FWA. 26% of 20 rooms is 5. The following years the split becomes 70%WHE and 30% FWA. 30% of 20 classrooms is 6.
- The enrollment at WHE has been and is projected to continue to be relatively stable and less than 57% capacity
- In 10/11, even though the enrollment @WHE only increased by 6 students and the total capacity was 71%, Two full time FWA teachers had to share a classroom and 108 was not available for SPED and Intervention
- In 10/11, FWA had two students w/intensive needs and 11 students on IEPs and had no consistent/dedicated space to address the needs of these students.
- Fireweed has been designated a Title 1 school and there is no space allocated for the Title 1 Tutor to deliver services next year



Charter Schools APPLICATION

for

For the Fiscal Year: 2012 -2013

☐ Initial application
or
☒ Renewal

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

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Application for Charter

This application may be filled in or used as a guideline.

This application must be used and all headings and subheadings addressed for approval by the State Board of Education. It contains all criteria that must be addressed.

After local school board approval, your application and signed charter contract with the district shall be sent to the Department of Education & Early Development for review. Upon receipt of the application, the Department's Charter School Technical Review Team will identify any deficiencies in the application, or determine if any modifications or additional information are necessary. Once the technical review team and the commissioner's office deem that the application is acceptable, it will be sent to the State Board of Education for approval.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting information that the technical review team and State Board require for the state's review process. If this is a first application, there may not be enough data available to support an answer to certain questions. However, they must be addressed with comments for future plans to deal with the specific issue. These questions are **highlighted** in yellow.

Your application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

If you have any questions related to matters of law, please check the Alaska Statutes and Alaska Administrative Code. Links to these laws can be found on the Charter Schools web page at: www.eed.state.ak.us/Alaskan_Schools/Charter/.

Requirements

Timeline:

- (a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.
- (b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.
- (c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).
- (d) *Mail to:*
Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
- (e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."
- (f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at:
www.eed.state.ak.us/State_Board/

Required Format:

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

Application will not be read if any of the above five requirements are not met.

Charter Schools Application

Name of Charter School:	<u>Soldotna Montessori Charter School</u>
Date of Application:	<u>August, 2011</u>
District:	<u>Kenai Peninsula Borough School District</u>
School Contact:	<u>Mo Sanders, Part Time Administrator</u>
Phone Number:	<u>907-260-9221</u>
E-Mail Address:	<u>msanders@kpbsd.k12.ak.us</u>

1. ACADEMIC POLICY COMMITTEE

- (a) Has the school's independent academic policy committee operated at an acceptable level?
- (b) Is there an independent academic policy on file?

***What Reviewers Will Look For:** Evidence that the school is meeting the objectives as stated in the independent academic policy.*

***Suggested Sources of Evidence:** The number of academic policy sessions and the minutes from those committee meetings.*

INSERT INFO HERE ➔

- a) Soldotna Montessori Charter School has had an active academic policy committee since opening the school. The current academic policy committee consists of six parents or guardians of currently enrolled students, elected at large; one school administrator, or staff designee in administrator's absence; and two teacher members, selected by the teaching staff. The list of current 2011 – 2012 academic policy members are:

Denbrock, Robin	Parent Member
Edwards-Smith, Dawn	Parent Member
Knutson, Eva	Parent Member
Mitchell, Kristin	Parent Member
Olson, Katie	Parent Member
Triana, Carmen	Parent Member
Carter, Terri	Teacher Member
Holt, Kathy	Teacher Member
Sanders, Mo	Staff Member

The academic policy committee bylaws require at least six meetings per year. Minutes from the academic policy committee meetings for 2010 – 2011 are included in the appendix. Bylaws including the independent academic policy are included in the appendix.

- b) An independent academic policy is included in the bylaws. Bylaws are included in the appendix.

2. LAW PROVISIONS

- (a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).
- (b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?
- (c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?

***What Reviewers Will Look For:** Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.*

***Suggested Sources of Evidence:** Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.*

INSERT INFO HERE ➔

The contract with the district is included the appendix. The contract includes all fourteen provisions as listed under AS 14.03.255(c)(1 – 14).

The school complies with all current applicable statutory and regulatory requirements. It operates under district policy with no waivers for exceptions to any statute or regulation. The law states two requirements for the Academic Policy Committee. The first requirement is expressed in Sec. 14.03.255. Organization and operation of a charter school and states in sections (c) that; the principal of the charter school shall be selected by the academic policy committee. The Academic Policy Committee of SMCS selects and evaluates the school administrator.

The second requirement of the APC is expressed in [AS 14.03.250](#) - 14.03.290, (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school."

The Academic Policy Committee of SMCS oversees the academic operation of the charter school and ensures the mission of our charter in the following ways:

1. The APC required that all certified classroom teachers complete Montessori training and/or a Master's in Montessori Education.
2. The APC directed the purchase of a written document aligning Montessori instruction with the state Grade Level Expectations. The alignment document was prepared by the vendor *Montessori Made Manageable*.
3. The APC requires and supports staff orientations for prospective and enrolled parents regarding the Montessori philosophy.
4. The APC requires and supports school-issued publications for parents and the general public regarding Montessori philosophy and practice and charter school FAQs.
5. The APC conducts a review of academic programs and activities at their monthly meetings and considers the alignment of these activities to the Montessori curriculum and philosophy.
6. The APC conducts a detailed annual review of SMCS performance data.
7. The APC reviews new academic considerations brought by the teaching staff or the school administrator.

The charter contract, bylaws and minutes of the meeting where bylaws have been most recently updated are included in the appendix.

3. EDUCATION PROGRAMS

- (a) Has the school made reasonable progress in meeting its academic goals?
- (b) Has the school demonstrated progress, where applicable, on the statewide assessment?
- (c) Has the school demonstrated progress, where applicable, on other assessments?
- (d) Does the school use its assessment data to drive decision-making in curriculum and instruction?
- (e) Where performance-based assessments are used, does the school have clear criteria?

***What Reviewers Will Look For:** Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.*

***Suggested Sources of Evidence:** Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.*

INSERT INFO HERE ➔

(a) Soldotna Montessori Charter School has consistently achieves assessment results that meet or exceed statewide achievement levels. All teachers incorporate the State Grade Level Expectations for grades K – 6 in the context of their Montessori instruction.

(b) Soldotna Montessori Charter School has achieved Adequate Yearly Progress status since opening the school. Evidence that the school meets and exceeds state proficiency levels is included in School Summary Report included in the appendix.

(c) In addition to the statewide assessment, Soldotna Montessori Charter School participates in all other state and district assessment programs relevant to our grade range. Those assessments include DIBELS (Dynamic Indicator of Basic Early Literacy) and CBM (Curriculum Based Measurement). SMCS students consistently score at or above benchmark norms.

(d) Soldotna Montessori Charter School uses its assessment data to drive decision making in curriculum and instruction. We are striving to reach Advanced Levels in all SBA categories.

We follow this process when reviewing standardized or formative assessment data:

Before looking at any new data staff members are asked to consider

1. Assumptions they may have about the data.
2. Predictions they believe they can make about the student performance as it will be reported.
3. Questions they may have about student performance you as it will be reported.
4. New possibilities for learning about our school that may be presented by the data.

After looking at the data staff members are asked to determine:

1. What important points regarding the data seem immediately apparent?
2. Are there any patterns, trends or categories that seem to emerge?
3. What seems surprising or unexpected?
4. What have we not asked or explored about the data?

