



**Charter Schools
APPLICATION**
for

Kaleidoscope School of Arts and Science

For the Fiscal Year: ___15___

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:*

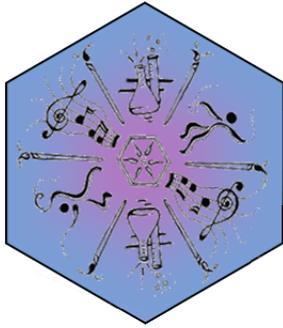
Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

- (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.



Kaleidoscope School

of Arts and Science

*549 N. Forest Drive
Kenai, AK 99611*

Phone 907-283-0804

Fax 907-283-3786

September 20, 2013

Dear KPBSD Charter School Oversight Committee,

Enclosed is the contract renewal/charter reapplication package for Kaleidoscope School of Arts and Science. Currently, we are in our tenth successful year of operation. We believe we have achieved the goals outlined in our contract with the Kenai Peninsula Borough School District. We have continued to provide a valuable service to families and the community who have partnered with our school and district. By providing an alternative, high quality education we are able to continue to attract students into the public school system, accommodate students already in our public schools that may be seeking an alternative and serve students by preparing them to be responsible, contributing members of society.

We look forward to continuing our partnership together with you through your support.

Respectfully,

Terrah Amend
Academic Policy Committee Chair

Robin Dahlman
Principal

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Charter Schools Application

Name of Charter School: [Kaleidoscope School of Arts and Science](#)
Date of Application: October 7, 2013
District: [Kenai Peninsula Borough School District](#)
School Contact: Robin Dahlman
Phone Number: (907)283-0804
E-Mail Address: rdahlman@kpbsd.k12.ak.us

Mission Statement:

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

1. ACADEMIC POLICY COMMITTEE

Has the school’s independent academic policy committee operated at an acceptable level?

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) Yes, Kaleidoscope School of Arts and Science has continued to be in successful operation by its local academic policy committee since the school opened in August of 2003. The current APC consists of three parent representatives elected at large, three teacher representatives elected by the teaching staff, one community representative, elected by the current APC and one school administrator. The school administrator is a voting member only to break tie votes.

The current Academic Policy Committee members are:

- APC Chairperson/Parent representative: Terrah Amend
- APC Vice-Chairperson/Parent representative: Jeff McDonald
- APC Secretary/Parent representative: Jennifer Moss
- APC Teacher representative: Sara Boersma
- APC Teacher representative: Nicole Shelden
- APC Teacher representative: Kelli Stroh
- APC Community representative: Connie Tarbox

The APC bylaws require six meetings per year. Minutes from the 2012-2013 school year are included in this section indicating updates to the bylaws.

- (b) The academic policy includes the mission statement, philosophy statement and thirteen sections describing policies of the school. The Academic Policy committee follows this set Academic Policies. A Table of Contents of the Academic Policies is included below. (The full Academic Policy is in section 7)

Table of Contents

- I. Mission, Vision, Core Beliefs, Philosophy
- II. History
- III. Unique Features
- IV. Responsibilities of our Community of Learners
Students, Staff, Families, Community
- V. Employee Positions
- VI. Admission and Enrollment Policies
- VII. Facilities
- VIII. Student Transportation
- IX. Insurance
- X. Budget
- XI. Discipline Policy
- XII. Academic Policy Committee Bylaws
- XIII. Teacher Request

Kaleidoscope School of Arts and Science

APC Meeting Minutes

August 20, 2012 – 4:00 p.m.
Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Elaine Larson, Nicole Shelden, and Joy Harper.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, MK Knudsen, Scott Thomas, Rachel Thomas, Teresa Moyer, Rinna Carson, Kaity Fortney, Stacey Weeks, Jan Marquis, Heather Floyd, Laurie Cowgill, Jason Leslie, and Amy Maguire.

Before the meeting was officially called to order, Jason Leslie and Amy Maguire introduced themselves as new staff at Kaleidoscope. Jason moved here this summer from Oregon and is our new science teacher. Amy is originally from Vermont and is our new 4th grade teacher.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:08 p.m.
2. **APPROVAL OF AGENDA:** Unanimous approval
3. **APPROVAL OF MINUTES:** Unanimous approval
4. **PUBLIC COMMENTS:** Teresa Moyer presented a letter of intent that was presented to our district for a charter middle school. To begin the process, their committee has to determine if there is parent interest. Teresa is leaving us with surveys for all who are interested in filling one out.
5. **REPORTS:**
 - a. **Teachers**
 - i. Everyone is busy getting ready for the new school year. The staff is excited about tomorrow being the first day.
 - b. **Administrator**
 - i. Linda Hibberd reported that enrollment is at 251 with one opening being offered to a 5th grade sibling tonight. There are 2 siblings on our wait list that are not yet enrolled.
 - ii. A new playground aide was hired; her name is Lysa Diorec. The second playground aide position was offered but has not yet been accepted.

- iii. MK Knudsen is acting administrator while Mrs. Dahlman is on maternity leave. Things are going well for her and she is finding it very different to sub in this position rather than in the classroom.

c. Board

- i. Jeremy Hamilton proposes that he remain as Chairman of the Board through December and would then like a new Chairperson to step in. He would remain on the Board through the school year and would be a reference for the new Chair.
 - I. Mrs. Dahlman pointed out that the bylaws state that elections are held in May so a bylaw change may be needed.
 - II. Laurie Cowgill pointed out that a Chair Elect is often in place where someone trains for a year before taking office.

6. DISCUSSION ITEMS: Meeting Times and Dates

- a. Saturday, September 8 is the APC Board training. The time will be announced.
- b. The next APC meetings will be September 20 at 4:00, October 25 at 6:00, and November 19 at 4:00.

7. ACTION ITEMS: None

8. PUBLIC COMMENTS:

- a. MK Knudsen thanked Laurie Cowgill for building a beautiful library. Jeremy Hamilton and his family were also thanked for helping to put it all together.

9. BOARD COMMENTS:

- a. Terrah Amend thanked all of the parents who helped in work parties over the summer.

10. EXECUTIVE SESSION: None

11. ADJOURN: Meeting was adjourned at 4:35.

The next scheduled meeting is September 20 at 4:00.

Kaleidoscope School of Arts and Science

APC Meeting Minutes

September 20, 2012 – 4:00 p.m.

Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, Joy Harper, and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Maria Calvert, Jan Marquis, Teresa Moyer, Sandy Jackson, Heather Floyd, Laurie Cowgill, Rinna Carson, Dana McDonald, Misty Hamilton, and Susan Rorrison.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:02 p.m.
2. **APPROVAL OF AGENDA:** Unanimous approval
3. **APPROVAL OF MINUTES:** Unanimous approval
4. **PUBLIC COMMENTS:** None
5. **REPORTS:**
 - a. **Teachers**
 - i. Everything is moving along nicely but everyone is tired of indoor recess.
 - ii. A parent meeting was held for 1st and 2nd grade classes to explain our curriculum and procedures. A separate parent meeting for the 3rd and 4th grade classes was also held. Both meetings were well attended. We are currently in the middle of the 1st quarter unit.
 - iii. The parent meeting for 5th and 6th grade classes is Tuesday. These students have begun their president research.
 - iv. Third and 4th graders were excited to use the new slab roller in a large group activity.
 - v. Shala Dobson is coming November 5-16 for teacher training and for art with students. We are adding an art Family Night during her visit.
 - vi. Discussion was held on bringing in new artists to Kaleidoscope but Shala is a cornerstone of our art curriculum. That is why she continues to visit and train our teachers by modeling lessons.

1. Jeremy asked where we will look for new artists and he recommends bringing in a local one. Robin Dahlman answered that she's not directly involved in the selection but welcomes any suggestions on artists.

b. Administrator

- i. Robin Dahlman is happy to be back to school after taking her maternity leave. She is staying busy catching up and connecting with students.
- ii. Looking at the budget, there will be a few budget transfers occurring for professional development and for staff to attend trainings. Other transfers will be made to cover expenses of subs for Robin Dahlman and Robyn Zinszer.
- iii. The Strategic Planning Committee would like at least 1 APC member to be on the committee. The initial meeting will be set soon.
- iv. Robin was presented the USDA Healthier School Bronze award today at Soldotna Elementary. It is a framed certificate that will be put on display. This is the first time Alaskan schools have received this award. Along with P.E. offered and the food that is served, all movement in school is also considered. There were over 100,000 eligible schools nationwide but less than 3500 received it. Seven schools in Alaska were honored with this award with 4 of them in the Kenai Peninsula Borough School District.

c. Board

- i. Terrah Amend asked how many people signed up for the Strategic Planning Committee. Robin has 9 families interested.
- ii. Jeremy used the new iPads today in a class and thinks this is a wonderful tool for multi-media learning. The students weren't just trying to play games. We own 6 iPads for each grade level plus 1 additional for each teacher. One full class set of iPad 3's is in place. The plan is to expose them to the students while the adults are learning to use them.
- iii. The 3rd and 4th graders are very excited about pottery and having our own kiln.
- iv. There was a parent work party last Friday to seal the boot cubbies. Robin plans on adding inserts of adhesive linoleum to each cubby before students use them.

6. DISCUSSION ITEMS:

- a. Art Project – The committee goal is to raise \$20,000 and asked the school to contribute \$8000 in support of the new Art Project. They need to raise the funds first, then they will put out a call to artists (for 2 months). The selection committee will make a decision on the artist and project, then installation will occur. Robin Dahlman explained the steps that Kaleidoscope needs to take before making a commitment to fitting \$8000 into our budget. Robin will meet with the art committee tomorrow to get answers to specific questions for the borough and the finance department. The dollar amount was needed before she could move further. Dana McDonald explained that we need to raise the money first in order to tell the artists how much we have available to spend, along with any other design information we may have. Everyone will be invited to play a role in the call to artists and the selection.
 - i. Elaine Larson asked what the APC’s role is with this. Robin explained that the committee is making the APC and community aware but that no vote is needed at this time.
 - ii. Connie Tarbox asked if there is a certain image in mind. Heather Floyd, art committee, said no image is in mind. The call will go to artists statewide and that a picture of the location is in the display case if that helps someone with the design. Terrah Amend believes this picture helps your brain click on the need for an art piece. Jan Marquis would like to see something that will show we are an arts and science school. Janice Villegas is hoping to get rough drafts on the artists’ visions, similar to how our playground was built, before a vote happens.
 - iii. Terrah asked if we have borough approval. Jan answered yes, that this is why the location was chosen as it is borough approved. Robin said the art piece itself can’t be approved since we don’t have the design. Heather stated that the location decision took safety measures into account, too.
 - iv. Elaine Larson is excited about having a stunning entrance to the school.
 - v. Jeremy thanked the committee for all of the shared information and will get back to Heather and Jan in order to stay in touch on the project.
 - vi. Terrah believes a work session may be in order for lengthier dialogue once we get approval to move forward.
- b. Enrollment for 2013-2014 – Robin Dahlman brought forward a recommend enrollment number of 252. This is not considering class configurations at this time, only the total enrollment to the school as a whole. This number represents 36 per grade level, which is in line with the charter.

- i. Nicole Sheldon asked to talk about lowering class sizes but Robin explained that these are 2 separate issues. Nicole would like us to look creatively at lowering the PTR.
- ii. Elaine asked what year of our 5 year charter we are in and Robin explained that 2013-2014 will be our last year of the current one. We can still change the class configurations but the enrollment count should follow the charter that is in place. Our new charter design needs to look down the road and not limit us to certain numbers overall or configurations.
- iii. Nicole asked if we are currently at 36 per grade level. Linda answered that 6th grade has fewer students, with additional 5th graders added to make up the difference in order to keep us at our current 252. Joy Harper mentioned that circumstances sometimes play out differently than expected and that our budget has to be considered to provide the staffing that is needed.
- iv. The next APC meeting will be September 26 at 8:15 a.m. for voting on the enrollment count for next year.

7. ACTION ITEMS: None

8. PUBLIC COMMENTS:

- a. Laurie Cowgill stated that previous Strategic Planning was not intended to give us large classes like we have. The 252 enrollment is concerning to her. The Strategic Planning Committee should plan on spending a lot of time with this issue.
- b. Sandy Jackson suggests that our Student Council be involved in the Art Project selection.
- c. Misty Hamilton appreciates the parent involvement but reminded the Board that no parent input is allowed at work sessions. She asks the Board to remember that we are a school where parent involvement and input is very important, and to be careful of work sessions where dialogue between the Board and the guests is not allowed. There are 3 staff members on the Board who can take information back to the staff but as parents, regular meetings are the only avenue to talk things out.
 - 1. Heather Floyd clarified that the Board should not answer back to public comments during meetings, and that at work sessions parent / public comments are not allowed.
 - 2. Jan has been to other meetings where after public comments, the Board can ask you questions. Elaine believes that public comments should be the Board listening, clarifying, without offering their opinions.

- d. Laurie Cowgill said the Art Project would have worked well in a work session.

9. BOARD COMMENTS:

- a. Nicole Sheldon would like to keep Board work sessions to a minimum as there are already a lot of meetings taking place.
- b. Terrah understands that there are many versions of Robert's Rules of Order used. She always valued her own parent input at APC meetings and doesn't even want a 3 minute timer. Limiting parent input is not her intention.
- c. Connie Tarbox stated that sometimes a 3 minute timer is needed to keep the meeting from being monopolized.

10. EXECUTIVE SESSION: None

11. ADJOURN: Meeting was adjourned at 5:15.

The next scheduled meeting is October 25 at 6:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

September 26, 2012 – 8:15 a.m.
Special Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, Joy Harper, and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, and Laurie Cowgill.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 8:25 a.m.
2. **APPROVAL OF AGENDA:** Unanimous approval
3. **APPROVAL OF MINUTES:** No minutes available for approval
4. **PUBLIC COMMENTS:** None
5. **REPORTS:** None
6. **DISCUSSION ITEMS:** None
7. **ACTION ITEMS:** Joy Harper motioned to set the enrollment number for 2013-2014 at 252. Connie Tarbox seconded the motion. Unanimous approval.
8. **PUBLIC COMMENTS:** None
9. **BOARD COMMENTS:** None
10. **EXECUTIVE SESSION:** None
11. **ADJOURN:** Meeting was adjourned at 8:26 a.m.

The next scheduled meeting is October 25 at 6:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

October 25, 2012 – 6:00 p.m.
Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, Joy Harper, and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Merri DUBY, Staci Weeks, Heather Floyd, Laurie Cowgill, and Susan Rorrison.

- 1. CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 6:09 p.m.
- 2. APPROVAL OF AGENDA:** Unanimous approval
- 3. APPROVAL OF MINUTES:** Unanimous approval
- 4. PUBLIC COMMENTS:** None
- 5. REPORTS:**
 - a. Teachers**
 - i. First and 2nd grade End of Unit Celebration was very well attended. We have started the 2nd quarter and new unit. This is very hands on so students can “touch and learn”.
 - ii. A visit to City Hall ended the 5th and 6th grade government unit. Students learned about specific jobs and people. They were split into groups to visit the Legislative Office, the Youth Court Mock Trial, and a Mock City Council Meeting. The students enjoyed this experience very much.
 - iii. Third and 4th graders also had an End of Unit celebration. Mrs. Larson is really looking forward to the Holiday Concert which the students will now begin working on.
 - b. Board (changed the order from the agenda)**
 - i. Janice Villegas expressed how much her daughter, Val, loved the experience of watching Taylor Swift on the Smartboard and listening to her talk on literacy.
 - ii. Jeremy Hamilton brought up the subject that he had approached last meeting on adding a new artist, hopefully a local one, to the school.
 - 1.** Nicole – Teachers already do things with local artists. Shala models lessons, and teaches the staff how to teach a lesson.
 - 2.** Joy – The Artist Guild should be utilized. The Watercolor Show is coming up, maybe we could build a connection through that.
 - 3.** Terrah would really like to have an additional artist come here.

4. Staff believes that Shala is necessary at least one week a year but an additional artist could come in the spring.
5. “Artist in Residence” is a matching grant program that Laurie Cowgill said is difficult to get into. It’s a huge commitment in bringing in an artist due to scheduling, finding an artist who can teach, and also reflect how to teach. Nicole asked if there is money to bring in another artist and Robin answered yes, there is. Terrah asked if the Artist in Residence program is a state grant and Laurie said it is.
6. Elaine – There is a lot more involved in bringing in an artist, such as ordering supplies, finding housing, providing food, transportation, etc. It is doable but really is a big deal to do it.
7. Robin – She’s hearing that parents want an additional artist and the staff is open to it. We need to pursue bringing someone new in. There is much opportunity to explore, much opportunity to help broaden the curriculum that is already in place.
8. Janice asked if scheduling an artist is done a year ahead of time. Robin explained that it is not, that changes happen as needed. We add MOA’s like we did with Shala.
9. Connie said there are areas in town where artists display their work, perhaps those artists could display their work here.

c. Administrator

- i. The painting crew has been here and they are doing a fabulous job and have been very accommodating. They are almost done. Some of these projects were requested years ago but some are new. Their next rooms to paint are the bathrooms. Kudos to the Borough!
- ii. The End of Unit Celebrations were fantastic!
- iii. Parent / Teacher conferences are next week. Surveys will be available to everyone for School Climate, Staff, and Administrator.
- iv. The Art Project Committee may receive \$8000 from our Equipment Fund for the art piece.
- v. We are looking forward to Shala’s visit. She is so lively and energizing. It’s fun to watch the students with her.

6. DISCUSSION ITEMS:

- a. 2013-2014 Budget – Mrs. Dahlman presented a budget for an enrollment of 252. One item to note is that even though our current .5 Librarian is classified staff, this budget reflects a .5 Librarian under certified staff. The dollar amount is in the certified amount but the title didn't get moved out of the classified area. If we need to hire a new person due to retirement, we will first look for a certified person. This budget reflects everything that we may have to pay. If we do not get charged for certain items, we will then determine what to do with that extra funding but it's important that funds are designated in the budget. Salaries were determined by moving everyone one step and adding 2%. These amounts may end up being padded once we get actual salaries after negotiations. Our budget is constantly fluid and changing.
- i. Nicole – Are there ways to review the school and cut out costs in order to get more instructional services? Robin said there are ways but some of the high costs aren't negotiable. The sub amount is huge so we can change that, supplies, staff development, etc. We would have to find a balance.
 - ii. Terrah – Are the kindergarten teachers asking for a 3rd teacher? Jeremy replied that it's the 1st and 2nd grade teachers asking for another teacher. Robin pointed out that a K-1 class had been suggested last year.
 - iii. Elaine – When Laurie Cowgill retires, she wants a certified person hired.
 - iv. Linda pointed out that it is important not to drop below an enrollment of 252 or the budget amount will be changed.
 - v. Janice – Can we reconfigure the staffing to lower the 1st and 2nd PTR? Robin explained that we can't do that yet because our charter holds us to grade level numbers. Our new charter needs to be written to be more open. Nicole asks that adding a new 1st / 2nd grade teacher be added.
 - vi. Elaine asked if there is a certain dollar amount given to us for Special Education. Robin answered no, unless certain students require services but we aren't set up for that. Our Sped money is our own budgeted money from this budget.
 - vii. Nicole stated that if there is extra money, she would like us to hire an additional 1st / 2nd grade teacher.
 - viii. Joy noticed that there is no money placed in the equipment account. Linda explained about our separate equipment fund that was put in place several years ago with the roll over funds at that time.

7. ACTION ITEMS: None

8. PUBLIC COMMENTS:

- a. Laurie Cowgill asked what is included under Travel and if .6 is correct for P.E. The percentage will be checked but the dollar amount included in the budget is correct. Included under travel is staff meals, fees, airfare, hotel stays, etc. Laurie believes that the .33 teacher for Gifted and Talented seems very high but Robin explained that this teacher is split with 3 schools so this was our best estimate on her cost to us. We haven't paid for her services before but we do have to budget for it.
- b. Susan asked if the Gifted and Talented program is optional but Robin explained that all public schools offer it so we have to include it. Susan is curious if we are providing the minimal amount we have to offer for this program and Robin will check on that but the district schedules the teacher to be here for a number of hours depending on student need.
- c. Joy asked if we pay for our own Special Education teacher and Robin answered yes, we do. Laurie is concerned about having to offer the needs per student if one is severe as that could break our budget.
- d. Jeremy asks for clarification on Gifted / Talented Special Ed.
- e. Merri Duby asked if the Indirect Cost is set by the district. Robin explained that this is a percentage of our overall budget and not negotiable. Elaine pointed out that Mr. Wykis always said this amount is a bargain as it provides us services from central office, maintenance, accounting, etc.

9. BOARD COMMENTS:

- a. Elaine asked how our current budget looks due to the need for money transfers to cover subs for staff on leave. Robin said the transfers were made and we are fine.
- b. Nicole asked that once Robin meets with Heidi Chay, will the APC meet? Robin is setting up the meeting with Heidi now.

10. EXECUTIVE SESSION: None

11. **ADJOURN:** Meeting was adjourned at 7:10

12. The next scheduled meeting is November 19th at 4:00 p.m.

Kaleidoscope School of Arts and Science

APC Meeting Minutes

November 19, 2012 – 4:00 p.m.
Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, Joy Harper. Absent: Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Rinna Carson, Stacey Weeks, and Laurie Cowgill.

- 1. CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:04 p.m.
- 2. APPROVAL OF AGENDA:** Unanimous approval
- 3. APPROVAL OF MINUTES:** Minutes for 9/26 and 10/25 - Unanimous approval
- 4. PUBLIC COMMENTS:** None
- 5. REPORTS:**

a. Teachers

- i. Nicole Shelden reported that the 2nd quarter, learning about bodies, is going well. Students are all busy preparing for their Christmas celebrations.
- ii. Joy Harper shared that Kelli Stroh brought in lungs and a heart from 2 pigs for the 3rd and 4th graders. The students got to see the voice box, watch the lungs inflate, etc.
- iii. Elaine Larson returned from the National Orff Conference last night. There was the early morning conference each day, then a concert followed by folk dancing. She believes it is very important for teachers to have professional development.
- iv. Elaine shared that the school is practicing and getting ready for the December 11th Holiday Concert. Volunteers will decorate the stage that morning.

b. Administrator

- i. Mrs. Dahlman enjoys seeing our building full of celebrations and student accomplishments. The students are all very excited!
- ii. There were over 100 people at 2 big school events that were held back to back recently.
- iii. The update on Strategic Planning is that Heidi Chay is unable to facilitate this committee. She offered the name of Mia Oxley from Anchorage, who is available the end of January. Rather than discussing options at the APC meetings, these committee meetings will all be open to the public, to all parents, and plans should be

wrapped up by the first of December. Mrs. Dahlman reviewed with Mia the partners we planned on being involved with but she recommends surveys to be more reflective of a broader base. This won't be heavy on one side or another. Study session is suggested that will initially be open to all, then specific items worked on through the committee with input from all.

- iv. A great school accomplishment is that we had 98% attendance with our Parent / Teacher conferences.
- v. Mrs. Dahlman wishes everyone a happy Thanksgiving holiday and she is looking forward to a busy holiday season.

c. Board

- i. Nicole Sheldon asked if we are going to set the January Strategic Planning meeting now. Mrs. Dahlman suggested it is treated as an APC work session and be held on December 3rd at 6:00 p.m.
 - 1. Laurie Cowgill asked what criteria will be set for the committee members. Mrs. Dahlman will make that a part of the open forum to determine that.
 - 2. This meeting will determine the goals of Strategic Planning and set the dates for future meetings. This will be called an Open Forum, not a work session, and be considered a Strategic Planning Informational Meeting. We may want to consider skyping with Mia during that time. Live streaming was discussed but it was determined to be unnecessary.
- ii. Terrah Amend believes that parents are confused on how to contact the APC members. There is an APC tab on the school blog but no contact information is available. Jeremy Hamilton pointed out that the previous school website listed the members and contact information.
 - 1. Linda Hibberd explained how the school site was set up in the past, having members phone numbers and emails. All monthly office newsletters that are sent home do provide Jeremy's email address. Laurie Cowgill said districts page for the School Board lists each member's personal information. Linda will update the new Kaleidoscope school blog to include this information.
 - 2. Terrah asked about the display case in the entry area not being up to date with all current members. Terrah will make it current.

3. Robin suggests that the APC open a gmail account that one person will be responsible for reading and forwarding emails to specific people as needed.
 4. Janice Villegas reminded the Board that at a previous work session it was discussed to add a suggestion or comment box. She will bring it in tomorrow as this is the 3rd time she has heard that parents don't know how to get in touch with APC members.
- iii. Terrah Amend revisited the proposed idea from the Fall about the Chairman position being turned over to a new chair halfway through the school year. Mrs. Dahlman read the bylaws concerning electing a chairperson each year, their duties, and that it (along with the vice chair) be held by a parent. In the Attendance section, it states that if someone steps down, the Board votes on the replacement. This speaks to a Board member resigning from the Board, not about sharing the duties of an office.
1. Jeremy Hamilton believes this closes off options to someone wanting to remain on the Board but who has lost enthusiasm for being the Chairperson.
 2. Joy Harper thinks it is a good idea that in the Spring elections, the election could take place for training purposes while the current Chair is still in place.
 3. Terrah Amend explained that when she began in May, the 2 current parent Board members held onto their duties. She questions when officers are determined because bylaws say August. She feels there are too many holes in how we are doing things in relation to the bylaws. They need to be cleaned up. She questions when and how this can be fixed. Jeremy believes that our bylaws are very solid until a situation occurs.
 - a. Laurie Cowgill explained that large organizations have a Chair Elect in order to train the new person and for reviving outgoing Chair.
- iv. Joy Harper asked what parents will be leaving the Board this spring. Jeremy's 4 years are up. Janice is able to run again but she indicates she doesn't intend to.

6. DISCUSSION ITEMS:

- a. Meeting dates were set for the rest of the school year: January 10 at 4:00 p.m., February 28 at 4:00 p.m., March 25th at 6:00 p.m., April 15 at 4:00 p.m., and May 16 at 4:00 p.m. Janice will be unable to attend the March meeting.

7. ACTION ITEMS: 2013/2014 Budget

- a. The proposed budget from October has a couple of corrections or clarifications – P.E. position is .75 (not .6), Librarian is currently .5 classified but the budget reflects .5 certified in case we need to hire for that position. Special funding for Special Education is 20% above student allocation and appears in our full presented budget. We are the only charter school providing Quest. The district must have a plan to identify and service those students but we do not have to offer it. PTR district average as of 7/05 is 20:1 kindergarten, 22:1 for 1-3 grades, and 26:1 for 4-6 grades. In our new charter, we need to word it more generally to not tie us to our current configurations.
- b. Elaine Larson realizes this is what we are currently tied to but holds onto the dream of lower class sizes in grades 1 and 2. She questions whether the allotted amount for subs and supplies is necessary, just for example, in looking for ways to afford another teacher.
- c. Nicole Shelden said we can drop the accounts to the bare bones amounts but is adding a new teacher worth that balance?
- d. Robin Dahlman believes there is hope for additional staffing but something has to give. We do have to remain in alignment with our charter.
- e. Terrah Amend believes that the Strategic Plan can be the light at the end of the tunnel to review and see opportunities to set our sights on.
- f. Jeremy Hamilton recognizes that no one is disagreeing that this budget is good for now. Robin Dahlman did explain that these are our initial balances per account but they aren't set in stone. As things change, transfers can be made when necessary. The Strategic Plan won't flush out the budget but the goals set will help us build the budget. Our new charter application will be written next year, being effective in 2015. Robin offered to make recommendations on where money can be saved.
- g. Nicole Shelden made the motion: The budget should be approved as it is presented. Joy Harper seconded the motion. Vote was unanimous.

8. PUBLIC COMMENTS: None

9. BOARD COMMENTS:

- a. Janice Villegas asked when training is to take place for Terrah to train for her to be Chairman next year. Jeremy Hamilton will meet with Terrah. The 2 new members and Terrah will enter into agreement for duties.

10. EXECUTIVE SESSION: None

11. ADJOURN: Meeting was adjourned at 5:40. The next scheduled meeting is January 10th at 4:00 p.m.

Kaleidoscope School of Arts and Science

APC Meeting Minutes

January 10, 2013 – 4:00 p.m.
Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, Joy Harper, and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Misty Hamilton, Rinna Carson, Jessica Bookey, and Sandy Jackson.

- 1. CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:08 p.m.
- 2. APPROVAL OF AGENDA:** Unanimous approval
- 3. APPROVAL OF MINUTES:** Unanimous approval
- 4. PUBLIC COMMENTS:** None
- 5. REPORTS:**
 - a. Teachers**
 - i. Nicole Shelden shared that we are now in the 3rd quarter and things are going great.
 - ii. Mrs. Harper reported that the 5th and 6th graders are getting ready for a day at the Challenger Center.
 - b. Board**
 - i. Elections for Parent and Staff Representatives will happen in March. The request for the Parent biographies will be sent home in the Friday folders in February. The Parents on the Board will meet to mail the bios out.
 - ii. Administrator evaluation forms were passed out to see if changes are needed. Discussion took place about whether staff evaluations of the administrator are helpful or not. Should we consider using a survey like the district uses online? Jeremy will talk with Linda about how we could do this. We should try to find a balance between the two types of evaluations.
 - 1.** Mrs. Dahlman explained how the district would evaluate a principal and asked Dave Jones for more feedback than what the APC offers.

2. The APC would like to clean up the evaluation process and possibly get some help with it.
3. Terrah would like to have 2 people present at the evaluation. Nicole wants us to pursue having an outside source help in the future.

c. Administrator

- i. Safety is a priority at Kaleidoscope. There will be a lockdown drill on January 16th with police officers here. Protocol reminders will go out to staff as well as a notice to the parents.
- ii. We have spent 70% of our budget which leaves a large portion yet to spend. Mrs. Dahlman asked the Board for their suggestions on what to spend the balance on.
- iii. Benchmark testing is happening now.
- iv. The School Board presentation is January 14th at 7:00. Mrs. Dahlman will be there as well as students performing.
- v. Lottery applications are being accepted until March 1st with the lottery being held the last week in March. There has been some movement in our enrollment and we are filling positions as we are able to.
- vi. The School Charter Application will go to the School Board in September. The APC will review it in August. The Charter will soon be sectioned out between the APC and the staff for their review.
- vii. New Parent Informational Meetings will be held in February, March and April. Nicole suggested not holding this many meetings. Elaine recommended only making applications available at these meetings or holding fewer meetings now and more in August at registration time. Discussion took place on how to make a parent attend a meeting in order for their child to be lotteried. The decision was made to hold the February meetings and discuss more at the next APC meeting.
- viii. Strategic Planning meetings are: January 18th and 19th Session I and February 8th and 9th Session II.
- ix. Mrs. Dahlman recognized our parent volunteers as being amazing and stated that we appreciate all they do for Kaleidoscope. She thanked Connie Tarbox for the letter in the newspaper. Elaine Larson was thanked for her great concert, and the staff for continuing to keep things great.

6. DISCUSSION ITEMS: None

7. **ACTION ITEMS:** None

8. **PUBLIC COMMENTS:**

- a. Sandy Jackson believes that too many meeting options tend to make people lackadaisical.
- b. Jan Marquis was told she had to attend a meeting but her cousin did not attend one and the children got in. This is frustrating for the people who follow the rules.

9. **BOARD COMMENTS:**

- a. Who will open and check the Comment Box? Janice said the APC Board chairman and the school administrator will be in charge. Discussion took place on how to handle situations and comments. The Comment Box will be opened before the APC meetings.
 - i. Names will be taken out of situations but there will be no guidelines on what can be written.
- b. Terrah asked how we handle replacing students and how many we have lost since the beginning of the year. She would like percentages on where the students are going when they leave (homeschool, other charter schools, moving, etc.).

10. **EXECUTIVE SESSION:** None

11. **ADJOURN:** Meeting was adjourned at 5:48

The next scheduled meeting is February 28th at 4:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

**February 28, 2013 – 4:00 p.m.
Regular Meeting**

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, and Nicole Shelden. **Absent:** Joy Harper and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Misty Hamilton, Rinna Carson, Heather Floyd, Jennifer Moss, Sarah Hanson, Oliver Amend, Sam Satathite and Laurie Cowgill.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:06 p.m.

2. **APPROVAL OF AGENDA:** Unanimous approval

3. APPROVAL OF MINUTES: Janice Villegas asked for a correction on 9a. Nicole Sheldon motioned for approval of corrected minutes, Terrah Amend seconded motion, unanimous approval.

4. PUBLIC COMMENTS: None

5. REPORTS:

a. Teachers

- i. Nicole Sheldon reported that assessments are taking place as this is the end of the 3rd quarter. Students are getting ready for their end-of-unit celebrations on March 4th. First and 2nd graders will have classroom presentations that evening.
- ii. Elaine Larson shared that March 4th will be a Sky Night with the Challenger Center Planetarium in the Science Lab. Fifth and 6th graders will have a Lunar Café, 3rd and 4th will have class plays, while 1st and 2nd graders share their projects.

b. Board

- i. Janice Villegas enjoyed helping students make their bird hats.
- ii. Jeremy Hamilton reviewed the 3 comments taken from the comment box: 1) This school rocks! 2) Olders should have 1 hour of recess and the youngers have 30 minutes, 3) Concerning the February 14 ice skating field trip, should more emphasis be placed on wearing more gear for protection?

c. Administrator

- i. As mentioned last month, safety is a priority at Kaleidoscope. Some of the things we are putting in place include the security cameras being installed by the district on all schools. We will have 12 external cameras and those will aid in less vandalism. They will be web hosted but Mrs. Dahlman does not yet know who will have access to view it. Mrs. Dahlman is consulting with the borough on setting a camera in place on the front door so that the office can be aware of people coming into the building.
- ii. Another safety area we are covering is holding practice lockdowns. The gym is the only large space to secure many people but because the doors don't lock, we are purchasing new doors that will.
- iii. We are spending our remaining budget right now and Mrs. Dahlman asked for input on buying bullet resistant glass that will open for the 2 large office windows. Other major upgrades, some from our budget and some from the borough, include replacing all external doors including the hardware on them, a new roof (these are both borough supplied), metal grates by exterior doors, and new carpet for several areas. The bathroom doors in the lounge are not ADA compliant so

they are being replaced which will tear up the carpet in the area. New flooring is also needed in the entry areas and hallway due to door replacement. We are also purchasing speakers for classroom SmartBoards, a set of iPads for the science lab plus several more for classroom use.

1. Jeremy suggests leaving the first office window closed at all times and having the one around the corner open when necessary.
- iv. Helena Brown has been hired as our new Non-Instructional Aide for playground and lunchroom duty. Marianne Kasch will be moving to Germany, leaving us with a certified teaching position open. Mrs. Dahlman invited the Board to be involved in the interview process.
- v. Mia Oxley is here this weekend to complete the Strategic Planning process.
- vi. There are parent meetings currently scheduled for May 19th at 8:15 and 4:00 to inform parents about Kaleidoscope moving to all multi-age classrooms. This is the recommendation of the staff and as professionals, we do need to decide what is best under our mission. This meeting date and the times will be firmed up and advertised.
 1. Discussion was held as to whether this decision should be strictly an administrative one or if it would be appropriate for parents to have input.
- vii. Mrs. Dahlman was asked at the January meeting to provide information regarding student withdrawal numbers for this year. Since August, 25 have left; 3 of those were no-shows and were dropped after 10 days. Fifty percent left in August, 4 in October (2 to homeschool and 2 moved out of state), 4 in November (2 out of state, 1 in district, and 1 to homeschool), 4 in December (3 in district, 1 out of state), 1 in February (district). Linda Hibberd explained that the number of August withdrawals was higher than our normal number for that time period.
- viii. The EDD asked for our wait list numbers including those going through our upcoming lottery. We will have a wait list that includes approximately 19-Kindergarteners, 50-1st graders, 14-2nd graders, 31-3rd graders, 11-4th graders, 24-5th graders, and 14-6th graders. This is a total of 163 students on the wait list. Our strategic plan will take these numbers into consideration. We currently have 7 students moving to KMS for 6th grade. We will be sending all of our 5th graders to visit KMS so parents can make their final decisions now rather than in August.
- ix. New Parent Informational Meetings will be held April 22 and May 8. It is necessary to hold these additional meetings, even if staff and APC members are unable to attend.

6. **DISCUSSION ITEMS:** None

7. **ACTION ITEMS:** None

8. **PUBLIC COMMENTS:**

- a. Sam Satathite asked if an exit questionnaire is given to students leaving Kaleidoscope and if there has ever been anything of concern on reasons for leaving. There is a questionnaire and no area of concern has been noted. Sam also would like to ask for our parking lot to have diagonal spaces.
- b. Sam would like us to consider buying a large reader board like Redoubt Elementary has in place. Mrs. Dahlman said this came up through the PTA and incorporating one with the Art Project but it was decided not to.
- c. Rinna Carson has questions about APC elections but realizes this will be discussed at the Board work session later today. She questions the purpose of the May 19th meeting and Mrs. Dahlman explained that it's to be informational where opinions can be offered. The staff is recommending all classes in grades 1-6 be multi-age.
- d. Rinna also asked if we are looking into buying a portable for parent use but Mrs. Dahlman explained that the borough is not supportive due to no plumbing, they rot underneath, therefore we will not be moving ahead with one this year.
- e. Next year, Rinna would like a blurb to be included describing the responsibilities of the Parent Board seat when asking for the biographies.
- f. Sarah Hanson asked if the change to multi-age classrooms is set in stone. Mrs. Dahlman said yes, according to the instructional staff as allowed in the charter. Sarah would like the parent voices to be heard first. Jeremy said the charter doesn't spell out the specifics on what the APC votes on so it's unclear who makes these decisions. They are working on rules defining the APC's role. The charter states that the APC is responsible for holding the mission of the school and that the financial status is adhered to. Rinna voiced concern over a higher number of parents opposed to this change attending the meeting which would skew the general parent opinion. Sam suggested sending out the script of this meeting so parents can be informed before it even begins.
- g. Oliver Amend recognized the importance of parents attending the APC meetings to stay informed and voice their opinions.
- h. Misty Hamilton stated that change is always hard. The APC used to always be tasked with voting on class configurations rather than the staff making all decisions. Everyone should be made to feel comfortable in their opinion and decision.
- i. Jennifer Moss requests Sky Night information be sent home.

9. **BOARD COMMENTS:**

- a. Jeremy Hamilton received 5 parent biographies by the February 22nd deadline for those parents interested in running for a parent seat on the APC Board. The Parent Reps will meet next week to stuff and mail the ballots. Running for these 2 open positions are Jan Marquis, Jennifer Moss, Jeff McDonald, Christie Holmes, and Koleen Wittmer.
- b. Elaine asked if the parent biographies get mailed with the ballots and the answer is yes. Regarding the comment box, confidentiality is always respected and the administrator and chairman will open the box before each meeting, bring forward pertinent comments to the meeting. Jeremy believes the bylaws may need to clarify how the comments are handled and who addresses each one.
- c. Elaine reminded everyone that multi-age is not a new concept. It started years ago with split classes. There will definitely be time for parent input after the information has been shared on the values of multi-age.
- d. Nicole Shelden asked where we are with the administrator evaluation. Sean Duseck has the staff surveys and will provide a summary of criteria of what all admins are evaluated on. He will provide recommendations on how the process may look but it's ultimately up to the Board to evaluate our administrator.
- e. Janice Villegas said that when an email is received by a Board member, there is no protocol in place on handling it due to lack of policy. Jeremy believes that something was started with no procedure in place (comment box); done out of order.
- f. Jeremy would like Mrs. Dahlman to give more updates on our school plans so the public stays informed.
- g. Nicole Shelden commented that 32 hours have been spent in Strategic Planning so far and that multi-age classrooms have been discussed much of this time.

