

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553

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www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Soldotna Montessori Charter School Application

Date: November 29, 2011

Item Number: 10d.

Administrator: Dave Jones, Assistant Superintendent



Attachments: Application from Soldotna Montessori Charter School

☒ Action Needed ☐ For Discussion ☐ Information ☐ Other: _____

BACKGROUND INFORMATION

Attached is the renewal application for Soldotna Montessori Charter School.

ADMINISTRATIVE RECOMMENDATION

It is the administrative recommendation that this application be renewed.



Charter Schools APPLICATION

for

Soldotna Montessori Charter School

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

<p align="center">Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting Monday, October 4, 2010 * 5:30 pm * John DeVold's room</p>

<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

- Call to Order – 5:35 PM
- Roll Call – Katie was Carmen Triana's Proxy
- Approval of Last Minutes: Approved

2. General Comments - None.

3. Vision –

- 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.
- 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

- Update on refrigerator replacement: Voted unanimously to use up to \$500.00 from APC to purchase new refrigerator.
- Plan for Lunch on Thursday Conference Day: APC will provide lunch for our teachers and wonderful staff.
- Plan Family Fun Event – role of PTO: PTO and APC will work on a calendar of events together so that there are no duplications.
- Possible canned food drive for fall- role of PTO: Construct Food Bank Drive. Food Bank is also in need of birthday items
- 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.
- Jennifer Larned Memorial: Kristen will send Susan a card of our intent of purchasing a memorial.

5. Accountability and Academic Topics

- Discussion of Saxon Math is tabled until the next meeting November 8, 2010.

6. Advocacy

- 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>
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<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

Soldotna Montessori Charter School * Agenda for Academic Policy Committee Meeting

**Monday, January 10, 2011 * 5:30 pm *
John DeVold's room**

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	Present	2010 – 2013
Treasurer/Staff Rep – Mo Sanders	Katie is Proxy	2009 - 2012
Teacher Rep – Cathy Kibling	Present	
Teacher Rep – John DeVold	Absent	
	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	Present	2010 – 2013
Treasurer/Staff Rep – Mo Sanders	Katie is Proxy	2009 - 2012
Teacher Rep – Cathy Kibling	Present	
Teacher Rep – John DeVold	Absent	
	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, April 4, 2011 * 5:30 pm *

John DeVold's room

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</u> (May 31 to May 30)	<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 with us 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