Final steps:

1. What inferences, conclusions, or explanations might we draw about our student data?
2. What additional data sources might we explore to verify our explorations?
3. What are some solutions we can explore?
4. What further data will we need?

5. What resources have we not yet considered?
 6. What instructional strategies may need to be re-evaluated or refined for effectiveness?
-

As a result of examining summative and formative data staff development activities are planned and scheduled. These activities emphasize instructional philosophy and strategies that will enhance student learning in all areas of the curriculum.

4. PROGRAM ACHIEVEMENT

- (a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?
- (b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?
- (c) Is the school systematically informing parents of their child's performance and progress?
- (d) Did the charter school provide student assessment participation rates?
- (e) Has the charter school made a comparison between their assessment scores and the district's assessment data?
- (f) Has the charter school made a comparison between their assessment scores and the state's assessment data?
- (g) Has the charter school shown disaggregated scores across all categories?
- (h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?
- (i) Is the school implementing a well-conceived plan to demonstrate progress over time?

***What Reviewers Will Look For:** Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories*

***Suggested Sources of Evidence:** Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.*

INSERT INFO HERE ➔

- (a) Soldotna Montessori Charter School ensures equal and bias-free access for all students, facilities, courses, programs, activities and services. The school lottery guidelines ensure non-discrimination policies with regard to race, gender, national origin, color, disability, or age. Age appropriate curriculum, programs and activities are available to all students. All students have access to the full range of Special Education services, including Gifted and Talented programs.
- (b) Students achieving below proficiency levels participate in a variety of programs and activities designed to meet their specific needs. In order to maximize individual student potential, any child working at lower Proficiency levels or at Below Proficient levels is referred to the school Intervention Team. SMCS uses the Response-to-Intervention (RTI) model. The Intervention Team process ensures targeted assistance by academic specialists on staff, specific classroom accommodations, specific skill building activities, enrichment programs, and Special Education programs. Intervention team meetings occur weekly. In addition the staff meets for two days each summer to disaggregate all assessment and performance data for each student.
- (c) Parents are systematically informed of their child's performance and progress. State assessment results are mailed to each parent. Parents meet with classroom teachers a minimum of two times per year to review assessment data and student progress in a formalized Parent-Teacher Conference setting. Parents are invited to question teachers at any time regarding their child's progress. This invitation is made in writing in a letter from the school administrator, in writing by each

classroom teacher and on many informal face-to-face occasions. Our annual Parent Survey continues to reflect the fact that parents feel welcome to initiate communication and are aware of their many opportunities to speak to school staff regarding student progress or any other issue of importance to them.

- (d) Our charter school student assessment participation rates were 100% in all categories. That document is included in the appendix.
- (e) The charter school made a comparison between their assessment scores and the district's assessment data. A document providing those comparisons is prepared annually for the APC.
- (f) The charter school made a comparison between their assessment scores and the state's assessment data. That document was provided by the state and is included in the appendix.
- (g) The charter school has disaggregated scores across all categories. The state document detailing disaggregated sub test data by grade is included in the appendix. Although the school disaggregates data for each child, those forms contain individual student names and are not included in this re-application.
- (h) The school provides professional development that is goal-based and driven by student assessment data. Professional development is directly related to the academic needs of the students and the instructional improvement needs of the staff in relation to gaps in student achievement. In addition, SMCS staff understand that the social-emotional well-being of each child contributes to that child's academic progress. For that reason, the staff also pursues professional development in the areas of social skills development and promoting positive school climate. Over the past three years the staff has completed extensive professional development in the areas of:
 - (a) RTI: Response to Intervention
 - (b) Teacher Collaboration including how to engage in Data-Driven Dialogue to improve student performance
 - (c) Formative Assessment Strategies
 - (d) School Culture and Climate
 - (e) Child and brain-friendly classroom management
- (i) The school implements a specific plan to demonstrate student progress over time. Teachers meet in teams twice weekly. In addition, school Intervention Team meetings occur weekly with a specific monthly review of all students with near below or below proficiency scale scores or benchmark scores. Teachers conduct regular formative assessments in the classroom on a daily, weekly and quarterly basis. Teachers are trained in a Montessori-specific technique for observing students for specific performance on academic and social tasks. Professional development is an integral part of this plan.

5. ADMISSION PROCEDURES

- (a) Does the school have admission procedure criteria?
- (b) Are eligible students specifically defined?
- (c) What are the provisions for accommodating additional students, if necessary?
- (d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?

***What Reviewers Will Look For:** Evidence that the school is viable in terms, of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.*

***Suggested Sources of Evidence:** Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions/enrollment procedures.*

INSERT INFO HERE ➔

- (a) The school has specific admission procedure criteria. Any student eligible to enroll in a public school may enroll at SMCS at any time during the school year if there is space available in classrooms. If space is not available students may enroll in the lottery. All lottery applicants receive a tracking slip with a copy kept in the school office so that all applicants can verify their enrollment in the lottery. During the lottery all students are assigned a permanent number and are placed on a wait list. As space becomes available in classrooms students are admitted according to their assigned number. The lottery itself is conducted by a local Certified Public Accounting group. The lottery drawing is open to the public. The procedure is posted on our school web site and is available in print from the school. The SMCS lottery process is included in the appendix.
- (b) All students who are eligible to enroll in a public school may apply to enroll in Soldotna Montessori Charter School. The school requires no admission tests or specific student performance levels. Admission procedures are the same for any applicant and are outlined in the Lottery Process as described in Section 4a of this document. The school advertises two orientation sessions prior to the lottery drawing and also offers individual orientation sessions or school tours upon request.
- (c) Soldotna Montessori Charter School currently has 163 students and is at near-maximum capacity for the space we currently occupy in the 400 wing of Soldotna Elementary School. If space becomes available in a district building or in an affordable community location, we will consider adding additional classrooms for grades K-6. We will consider accommodating students through grade 8. If, within the life of our charter renewal, the state and/ or district create a statute or policy funding 3 and 4 year olds in a kindergarten multi-graded classroom we would also accommodate those additional students in order to uphold the Montessori philosophy of age-related planes of development working together in the same classroom.
- (d) If there are more applicants for the lottery than the school can accommodate, students are automatically registered on the official school wait list. When an opening becomes available for a specific grade, the family of the first child on the wait list is notified and invited to register for school. Families always have the option to decline admittance when they are selected by lottery or when their student is eligible to be enrolled due to wait list activation. The school has very little turn over. Students usually leave the school only because their family moves out of the area or because they graduate from sixth grade and enter a local middle school. With the exception of families moving out of the area, in the past nine years we have had two families leave to return to homeschool because

transportation was an issue; two families left to attend a private Christian school and three families left to attend other local area schools. We currently have a wait list of 67 students, including students for all grade levels.

6. ALTERNATIVE OPTION

- (a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?

What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.

Suggested Sources of Evidence: Check local provision.

INSERT INFO HERE → This provision does not apply to SMCS. There are many local school options available to students.

(a) Soldotna Montessori Charter School is located in the attendance area of Soldotna Elementary School, and is located in a wing of the Soldotna Elementary School building. Students enroll in this school from other local district schools, from local private schools and from home-schooling programs. There are many viable public and private options for K-6 students in the immediate area. In some cases, one sibling attends the charter school and other siblings attend other local public school, a local private school or is home-schooled. Local parents are able to make the schooling choices that they feel best serve the social and academic needs of each of their children.