10. **EXECUTIVE SESSION: None**

11. **ADJOURN:** Meeting was adjourned at 5:20

The next scheduled meeting is March 25th at 6:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

**March 25, 2013 – 6:00 p.m.
Regular Meeting**

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Joy Harper and Nicole Shelden. **Absent:** Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Rinna Carson, Heather Floyd, Jennifer Moss, Laurie Cowgill, Sandy Jackson, Jessica Bookey, and Mindy Adams.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 6:14 p.m.
2. **APPROVAL OF AGENDA:** Unanimous approval
3. **APPROVAL OF MINUTES:** Joy Harper would like the Feb. 28 minutes to reflect that she was not absent but had arrived late. Unanimous approval of amended minutes.
4. **PUBLIC COMMENTS:**
 - a. Rinna Carson asked about the feasibility of adding a Soldotna pick-up to our bus route. Mrs. Dahlman explained that the district supports our buses to run in the Kenai area only but she will ask that this request be reviewed by transportation.
5. **REPORTS:**
 - a. **Teachers**
 - i. Joy Harper said there are no committee reports; the Strategic Planning Committee is still working.
 - ii. Elaine Larson announced that she is retiring at the end of this school year. She's been employed by the district since 1975. Her husband retired in 2006 and they will now be able to travel. This is a bittersweet decision as she loves working with the children who she finds to be so inspiring.
 - b. **Board**
 - i. Terrah Amend – Strategic Planning is trying to wrap up and has a strong timeline. They hope to bring their plan to the APC and the public next month. Over 31 hours of meetings have been held at the school for this committee plus the group preparation and at home work. She encourages the Board to sign thank you cards to at least the parents that were involved.
 - ii. PTA supported Staff Appreciation Week at school.
 - iii. The parents are feeling the buzz of the busy spring with Staff Appreciation, field trips, SBAs, etc.
 - c. **Administrator**
 - i. Compliments and thanks from Mrs. Dahlman for everyone's hard work on Strategic Planning.
 - ii. Next week will be SBA testing for 3rd-6th graders. Subjects are Reading, Writing and Math. Science testing for the 4th graders will be

April 9th. During these 4 days, no parents will be allowed in the building.

- iii. Mrs. Dahlman gave a shout out to everyone who attended the multi-age meetings. This will be implemented next school year with the class configurations being straight kindergarten classes, 1st / 2nd grade, 3rd / 4th grade, and 5th / 6th grade. We will place 12 of each grade in each classroom but the numbers may vary for 5th and 6th.
 1. Nicole Sheldon commented that our curriculum goes right in line with the multi-age classes with this arrangement. Laurie Cowgill added that the science curriculum has the possibility for different configurations.
- iv. Mrs. Dahlman said that she misspoke in the February meeting as not all 5th grade students will go to KMS to visit but only those who have interest in attending KMS next year.
- v. Mrs. Dahlman will give a lottery report at the April meeting to show the numbers in the lottery, offered enrollment, and on the wait list.
- vi. The APC will be updating the charter application and the public is invited for questions. The due date for the completed draft is in May and it will be revisited in August, to the district in October and to the State in November. The new charter will be implemented in the Fall of 2014.
- vii. April 22nd at 6:00 is the next New Parent Informational meeting.
- viii. The budget committee will discuss the remaining funds for this year and how it may affect staffing for next year. The APC is welcome to sit in on this committee and also on the interview committee. Sign-up sheets are in the office.

6. **DISCUSSION ITEMS:** Charter Application

- a. On February 21st the APC was provided with a packet of items 1, 5, 11, and 12 during their work session. These are the sections pertaining to the APC. April 8th at 4:00 will be a work session for one hour. Proposals from Mrs. Dahlman will be provided for discussion to help speed things up. A plan will be set for moving forward and accomplishing this.

7. **ACTION ITEMS:** Bylaw approval

- a. Revisions will be made to the draft as follows:
 - i. Article 4B1g will be changed to “Parent representative seats may not be filled by a spouse of a .5 or greater employee of the school.” This same wording will be needed in 4B1h and 4B1g. This change will affect Jeremy so it will not be in place until June 1, 2013.

ii. Article 4B2c will be changed to “A teacher representative and the APC Chair will count the ballots and announce the selection by the end of April.”

1. Rinna Carson supports adding a third party to count the ballots. We don’t know the make-up of the school 5 years from now and doesn’t want to wait for a situation to arise and then need to change the bylaws. That can cause hurt feelings. Jeremy agrees and notes that if the charter changes to allow support staff to hold a seat, the number of ballots will increase.

iii. Article 6 was discussed but will remain as currently stated.

b. Motion by Elaine Larson, seconded by Janice Villegas: I move to approve the bylaws as amended. Vote was unanimous.

8. **PUBLIC COMMENTS:** None

9. **BOARD COMMENTS:**

a. Elaine Larson asked what the rules are for the length of the parent representative biographies and learned that it is 250 words maximum. She suggests changing it to 50-100 words. This will make a different size ballot.

b. Jeremy asked for a 10 minute executive session immediately following the meeting tonight to speak on the administrator’s evaluation.

10. **EXECUTIVE SESSION:** No minutes taken

11. **ADJOURN:** Meeting was adjourned at 7:35

The next scheduled meeting is April 15th at 4:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

**April 15, 2013 –4:00 p.m.
Regular Meeting**

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Joy Harper and Nicole Shelden. Absent: Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Barb Soderstrom, Jeff McDonald, Rinna Carson, Heather Floyd, Jennifer Moss, Laurie Cowgill, Sandy Jackson, Sara Boersma, Kelli Stroh, and Stacey Weeks.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:05 p.m.

2. **APPROVAL OF AGENDA:** Unanimous approval

3. APPROVAL OF MINUTES: Unanimous approval

4. PUBLIC COMMENTS: None

5. REPORTS:

a. Teachers

- i. Nicole Shelden and Joy Harper recently returned from NSTA (science) convention. Those that attended will continue teaching to the rest of the staff the tools they learned while there. They will work on tying in science to literature and writing. There was validation that much of what we already do is what they are trying to get teachers across the nation to do. Nicole will share apps for our iPads that were learned from other teachers.
- ii. Elaine Larson knows the re-application for the charter will be a lengthy process and the staff will begin on their pieces on Monday.

b. Board

- i. Janice Villegas met with the new kindergarten parents today along with Terrah. They complimented the art work displayed around the school. The parents are excited to be part of our school and classrooms. She is hoping that through the meetings this week they can generate active volunteers. Terrah believes in mentoring new parents. The kids were in class, giving the parents time to ask a lot of questions.
- ii. The Parent Survey results were reviewed and there were no red flags or negative comments. The comment page did not print so was not distributed. Jeremy and Robin will get a copy to the Board members. Some comments included there is not enough communication and another wants the PTA to be disbanded. Out of 190 families, 45 school surveys were returned. The online survey got better results than the paper copy. We will attach results to the minutes.
 1. Nicole Shelden asks what we do now with the results as she's not aware of any previous response in years past.. Mrs. Dahlman that it falls in line with the Strategic Plan proposed. Survey results will also be shared with staff but to be more diagnostic, we may need to be more specific with questions. At this point they are broad. Discussion continued.
 2. Janice Villegas questioned "survey monkey" and adding pop-ups if certain answers are marked.
 3. Elaine Larson suggests shortening the survey from the 37 questions in 2012.
- iii. Kelli Stroh and Sara Boersma are the 2 new teacher reps for next year on the APC Board.

c. Administrator

- i. Welcome to Kelli and Sara to the Board along with Jeff McDonald and Jennifer Moss as the parent reps.
- ii. As a follow up to a question from last month, Robin checked on adding a Soldotna bus stop but typically in a charter situation, transportation is provided to the area the school is located. Nan Spooner will follow up with the director for the Fall.
- iii. Lottery report: Kindergarten - 22 siblings plus 14 new leaves 33 on the wait list, 1st grade – No openings, 1 sibling plus 6 new leaves 52 on the wait list, 2nd grade – No openings, no siblings, 12 new leaves 19 on the wait list, 3rd grade – 2 openings, 1 siblings, 1 new leaves 30 on the wait list, 4th grade – 2 openings, 1 sibling, 7 on the wait list, 5th grade – No openings, 6th grade – 6 openings, 3 siblings, 5 new leaving 6 on the wait list.
- iv. The Film Festival is later this week for our Quest students plus the Math Bowl is coming up. Mr. McDonald asked Robin about a math club for our school. Next year we may get more participation as the Bowl is 3rd grade and higher.
- v. Mrs. Dahlman welcomed back those teachers who attended the science conference. She's excited about what they are bringing to share.
- vi. Mrs. Dahlman appreciates the commitment level of everyone! The students completed their SBAs and she is looking forward to the end of the year events.
- vii. Strategic Plan has met as a committee with a sub-committee creating a 1 page overview. The revision date is April 10. Thanks go to Laurie Cowgill, Barb Soderstrom and Jennifer Moss for cleaning this up. She would like the Board's approval to move forward. There are 5 goal areas and objectives for each with dates.
 1. Jeremy Hamilton asked what the process is for implementing and following up. Mrs. Dahlman said one area leads to and supports the next and the completion should be documented.
 2. Nicole Sheldon said this is a "plan", a guideline, so there could be changes. There needs to be follow through.
 3. Mrs. Dahman said that as we are living this, we need to plan for the next 5 years. This is in line with our charter, it needs to be re-visited, revised, whatever is needed.
 4. Jeremy Hamilton applauded the committee for their hard work and gave the Board his approval.

6. DISCUSSION ITEMS: Budget review with possible revision to FY14

- a. Linda Hibberd spoke with Laurie Olson, the manager of accounting, about our budget and our staffing. She knows we always have a large amount of money remaining to spend and supports moving money to staffing and leave out several areas that we currently budget for but do not get charged for (in the past). Robin Dahlman presented a revision to the 2014 budget. She explained how our funds work and that 10% of our expenditures roll over to the following year. We have always budgeted not accounting for rollover funds but if we budget to count on it, staffing could change. The handout shows the approved budget from November and the suggested changes for adding 1 new classroom teacher. The changes were explained and where cuts could happen. Once we receive rollover funds, we can move amounts back up. There are 3 accounts we have not been charged for so those amounts were removed. This is not the new funding but based on the old mid-line amounts. A correction was made to the new salary to include the benefits.
 - i. Terrah Amend asked who is on the budget committee, how are we spending money, and asked if parents are on it. Mrs. Dahlman explained that this is a new committee that has not yet met. They will review spending, suggest changes, and they will also review new staff.
 - ii. Staff individual salaries will not be disclosed but levels of teachers can be.
 - iii. The Budget Committee mainly needs to discuss the bottom part of this handout. She will probably call for a special meeting of the APC to vote on the changes

7. ACTION ITEMS: None

8. PUBLIC COMMENTS:

- a. Rinna Carson asked how many parents voted in the parent rep election. Approximately 63 voted; this is higher than last year.
- b. Stacey wondered if Kaleidoscope pays for PCHS employees. We do not; they are contracted by the district

9. BOARD COMMENTS:

- a. Elaine Larson reported that Betty Obendorf is moving and unable to provide Board training.
- b. Janice Villegas brought up the parent surveys and the comment about disbanding the PTA. Does PTA report to the APC? She doesn't want there to be too many things happening in the school but coordination between the teachers, PTA, the school, etc. Terrah Amend commented that this is someone's opinion. Robin Dahlman stated that the APC does not participate with / govern the PTA. The APC deals with upholding our mission. We might need to re-adjust and re-focus the school environment to renew the spirit. The APC should be aware of but not govern over other areas. Terrah

Amend suggested that a PTA rep attend the APC meetings and give a public comment report.

10. **EXECUTIVE SESSION:** None

11. **ADJOURN:** Meeting was adjourned at 5:30 to move to work session.

The next scheduled meeting is May 16th at 4:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

April 22, 2013 –4:00 p.m.

Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Terrah Amend, Janice Villegas, Elaine Larson, Joy Harper, Nicole Shelden, and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Heather Floyd, Jennifer Moss, Sandy Jackson, Rinna Carson, Stacey Weeks, Jan Marquis, Susan Rorrison, Nancy Lafferty, Sara Boersma, and Kelli Stroh.

1. **CALL MEETING TO ORDER:** Terrah Amend (for Jeremy Hamilton) called the meeting to order at 4:07 p.m.
2. **APPROVAL OF AGENDA:** Unanimous approval
3. **PUBLIC COMMENTS:**
 - a. Rinna Carson is concerned about reducing the dollars for subs for 2014 rather than adding due to adding a new teacher. Mrs. Dahlman explained that the reduced amount will be in place for the beginning of the year where adjustments can be made based on available funds throughout the year
 - b. Jennifer Moss asked if this is the final review of the 2014 budget. Mrs. Dahlman explained that the main difference is adding a new certified teacher and that the budget review committee will continue to review it throughout the school year..
4. **ACTION ITEMS: Revision to FY14 budget to add 1 certified teacher**
 - a. Mrs. Dahlman provided a handout summation of the committee meeting along with several questions and answers. She reviewed this handout with the Board and the public. This estimated budget reflects adding a new certified teacher, including the cost of benefits. Several accounts were reduced from the previously approved budget in November. All items for school improvement are being paid now out of the 2013 budget.
 - i. Rinna Carson asks if this is sustainable for a certain number of years. Mrs. Dahlman cannot be 100% sure about future funding but she sees no reason we can't maintain staffing based on district predictions.

- ii. Terrah Amend asks if there is a historical amount for subs. Mrs. Dahlman gave her the costs for the past 3 years for certified subs.
 - iii. Janice Villegas asked why the funds were removed for liability insurance. Mrs. Dahlman explained this is an area we have not been charged in the past so accounting authorized us to distribute the money elsewhere.
 - iv. Terrah Amend said that since April 11th we need to look at our budget differently. She realizes the variables can be moved around but some of these items are very important. Mrs. Dahlman pointed out that on her handout, there are areas that will be hit last, keeping us capable of upholding our mission. The rollover dollar amount is 10% of what we spend so this is a significant amount. Terrah said timing may be off but she does support a new teacher. She would like regular reports from the budget committee to the APC.
 - v. Janice Villegas asked how the rollover funds work and the timing of them. Mrs. Dahlman explained that if we map out our spending, we will know the rollover amount but we haven't needed to do this in the past. If we DO need to pay for several district charges, the rollover funds will be there by that time.
 - vi. Jeremy Hamilton asked what happens if in the following year we can't afford the new staffing charges. Mrs. Dahlman said there are certain dates that we would have to notify staff if we can't keep them. Jeremy left the meeting on an emergency call but he stated that he does support this revision.
 - vii. Connie Tarbox asked if there can be a monthly budget report to the APC and Mrs. Dahlman said yes. The bylaws state needing APC approval for a certain dollar amount of change.
- b. Motion by Elaine Larson, seconded by Janice Villegas: I move to amend the 2013-2014 budget to include an additional certified teacher, making a total of 12 classrooms teachers. Vote was unanimous.

5. PUBLIC COMMENTS:

- a. Jan Marquis believes this is a very exciting day for Kaleidoscope, that we have been working for several years to make this happen. This will cause an amazing impact to the school and the teachers.
- b. Sandy Jackson questioned when the hiring will take place. Mrs. Dahlman said the School Board will vote on 2 other positions at their next meeting and Tim Peterson will get our email tonight to approve the new position.
- c. Jennifer Moss is excited to see this happen.

6. BOARD COMMENTS:

- a. Connie Tarbox asked if the School Board would have reason to disapprove but was told that only the HR department has to approve.
- b. Joy Harper stated that being on the Board for 4 years and knowing this need, it feels good! To teach things in lower grades will benefit the upper grades, too.
- c. Terrah Amend said we always need to be prepared and appreciates information to keep the public informed.

7. **EXECUTIVE SESSION: None**

8. **ADJOURN:** Meeting was adjourned at 4:42

The next scheduled meeting is May 16th at 4:00 p.m.

Kaleidoscope School of Arts and Science APC Meeting Minutes

May 7, 2012 – 4:00 p.m.
Regular Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Sam Satathite, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, Joy Harper and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Terrah Amend, Jan Marquis, Stacey Weeks and Sandy Jackson.

- 1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:05 p.m.
- 2. Jeremy Hamilton thanked Sam Satathite for 4 years of service on the APC Board. Terrah Amend was introduced and seated as the newly elected parent representative.
- 3. **APPROVAL OF AGENDA:** Unanimous approval
- 4. **APPROVAL OF MINUTES:** Unanimous approval
- 5. **PUBLIC COMMENTS:** None
- 6. **REPORTS:**
 - a. **Teachers**
 - i. This is a very busy time of year at school. Mrs. Harper has been firing pottery and putting in countless hours at school and deserves recognition for her hard work. Mrs. Harper said the whole process of going from rough clay to shiny, beautiful pottery art is fascinating.

b. Administrator

- i. There was a great turn out for kindergarten registration. Mrs. Dahlman thanked our KSAS parents who met with the new parents during registration times.
- ii. Mrs. Dahlman personally contacted families who have attendance problems. At the New Parent Informational meetings, she stressed the importance of being present in school. She recommends the staff work over the summer to be strong in an attendance issue in the Fall.
- iii. Mrs. Dahlman thanked those who sat on the interview committee. She welcomes Amy Maguire, 4th grade teacher, and Jason Leslie, Science teacher, to Kaleidoscope in the Fall.
- iv. The Kaleidoscope team placed 1st in the State in the Future Problem Solving competition and will attend Nationals this summer.
- v. The 5th and 6th grade concert was amazing and Mrs. Dahlman recognized those teachers for their hard work.

c. Board

- i. Jeremy Hamilton will schedule a meeting with Mrs. Dahlman for her evaluation.
- ii. At a previous meeting, Janice Villegas asked about having our buses arrive earlier for breakfast purposes. Mrs. Dahlman explained that we share our buses with other district schools and begin our routes as soon as the routes of the previous school are complete. It isn't possible to schedule them earlier at this time.

7. DISCUSSION ITEMS:

- a. Jeremy Hamilton asked the staff to put together a "to do" list for parent help over the summer. Mrs. Dahlman will gather the list, discuss it with Gordon Merrill, and get it to Jeremy by the end of the school year.
- b. Elaine Larson asks if Mrs. Dahlman knows of a financial change for funding for next year. Mrs. Dahlman will share information if she hears anything.
- c. The 1st day of school next Fall is August 21st. We will hold our first APC meeting August 20th at 4:00. This will be followed by the Meet the Teacher Open House at 5:00 and the Barbecue at 6:00.
- d. It was decided not to participate in the Fish Festival as gathering volunteers in the past has been difficult. It is also a problem that beer and wine is now served at the festival.

- e. The Retirement Celebration for Dave and MK Knudsen is next Tuesday at 4:15. There will be a presentation at 5:00 (by Mick Wykis, Jacquie Steckel, Robin Dahlman and Jim Dawson).
- f. Board training should take place in the Fall. The Strategic Planning Committee should also attend. Betty Obendorf has provided the training in the past and has done a great job. It was previously held on a Saturday, all day. Elaine Larson will ask Betty about providing training again and how much time is needed. Jeremy will be unavailable the first half of June and Mrs. Dahlman will be on maternity leave beginning the last week of July.

8. **ACTION ITEMS: None**

9. **PUBLIC COMMENTS: None**

10. **BOARD COMMENTS: None**

11. **EXECUTIVE SESSION: None**

12. **ADJOURN:** Meeting was adjourned at 4:38.

The next scheduled meeting is August 20th at 4:00.

Kaleidoscope School of Arts and Science APC Meeting Minutes

May 13, 2013 –4:00 p.m.

Regular Meeting

APC MEMBERS PRESENT: Terrah Amend, Jennifer Moss, Jeff McDonald, Kelli Stroh, Nicole Shelden, Sara Boersma, and Connie Tarbox.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Janice Villegas, Jeremy Hamilton, Laurie Cowgill, Sandy Jackson, Stacey Weeks, Rinna Carson, and Elaine Larson.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:04 p.m.
2. Comment Box read: 1) This is the best school ever! 2) Kaleidoscope is a clean and tidy school. 3) I like the way they teacher and the activities. 4) Suggest placing dome mirrors at each corner to see who is coming.
3. Mrs. Dahlman thanked Elaine Larson, Joy Harper, Janice Villegas and Jeremy Hamilton for their service on the Board. She is starting a new tradition of giving hanging flower baskets that will hang outside our school until the last day of school, where people can tuck in compliments from the Kaleidoscope community. Jeremy's name is added to the ongoing Chairman plaque. Presented KSAS shirts to all parent reps (outgoing and incoming) and Connie.

4. The newly elected parent and teacher reps took their seats on their Board and the outgoing members moved to the audience.
5. **APPROVAL OF AGENDA:** Unanimous approval
6. **APPROVAL OF MINUTES:** This was done at the end of the meeting. Approval for the April 15 and April 22 minutes was unanimous.
7. **PUBLIC COMMENTS:**
8. Elaine Larson said her last few weeks, including her retirement celebration were amazing. It was a lovely time but feels surreal. She wishes the Board her best. Our original mission is still there and it shows in the Strategic Plan.
9. Jeremy Hamilton said it's hard to remember where we came from and to think of the kids beginning here. He hopes that we keep it where we accept everyone, as each child is important.
10. Stacey Weeks, the new PTA President for next year, will keep the APC informed on PTA activities. They are meeting with teachers tomorrow.
11. **REPORTS:**
12. **Teacher**
13. Kelli Stroh commented that we had a wonderful concert and art show.
14. Nicole Shelden informed Kelli Stroh and Sara Boersma (teacher reps) that it was added to our charter that when committees meet, they will report to the APC. We met with Mary Armstrong about the curriculum to get it ready for the updated charter.
15. Sara Boersma commented on the previous week of school and how so many people came together for celebrations.
16. **ADMINISTRATOR:**
17. Mrs. Dahlman echoes all previous comments. Classroom activity learning never stops and the parents are encouraged to be a part of it. The calendar is very full!
18. The APC approved adding a 1st / 2nd grade teacher. The staff came together to re-map the building to keep the grade levels all together based on what's best for the kids. Teachers will know their exact rooms tomorrow and Mrs. Dahlman will coordinate the moving. Parents may be called on to help.
19. The open staffing positions were posted for the last 2 weeks (1st / 2nd grade, 5th / 6th grade, and music). They closed Friday and there is an incredible amount of applicants. Prescreening will start this week, we won't rush it but will do this right. There are some in-district staff that applied plus all around the state and country. The interview team will include only a number to work with but not too many to overwhelm them.
20. Kendra Rupp is leaving; she is our speech teacher.

21. Ongoing projects over the summer include Summer School in August, the lounge gets new flooring along with making the bathrooms ADA compliant. Seven classrooms are moving. New fire doors will be installed to the gym. There will be new doors in the entries and new carpet in entry areas. The Borough is putting in a new roof. This is why the north end parking lot is closed today as there is a dumpster coming.
22. Mrs. Dahlman is looking forward to the end of the school year. Nicole Sheldon asked how our 6th grade class looks for next year. Linda said it is currently full with about 6 students on the wait list. There are approximately 5 5th graders on the fence about leaving KSAS. If the 6th grade wait list is depleted, we will replace open slots with 5th graders.

23. BOARD

24. Terrah Amend noted that the Back to School BBQ is usually the day before school begins in August. Our APC meeting would be at 4:00, the Meet the Teacher at 5:00, and the BBQ at 6:00. Mrs. Dahlman and Mrs. Cowgill mentioned that the musicians who came last month will be here for our entertainment on August 19th. They are from Anchorage. Terrah said our students responded to their music with swaying and snapping. They will bring amps so they can be heard by everyone during the BBQ.
25. When Terrah was at the vet's office, the lady working there had a child that attended KSAS and she gave such compliments. Kaleidoscope can pull a name out of a hat and we can teach them to their highest ability, no matter what. We set an example for other schools.
26. Terrah Amend is excited about this new Board as change is healthy. She's looking forward to the end of school activities and the new year coming.

27. DISCUSSION ITEM: Set a date to review charter application

28. Robin Dahlman asked for a 2 hour block of time to meet between June and early August. There will be a public meeting, a work session, etc. Work has been done on the TPR, enrollment, the opening section, and inside of that one is where the policy lives. Our school uses this as a back-up (for attendance, discipline, etc.). The APC should understand ALL policies but the charter review committee will meet this summer. The application committee will look at it first and by then we are at the week of June 10. A work session is set for June 11 from 9:00 to noon.

29. PUBLIC COMMENTS:

30. Linda asked if Connie is on the Board next year. Yes, that will be the 4th year of her appointment.

31. BOARD COMMENTS:

32. Jennifer Moss is excited about the next 2 years of being on the Board.

33. **ADJOURN:** Meeting was adjourned at 4:46

The next scheduled meeting is August 19th at 4:00 p.m.

Kaleidoscope School of Arts and Science

APC Meeting Minutes

May 18, 2012 – 4:00 p.m.
Special Meeting

APC MEMBERS PRESENT: Jeremy Hamilton, Sam Satathite, Terrah Amend, Janice Villegas, Elaine Larson, Nicole Shelden, and Joy Harper.

GUESTS PRESENT: Robin Dahlman, Linda Hibberd, Jan Marquis, Rinna Carson, Kim Fields, Kelli Stroh, Maria Calvert, Jessica Bookey, Julie Stephens, Dave Knudsen, Christie Holmes, Marianne Kasch, Michelle Olson, MK Knudsen, Jan Darch, Misty Hamilton, Nancy Lafferty, Stacey Weeks, Sara Boersma, Robyn Zinszer and Sandy Jackson.

1. **CALL MEETING TO ORDER:** Jeremy Hamilton called the meeting to order at 4:04 p.m.
2. **APPROVAL OF AGENDA:** Unanimous approval after removing approval of minutes
3. **APPROVAL OF MINUTES:** None available
4. **PUBLIC COMMENTS:** None
5. **REPORTS:** None
6. **DISCUSSION ITEMS: Classroom Configurations for 2012-2013**
 - a. Mrs. Dahlman explained the purpose of this meeting is to inform and allow feedback for staff recommended configurations for next year, based on student need. In balancing classes, there may be changes in having a straight grade and a multi class for each grade level. Changing to multi classes only for 3rd / 4th grade and 5th / 6th grade is being considered. The positive aspects of this type of move outweighs the negatives. A school wide move to all multi grade classes will not happen until training has taken place. This move is in accordance with our charter. Mrs. Dahlman requests feedback from the APC if the multi classes are put in place.
 - b. Janice Villegas asks how it is known that this is needed and that if parents understand the reasons behind such a move, it would probably gain support. Mrs. Dahlman spoke of classroom challenges this year where students could have benefited from having role models in older students.
 - c. Terrah Amend is concerned with the short timing for this decision as the Student Placement forms were due today. Joy Harper said this is one reason for today's meeting. The staff understands this is our community and we need everyone's input. Our 5th / 6th configuration needs to be more fluent from year to year.

- d. Elaine Larson explained that in the past, parent meetings were held to create a clear understanding of multi classes. Presently we have 36 kindergarteners. Twenty four will move to a straight 1st grade while the other 12 move to a 1st / 2nd multi class (2 year placement). The 36 1st graders moving to 2nd grade will have 24 2nd graders moving to a straight 2nd grade class while the remaining 12 will be in the 1st / 2nd multi class. Parents are a great asset to our school and we aren't wanting to cause them any concern about a possible change.
- e. Mrs. Dahlman will not implement this change without the support of the parents and the school community. This type of change is driven by the numbers of students in 5th and 6th grade, plus the greater need for multi with our 3rd and 4th graders.
- f. Terrah Amend asks if it were possible for a 3rd grader in a multi class to move to another class for 4th grade. It is possible although teachers would not automatically move a child without good reason. The parent would have to support such a change.
- g. Joy Harper mentioned that students in a straight 1st grade class most often progress through the grades with the same students. By mixing them up a little each year, there will be more of a sense of community.
- h. Jan Darch appreciates the many benefits of a multi class and would like to grow a child for 2 years rather than having them for one year and starting over with a new child the next year.
- i. Kelli Stroh has taught the multi 3rd / 4th grade class. She explained that there is always a birth order where youngers do certain things while the olders move to different things that are looked forward to. By moving to 3 multi classes, parents will have 3 choices of classrooms.
- j. Julie Stephens teaches 5th / 6th multi and finds that you can't tell which child is in which grade because they blend so well and work together as one.
- k. Maria Calvert respects the classroom teacher's opinions as they are experts. She trusts that if this is their recommendation, she supports the decision. She has only found positive results in her research.
- l. Robyn Zinszer stressed the point that multi age is our world and it's a common way of learning through life. She would love to have students for 2 years.
- m. Nancy Lafferty reiterated that this is not a definite decision, it's still purely discussion. A teacher can save 3 to 6 months by already knowing the child. Only 12 students per grade have the opportunity for the multi classes so few have this choice and it will stay that way as the child progresses from grade to grade.

- n. Marianne Kasch had one third of her class be new to Kaleidoscope last year and that was huge! One third of her students knew her (extremely helpful), while the other third came from Mr. Knudsen's class. You teach to the child, no matter what level they are. Math would be the exception. Mrs. Dahlman explained that the SBA scores show 85% for all subjects being proficient. Students are evaluated per their grade level by the state. Tonight is an open discussion. Changing the whole school now is not on the table but mainly 3rd / 4th grade is looking for a decision.
- o. Misty Hamilton's children have been involved with many kinds of classroom configurations. It is bothersome to think of her child having only 4 elementary teachers. All of the Kaleidoscope teachers are amazing and it's a loss to only experience 4 as they each bring their own strengths to the classroom. She is concerned if only 1 or 2 children are moved to another class while the rest of the class remains together.
- p. Christie Holmes explained that one reason she had for enrolling in Kaleidoscope was parent choice. If students benefit so much more in a multi class, what problems are her children having by having been in straight grade classes? She pointed out that if you have a low scoring student in the lower grade and a high scoring student in the upper grade, there is a larger gap than in a straight grade class. Mrs. Harper believes she can meet the needs of these type of students better in differing ages and abilities and that the older students are helpers and models.
- q. MK Knudsen mentioned that a student would benefit from all teachers in those grades without being limited to only your one teacher in a straight class. In looking at our integration and curriculum, the multi classes fit nicely.
- r. Nicole Sheldon feels that all students are strongly challenged. Kelli Stroh believes the students just do whatever level they need to without strictly going by grade level.
- s. Rinna Carson believes that student needs should be considered first, with the parent comfort level second. She defers to the staff opinion as they are experts, and if this is a need, act on it now. Jeremy Hamilton knows that parents enjoy choices even when you trust your staff. We have the APC Board because parents have a say.
- t. Sandy Jackson supports the multi age classroom. Her son gets exposed to more teachers than just one.
- u. Sara Boersma supports her own child being in a muti age classroom for 2 years but would like this started in 1st and 2nd grade rather than waiting until 3rd or 4th.
- v. Dave Knudsen works with Jan Darch and Kelli Stroh and has heard Mrs. Stroh pointing out students taking the lead. They have been aware for quite a while of the benefits of multi age classrooms.

- w. Stacey Weeks looks forward to shuffling her child's classrooms as they have been together from the beginning.
- x. Jessica Bookey appreciates that the parents have a choice in the placement of their child but the parent request is at the bottom of the items considered in teacher placement. This placement form needs to be changed. It was suggested that the parent speak to the current teacher about where they would like their child to be placed next year.
- y. Jan Marquis questioned how we would change back to straight classes if it's needed? With 72 students involved in 3 split classes, how would you decide who then goes to a straight 5 or a straight 6 or to the multi? She is offended in hearing about "this group" of 3rd / 4th graders who need some mixing up. Jan doesn't feel there was enough input tonight for a decision. She feels short changed as this conversation is happening at the end of the school year. Mrs. Dahlman explained that this came up at a staff meeting 2 days ago and doesn't want to consider implementing a change without being prepared with parent input.
- z. Kim Fields said that hours go into designing class lists as they look at what is best for the child.
- aa. Jeremy Hamilton coaches and sees the younger kids on a team play "down" while the olders have more confidence and shine. Perhaps this doesn't transition into a classroom setting. Janice Villegas does not see this happening in the classroom.
- bb. Elaine Larson splits her classes by grades but can't differentiate the skills with varying grades in the short time she has them.
- cc. MK Knudsen pointed out that Strategic Planning is coming up and differing configurations could change the outcome. Jeremy Hamilton agrees that this should be part of a long range plan, not short range.

7. ACTION ITEMS: None

8. PUBLIC COMMENTS: None

9. BOARD COMMENTS:

- a. Jeremy Hamilton doesn't believe everything should be at the convenience of teaching and is disappointed that if this has been discussed for a couple of years, that this is the first he's hearing of it. This is an advisory item only though and the APC does not vote on it. He understands this was a lot of information in a short time frame for such a large decision. He pointed out that we advertise our school one way but may be offering something different.
- b. Elaine Larson is torn as it needs to be what's best for the kids but the time frame is too fast without a plan in place. It needs to be structured to benefit all kids.

- c. Nicole Shelden loves that each parent has a choice. Every teacher has strengths so whatever happens will be great.
- d. Terrah Amend commented to the parents coming tonight to voice their concerns and feelings of philosophy. She enjoyed so many staff attending and voicing their opinions tonight. Appears that the staff sees a positive move and took it to the public before moving forward and that is appreciated.
- e. Robin Dahlman thanked everyone for the questions and realizes this could be a fast decision. She's aware there will be lots of questions and agrees that making a plan is best. Decisions should be thoughtfully and deeply made. She asks the Board for guidance to take back to the staff. She understands that before committing to changing the current configuration, we would offer community meetings to build understanding. The professionals in this school are tasked to do what's best for students. She does not want a divide between the staff and the parents.

10. EXECUTIVE SESSION: None

11. ADJOURN: Meeting was adjourned at 5:55.

The next scheduled meeting is August 20th at 4:00.

-----Minutes from 2012-2013 meetings will be inserted on pages 7-50-----

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 →

(a) A copy of the signed charter school contract with the District is included in this proposed document.

*****see Appendix 2a.*****

(b) The roles and responsibility of the academic policy committee and its members are clearly laid out in the committee bylaws. The APC reviews current curriculum, new curriculum options, and supports professional development and training for the staff. The APC hires the school administrator and conducts annual administrator performance review evaluations. The APC chairperson annually signs on agreed contract with site administrator. The responsibilities of the Academic Policy Committee regarding provisions of the law are fully addressed in the Academic Policy Committee bylaws. The APC operates in accordance with Alaska Statutes:

1. AS 14.03.250-14.03.290

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

2. Sec.14.03.250

(c) the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school.

The Academic Policy Committee minutes from the 2012-2013 School Year are included in Section I of this document.

(c) The charter school operates within the bounds of all the currently applicable statutory and regulatory requirements. Our Academic Policy Committee is required to participate in board training annually per the direction of our school’s APC bylaws Article IV, Letter I. A copy of the APC Bylaws follow.

BYLAWS

KALEIDOSCOPE SCHOOL OF ARTS AND SCIENCE CHARTER SCHOOL

MISSION STATEMENT

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

ARTICLE 1

NAME

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

ARTICLE 2

PURPOSE/OBJECTIVES/GOALS

- A. To establish and perpetuate a school which will provide a safe learning environment unifying the efforts of parents, staff, and students to:
 - 1. Support high quality, rigor infused instruction through integration of Arts and Science
 - 2. Encourage the school community (staff, students, parents, community) to analyze, investigate and synthesize information through use of inquiry, dialogue and reflection
 - 3. Facilitate positive attitudes for students to become participating citizens in society
- B. To oversee the financial responsibility of the school.
- C. To conduct its affairs in accordance with the mission statement above.
- D. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws.

ARTICLE 3

GENERAL MEMBERSHIP/MEMBERSHIP MEETINGS

- A. KSAS membership consists of parents or guardians (hereinafter “parents”) of current KSAS students, KSAS staff, and community members appointed by the APC.
- B. General Membership meetings shall be held at least 6 times a year (approximately one time per month) to discuss APC affairs. The meeting times and dates are to be set by the APC, preferably at the first meeting of

- each semester. All regular meetings are open to the public. Agenda will be posted in accordance with public meeting law.
- C. The quorum for action at an APC meeting is five APC Board members. Action would require a unanimous vote if only the minimum number of members is present for a quorum.
 - D. Special meetings may be called, and notice of the meeting must be given 72 hours in advance. Action at the meeting is to be limited to the purpose stated in the notice.
 - E. Executive meeting may be held to discuss any one or more of the following:
 - a. Attorney client matters
 - b. Acquisitions, leases, rentals, or sale of property
 - c. Contract proposals or negotiations
 - d. Confidential or sensitive personnel matters involving the administrator

ARTICLE 4

APC BOARD

- A. Shall consist of the following:
 - 1. 7 voting members:
 - 3 parent representatives
 - 3 certified teacher representatives from KSAS
 - 1 community representative
 - 2. Current school administrator appointed by the APC to the board and serve as a voting member in case of tie votes only.
- B. Terms
 - 1. Parent Representatives
 - a. Nomination forms for Parent Representatives will go out in February. Nomination forms will be accepted in a designated place and marked with a time and date stamp agreed upon by the APC board. If no nominations are received by the deadline, APC will extend the deadline and advertise to the community.
 - b. All nominations meeting the criteria below will be listed on the ballot. Ballots with attached biographies will be sent home in March not in conflict with Spring Break. Each designated household will receive one ballot. Additional ballots may be requested by guardians from the site administrator.
 - c. A written ballot certified by an outside accounting firm will determine selection of parent representatives by the end of April.
 - d. Representative(s) will be seated by May APC meeting.
 - e. Parent representative seats must be filled by parents or guardians of students currently attending the school.
 - f. Only one parent per family may serve on the APC simultaneously.
 - g. Parent representative seats may not be filled by a spouse of a contracted employee of the school.
 - h. Parent seats may not be filled by contracted employees of KSAS.
 - i. Should a parent representative or spouse become a contracted employee of KSAS, their position as an APC board member will cease. (see ARTICLE IV, Section B., #7)

- j. Parent representatives will serve two-year terms, with a maximum of two consecutive terms.
- k. Terms will be staggered to maintain consistency of the board.

2. Teacher Representatives

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

3. Community Representative

- a. The intent of the position is to provide a bridge and a perspective between the school and the community with emphasis on Arts and/or Science.
- b. APC Board will appoint a nominating committee to seek a potential community representative.
- c. The community member will be selected and appointed by the APC Board for a two-year term.
- d. Community representative will serve two-year terms, with a maximum of two consecutive terms.
- e. If possible, this member should be from the Arts and Science community.
- f. The community representative may not be a spouse of a contracted employee, a parent of an enrolled student, or a .5 or more contracted employee of KSAS.