7. ADMINISTRATIVE POLICIES

- (a) Is there an administrative policy that follows charter school law?
- (b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?
- (c) Is there compelling evidence that the school's leadership is strong?
- (d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?
- (e) Are the mechanisms in place;(e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?

***What Reviewers Will Look For:** Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.*

***Suggested Sources of Evidence:** Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.*

INSERT INFO HERE ➔

- (a) Soldotna Montessori Charter School adheres to the Kenai Peninsula Borough School District Charter School Policy. In addition, the academic policy committee bylaws address and comply with State charter school law. Soldotna Montessori Charter School also adheres to all of the policies included in the KPBSD policy manual. That manual is online at the KPBSD website (<http://www.kpbsd.k12.ak.us/>) and is not included in this document. The district Charter School Policy is included in the appendix.
- (b) The contract between the charter school and the School District expressly delineates the obligations of the school administration in providing for the control and supervision of the charter school. The charter school administrator complies with the school district administrative policy manual.
- (c) District support of the current charter school administration is strong. Feedback on the annual charter school survey reflects strong confidence in the current leadership of the charter school. School administration is stable. The part-time administrator contract has been renewed annually since 2003.
- (d) Clear and consistent communication is a challenge for any school and it is of extreme importance in a charter school. Academic policy committee members must be fully informed of school philosophy and instructional policies and practice in order to make informed curriculum decisions. The academic policy committee must be able to communicate in an informed and professional manner with parents and community. The general parent population also needs to be informed and be treated as an integral part of the school team. Charter school parents are well aware of the fact that there are many school choices. Without clear information and a welcoming environment these parents may elect another school option.
- (e) In the event that a complaint or concern occurs the procedure for resolution is described in Article IX of the bylaws. This procedure is also shared with all families in writing at the beginning of each year and is included in the SMCS Parent Handbook and the SMCS Staff and Faculty Handbook.

8. FUNDING ALLOCATION

- (a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?
- (b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?
- (c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?
- (d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?

***What Reviewers Will Look For:** Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.*

***Suggested Sources of Evidence:** A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.*

INSERT INFO HERE ➡

- (a) A charter school budget summary that designates the funding allocation from the local school board in addition to a summary of the charter school budget is included in this section.
- (b) The school district implements indirect costs at the State approved rate. Services provided to the charter school for this indirect fee include all district services including Data Processing, Human Resources, Accounting, Purchasing, Planning and Operations, Assessment, Staff Development, Pupil Services, Federal Programs, District Media Center, Nursing, Food Services, Warehouse and Delivery Services, Student Transportation.
- (c) Charter schools in our district are not eligible for the additional local revenue over the 4-mills required in the foundation program.
- (d) Soldotna Montessori Charter School has met the requirement to achieve a positive or zero ending fund balance each year.

9. FISCAL SOLVENCY

- (a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?
- (b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?
- (c) Has the school achieved efficiencies in its operation?

***What Reviewers Will Look For:** Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.*

***Suggested Sources of Evidence:** Financial audits & financial statements.*

INSERT INFO HERE ➡

- (a) The charter school follows all KPBSD budgetary procedures and requirements. The budget is audited annually during the district audit.
- (b) Independent audits of KPBSD accounting procedures indicated that the school has met its obligation to ensure fiscal integrity.
- (c) The school has a positive, allowable fund balance and an enrollment that allows the school to maintain efficient school operations.

10. FACILITY PLANS

- (a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?

What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.

Suggested Sources of Evidence: A drawn schematic of the physical plant.

INSERT INFO HERE ➔

- (a) Soldotna Montessori Charter School is located in the 400 wing of Soldotna Elementary School in Soldotna, Alaska. This public school building is an elementary site in the Kenai Peninsula Borough School District and meets all codes and requirements for public school buildings.

Soldotna Montessori Charter School has a waiting list of students for all grades. However, enrollment at the school is projected to remain between 160 – 165 students as long as the school remains in the current location. If a larger space becomes available in a district building and a change of location is approved by the School Board, the school will request a move to the new facility.

If space becomes available and the state creates a statute or policy allowing for and funding of 3, 4 and 5 year olds in a public school multi-graded pre-school classroom, the school would consider accommodating 3 and 4 year olds. This plan would be considered, pending the availability of space and a suitable age-appropriate classroom, because it supports the Montessori philosophy of multi-age groups of children within the same plane of development working together in the same classroom.

11. TEACHER TO STUDENT RATIO

- (a) Is there a plan which adequately addresses teacher-to-student ratio?
- (b) Is the plan reasonably based on projected enrollment figures?

What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.

Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.

INSERT INFO HERE ➔

(a) The class size for each classroom at Soldotna Montessori Charter School ranges between 21 and 25 students. Each classroom in grades kindergarten through grade three has a full time instructional assistant. Each classroom in grades four through six has a part-time instructional assistant. In addition, the school has a Spanish Language tutor, a full time physical education teacher, a full time reading and math specialist, and a part time music instructor, a full-time special education resource teacher, a part-time speech and language teacher and 2 full-time special education aides.

Therefore, the teacher-to-student ratio at Soldotna Montessori Charter School ranges from 1:1 to 1:12 in all primary classrooms and 1:1 to 1:24 in all upper elementary classrooms depending on time of day. For example, the teacher-to-pupil ratio is reduced during the day when the students are working with an instructional assistant, when the Spanish tutor is working with students, when the reading specialist or special education teacher is in the classroom or working with individuals and small groups of students, and when small groups of students leave the classroom for physical education, special education or music.

(b) The school has no plan for increasing enrollment in the current facility. Class size and teacher-to-student ratios will remain as described in **part (a)** of this section.

12. ENROLLMENT

- (a) Has the student enrollment been stable?
- (b) Has the school's enrollment been at a maximum?

***What Reviewers Will Look For:** Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.*

***Suggested Sources of Evidence:** A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.*

INSERT INFO HERE ➔

- (a) The school has a history of stable enrollment. Once enrolled, students rarely leave the school.
- (b) The charter school is currently operating at near-maximum capacity for the current location.
Students will continue to be admitted in the coming years via the lottery process. The school continues to successfully deliver a quality Montessori program. On-going monitoring of student performance data, high quality staff development and family-friendly practices are all utilized to maintain enrollment.

13. TEACHING METHOD/CURRICULUM

- (a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?
- (b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?
- (c) **Has the school undertaken curriculum review and revision?**
- (d) Is there evidence to support effective intervention with students who are “at risk?”
- (e) Is the school addressing the needs of students with educational disabilities?
- (f) Where applicable, does the school address the needs of students with limited English proficiency?