4. Administrator

- a. Fulfilled by current appointed School Administrator.

5. Attendance

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

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

C. Duties

1. Chairperson

- a. The APC will elect a Chairperson at the seating of the board by the end of May.
- b. The Chairperson shall preside at all meetings of the APC Board, and shall have the duties (i.e. organizing meetings and events, communication with all stakeholders, developing agendas and/or posting meeting notices, liaison with administrator, etc.) and powers normally given to that office, in addition to those particularly specified by these Bylaws.
- c. The Chairperson will be held by a parent.

2. Vice-Chairperson

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

3. Secretary

- a. The APC will elect a Secretary at the seating of the board by the end of May.
- b. The Secretary is responsible for distributing minutes at the meeting and giving notice of all future meetings.
- c. The Secretary shall keep a record of all meetings of the board and shall have all the duties and powers normally attributed to the office of Secretary, particularly centralizing all public documents pertinent to the school Charter.
- d. The Secretary will be held by a parent.

4. Teacher/staff representative

- a. The teacher/staff representative will attend APC meetings.
- b. The teacher/staff representative will provide staff committee reports to the APC in a timely manner.

5. Community representative

- a. The community representative will attend APC meetings.
- b. The community representative should inform APC of community events supporting the KSAS mission.

6. Administrator

- a. The Administrator will attend APC meetings.
- b. The Administrator will report to the APC in a timely manner on the budget, academic operations and any other operations pertaining to the school.
- c. The Administrator will present any changes to the currently approved FY budget to the APC for review and possible approval.
- d. The Administrator will present a proposed plan for any funds available beyond the agreed current FY budget. This needs APC approval.
- e. The Administrator will present to the APC a single expenditure \$5,000 or above that would be drawn from the Equipment Fund for approval.
- f. The Administrator will arrange for minutes to be recorded.

7. Specific Duties of the Board

APC Board:

- a. Supervises the academic operation of KSAS to ensure the alignment to the mission.
- b. Is accountable to the KPBSD School Board in accordance to AK Charter School Law.
- c. Will conduct meetings following Robert’s Rules of Order.
- d. Reviews and approves annual budget, enrollment, legal contracts, policies, and procedures aligned to the KSAS Charter.
- e. Meets to discuss operations, to hear reports and updates from Board members and committees, and to consider requests and concerns from parents, students, staff and community members.
- f. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC Board shall maintain a topic agenda of all executive sessions.
- g. May recommend removal of a Board member, with an affirmative vote for removal by 5 out of 6 voting members of Board. The APC member whose removal is under consideration shall not participate in, nor be calculated in the percentage of such a vote.
 - 1. Immediate action will be taken in a meeting organized and posted by the APC.
 - 2. The APC may seek legal consult.
- h. The APC Board shall meet at least 6 times a year.
- i. A review of the KSAS bylaws will occur in September of each year. Board training should occur every year with a trainer experienced in policies and procedures of volunteer/elected boards.

ARTICLE 5

ADVISORY COMMITTEES

- A. The APC Board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of an

- advisory committee must be submitted to the Board for official action. The Board shall have power to create or dissolve any advisory committee and shall reserve the right to exercise this power at any time during the life of the committee.
- B. Committees shall be formed as needed and serve at the pleasure of the Board.
 - C. Each committee shall provide a report to the APC Board at scheduled meetings.

ARTICLE 6
NOTICE OF MEETINGS

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

ARTICLE 7
TRANSACTION OF BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 8
BYLAWS

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

ARTICLE 9
RECORDS

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

ARTICLE 10
DISSOLUTION

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

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) Yes, Kaleidoscope School of Arts and Science (KSAS) has continued to meet its academic goals. This is evidenced by use of a variety of developmentally appropriate and holistic measurements in addition to performing at a high success rate on state required assessments. All teachers plan according to the adopted state of Alaska standards for grades K-6 in the context of the integrated thematic year-long conceptual learning and themed quarterly units.

(b) KSAS has continued to demonstrate progress while participating in statewide Standards Based Assessment over the past five years. Evidence that the school meets and/or exceeds state proficiency levels is included in the charts in this section. Additionally, our schools ASPI rating sheet is also included reflecting a “Five Star” rating.

*****see Appendix 3b.*****

(c) Because of the design of continuous growth, we have multiple sources of data which provide indication of students demonstrating success academically. In addition to the statewide assessment, KSAS participates in other state and district assessments relevant to our students in grades K-6 and in alignment with our school’s mission and philosophy. Examples of these assessment instruments include CBM (Curriculum Based Measurements), Bangor Assessment of Reading at Grades 1 and 2 to assess students in Reading Comprehension and individual portfolios are also maintained for each student in our school. Teachers also use a summative school developed reading comprehension assessment patterned after the Bangor Assessment at Grades 3-6. Based on the continuous success of our students, our school will participate in district assessments according to professional discretion as they align with the vision and mission statements of our school.

*****see Appendix 3c..*****

(d) KSAS uses its assessment data to drive instructional decisions for all students. We analyze data obtained through anecdotal records, informal observations, progress on continuous growth models, and a variety of other tools and strive to have all students exhibit constant academic growth. Assessments are aligned to our instructional design.

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

(e) Our school utilizes a student portfolio to help teachers assess the growth of students during each school year and from year-to-year. All grade levels keep samples of writing, a mathematics assessment and samples of projects completed. Writing assessments are scored using the Six Trait assessment rubric. Formative classroom assessments are scored based on a predetermined rubric.

PRELIMINARY 2013 DATA

SPRING 2013 - Standards Based Assessment (SBA) Kenai Peninsula Borough Schools

Kaleidoscope School of Arts & Sciences

Total Numbers and Percentages of Students
Scoring Above and Below Proficiency

To view data disaggregated by the subgroups of race/ethnicity, gender, disability status, LEP status and Low Income status, select the "Groups" link located at the end of each row. Only those subgroups that have representation in the population being queried will be displayed.

| Grade 3 | | | | | | | | |
|-------------|-----------|---------------------|-------------------------|----------------------|-------------------------|------------|--------------------|--------|
| Subject | Test Year | Advanced/Proficient | | Below/Not Proficient | | Enrollment | Participation Rate | Groups |
| | | Count | Percentage ¹ | Count | Percentage ¹ | | | |
| Reading | 2013 | * | 90% or more | * | 10% or fewer | 34 | 100.00% | Groups |
| Writing | 2013 | * | 90% or more | * | 10% or fewer | 34 | 100.00% | Groups |
| Mathematics | 2013 | * | 90% or more | * | 10% or fewer | 34 | 97.06% | Groups |

| Grade 4 | | | | | | | | |
|-------------|-----------|---------------------|-------------------------|----------------------|-------------------------|------------|--------------------|--------|
| Subject | Test Year | Advanced/Proficient | | Below/Not Proficient | | Enrollment | Participation Rate | Groups |
| | | Count | Percentage ¹ | Count | Percentage ¹ | | | |
| Reading | 2013 | 33 | 91.67% | 3 | 8.33% | 36 | 100.00% | Groups |
| Writing | 2013 | * | 90% or more | * | 10% or fewer | 36 | 100.00% | Groups |
| Mathematics | 2013 | * | 90% or more | * | 10% or fewer | 36 | 100.00% | Groups |
| Science | 2013 | 31 | 86.11% | 5 | 13.89% | 36 | 100.00% | Groups |

| Grade 5 | | | | | | | | |
|-------------|-----------|---------------------|-------------------------|----------------------|-------------------------|------------|--------------------|--------|
| Subject | Test Year | Advanced/Proficient | | Below/Not Proficient | | Enrollment | Participation Rate | Groups |
| | | Count | Percentage ¹ | Count | Percentage ¹ | | | |
| Reading | 2013 | 37 | 90.24% | 4 | 9.76% | 41 | 100.00% | Groups |
| Writing | 2013 | * | 95% or more | * | 5% or fewer | 41 | 100.00% | Groups |
| Mathematics | 2013 | 38 | 92.68% | 3 | 7.32% | 41 | 100.00% | Groups |

| Grade 6 | | | | | | | | |
|-------------|-----------|---------------------|-------------------------|----------------------|-------------------------|------------|--------------------|--------|
| Subject | Test Year | Advanced/Proficient | | Below/Not Proficient | | Enrollment | Participation Rate | Groups |
| | | Count | Percentage ¹ | Count | Percentage ¹ | | | |
| Reading | 2013 | * | 90% or more | * | 10% or fewer | 32 | 100.00% | Groups |
| Writing | 2013 | * | 90% or more | * | 10% or fewer | 32 | 100.00% | Groups |
| Mathematics | 2013 | * | 90% or more | * | 10% or fewer | 32 | 100.00% | Groups |

* Results cannot be published without releasing personally identifiable information.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

ASPI Rating: *****

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013

School Grade Span

School District **Kenai Peninsula Borough School District**

School **Kaleidoscope School of Arts & Sciences**

KG - 6

| | | | | | |
|-----------------------------------|------------------------|----------------------|----------------------------|-------------------------------|---|
| Participation Rate Grades 3-10 | Number Enrolled 143 | Number Tested 143 | Participation Rate 100% | Met Participation Rate Yes | Points None, acts as a trigger to achievement denominator. |
|-----------------------------------|------------------------|----------------------|----------------------------|-------------------------------|---|

| K-8 Performance | | | | | | | Points | Weighting | ASPI Points |
|---|------------------|------------------|------------------|-----------------------|------------------|----------------|-------------|--------------|-------------|
| Academic Achievement | Reading | | Writing | | Math | | 95.00 | 0.35 | 33.25 |
| | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | | | |
| | 133 | 93% | 139 | 97% | 136 | 96% | | | |
| School Progress <small>(Subgroup must have 5+ students to be considered)</small> | Growth All | Growth-AK Native | Growth-Econ Dis | Growth-w/Disabilities | Growth-LEP | 100.00 | 0.4 | 40.00 | |
| | 100.00 | 100.00 | 100.00 | 100.00 | N/A | | | | |
| Attendance Rate | 94.38% | | | | | 95.00 | 0.25 | 23.75 | |
| Total K-8 Points | | | | | | | 1.00 | 97.00 | |

| 9-12 Performance | | | | | | | Points | Weighting | ASPI Points |
|---|------------------|-------------------|------------------|-----------------------|------------------|----------------|-------------|-------------|-------------|
| Academic Achievement | Reading | | Writing | | Math | | N/A | 0 | 0.00 |
| | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | | | |
| | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| School Progress <small>(Subgroup must have 5+ students to be considered)</small> | Growth All | Growth -AK Native | Growth-Econ Dis | Growth-w/Disabilities | Growth-LEP | N/A | 0 | 0.00 | |
| | N/A | N/A | N/A | N/A | N/A | | | | |
| Attendance Rate | N/A | | | | | N/A | 0 | 0.00 | |
| Graduation Rate | 4 Year | | 5 Year | | | N/A | 0 | 0.00 | |
| | N/A | | N/A | | | | | | |
| College Career Readiness | N/A | | | | | N/A | 0 | 0.00 | |
| WorkKeys Participation | N/A | | | | | N/A | 0 | 0.00 | |
| Total 9-12 Points | | | | | | | 0.00 | 0.00 | |

^ - Results are suppressed to protect individual confidentiality.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Printed 09/05/2013

| | |
|------------------------|--------------|
| K-8 Enrollment Ratio: | 1.00 |
| 9-12 Enrollment Ratio: | 0.00 |
| ASPI Score | 97.00 |

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) The Kaleidoscope School of Arts and Sciences (KSAS) is a public elementary charter school that will develop student academic and life skills through the integrated study of arts and sciences. Like all Alaska charter schools, the KSAS offers a free, public, and unique choice within the Kenai Peninsula Borough School District system for innovative instruction focusing on student achievement, creative problem solving, life-long learning, and parent involvement. Kaleidoscope School of Arts and Science ensures equal and bias-free access for all students, facilities, courses, programs, activities and services. We follow District guidelines that ensure non-discrimination policies with regard to race, gender, national origin, color, disability or age. Age appropriate curriculum, programs and activities are available to all students. Students have access to Special Education services, including Gifted and Talented programs. The KSAS Enrollment Procedures and Lottery Guidelines are included in section 5, Admission Procedures.

Special education data regarding the number of students served are included as documentation in this section. KSAS provides speech and language services, services for learning disabled students, students for health impaired students, students with 504 accommodation plans, students who have LEP plans and gifted and talented qualified students. Additional information can be found in Section 13(e) on page 161 of this application.

(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 student performing below proficiency levels is referred to the school intervention team. The Intervention Team process provides for recommendations for targeted accommodations, specific skill building activities, enrichment programs, before and/or after school tutoring, or consideration for possible determination to participate in Special Education programs. Intervention team meetings occur on a regular basis and the meetings are chaired by a classroom teacher. Students

referred for intervention have an intervention plan, have regular classroom monitoring, receive specific instruction according to their plan and are monitored on a regular basis. District policy on intervention is as follows:

BP 6164.5 Intervention Teams

KPBSD Policy Manual

BP 6164.5

Instruction

INTERVENTION/ASSISTANCE TEAMS

The School Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties.

The Superintendent will establish Intervention teams at each school site to address the unique needs of students. The Intervention team shall consider the unique educational needs of students including any student considered for, or requesting, retention, acceleration, early graduation, 504 accommodations or placement in an alternative school setting. The Board expects that the Intervention team will improve communication within the school and support teachers in working with the student.

(*cf.* [5144](#)- Discipline)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 1/16/06

AR 6164.5 Intervention Teams

KPBSD Policy Manual

AR 6164.5

Instruction

INTERVENTION TEAMS

The principal at each school shall:

1. Select a coordinator who will set Intervention team meeting times and procedures, while attempting to minimize interruptions of the instructional program.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a special education or related service referral.
3. Design provisions for:
 - a. Contacting parents/guardians.
 - b. Observing the student in the problem setting.
 - c. Collecting background information.
 - d. Helping the student and parent/guardian prepare for the meeting.
 - e. Bringing in other school or District resource personnel.

Members of individual Intervention teams may include:

1. The principal.
2. Resource teachers or specialists: psychologists, nurses, school counselors, ELL staff, categorically funded staff, department chairpersons, speech and language specialists.
3. One or more of the student's teachers or previous teachers.
4. The student's parents or guardians, and the student if appropriate.
5. Representatives of community or law enforcement agencies, if appropriate.

Intervention/Assistance Team Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial Intervention/Assistance team meeting shall always begin by discussing the student's strengths. His/her needs shall be described as precisely as possible, and a plan for resolving these needs shall be developed.

A follow-up meeting shall be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT Adoption Date: 7/12/2010

(c) Parents are informed of their child's performance on a regular basis through prescheduled report card distribution, regularly scheduled parent conferences and through assessment result distribution channels. State assessment results are mailed to each parent. Parents meet with classroom teachers in a parent-teacher conference format a minimum of two times per year to review assessment data and student progress. Parent surveys reflect a positive review of communication, assessment reporting and conferences. Because of the continual challenge to summarize a student's progress on one form, our report cards are considered for revision annually to best reflect the most pertinent information that reflects appropriate student individual growth. Included in this section are copies of the report cards for all grades.

(d) Student assessment participation results indicate 100% participation in all categories. Documentation is included in this section.

(e) A comparison is made between KSAS assessment scores and the District's assessment data. Documentation of this comparison is included in this section.
*****see Appendix 4e.*****

(f) The charter school has made a comparison between KSAS assessment scores and the state's assessment scores. Documentation of this comparison is included in this section.
*****see Appendix 4f.*****

(g) The District and KSAS has shown disaggregated scores across all categories. Documentation of this report is provided in this section.
*****see Appendix 4g.*****

(h) The school provides professional development that is driven by student assessment data. Professional development is designed to meet the needs of the students as evidenced by assessment data. For example, our focus this year for professional development has centered on one of our twelve unique features. Because over fifteen percent of our certified staff are new to our school in

the last two years, it was most appropriate to provide professional training in the *Highly Effective Teaching* model. As referenced previously in our application, we utilize the key elements of this model to create a positive learning environment for our students, staff, families and community. Our professional development committee meets monthly to refine the intentional focus of our schoolwide professional development. We have found that because students are immersed in a rich, connected learning environment, we continue to have high success in academic achievement. Additionally, we have focused on calibrating our evaluation of writing. This was an excellent use of professional time to converse and adjust rubrics, if needed to align to the AK State English Language Arts standards. In our school's strategic plan, we have identified a curriculum review to occur each year so that our professional development aligns to the most current set of standards; that our curriculum supports are aligned and to use teaching methods that will connect students to learning the expected outcomes.

(i) The school implements a school plan to demonstrate progress over time. Teachers meet in teams once per week and teachers conduct formative assessments in the classroom on a daily, weekly and monthly basis. Student portfolios documenting growth are kept for each student. Students not meeting proficiency are monitored through assessments either weekly or bi-monthly. Professional development includes regular weekly discussions and monthly training. We have used consultants and agencies to assist us in review of our instructional practices, learn new instructional techniques and planning methods and lesson planning and training. Trainings have been presented using the philosophies of the Susan Kovalik model of *Highly Effective Teaching*, state and local professionals and staff members who have designed training in content area utilizing *Highly Effective Teaching* practices.

Special Education Data:

| | |
|--|-----------|
| Principal's SPED Check Off List | 8/21/2013 |
| Below is a list of students with active IEPs and their corresponding case managers within your building as of 8/21/13. Once the case managers have informed the necessary general ed teachers of the appropriate information, they are to sign off on those students with IEPs. When this list is complete, retain a copy for your file and submit the list to Darla Wales, Pupil Services Secretary. | |

Kaleidoscope School

Total SPED Students: **28**

Samples are on the following pages.

Kaleidoscope Assessments Sample List

1. Quarterly demonstration of learning through projects, performances, and portfolios
2. Individual student portfolio binders
3. Reading-
 - Literacy Assessments, running records, CBM
4. Writing-
 - Developmental writing rubrics K-2, Six Traits, Analytical writing scoring
5. Spelling-
 - Developmental word list K-6
6. Math-
 - *Everyday Math* (End of Unit Assessments, mid-year and end of year assessment)
7. Art-
 - Quarterly art assessment
8. Science-
 - Authentic Rubric created from content, Science Journals, Quarterly integrated unit assessment

Comments:



STUDENT NAME:

SCHOOL YEAR:

CURRENT GRADE: Kindergarten

TEACHER:

| ATTENDANCE | 1 | 2 | 3 | 4 |
|--------------------------|----------------------------------|--------------------------|------------------------------|--------------------------|
| Days Enrolled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Days Present | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Days Absent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Times Tardy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conference Attendance | Oct/n/d <input type="checkbox"/> | | Feb <input type="checkbox"/> | |
| Placement for Next Year: | <input type="checkbox"/> | | | |

Yearlong Theme: The World From Where We Stand

A Brand New Path Pathways Within



Making Tracks



Footprints Then and Now



Assessment Key

C= Consistent Growth- Consistently demonstrates the skills/ behaviors that are appropriate for the student's developmental level; may be above grade level or on grade level and demonstrating high interest in learning at a deeper level
 P= Progress-Progressing toward demonstrating the expected skills/ behaviors that are appropriate for the student's developmental level, most of the time; on grade level
 E= Emerging- Appropriate skills/ behaviors for student's developmental level are beginning to emerge or are not yet evident; approaching the standard
 X= Explored- Explored, not yet evaluated for growth

| Quarter | 1 | 2 | 3 | 4 |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| LIFELONG GUIDELINES | | | | |
| Active Listening | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trustworthiness/ Truthfulness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| No Put-Downs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal Best | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPECIAL CLASSES | | | | |
| Physical Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Science Lab | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PRIMARY MATHEMATICS E= Emerging P=Progressing C= Consistent

Quarter 1

- ___Compares lengths of 2 objects
- ___Count 1- 10 objects
- ___Identify and name a triangle & circle
- ___Identify symmetrical objects
- ___ Reads numbers 1- 10

Quarter 2

- ___Count 1- 12 objects
- ___Read numbers 1-12
- ___Compare numbers 0- 20
- ___Create, extend, describe 2 and 3 part patterns
- ___Count by 1s to at least 30
- ___Count backward
- ___Recognize and name shapes
- ___Use rules to sort a collection of objects

Quarter 3

- ___Sequence events and describe time periods of the day
- ___Read and write 2 digit numbers
- ___Make reasonable estimates
- ___Answer questions based on a graph
- ___Count by 10s
- ___Identify pennies, nickels, dimes
- ___Use nonstandard measuring tools and units to measure length
- ___Use attribute rules to find objects
- ___Use the basic probability terms

Quarter 4

- ___Identify names and values of coins
- ___Identify addition and subtraction stories
- ___Recognize +, -, *
- ___Add small numbers
- ___Compare and order numbers
- ___Use manipulatives to model numbers
- ___Identify 2 and 3 dimensional shapes
- ___Read and write 2 digit numbers
- ___Counts by 1s to _____

* Students move to the next phase when all accomplishments are demonstrated

| Phase 1 | Phase 2 | Phase 3 |
|---|---|---|
| <p>Role Play</p> <ul style="list-style-type: none"> Knows how books work: right side up & front to back Chooses books to listen to or look at Focuses on a story Makes up a story when looking at the pictures of a book Recognizes own name or part of it in print Recognizes some environmental print and symbols <p>Comprehension:</p> <ul style="list-style-type: none"> Makes personal connections to stories Retell story from memory; does not need to be sequential Realizes that print carries a message, but may read the writing differently each time Responses reflect understanding | <p>Experimental</p> <ul style="list-style-type: none"> Identifies some capital & lower case letters in random order Recognizes the difference between letters, words, and sentences Recognizes a few basic sight words (e.g., the, a, is, I, my, you, are) Reads signs & labels in classroom surroundings Begins pointing to words Begins to identify sounds in spoken words Uses patterns of language to predict words or phrases <p>Comprehension:</p> <ul style="list-style-type: none"> Realizes that print carries a constant message Recalls details, retells, & makes predictions while listening to a story Uses prior knowledge of context & personal experience to make meaning Begins to predict what will happen next in a story Listens to & retells stories in a sequence | <p>Early Reading</p> <ul style="list-style-type: none"> Reads frequently-used words, including all from the sight word list Identifies all letters & letter sounds, including lower case Locates words from sources such as word banks and environmental print Reads unfamiliar text carefully by focusing on words Begins to use a variety of strategies to solve unfamiliar words such as picture cues, reading on, etc. Relies heavily on beginning letters and sounding out words for word identification (graphophonic strategies) Uses pictures cues and knowledge of context to check understanding of meaning (does the word sound/ look accurate? make sense?) <p>Comprehension:</p> <ul style="list-style-type: none"> Begins to comment on & question fiction & non-fiction text Identifies the main topic of a story or informational text and applies supporting information Recalls details, sequences events Makes & justifies predictions while reading Identifies a range of different text forms (e.g., letters, lists, recipes, stories) |
| <p>READING PHASE</p> <p>1 2 3 4</p> | | |
| <p>QUARTER</p> <p>1 2 3 4</p> | | |

| LETTER AND SOUND RECOGNITION | | | |
|--|--------------------------|--------------------------|--------------------------|
| /= Consistent Left Blank = Emerging | | | |
| | Capital | Lower | Sound |
| Aa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bb | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hh | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jj | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ll | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Qq | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rr | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vv | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ww | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Xx | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Yy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Zz | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

| | Quarter: 1 | 2 | 3 | 4 |
|--|------------|---|---|---|
| SOCIAL/ EMOTIONAL SKILLS | | | | |
| Appropriately enters into and sustains play with others | | | | |
| Works and plays cooperatively with others | | | | |
| Recognizes and expresses emotions appropriately | | | | |
| Solves problems/ peer conflicts independently | | | | |
| Attends to personal needs | | | | |
| Shows responsibility in caring for and cleaning up classroom materials | | | | |
| THE ARTS | | | | |
| Music | | | | |
| Drama | | | | |
| Movement | | | | |
| Visual | | | | |
| SCIENCE | | | | |
| Participates in scientific exploration | | | | |
| Records science information | | | | |
| Makes observations | | | | |
| THINKING PROCESSES | | | | |
| Inquiry: | | | | |
| Questioning and Investigating | | | | |
| Dialogue: | | | | |
| Observing and Describing | | | | |
| Comparing and Connecting | | | | |
| Reflection: | | | | |
| Reflection of self and experiences | | | | |

1st Grade Expectations

Name:

Reading Expectations:

- Uses initial letter cue to decode
- Sounds out to decode words
- Reads on when encountering difficult text
- Responds to questions which involve higher order thinking skills: prediction, inferential, and evaluative
- Makes predictions and is able to back them up
- Self-corrects when reading
- Rereads to clarify meaning
- Reads with fluency and expression

Proficiency:

| | |
|---------------------------------|----------------------|
| 1st Quarter Literacy Assessment | <input type="text"/> |
| 2nd Quarter Literacy Assessment | <input type="text"/> |
| 3rd Quarter Literacy Assessment | <input type="text"/> |
| 4th Quarter Literacy Assessment | <input type="text"/> |

CBM (*fluency – words read per minute*)

| | | | |
|--------------|----------------------|----------------------|----------------------|
| Range | Fall 6-31 | Winter 19-68 | Spring 40-97 |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Writing Expectations:

- Write using phonetic and standard spelling
- Writes in logical sequence with sense of beginning, middle and end
- Begins to use creative and descriptive words
- Communicates voice/feelings to an audience
- Uses some appropriate end punctuation and capitalization
- Writes using a variety of genres

Proficiency:

| | |
|------------------------------|----------------------|
| 1st Quarter Writing Level 7 | <input type="text"/> |
| 2nd Quarter Writing Level 8 | <input type="text"/> |
| 3rd Quarter Writing Level 9 | <input type="text"/> |
| 4th Quarter Writing Level 10 | <input type="text"/> |

End of Year Summary:

Kaleidoscope School of Arts and Science

549 N. Forest Drive, Kenai, AK 99611 - (907) 283-0804

2nd Grade Progress Report

Conceptual Key Point: Patterns
2012-2013



A Brand New Path



Pathways Within

The World from Where We Stand



Making Tracks



Footprints Then and Now

| Grading Scale | |
|---|----------------------------------|
| C = Consistent Growth | P = Progressing (on grade level) |
| E = Emerging | X = Explored/Not Evaluated |
| 3 = Outstanding Participation/Personal Best | |
| 2 = Consistent Effort 1 = Minimal Effort | |

| Reading | 1 | 2 | 3 | 4 |
|----------------------------|---|---|---|---|
| Reads on Grade Level | | | | |
| Comprehension | | | | |
| Fluency | | | | |
| Word Identification Skills | | | | |

| Writing | 1 | 2 | 3 | 4 |
|--------------------------------|---|---|---|---|
| Sentence Construction | | | | |
| Spelling | | | | |
| Capitalization and Punctuation | | | | |
| Applies Writing Process | | | | |
| Writes on Topic | | | | |
| Beginning, Middle and Ending | | | | |

| Math | 1 | 2 | 3 | 4 |
|----------------------------|---|---|---|---|
| Numeration | | | | |
| Operations | | | | |
| Measurement | | | | |
| Estimation and Computation | | | | |
| Algebraic Functions | | | | |
| Geometry | | | | |
| Statistics and Probability | | | | |
| Problem Solving | | | | |
| Communication | | | | |

| Arts | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|
| Visual Arts | | | | |
| Concert Attendance | | | | |
| Dance/Movement | | | | |
| Drama | | | | |
| Music | | | | |

| | | | | |
|--------------------|--|--|--|--|
| Library | | | | |
| Physical Education | | | | |

| 2nd Grade Progress Report | |
|---------------------------|---------------------|
| Student Name | |
| Teacher | Ms. Kimberly Fields |
| School Year | 2012-2013 |
| Current Grade Level | 2nd grade |
| Conference Attendance | |
| Semester 1 | Semester 2 |
| Placement Next Year | |

| Attendance | 1 | 2 | 3 | 4 |
|---------------|---|---|---|---|
| Days Enrolled | | | | |
| Days Present | | | | |
| Days Absent | | | | |
| Times Tardy | | | | |

| Lifelong Guidelines | 1 | 2 | 3 | 4 |
|---------------------|---|---|---|---|
| Trustworthiness | | | | |
| Truthfulness | | | | |
| Active Listening | | | | |
| No Put-Downs | | | | |
| Personal Best | | | | |

| Science | 1 | 2 | 3 | 4 |
|----------------------|---|---|---|---|
| Content | | | | |
| Process Skills | | | | |
| Participates in Lab | | | | |
| Records Science Info | | | | |

| Social Studies | 1 | 2 | 3 | 4 |
|--------------------------------|---|---|---|---|
| Conceptual Key Point: Patterns | | | | |
| A Brand New Path | | | | |
| Pathways Within | | | | |
| Making Tracks | | | | |
| Footprints Then & Now | | | | |

Comments:

1st Quarter Unit:

2nd Quarter Unit:

3rd Quarter Unit:

4th Quarter Unit:

2nd Grade Expectations

Name:

Reading Expectations:

- Uses initial letter cue to decode
- Sounds out to decode words
- Reads on when encountering difficult text
- Responds to questions which involve higher order thinking skills: prediction, inferential, and evaluative
- Makes predictions and is able to back them up
- Self-corrects when reading
- Rereads to clarify meaning
- Reads with fluency and expression

Proficiency:

| | |
|---------------------------------|----------------------|
| 1st Quarter Literacy Assessment | <input type="text"/> |
| 2nd Quarter Literacy Assessment | <input type="text"/> |
| 3rd Quarter Literacy Assessment | <input type="text"/> |
| 4th Quarter Literacy Assessment | <input type="text"/> |

CBM (*fluency – words read per minute*)

| Range | Fall 64 | Winter 90 | Spring 106 |
|-------|----------------------|----------------------|----------------------|
| | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Writing Expectations:

- Write using phonetic and standard spelling
- Writes in logical sequence with sense of beginning, middle and end
- Begins to use creative and descriptive words
- Communicates voice/feelings to an audience
- Uses some appropriate end punctuation and capitalization
- Writes using a variety of genres

Proficiency:

| | |
|---------------------------------|----------------------|
| 1st Quarter Writing Level 9 | <input type="text"/> |
| 2nd Quarter Writing Level 10 | <input type="text"/> |
| 3rd Quarter Writing Level 11 | <input type="text"/> |
| 4th Quarter Writing Level 11/12 | <input type="text"/> |

End of Year Summary:

Kaleidoscope School of Arts and Science

549 N. Forest Drive, Kenai, AK 99611 - (907) 263-0804

3rd/4th Grade Progress Report

Conceptual Key Point: Balance
2012-2013

A Brand New Path *Pathways Within*

The World from Where We Stand



Making Tracks *Footprints Then and Now*

| Grading Scale | |
|---|----------------------------------|
| C = Consistent Growth | P = Progressing (on grade level) |
| E = Emerging | X = Explored/Not Evaluated |
| 3 = Outstanding Participation/Personal Best | |
| 2 = Consistent Effort 1 = Minimal Effort | |

| Reading | 1 | 2 | 3 | 4 |
|---------------------------------|---|---|---|---|
| Comprehension | | | | |
| Word Identification Skills | | | | |
| Analysis of Content & Structure | | | | |
| Fluency | | | | |

| Writing | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Vocabulary/Spelling | | | | |
| Editing & Revising | | | | |
| Uses Resources | | | | |
| Composition | | | | |
| Conventions (Punctuation, Grammar, Cap.) | | | | |

| Math | 1 | 2 | 3 | 4 |
|----------------------------|---|---|---|---|
| Numeration | | | | |
| Operations | | | | |
| Measurement | | | | |
| Estimation and Computation | | | | |
| Algebraic Functions | | | | |
| Geometry | | | | |
| Statistics and Probability | | | | |
| Problem Solving | | | | |
| Communication | | | | |

| Arts | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|
| Visual Arts | | | | |
| Concert Attendance | | | | |
| Dance/Movement | | | | |
| Drama | | | | |
| Music | | | | |

| | | | | |
|--------------------|--|--|--|--|
| Library | | | | |
| Physical Education | | | | |

| 3rd/4th Grade Progress Report | |
|-------------------------------|----------------|
| Student Name | |
| Teacher | Mrs. Jan Darch |
| School Year | 2012-2013 |
| Current Grade Level | 3rd Grade |
| Conference Attendance | |
| Semester 1 | Semester 2 |
| Placement Next Year | |

| Attendance | 1 | 2 | 3 | 4 |
|---------------|---|---|---|---|
| Days Enrolled | | | | |
| Days Present | | | | |
| Days Absent | | | | |
| Times Tardy | | | | |

| Lifelong Guidelines | 1 | 2 | 3 | 4 |
|---------------------|---|---|---|---|
| Trustworthiness | | | | |
| Truthfulness | | | | |
| Active Listening | | | | |
| No Put-Downs | | | | |
| Personal Best | | | | |

| Science | 1 | 2 | 3 | 4 |
|----------------------|---|---|---|---|
| Content | | | | |
| Process Skills | | | | |
| Participates in Lab | | | | |
| Records Science Info | | | | |

| Social Studies | 1 | 2 | 3 | 4 |
|-------------------------------|---|---|---|---|
| Conceptual Key Point: Balance | | | | |
| A Brand New Path | | | | |
| Pathways Within | | | | |
| Making Tracks | | | | |
| Footprints Then & Now | | | | |

| Comments: | |
|--------------------------|-----------------|
| 1st Quarter Unit: | |
| Homework Effort: | Spelling Tests: |
| 2nd Quarter Unit: | |
| Homework Effort: | Spelling Tests: |
| 3rd Quarter Unit: | |
| Homework Effort: | Spelling Tests: |
| 4th Quarter Unit: | |
| Homework Effort: | Spelling Tests: |

Explanations of Grade Level Expectations 3rd/4th grade

Special Grading Key:

C – Consistent Growth may be above grade level or demonstrating skill on grade level and has high interest in learning at a deeper level.

P – Progressing toward demonstrating the skills/behaviors that are appropriate for the student’s developmental level, most of the time.

E – Appropriate skills/behavior for student’s level is beginning to emerge or is not yet evident.

X – Explored, not evaluated for growth yet

Fluency

- Rate, rhythm, expression
- Reading expresses punctuation

Word Identification Skills

- Word structure (root word, prefix, suffix)
- Meaning of unfamiliar words solved using context, phonetic and visual cues
- Text features: bold, italics, graphs, pictures
- Synonyms, antonyms, homographs, homophones
- Shades of meaning, analogies
- Reader self monitors, self corrects

Retelling and Summarizing

- Uses text to answer literal questions
- Formulates questions, rereads for clarification
- Retells in correct sequence
- Restates and summarizes; identifies accurate summaries
- Paraphrases, outlines, uses graphic organizers

Inferring Meaning

- Reads between the lines
- Makes connections between text and self, text and the world, text and text
- Predicts, deduces meaning
- Formulates questions in text to answer questions

Using Evidence from the Text

- Identifies main idea
- Locates information in text to answer questions

Following multiple-step directions

Features of Literature:

Genre Characteristics

- Identifies characteristics of fiction and nonfiction
- Fiction: short stories, drama, novel, poetry
- Nonfiction: biography, informational text, poetry

Literacy Elements

- Dialogue, rhyme, rhythm, alliterations, simile, metaphor, personification

Themes

- Author’s message, purpose
- Connect themes to personal experience

Story Elements

- Plot: main idea, sequence of events, resolution
- Character: physical traits, personality traits, motivation

- Setting and its effect on plot and character
- Point of view
- Compare and contrast plots, characters, settings and points of view

Cultural Connections

- Explains common ideas, events, situations with a multicultural perspective
- Identifies and describes cultural influences: dialect, customs and traditions

Writing:

Well-written, two paragraph composition

- Main idea and details
- Beginning, middle, and end
- Introduction, transitions, and conclusion

Resources

- Uses dictionary, thesaurus, and web sites;
- Cites sources

Structures and Conventions

- Sentence Structure: simple and complex sentences with conjunctions; varying beginnings, length and patterns
- Paragraph Structure: indentation and breaks
- Punctuation: commas, periods, capitals, question marks, exclamation marks
- Grammar: subject/verb agreement; pronouns, possessives, plurals
- Edits for correctness in structure and conventions

Revision

- Focuses on ideas, content and details
- Uses criteria (6-Traits and other rubrics) for feedback

Six-Trait Writing Process:

- 1) Ideas and Content: Ideas are clear, on topic. Writer shows detailed knowledge of subject.
- 2) Organization: Beginning, middle and end are apparent: ideas are presented sequentially
- 3) Conventions: Standard spelling, proper punctuation
- 4) Voice: Writer’s personality is apparent; writes with feeling, enthusiasm with the audience in mind
- 5) Fluency: Writing is easy to read out loud; sentences flow together
- 6) Word Choice: Writer creates a mental picture for reader; vocabulary is descriptive and engaging

Kaleidoscope School of Arts and Science
549 N. Forest Dr., Kenai, AK 99611
5th/6th Grade Progress Report


 Conceptual Key Point: Systems
 2012-2013

A Brand New Path *Pathways Within*
The World from Where We Stand


Making Tracks *Footprints Then and Now*

Grading Scale

C = Consistent Growth P = Progressing (on grade level)
 E = Emerging X = Explored/Not Evaluated

3 = Outstanding Participation/Personal Best
 2 = Consistent Effort 1 = Minimal Effort

| 5th/6th Grade Progress Report | |
|-------------------------------|-----------------|
| Student Name | |
| Teacher | Mrs. Joy Harper |
| School Year | 2012-2013 |
| Current Grade Level | 5th Grade |

| Parent/ Student Contract | | | |
|----------------------------|-----------|----------|-------------------|
| Conference | Sem.1 | Sem.2 | Yes |
| Concert Attendance | Sem.1 | Sem.2 | Yes |
| Placement Next Year | 7th Grade | | |
| Attendance | 1 | 2 | 3 4 |
| Days Enrolled | 42 | 40 | 41 48 |
| Days Present | | | |
| Days Absent | | | |
| Times Tardy | | | |
| Lifelong Guidelines | 1 | 2 | 3 4 |
| Trustworthiness | | | |
| Truthfulness | | | |
| Active Listening | | | |
| No Put-Downs | | | |
| Responsibility | | | |
| Personal Best | | | |

| Reading | 1 | 2 | 3 | 4 |
|-------------------|---|---|---|---|
| Comprehension | | | | |
| Fluency CBM Score | | | | |

| Writing | 1 | 2 | 3 | 4 |
|-----------------------------|---|---|---|---|
| Ideas, Word Choice, Voice | | | | |
| Editing & Revising | | | | |
| Organization, Sent. Fluency | | | | |
| Conventions | | | | |
| Spelling | | | | |

| Math | 1 | 2 | 3 | 4 |
|-----------------|---|---|---|---|
| Assessments | | | | |
| Assignments | | | | |
| Participation | | | | |
| CBM Score | | | | |
| Units of Study: | | | | |
| Q1: | | | | |
| Q2: | | | | |
| Q3: | | | | |
| Q4: | | | | |

| Arts | 1 | 2 | 3 | 4 |
|-------------------------|---|---|---|---|
| Visual Arts: Skills | | | | |
| Visual Arts: Creativity | | | | |
| Music | | | | |
| Dance/Movement | | | | |
| Drama | | | | |
| Band (optional) | | | | |

| | | | | |
|--------------------|--|--|--|--|
| Library | | | | |
| Physical Education | | | | |

| Science | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|
| Content and Skills | | | | |
| Lab Participation | | | | |
| Science Notebook | | | | |
| Health | | | | |

| Social Studies | 1 | 2 | 3 | 4 |
|---------------------|---|---|---|---|
| Conceptual Keypoint | | | | |
| Content and Skills | | | | |
| Units of Study: | | | | |
| Q1: | | | | |
| Q2: | | | | |
| Q3: | | | | |
| Q4: | | | | |

Teacher Comments:

Explanations of Grade Level Expectations 5th/6th grades

Special Grading Key:

C – Consistent Growth may be above grade level or demonstrating skill on grade level and has high interest in learning at a deeper level.

P – Progressing toward demonstrating the skills/behaviors that are appropriate for the student’s developmental level, most of the time.

E – Appropriate skills/behavior for student’s level is beginning to emerge or is not yet evident.

X – Explored, not evaluated for growth yet

| <u>Reading:</u> Reading CBM | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|------------------------------------|-------------|---------------|---------------|
| 5 th Grade: | 94-150 | 111-168 | 123-181 |
| 6 th Grade: | 116-165 | 131-179 | 141-195 |
| <u>Math:</u> M COMP | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
| 5 th Grade: | 8-22 | 14-34 | 21-47 |
| 6 th Grade: | 11-27 | 18-38 | 22-45 |

Fluency

- Rate, rhythm, expression
- Reading expresses punctuation

Word Identification Skills

- Word structure (root word, prefix, suffix)
- Meaning of unfamiliar words solved using context, phonetic and visual cues
- Text features: bold, italics, graphs, pictures
- Synonyms, antonyms, homographs, homophones
- Shades of meaning, analogies
- Reader self monitors, self corrects

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- 10) Voice: Writer's personality is apparent; writes with feeling, enthusiasm with the audience in mind
- 11) Fluency: Writing is easy to read aloud; sentences flow together
- 12) Word Choice: Writer creates a mental picture for reader; vocabulary is descriptive and engaging

Art Practical Skills Assessment
1st Quarter 1st/2nd grade

Elements of Art

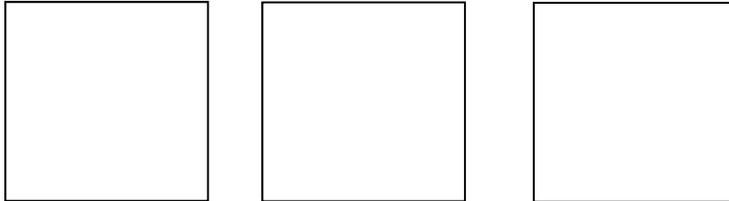
Line

Draw the following: Dot, straight line, curvy line, zig-zag, and spiral.



Shape

Draw three different shapes.



Color

What are the three primary colors?

1. _____
2. _____
3. _____

Sculptures

What do you know about sculptures?

Tell me about 3D objects.

What do you know about Alexander Calder?

4. Draw and write two or more ways we use plants and trees.

1.

2.

Name _____

A River Runs Through It
Assessment - First Quarter

1. Draw and label the parts of a plant.

♥ 2. Draw and label the life cycle of one plant.

⚙ 3. Draw and write at least 3 things you learned about plants.

1.

+++++

2.

+++++

3.

Check your work.

- 1. Did I answer each question completely?
 YES 5 4 3 2 1 Not Yet
- 2. Did I use at least three colors in each picture?
 YES 5 4 3 2 1 Not Yet
- 3. Did I use words for each question?
 YES 5 4 3 2 1 Not Yet
- 4. Did I do my personal best?
 YES 5 4 3 2 1 Not Yet

School Performance Data:

ASPI Rating: ******** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013** School Grade Span **KG - 6**
 School District **Kenai Peninsula Borough School District** School **Kaleidoscope School of Arts & Sciences**

| | | | | | |
|-----------------------------------|-----------------|---------------|--------------------|------------------------|---|
| Participation Rate Grades 3-10 | Number Enrolled | Number Tested | Participation Rate | Met Participation Rate | Points |
| | 143 | 143 | 100% | Yes | None, acts as a trigger to achievement denominator. |

| K-8 Performance | | | | | | | Points | Weighting | ASPI Points |
|---|------------------|------------------|------------------|-----------------------|------------------|-------------------------|-------------|--------------|-------------|
| Academic Achievement | Reading | | Writing | | Math | | 95.00 | 0.35 | 33.25 |
| | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | | | |
| | 133 | 93% | 139 | 97% | 136 | 96% | | | |
| School Progress <small>(Subgroup must have 5+ students to be considered)</small> | Growth All | Growth-AK Native | Growth-Econ Dis | Growth-w/Disabilities | Growth-LEP | 100.00 | 0.4 | 40.00 | |
| | 100.00 | 100.00 | 100.00 | 100.00 | N/A | | | | |
| Attendance Rate | 94.38% | | | | | 95.00 | 0.25 | 23.75 | |
| | | | | | | Total K-8 Points | 1.00 | 97.00 | |

| 9-12 Performance | | | | | | | Points | Weighting | ASPI Points |
|---|------------------|-------------------|------------------|-----------------------|------------------|--------------------------|-------------|-------------|-------------|
| Academic Achievement | Reading | | Writing | | Math | | N/A | 0 | 0.00 |
| | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | | | |
| | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| School Progress <small>(Subgroup must have 5+ students to be considered)</small> | Growth All | Growth -AK Native | Growth-Econ Dis | Growth-w/Disabilities | Growth-LEP | N/A | | | |
| | N/A | N/A | N/A | N/A | N/A | | | | |
| Attendance Rate | N/A | | | | | N/A | 0 | 0.00 | |
| Graduation Rate | 4 Year | 5 Year | | | | N/A | 0 | 0.00 | |
| | N/A | N/A | | | | | | | |
| College Career Readiness | N/A | | | | | N/A | 0 | 0.00 | |
| WorkKeys Participation | N/A | | | | | N/A | 0 | 0.00 | |
| | | | | | | Total 9-12 Points | 0.00 | 0.00 | |

^ - Results are suppressed to protect individual confidentiality.
 N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Printed 09/05/2013

| | |
|------------------------|--------------|
| K-8 Enrollment Ratio: | 1.00 |
| 9-12 Enrollment Ratio: | 0.00 |
| ASPI Score | 97.00 |

All students (grades 3-6) historical proficiency data:

| | Year | Reading Overall | Analysis | Understanding | Identification |
|---|-------------|------------------------|-----------------|----------------------|-----------------------|
| 1 | 2005 | 100 | 92.86 | 100 | 92.86 |
| 2 | 2006 | 100 | 100 | 100 | 100 |
| 3 | 2007 | 91.67 | 91.67 | 93.75 | 85.42 |
| 4 | 2008 | 87.37 | 90.53 | 83.16 | 85.26 |
| 5 | 2009 | 91.06 | 91.06 | 88.62 | 90.24 |
| 6 | 2010 | 94.93 | 94.2 | 95.65 | 93.48 |
| 7 | 2011 | 92.7 | 89.05 | 91.97 | 90.51 |
| 8 | 2012 | 93.53 | 90.65 | 92.09 | 89.21 |
| 9 | 2013 | 93.01 | 93.71 | 93.01 | 94.41 |

| | Year | Writing Overall | Revise | Structs./Conv. | Form Variety |
|---|-------------|------------------------|---------------|-----------------------|---------------------|
| 1 | 2005 | 100 | 100 | 100 | 92.86 |
| 2 | 2006 | 100 | 96 | 100 | 96 |
| 3 | 2007 | 95.92 | 100 | 87.76 | 100 |
| 4 | 2008 | 89.47 | 93.68 | 86.32 | 89.47 |
| 5 | 2009 | 90.24 | 92.68 | 84.55 | 91.06 |
| 6 | 2010 | 92.75 | 91.3 | 86.96 | 97.1 |
| 7 | 2011 | 89.05 | 90.51 | 83.21 | 91.24 |
| 8 | 2012 | 90.65 | 92.09 | 89.93 | 95.68 |
| 9 | 2013 | 97.2 | 95.1 | 90.91 | 96.5 |

| | Year | Math Overall | Numeration | Measurement | Est./Comptn. | Functs./Rel. | Geometry | Stats/Prob. |
|---|-------------|---------------------|-------------------|--------------------|---------------------|---------------------|-----------------|--------------------|
| 1 | 2005 | 100 | 92.86 | 100 | 100 | 92.86 | 100 | 92.86 |
| 2 | 2006 | 100 | 88 | 100 | 96 | 84 | 96 | 96 |
| 3 | 2007 | 93.88 | 89.8 | 85.71 | 85.71 | 81.63 | 93.88 | 79.59 |
| 4 | 2008 | 88.42 | 83.16 | 85.26 | 78.95 | 77.89 | 91.58 | 84.21 |
| 5 | 2009 | 86.99 | 80.49 | 82.11 | 77.24 | 80.49 | 83.74 | 86.99 |
| 6 | 2010 | 86.13 | 91.97 | 80.29 | 82.48 | 86.13 | 86.13 | 86.13 |
| 7 | 2011 | 86.13 | 85.4 | 85.4 | 82.48 | 82.48 | 90.51 | 82.48 |
| 8 | 2012 | 89.93 | 87.05 | 88.49 | 83.45 | 82.73 | 87.05 | 84.89 |
| 9 | 2013 | 95.77 | 95.07 | 89.44 | 92.25 | 88.03 | 90.14 | 88.73 |

These summary of scores for science only reflect 4th grade students per state guidelines for assessment.

| | Year ▲ | Science Overall | Inq/Tech/Nature | Physical | Life | Earth |
|---|---------------|------------------------|------------------------|-----------------|-------------|--------------|
| 1 | 2005 | | | | | |
| 2 | 2006 | | | | | |
| 3 | 2007 | | | | | |
| 4 | 2008 | 65.52 | 65.52 | 65.52 | 48.28 | 68.97 |
| 5 | 2009 | 68.18 | 65.91 | 72.73 | 47.73 | 68.18 |
| 6 | 2010 | 82.35 | 79.41 | 79.41 | 79.41 | 76.47 |
| 7 | 2011 | 80.56 | 77.78 | 83.33 | 80.56 | 91.67 |
| 8 | 2012 | 81.08 | 78.38 | 72.97 | 83.78 | 89.19 |
| 9 | 2013 | 86.11 | 86.11 | 77.78 | 75 | 72.22 |

Did not have 4th grade as part of our school during these years.

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

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

(c) Kaleidoscope School of Arts and Science currently has 252 students in K-6th grade. Additional growth beyond our current enrollment will be reviewed annually.

(d) If there are more applicants for classes than the school can accommodate, then a lottery is held. Lottery procedures are provided in this section of the document. We currently have a wait list. The Wait List numbers are included in Enrollment, Section 12, of this document.

Enrollment Procedures for Kaleidoscope Charter School

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

6. If there are more applicants than slots available, the lottery is held.

Lottery Procedures

1. The number of open slots is verified for each grade level
2. Applicants are divided by grade level
3. Children of certified staff (.5 FTE or greater) will be given preference and students are placed at time of hire. This may impact student to teacher ratio, Section 11.
4. Sibling preference applicants are placed in slots available. If slots are not available for teacher or sibling preference children, then a lottery is used to determine waiting list for those children.
Definition of “sibling” from the district attorney’s office: “*For purposes of the sibling preference, a sibling is defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child who resides in the same household.*” per agreement of the District Charter School Oversight Committee on October 17, 2011.
5. Remaining applicants are lotteried. All lotteries are supervised by a local accounting firm. In all lotteries, the amount of bingo balls placed in the spinner corresponds with the number of applicants. Students are listed alphabetically and the first bingo ball drawn is the number assigned for the first student on the alphabetical list. The process continues until all bingo balls are drawn and assigned to a name on the list.

Waiting List Procedures

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

Registration Procedures

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

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 →

(a) Kaleidoscope School of Arts and Science is located in the attendance area of Mt. View Elementary. Students enroll in Kaleidoscope from other local District schools, local private schools, home school programs, other charter schools and from the District's correspondence program. There are 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 schools. Parents are able to make the schooling choice they feel best fits the needs 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) Kaleidoscope School of Arts and Science follows the Kenai Peninsula Borough School District Charter School Policy. In addition, the bylaws of the KSAS Academic Policy Committee address and comply with State charter school laws. KSAS also adheres to all of the policies included in the KPBSD Board policy manual with the exception aligned to Charter School Policy. This manual is available online at <http://www.kpbsd.k12.ak.us/> and is not included in this document. Included in this section is the Kaleidoscope Academic Policies document.

(b) Obligations and requirements of the Kaleidoscope School of Arts and Science administration are clearly outlined and specified in the contract between the KSAS and the School District. The KSAS administrator complies with the school district administrative policy manual for all District administrators, regardless of school status being public or public charter or public alternative. The administrator of a charter school in KPBSD must:

1. Comply with the Administrator District 'Deadlines List' and
2. Attend and participate in district-wide Administrator meetings

(c) The annual APC evaluation of the Kaleidoscope School of administrator reflects a positive evaluation of the administrator. The current school administrator is in her third school year with KSAS. The parent survey, administered each spring, also indicates confidence in the school administrator. A sample of this survey is provided in this section as documentation. Additionally, the comments compiled are also evidence of feedback. The Academic Policy Committee has dedicated membership with a solid leadership provided by a strong chairperson. Committee members serve full terms and often run for re-election.

(d) There have been organizational challenges due to familiar staff and administration retiring. This has spearheaded a need for clarifying understandings shared by members of the Kaleidoscope School of Arts and Science who knew practices that were not clearly articulated in written documentation. In response, our school community shared in the

development of a five-year strategic plan. This plan is evidenced work of a dedicated group of 23 people: parents, community members, board members, staff, administration. Additionally, staff worked in small groups in the summers of 2012 and 2013 to align support resources that would clearly identify the unique features of Kaleidoscope School of Arts and Science. These are adopted in our school's Academic Policies as part of our guiding focus. Mia Oxley, independent consultant for Organizational Reform, provided guidance for our school team through the development process of our current Strategic Plan. Subsequent to developing our Strategic Plan, our school has increased our focus on goal setting and uses the APC as a means to officially channel discussions regarding growth, vision and direction. Since the inception of our school, our APC has also worked to develop the following:

- A code of conduct for APC members that includes expectations for attendance at meetings and consequences for not meeting those expectations.
- Student discipline/behavior expectations and attendance policies that provide clear expectations for students.
- A complaint procedure and parent contract (printed copies are available in the school office and on our school website).
- A review procedure of the APC Bylaws and implementation of instructional philosophy.
- A curriculum review cycle.
- Procedures for budget reports to the APC
- A review process for staff development and training

Challenges continue to include rising energy costs, keeping the culture of the school going as staff members retire and continued review of curriculum.

In the event of a complaint, procedures outlined in the Parent Contract are followed. A sample of the Parent Contract is included in this section and is shared with parents at the beginning of the school year.

Complaints to the District regarding a particular charter school are handled through the Charter School Oversight Committee. A description outlining the duties and responsibilities of this committee are as follows:

Kenai Peninsula Borough School District
Committee Charge for Charter School Oversight Committee
Name: Charter School Oversight Committee
Department: Board of Education
Focus Area: Charter Schools
Membership: School Board Members with District Facilitator and School Administrators
Type: Standing
Meeting Dates: As needed preceding school board meetings.
Duration: Ongoing Annually

Charter schools in Alaska are unique public schools. According to Alaska State

Statutes, the local board of education serves as the authorizing agent for a charter school. Subsequently, charter schools answer directly to the local Board with limited oversight from district administration.

In response to increased administrative responsibilities placed on the Board by taking an active role in the management of charter schools, the Board created a Charter School Oversight Committee to:

- Establish a yearly meeting schedule with agendas to meet the requirements of the charter school timeline and responsibility matrix.
- Conduct an annual review of charter school performance.
- Cooperate with the district and charter schools to establish a positive learning environment in shared facilities.
- Schedule a public hearing with the school board on proposed charter school applications.
- Place charter school proposals on the regular school board agenda.
- Provide a recommendation for the school board whether to approve or deny a charter school application.
- Submit and make recommendations to the board regarding contracts.
- Investigate allegations of noncompliance with charter school contracts and make recommendations to the school board.
- Make recommendations to the school board on charter school use of district facilities.

Samples for this section:

Kaleidoscope Academic Policy

Kaleidoscope

School of Arts and Science

Academic Policy

Revised October 2013

Table of Contents

- I. Mission, Vision, Core Beliefs, Philosophy
- II. Unique Features
- III. Responsibilities of our Community of Learners
Students, Staff, Families, Community
- IV. Employee Positions
- V. Admission and Enrollment Policies
- VI. Facilities
- VII. Student Transportation
- VIII. Insurance
- IX. Budget
- X. Discipline Policy
- XI. Accountability of the Academic Policy Committee
- XII. Academic Policy Committee Bylaws
- XIII. Student Placement

I. Mission, Vision, Core Beliefs, Philosophy

Mission:

KSAS will educate the whole child through integrated arts and science to nurture meaningful learning.

Vision:

A kaleidoscope reflects the many ways of thinking that are the foundation of the KSAS model in which each of the arts, as well as inquiry science, are lenses to explore and understand the world.

KSAS engages the whole child--building creativity, critical thinking, deeper understandings, and intellectual habits of mind.

Through the commitment of the KSAS community, students reach their full potential and

- become adults who value and support the arts and sciences,
- live enriched lives,
- continue to engage in social action, and
- contribute to the world around them

Collaboration

- Lens for understanding the world
- Global citizens who value and support creative and critical thinking that is developed through engagement with the arts and inquiry science
- exercises persistence and self-discipline

Core Beliefs:

- Arts are the essence of being human. They promote metaphorical thinking and are the way we interpret our world.
- Children are naturally curious learners with diverse strengths, needs, interests, and talents.
- Children thrive from a well-rounded education. The arts and science are taught with rigor equal to core subject areas.
- The inquiry process connects every discipline to create a deeper understanding.
- Process is more important than product.
- There is no such thing as mastery. There is always more to learn.

Philosophy:

Our core beliefs have shaped our school philosophy. We believe, through arts and science as our cornerstone, we are able to nurture life-long learners by:

- Addressing the characteristics of the whole child: physical, emotional, intellectual, social and cultural
- Creating an environment that allows for movement, hands on, experiential opportunities to address diverse learning styles and multisensory strengths
- Providing a safe, aesthetically pleasing environment

- Utilizing a process of inquiry, dialogue and reflection
- Working collaboratively with both adults and children to expand thinking and learning
- Integrating thematically across all subject areas with attention to standards and objectives
- Exploring subjects in-depth for meaningful connections
- Selecting appropriate topics, activities and materials that support meaningful learning and authentic assessment
- Facilitating positive attitudes and behaviors
- Guiding each child to take personal responsibility for their learning
- Preparing children to become participating citizens in society
- Establishing partnerships with students, staff, families and community to foster a positive learning environment

II. Unique Features

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

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

Definition

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

Why

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

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

Integration . . .

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

Resources

- Snyder, Sue. *Integrate with integrity: music across the elementary curriculum*.
- Snyder, Sue. *Total Literacy: The arts in the literacy classroom*.
- Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user's guide to implementing brain research in the classroom*. WA: Books for Educators.
- Mantione, R. and Smead, S. (2002). *Weaving Through Words: Using the Arts to Teach Reading Comprehension Strategies*.
- Cornett, C. (2010). *Creating Meaning Through Literature and the Arts*. New Jersey: Pearson Education.
- Worth, K., Winokur, J., Crissman, S. (2009). *Science and Literacy, A Natural Fit*.
- Chaille, C. and Britan, L. (2002). *The young child as a scientist: a constructivist approach to early childhood science education*. Boston: Pearson Education.
- Project Zero <http://www.pz.harvard.edu/>
- Artful Thinking <http://www.pzartfulthinking.org/index.php>
- Arts Edge: <http://www.kennedy-center.org/education/>
- Project 2061 <http://www.project2061.org/>
- Science lessons aligned to our curriculum: <http://sciencenetlinks.com/>
- Total Learning/ Total Literacy/ Dr. Sue Snyder <http://www.totallearninginstitute.com>

Appendix

- Sue Snyder Integration Graphic
- Sue Snyder Multisensory Strategies

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

Definition

Collaboration is not the same as planning. For integration to be effective, our values and mission must remain at the forefront when constructing learning opportunities.

Collaborating involves the additional dimension and expertise from the specialist teachers. To be effective as a whole school, time for collaboration may extend beyond contracted hours.

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

Why

Our purpose of collaboration is to successfully integrate:

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

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

Resources

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

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

C. Constructivism: Pedagogy of listening.

Definition

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

Comparison of Traditional classrooms and KSAS classrooms rooted in constructivist theory

| Traditional Classroom | KSAS Classrooms |
|--|---|
| Teacher directed (didactic dissemination of information) | Learner-centered. Teacher as facilitator – students construct knowledge through critical thinking, manipulatives, primary resources, and hands-on activities. |
| Student works independently. | Student works collaboratively in groups, independently or in partners. |
| Small parts first. Big idea at the end. | Big idea first. All parts support big idea. |
| Correct answers are the goal. | Thinking and support of thinking are the goals. |
| Assessments are tests; separate from learning task. | Assessments are observation, conferences, daily work, portfolios and included in learning tasks. |
| Worksheets, workbooks, basal readers. | Books, journals, real-world situations, workshop approach. |
| Teacher evaluator. | Self-reflection, student evaluator and teacher evaluator. |
| Product based learning: All students will learn on demand the same thing at the same time aka. One-size-fits-all approach. | Process based learning: Learners create meaning and context by exploring new ideas and experiences, generating hypotheses, problem solving. |
| Teacher talks to (at) students; students expected to listen and absorb knowledge. | Teacher-student dialogue through conferring, questioning, and wondering. |
| Teacher makes all the decisions. | Shared responsibility and decision making. |
| Students answer questions. Empowered teacher. | Students ask questions. Empowered learner. |
| Individual learners. | Community of learners. |

Why

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

Constructivist Guidance and Discipline

Kaleidoscope views guidance and discipline as helping children learn personal responsibility for their behavior. Teaching for moral autonomy is the constructivist approach People who are autonomous are able to make decisions themselves; taking into account relevant factors and being guided by their own beliefs and perceptions. Children who are working toward developing moral autonomy are making decisions based on their own internal constructions of right and wrong (DeVries, 1999). ***Their***

decisions are not influenced by the threat of punishments or the promise of rewards.
A morally autonomous person will be respectful of others regardless of what authority figure may be watching (Fields & Fields, 2006). This is an example of one of our Lifelong Guidelines, trustworthiness.

Some considerations for success in the classroom:

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

Resources

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

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

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

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

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

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

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

Appendix

Procedures Posters

Playground Procedures

Lifelong Guidelines and Lifeskills

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

Definition

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

Why

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

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

Resources

Authentic assessments

Formative assessments

Summative assessments

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

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

Definition

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

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

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

Why

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

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

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

Resources

Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user’s guide to implementing brain research in the classroom*. WA: Books for Educators.
Olsen, K. and Pearson, S. (2000) *Character begins at home: Family tools for teaching character and values*. WA: Susan Kovalik and Associates.
Pearson, Sue. (2000) *Tools for Citizenship and Life: Using ITI, Lifeskills, and Lifelong Guidelines in your classroom*. WA: Susan Kovalik and Associates.

Appendix

- 9 Body Brain Compatible Elements
- 6 Kinds of Sensory Input
- Input Pathways

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

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

Definition

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

Teacher's Role:

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

During the learning process, keep the following in mind:

- It is not a linear process, but a tangled web of learning (can be circular or cross-sectional or interwoven between inquiry, dialogue, reflection)
- The entire process requires adequate time
- Learning is supported through high quality questioning
- Reflection is often where deep, meaningful learning takes place
- The Greek root meaning of dialogue is '*through meaning*'; not to be confused with the word discussion
- Dialogue is the mental process where learners delve into the inquiry, or new learning experience by connecting it to prior experience and reflecting personally and collaboratively in some format
- Dialogue is not limited to talking, but could be dance, photography, writing, musical expression, etc.
- Standards/objectives are intentionally drawn out through discovery
- Skills acquisition is embedded in the process
- This process is not a creative 'free-for-all'.

Why

This type of learning allows students to examine new ideas and opinions and probe beyond fact gathering. This learning process does not emphasize finding final

answers. Rather, learners naturally develop questions to pursue future investigations. The learning process is based on the belief that true understanding is constructed through people working and conversing together as they pose and solve problems, make discoveries, and rigorously test the discoveries that arise in the course of the shared activity.

Resources

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

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

Appendix

Inquiry, Dialogue, Reflection Graphic

G. Multiage: *The world IS multiage.*

Definition

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

Why

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

Resources

www.multiage-education.com

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

H. Planning: Time for teaming takes commitment.

Definition

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

Why

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

Resources

Fellow staff members

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

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

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

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

Definition

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

Why

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

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

Resources

Professional Development Committee

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

Avatar District Professional Development website

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

Definition

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

Why

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

Resources

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

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

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

Definition

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

Why

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

Resources

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

Appendix

Yearlong plan, sample

Yearlong plan, template

Quarterly plan, sample

Quarterly plan, template

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

Definition

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

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

Why

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

Resource

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

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

Curriculum Overview

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

The Arts

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

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

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

Dance and Movement

The dance/movement program at KSAS nurtures students' natural affinity for movement by developing students' kinesthetic and spatial intelligences, providing opportunities for self-expression and problem solving, supporting creative and critical thinking, and fostering aesthetic appreciation. Dance/ Movement at KSAS is taught using a conceptual approach where the dance concepts of time, space, energy/ force (also called 'effort'), and body are integrated into the curriculum, especially science and the arts, allowing students to develop a deep level of interdisciplinary understanding. Dance/ Movement at KSAS is brain compatible, meaning lessons are designed with the child's physical, emotional, and brain development in mind, thus maximizing each student's full potential.

Dance Movement/ lessons may include structured improvisations, opportunities for students to create dances individually and in small groups, dance technique/ motor skill development, folk dances, and dance/ movement songs and games.

Dance and Movement instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to:

Gilbert, A. (2006). *Brain-compatible dance education*. Virginia: National Dance Association.

Gilbert, A. (1992). *Creative dance for all ages*. Virginia: National Dance Association.

Gilbert, A. (1977). *Teaching the three R's through movement experiences*. Minnesota: Burgess Publishing Company.

Snyder, Susan (1999). *Total Learning*

Music Resources for Dance/ Movement include, but are not limited to:

Music for Creative Dance, Volumes 1-4, by Eric Chappelle

Brain Dance, by Eric Chappelle

Multicultural Folk Dance Treasure Chest (Volumes I and II) by Christy Lane

Shenanigans (all volumes)

Drama

The drama curriculum centers on creative drama, an approach that allows and encourages children to create their own scripts or lines. Drama includes the use of voice and body as a way of communicating thoughts, ideas and emotions. Activities can include improvisational activities as well as Readers Theatre, story-telling, script-writing, role-playing, mime, as well as creating simple costumes, sets and sounds to enhance the performance. Materials from stories, folk tales, rhymes and poems, as well as drawn the thematic units that the children are studying.

Drama instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: *Total Learning*, Susan Snyder. High quality literature, classroom materials, media.

Music

The KSAS music curriculum, written and published in 2013, centers around the philosophy of Orff-Schulwerk. (Music for Children). This approach is based on the central idea that music, movement, and speech form an inseparable unit. In Orff, speech refers to the spoken and sung word and may include rhyme, poetry, drama, song and story.

The Orff process of imitation, exploration and improvisation is complementary to the KSAS learning process of inquiry, dialogue and reflection. Skills and concepts are spiraled through the grade levels around the elements of melody, rhythm, harmony, form and timbre.

Singing, speech, body percussion, pitched and non-pitched instruments, listening activities, reading notation, movement, and drama are used in developmentally appropriate ways through the curriculum and grade levels to teach concepts and skills. The music curriculum is integrated within classroom thematic units and/or the conceptual keypoints, while maintaining the integrity of the music itself.

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

Visual Arts

The visual arts are a vehicle for investigations and connections across disciplines in and out of the classroom. The visual arts program at KSAS follows the philosophy and practice of the

Discipline Based Art Education (Getty Institute). Important components of DBAE are: creating and producing works of art; the study of historical and cultural roles of art works/images; aesthetic scanning; critique of art according to criteria ; and the study of beauty and meaning in one's own and other's works of art. These components are taught in their own right and for their own sake and are further integrated into and throughout the curriculum.

Imaginative and critical thinking are taught and practiced to produce original art, learn skills and techniques in order to create in the following mediums and areas of artistic expression: Drawing, Painting, Print Making, Collage, Sculpture, Fiber Arts, Artist Study

Arts instruction at KSAS is guided by national, state, district and school standards, and the KSAS Art Curriculum. Emphasis is placed on the variety of sources that provide rich, meaningful, but connected learning opportunities across all curricular areas. Resources may include, but are not limited to: ProjectARTiculate.org; ARTsedge.kennedy-center.org; KPBSD Media Center: art prints, arts kits available for loan; *Total Learning*, by Dr. Susan Snyder.

Science

The vision of Kaleidoscope School of Arts and Science is to have the arts and the sciences permeate the KSAS student experience. This vision has led to distinguishing innovative practices throughout the school where curiosity is nurtured in all young scientists. KSAS believes that inquiry based science instruction provides unparalleled opportunities for students to actively engage in their learning. Science instruction at KSAS is based on the belief that children need to wonder, explore, make connections and reflect through integrated, intriguing and inquiry-based, hands-on science experiences.

Published in 2011, the KSAS Science Curriculum Guide is designed to establish a framework for guiding science instruction both in the classroom and science lab. The KSAS Science Curriculum aligns with the National Science Education Standards, the American Association for the Advancement of Science Benchmarks, and the State of Alaska Grade Level Expectations. At the present time, KSAS is examining the new Next Generation Science Standards (NGSS).

At KSAS science learning focuses on meaningful inquiries into the natural world. Authentic opportunities are offered weekly in a designated science lab with the full time Science Specialist and integrated into individual classroom instruction. The KSAS Science curriculum deliberately reflects the school's focus on integration by centering on the school-wide and yearlong conceptual key points. The Science Specialist meets with classroom teachers weekly to plan science investigations, assess progress and growth and examine curriculum. Integrating science with all other curricular areas is a high priority. Every opportunity to combine and enrich science with math, language arts, social studies, music, visual arts, drama, dance and physical education is pursued. Integrated science learning extends from the science lab into all spaces shared with students: the classroom, the nature trail, the gym, the playground, places around the community as well as the various art studios in the school: music, visual arts, movement and dance.

Core science concepts that are taught at KSAS are: (1) Earth System Science/ Space Science: The Cosmos; Structures of the Earth; Processes that change the Earth. (2) Life Science: Living Things; Structures and functions; Ecosystems. (3) Physical Science: Matter, Forces, Energy,

Waves. (4) Engineering Science: Tools and Technology. Process Skills/Integrated Skills that are taught and practiced in the lab and classroom are: observing, classifying, measuring, inferring, predicting, and communicating. Further processes and skills are: making models, defining operations, collecting data, interpreting data, identifying and controlling variables, formulating hypotheses and experimenting

Resources may include, but are not limited to: Online resources found in the KSAS Curriculum; ScienceSaurus; FOSS; Insights; AIMS Math and Science.

Partnerships have existed with Alaska Department of Fish and Game, Kenai Watershed Forum, Department of Soil and Water Conservation. Other community resources include, but are not limited to, Kenai Wildlife Refuge; The Challenger Center; Seward SeaLife Center; Islands and Oceans Center in Homer. KSAS continues looking to establish new community partnerships to enrich students' understanding of the world around them.

Language Arts

The Language Arts program emphasizes integration of the arts and science. It is a literature based and literature rich program that includes a balance of oral and written language, direct instruction, group work and independent work. Differentiated reading instruction is meaning based and encompasses systematic and explicit teaching of emergent literacy skills, phonics, spelling, and vocabulary development, along with comprehension strategies and critical thinking skills. Using the highest quality literature, fiction, nonfiction, prose and poetry, is a top priority at KSAS. In addition to the KSAS Media Center and Library, a library of leveled books is available for all to access.

The KSAS teachers provide read alouds, interactive read alouds, shared and guided reading instruction, differentiating and individualizing as needed to meet the needs of all students. Learners may work in small cooperative groups, in pairs or trios as well as by themselves. The practices that build content and literary knowledge include shared reading and shared writing, strategy lessons, explicit phonics instruction and word study. These practices provide a strong foundation for reading and learning to read. Literature Circles, Author Studies, storytelling and personal research projects scaffold readers' learning and growth towards independence and understanding about language.

Students read, write and share their work daily, guided by various instructional best practices. Students and teachers use the language of 6+ Traits Model to learn to write and to learn how to talk about writing as they become independent writers, revisers and editors. They utilize writing process tools to improve the structure and organization in their writing.

Reading Workshop and Writing Workshop provide predictable and highly productive structures for whole group instruction, small group instruction and as well as time for independent work. Reader response groups, writers' circles, sharing journals, interactive writing, choral readings and readers' theatre offer opportunities to publically present written work and develop speaking and listening skills.. These engagements and cooperative communications support projects across all curricular areas. As authentic purposes for writing arise they are taken advantage of. Writers model, practice and critique real world uses of writing in this project based approach.

Language Arts instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: *First Steps*, Education Department of Australia; *The Daily 5*, Boushey & Moser; *Total Literacy*, Susan Snyder; *Performance Literacy*, Brett Dillingham. Influential research and publications by Fountas & Pinnell, Ralph Fletcher, Sylvia Chard and Lillian Katz, Dr. Bear, Scholastic Guided Reading.

Mathematics

The goals of KSAS mathematics program are to create a foundation of solid conceptual understanding, a high degree of procedural skill and fluency while fostering the students' ability to apply the math they know to solve problems in and out of the classroom.

Students analyze problems and communicate findings, both orally and in writing, and make connections to the bigger world. Priority is placed on thinking mathematically and making sense of mathematics in everyday life. As with all core subjects at KSAS, mathematics is integrated across the curricular areas with emphasis in arts and science.

Mathematical instructional practices include using manipulatives, teaching mental math, playing conceptual math games, sharing thinking while exploring multiple strategies for solving problems. The mathematics instruction at KSAS provides a continuous regime in a spiraling cycle of complexity. Students and teachers practice and reinforce mathematical concepts throughout the year and up through the grade levels. Integration of mathematical concepts and problem solving across the content areas, in science and art especially, enhances students' skills and practice while showing understanding of how math is used in their world.

Mathematics instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to Accelerated Math; SuccessMaker; FOSS Kits; *Math Games for the Primary Grades*, by Nancy Norman; *Everyday Mathematics*; Marilyn Burns publications.

Social Studies

Social Studies at KSAS offers a strong framework and foundation for robust integration of the Yearlong Theme and Conceptual Key Point. The goals of the social studies curriculum are to have children participate as responsible citizens and lifelong learners. This is accomplished through the process of inquiry, dialogue and reflection as learners use appropriate Life Skills and Lifelong Guidelines to positively affect their personal best, each other and the world.

Students examine their world, making connections to the Year Long Theme and the Conceptual Key point through the study of Geography, History and Government. Social Studies concepts weave across all the disciplines at KSAS. Like Science at KSAS, Social Studies is not factoid-driven, but strives to develop inquiring, contributing citizens through essential questions, conceptual key points and social action.

A critical part of the integration of Year Long Theme in Social Studies is the *Being There* Experience. A *Being There* Experience is a study trip, a hands on, often outdoor, engagement that asks learners to actively and consciously connect with what they already know at the beginning of study and throughout the study to highlight how the learning connects to the bigger broader world. These connections are explicitly identified and utilized to anchor knowledge and learning. It gives students a context off of which to build their understanding of new information, thereby assisting in forming questions and wonderings, promoting inquiry. The context might be a physical location, and event or a situation.

The key to *Being There* experiences is that students return to them often so that a depth of understanding can develop. *Being There* locations allow for doing, not just looking. On these study trips, students ask questions, compare answers, delve into behind the scenes information all related to the conceptual key point. Examples of *Being There* locations are: KSAS Nature Trail; No-Name Creek; exploration of school busses, inside and out, top to bottom;

Learners model, practice and critique real world issues in this project based approach.

Another element of the Social Studies program at KSAS is a yearlong project which calls for social or political action. This facet the program prepares students for informed, active citizenship. Two questions drive this call to action:

- (1) How can knowledge empower students?
- (2) How can they use knowledge in real world situations?

Social or political action projects, community service, special classroom and school-wide events provide realistic opportunities to practice citizenship and tie everything together for a purpose. These projects require students to apply what they've learned in a personal way to the real world.

Social Studies instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: Nonfiction books from the District Media Center, Kenai Community Library, KSAS Media Center as well as KSAS Leveled Book Library; *Kids Discover* Magazine; Rand McNally Classroom Atlas; *America's Story* (Harcourt Brace). In addition, current, online resources such as DiscoveryEducation.com are very carefully selected and utilized to maximize connections with the real world problem being investigated.

Media

The media program supports the goal of Kaleidoscope to educate the whole child through the process of inquiry dialog and reflection. This inquiry provides a framework for learning. Successful learners will inquire, think critically, draw conclusions, and create new understandings. Information literacy, through simple and sophisticated technologies, continues to expand and increase in complexity. Competent learners must acquire thinking skills allowing them to use information in ethical, independent, and meaningful ways.

Reading is a window to the world. The KSAS library houses a vibrant collection of high-quality, current fiction and non-fiction books to provide beauty and enjoyment for

readers, as well as access to new ideas, and information to explore. The importance of literacy and the need for quality literature, presented in meaningful ways, are at the heart of the library program. The teacher-librarian will develop collections to support classroom concepts and themes, and collaborate with staff to integrate the library media program into the classroom.

Each classroom has a small bank of computers for students' use. A computer lab easily accommodates an entire classroom of learners. In addition, computers on Wheels (COWs) provide laptops for students' use.

Standards for Library and information literacy programs at Kaleidoscope are guided by the American Association of School Librarians (AASL) standards for the 21st Century Learner.

Physical Education/Health

The physical education and health program at KSAS develops skills and in depth knowledge of sports and movement for life long fitness and health. Physical education utilizes a variety of cognitive, affective, and motor practices that focus on teaching students the importance of being active throughout their lives. P.E. is closely connected to and supports other disciplines by implementing movement with mathematics, spelling, geography, science and health. Collaborating with classroom teachers on the yearlong theme enables students to connect and reinforce prior classroom knowledge while at the same time increasing large motor skills, cardiovascular, and strength skills.