***What Reviewers Will Look For:** Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.*

***Suggested Sources of Evidence:** Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.*

INSERT INFO HERE ➔

- (a) The academic program at the school includes a rigorous academic curriculum. The topics in the Montessori curriculum provide multiple pathways to success on state academic and performance standards as well as state and district grade level expectations. Modern educational research strongly supports Montessori’s theory that children learn through their real-life interactions with the objects and the people in their environment. The choice of classroom materials and cooperative activities at Soldotna Montessori reflect this learning concept. Experiences of the student are developmentally appropriate and form the foundation for critical thinking skills and for understanding abstract ideas. The curriculum includes traditional academic topics, music and physical education, Spanish, peace studies, global awareness, social responsibility and practical life skills. Cooperative experiences in cross-age groupings and multi-age classrooms are a natural part of the Montessori classroom environment. Dr. Montessori’s belief that a mixed age group enhances the child’s learning experience finds increasing support in current research. Studies show that younger children in the group gain through their observations of and interactions with the older children’s advanced skills. Additionally, the older children restructure and solidify their acquired understanding as they participate with the younger ones. The Montessori curriculum allows children to widen their horizons through an expanding curriculum. Abundant materials foster optimum development of reading, spelling and writing skills. Math operations emphasize the understanding of process as well as accuracy in computations by using a wide array of manipulative materials. An interactive learner-centered environment provides

small and whole group cooperative activities in addition to individualized instruction.

- (b)** The school monitors the effectiveness of the curriculum content by evaluating student performance on all state and local assessments. In addition, teachers monitor the effectiveness of instruction and delivery of the curriculum through the use of consistent and frequent formative classroom assessments, formal and informal teacher observation, and formal and informal parent and student feedback.
- (c)** The school is consciously and consistently in the process of curriculum review on both formal and informal levels. Teachers meet twice weekly in grade-alike teams in informal settings to plan, assess and revise curricular topics. Since the Montessori curriculum is geared to sets of three-year cycles it is important to monitor actual progress through the curriculum annually. The staff does this monitoring as a team each year.
- (d – e)** Intervention for students at risk, described earlier in this document, is evidenced in the following ways: students considered to be at-risk are included in the Intervention Team procedure using the RTI model of intervention. Students at risk for low performance in reading, math and writing receive supplemental instruction from the staff intervention specialist. Students identified as needing special education receive intervention via the school's special education program. The school is attractive to students with special needs as the Montessori Method is particularly suited to accommodating individual student needs. Special Education students, bilingual students, and gifted students are serviced through both inclusion and pull-out services at SMCS, as determined by the best interest of the student. Resource and related teachers collaborate with classroom teachers to ensure modification or differentiation of instruction and assessment in meeting student's needs. If a special services student or student with a 504 Plan enrolls at SMCS, a review of the student's IEP or 504 Plan is conducted. The IEP/504 team then determines if SMCS can meet the student's individual learning needs via the methodology and curriculum materials available at the school. If it is determined that SMCS cannot adequately address the needs of the student the decision is disclosed to the parent at the meeting and documented in a Prior Written Notice. Notice to the parent includes a copy of the Procedural Safeguards. SMCS complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students.
- (d)** SMCS complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students.
- (f)** At this time Soldotna Montessori has no LEP students. However, if an LEP-eligible student(s) enrolls, district program services for LEP would be provided.

14. COLLECTIVE BARGAINING

- (a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?
- (b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?

***What Reviewers Will Look For:** Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.*

***Suggested Sources of Evidence:** Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.*

INSERT INFO HERE ➔

- (a) Soldotna Elementary Charter School staff members adhere to all components of the written collective bargaining agreement of the Kenai Peninsula Borough School District.
- (b) There are no exemptions to the collective bargaining agreement at the time of this proposal.

15. CONTRACT TERMINATION

(c) Is there a charter school contract termination clause currently in effect?

What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.

Suggested Sources of Evidence: Check for written charter school termination clause.

INSERT INFO HERE ➔

- (a) The termination clause in the School Board and Charter School contract states that “The contract may be terminated by School Board for Charter School’s failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to School District upon such termination.”

Appendix

SMCS Academic Policy Committee Bylaws

SOLDOTNA MONTESSORI CHARTER SCHOOL ACADEMIC POLICY COMMITTEE BYLAWS

I. PURPOSE

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

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

II. MEMBERSHIP

A. Academic Policy Committee

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

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

B. General Membership

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

III. MEETINGS

A. APC Meetings

1. Regular Meetings: The APC will hold at least six (6) meetings scheduled during the school year to discuss APC affairs and take appropriate action. Notice of each meeting, along with an agenda, shall be posted at the school at least one week prior to each meeting. The membership as well as the

public is welcome at all regular meetings. Procedure may be informal and minutes will be kept.

2. Special Meetings: Special meetings may be called for by the Chair or by written request of five members delivered to the Chair, Vice-Chair or Administrator. Notice of the meeting must be given to the members at least one day before the meeting and must specify the purpose for which the meeting is called. Action at the meeting is limited to the purpose stated in the notice. Procedure may be informal and minutes will be kept.

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

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

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

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

B. General Membership Meetings

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

IV. SPECIFIC DUTIES OF THE APC

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

AS 14.03.250 - 14.03.290

(1) "academic policy committee" means the group designated to

supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

Sec. 14.03.250.

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

B. The APC is responsible for developing criteria for selecting the administrator and negotiating the contractual agreement with the administrator.

V. OFFICERS AND RESPONSIBILITIES

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

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

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

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

1. Stand in for the Chair when needed
2. Oversee and facilitate the work of all subcommittees.
3. Perform other duties as assigned by the Chair
4. Oversee the nominating sub-committee

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

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

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

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

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

E. Past Chair

1. Perform other duties as assigned by Chair

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

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

G. Teacher Members:

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

H. Parent Members:

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

VI. TERMS AND ELECTION OF BOARD MEMBERS

A. Terms of Parent Members

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

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

Procedure:

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

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

B. Qualifications and Limitations

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

C. Elections

1. Regular elections will be conducted in May of each year by a three member election subcommittee.
2. The subcommittee will seek candidates for each seat at least one (1) month prior to the election.
3. Using information provided by the candidates, the subcommittee shall prepare a candidate information statement, which will be sent home with the students prior to the election.
4. Each member (defined as all legal guardians of currently

- enrolled students and all school administrators, faculty and staff) shall have one vote.
5. Elections shall be conducted using secret ballot in the spring of each year.
 6. Absentee ballots, upon request, will be available in the SMCS office until the General Membership Meeting.
 7. The subcommittee shall count the ballots on the election date.
 8. Open seats shall be filled by candidate(s) receiving the highest number of votes of the members present.
 9. Election results will be posted the next school day.
 10. Elected members shall be sworn in at the next regular meeting of the APC.
 11. In the event of a tie, the subcommittee will conduct a run-off election.

VII. SUBCOMMITTEES

Subcommittees may take action (i.e. fundraising) or make recommendations to the membership (i.e. planning) but they may not represent the APC to others without authorization. The APC appoints the chairs of standing subcommittees; the Chair appoints the chairs of any *ad hoc* subcommittees. Elected officers may also chair subcommittees. A member may chair more than one subcommittee. Each subcommittee shall provide a report to the APC at regularly scheduled meetings.

Standing subcommittees include:

1. **Election:** Runs elections under Article VI (C).
2. **Volunteer Coordination:** Recruits and assists classroom coordinators for each class and organizes volunteers for program wide efforts.
3. **Fundraising:** Raises money for the program, researches fundraising projects for school and/or classes and schedules fundraising events to avoid conflict.
4. **Yearbook:** Maintains a photo data disk of class and school events for the yearbook publishers.
5. **Other:** Committees deemed necessary shall serve at the pleasure of the APC.

VII. BYLAWS

These bylaws may be amended by a two-thirds vote of the APC. Proposed changes, amendments and updates will be on the agenda of a regular APC meeting, open for public

comment, and voted on no earlier than the next regular APC meeting.

VIII. APC MEETING RECORDS

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

IX. CONCERNS/COMPLAINTS

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

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

SMCS Academic Policy Committee Minutes

<p align="center">Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting Tuesday, August 10, 2010 * 5:30 pm * School Office</p>

APC Members

Term (May 31 to May 30)

Others

Present

Chair – Kristin Mitchell	Absent	2006 - 2012
Vice Chair – Dawn Edwards-Smith	Present/Proxy	2007 -
Secretary – Robin Denbrock	Present	2007 - 2013
Parent Rep –Katie Olson	Absent	2010 – 2012
Parent Rep – Eva Knutson	Present	2010 – 2013
Parent Rep – Carmen Triana	Present/Proxy	2008 - 2011
Treasurer/Staff Rep – Mo Sanders	Present	
Teacher Rep – Cathy Kibling	Present	
Teacher Rep – John DeVold	Absent	

Upcoming Dates to Remember

August 14 – Annual Garage Sale

August 23 – Noon – 2 PM –Families “Drop By and Say Hi” at SMCS

August 24 – All-school assembly 2:45

Agenda

1. Opening Activities

- a. Call to Order – 5:35pm
- b. Roll Call –
- d. Approval of Last Minutes: Unanimous Approval

2. General Comments – No comments

3. Vision

4. Structure

- A. Enrollment Update: At present the enrollment is at 161. Five kindergarten students did not enroll at SMCS and we replaced those five with children from the waiting list.
- B. Kindergarten Schedule: August 19 & 20 Kindergarten screening half hour appointments. Kindergarteners split into two groups to spend half day in class for August 23-27, with full days for all children on Monday August 30, 2010.
- C. Escript re-enrollment plan: Escript has launched a new program requiring school supporters to re-enroll each year. Mass sign up and renewals at school functions and assemblies.

5. Accountability and Academic Topics

- A. Update on Montessori Curriculum Alignment: Ordered curriculum alignments for grades 1-3 and 4-6 from Montessori Made Manageable. Should be here and ready for classrooms in October. MRX Spreadsheet given to MMM so that information will be more manageable with MRX's record keeping program.
- B. In-service Topics – SMCS Staff District wide in-services all staff to attend.

6. Advocacy – September –informal meeting to be conducted at all-school picnic. APC members will introduce themselves to new parents.

7. Ethics

8. Committee and Other Reports School Sign up date- Dawn has a student at River City Academy working on a new logo that would be uniquely SMCS’.

9. Administrator Report:

- A. American Montessori Society has raised its membership fees. We will not be members this year.
- C. Weekly meeting schedule with all staff; Communication, weekly schedules, schedule changes, events, related updates

10. Board Comments:

11. Executive Session- none

Adjourned - 6:35 PM

Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting
Monday, October 4, 2010 * 5:30 pm *
John DeVold's room

<u>APC Members</u>		<u>Term (May 31 to May 30)</u>	<u>Others</u>
<u>Present</u>			
Chair – Kristin Mitchell	P	2006 - 2012	
Vice Chair – Dawn Edwards-Smith	P	2007 -	Kathy Holt
Secretary – Robin Denbrock	P	2007 - 2013	Sarah Hegwer
Parent Rep –Katie Olson	P	2010 – 2012	
Parent Rep – Eva Knutson	P	2010 – 2013	
Parent Rep – Carmen Triana	A	2008 - 2011	
Treasurer/Staff Rep – Mo Sanders	P		
Teacher Rep – Cathy Kibling	A		
Teacher Rep – John DeVold	P		

Upcoming Dates to Remember

October 15 - Inservice Day
October 28 – 29 – Parent Teacher Conferences

Agenda

1. Opening Activities

- a. Call to Order – 5:35 PM
- b. Roll Call – Katie was Carmen Triana's Proxy
- d. Approval of Last Minutes: Approved

2. General Comments - None.

3. Vision –

- A. School Culture Survey Results: This was the second year of involvement. All fourth, fifth and sixth graders participated as well as staff. Survey of Positive School Climate and School Connectedness. SMCS has the highest level of positive culture in the district of schools participating in the survey.
- B. Plan for parent survey: Discussion about revising the annual parent survey.
It was decided that we should review the survey and discuss at November 8th Meeting.

4. Structure

- A. Update on refrigerator replacement: Voted unanimously to use up to \$500.00 from APC to purchase new refrigerator.
- B. Plan for Lunch on Thursday Conference Day: APC will provide lunch for our teachers and wonderful staff.
- C. Plan Family Fun Event – role of PTO: PTO and APC will work on a calendar of events together so that there are no duplications.
- D. Possible canned food drive for fall- role of PTO: Construct Food Bank Drive. Food Bank is also in need of birthday items
- E. Status of PTO: The PTO is looking for a list of parents that wish to help. Possibly have at least one representative from each class.
- F. Jennifer Larned Memorial: Kristen will send Susan a card of our intent of purchasing a memorial.

5. Accountability and Academic Topics

- A. Discussion of Saxon Math is tabled until the next meeting November 8, 2010.

6. Advocacy

1. Two schools- One Community Campaign: Mo and Carolyn to meet with Steve Atwater.

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comments

11. Executive Session- none

Adjourned - 7:17 PM

<p align="center"> Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting Monday, November 8, 2010 * 5:30 pm * John DeVold's room </p>

<u>APC Members</u>		<u>Term</u> (May 31 to May 30)	<u>Others Present</u>
Chair – Kristin Mitchell	P	2006 – 2012	Matthew Faris
Vice Chair – Dawn Edwards-Smith	P	2007 -	Terri Carter
Secretary – Robin Denbrock	P	2007 - 2013	Lisa Atchley
Parent Rep –Katie Olson	P	2010 – 2012	Kathy Holt
Parent Rep – Eva Knutson	P	2010 – 2013	
Parent Rep – Carmen Triana	A Proxy	2008 - 2011	
Treasurer/Staff Rep – Mo Sanders	P		
Teacher Rep – Cathy Kibling	Excused		
Teacher Rep – John DeVold	P		

Upcoming Dates to Remember

October 15 – In-service Day

October 28 – 29 – Parent Teacher Conferences

Agenda

1. Opening Activities

- Call to Order – 5:45 PM
- Roll Call – Katie Olson is Carmen Triana's Proxy
- Approval of Last Minutes Unanimously approved

2. General Comments

3. Vision –

4. Structure

a. Update on refrigerator replacement- Ali Squires donated a refrigerator to SMCS. The old one has been removed.

APC will send thank you to Ali.

b. Service Dog at SMCS- Amorette Payment will be bring in a Golden Lab puppy named Kiri who is being trained as a service dog. She will introduce the puppy to each class and give a presentation on Service Animals.

c. Bean Soup Day update- November 15 students from River City Academy will be at SMCS from 9am to 10am to assist our students in putting together Bean Soup kits to be delivered to the Food Bank. Kelly Reisig will be here

to photo for district.

d. School Survey update- Suggestions were made for this year's survey to parents.

5. Accountability and Academic Topics

a. Discussion: Math textbooks in 4th – 6th - District Policy is in State Statute to meet or exceed State Standards. Charter Schools are exempt from having to use the District Mandated Materials. Mo stated that there are parent training sessions on "Montessori Mondays" for the first hour of each Monday in the School Library.