Physical education and health instruction is guided by national, state, district and school standards, but emphasis is placed on integration to provide rich, meaningful, and connected learning opportunities. The KSAS Lifelong guidelines are an integral part of each P.E. class. All students at KSAS have two P.E. periods weekly for a total of 60-90 minutes. Additionally, upper grade students receive 20-30 minutes of health instruction once a week. The health program provides students with information and skills to make healthy and positive choices that enrich health and well-being for the rest of their lives.

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



STUDENTS

INQUIRY

DIALOGUE

- Practice Lifelong Guidelines and Lifeskills on a daily basis
- Are involved in the 'learning process'
- Work with others (collaboration)
- Participate in social action
- Are engaged in authentic experiences
- Develop independent opinions
- Demonstrate learning in a variety of ways
- Make meaning of their experiences
- Take personal responsibility for learning
- Construct connections across the curriculum with emphasis in arts and science

REFLECTION

STAFF

- Nurtures partnerships with students, families and community
- Facilitates the 'learning process'
- Has knowledge of integrated instruction
- Maintains strong content knowledge in arts (music, dance, drama and visual) and science
- Balances content and sequence
- Provides connected meaningful experiences that are worth knowing and doing
- Shares responsibility for all children
- Meets the unique needs of the whole child
- Understands and applies current brain research
- Provides ongoing assessment interfaced with instruction
- Works collaboratively across grade levels and subject areas
- Understands constructivist approach to teaching
- Plans using standards and objectives
- Utilizes high quality materials and resources that can extend beyond the defined classroom walls
- Models life-long learning through continual professional development

INQUIRY

DIALOGUE

REFLECTION

FAMILIES

INQUIRY

DIALOGUE

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

REFLECTION

COMMUNITY

Our community provides a foundation for developing a better understanding of the world around us. KSAS will develop channels to connect to our community by:

- Maintaining a positive relationship with the City of Kenai, Kenai schools, KPBSD, and Kenai Peninsula community resources support
- Seeking ways to contribute to the community through social actions
- Developing partnerships with community agencies and locations to provide valuable being there experiences and study trips
- Establishing positive avenues for communication between the school and the community

INQUIRY

DIALOGUE

REFLECTION

IV. Employee Positions

The school staff will include a

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

Additional staff may include

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

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

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

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

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

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

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

After the interview process, the hiring committee will make recommendations to the contract administrator. Final decision will be made by the administrator. All openings will be advertised through the Human Resources office of the Kenai Peninsula Borough

School District. KSAS employees are KPBSD employees and all state and federal laws apply to the hiring process.

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

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

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

V. Admission and Enrollment Policies

Enrollment Procedures for Kaleidoscope Charter School

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

Lottery Procedures

6. The number of open slots is verified for each grade level
7. Applicants are divided by grade level
8. Children of certified staff (.5 FTE or greater) will be given preference and students are placed at time of hire. This may impact student to teacher ratio, Section 11.
9. Sibling preference applicants are placed in slots available. If slots are not available for teacher or sibling preference children, then a lottery is used to determine waiting list for those children.
Definition of “sibling” from the district attorney’s office: *“For purposes of the sibling preference, a sibling is defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child who resides in the same household.”* per agreement of the District Charter School Oversight Committee on October 17, 2011.
10. Remaining applicants are lotteried. All lotteries are supervised by a local accounting firm. In all lotteries, the amount of bingo balls placed in the spinner corresponds with the number of applicants. Students are listed alphabetically and the first bingo ball drawn is the number assigned for the first student on the alphabetical list. The process continues until all bingo balls are drawn and assigned to a name on the list.

Waiting List Procedures

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

Registration Procedures

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

VI. Facilities

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

VII. Transportation

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

VIII. Insurance

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

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

IX. Budget

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

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

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

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

X. Discipline Policy

Discipline Contract

Kaleidoscope's Behavior and Social Guidelines

Purpose and Overview

I understand my child attends a school currently implementing Lifelong Guidelines and Lifeskills school wide. The behavior guidelines of the model are based upon a common-sense respect for self and others. They provide consistent boundaries and expectations for one's behavior and performance-now and as an adult. They are thus referred to as "lifelong" guidelines.

Lifelong Guidelines

Trustworthiness

Truthfulness

Active Listening

No Put-Downs

Personal Best

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

This view of misbehavior does not mean, however, that there shouldn't be consequences for such behavior. Disrupting class, disrespectful acts or harming another person (physically or verbally) will not be tolerated. Children must learn behaviors that will work in adult life. We all need the opportunity to learn from our mistakes and choose more appropriate strategies to handle similar situations in the future.

In this model, we rely on our partnership together in this learning community. We expect the student, parents of the student and staff to cooperate together to support the student in demonstrating successful behaviors.

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

Policy

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

Process

The Kaleidoscope School of Arts and Science Charter School discipline policy is a progressive process, which is used throughout the school for all students in grades K-6. The process may involve verbal warnings, reflection sheets, removal from class, meeting with staff and/or school administrator. If these consequences are not effective, a behavior contract will be implemented. The student's age, general behavior, and behavior pattern prior to and following the incident may be factors considered in this process.

*Parents are valued contributors to the success of students. Your input is welcomed.
Should a behavior contract be devised, parents must participate.*

*Additional information regarding the district discipline policy can be found in the
KPBSD Student/Parent handbook.*

Name of Student _____

Signature of Parent(s) _____

XI. Accountability of the Academic Policy Committee

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

XII. Academic Policy Committee Bylaws

KALEIDOSCOPE SCHOOL OF ARTS AND SCIENCE CHARTER SCHOOL BYLAWS

MISSION STATEMENT

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

ARTICLE 1

NAME

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

ARTICLE 2

PURPOSE/OBJECTIVES/GOALS

- B. To establish and perpetuate a school which will provide a safe learning environment unifying the efforts of parents, staff, and students to:
 - 1. Support high quality, rigor infused instruction through integration of Arts and Science
 - 2. Encourage the school community (staff, students, parents, community) to analyze, investigate and synthesize information through use of inquiry, dialogue and reflection
 - 3. Facilitate positive attitudes for students to become participating citizens in society
- B. To oversee the financial responsibility of the school.
- C. To conduct its affairs in accordance with the mission statement above.
- D. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws.

ARTICLE 3

GENERAL MEMBERSHIP/MEMBERSHIP MEETINGS

- F. KSAS membership consists of parents or guardians (hereinafter “parents”) of current KSAS students, KSAS staff, and community members appointed by the APC.

- G. General Membership meetings shall be held at least 6 times a year (approximately one time per month) to discuss APC affairs. The meeting times and dates are to be set by the APC, preferably at the first meeting of each semester. All regular meetings are open to the public. Agenda will be posted in accordance with public meeting law.
- H. The quorum for action at an APC meeting is five APC Board members. Action would require a unanimous vote if only the minimum number of members is present for a quorum.
- I. Special meetings may be called, and notice of the meeting must be given 72 hours in advance. Action at the meeting is to be limited to the purpose stated in the notice.
- J. Executive meeting may be held to discuss any one or more of the following:
 - a. Attorney client matters
 - b. Acquisitions, leases, rentals, or sale of property
 - c. Contract proposals or negotiations
 - d. Confidential or sensitive personnel matters involving the administrator

ARTICLE 4

APC BOARD

- D. Shall consist of the following:
 - 1. 7 voting members:
 - 3 parent representatives
 - 3 certified teacher representatives from KSAS
 - 1 community representative
 - 2. Current school administrator appointed by the APC to the board and serve as a voting member in case of tie votes only.
- E. Terms
 - 1. Parent Representatives
 - a. Nomination forms for Parent Representatives will go out in February. Nomination forms will be accepted in a designated place and marked with a time and date stamp agreed upon by the APC board. If no nominations are received by the deadline, APC will extend the deadline and advertise to the community.
 - b. All nominations meeting the criteria below will be listed on the ballot. Ballots with attached biographies will be sent home in March not in conflict with Spring Break. Each designated household will receive one ballot. Additional ballots may be requested by guardians from the site administrator.
 - c. A written ballot certified by an outside accounting firm will determine selection of parent representatives by the end of April.
 - d. Representative(s) will be seated by May APC meeting.
 - e. Parent representative seats must be filled by parents or guardians of students currently attending the school.
 - f. Only one parent per family may serve on the APC simultaneously.
 - g. Parent representative seats may not be filled by a spouse of a contracted employee of the school.

- h. Parent seats may not be filled by contracted employees of KSAS.
- i. Should a parent representative or spouse become a contracted employee of KSAS, their position as an APC board member will cease. (see ARTICLE IV, Section B., #7)
- j. Parent representatives will serve two-year terms, with a maximum of two consecutive terms.
- k. Terms will be staggered to maintain consistency of the board.

2. Teacher Representatives

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

3. Community Representative

- a. The intent of the position is to provide a bridge and a perspective between the school and the community with emphasis on Arts and/or Science.
- b. APC Board will appoint a nominating committee to seek a potential community representative.
- c. The community member will be selected and appointed by the APC Board for a two-year term.
- d. Community representative will serve two-year terms, with a maximum of two consecutive terms.
- e. If possible, this member should be from the Arts and Science community.
- f. The community representative may not be a spouse of a contracted employee, a parent of an enrolled student, or a .5 or more contracted employee of KSAS.

4. Administrator

- a. Fulfilled by current appointed School Administrator.

5. Attendance
 - a. An APC member may be asked to vacate a seat if they miss more than 2 consecutive meetings, without an excused absence, or more than three meetings in a six month period.
6. Vacancy
 - a. The APC Board will appoint someone to fill a vacancy until a special election can be held.
 - b. Any APC Board member may resign at any time by giving written notice to the APC Board. Such resignation shall take effect at the time specified therein.

F. Duties

1. Chairperson
 - a. The APC will elect a Chairperson at the seating of the board by the end of May.
 - b. The Chairperson shall preside at all meetings of the APC Board, and shall have the duties (i.e. organizing meetings and events, communication with all stakeholders, developing agendas and/or posting meeting notices, liaison with administrator, etc.) and powers normally given to that office, in addition to those particularly specified by these Bylaws.
 - c. The Chairperson will be held by a parent.
2. Vice-Chairperson
 - a. The APC will elect a vice-chairperson at the seating of the board by the end of May.
 - b. The Vice-Chairperson shall have the powers and exercise the duties of the Chairperson in case of their absence or incapacity, as well as duties assigned by the Chairperson or the APC Board.
 - c. The Vice-Chairperson will be held by a parent.
3. Secretary
 - a. The APC will elect a Secretary at the seating of the board by the end of May.
 - b. The Secretary is responsible for distributing minutes at the meeting and giving notice of all future meetings.
 - c. The Secretary shall keep a record of all meetings of the board and shall have all the duties and powers normally attributed to the office of Secretary, particularly centralizing all public documents pertinent to the school Charter.
 - d. The Secretary will be held by a parent.
4. Teacher/staff representative
 - a. The teacher/staff representative will attend APC meetings.
 - b. The teacher/staff representative will provide staff committee reports to the APC in a timely manner.
5. Community representative

- a. The community representative will attend APC meetings.
 - b. The community representative should inform APC of community events supporting the KSAS mission.
6. Administrator
- a. The Administrator will attend APC meetings.
 - b. The Administrator will report to the APC in a timely manner on the budget, academic operations and any other operations pertaining to the school.
 - c. The Administrator will present any changes to the currently approved FY budget to the APC for review and possible approval.
 - d. The Administrator will present a proposed plan for any funds available beyond the agreed current FY budget. This needs APC approval.
 - e. The Administrator will present to the APC a single expenditure \$5,000 or above that would be drawn from the Equipment Fund for approval.
 - f. The Administrator will arrange for minutes to be recorded.
7. Specific Duties of the Board
- APC Board:
- a. Supervises the academic operation of KSAS to ensure the alignment to the mission.
 - b. Is accountable to the KPBSD School Board in accordance to AK Charter School Law.
 - c. Will conduct meetings following Robert's Rules of Order.
 - d. Reviews and approves annual budget, enrollment, legal contracts, policies, and procedures aligned to the KSAS Charter.
 - e. Meets to discuss operations, to hear reports and updates from Board members and committees, and to consider requests and concerns from parents, students, staff and community members.
 - f. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC Board shall maintain a topic agenda of all executive sessions.
 - g. May recommend removal of a Board member, with an affirmative vote for removal by 5 out of 6 voting members of Board. The APC member whose removal is under consideration shall not participate in, nor be calculated in the percentage of such a vote.
 - 1. Immediate action will be taken in a meeting organized and posted by the APC.
 - 2. The APC may seek legal consult.
 - h. The APC Board shall meet at least 6 times a year.
 - i. A review of the KSAS bylaws will occur in September of each year. Board training should occur every year with a trainer experienced in policies and procedures of volunteer/elected boards.

ARTICLE 5

ADVISORY COMMITTEES

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

ARTICLE 6

NOTICE OF MEETINGS

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

ARTICLE 7

TRANSACTION OF BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 8

BYLAWS

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

ARTICLE 9

RECORDS

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

ARTICLE 10

DISSOLUTION

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

XIII. Student Placement

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

STUDENT PLACEMENT REQUEST FORM
Due 5/17/13 to the Kaleidoscope Office

Child's Name: _____

Parent/Guardian Name: _____

Date: _____ '12-'13 Teacher: _____ Grade for '13-'14 _____

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

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

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

1. SPECIAL EDUCATION CONCERNS (confidential)
2. CLASS SIZE
3. GENDER BALANCE
4. LEARNING PARTNERS
5. STUDENT LEARNING STYLE
6. TEACHER TEACHING STYLE
7. FRIENDSHIPS - positive/negative
8. DISCIPLINE CONCERNS (confidential)
9. SIBLINGS
10. PARENTAL REQUEST
11. NECESSARY ROLE MODELS
12. PREVIOUS CLASS ASSIGNMENTS

The school will release information regarding classroom assignments immediately prior to the start of the '13-'14 school year.

Parent Signature

Date

12 Homeroom Teaching Staff:

| | | | |
|--------------|--------------|---------------|-----------------|
| Mrs. Boersma | Mrs. Harper | Mrs. Shelden | Mrs. Zinszer |
| Mrs. Darch | Ms. Lafferty | Mrs. Stephens | New teacher TBD |
| Mrs. Fields | Ms. Maguire | Mrs. Stroh | New teacher TBD |

Kaleidoscope School of Arts and Science
Parent Survey

Directions:

Please fill out one survey per family. All surveys must be returned to the school by Friday, April 12, 2013, to be included in the survey results that will be presented at the April APC meeting.

1. How many children do you have enrolled in Kaleidoscope? _____

**2. To what extent are you satisfied with the following aspects of Kaleidoscope?
 Mark the most appropriate response for each item.**

| | | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|----|---|-------------------|--------------|-----------|----------------|
| a. | Class Size | 1 | 2 | 3 | 4 |
| b. | KSAS involvement/relationship with the community | 1 | 2 | 3 | 4 |
| c. | Availability of school resources, computers, technology | 1 | 2 | 3 | 4 |
| d. | Educational program | 1 | 2 | 3 | 4 |
| e. | Overall school climate/environment | 1 | 2 | 3 | 4 |
| f. | Relationship with school district | 1 | 2 | 3 | 4 |
| g. | Administrative leadership | 1 | 2 | 3 | 4 |
| h. | Academic Policy Committee | 1 | 2 | 3 | 4 |
| i. | Potential for student involvement | 1 | 2 | 3 | 4 |
| j. | Progress toward meeting school's mission. | 1 | 2 | 3 | 4 |
| k. | My child's academic achievements | 1 | 2 | 3 | 4 |

3. Mark the extent to which you agree or disagree with the following statements about Kaleidoscope.

| | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|----|--|-------------------|----------|-------|----------------|
| a. | Kaleidoscope meets the needs of my student | 1 | 2 | 3 | 4 |
| b. | My child is motivated to learn | 1 | 2 | 3 | 4 |
| c. | The quality of instruction is high | 1 | 2 | 3 | 4 |
| d. | My child receives sufficient individual attention. | 1 | 2 | 3 | 4 |
| e. | There is good communication between the school and my household. | 1 | 2 | 3 | 4 |

| | | | | | |
|----|---------------------------------------|---|---|---|---|
| f. | My child is well supported in school. | 1 | 2 | 3 | 4 |
|----|---------------------------------------|---|---|---|---|

| | | | | | |
|----|--|---|---|---|---|
| g. | The school is implementing innovative practices. | 1 | 2 | 3 | 4 |
| h. | Parents have the ability to influence the direction of the school. | 1 | 2 | 3 | 4 |
| i. | Teachers and school leadership take responsibility for student achievement and performance. | 1 | 2 | 3 | 4 |
| j. | I have had the opportunity to become actively involved in my child's education at Kaleidoscope | 1 | 2 | 3 | 4 |
| k. | I am able to express my opinion about the school with the APC. | 1 | 2 | 3 | 4 |
| l. | I am able to express my concerns about the school with the principal. | 1 | 2 | 3 | 4 |
| m. | I feel comfortable talking with my child's teacher. | 1 | 2 | 3 | 4 |
| n. | I feel that I am well informed about what goes on at school. | 1 | 2 | 3 | 4 |
| o. | My child is receiving quality instruction at Kaleidoscope. | 1 | 2 | 3 | 4 |
| p. | My child is receiving arts instruction (music, drama, visual art, dance/movement). | 1 | 2 | 3 | 4 |
| q. | My child is receiving science instruction. | 1 | 2 | 3 | 4 |
| r. | I feel well informed about my child's progress from conferences with the teacher (s). | 1 | 2 | 3 | 4 |
| s. | I feel well informed about my child's progress from the quarterly report cards. | 1 | 2 | 3 | 4 |
| t. | I am pleased with the school's use of Lifelong Guidelines/Lifeskills. | 1 | 2 | 3 | 4 |

Comments/Suggestions:

All comments/suggestions are public record and are asked to be written so that no student or staff member will be identifiable. If you need additional space, please feel free to attach to this survey.

Comments from the 2013 survey:

Parent Survey 2013 Comments

19 comments were submitted. 18 comments are listed. 1 comment is not listed because there were specific names in the comment. Participants in the survey were informed that comments with specific identities noted would not be of consideration for the organization. Comments are listed as submitted by the participant.

1. This school is a blessing. My child has flourished at this school. She has received both knowledge and lifeskill she will need in the future. I know we choose the right school when we enrolled in KSAS. She was able to attend K-6 here. Thank you
2. Great teachers!
3. I would like to see the PTA be dismembered for a couple years for a couple reasons: Help the climate to change and come back stronger. Also because we've got hit hard by fundraising these last couple years and I think we are in a good spot to do so. I also wish to see a school wide vote on the after school testing night recipient. If it is not a PTA run activity the school should decide as a whole.
4. We all love Kaleidoscope. Thank you all for everything you do.
5. We love Kaleidoscope! Love the life-skills, the general enthusiasm and uplifting environment of the school. I've volunteered at school and benefited enormously from that. The educational approach seems well rounded, engaging and motivates my student to want to learn. The teacher genuinely cares about the students and thrills at their successes. And we love the focus on the arts and science.
6. The report cards would probably be easier to interpret if it came with some sort of syllabus so parents have a better understanding of where our children are or where they should be. While this is accomplished during conferences so we are able to reinforce and work on things both academic and non academic over the summer.
7. Not enough communication between teachers and parents. They never return phone calls and only half the emails. Way too much paperwork is sent home, parents get lost in it. Love the phone calls every Sunday.
8. I love KSAS, but I do wish that "the basics" were taught in math.
9. APC needs to publish agendas & not pass sweeping policies without advising parents. One child is under challenged, the other struggles and my concerns involving my children often (? unreadable) at school & I do not receive an email or phone call which is concerning.
10. I like the way the whole school uses a theme adapted for each grade level.
11. Better resource support; most students are not identified and assisted properly.
12. The students don't have enough time to finish their lunches.
13. 2a Class size too large. For maximum student benefit, a lower student to teacher ratio would be optimal. 2d-j. The school seems to be sliding away from original intent and purpose. Teachers are excellent, especially considering the class size, make up, and continual disruptions. 3i. there is no celebration of student individual, group successes. Successes should be lauded as an example of what to strive for, not swept away to spare feelings of those that didn't make the top. That is not real life. Competition is a good thing. Educational successes should be pushed as hard as the art piece was pushed. While I appreciate the attempt to cover all bases regarding informing parents, I feel using the telephonic alert now system on a weekly basis is a bit much. Plus, frankly, it is annoying to receive robocalls- re-informing us what we've already been told twice. I am all for eliminating the 6th grade & lowering class size to 18:1. This may also reduce the number of shadow positions (supervisors) allowing for a qualified specialist. Why hire babysitters within the classroom?

14. I feel the average-slightly above average child gets lost at times. There are lots of programs, small groups, and one on one for those that need a little extra, but none for the "average" student. Good thing we have an excellent teacher who has tapped into my child. I have been disappointed with the APC this year. I've been attending APC meetings since my child's enrollment at KSAS, it sure has slipped into a casual- informal- discussion group. I hope that the APC will once again become what it is intended to be. Overall I think KSAS is a wonderful school and am thankful that my child is getting their primary education here.
15. A school's tone can be set by a families first encounters. First visit to a school, first contact with office staff, first meeting of teachers, the "firsts" make a lasting impression. The importance of everyone in the school doing their part to set the tone from a first meeting to every encounter from then on is paramount in maintaining integrity in a school. Everyone, everyday should do their part to be the professional that they were hired and are paid to be
16. I would like to see technology incorporated more in their learning/projects.
17. I find the report cards confusing. Is my child's grade based on State Standards? Is my child's grade based on performance from the beginning of the year on(individual growth)? When I asked the teacher at conference time, I got a unclear answer of what criteria my child was being graded upon. Is my child at,above, or below grade level? I do not know any of this based on the report card.
18. KSAS is a very good school but I think it could use more supports for SpEd students and their individual needs. I am overall pleased with KSAS and my children's educators.

Parent Contract:

Parent Contract 2013/2014

Kaleidoscope School of Arts and Science is a public charter school. Our mission is to develop student academic and life skills through integrated study of arts and science. Our curriculum is carefully constructed based on conceptual key points and yearlong themes and studies. All subjects are interwoven to create meaning.

Family partnerships are of utmost importance in maintaining a high standard of academic success. Our mission can only be accomplished with parent involvement and support.

This contract shall serve as a pledge to adhere to these standards and to the responsibilities listed below.

As a parent, I _____, agree:

- To encourage the use of Lifelong Guidelines;
- To involve myself in my child's education by encouraging homework completion, attending parent conferences, and supporting the curriculum, policies, and personnel of the school;
- To follow the attendance policy of KSAS according to the "Attendance Contract". I will support my child by keeping tardies and absences to a minimum;
- To review and adhere to the Discipline Policy of KSAS and the district general guidelines for discipline in the Parent/Student Handbook. This policy is located at <http://www.kpbsd.k12.ak.us/>
- To attend, and deliver my child to performances, celebrations, and events that occur outside of the school day to the best of my ability as the arts and sciences are at the heart of our instructional focus;

- To support my child by keeping tardies and absences to a minimum;
- To provide transportation to and from school at the appropriate time if bussing is not available;
- To provide a lunch, or special diet items, if they are not available at our school;
- To the release of all previous transcripts to KSAS as well as a “Release of Information” form for all school records as per KPBSD procedures;
- To the placement, advancement, and retention of students according to KSAS and KPBSD policy.

Additionally, I understand that in order to maintain a professional environment for students and staff, the procedure for resolution of concerns is:

- First speak directly to the staff member involved.
- If the conflict is not resolved, I will speak to the administrator.
- If the issue remains unresolved, I will follow school district policy KPBSD4141; 4215; 4218.
- If the concern is with the administrator, the procedure is to go first to the administrator. If there is no resolution, contact the APC chair with written or verbal request. Personnel issues will be addressed in executive session.

I/We, parents of _____, agree to the above contractual enrollment and attendance conditions.

Signature _____

Date _____

Signature _____

Date _____

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

*****see Appendix 8a.*****

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

*****see Appendix 8b.*****

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

*****see Appendix 8c.*****

(d) Kaleidoscope School of Arts and Science Charter School has met the requirement to achieve a positive or zero ending fund balance each year. The carryover amounts are: FY11 \$245,343.00; FY12 \$241,478.00; FY13 \$251,031; FY14 \$215,759.00.

**ESTIMATED FUNDING - KALEIDO SCOPE
FY14**

FY14 Estimated Revenue Calculation - 9-17-13

Variables:

| | | |
|---|--|----------------|
| FTE Enrollment | THIS FORMULA IS FOR 150 - 249.99 ONLY | 249,000 |
| Is program funded as a separate school per statute (Yes or No) | | Yes |
| ADM if funded as separate school | | - |
| ADM if funded as included in largest school (per statute) | | - |
| Intensive service students (as included in FTE enrollment) | | - |
| Correspondence students (not included in FTE enrollment) | | - |

Estimated State Foundation Funding

| | | |
|---|--|---------------------|
| FTE Enrollment | | 249,000 |
| ADM as adjusted for school size $218.10 + (1.08 * (ADM - 150))$ | | 325,020 |
| ADM as adjusted for district cost factor (*1.171) | | 380,598 |
| ADM adjustment for CTE (*1.015) | | 388,307 |
| ADM as adjusted for special needs (*1.2) | | 463,569 |
| ADM adjustment for intensive service counts (x13) | | - |
| ADM adjustment for correspondence students | | - |
| Adjusted ADM | | 463,569 |
| Base student allocation | | \$ 5,680 |
| Estimated State Foundation Funding (Basic Need) | | <u>\$ 2,633,071</u> |

Quality Schools Funding

| | | |
|--|-----------------|-----------------|
| Quality schools funding per adjusted ADM | \$ 16.00 | |
| Adjusted ADM | <u>463,569</u> | <u>\$ 7,417</u> |

Total Estimated Revenue Per Capita Funding

| | | |
|------------|--------------------------------------|----------------------------|
| | | <u>\$ 2,640,488</u> |
| FY13 rate* | Less indirect cost rate | % |
| | | 0.0489 |
| | | \$ 123,100 |
| | Funds available for operation | <u><u>\$ 2,517,388</u></u> |

Revenue projection will be revised when final OASIS information is received from the Department of Education and Early Development.

* Indirect Cost Rate for FY14 updated

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) Kaleidoscope School of Arts and Science follows all KPBSD budgetary procedures and requirements. The budget is audited annually during the District audit.

*****see Appendix 9a.*****

(b) Independent audits of the KPBSD accounting procedures indicate that the school has met its obligation to ensure fiscal integrity.

*****see Appendix 9b.*****

(c) The school has a positive fund balance and an enrollment that allows the school to maintain efficient and fiscally sound school operations.

*****see Appendix 9c.*****

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?

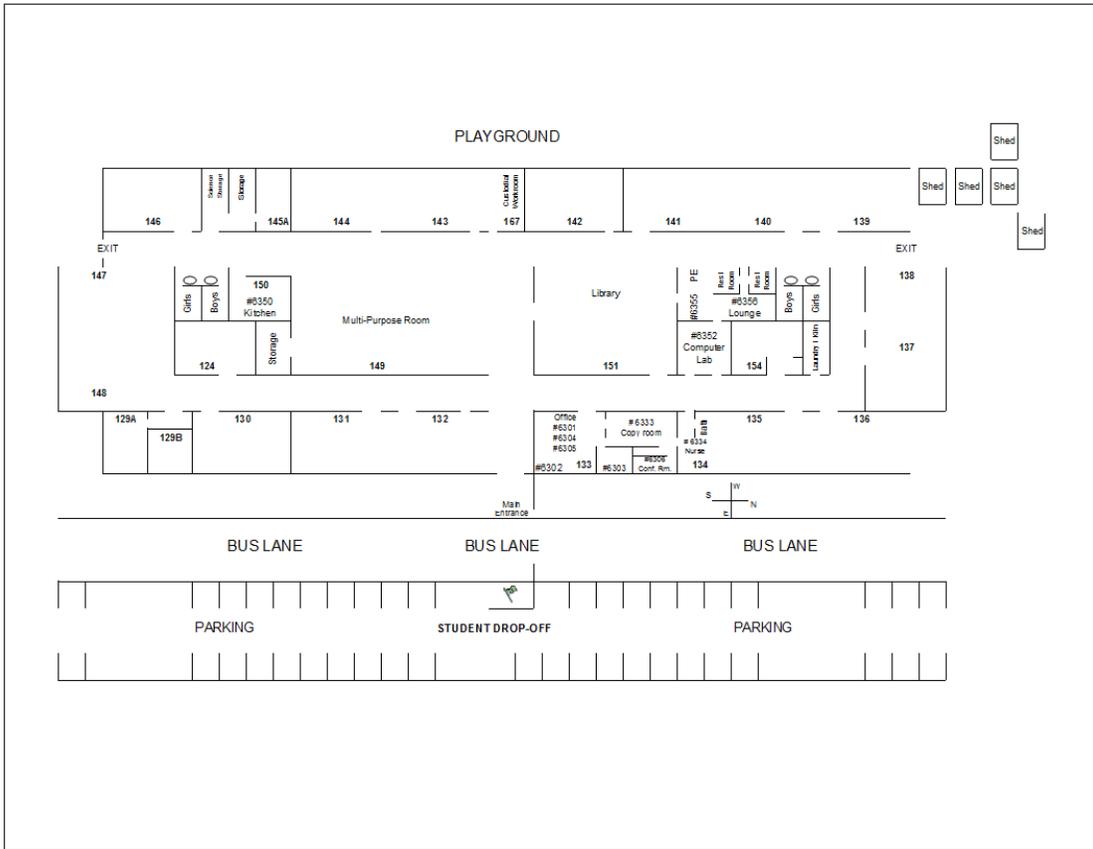
What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.

Suggested Sources of Evidence: A drawn schematic of the physical plant.

INSERT INFO HERE →

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

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



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 will follow this range:

K-6th grade: 1 teacher to 16-24 students

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

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

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) Our registration rates for openings indicate more applications than spots available. Our waiting list as of 9/4/2013 was 140 students. We have stabilized at meeting our targeted enrollment of 252 students.

*****see Appendix 12a.*****

(b) KSAS is operating at a current enrollment of 252 students in our school. The school continues to deliver school wide year-long themes and high quality instruction based on sound educational models integrating science and the arts. Maintaining school enrollment at 252 will allow a family atmosphere, good quality instruction and quality student management. The Academic Policy committee will continue to review this total enrollment number to ensure we continue to manage our school with sound, stable judgement.

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

The following Core Beliefs of KSAS shape the school’s philosophy:

(1) Arts are the essence of being human. They promote metaphorical thinking and are the way we interpret our world.

(2) Children are naturally curious learners with diverse strengths, needs, interest and talents.

(3) Children thrive from a well-rounded education. All of the arts and science are taught with rigor equal to core subject areas.

(4) The inquiry process connects every discipline to create a deeper understanding.

(5) Process is more important than product.

(6) There is no such thing as mastery; there is always more to learn.

In addition, fostering positive attitudes and behaviors is crucial to everyone's success at Kaleidoscope. Programs from *Highly Effective Teaching* (Kovalik, 1992) integrate Life skills and Lifelong Guidelines (see Tables 1 and 3) to enrich content area curricula and promote student growth and progress towards KSAS and KPBSD goals as well as The New Alaska State Standards and the National Standards. These life skills and lifelong guidelines programs cycle around to constantly teach students to take personal responsibility for their own learning while accomplishing local, state and national targets.

The KSAS curriculum is based on two models for integrated curriculum that support inquiry and thinking processes: *Integrate with Integrity* (Snyder, 1996) *Total Literacy*, (Snyder, 1999) and *Highly Effective Teaching* (Kovalik, 1992). (See Table 1) A four year cycle of Yearlong Themes provides the content for integration. (see Table 2) The conceptual Key points (see table 2) provide the conceptual foundation for all curriculum integration. *Total Learning: Twenty Multi-sensory strategies*, also developed by Dr. Snyder, is used by classroom teachers to infuse all of the arts in the curriculum on a weekly basis.

Curriculum is integrated through the arts and science on a daily basis. KSAS educators plan together to develop instructional units via year-long themes unified by conceptual key-points on a four year rotation. (see Table 2). Teachers and the Science and Arts Specialists at KSAS have strong knowledge of concepts, skills and standards in each area of the curriculum. They meet weekly to refine lessons, to deepen integration across the disciplines and to plan instruction and assessment.

Current brain research reminds us that the brain seeks patterns and complexity. Subject matter is far more memorable when it is encountered within broad integrated units about topics that matter in the world. For that reason, students at KSAS explore concepts and themes through the arts and each content area, focusing on complexity and patterns. This type of learning allows students to examine new ideas and opinions and probe beyond fact gathering. This learning process does not emphasize finding final answers. Rather, learners naturally develop questions to pursue future investigations.

The process of inquiry, dialogue and reflection is central to the KSAS philosophy. This dynamic process is based on the belief that understanding is constructed in the process of people working and conversing together as they pose and solve problems. This process is interconnected and fluid. Learners move back and forth between inquiry, dialogue and reflection to devise new questions, understandings and perspectives. This learning

process is based on the constructivist idea that children learn best by questioning and examining new experiences with old (inquiry), collaborating in the process (dialogue), and re-examining and restructuring their views (reflection).

In an integrated thematic unit, a broad theme or concept is chosen which cuts across disciplines, so each content area or intelligence can explore the theme in a meaningful way. The integrity of each discipline is maintained. Application and synthesis of ideas from one discipline to another is encouraged, leading students to develop deeper understanding and critical thinking through comparing and contrasting of ideas. This integration may be topical, such as a unit on “The River” or it may be based on the Conceptual Keypoint such as “systems.”

Maintaining integrity and rigor in each discipline is a core belief and is vital for success. Thinking across disciplines to form generalizations is encouraged and fuels more investigations and further inquiry. The conceptual key points on which yearlong themes are based rotate on a two year cycle which keeps ideas and learning fresh while increasing depth of understanding. Investigation and questioning of conceptual key-points form the heart of this model.

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

KSAS believes children learn in different ways and at different rates. Learners thrive when instruction builds on their strengths and interests. Therefore the teaching philosophy and instructional practices at KSAS explicitly honor and capitalize upon the various ways people observe, process and communicate in our world. Hands-on instructional engagements that develop thinking across disciplines and intelligences are critical to the KSAS model and the success of all learners.

Content Area Overviews

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

The Arts

At KSAS, we believe that creative expression develops higher level thinking and deeper application of skills. When children learn through the arts they exhibit socially acceptable

behavior which contributes to creating a civil, joyful learning community. The Arts include: Movement and Dance, Drama, Music and Visual Arts.

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

Community Partnerships have existed with many, varied arts groups and will continue to grow.

Kenai Peninsula Orchestra, Kenai Visitors and Cultural Center, Kenai Fine Arts Center, and the Kenai Performing Arts Society, Kenaitze Indian Tribe have contributed to KSAS Arts program in the past.

Movement and Dance

The dance/ movement program at KSAS nurtures students' natural affinity for movement by developing students' kinesthetic and spatial intelligences, providing opportunities for self- expression and problem solving, supporting creative and critical thinking, and fostering aesthetic appreciation.

Dance/ Movement at KSAS is taught using a conceptual approach where the dance concepts of time, space, energy/ force (also called 'effort'), and body are integrated into the curriculum, especially science and the arts, allowing students to develop a deep level of interdisciplinary understanding. Dance/ Movement at KSAS is brain compatible, meaning lessons are designed with the child's physical, emotional, and brain development in mind, thus maximizing each student's full potential.

Dance Movement/ lessons may include structured improvisations, opportunities for students to create dances individually and in small groups, dance technique/ motor skill development, folk dances, and dance/ movement songs and games.

Dance and Movement instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to:

Gilbert, A. (2006). *Brain- compatible dance education*. Virginia: National Dance Association.

Gilbert, A. (1992). *Creative dance for all ages*. Virginia: National Dance Association.

Gilbert, A. (1977). *Teaching the three R's through movement experiences*. Minnesota: Burgess Publishing Company.

Snyder. Susan (1999). *Total Learning*

Music Resources for Dance/ Movement include, but are not limited to:

Music for Creative Dance, Volumes 1-4, by Eric Chappelle

Brain Dance, by Eric Chappelle

Multicultural Folk Dance Treasure Chest (Volumes I and II) by Christy Lane

Shenanigans (all volumes)

Music

The KSAS music curriculum, written and published in 2013, centers around the philosophy of Orff-Schulwerk. (Music for Children). This approach is based on the central idea that music, movement, and speech form an inseparable unit. In Orff, speech refers to the spoken and sung word and may include rhyme, poetry, drama, song and story.

The Orff process of imitation, exploration and improvisation is complementary to the KSAS learning process of inquiry, dialogue and reflection. Skills and concepts are spiraled through the grade levels around the elements of melody, rhythm, harmony, form and timbre.

Singing, speech, body percussion, pitched and non-pitched instruments, listening activities, reading notation, movement, and drama are used in developmentally appropriate ways through the curriculum and grade levels to teach concepts and skills. The music curriculum is integrated within classroom thematic units and/or the conceptual keypoints, while maintaining the integrity of the music itself.

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

Drama

The drama curriculum centers on creative drama, an approach that allows and encourages children to create their own scripts or lines. Drama includes the use of voice and body as a way of communicating thoughts, ideas and emotions. Activities can include improvisational activities as well as Readers Theatre, story-telling, script-writing, role-playing, mime, as well as creating simple costumes, sets and sounds to enhance the performance. Materials from stories, folk tales, rhymes and poems, as well as drawn the thematic units that the children are studying.

Drama instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: *Total Learning*, Susan Snyder. High quality literature, classroom materials, media.

Visual Arts

The visual arts are a vehicle for investigations and connections across disciplines in and out of the classroom. The visual arts program at KSAS follows the philosophy and practice of the Discipline Based Art Education (Getty Institute). Important components of DBAE are: creating and producing works of art; the study of historical and cultural roles of art works/images; aesthetic scanning; critique of art according to criteria ; and the study of beauty and meaning in one's own and other's works of art. These components are taught in their own right and for their own sake and are further integrated into and throughout the curriculum.

Imaginative and critical thinking are taught and practiced to produce original art, learn skills and techniques in order to create in the following mediums and areas of artistic expression:

Drawing, Painting, Print Making, Collage, Sculpture, Fiber Arts, Artist Study

Arts instruction at KSAS is guided by national, state, district and school standards, and the KSAS Art Curriculum. Emphasis is placed on the variety of sources that provide rich, meaningful, but connected learning opportunities across all curricular areas. Resources may include, but are not limited to: ProjectARTiculate.org; ARTsedge.kennedy-center.org; KPBSD Media Center: art prints, arts kits available for loan; *Total Learning*, by Dr. Susan Snyder.

Science

The vision of Kaleidoscope School of Arts and Science is to have the arts and the sciences permeate the KSAS student experience. This vision has led to distinguishing innovative practices throughout the school where curiosity is nurtured in all young scientists. KSAS believes that inquiry based science instruction provides unparalleled opportunities for students to actively engage in their learning. Science instruction at KSAS is based on the belief that children need to wonder, explore, make connections and reflect through integrated, intriguing and inquiry-based, hands-on science experiences.