6. Advocacy

a. Two schools- One Community Campaign update - PTO is working on creating an event shared by both communities.

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comment

11. Executive Session- none

Adjourned - 7:00 PM

<p align="center"> Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting Monday, January 10, 2011 * 5:30 pm * John DeVold's room </p>

APC Members

Chair – Kristin Mitchell
Vice Chair – Dawn Edwards-Smith

Secretary – Robin Denbrock
Parent Rep –Katie Olson
Parent Rep – Eva Knutson
Parent Rep – Carmen Triana
Treasurer/Staff Rep – Mo Sanders
Teacher Rep – Cathy Kibling
Teacher Rep – John DeVold

Term (May 31 to May 30)

Others Present

2009 – 2012 Present
2010 - 2013 Present (proxy for Katie)

Terri Carter

2010 - 2011 Present
2010 – 2011 Absent
2010 – 2013 Present
2009 - 2012 Present
Present
Present
Present

Upcoming Dates to Remember

Executive Session April 1, 2011 5pm John DeVold's Room

Agenda

1. Opening Activities

- a. Call to Order – 5:37pm
- b. Roll Call – See Above
- d. Approval of Last Minutes: Unanimous

2. General Comments

3. Vision

4. Structure

a. Meeting Dates Reconsidered- Future dates of Meetings are February 8, March 1, April 4 and May 10, 2011

b. Special Ed Audit – Update- Donna Peterson preformed an audit and gave recommendations. A review will be done of the intervention process.

5. Accountability and Academic Topics

- a. New Spanish Books – Mo brought in Samples of the new Spanish books to be housed between the Spanish area in the portable and in the Office for the students to read.
- b. Extra Curricular Options – A discussion of what was the best way to provide extracurricular activities to our students and which ones should take priority. Mo will compile a list of the current activities and they will be reviewed.

6. Advocacy

1. Request from Soldotna Elementary – A discussion of a letter Carolyn Cannava sent requesting the use of SMCS sound system, purchase of Basketball hoops for playground, and volunteers to maintain the ice rink. The APC voted to purchase the Hoops and to request volunteers for the ice rink.
2. Two Schools One Community – Brainstorm Discussion- The APC will be brainstorming ideas to take to the new administrator for both schools to collaborate on.
3. Kenya Project Update Kathy gave a presentation to the school showing pictures of the children in Kenya holding the books that we sent.

4. School Sign – Update and Discussion- A 3' x 6' banner is being purchased for SMCS to be used at events. The APC has tabled the wooden sign for the front lawn until a later date. The Green street signs are still being worked pursued.

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comments

11. Executive Session- Date for Administrator Review April 1, 2011 John DeVold's classroom 5 pm Potluck

Adjourned - 7:40 PM

Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting
Tuesday, February 8, 2011 * 5:30 pm *
John DeVold's room

APC Members

Chair – Kristin Mitchell	Present	<u>Term</u> (May 31 to May 30)
Vice Chair – Dawn Edwards-Smith	Present	2002 - 2012
Secretary – Robin Denbrock	Present	2010 - 2013
Parent Rep –Katie Olson	Present	2010 - 2011
Parent Rep – Eva Knutson	Present	2010 – 2012
Parent Rep – Carmen Triana	Katie is Proxy	2010 – 2013
Treasurer/Staff Rep – Mo Sanders	Present	2009 - 2012
Teacher Rep – Cathy Kibling	Absent	
Teacher Rep – John DeVold	Present	

Others Present

Eileen Sverdrup
Sarah Hegwer
Dana Cannava

Upcoming Dates to Remember

March 1, 2011 5:30 PM APC meeting

Agenda

1. Opening Activities

- a. Call to Order 5:40
- b. Roll Call –
- d. Approval of Last Minutes- Unanimous

2. General Comments - Please limit your comments to 5 minutes.

Soldotna Elementary Liaison: Dana Cannava is the Soldotna Elementary PTA President and was elected to be the liaison between Soldotna Elementary and Soldotna Montessori Charter School. Robin Denbrock was elected to be the Liaison representing Soldotna Montessori Charter School. Both are available to answer questions and build bridges between the schools. Eileen Sverdrup asked for input regarding school performance data and academic options available at SMCS.

3. Vision Our vision is to have both schools work together and build bridges for two schools one community.

4. Structure

a. Budget Review- Discussed funds for current year as well as future years and State Forward Funding.

5. Accountability and Academic Topics

a. **Extra Curricular Options** – Discussed the amount of extracurricular options offered at the school. Questions asked were does SMCS offer too many, too little, should they be offered after school or during school.

6. Advocacy

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comments

11. Executive Session-

Adjourned - 7:10 PM

Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting
Tuesday, February 8, 2011 * 5:30 pm *
John DeVold's room

APC Members

Chair – Kristin Mitchell	Present	<u>Term</u> (May 31 to May 30)
Vice Chair – Dawn Edwards-Smith	Present	2002 - 2012
Secretary – Robin Denbrock	Present	2010 - 2013
Parent Rep –Katie Olson	Present	2010 - 2011
Parent Rep – Eva Knutson	Present	2010 – 2012
Parent Rep – Carmen Triana	Katie is Proxy	2010 – 2013
Treasurer/Staff Rep – Mo Sanders	Present	2009 - 2012
Teacher Rep – Cathy Kibling	Absent	
Teacher Rep – John DeVold	Present	

Others Present

Eileen Sverdrup
Sarah Hegwer
Dana Cannava

Upcoming Dates to Remember

March 1, 2011 5:30 PM APC meeting

Agenda

1. Opening Activities

- a. Call to Order 5:40
- b. Roll Call –
- d. Approval of Last Minutes- Unanimous

2. General Comments - Please limit your comments to 5 minutes.

Soldotna Elementary Liaison: Dana Cannava is the Soldotna Elementary PTA President and was elected to be the liaison between Soldotna Elementary and Soldotna Montessori Charter School. Robin Denbrock was elected to be the Liaison representing Soldotna Montessori Charter School. Both are available to answer questions and build bridges between the schools. Eileen Sverdrup asked for input regarding school performance data and academic options available at SMCS.

3. Vision Our vision is to have both schools work together and build bridges for two schools one community.

4. Structure

a. Budget Review- Discussed funds for current year as well as future years and State Forward Funding.

5. Accountability and Academic Topics

a. **Extra Curricular Options** – Discussed the amount of extracurricular options offered at the school. Questions asked were does SMCS offer too many, too little, should they be offered after school or during school.

6. Advocacy

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comments

11. Executive Session-

Adjourned - 7:10 PM

<p align="center"> Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting Tuesday, April 4, 2011 * 5:30 pm * John DeVold's room </p>

APC Members

Chair – Kristin Mitchell	Dawn proxy	Term <small>(May 31 to May 30)</small>	
Vice Chair – Dawn Edwards-Smith	P	2009 - 2012	
Secretary – Robin Denbrock	P	2010 - 2013	
Parent Rep –Katie Olson	P	2010 - 2011	
Parent Rep – Eva Knutson	P	2008 – 2011	
Parent Rep – Carmen Triana	P	2010 – 2013	
Treasurer/Staff Rep – Mo Sanders	P	2009 - 2012	
Teacher Rep – Cathy Kibling	A		
Teacher Rep – John DeVold	P		

Others Present

Heather Rasch

Upcoming Dates to Remember

May 24, 2011 End of Year picnic
May 10, 2011 Next APC Meeting

Agenda

1. Opening Activities

- a. Call to Order – 5:30
- b. Roll Call –
- d. Approval of Last Minutes - approved

2. General Comments –Heather Rasch would like to offer the children who were not selected to go to the United Nations an alternative event to participate in. Mo Sanders indicated that we would be having a full meeting dedicated to this topic.