Published in 2011, the KSAS Science Curriculum Guide is designed to establish a framework for guiding science instruction both in the classroom and science lab. The KSAS Science Curriculum aligns with the National Science Education Standards, the American Association for the Advancement of Science Benchmarks, and the State of Alaska Grade Level Expectations. At the present time, KSAS is examining the new Next Generation Science Standards (NGSS).

At KSAS science learning focuses on meaningful inquiries into the natural world. Authentic opportunities are offered weekly in a designated science lab with the full time Science Specialist and integrated into individual classroom instruction. The KSAS Science curriculum deliberately reflects the school's focus on integration by centering on the school-wide and yearlong conceptual key points. The Science Specialist meets with classroom teachers weekly to plan science investigations, assess progress and growth and examine curriculum. Integrating science with all other curricular areas is a high priority. Every opportunity to combine and enrich science with math, language arts, social studies, music, visual arts, drama, dance and physical education is pursued. Integrated science learning extends from the science lab into all spaces shared with students: the classroom, the nature trail, the gym, the playground, places around the community as well as the various art studios in the school: music, visual arts, movement and dance.

Core science concepts that are taught at KSAS are: (1) Earth System Science/ Space Science: The Cosmos; Structures of the Earth; Processes that change the Earth. (2) Life Science: Living Things; Structures and functions; Ecosystems. (3) Physical Science: Matter, Forces, Energy, Waves. (4) Engineering Science: Tools and Technology. Process Skills/Integrated Skills that are taught and practiced in the lab and classroom are: observing, classifying, measuring, inferring, predicting, and communicating. Further

processes and skills are: making models, defining operations, collecting data, interpreting data, identifying and controlling variables, formulating hypotheses and experimenting

Resources may include, but are not limited to: Online resources found in the KSAS Curriculum; ScienceSaurus; FOSS; Insights; AIMS Math and Science.

Partnerships have existed with Alaska Department of Fish and Game, Kenai Watershed Forum, Department of Soil and Water Conservation. Other community resources include, but are not limited to, Kenai Wildlife Refuge; The Challenger Center; Seward SeaLife Center; Islands and Oceans Center in Homer. KSAS continues looking to establish new community partnerships to enrich students' understanding of the world around them.

Language Arts

The Language Arts program emphasizes integration of the arts and science. It is a literature based and literature rich program that includes a balance of oral and written language, direct instruction, group work and independent work. Differentiated reading instruction is meaning based and encompasses systematic and explicit teaching of emergent literacy skills, phonics, spelling, and vocabulary development, along with comprehension strategies and critical thinking skills. Using the highest quality literature, fiction, nonfiction, prose and poetry, is a top priority at KSAS. In addition to the KSAS Media Center and Library, a library of leveled books is available for all to access.

The KSAS teachers provide read alouds, interactive read alouds, shared and guided reading instruction, differentiating and individualizing as needed to meet the needs of all students. Learners may work in small cooperative groups, in pairs or trios as well as by themselves. The practices that build content and literary knowledge include shared reading and shared writing, strategy lessons, explicit phonics instruction and word study. These practices provide a strong foundation for reading and learning to read. Literature Circles, Author Studies, storytelling and personal research projects scaffold readers' learning and growth towards independence and understanding about language.

Students read, write and share their work daily, guided by various instructional best practices. Students and teachers use the language of 6+ Traits Model to learn to write and to learn how to talk about writing as they become independent writers, revisers and editors. They utilize writing process tools to improve the structure and organization in their writing.

Reading Workshop and Writing Workshop provide predictable and highly productive structures for whole group instruction, small group instruction and as well as time for independent work. Reader response groups, writers' circles, sharing journals, interactive writing, choral readings and readers' theatre offer opportunities to publically present written work and develop speaking and listening skills. These engagements and cooperative communications support projects across all curricular areas. As authentic purposes for writing arise they are taken advantage of. Writers model, practice and critique real world uses of writing in this project based approach.

Language Arts instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected

learning opportunities across all curricular areas. Resources may include, but are not limited to: *First Steps*, Education Department of Australia; *The Daily 5*, Boushey & Moser; *Total Literacy*, Susan Snyder; *Performance Literacy*, Brett Dillingham. Influential research and publications by Fountas & Pinnell, Ralph Fletcher, Sylvia Chard and Lillian Katz, Dr. Bear, Scholastic Guided Reading.

Mathematics

The goals of KSAS mathematics program are to create a foundation of solid conceptual understanding, a high degree of procedural skill and fluency while fostering the students' ability to apply the math they know to solve problems in and out of the classroom. Students analyze problems and communicate findings, both orally and in writing, and make connections to the bigger world. Priority is placed on thinking mathematically and making sense of mathematics in everyday life. As with all core subjects at KSAS, mathematics is integrated across the curricular areas with emphasis in arts and science.

Mathematical instructional practices include using manipulatives, teaching mental math, playing conceptual math games, sharing thinking while exploring multiple strategies for solving problems. The mathematics instruction at KSAS provides a continuous regime in a spiraling cycle of complexity. Students and teachers practice and reinforce mathematical concepts throughout the year and up through the grade levels. Integration of mathematical concepts and problem solving across the content areas, in science and art especially, enhances students' skills and practice while showing understanding of how math is used in their world.

Mathematics instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to Accelerated Math; SuccessMaker; FOSS Kits; *Math Games for the Primary Grades*, by Nancy Norman; *Everyday Mathematics*; Marilyn Burns publications.

Social Studies

Social Studies at KSAS offers a strong framework and foundation for robust integration of the Yearlong Theme and Conceptual Key Point. The goals of the social studies curriculum are to have children participate as responsible citizens and life long learners. This is accomplished through the process of inquiry, dialogue and reflection as learners use appropriate Life Skills and Lifelong Guidelines to positively affect their personal best, each other and the world.

Students examine their world, making connections to the Year Long Theme and the Conceptual Key point through the study of Geography, History and Government. Social Studies concepts weave across all the disciplines at KSAS. Like Science at KSAS, Social Studies is not factoid- driven, but strives to develop inquiring, contributing citizens through essential questions, conceptual key points and social action.

A critical part of the integration of Year Long Theme in Social Studies is the *Being There Experience*. A *Being There Experience* is a study trip, a hands on, often outdoor, engagement that asks learners to actively and consciously connect with what they already know at the beginning of study and throughout the study to highlight how the learning connects to the bigger broader world. These connections are explicitly identified and

utilized to anchor knowledge and learning. It gives students a context off of which to build their understanding of new information, thereby assisting in forming questions and wonderings, promoting inquiry. The context might be a physical location, and event or a situation.

The key to *Being There* experiences is that students return to them often so that a depth of understanding can develop. *Being There* locations allow for doing, not just looking. On these study trips, students ask questions, compare answers, delve into behind the scenes information all related to the conceptual key point. Examples of Being There locations are: KSAS Nature Trail; No-Name Creek; exploration of school busses, inside and out, top to bottom;

Learners model, practice and critique real world issues in this project based approach.

Another element of the Social Studies program at KSAS is a yearlong project which calls for social or political action. This facet the program prepares students for informed, active citizenship. Two questions drive this call to action:

(3) How can knowledge empower students?

(4) How can they use knowledge in real world situations?

Social or political action projects, community service, special classroom and school-wide events provide realistic opportunities to practice citizenship and tie everything together for a purpose. These projects require students to apply what they've learned in a personal way to the real world.

Social Studies instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: Nonfiction books from the District Media Center, Kenai Community Library, KSAS Media Center as well as KSAS Leveled Book Library; *Kids Discover Magazine*; Rand McNally Classroom Atlas; *America's Story* (Harcourt Brace). In addition, current, online resources such as DiscoveryEducation.com are very carefully selected and utilized to maximize connections with the real world problem being investigated.

Media

The library media program supports the goal of Kaleidoscope to educate the whole child through the process of inquiry dialog and reflection. This inquiry provides a framework for learning. Successful learners will inquire, think critically, draw conclusions, and create new understandings. Information literacy, through simple and sophisticated technologies, continues to expand and increase in complexity. Competent learners must acquire thinking skills allowing them to use information in ethical, independent, and meaningful ways.

Reading is a window to the world. The KSAS library houses a vibrant collection of high-quality, current fiction and non-fiction books to provide beauty and enjoyment for readers, as well as access to new ideas, and information to explore. The importance of literacy and the need for quality literature, presented in meaningful ways, are at the heart of the library program. The teacher-librarian will develop collections to support classroom concepts and themes, and collaborate with staff to integrate the library media program into the classroom.

Each classroom has a small bank of computers for students' use. A computer lab easily accommodates an entire classroom of learners. In addition, computers on Wheels (COWs) provide laptops for students' use.

Standards for Library and information literacy programs at Kaleidoscope are guided by the American Association of School Librarians (AASL) standards for the 21st Century Learner.

Physical Education/Health

The physical education and health program at KSAS develops skills and in depth knowledge of sports and movement for life long fitness and health. Physical education utilizes a variety of cognitive, affective, and motor practices that focus on teaching students the importance of being active throughout their lives. P.E. is closely connected to and supports other disciplines by implementing movement with mathematics, spelling, geography, science and health. Collaborating with classroom teachers on the year-long theme enables students to connect and reinforce prior classroom knowledge while at the same time increasing large motor skills, cardiovascular, and strength skills.

Physical education and health instruction is guided by national, state, district and school standards, but emphasis is placed on integration to provide rich, meaningful, and connected learning opportunities. The KSAS Lifelong guidelines are an integral part of each P.E. class. All students at KSAS have two P.E. periods weekly for a total of 60-80 minutes. Additionally, upper grade students receive 20-30 minutes of health instruction once a week. The health program provides students with information and skills to make healthy and positive choices that enrich health and well being for the rest of their lives.

(b) KSAS personnel monitor the effectiveness of curriculum implementation and curriculum quality by annually evaluating student performance on all state and local assessments, seriously and collaboratively looking at data, and data patterns. In addition, teachers monitor the effectiveness of instruction through formative and summative assessments, teacher observations, anecdotal records, parent and student feedback.

Every year, teachers analyze the Yearlong Theme and conceptual Key Points. Scrutinizing all the activities and engagements presented in the previous cycling of the theme, four years prior, teachers update curricular materials to strengthen integration as well as focus and rigor to concepts, standards and objectives. Teachers examine the extent to which the concepts, knowledge and skills identified in the key points were practiced in real world situations. Similarly, the two year rotation of conceptual key points is examined and revised as needed to reinforce the school's dedication to inquiry, reflection and dialogue. Maintaining rigor and quality of integration, instruction and depth of content are paramount.

(c) KSAS continuously and consistently undertakes curriculum review and revision through both formal and informal processes. At every semester teacher reflect and review curriculum and instruction. Teachers meet at least once a week in grade level teams and with specialists (in science and the arts) to plan, assess and revise curriculum as it is enacted and integrated in classrooms every day.

Over the years KSAS has hired educational consultants and experts to assist in the review and revision processes of curriculum and assessments across disciplines. Educators work during the summers in an Institute format to review, scrutinize, and develop curriculum.

At KSAS there is an ongoing study of Language Arts and Writing programs. Lately, staff examined the use of nonfiction materials for planning and increasing writing informational text. They examined the new state and national standards related to nonfiction writing and nonfiction discourse patterns in reading and speaking.

Further, in 2010, teachers joined a dozen KSAS students in a five week After School Writing Workshop to earn credit and to consider themselves as writers so they might better understand the realities of teaching and writing in a workshop setting. Facilitated by a University of Alaska adjunct professor, this course provided time and response for writing followed with reflection and dialogue about teaching and experiencing writing processes. Discussions and engagements in class were expanded to weekly classroom use.

The focus for curriculum review for the 2008 – 2009 year was the Discipline Based Arts curriculum. An artist and arts consultant trained staff through demonstration and hands on experiences with art, providing a basis for through review and improvement of the program. A well respected and prolific artist-consultant guided, assisted and motivated KSAS educators to continue learning about the arts and to continue creating through the arts. This consultant has worked ongoing with staff to write, review and refine the KSAS Arts Curriculum

In 2009- 2011 the science curriculum was reviewed and revised to be more closely aligned with state and national goals of achieving science literacy across the grade levels though understanding and using scientific concepts in daily life. Annually representatives of KSAS attend the National Science Teacher's Association Annual Conference for ideas and support.

During the school year 2010- 2011 a consultant worked with KSAS faculty to familiarize and train staff in efficient and effective teaching of the spiraling curriculum of *Everyday Math* (University of Chicago).

Every year staff reviews how the principles and practices of *Integrate with Integrity* are delivered at KSAS. Teachers work to improve their understanding of and ability to integrate thematically across all subject areas with keen attention to standards and objectives. They also concentrate on ways to teach and increase positive attitudes and behaviors of all members of the school community.

KSAS is deeply and fully committed to Professional Development. KSAS encourages and supports Professional Development with release time and the budget for staff to attend district, state and national conferences. For example: Cooperative Learning, International Reading Association, National Science Teacher's Association, National Council of Teachers of Music, Orff Music, Integrate with Integrity, Discipline Based Art.

Learning that happens at conferences and workshops increase educators' skills and knowledge. These coalesce to strengthen critical review and revision of curriculum.

Learning, practicing and reflecting upon instruction are significant parts of the culture of KSAS. Rigorous, continuous learning of staff is as important as continuous learning of students. Everyone benefits.

The Strategic Plan specifically addresses Professional Development. (section 2.7)

During the summer 2011, KSAS was the host site for the Statewide Basic Arts Institute sponsored by the AAEC. Many KSAS staff participated.

During 2011 - 2012, KSAS staff participated in an intense on site training Integrating Art with the *Total Learning* (Snyder) curricular framework.

During 2012 – 2013 staff members examined the Response to Intervention (RTI) program at KSAS and worked to improve its efficacy. This review is currently in progress. Its purpose is to ensure that all children receive the needed instruction at the proper time to ensure success in school and life.

These efforts combine to create a culture of ongoing, critical review of curriculum at KSAS.

A community wide and school wide review of the school’s Strategic Plan (see Table 6) was completed in April 2013. From the Strategic Plan came the next curricular review cycle. (See Table 4).

TABLE 1: Integration web

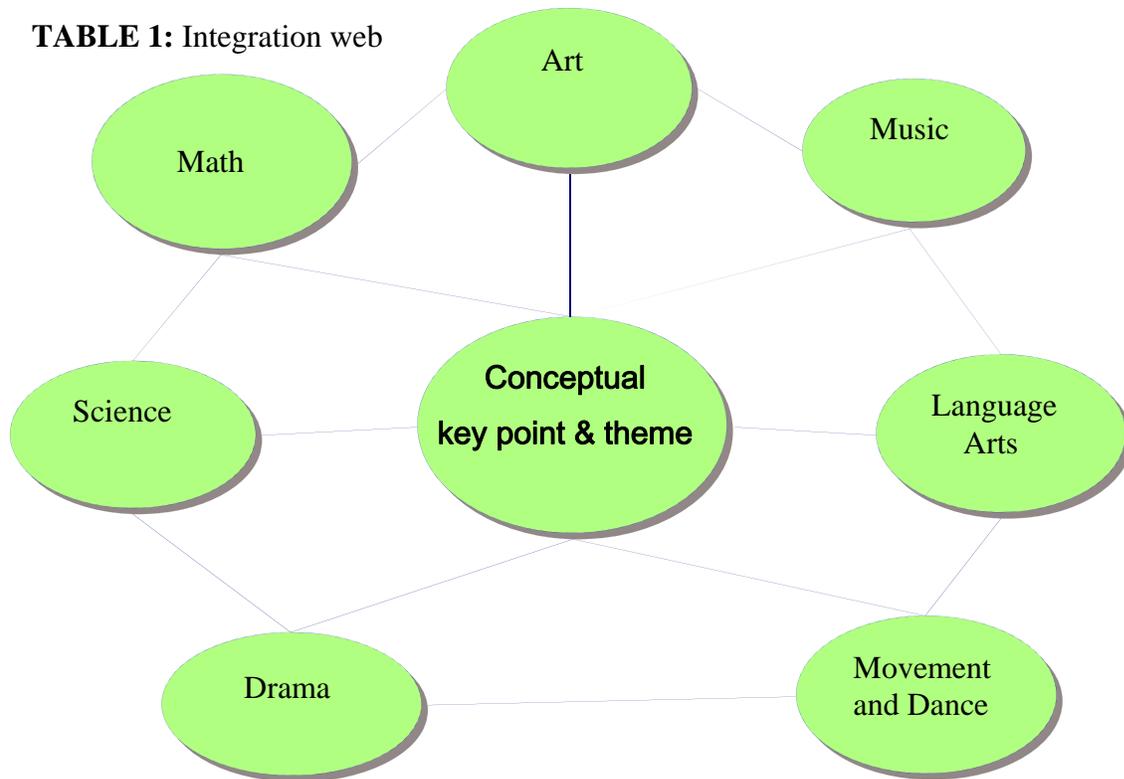


TABLE 2.

Yearly Themes and Conceptual Key Points;

Themes:

Year 1: 2014 – 2015: From Our Backyard to the Universe

Year 2: 2015 – 2016: Searching for Treasures (Getting Rich through Discovery)

Year 3: 2012 – 2013: The World from where we Stand

Year 4: 2013 – 2014: A River Runs through It (current year long theme)

Two Year rotation of Conceptual Key Points

| | Grades K -2 | Grades 3-4 | Grades 5-6 |
|--|-------------|------------|------------|
| Year 1 | Patterns | Balance | Systems |
| Year 2 | Changes | Discovery | Diversity |
| Year 3 | Patterns | Balance | Systems |
| Year 4 current year conceptual key points | Changes | Discovery | Diversity |

TABLE 4: Cycle for KSAS Curriculum and Instructional Methods Review

Language Arts: 2013-2014

Math: 2014-2015

Social Studies: 2015- 2016

Science: 2016 – 2017

Fine Arts: 2017 – 2018

TABLE 5: 5 Lifelong Guidelines and supporting 18 Life Skills, Susan Kovalik

Lifelong Guidelines

Trustworthiness

Truthfulness

Active Listening

No Put-Downs

Personal Best

Lifeskills

Caring

Common Sense

Cooperation

Courage

Creativity

Curiosity

Effort

Flexibility

Friendship

Initiative

Integrity

Organization

Patience

Perseverance

Pride

Problem Solving

Resourcefulness

Responsibility

Sense of Humor

TABLE 6: Strategic Plan for curriculum

| GOAL AREA 2 CURRICULUM & INSTRUCTION | | | | |
|---|---|---|---------------------------|----------------------------|
| Excellence calls for continuous improvement to our ever-improving curriculum and instructional methods. | | | | |
| OBJECTIVE | DESCRIPTION | WHO? | START BY | COMPLETE BY |
| 2.1 | Create a current Curriculum Overview | Consultant With Staff | Feb 2013 | Sept 2013 |
| 2.2 | Describe the Kaleidoscope instructional model in sufficient detail to communicate <ul style="list-style-type: none"> • What it is, and how it differs from other schools. • Why it works, and • Characteristics of students immersed in this model • What philosophical expectations the KSAS model holds students and families to. | KSAS Staff & Reviewed by KSAS Community | June 2012 | September 2013 |
| 2.3 | Research and designate assessments that align to KSAS model and meet the mandated requirements (Federal, State, District, and School). | Instructional Staff | June 2013 | September 2013 |
| 2.4 | Finalize the Draft KSAS Staff Reference Guide. | Committee of Instructional Staff | June 2013 | August 2013 |
| 2.5 | Describe the characteristics of the whole child who has participated in the KSAS model. | Administrator, Instructional Staff & KSAS Community | August 2015 | May 2016 |
| 2.6 | Create a plan for further development of the KSAS Curriculum & Instructional methods that results in written documents and addresses each academic area on this suggested schedule: <ul style="list-style-type: none"> • Language Arts (March 2013 – May 2014) • Math (March 2014 – May 2015) • Social Studies (March 2015 – May 2016) • Science (March 2016 – May 2017) • Fine Arts (March 2017 – May 2018) | Administrator & Instructional Staff | March 2013 | May 2018 |
| 2.7 | Create a Professional Development Plan with a timeline that addresses integrity of the KSAS model and includes a purpose statement / mission, and a framework for professional development (whole school vs. individual grant process.) | Professional Development Committee | March of each school year | August of each school year |

Revised April 10, 2013

(d) Our school utilizes the District’s intervention team process. Extensive documentation of this process is provided in this section. Our 2.4 tutors work with students who are “at risk” and with students who have been through the school’s intervention team and assist in weekly or bi-monthly assessments.

(e) During the 2012-2013 school year, our school had the services of the following:

- 1.0 resource teacher
- .60 speech and language teacher
- .20 school psychologist and
- .10 gifted and talented teacher

Students identified as needing special education receive intervention via the school's special education program. Special Education students, bilingual students, and gifted students are serviced through both inclusion and pull-out services at Kaleidoscope School of Arts and Science, as determined by the best interest of the student. Resource and related teachers collaborate with classroom teachers to ensure modification or differentiation of instruction and assessment in meeting students’ needs. If a special services student or student with a 504 Plan enrolls at Kaleidoscope School of Arts and Science, a review of the student's IEP or 504 Plan is conducted. The IEP/504 team then determines if Kaleidoscope School of Arts and Science can meet the student's individual learning needs via the methodology and curriculum materials available at the school. If it is determined that Kaleidoscope School of Arts and Science cannot adequately address the needs of the student in the

placement 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. Kaleidoscope School of Arts and Science complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students.

(f) LEP students are served by a tutor in our school. The tutor works with the ELL department in the District to write a plan and assist in implementation of the plan. A District specialist assesses the students on the State LEP Assessment and supports our tutor to complete an end-of-the-year report.

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) Kaleidoscope School of Arts and Science staff members adhere to all components of the negotiated collective bargaining agreement of the Kenai Peninsula Borough School District. This agreement is available on the Kenai Peninsula Borough School District Website.

(b) There are no exemptions to the collective bargaining agreement at the time of this proposal. Teachers and staff members at KSAS are encouraged and offered opportunities to attend training in teaching through thematic units, teaching in the arts, Highly Effective Teaching model and other aligned professional opportunities aligned to our mission and philosophy of teaching.

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 →

(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 reasons therefore. If Charter Schools fails to remedy the cause for termination within the time period provided by School District, this contract shall automatically terminate at the end of stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon termination.”

APPENDIX

- 2a. pages 167-173
- 3b. pages 174-180
- 3c. pages 181-185
- 4e. pages 186-190
- 4f. pages 186-190
- 4g. pages 186-190
- 4h. pages 191-194
- 8a. pages 195-197
- 8b. pages 195-197
- 8c. pages 195-197
- 8d. pages 195-197
- 9a. pages 198-216
- 9b. pages 198-216
- 9c. pages 198-216
- 12a. pages 217-223

| 2. LAW PROVISIONS | Rating | | | COMMENTS |
|---|-------------------------------------|-------------------------------------|--------------------------|---|
| | A | IA | NA | |
| 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). | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Provide the names of the teachers currently teaching in the school and their FTEs. The contract appears to be missing provision #13, a statement that the charter school will comply with all state and federal requirements for receipt and use of public money. |
| b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Yes. The By-laws and the General Conditions for Charter School Contracts are all-inclusive. |
| c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Yes. The By-laws are current. |
| 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. | | | | |

Projected Enrollment

2013-14 2014-15
252 252

| Names | FTE | * Year of tenure | PC # | Account # | Position | Sub Tot | Alloc | Diff |
|-------|-----|------------------|------|-----------|----------|---------|-------|------|
|-------|-----|------------------|------|-----------|----------|---------|-------|------|

ADMINISTRATION

| | | | | | | | | |
|----------------|------|--|---|------------------|----------------|------|------|------|
| Dahlman, Robin | 1.00 | | 6 | 100 63 4400 0000 | 3173 Principal | 1.00 | 1.00 | 0.00 |
|----------------|------|--|---|------------------|----------------|------|------|------|

REGULAR ED

100 63 4XXX XXXX XXXX

| | | | | | | | | |
|-------------------|------|-------|------|--|-----------------|-------|-------|------|
| Atchley, Lisa | 1.00 | | 297 | | Gr. 1/2 | | | |
| Boersma, Sara | 1.00 | | 1287 | | Kindergarten | | | |
| *Cady, Crista | 1.00 | 16-17 | 483 | | Music | | | |
| Fields, Kimberly | 1.00 | | 1479 | | Gr. 1-2 | | | |
| Harper, Joy | 1.00 | | 603 | | Gr. 5-6 | | | |
| Darch, Jan | 1.00 | | 637 | | Gr. 3-4 | | | |
| *Hackbart, Andrea | 1.00 | 16-16 | 1481 | | Gr. 5-6 | | | |
| Lafferty, Nancy | 1.00 | | 423 | | Gr. 1-2 | | | |
| *Leslie, Jason | 1.00 | 16-16 | 166 | | Gr. K-6 Science | | | |
| *Maguire, Amy | 1.00 | 16-16 | 1217 | | Gr.3-4 | | | |
| *Rennar, Heidi | 0.75 | 16-16 | 1411 | | PE, Health | | | |
| Shelden, Nicole | 1.00 | | 1212 | | | | | |
| Stephens, Julie | 1.00 | | 1394 | | Gr. 5-6 | | | |
| Stroh, Kelli | 1.00 | | 1161 | | Gr. 3-4 | | | |
| Zinszar, Robin | 1.00 | | 823 | | Kindergarten | | | |
| | | | | | | 14.75 | 14.75 | 0.00 |

SPECIAL ED

| | | | | | | | | |
|---------------------|------|--|-----|----------------------|------------------|------|------|------|
| Deatherage, Cecilia | 0.60 | | 604 | 100 81 4220 924 3180 | SpEd/Speech Path | | | |
| Hawker, Susan | 1.00 | | 736 | 100 63 4200 926 3150 | SpEd/Resource | | | |
| | | | | | | 1.60 | 1.60 | 0.00 |

GRAND TOTAL

17.35 17.35 0.00

TEMP - indicates position is temporary but employee is permanent
 (TEMP) - indicates both position and employee are temporary

Tenure Status

| | |
|-------|---------|
| Black | Tenured |
| Green | 2014-15 |
| Blue | 2015-16 |
| Red | 2016-17 |
| Pink | 2017-18 |

**KALEIDOSCOPE SCHOOL OF ARTS AND SCIENCES CHARTER SCHOOL
CONTRACT**

July 1, 2014-June 30, 2019

THIS AGREEMENT is between Kaleidoscope School of Arts and Sciences Charter School, whose address is 549 N. Forest, 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 December 2, 2013, the School Board reviewed and approved Charter School's application; and

WHEREAS, at its meeting scheduled for March 2014, the Alaska State School Board will review and approve 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 2014-2015 school year and continuing through the last day of school in the 2018-2019 school year.

1. **Educational Program:** Charter School shall provide an educational program of integrated arts and sciences. 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: Sears Elementary, 549 N. Forest Dr, 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.

Charter School agrees to pay utilities comparable to other charter schools in the KPBSD.

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 forty-four (44) 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.

Upon the dissolution of Charter School the disposition of net proceeds from charitable gaming conducted under AS 05.15 will go to a permittee, other than a multiple-beneficiary permittee.

13. State and Federal Requirements: Charter School will comply with all state and federal requirements for receipt and use of public money.

14. 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.

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

16. 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.

17. Pupil Transportation: Costs will be charged based on a pro-rational per pupil share of any use of fund balance and/or transfer of funds needed to balance the Pupil Transportation fund at the end of the fiscal year. The total number of Kaleidoscope School of Art & Science students using pupil transportation services will be used in determining the cost to Kaleidoscope School of Art & Science. These costs will be charged to 374-63-4350-0000-4402.

18. Student Nutrition: Costs will be charged based on a pro-rational per pupil share of any use of fund balance and/or transfer of funds needed to balance the Student Nutrition fund at the end of the fiscal year. The total number of Kaleidoscope School of Art & Science students purchasing lunch and/or breakfast will be used in determining the charter school costs. These costs will be charged to 374-63-4350-0000-4402.

19. Workers Compensation: Costs will be charged based on actual salaries for workers compensation class code 8868, school professional and clerical employees, and class code 9101, all other school employees multiplied by the fiscal year workers compensation rate for these class codes. These costs will be charged to the applicable function code related to employee salaries:

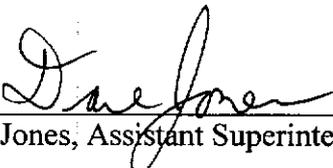
| | |
|--|-----------------------|
| Class code 8868 – School Professional Employee | 374-63-4100-0000-3530 |
| Class code 8868 – Clerical Staff | 374-63-4450-0000-3530 |
| Class code 9101 – Other School Employees | 374-63-4600-0000-3530 |

20. Property and Liability Insurance: Costs will be charged based on the District's portion of the insurance costs per Borough Ordinance and the supporting documentation:

Liability Insurance: Costs will be charged based on a pro-rational per pupil share of risk management costs, liability insurance, and any use of fund balance used as a cost leveling measure. The District's enrollment as determined by the OASIS process less Connections students will be used to determine the per pupil cost to be charged for Kaleidoscope School of Art & Science liability insurance. These costs will be charged to 374-63-4100-0000-4470.

Property Insurance: Costs will be charged based on a per square foot basis using the total cost associated with school buildings divided by square feet for school buildings. This amount will then be multiplied by the total square feet allocated to Kaleidoscope School of Art & Science. These costs will be charged to 374-63-4600-0000-4460.

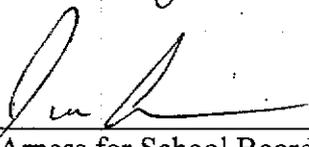
This Charter School was approved by the Kenai Peninsula School Board on December 2, 2013 and is scheduled by the Alaska State Board of Education for approval in March, 2014. The Undersigned agree to all of this contract as specified herein.



Dave Jones, Assistant Superintendent

2-4-14

Date



Joe Arness for School Board

2-3-14

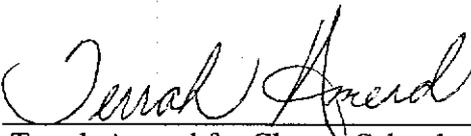
Date



Robin Dahlman for Charter School

2-4-14

Date



Terrah Amend for Charter School

2-4-14

Date

| 3. EDUCATION PROGRAMS | Rating | | | COMMENTS |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | A | IA | NA | |
| a. Has the school made reasonable progress in meeting its academic goals? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | The school has achieved a 5 star rating on the Alaska School Performance Index (ASPI). |
| b. Has the school demonstrated progress, where applicable, on the statewide assessment? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Data was not provided. |

Kaleidoscope School of Arts & Science

School Report Card for 2012-2013 School Year

| | | | |
|------------------------|---------------------------------------|---------------------------|---|
| School: | Kaleidoscope School of Arts & Science | District: | Kenai Peninsula Borough School District |
| Grade span: | K-6 | School Enrollment: | 252 |
| ASPI Score: | 97.0 | Star Rating: | 5 Star |
| Title I School? | No | Title I Program: | |

Accreditation:

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2012-2013 school year. In May 2013, Alaska received permission to replace the Adequate Yearly Progress system of No Child Left Behind with a new state system. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and the Annual Measurable Objective (AMO) targets for schools, districts, and the state.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2013 School ASPI Report and the 2013 School AMO Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO reports for schools can be found on the Department of Education & Early Development website at: [Alaska Department of Education & Early Development](http://www.alaska.gov/education)

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: <http://www.kpbsd.k12.ak.us/departments.aspx?id=46>

or on the district website at: <http://www.kpbsd.k12.ak.us/>

Information on Qualifications of Teachers

| Number of Teachers With Highest Degree: | | | |
|---|---------|---------------|-----------|
| Bachelors | Masters | Ed Specialist | Doctorate |
| 9 | 11 | | |

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

| | |
|---|-------|
| Percentage of Classes Taught by Highly Qualified Teachers | 92.9% |
|---|-------|

The percentage of teachers in the school teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Other School Information

| | | | |
|-----------------------------------|------|-------------------------------------|------|
| Grades KG-8 Retention Rate: | .4% | Number of Grade 7-12 Dropouts: | |
| Enrollment Change: | 2.4% | Enrollment Change Due to Transfers: | 7.0% |
| Students Survey Return Rate: | 0 | Parents Survey Return Rate: | 2.8% |
| Students Commenting: | 0 | Parents Commenting: | 46 |
| Average Volunteer Hours Per Week: | 80 | Community Members Commenting: | 45 |
| Persistently Dangerous School: | No | School/Business Partnerships: | 5 |

Standards Based Assessment (SBA) Results -All Students Tested Grades 3 – 10
(Click the link below to view your schools SBA Test Results):

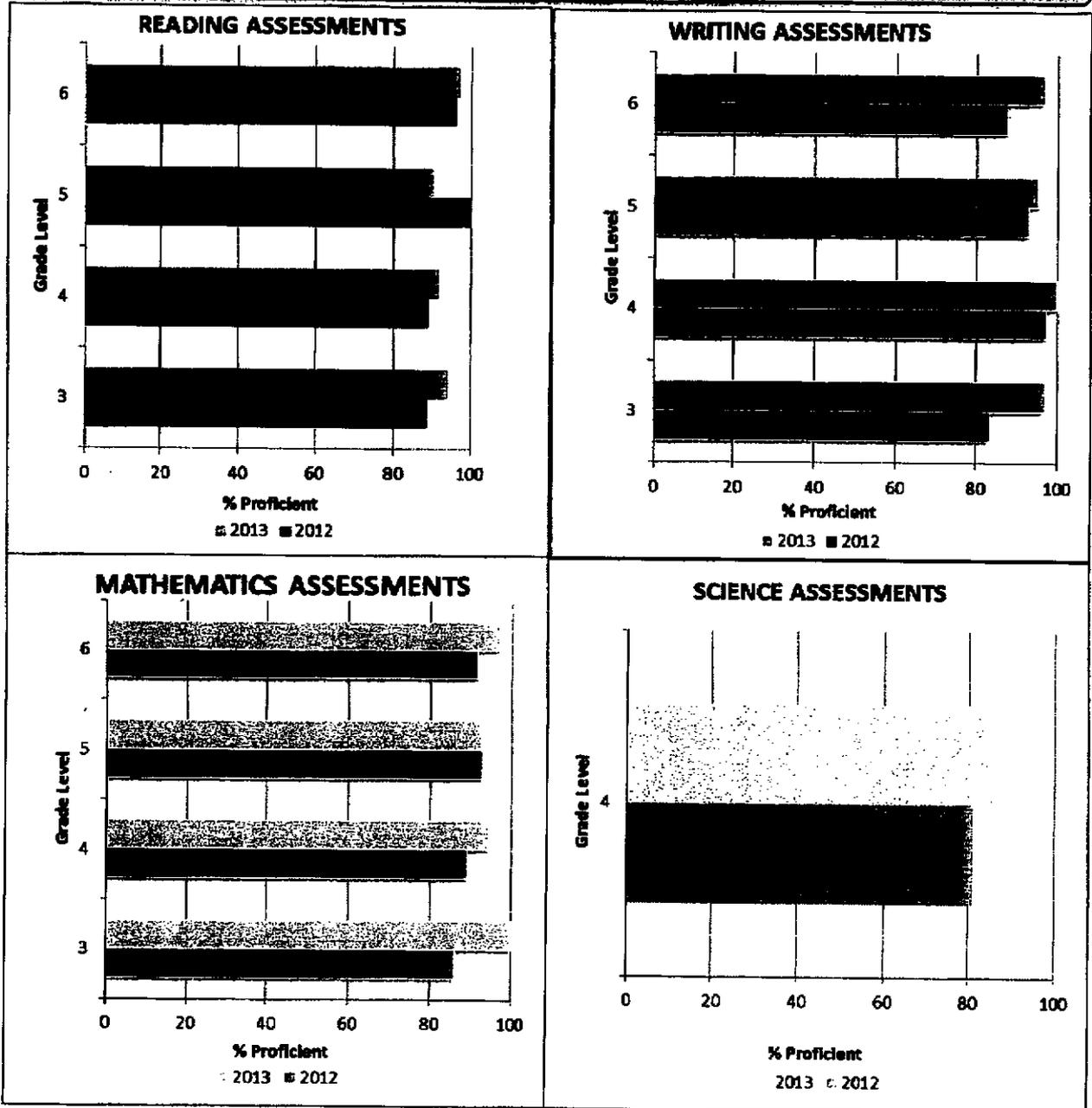
<http://www.eed.state.ak.us/tls/assessment/AsmtVer2013/SchoolSearch.cfm?test=SBA>

High School Graduation Qualifying Exam (HSGQE) Test Results
(Click the link below to view your Schools HSGQE Test Results):

<http://www.eed.state.ak.us/tls/assessment/AsmtVer2013/SchoolSearch.cfm?test=HSGQE>

Two-Year Trend – Standards Based Assessment Chart

Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



Performance Series National Normed Referenced Assessment

| | Below | Average | | Above Average |
|---------|-------------------|--------------------|--------------------|--------------------|
| Reading | 1st Quartile | 2nd Quartile | 3rd Quartile | 4th Quartile |
| | 1 - 25 percentile | 26 - 50 percentile | 51 - 74 percentile | 75 - 99 percentile |
| Grade 5 | 12% | 24% | 34% | 28% |
| Grade 7 | - | - | - | - |

| | Below | Average | | Above Average |
|---------------|-------------------|--------------------|--------------------|--------------------|
| Language Arts | 1st Quartile | 2nd Quartile | 3rd Quartile | 4th Quartile |
| | 1 - 25 percentile | 26 - 50 percentile | 51 - 74 percentile | 75 - 99 percentile |
| Grade 5 | 10% | 33% | 37% | 20% |
| Grade 7 | - | - | - | - |

| | Below | Average | | Above Average |
|-------------|-------------------|--------------------|--------------------|--------------------|
| Mathematics | 1st Quartile | 2nd Quartile | 3rd Quartile | 4th Quartile |
| | 1 - 25 percentile | 26 - 50 percentile | 51 - 74 percentile | 75 - 99 percentile |
| Grade 5 | 14% | 11% | 43% | 32% |
| Grade 7 | - | - | - | - |

Alaska School Performance Index (ASPI) 2012-2013

ASPI Rating: ****

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013

School District: Kenai Peninsula Borough School District

School: Kaleidoscope School of Arts & Sciences

School Grade Span: K-8

| Participation Rate Grades 3-10 | Number Enrolled | Number Tested | Participation Rate | Not Participation Rate | | Points |
|-----------------------------------|-----------------|---------------|--------------------|------------------------|--|---|
| | 143 | 143 | 100% | Yes | | Note, acts as a trigger to achievement denominator. |

| K-8 Performance | | | | | | | Points | Weighting | ASPI Points |
|---|---------------|-------------------|----------------|-----------------------|---------------|-------------|-------------|-----------|--------------|
| Academic Achievement | Reading | | Writing | | Math | | 95.00 | 0.35 | 33.25 |
| | Count Percent | Pct Percent | Count Percent | Pct Percent | Count Percent | Pct Percent | | | |
| | 133 | 93% | 139 | 97% | 136 | 96% | | | |
| School Progress | Growth All | Growth-All Native | Growth-Non N/A | Growth-All/Non/Native | Growth-LEP | | | | |
| (Subgroup must have 5+ students to be considered) | 100.00 | 100.00 | 100.00 | 100.00 | N/A | 100.00 | 0.4 | 40.00 | |
| Attendance Rate | 94.36% | | | | | 95.00 | 0.25 | 23.75 | |
| Total K-8 Points | | | | | | | 1.00 | | 97.00 |

| 9-12 Performance | | | | | | | Points | Weighting | ASPI Points |
|---|---------------|-------------------|----------------|-----------------------|---------------|-------------|--------|-----------|-------------|
| Academic Achievement | Reading | | Writing | | Math | | | | |
| | Count Percent | Pct Percent | Count Percent | Pct Percent | Count Percent | Pct Percent | | | |
| School Progress | Growth All | Growth-All Native | Growth-Non N/A | Growth-All/Non/Native | Growth-LEP | | | | |
| (Subgroup must have 5+ students to be considered) | | | | | | | | | |
| Attendance Rate | | | | | | | | | |
| Graduation Rate | 4 Year | | 3 Year | | | | | | |
| College Career Readiness | | | | | | | | | |
| WorkKeys Participation | | | | | | | | | |
| Total 9-12 Points | | | | | | | | | |

* - Results are suppressed to protect individual confidentiality.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Printed 09/05/2013

| | |
|-------------------|--------------|
| ASPI Score | 97.00 |
|-------------------|--------------|

Annual Measurable Objectives (AMO) 2012-2013

2012-2013 Annual Measurable Objectives (AMO)
Alaska Department of Education & Early Development
Printed on October 11, 2013

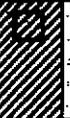
School: Kaleidoscope School of Arts & Sciences District: Kenai Peninsula Borough School District Title I School: No

| Subgroup ¹ | Reading | | | | Writing | | | | Math | | | |
|---|--------------|---------------|--|----------------------------------|--------------|---------------|--|----------------------------------|--------------|---------------|--|-------------------------------|
| | State Target | School Target | Percent of FAY Students Proficient or Above ³ | Reading Target Met? ² | State Target | School Target | Percent of FAY Students Proficient or Above ³ | Writing Target Met? ² | State Target | School Target | Percent of FAY Students Proficient or Above ³ | Math Target Met? ² |
| All Students | 82.22% | 94.59% | 92.91% | Y | 77.08% | 91.84% | 97.16% | Y | 71.95% | 90.47% | 95.71% | Y |
| African American | 76.53% | N/A | N/A | N/A | 70.85% | N/A | N/A | N/A | 58.93% | N/A | N/A | N/A |
| Alaska Native & American Indian | 62.69% | 100.00% | 100.00% | Y | 55.91% | 84.69% | 100.00% | Y | 53.53% | 100.00% | 100.00% | Y |
| Asian & Pacific Islander | 79.10% | N/A | N/A | N/A | 76.44% | N/A | N/A | N/A | 71.49% | N/A | N/A | N/A |
| Caucasian | 91.29% | 98.35% | 95.37% | Y | 86.53% | 94.13% | 99.07% | Y | 81.03% | 91.66% | 95.33% | Y |
| Hispanic | 82.58% | N/A | 100.00% | N/A | 77.91% | N/A | 100.00% | N/A | 70.03% | N/A | 100.00% | N/A |
| Two or more races | 84.05% | 38.86% | 72.73% | Y | 78.83% | 69.48% | 72.73% | Y | 73.33% | 54.17% | 100.00% | Y |
| Economically Disadvantaged | 71.77% | 90.56% | 97.06% | Y | 65.63% | 96.88% | 91.18% | Y | 60.58% | 90.56% | 97.06% | Y |
| Students w/Disabilities (SWD) ² | 53.16% | 70.67% | 60.00% | Y | 47.57% | 70.67% | 85.00% | Y | 42.25% | 67.00% | 80.00% | Y |
| Limited English Proficient (LEP) ² | 48.67% | N/A | N/A | N/A | 45.09% | N/A | N/A | N/A | 43.63% | N/A | N/A | N/A |

| Subgroup | Participation Rate | | Attendance Rate | | Graduation Rate | | |
|---|--------------------|--------------------------|-----------------|--------------------------|-----------------|-------------|--------------------------|
| | Rate (%) | Target Met? ⁷ | Rate | Target Met? ⁷ | 4-Year Rate | 5-Year Rate | Target Met? ⁷ |
| All Students | 100 | Y | 94.38% | N | N/A | N/A | N/A |
| African American | 100 | N/A | N/A | N/A | N/A | N/A | N/A |
| Alaska Native & American Indian | 100 | Y | 94.75% | N | N/A | N/A | N/A |
| Asian & Pacific Islander | 100 | N/A | N/A | N/A | N/A | N/A | N/A |
| Caucasian | 100 | Y | 94.38% | N | N/A | N/A | N/A |
| Hispanic | 100 | Y | 95.95% | Y | N/A | N/A | N/A |
| Two or more races | 100 | Y | 93.36% | N | N/A | N/A | N/A |
| Economically Disadvantaged | 100 | Y | 94.04% | N | N/A | N/A | N/A |
| Students w/Disabilities (SWD) ² | 100 | Y | 95.33% | Y | N/A | N/A | N/A |
| Limited English Proficient (LEP) ² | 100 | N/A | 95.62% | Y | N/A | N/A | N/A |

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2013.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 93 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12.

| | | | | |
|---|-------------------------------------|-------------------------------------|--|--|
| c. Has the school demonstrated progress, where applicable, on other assessments? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |  | Data was not provided. |
| d. Does the school use its assessment data to drive decision-making in curriculum and instruction? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |  | Yes. A variety of assessment tools are used to track student progress. |
| e. Where performance-based assessments are used, does the school have clear criteria? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student portfolios are kept with writing samples, math assessments, and project samples. Writing assessments and formative classroom assessments are scored using rubrics. |
| 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. | | | | |



FILTER:

Comparison: AIMSweb National Norms

Reporting Method: AIMSweb Defaults - Norm Referenced

R-CBM - 10,25,75,90 percentile calculated at the AIMSweb level

Class Distribution by Scores and Percentile
Kenai Peninsula Borough School District - Kaleidoscope
Grade 3 - Winter 2013-2014
Reading - Curriculum Based Measurement

| Corrects | Errors | Accuracy | Performance Summary | Potential Instructional Action | Lexile Measure® |
|---|--------|----------|---------------------|--|-----------------|
| 247.0 | 0.0 | 100.0% | Well Above Average | Consider Need for Individualized Instruction | 965L |
| 199.0 | 0.0 | 100.0% | Well Above Average | Consider Need for Individualized Instruction | 965L |
| 181.0 | 0.0 | 100.0% | Well Above Average | Consider Need for Individualized Instruction | 915L |
| 164.0 | 0.0 | 100.0% | Well Above Average | Consider Need for Individualized Instruction | 815L |
| 161.0 | 0.0 | 100.0% | Well Above Average | Consider Need for Individualized Instruction | 795L |
| Well Above Average >= 90th %ile | | | | | |
| 140.0 | 2.0 | 98.6% | Above Average | Consider Need for Individualized Instruction | 690L |
| 140.0 | 2.0 | 99.2% | Above Average | Consider Need for Individualized Instruction | 690L |
| Above Average >= 75th %ile | | | | | |
| 137.0 | 2.0 | 98.6% | Average | Continue Current Program | 675L |
| 132.0 | 1.0 | 99.2% | Average | Continue Current Program | 650L |
| 130.0 | 1.0 | 99.2% | Average | Continue Current Program | 640L |
| 126.0 | 0.0 | 100.0% | Average | Continue Current Program | 620L |
| 119.0 | 1.0 | 99.2% | Average | Continue Current Program | 585L |
| 119.0 | 1.0 | 99.2% | Average | Continue Current Program | 585L |
| 118.0 | 3.0 | 97.5% | Average | Continue Current Program | 580L |
| 116.0 | 2.0 | 98.3% | Average | Continue Current Program | 570L |
| 114.0 | 1.0 | 99.1% | Average | Continue Current Program | 560L |
| 112.0 | 0.0 | 100.0% | Average | Continue Current Program | 550L |
| 112.0 | 1.0 | 99.1% | Average | Continue Current Program | 550L |
| 110.0 | 0.0 | 100.0% | Average | Continue Current Program | 540L |
| 108.0 | 3.0 | 97.3% | Average | Continue Current Program | 530L |
| Target = 105.0 | | | | | |
| 102.0 | 1.0 | 99.0% | Average | Continue Current Program | 500L |
| 100.0 | 2.0 | 98.0% | Average | Continue Current Program | 490L |

| | | | | | |
|--------------------------------------|-----|-------|--------------------|---|------|
| 99.0 | 4.0 | 96.1% | Average | Continue Current Program | 485L |
| 97.0 | 3.0 | 97.0% | Average | Continue Current Program | 475L |
| 91.0 | 2.0 | 97.8% | Average | Continue Current Program | 445L |
| 89.0 | 2.0 | 97.8% | Average | Continue Current Program | 435L |
| 88.0 | 1.0 | 98.9% | Average | Continue Current Program | 430L |
| 88.0 | 2.0 | 97.8% | Average | Continue Current Program | 430L |
| 84.0 | 6.0 | 93.3% | Average | Continue Current Program | 410L |
| Average >= 25th %ile | | | | | |
| 81.0 | 3.0 | 96.4% | Below Average | Further Assess and Consider Individualizing Program | 395L |
| 80.0 | 1.0 | 98.8% | Below Average | Further Assess and Consider Individualizing Program | 390L |
| 75.0 | 3.0 | 96.2% | Below Average | Further Assess and Consider Individualizing Program | 365L |
| 61.0 | 7.0 | 89.7% | Below Average | Further Assess and Consider Individualizing Program | 295L |
| 57.0 | 4.0 | 93.4% | Below Average | Further Assess and Consider Individualizing Program | 275L |
| 57.0 | 5.0 | 91.9% | Below Average | Further Assess and Consider Individualizing Program | 275L |
| Below Average >= 10th %ile | | | | | |
| 45.0 | 3.0 | 93.8% | Well Below Average | Begin Immediate Problem Solving | 215L |
| Well Below Average >= 0.0 | | | | | |

Note: Visit Find a Book, AIMSweb(<http://www.lexile.com/fab/aimsweb>) to search for books at the student's reading level. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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FILTER:

Comparison: AIMSweb National Norms

Reporting Method: AIMSweb Defaults - Norm Referenced

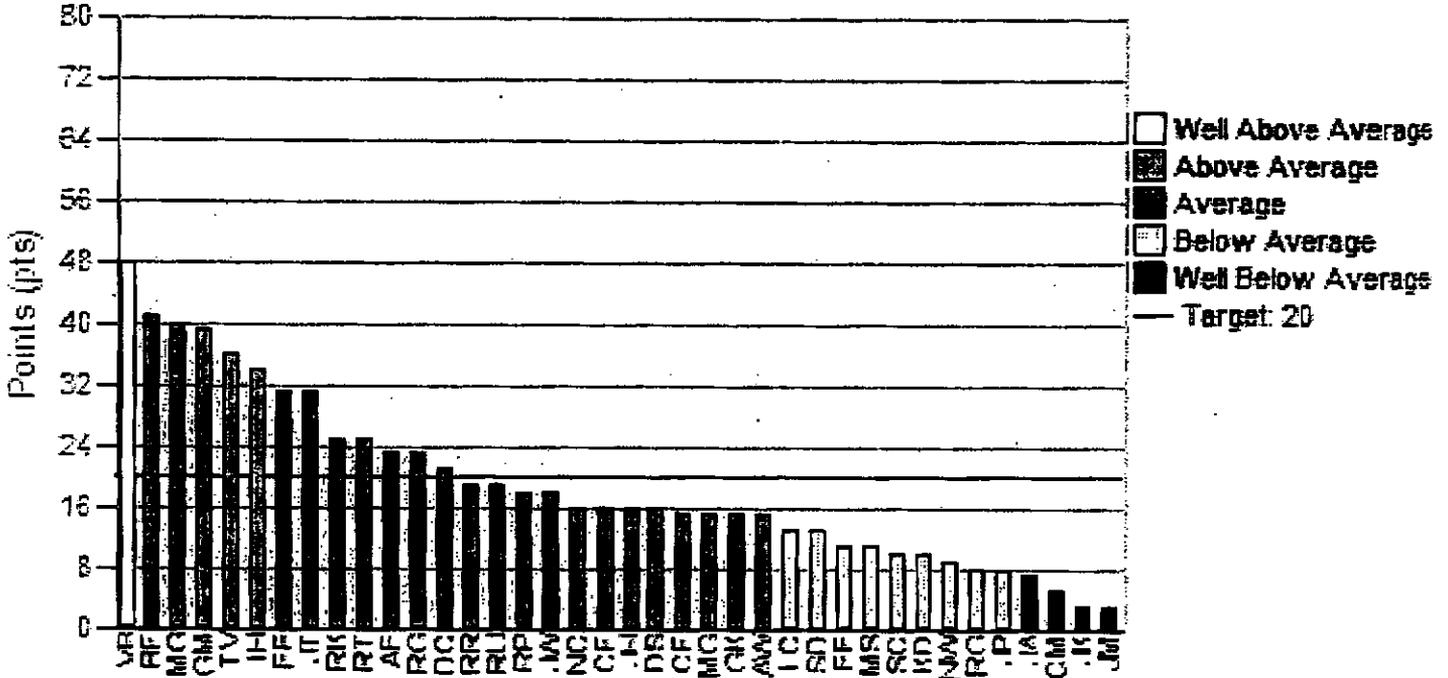
M-COMP - 10,25,75,90 percentile calculated at the AIMSweb level

Class Distribution by Scores and Percentile

Kenai Peninsula Borough School District - Kaleidoscope

Grade 5 Winter 2013-2014

Math Computation



Student

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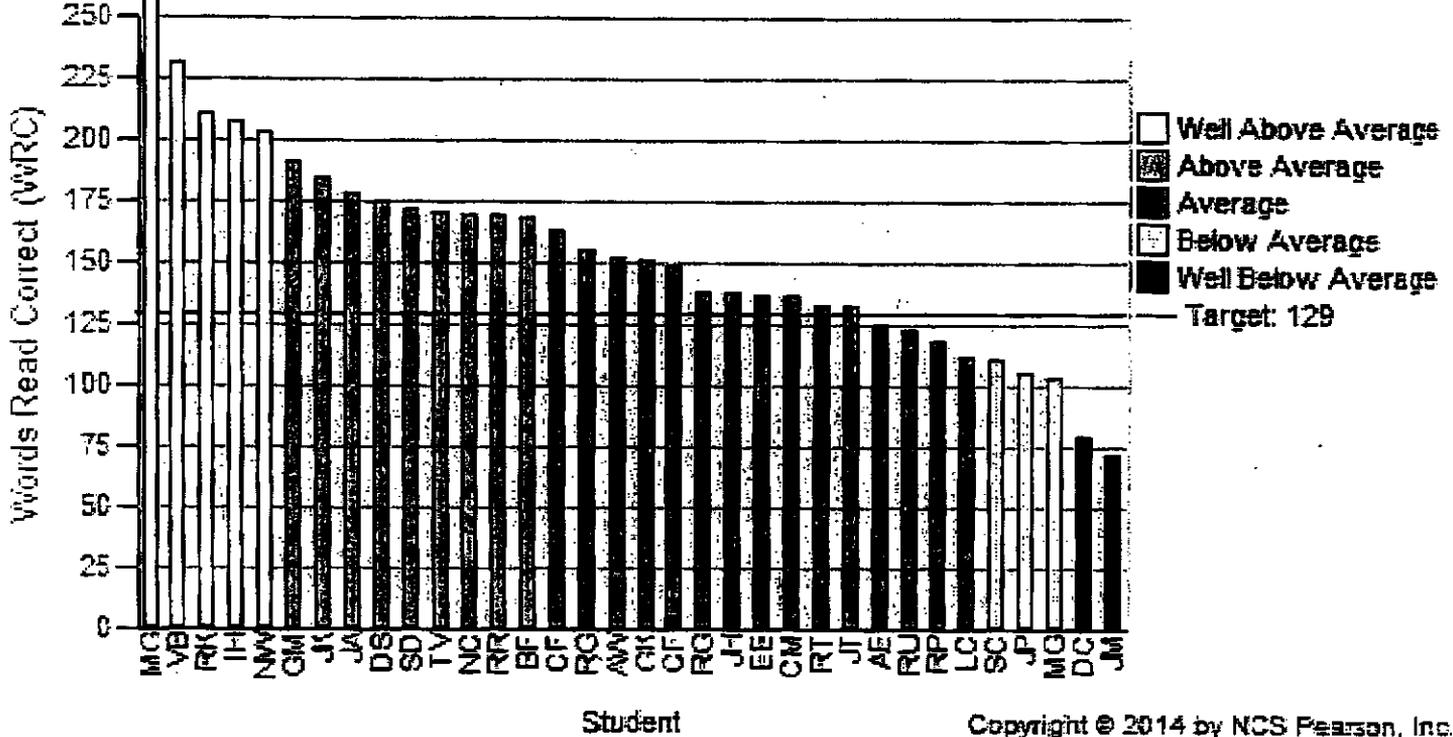
FILTER:

Comparison: AIMSweb National Norms

Reporting Method: AIMSweb Defaults - Norm Referenced

R-CBM - 10,25,75,90 percentile calculated at the AIMSweb level

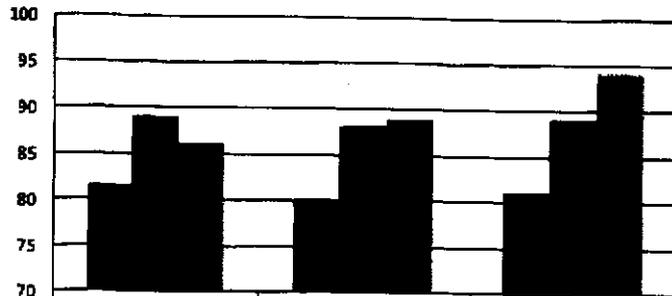
Class Distribution by Scores and Percentile
Kenai Peninsula Borough School District - Kaleidoscope
Grade 5 Winter 2013-2014
Reading - Curriculum Based Measurement



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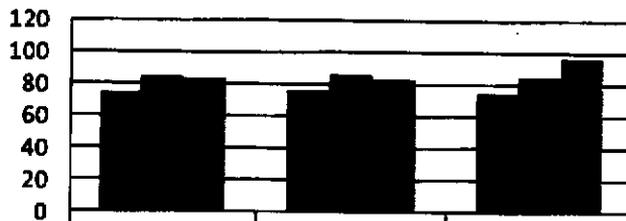
| 4. PROGRAM ACHIEVEMENT | Rating | | | COMMENTS |
|---|-------------------------------------|-------------------------------------|-------------------------------------|---|
| | A | IA | NA | |
| a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Yes. The school follows district guidelines that ensure non-discrimination policies with regard to race, gender, national origin, color, disability or age. |
| b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Yes. The school follows the district policy on intervention, using intervention teams that meet on a regular basis, develop student plans, and have classroom monitoring. |
| c. Is the school systematically informing parents of their child's performance and progress? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Yes. This is done on a regular basis through report cards, parent conferences, and distribution of assessment results. |
| d. Did the charter school provide student assessment participation rates? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Yes. The school has a 100% participation rate. |
| e. Has the charter school made a comparison between their assessment scores and the district's assessment data? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Data was not provided. |
| f. Has the charter school made a comparison between their assessment scores and the state's assessment data? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Data was not provided. |
| g. Has the charter school shown disaggregated scores across all categories? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Data was not provided. |

3RD GRADE READING



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 81.5 | 80.1 | 81.1 |
| DISTRICT | 89.1 | 88 | 89.1 |
| SCHOOL | 86.1 | 88.9 | 94.1 |

3RD GRADE WRITING



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 74.4 | 75.1 | 74.6 |
| DISTRICT | 83.7 | 85.2 | 84.5 |
| SCHOOL | 83.3 | 83.3 | 97.1 |

STANDARDS BASED ASSESSMENT

STATE

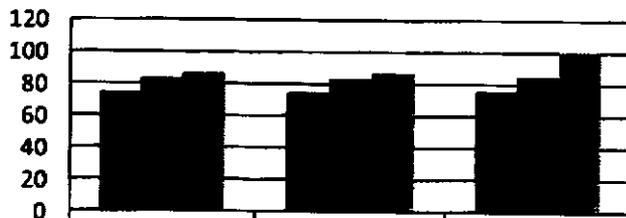
DISTRICT

SCHOOL

COMPARISON

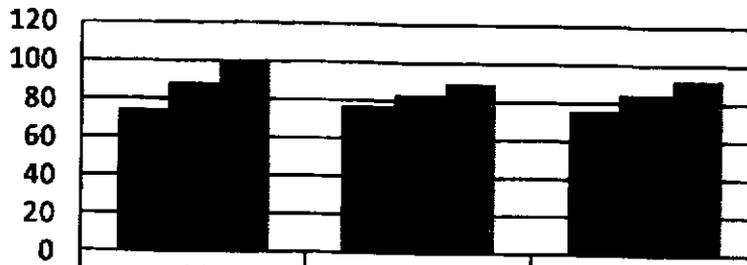
2011, 2012, 2013 DATA

3RD GRADE MATH



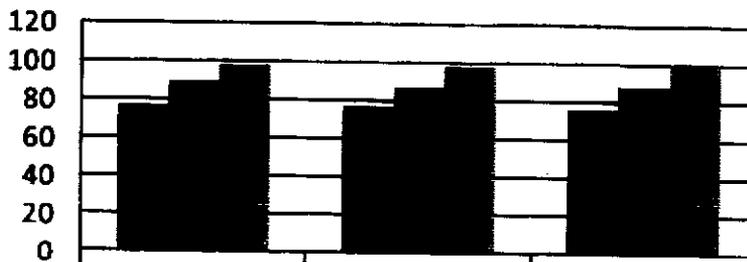
| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 74.6 | 74.5 | 75.9 |
| DISTRICT | 83.2 | 82.5 | 83.5 |
| SCHOOL | 86.1 | 86.1 | 100 |

4TH GRADE READING



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 74.3 | 77.1 | 75.4 |
| DISTRICT | 88.3 | 82.5 | 83.5 |
| SCHOOL | 100 | 89.2 | 91.7 |

4TH GRADE WRITING



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 76.1 | 76.6 | 75.5 |
| DISTRICT | 88.4 | 86.3 | 87.3 |
| SCHOOL | 97.2 | 97.3 | 100 |

STANDARDS BASED ASSESSMENT

STATE

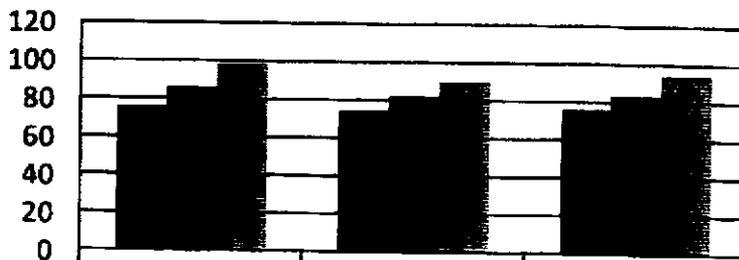
DISTRICT

SCHOOL

COMPARISON

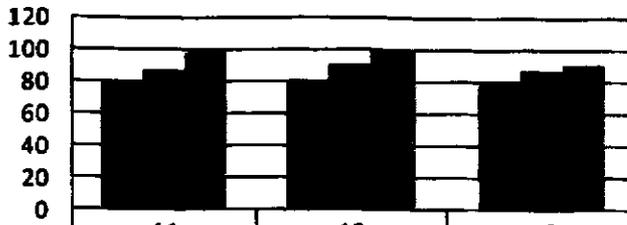
2011, 2012, 2013 DATA

4TH GRADE MATH



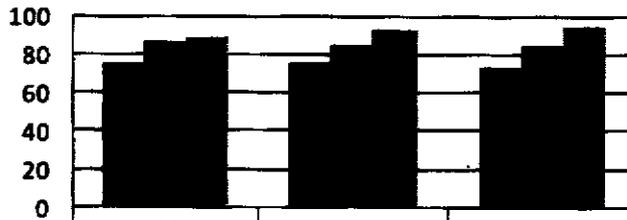
| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 75.2 | 73.9 | 74.8 |
| DISTRICT | 85.5 | 81.5 | 83.3 |
| SCHOOL | 97.2 | 89.2 | 94.4 |

5TH GRADE READING



| | 11 | 12 | 13 |
|------------|------|------|------|
| ■ STATE | 78.5 | 80.4 | 77.3 |
| ■ DISTRICT | 86.7 | 89.8 | 86.8 |
| ■ SCHOOL | 97.2 | 100 | 90.2 |

5TH GRADE WRITING



| | 11 | 12 | 13 |
|------------|------|------|------|
| ■ STATE | 75.1 | 75.5 | 72.8 |
| ■ DISTRICT | 87.1 | 84.7 | 84.4 |
| ■ SCHOOL | 88.9 | 92.9 | 95.1 |

STANDARDS BASED ASSESSMENT

STATE

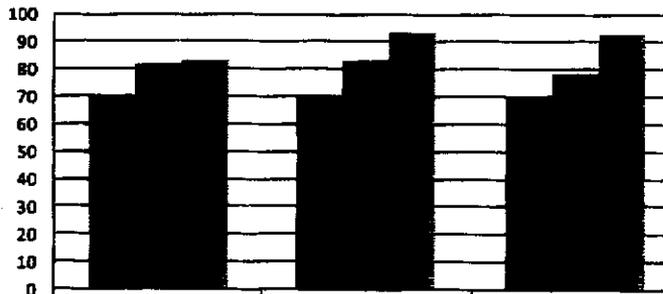
DISTRICT

SCHOOL

COMPARISON

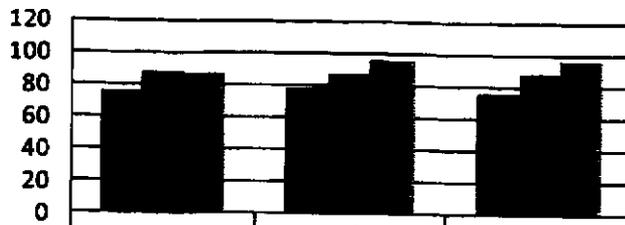
2011, 2012, 2013 DATA

5TH GRADE MATH



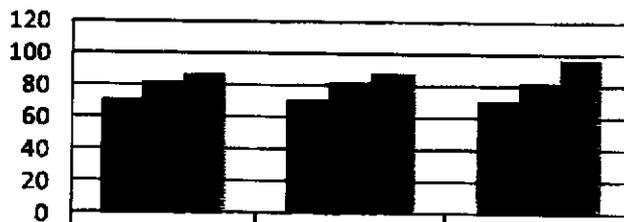
| | 11 | 12 | 13 |
|------------|------|------|------|
| ■ STATE | 70.1 | 70.2 | 70.1 |
| ■ DISTRICT | 81.7 | 82.9 | 78.4 |
| ■ SCHOOL | 83.3 | 92.9 | 92.7 |

6TH GRADE READING



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 75.1 | 77.7 | 75.5 |
| DISTRICT | 87.3 | 87 | 88.1 |
| SCHOOL | 86.2 | 95.8 | 96.9 |

6TH GRADE WRITING



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 70.4 | 70.9 | 70.1 |
| DISTRICT | 81 | 81 | 81.8 |
| SCHOOL | 86.2 | 87.5 | 96.9 |

STANDARDS BASED ASSESSMENT

STATE

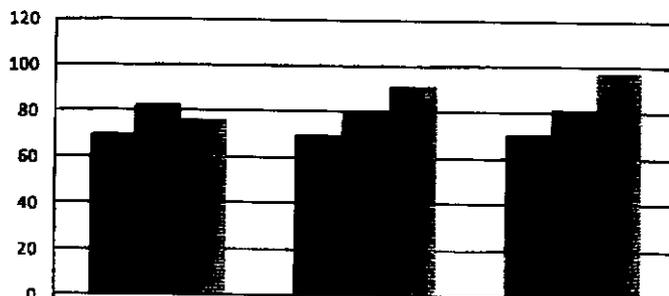
DISTRICT

SCHOOL

COMPARISON

2011, 2012, 2013 DATA

6TH GRADE MATH



| | 11 | 12 | 13 |
|----------|------|------|------|
| STATE | 69.7 | 69.5 | 70.1 |
| DISTRICT | 82.5 | 80.2 | 81 |
| SCHOOL | 75.9 | 91.7 | 96.9 |

Department of Education

State of Alaska Report Card to the Public - School Level

2011-2012 School Year

| | |
|--|---|
| Kaleidoscope School of Arts & Sciences, Kenai Grades: KG-6 Accreditation: No | Kenai Peninsula Borough School District School Enrollment: 248 |
|--|---|

Adequate Yearly Progress (AYP): Click on Adequate Yearly Progress (AYP) for information about this school. Select School Site AYP Worksheets under the desired year, then select the desired district and school name.

New for 2011-2012: Standards Based Assessment (SBA), High School Graduation Qualifying Exam (HSGQE), and Standardized Test (TerraNova3) results for the entire school are listed below for all grade levels tested. To see complete assessment results for an individual grade level, click on the grade under the applicable subject area.

- NOTES**
1. For the SBA and HSGQE, results are not published when fewer than five students are tested at a grade level or when two or fewer students are reported in an individual cell. See Reporting Protocol - 2 Levels of Achievement and 4 Levels of Achievement for further clarification.
 2. For the TerraNova³, results will be reported if at least three cells out of four contain values. Results are suppressed when only two cells have values and fewer than three students are reported in any of those cells.
 3. When a school does not test any students in a given grade during a test administration, no data for that grade level will appear. This is a change from previous administrations, where N/A or a blank value would appear.
 4. Percentages are based upon the number of students tested, not the number of students enrolled in the grade.
 5. Asterisks are used in cases where results cannot be published without releasing personally identifiable information.

| Number of Teachers with Highest Degree: | | | |
|---|---------|---------------|-----------|
| Bachelors | Masters | Ed Specialist | Doctorate |
| 7 | 10 | 0 | 0 |

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

| | |
|---|--------|
| % of Core Academic Classes Taught by Highly Qualified Teachers: | 97.67% |
|---|--------|

| | |
|---|-------|
| % of Core Academic Classes Taught by Not Highly Qualified Teachers: | 2.33% |
|---|-------|

Attendance, Graduation and Dropout Rates

| Subgroup | Attendance Rate | Graduation Rate | Dropout Rate |
|--------------------------------|-----------------|-----------------|--------------|
| All Students | 93.75% | N/A | 0.00% |
| Female | 93.71% | N/A | 0.00% |
| Male | 93.80% | N/A | 0.00% |
| African American | 95.59% | N/A | 0.00% |
| Alaska Native/American Indian | 92.01% | N/A | 0.00% |
| Asian/Pacific Islander | 93.20% | N/A | 0.00% |
| Caucasian | 93.85% | N/A | 0.00% |
| Hispanic | 96.00% | N/A | 0.00% |
| Two or More Races | 93.19% | N/A | 0.00% |
| Economically Disadvantaged | 93.16% | N/A | 0.00% |
| Students With Disabilities | 93.65% | N/A | 0.00% |
| Students Without Disabilities | 93.77% | N/A | 0.00% |
| Limited English Proficient | 94.41% | N/A | 0.00% |
| Not Limited English Proficient | 93.74% | N/A | 0.00% |
| Not Migrant Students | 93.76% | N/A | 0.00% |

| | |
|------------------------------------|---------|
| Grades KG-8 Retention Rate: | 0.00% |
| Percent Diploma HSGQE Waiver: | 0.00% |
| Grade 7-12 Dropout Rate: | 0.00% |
| Enrollment Change: | 2.00% |
| Student Survey Return Rate: | 100.00% |
| Students Survey Returned: | 213 |
| Average Volunteers Hours per Week: | 0 |
| Persistently Dangerous School: | No |

| | |
|-------------------------------------|--------|
| High School Graduates: | 0 |
| Number of Diploma HSGQE Waiver: | 0 |
| Number of Grade 7-12 Dropouts: | 0 |
| Enrollment Change Due to Transfers: | 9.62% |
| Parents Survey Return Rate: | 53.92% |
| Parents Surveys Returned: | 55 |
| Community Members Commenting: | 0 |
| School/Business Partnerships: | 5 |

2011-2012 Standards Based Assessments (SBA) Kaleidoscope School of Arts & Sciences, Kenai Peninsula Borough School District

All Grades - Reading

| Subgroup | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | Total Tested | Percent Tested |
|--------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | | |
| All Students | 74 | 53.24% | 56 | 40.29% | 5 | 3.60% | 4 | 2.88% | 139 | 100.00% |
| Female | 43 | 61.43% | 26 | 37.14% | 1 | 1.43% | 0 | 0.00% | 70 | 100.00% |
| Male | 31 | 44.93% | 30 | 43.48% | 4 | 5.80% | 4 | 5.80% | 69 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | 5 | 41.67% | 7 | 58.33% | 0 | 0.00% | 0 | 0.00% | 12 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Caucasian | 67 | 59.29% | 43 | 38.05% | 2 | 1.77% | 1 | 0.88% | 113 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Two or More Races | 0 | 0.00% | 3 | 42.86% | 2 | 28.57% | 2 | 28.57% | 7 | 100.00% |
| Economically Disadvantaged | 14 | 45.16% | 13 | 41.94% | 3 | 9.68% | 1 | 3.23% | 31 | 100.00% |
| Not Economically Disadvantaged | 60 | 55.56% | 43 | 39.81% | 2 | 1.85% | 3 | 2.78% | 108 | 100.00% |
| Students With Disabilities | 3 | 14.29% | 9 | 42.86% | 5 | 23.81% | 4 | 19.05% | 21 | 100.00% |

| | | | | | | | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|---|-------|---|-------|--------|---------|
| Students Without Disabilities | 71 | 60.17% | 47 | 39.83% | 0 | 0.00% | 0 | 0.00% | 118 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Limited English Proficient | 74 | 54.01% | 54 | 39.42% | 5 | 3.65% | 4 | 2.92% | 137 | 100.00% |
| Not Migrant Students | 74 | 53.24% | 56 | 40.29% | 5 | 3.60% | 4 | 2.88% | 139 | 100.00% |
| Breakout by Grade: | | | | | | | | | | |
| | [Grade 3] | [Grade 4] | [Grade 5] | [Grade 6] | | | | | [Hide] | |

All Grades - Writing

| Subgroup | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | Total Tested | Percent Tested |
|--------------------------------|-----------|-----------|------------|-----------|------------------|---------|----------------------|---------|--------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | | |
| All Students | 77 | 55.40% | 49 | 35.25% | 13 | 9.35% | 0 | 0.00% | 139 | 100.00% |
| Female | 46 | 65.71% | 21 | 30.00% | 3 | 4.29% | 0 | 0.00% | 70 | 100.00% |
| Male | 31 | 44.93% | 28 | 40.58% | 10 | 14.49% | 0 | 0.00% | 69 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | 8 | 66.67% | 2 | 16.67% | 2 | 16.67% | 0 | 0.00% | 12 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Caucasian | 66 | 58.41% | 40 | 35.40% | 7 | 6.19% | 0 | 0.00% | 113 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Two or More Races | 0 | 0.00% | 4 | 57.14% | 3 | 42.86% | 0 | 0.00% | 7 | 100.00% |
| Economically Disadvantaged | 16 | 51.61% | 14 | 45.16% | 1 | 3.23% | 0 | 0.00% | 31 | 100.00% |
| Not Economically Disadvantaged | 61 | 56.48% | 35 | 32.41% | 12 | 11.11% | 0 | 0.00% | 108 | 100.00% |
| Students With Disabilities | 3 | 14.29% | 10 | 47.62% | 8 | 38.10% | 0 | 0.00% | 21 | 100.00% |
| Students Without Disabilities | 74 | 62.71% | 39 | 33.05% | 5 | 4.24% | 0 | 0.00% | 118 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Limited English Proficient | 77 | 56.20% | 47 | 34.31% | 13 | 9.49% | 0 | 0.00% | 137 | 100.00% |
| Not Migrant Students | 77 | 55.40% | 49 | 35.25% | 13 | 9.35% | 0 | 0.00% | 139 | 100.00% |
| Breakout by Grade: | | | | | | | | | | |
| | [Grade 3] | [Grade 4] | [Grade 5] | [Grade 6] | | | | | [Hide] | |

All Grades - Mathematics

| Subgroup | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | Total Tested | Percent Tested |
|--------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | | |
| All Students | 80 | 57.55% | 45 | 32.37% | 11 | 7.91% | 3 | 2.16% | 139 | 100.00% |
| Female | 45 | 64.29% | 21 | 30.00% | 4 | 5.71% | 0 | 0.00% | 70 | 100.00% |
| Male | 35 | 50.72% | 24 | 34.78% | 7 | 10.14% | 3 | 4.35% | 69 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | 6 | 50.00% | 6 | 50.00% | 0 | 0.00% | 0 | 0.00% | 12 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Caucasian | 71 | 62.83% | 32 | 28.32% | 9 | 7.96% | 1 | 0.88% | 113 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Two or More Races | 1 | 14.29% | 3 | 42.86% | 2 | 28.57% | 1 | 14.29% | 7 | 100.00% |
| Economically Disadvantaged | 16 | 51.61% | 12 | 38.71% | 3 | 9.68% | 0 | 0.00% | 31 | 100.00% |
| Not Economically Disadvantaged | 64 | 59.26% | 33 | 30.56% | 8 | 7.41% | 3 | 2.78% | 108 | 100.00% |
| Students With Disabilities | 7 | 33.33% | 5 | 23.81% | 6 | 28.57% | 3 | 14.29% | 21 | 100.00% |
| Students Without Disabilities | 73 | 61.86% | 40 | 33.90% | 5 | 4.24% | 0 | 0.00% | 118 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 2 | 100.00% |

| | | | | | | | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|----|-------|---|-------|--------|---------|
| Not Limited English Proficient | 80 | 58.39% | 43 | 31.39% | 11 | 8.03% | 3 | 2.19% | 137 | 100.00% |
| Not Migrant Students | 80 | 57.55% | 45 | 32.37% | 11 | 7.91% | 3 | 2.16% | 139 | 100.00% |
| Breakout by Grade: | | | | | | | | | | |
| | [Grade 3] | [Grade 4] | [Grade 5] | [Grade 6] | | | | | [Hide] | |

All Grades - Science

| Subgroup | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | Total Tested | Percent Tested |
|--------------------------------|-----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | | |
| All Students | 12 | 32.43% | 18 | 48.65% | 7 | 18.92% | 0 | 0.00% | 37 | 100.00% |
| Female | 6 | 35.29% | 8 | 47.06% | 3 | 17.65% | 0 | 0.00% | 17 | 100.00% |
| Male | 6 | 30.00% | 10 | 50.00% | 4 | 20.00% | 0 | 0.00% | 20 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Alaska Native/American Indian | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Caucasian | 10 | 33.33% | 15 | 50.00% | 5 | 16.67% | 0 | 0.00% | 30 | 100.00% |
| Two or More Races | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Economically Disadvantaged | 6 | 46.15% | 5 | 38.46% | 2 | 15.38% | 0 | 0.00% | 13 | 100.00% |
| Not Economically Disadvantaged | 6 | 25.00% | 13 | 54.17% | 5 | 20.83% | 0 | 0.00% | 24 | 100.00% |
| Students With Disabilities | 1 | 20.00% | 2 | 40.00% | 2 | 40.00% | 0 | 0.00% | 5 | 100.00% |
| Students Without Disabilities | 11 | 34.38% | 16 | 50.00% | 5 | 15.62% | 0 | 0.00% | 32 | 100.00% |
| Not Limited English Proficient | 12 | 32.43% | 18 | 48.65% | 7 | 18.92% | 0 | 0.00% | 37 | 100.00% |
| Not Migrant Students | 12 | 32.43% | 18 | 48.65% | 7 | 18.92% | 0 | 0.00% | 37 | 100.00% |
| Breakout by Grade: | | | | | | | | | | |
| | [Grade 4] | | | [Hide] | | | | | | |

Alaska public school districts, upon approval from EED, may administer the science portion of the SBA outside the regular testing window. This may cause discrepancies in the percentage of students tested.