3. Vision

4. Structure

Lottery Update Mikunda and Cotrel conducted the Lottery, 66 on wait list - 15 on Kindergarten wait list

Special Education Funding Formula Review- Mo reviewed how the state provides funding to charter schools. As with any school, the need for additional Special Educational Aides or Teachers is determined according to student needs at the school. These needs are determined and reflected in the Individualized Education Plan for students in need of special services.

Election Update

5. Accountability and Academic Topics

6. Advocacy

- a. So El-SMCS Liaison Update
- b. SMCS presentation to the School Board at 7 PM

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comments

Adjourned - 6:30 PM

Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting
Tuesday, May 10, 2011 * 5:30 pm *
John DeVold's room

<u>APC Members</u>		<u>Term (May 31 to May 30)</u>	<u>Others Present</u>
Chair – Kristin Mitchell	P	2009 - 2012	Susan Larned
Vice Chair – Dawn Edwards-Smith	P	2010 - 2013	
Secretary – Robin Denbrock	P	2010 - 2014	
Parent Rep –Katie Olson	P	2010 – 2014	
Parent Rep – Eva Knutson	P	2010 – 2013	
Parent Rep – Carmen Triana	P	2009 - 2012	
Treasurer/Staff Rep – Mo Sanders	P		
Teacher Rep – Terri Carter	P		
Teacher Rep – Kathy Holt	P		

Upcoming Dates to Remember

Agenda

1. Opening Activities

- a. Call to Order – 5:37pm
- b. Roll Call –
- d. Approval of Last Minutes Unanimous

2. General Comments - none

3. Vision

4. Structure

a. APC Member Election Officers Dawn nominated as Chair, Katie -Vice chair. Mo - treasurer, Robin - Secretary, Unanimous consent. Will add to bylaws the position of Past Chair.

b. Review of SMCS Bylaws will conduct a work session to review bylaws on July 27th 5:30 PM at school.

c. Staffing and Budget Update Mo reviewed preliminary budget for FY 2012. Staci Wells will be transferring to Mt view.

5. Accountability and Academic Topics

a. United Nations and other Leadership Opportunities: Planning and delegation to Committee
Katie spoke with Terri at end of school year, Katie would like to see those that have not been chosen to go to the UN, to come together and do a choice of other leadership program. Habitat for Humanity as an example. Asking kids ideas. Work with parent volunteers to help while the UN kids are doing their studies. By asking the kids then they have ownership of the program. Terri Carter has talked to the team, and has discussed programs to take place not at the same time. Mo believes that the UN program is thinking globally, she would like to see the kids work on a global issue at the local level. Katie said she would establish a committee to make this go forward. She would ask teachers to be on this committee so this would be added to the curriculum. Terri takes the UN kids for three months and this leaves DeVold and Faris to host the kids with the other projects. Robin suggested that we utilize the new technology the schools just received, smart boards and Skype. Terri, John, and Matt will talk prior to the June 13 and 14 meeting to discuss options of other programs.

b. Proposal Discussion for Volunteer Special Education Parent Liaison Tricey proposed having a Liaison. Not present at this meeting so we will talk about this at next meeting. Dawn will look into this, as in does anyone else in district have a parent liaison, and how does this specifically work. Mo will talk with Clayton regarding this also and will bring up at next meeting.

c. Review of Parent Survey SWOT Strengths, weakness, opportunities, threats, identify the issues and address the four pages of survey, and bring back at next meeting to discuss overall issues at next meeting in August. Fall education class for parents with Montessori methods.

d. Montessori Made Manageable received curriculum document. Not electronic, it was delivered in paper form. Dawn asked that we get it in excel form. It is not compatible with MRX at this time. Will let teachers review in June and then hear their thoughts of the program. Brainstorm how the APC can help communicate with parents about how we use this curriculum to meet state standards

e. Internet Safety Curriculum Mo shared ~~pages~~ some brochures that she would like us to use and to have the teachers establish a curriculum for 3rd to 6th grade regarding internet safety. Terri said

that a police officer has come in to talk in the past talking about internet and texting, social Networking, social media and the ramifications of making good decision.. Teachers will put together a proposal to share with APC for the APC to adopt as part of the curriculum. Mo will order brochures to distribute and have available.

6. Advocacy

a. So El-SMCS Liaison Update

7. Ethics

8. Committee and Other Reports

9. Administrator Report:

10. Board Comments

11. Executive Session- 7:30

Adjourned - 8:30

Lottery Guidelines

Soldotna Montessori Charter School Lottery Guidelines

1. In the event that there are more applicants to the Soldotna Montessori Charter School than can be accommodated, students will be admitted to the school on the basis of a lottery.
2. The applicant pool will consist of students who submit the Admission and Lottery Application to the school on or before the deadline. The application period will be advertised within the community. The deadline for applying for the _____ school year is March _____.
3. The school does not discriminate against anyone with regard to race, gender, national origin, color, disability, or age.
4. The number of slots available in the lottery will depend on the number of available spots in the given classes.
5. Combined classes will maintain a balance of students in the various grade levels insofar as there are sufficient applicants for each grade. It is anticipated and acceptable that these numbers will fluctuate.
6. Students currently enrolled in the school do not have to go through the lottery.
7. Siblings of students enrolled in the school do not have to go through the lottery and will be accepted into the school as long as there are spots available.
8. In the event that the number of siblings applying to the school exceeds the number of students that can be accommodated by the school, the siblings will be chosen by lottery according to the lottery guidelines.
9. The names of all applicants meeting the qualifications outlined in (1) will be entered into the computer and randomly assigned numbers by the computer program.
10. The computer program will generate a list. The lowest number will have the highest ranking. For example, the student assigned the number 1 will be the first child accepted.
11. Lottery officials will start at the lowest number (highest ranking), and names will be assigned until slots for the various classes are filled. (Thus, although the ranking is random, the probability of admission for each class will depend on the number of applicants relative to available spots in that class.)
12. The lottery for the _____ school year will take place in March, _____. The drawing will be conducted by the Mikunda, Cottrell CPA firm.
13. Notification of enrollment will be in April, _____ unless otherwise indicated.

KPBSD Charter School Policy

BP 6187 Charter Schools Policy

KPBSD Policy Manual

BP 6187

Instruction CHARTER SCHOOLS

Establishment of Charter Schools

Charter schools are schools established under AS 14.03.250 – 14.03.290 that operate within the public school district. Charter schools are established upon the approval of an application by the local School Board and the state Board of Education. Charter schools shall operate under a written contract between the charter school and the local School Board.

Application Procedure for Establishing a Charter School

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

1. The Academic Policy Committee: The Academic Policy Committee shall consist of parents of students attending (or planning to attend) the charter school, teachers at the charter school (or teachers who agree to teach at the charter school), and employees of the charter school (or employees who agree to work at the charter school).
2. Notification of Intent: Any person(s) wishing to establish a charter school shall notify the Superintendent of their intention by August 1 of the year prior to the date of intended implementation. The Superintendent shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application between the charter school and the local School Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required for the application.

Applications for charter schools shall be submitted to the local School Board no later than October 1 of the school year prior to the school year during which the charter school will begin operation. Applications received after the October 1 deadline shall not be considered until the next school year. All charter schools shall begin operations as agreed with the School Board, but no later than October 1.

3. Charter School Application: The charter school shall provide information to the Board as stipulated in E 6187 Charter School Application/Contract Provisions.

The Alaska Department of Education and Early Development Charter School Application and Rating Template will be used in the District's charter school application process.

Applicants are cautioned that the Alaska Department of Education and Early Development has its own policies and deadlines, and that to the extent the applicant's proposed charter school may be affected by those deadlines, the applicant should take those deadlines into account.

4. School Board Work Session: Following the timely receipt of the complete application, the Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their application as a proposal for a charter school contract.

The local School Board and the charter school representatives may negotiate provisions of the contract during this meeting.

When the charter school is proposing to use a District facility which is already in use as a public school, the application and charter school contract will adhere to the "Sharing a District Facility" section of this policy.

It is not the Board's responsibility to locate a facility to operate a charter school.

5. Public Hearing on the Charter School Application: Following the work session, the School Board shall hold a public hearing on the proposed charter school application.
6. School Board Action: Following the work session and the public hearing, the local School Board shall place the charter school proposal on the agenda for a regular School Board meeting. The School Board will take action to approve or deny the request to establish the charter school.

Upon approval of the charter school by the local School Board and the state Board of Education, the contract will be signed by the president of the local School Board and the legally designated representative of the charter school. The Superintendent shall serve as a contact person for all communications between the charter school and the District administration.

State Notification of a Charter School Application

Upon approval or rejection of a charter school application, the local School Board will submit to the State Board of Education a copy of the charter school application and a report on the action taken by the local School Board not later than 20 working days following the School Board action.

Annual Review of the Charter School

Once approved by both the local and State Boards of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report. Every three years they will make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

Breach of Contract

Failure to comply with the provisions of the contract between the charter school and the local School Board is considered a breach of contract and may result in the termination of the charter school. Examples of breach of contract include but are not limited to:

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

During the charter school's annual review with the School Board, compliance with the provisions of the contract will be monitored. If any allegations of noncompliance with the charter school contract (either by the charter school or by the School District) are presented either during the annual review or at any other time, the School Board shall investigate these allegations. Prior to canceling the charter school contract, the School Board and the charter school shall attempt to remedy any violations of the contract.

The terms of the contract are not to exceed five years. A review of the contract is to be made at the completion of the third year. A portion of that review shall be based on a comparison of the Alaska Standards Based Assessment test scores of the school's students to those of the District average of a similar population of the District. If the school does not meet or exceed the District average the school shall be placed on a two-year probation. Failure to meet the conditions of the probation will be grounds for denial of a future charter.

Sharing a District Facility

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

When the charter school is proposing to utilize space in an existing District school:

1. The Superintendent will annually determine if the amount of space requested by the charter school will be available, based on enrollment projections and school capacity and make appropriate recommendations to the Board.
2. The Superintendent will negotiate the terms of sharing a facility and make recommendations to the Board at a work session.

Legal Reference:

ALASKA STATUTES

14.03.250 Establishment of charter schools

14.03.255 Organization and operation of a charter school

14.03.260 Funding for charter schools

14.03.265 Admission

14.03.270 Teacher or employee transfers, evaluations, and negotiated agreements

14.03.275 Contracts; duration

14.03.280 Regulations

14.03.290 Definitions

KENAI PENINSULA BOROUGH SCHOOL DISTRICT Adoption Date: 4/3/06

[AR 6187 Charter School Guidelines](#)

[E 6187a Intent to Develop Charter Schools Application](#)

[E 6187b Charter School Application/Contract Provisions](#)

SMCS Assessment Data

Alaska Comprehensive System of Student Assessment (CSSA)
Standards Based Assessment (SBA)
School Summary Report
Soldotna Montessori Charter School

GRADE THREE	2006	2007	2008	2009	2010	Overall Reading 2011	2006	2007	2008	2009	2010	Overall Writing 2011	2006	2007	2008	2009	2010	Overall Math 2011
Soldotna Montessori Charter Average Scale Score	393	371	393	400	379	392	370	359	390	366	394	359	363	340	350	358	355	369
KPBSD Average Scale Score	384	385	384	391	388	395	370	386	377	380	387	378	363	371	372	369	378	379
State of Alaska Average Scale Score	368	371	368	367	369	372	360	370	366	359	359	357	355	364	360	353	361	356
Proficient Status Scale Score must be between:					300 - 391	300-391					300 - 401	300- 401					300 - 389	300- 389
Advanced Status Scale Score must be at or greater than:					392	392					402	402					390	390

GRADE FOUR	2006	2007	2008	2009	2010	Overall Reading 2011	2006	2007	2008	2009	2010	Overall Writing 2011	2006	2007	2008	2009	2010	Overall Math 2011
Soldotna Montessori Charter Average Scale Score	389	402	404	383	408	397	378	386	419	388	393	399	351	364	357	363	357	381
KPBSD Average Scale Score	383	399	398	387	399	397	379	405	398	384	405	400	358	373	365	363	376	380
State of Alaska Average Scale Score	369	378	379	366	375	369	366	378	375	365	378	372	349	356	353	351	357	360
Proficient Status Scale Score must be between:					300 - 414	300-414					300 - 419	300- 419					300 - 382	300- 382
Advanced Status Scale Score must be at or greater than:					415	415					420	420					383	383

GRADE FIVE	2006	2007	2008	2009	2010	Overall Reading 2011	2006	2007	2008	2009	2010	Overall Writing 2011	2006	2007	2008	2009	2010	Overall Math 2011
Soldotna Montessori Charter Average Scale Score	368	423	396	370	424	382	357	391	384	362	407	375	328	388	364	354	392	373
KPBSD Average Scale Score	378	395	393	381	401	390	368	369	371	375	372	375	352	366	371	356	372	374
State of Alaska Average Scale Score	366	377	376	367	387	370	358	356	357	359	358	354	342	359	356	344	359	350
Proficient Status Scale Score must be between:					300 - 417	300 - 417					300 - 405	300 - 405					300 - 372	300 - 405
Advanced Status Scale Score must be at or greater than:					418	418					406	406					373	406

GRADE SIX	2006	2007	2008	2009	2010	Overall Reading 2011	2006	2007	2008	2009	2010	Overall Writing 2011	2006	2007	2008	2009	2010	Overall math 2011
Soldotna Montessori Charter Average Scale Score	422	388	420	404	370	401	423	378	418	373	375	418	386	359	382	359	367	No Score
KPBSD Average Scale Score	369	385	384	399	380	380	357	377	374	370	374	374	345	365	367	361	366	367
State of Alaska Average Scale Score	356	368	369	381	369	357	348	358	355	352	356	350	337	350	350	344	352	349
Proficient Status Scale Score must be between:					300 - 393	300 - 393					300- 395	300- 395					300 - 375	300 - 375
Advanced Status Scale Score must be at or greater than:					394	394					396	396					376	376