**Two-Year School-level Trend data
(2010-2011 & 2011-2012)
Students Scoring Proficient or Above by Grade Level**

| Grade | Percent Proficient | | | | | | | |
|---------|--------------------|------------|-------------|------------|-------------|------------|-------------|------------|
| | Reading | | Writing | | Mathematics | | Science | |
| | Previous Yr | Current Yr | Previous Yr | Current Yr | Previous Yr | Current Yr | Previous Yr | Current Yr |
| Grade 3 | 86.11% | 88.89% | 83.33% | 83.33% | 86.11% | 86.11% | 0.00% | 0.00% |
| Grade 4 | 100.00% | 89.19% | 97.22% | 97.30% | 97.22% | 89.19% | 80.56% | 81.08% |
| Grade 5 | 97.22% | 100.00% | 88.89% | 92.86% | 83.33% | 92.86% | 0.00% | 0.00% |
| Grade 6 | 86.21% | 95.83% | 86.21% | 87.50% | 75.86% | 91.67% | 0.00% | 0.00% |

**2011-2012 TerraNova³
Kaleidoscope School of Arts & Sciences, Kenai Peninsula Borough School District**

Reading

| Grade | Top Quarter 76% - 99% | | Third Quarter 51% - 75% | | Second Quarter 26% - 50% | | Bottom Quarter 1% - 25% | | Percentile Rank | Total Tested |
|------------|--------------------------|---------|----------------------------|---------|-----------------------------|---------|----------------------------|---------|-----------------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | | |
| Grade 5 | 13 | 30.95% | 15 | 35.71% | 12 | 28.57% | 2 | 4.76% | 64.00% | 42 |
| All Grades | 13 | 30.95% | 15 | 35.71% | 12 | 28.57% | 2 | 4.76% | N/A | 42 |

| 8. FUNDING ALLOCATION | Rating | | | COMMENTS |
|--|--------------------------|-------------------------------------|-------------------------------------|---|
| | A | IA | NA | |
| 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? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The revenue portion of the budget was sent, but the budget does not show the expenditures. How will the funds be budgeted (instruction, transportation, rent, etc.)? |
| b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Please clarify the indirect expenses associated with some of the programs listed, such as student transportation, food service, etc. Are these for administrative costs associated with these programs? |
| c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The question was not answered. Is the charter school eligible for any additional revenue? |
| d. Has the charter school met the requirement to achieve a positive or zero ending fund balance? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Documentation from the previous year should be submitted to demonstrate this. |
| 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. | | | | |

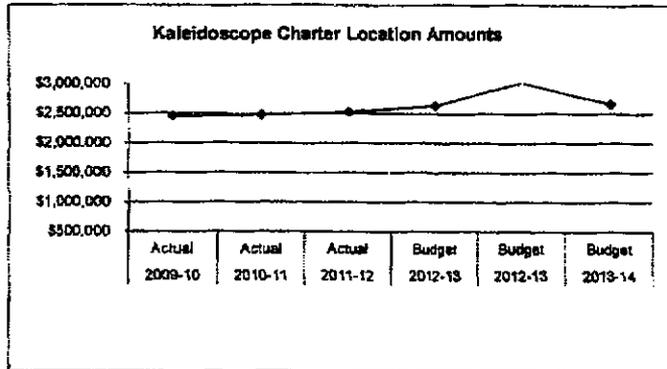
| 9. FISCAL SOLVENCY | Rating | | | COMMENTS |
|---|--------------------------|-------------------------------------|-------------------------------------|--|
| | A | IA | NA | |
| a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | No documentation was provided. Please provide audit or other documentation. |
| 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? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Provide audit documents or a statement from the CFO that the audit was clean. |
| c. Has the school achieved efficiencies in its operation? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Documentation was not provided. Previous year documentation should be submitted. |
| 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. | | | | |

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
2013 - 2014 Budget**

Fund: 100 General Fund - Expenditures
Location: 63 Kaleidoscope Charter School

Date: 07/1/13

| 2009-10 Actual | 2010-11 Actual | 2011-12 Actual | Account Description | Original 2012-13 Budget | Current 2012-13 Budget | 2013-14 Budget | Change | % Of Change |
|---------------------|---------------------|---------------------|--|-------------------------------|------------------------------|---------------------|---------------------|----------------|
| \$ 1,136,675 | \$ 1,179,260 | \$ 1,219,132 | 3100 Certificated Salaries | \$ 1,165,375 | \$ 1,204,568 | \$ 1,213,145 | \$ 8,577 | 1 |
| 295,858 | 289,785 | 296,223 | 3200 Non-Certificated Salaries | 302,562 | 337,011 | 335,193 | (1,818) | (1) |
| 530,797 | 530,261 | 588,941 | 3500 Employee Benefits | 634,282 | 647,623 | 706,255 | 58,632 | 9 |
| <u>1,963,328</u> | <u>1,998,686</u> | <u>2,104,296</u> | Subtotal - Personnel Services | <u>2,102,219</u> | <u>2,189,202</u> | <u>2,254,593</u> | <u>65,391</u> | <u>3</u> |
| 44,959 | 93,772 | 36,826 | 4100 Professional and Technical Services | 24,000 | 62,006 | 42,000 | (20,006) | (32) |
| 9,072 | 18,455 | 9,157 | 4200 Staff Travel | 19,200 | 18,340 | 13,500 | (4,840) | (26) |
| 10,861 | 6,505 | 9,103 | 4250 Student Travel | 7,000 | 6,410 | 5,000 | (1,410) | (22) |
| 5,679 | 5,649 | 6,546 | 4300 Utility Services | 10,200 | 10,200 | 8,500 | (1,700) | (17) |
| 59,776 | 64,360 | 69,556 | 4350 Energy | 75,000 | 75,000 | 77,500 | 2,500 | 3 |
| 13,794 | 8,375 | 6,694 | 4400 Other Purchased Services | 73,380 | 71,530 | 67,355 | (4,175) | (6) |
| 164,153 | 132,810 | 123,122 | 4500 Supplies, Materials, and Media | 60,386 | 201,960 | 66,690 | (135,270) | (67) |
| - | 510 | 436 | 4900 Other Expenses | 134,155 | 11,503 | 7,966 | (3,517) | (31) |
| 115,342 | 110,104 | 116,794 | 4950 Indirect Costs | 120,098 | 120,098 | 121,899 | 1,801 | 1 |
| <u>423,638</u> | <u>440,340</u> | <u>380,234</u> | Subtotal - Other | <u>523,419</u> | <u>577,047</u> | <u>410,430</u> | <u>(146,811)</u> | <u>(25)</u> |
| 58,649 | 31,393 | 39,033 | 5100 Equipment | - | 249,754 | - | (249,754) | - |
| <u>\$ 2,445,615</u> | <u>\$ 2,470,419</u> | <u>\$ 2,523,533</u> | Location Totals | <u>\$ 2,625,638</u> | <u>\$ 3,016,003</u> | <u>\$ 2,685,023</u> | <u>\$ (350,980)</u> | <u>(12)</u> |



Kaleidoscope School of Arts and Science is a charter school opened in the fall of 2004 and serves grades K-6 students. The arts and sciences are integrated into the core curriculum using thematic instruction. Instructional strategies are based upon current brain research and emphasize the inquiry method of instruction. Positive behavior and student responsibility are enhanced by teaching and modeling lifelong guidelines and life skills each day. The school mission includes the use of "real life" experiences along with hands-on learning to make the subject matter relevant to young children.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
2013 - 2014 Budget**

Fund: 100 General Fund - Expenditures
Location: 83 Kaleidoscope Charter School

Date: 07/11/13

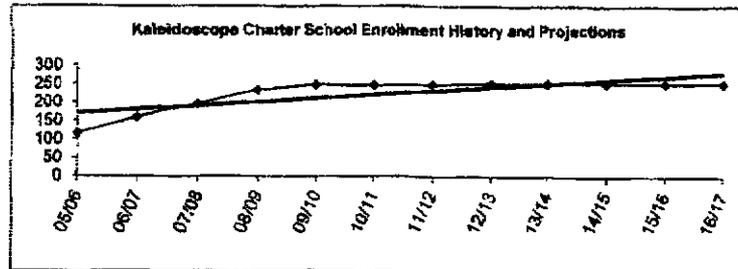
| 2009-10 Actual | 2010-11 Actual | 2011-12 Actual | Account Description | 2012-13 Budget | Current 2012-13 Budget | 2013-14 Budget |
|---|-------------------|-------------------|---------------------------|-------------------|------------------------------|-------------------|
| 248.00 | 246.00 | 248.00 | Enrollment in ADM (1 - 3) | 252.00 | 252.00 | 252.00 |
| FTE's included in Current Budget | | | | | | |
| Staff in FTE | | | | | | |
| 0.49 | 0.49 | 1.00 | Administrator | 1.00 | 1.00 | 1.00 |
| 13.50 | 13.80 | 14.10 | Teacher (Includes Quest) | 14.10 | 13.75 | 14.08 |
| 2.00 | 1.00 | 0.50 | Specialist** | 0.50 | 0.50 | 0.70 |
| 1.00 | 1.00 | 1.00 | Special Ed Teacher*** | 1.00 | 1.00 | 1.00 |
| <u>16.99</u> | <u>16.09</u> | <u>16.60</u> | Certificated Subtotal | <u>16.60</u> | <u>16.25</u> | <u>16.78</u> |
| 4.38 | 3.76 | 3.76 | Aide | 3.76 | 4.26 | 4.26 |
| 0.88 | 0.88 | 0.88 | Nurse*** | 0.88 | 0.88 | 0.88 |
| 1.83 | 1.94 | 1.94 | Support | 1.94 | 1.94 | 1.94 |
| 2.00 | 2.00 | 2.00 | Custodian | 2.00 | 2.00 | 2.00 |
| <u>8.89</u> | <u>8.58</u> | <u>8.58</u> | Non-Certificated Subtotal | <u>8.58</u> | <u>9.08</u> | <u>9.08</u> |
| <u>25.88</u> | <u>24.67</u> | <u>25.18</u> | Total | <u>25.18</u> | <u>25.33</u> | <u>25.86</u> |

** "Specialists" as defined in the Alaska DEED Chart of Accounts includes: Guidance Counselors, Librarians, Psychologists, Speech Therapists, Occupational Therapists, Physical Therapists and Hearing Specialists who are also certificated employees.

*** "Special Ed Teachers" refers to all other certificated special ed teachers not listed as specialists.

**** Support staffing formula for nurses does not always provide enough coverage to comply with legal requirements, so nurses are staffed at a higher level than the formula.

Charter school staffing is not determined by district staffing formulas



**Kenai Peninsula Borough School
District**
(A Component Unit of the Kenai Peninsula
Borough)

Single Audit Reports
Year Ended June 30, 2013

Kenai Peninsula Borough School District
(A Component Unit of the Kenai Peninsula Borough)

Single Audit Reports
Year Ended June 30, 2013

**Kenai Peninsula Borough School District
(A Component Unit of the Kenai Peninsula Borough)**

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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Members of the School Board
Kenai Peninsula Borough School District
Soldotna, Alaska

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of governmental activities, each major fund, and the aggregate remaining fund information of Kenai Peninsula Borough School District, a component unit of Kenai Peninsula Borough, Alaska, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Kenai Peninsula Borough School District's basic financial statements, and have issued our report thereon dated October 4, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Kenai Peninsula Borough School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Kenai Peninsula Borough School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Kenai Peninsula Borough School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Kenai Peninsula Borough School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Governmental Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BDO USA, LLP

Anchorage, AK
October 4, 2013



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Anchorage, AK 99503

Independent Auditor's Report on Compliance For Each Major Federal Program; Report on Internal Control Over Compliance; and Report on the Schedule of Expenditures of Federal Awards Required by OMB Circular A-133

Members of the School Board
Kenai Peninsula Borough School District
Soldotna, Alaska

Report on Compliance for Each Major Federal Program

We have audited Kenai Peninsula Borough School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Kenai Peninsula Borough School District's major federal programs for the year ended June 30, 2013. Kenai Peninsula Borough School District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Kenai Peninsula Borough School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Kenai Peninsula Borough School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Kenai Peninsula Borough School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Kenai Peninsula Borough School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

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Internal Control Over Compliance

Management of Kenai Peninsula Borough School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Kenai Peninsula Borough School District's internal control over compliance with the types of requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with *OMB Circular A-133*, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Kenai Peninsula Borough School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of *OMB Circular A-133*. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by OMB Circular A-133

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kenai Peninsula Borough School District as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Kenai Peninsula Borough School District's basic financial statements. We issued our report thereon dated October 4, 2013, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by *OMB Circular A-133* and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

BDO USA, LLP

Anchorage, AK
October 4, 2013



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Independent Auditor's Report on Compliance For Each Major Program; Report on Internal Control Over Compliance; and Report on the Schedule State Financial Assistance Required by the *State of Alaska Audit Guide and Compliance Supplement for State Single Audits*

Members of the School Board
Kenai Peninsula Borough School District
Soldotna, Alaska

Report on Compliance for Each Major State Program

We have audited Kenai Peninsula Borough School District's compliance with the types of compliance requirements described in the Office of Management and Budget *State of Alaska Audit Guide and Compliance Supplement for State Single Audits Compliance Supplement* that could have a direct and material effect on each of Kenai Peninsula Borough School District's major state programs for the year ended June 30, 2013. Kenai Peninsula Borough School District's major state programs are identified in the accompanying Schedule of State Financial Assistance.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Kenai Peninsula Borough School District's major state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *State of Alaska Audit Guide and Compliance Supplement for State Single Audits*. Those standards and the *State of Alaska Audit Guide and Compliance Supplement for State Single Audits* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major state program occurred. An audit includes examining, on a test basis, evidence about Kenai Peninsula Borough School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major state program. However, our audit does not provide a legal determination of Kenai Peninsula Borough School District's compliance.

Opinion on Each Major State Program

In our opinion, Kenai Peninsula Borough School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major state programs for the year ended June 30, 2013.

Internal Control Over Compliance

Management of Kenai Peninsula Borough School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Kenai Peninsula Borough School District's internal control over compliance with the types of requirements that could have a direct and material effect on a major state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major state program and to test and report on internal control over compliance in accordance with the *State of Alaska Audit Guide and Compliance Supplement for State Single Audits*, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Kenai Peninsula Borough School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *State of Alaska Audit Guide and Compliance Supplement for State Single Audits*. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of State Financial Assistance Required by State of Alaska Audit Guide and Compliance Supplement for State Single Audits

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kenai Peninsula Borough School District as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Kenai Peninsula Borough School District's basic financial statements. We issued our report thereon dated October 4, 2013, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying Schedule State Financial Assistance is presented for purposes of additional analysis as required by *State of Alaska Audit Guide and Compliance Supplement for State Single Audits* and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of State Financial Assistance is fairly stated in all material respects in relation to the basic financial statements as a whole.

BDO USA, LLP

Anchorage, AK
October 4, 2013

Kenai Peninsula Borough School District
Schedule of Expenditures of Federal Awards

| <i>Year Ended June 30, 2013</i> | Catalog of Federal Domestic Assistance Number | Grant Number | Expenditures |
|---|---|-----------------|------------------|
| U.S. Department of Education: | | | |
| Direct: | | | |
| Gear Up Kenai Peninsula | 84.334A | P334A110121 | \$ 148,835 |
| Title VII, Indian Education | 84.060A | S060A100799 | 306,742 |
| Total U.S. Department of Education - Direct | | | <u>455,577</u> |
| Passed through Alaska Department of Education and Early Development: | | | |
| Title 1, Part A Cluster: | | | |
| NCLB - Title I | 84.010 | IP 13.024.01 | 1,676,968 |
| NCLB - Title I-A Highly Qualified | 84.010 | IP 13.024.01 | 412 |
| NCLB - Title I-A 1% Parent Involvement | 84.010 | IP 13.024.01 | 16,132 |
| NCLB - Title I-A 10% Professional Development | 84.010 | IP 13.024.01 | 195,627 |
| NCLB - Title I-A 20% SES | 84.010 | IP 13.024.01 | 103,922 |
| Title I, School Improvement 1003 (a) | 84.010A | CA 13.024.01 | 46,126 |
| Total Title I, Part A Cluster | | | <u>2,039,187</u> |
| Special Education Cluster: | | | |
| Title VI-B | 84.027A | SE 12.024.01 | 1,721,734 |
| Preschool Disabled | 84.173A | SE 12.024.01 | 54,303 |
| Total Special Education Cluster | | | <u>1,776,037</u> |
| Migrant Education, Parent Advisory Council | | | |
| Migrant Education, Book | 84.011A | MB 12.024.01 | 1,650 |
| NCLB - Title I-C Migrant | 84.011A | IP 12.024.01 | 261,530 |
| Total CFDA 84.011 | | | <u>263,786</u> |
| McKinney - Vento Homeless | | | |
| Alternative Schools | 84.027 | SH 13.024.01 | 1,227 |
| Title I-D, Delinquent (Transitional) | 84.013A | CO 12.024.01 | 10,518 |
| Carl Perkins Basic | 84.048A | EK 12.024.01 | 216,359 |
| Education Jobs | 84.410A | EJ 12.021.01 | 37,993 |
| NCLB - Title III-A English Language Acquisition | 84.365A | IP 12.024.01 | 15,313 |
| NCLB - Title II-A, Training & Recruiting | 84.367 | IP 12.024.01 | 1,070,276 |
| Total passed through Alaska Department of Education and Early Development | | | <u>5,455,943</u> |
| Passed through University of Alaska Fairbanks: | | | |
| Upward Bound - Seward | 84.047A | P047A121760 | 11,656 |
| Upward Bound - Nikiski | 84.047A | P047A121760 | 13,077 |
| Total CFDA 84.047 | | | <u>24,733</u> |
| Alaska Statewide Mentor Project | | | |
| Total passed through University of Alaska Fairbanks | 84.411 | U411B110072 | 199,612 |
| | | | <u>224,345</u> |

Kenai Peninsula Borough School District
Schedule of Expenditures of Federal Awards, continued

| <i>Year Ended June 30, 2013</i> | Catalog of Federal Domestic Assistance Number | Grant Number | Expenditures |
|---|---|-----------------|------------------|
| Passed Through Association of Alaska School Boards - | | | |
| Artist Tops - Tebughna | 84.356K | | \$ 1,600 |
| Artist Tops - Port Graham | 84.356K | | 960 |
| Artist Tops - Nanwalek | 84.356K | | 1,600 |
| Total CFDA 84.356K | | | <u>4,160</u> |
| Passed Through Alaska Staff Development Network - | | | |
| School Leadership | 84.363A | U363A80070 | 28,975 |
| Total U.S. Department of Education | | | <u>6,169,000</u> |
| National Aeronautics and Space Administration - | | | |
| Passed Through National Space Grant Foundation - | | | |
| Summer of Innovation | 43.008 | | <u>2,500</u> |
| National Endowment for the Arts - | | | |
| Passed through Alaska Department of Education and | | | |
| Early Development: | | | |
| Artist in Schools - McNeil Canyon | 45.025 | AIS0004 | 625 |
| Artist in Schools - Nikiski North Star | 45.025 | AIS0013 | 550 |
| Artist in Schools - Nikiski Middle / High | 45.025 | AIS0023 | 802 |
| Artist in Schools - K-Beach | 45.025 | AIS0024 | 775 |
| Total National Endowment of the Arts | | | <u>2,752</u> |
| U.S. Department of Agriculture: | | | |
| Passed through Alaska Department of Education and | | | |
| Early Development: | | | |
| Child Nutrition Cluster: | | | |
| National School Breakfast Program | 10.553 | MA 13.024.01 | 2,885 |
| National School Breakfast Program | 10.553 | MA 13.024.01 | 436,669 |
| National School Lunch Program | 10.555 | MA 13.024.01 | 1,704,983 |
| Commodities | 10.555 | | 139,253 |
| Total Child Nutrition Cluster | | | <u>2,283,790</u> |
| Fresh Fruit & Vegetable Program | 10.582 | FF 12.024.02 | <u>120,722</u> |
| Total U.S. Department of Agriculture | | | <u>2,404,512</u> |

Kenai Peninsula Borough School District
Schedule of Expenditures of Federal Awards, continued

| <i>Year Ended June 30, 2013</i> | Catalog of Federal Domestic Assistance Number | Grant Number | Expenditures |
|---|---|-----------------|---------------------|
| U.S. Department of Health and Human Services: | | | |
| Passed through Alaska Department of Education and Early Development: | | | |
| Fourth R Evaluation | 93.092 | RC 13.024.01 | \$ 4,600 |
| Fourth R Evaluation | 93.092 | RC 13.024.02 | 2,000 |
| Total U.S. Department of Health and Human Services | | | <u>6,600</u> |
| Total Expenditures of Federal Awards | | | <u>\$ 8,585,364</u> |

Note 1: Basis of Presentation

The above schedule of expenditures of federal awards includes the federal grant activity of Kenai Peninsula Borough School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Kenai Peninsula Borough School District
Schedule of State Financial Assistance

| <i>Year Ended June 30, 2013</i> | Program Number | Expenditures |
|--|-------------------|-----------------------|
| Department of Administration: | | |
| * TRS On Behalf | | \$ 19,868,298 |
| * PERS On Behalf | | 2,629,710 |
| Passed through Kenai Peninsula Borough - | | |
| * PERS On Behalf | | 409,945 |
| Total Department of Administration | | <u>22,907,953</u> |
| Department of Education and Early Development: | | |
| * Foundation | | 75,563,384 |
| * SB 160 One-time State Funding | | 1,734,738 |
| Quality Schools | | 275,933 |
| * Student Transportation | | 7,604,516 |
| Artist in Schools - McNeil Canyon | AIS0004 | 625 |
| Artist in Schools - Nikiski North Star | AIS0013 | 550 |
| Artist in Schools - Nikiski Midde / High | AIS0023 | 803 |
| Artist in Schools - K-Beach | AIS0024 | 775 |
| Alternative Schools | SH 13.024.01 | 41,635 |
| Youth In Detention - Marathon | EY 13.024.02 | 69,143 |
| Youth Risk Behavior Study | YR 13.024.01 | 9,750 |
| Total Department of Education and Early Development | | <u>85,301,852</u> |
| Department of Commerce, Community, and Economic Delvelopment: | | |
| Passed through Kenai Peninsula Borough: | | |
| * School District Equipment | 13-DC-446 | 897,767 |
| I-Touch Project for Lower Peninsula Schools | 13-DC-004 | 52,500 |
| Nikiski High - Printer / Cutter / Software | 13-RR-012 | 15,000 |
| Total passed through Kenai Peninsula Borough | | <u>965,267</u> |
| Support Student Nutrition Services | 13-DM-195 | 40,000 |
| Nutritional Alaskan Foods for Schools | 13-NAF-025 | 26,161 |
| Total Department of Commerce, Community and Economic Development | | <u>1,031,428</u> |
| Department of Labor and Workforce Development - | | |
| AYF FY13 Kenai SD - Career Guide | 13-210 | 85,000 |
| Total State Financial Assistance | | <u>\$ 109,326,233</u> |

* State major program

Note 1: Basis of Presentation

The accompanying schedule of state financial assistance includes the state grant activity of Kenai Peninsula Borough School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of State of Alaska Guide and Compliance Supplement for State Single Audits. Therefore, some amounts presented in this schedule may differ from amounts presented in or used in preparation of, the basic financial statements.

**Kenai Peninsula Borough School District
(A Component Unit of the Kenai Peninsula Borough)**

**Schedule of Findings and Questioned Costs
Year Ended June 30, 2013**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? ___ yes X no

Significant deficiency(ies) identified? ___ yes X (none reported)

Noncompliance material to financial statements noted? ___ yes X no

Federal Awards

Internal control over major programs:

Material weakness(es) identified? ___ yes X no

Significant deficiency(ies) identified? ___ yes X (none reported)

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133? ___ yes X no

Identification of major programs:

| <i>CFDA Number</i> | <i>Name of Federal Program or Cluster</i> | <i>Agency</i> |
|--------------------|---|------------------------------|
| 84.060 | Title VII, Indian Education | U.S. Department of Education |
| 84.010 | Title I, Part A Cluster | U.S. Department of Education |
| 84.367 | Title II-A, Training and Recruiting | U.S. Department of Education |

Dollar threshold used to distinguish between Type A and Type B programs: \$ 300,000

Audtee qualified as low-risk audtee? X yes ___ no

State Financial Assistance

Internal control over major programs:

Material weakness(es) identified? ___ yes X no

Significant deficiency(ies) identified? ___ yes X (none reported)

Type of auditor's report issued on compliance for major programs: Unmodified

Dollar threshold used to distinguish between a state major program: \$ 300,000

**Kenai Peninsula Borough School District
(A Component Unit of the Kenai Peninsula Borough)**

**Schedule of Findings and Questioned Costs
Year Ended June 30, 2013**

**Section II - Financial Statement Findings Required to be Reported in Accordance with
Governmental Auditing Standards**

None reported.

Section III - Federal Award Findings and Questioned Costs

None reported.

Section IV - State Award Findings and Questioned Costs

None reported.

**Kenai Peninsula Borough School District
(A Component Unit of the Kenai Peninsula Borough)**

**Summary Schedule of Prior Audit Findings
Year Ended June 30, 2013**

Federal

There were no prior year audit findings.

State

There were no prior year audit findings.

**Kenai Peninsula Borough School District
(A Component Unit of the Kenai Peninsula Borough)**

**Corrective Action Plan
Year Ended June 30, 2013**

There are no current year findings; therefore no corrective action plan is required.

| 12. ENROLLMENT | Rating | | | COMMENTS |
|--|-------------------------------------|-------------------------------------|-------------------------------------|---|
| | A | IA | NA | |
| a. Has the student enrollment been stable? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Provide enrollment figures for the last five years. |
| b. Has the school's enrollment been at a maximum? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Yes. Maximum enrollment is 252 students. |
| 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. | | | | |



Enrollment Summary: Kaleidoscope Charter School Scheduling/Reporting Ethnicity as of 09/01/2008 ()

View: **Scheduling/Reporting Ethnicity**

Students: All Active Enrollments
 Current Selection

Date: 9/1/2008 (MM/DD/YYYY)

Scheduling/Reporting Ethnicity as of 09/01/2008 ()

| Grade Level | Total In Grade | White (Caucasian) | African American | Hispanic | Asian | American Indian | Alaska Native | Two or More Races (not Hispanic) | Native Hawaiian or Pacific Islander | *Ethnicity Unknown* | Unclassified |
|--------------|--------------------------|------------------------|--------------------|--------------------|--------------------|--------------------|----------------------|----------------------------------|-------------------------------------|---------------------|--------------------|
| 0 | 38 18 / 18 | 31 17 / 14 | 0 0 / 0 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 1 | 35 20 / 15 | 27 15 / 12 | 1 1 / 0 | 2 1 / 1 | 0 0 / 0 | 1 0 / 1 | 3 3 / 0 | 1 0 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 2 | 35 15 / 20 | 29 12 / 17 | 0 0 / 0 | 1 1 / 0 | 0 0 / 0 | 1 0 / 1 | 3 1 / 2 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 3 | 38 10 / 28 | 29 9 / 20 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 0 0 / 0 | 4 0 / 4 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 4 | 45 22 / 23 | 36 19 / 17 | 0 0 / 0 | 2 0 / 2 | 0 0 / 0 | 1 1 / 0 | 3 2 / 1 | 3 0 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 5 | 28 13 / 15 | 24 13 / 11 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 1 0 / 1 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 6 | 14 5 / 9 | 10 5 / 5 | 0 0 / 0 | 1 0 / 1 | 1 0 / 1 | 0 0 / 0 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| Total | 229 103 / 128 | 186 90 / 96 | 1 1 / 0 | 8 2 / 6 | 2 0 / 2 | 4 1 / 3 | 17 8 / 11 | 11 3 / 8 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Page Icons: - Date Entry |

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PrevNext

Sep 2008

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |



Enrollment Summary: Kaleidoscope Charter School Scheduling/Reporting Ethnicity as of 09/01/2009 ()

View: **Scheduling/Reporting Ethnicity** ▾

Students: All Active Enrollments
 Current Selection

Date: 09/01/2009

Scheduling/Reporting Ethnicity as of 09/01/2009 ()

| Grade Level in | Total in Grade | White (Caucasian) | African American | Hispanic | Asian | American Indian | Alaska Native | Two or More Races (not Hispanic) | Native Hawaiian or Pacific Islander | "Ethnicity Unknown" | Unclassified |
|----------------|-------------------------|------------------------|-------------------|-------------------|-------------------|-------------------|---------------------|----------------------------------|-------------------------------------|---------------------|-------------------|
| 0 | 37 21 / 18 | 28 17 / 9 | 0 0 / 0 | 3 1 / 2 | 0 0 / 0 | 0 0 / 0 | 2 0 / 2 | 6 3 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 1 | 36 20 / 16 | 30 17 / 13 | 0 0 / 0 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 3 2 / 1 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |
| 2 | 36 20 / 16 | 28 16 / 12 | 1 1 / 0 | 1 0 / 1 | 0 0 / 0 | 1 0 / 1 | 3 3 / 0 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 3 | 36 15 / 21 | 32 14 / 18 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 3 1 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 4 | 36 11 / 25 | 28 10 / 18 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 0 0 / 0 | 5 0 / 5 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 5 | 44 22 / 22 | 35 19 / 16 | 0 0 / 0 | 2 0 / 2 | 0 0 / 0 | 1 1 / 0 | 3 2 / 1 | 3 0 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 6 | 24 10 / 14 | 20 10 / 10 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 1 0 / 1 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| Total | 249 119 / 130 | 189 103 / 96 | 1 1 / 0 | 8 1 / 7 | 1 0 / 1 | 4 1 / 3 | 17 6 / 11 | 18 6 / 12 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Page Icons: - Date Entry |

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Enrollment Summary: Kaleidoscope Charter School Scheduling/Reporting Ethnicity as of 09/01/2010 (A)

View: Scheduling/Reporting Ethnicity

Students: All Active Enrollments
 Current Selection

Date: 9/1/2010

Scheduling/Reporting Ethnicity as of 09/01/2010 (A)

| Grade Level | Total In Grade | White (Caucasian) | African American | Hispanic | Asian | American Indian | Alaska Native | Two or More Races (not Hispanic) | Native Hawaiian or Pacific Islander | *Ethnicity Unknown* | Unclassified |
|--------------|-------------------------|------------------------|-------------------|-------------------|-------------------|-------------------|---------------------|----------------------------------|-------------------------------------|---------------------|-------------------|
| 0 | 36 20 / 16 | 28 14 / 12 | 0 0 / 0 | 2 2 / 0 | 0 0 / 0 | 1 0 / 1 | 4 2 / 2 | 3 2 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 1 | 37 18 / 19 | 28 13 / 13 | 0 0 / 0 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 3 1 / 2 | 6 3 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 2 | 36 22 / 14 | 30 18 / 12 | 0 0 / 0 | 1 0 / 1 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 | 3 2 / 1 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |
| 3 | 36 21 / 15 | 29 17 / 12 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 3 3 / 0 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 4 | 37 18 / 21 | 33 15 / 18 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 3 1 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 5 | 36 10 / 26 | 29 9 / 20 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 0 0 / 0 | 4 0 / 4 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 6 | 30 12 / 18 | 24 10 / 14 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 3 2 / 1 | 3 0 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| Total | 248 118 / 129 | 197 96 / 101 | 1 1 / 0 | 5 3 / 2 | 2 1 / 1 | 3 0 / 3 | 20 9 / 11 | 19 8 / 11 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

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| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |



Enrollment Summary: Kaleidoscope Charter School Scheduling/Reporting Ethnicity as of 09/01/2011 (A)

View: **Scheduling/Reporting Ethnicity** Students: All Active Enrollments Current Selection Date: 9/1/2011 (MM/DD/YYYY)

Scheduling/Reporting Ethnicity as of 09/01/2011 (A)

| Grade Level | Total In Grade | White (Caucasian) | African American | Hispanic | Asian | American Indian | Alaska Native | Two or More Races (not Hispanic) | Native Hawaiian or Pacific Islander | "Ethnicity Unknown" | Unclassified |
|--------------|------------------|-------------------|------------------|-------------|------------|-----------------|---------------|----------------------------------|-------------------------------------|---------------------|--------------|
| 0 | 35 18 / 17 | 28 13 / 15 | 0 0 / 0 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 1 1 / 0 | 4 3 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 1 | 37 20 / 17 | 28 15 / 13 | 0 0 / 0 | 2 2 / 0 | 1 0 / 1 | 0 0 / 0 | 3 2 / 1 | 3 1 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 2 | 34 14 / 20 | 24 11 / 13 | 0 0 / 0 | 3 1 / 2 | 0 0 / 0 | 0 0 / 0 | 3 1 / 2 | 4 1 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 3 | 36 22 / 14 | 30 18 / 12 | 0 0 / 0 | 1 0 / 1 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 | 3 2 / 1 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |
| 4 | 37 20 / 17 | 29 18 / 13 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 3 3 / 0 | 3 0 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 5 | 42 17 / 25 | 33 14 / 19 | 1 0 / 1 | 2 1 / 1 | 1 0 / 1 | 0 0 / 0 | 3 1 / 2 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 6 | 25 10 / 15 | 18 8 / 10 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 | 5 0 / 5 | 2 2 / 0 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| Total | 245 121 / 125 | 190 95 / 95 | 2 1 / 1 | 10 5 / 5 | 3 1 / 2 | 1 0 / 1 | 18 8 / 10 | 21 10 / 11 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |

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| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |



Enrollment Summary: Kaleidoscope Charter School Scheduling/Reporting Ethnicity as of 09/01/2012 ()

View: **Scheduling/Reporting Ethnicity**

Students: All Active Enrollments
 Current Selection

Date: 9/1/2012 (MM/DD/YYYY)

Scheduling/Reporting Ethnicity as of 09/01/2012 ()

| Grade Level | Total in Grade | White (Caucasian) | African American | Hispanic | Asian | American Indian | Alaska Native | Two or More Races (not Hispanic) | Native Hawaiian or Pacific Islander | "Ethnicity Unknown" | Unclassified |
|--------------|-------------------------|-----------------------|-------------------|--------------------|-------------------|-------------------|--------------------|----------------------------------|-------------------------------------|---------------------|-------------------|
| 0 | 35 17 / 18 | 28 14 / 14 | 0 0 / 0 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 | 2 1 / 1 | 4 1 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 1 | 36 19 / 17 | 29 14 / 15 | 0 0 / 0 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 1 1 / 0 | 4 3 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 2 | 34 18 / 16 | 27 14 / 13 | 0 0 / 0 | 2 2 / 0 | 0 0 / 0 | 0 0 / 0 | 2 1 / 1 | 3 1 / 2 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 3 | 36 14 / 22 | 24 10 / 14 | 0 0 / 0 | 4 1 / 3 | 0 0 / 0 | 0 0 / 0 | 3 1 / 2 | 5 2 / 3 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 4 | 36 20 / 16 | 29 18 / 11 | 0 0 / 0 | 2 0 / 2 | 0 0 / 0 | 0 0 / 0 | 1 0 / 1 | 3 1 / 2 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |
| 5 | 40 19 / 21 | 30 15 / 15 | 1 1 / 0 | 1 0 / 1 | 0 0 / 0 | 1 0 / 1 | 3 3 / 0 | 4 0 / 4 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| 6 | 32 13 / 19 | 24 10 / 14 | 1 0 / 1 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 3 1 / 2 | 2 1 / 1 | 0 0 / 0 | 0 0 / 0 | 0 0 / 0 |
| Total | 249 120 / 129 | 191 95 / 96 | 2 1 / 1 | 14 6 / 8 | 0 0 / 0 | 1 0 / 1 | 15 8 / 7 | 25 9 / 16 | 1 1 / 0 | 0 0 / 0 | 0 0 / 0 |

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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |



Enrollment Summary: Kaleidoscope Charter School Scheduling/Reporting Ethnicity as of 09/01/2013 ()

View: **Scheduling/Reporting Ethnicity** Students: All Active Enrollments Current Selection Date: 9/1/2013 (MM/DD/YYYY)

Scheduling/Reporting Ethnicity as of 09/01/2013 ()

| Grade Level: | Total Grade | White (Caucasian) | African American | Hispanic | Asian | American Indian | Alaska Native | Two or More Races (not Hispanic) | Native Hawaiian or Pacific Islander | "Ethnicity Unknown" | Unclassified |
|--------------|---------------------------|---------------------|------------------|------------------|-----------------|-----------------|------------------|----------------------------------|-------------------------------------|---------------------|-----------------|
| 0 | 36 17/19 | 24 11/13 | 0 0/0 | 3 2/1 | 0 0/0 | 0 0/0 | 2 1/1 | 7 3/4 | 0 0/0 | 0 0/0 | 0 0/0 |
| 1 | 36 19/17 | 28 15/13 | 0 0/0 | 1 1/0 | 0 0/0 | 0 0/0 | 2 1/1 | 5 2/3 | 0 0/0 | 0 0/0 | 0 0/0 |
| 2 | 37 19/18 | 27 13/14 | 0 0/0 | 2 1/1 | 0 0/0 | 0 0/0 | 1 1/0 | 7 4/3 | 0 0/0 | 0 0/0 | 0 0/0 |
| 3 | 36 18/18 | 28 14/12 | 0 0/0 | 3 2/1 | 0 0/0 | 0 0/0 | 3 1/2 | 4 1/3 | 0 0/0 | 0 0/0 | 0 0/0 |
| 4 | 37 13/24 | 27 11/16 | 0 0/0 | 4 1/3 | 0 0/0 | 0 0/0 | 2 0/2 | 4 1/3 | 0 0/0 | 0 0/0 | 0 0/0 |
| 5 | 38 20/18 | 30 18/12 | 0 0/0 | 2 0/2 | 0 0/0 | 0 0/0 | 1 0/1 | 4 1/3 | 1 1/0 | 0 0/0 | 0 0/0 |
| 6 | 32 11/21 | 24 10/14 | 0 0/0 | 1 0/1 | 0 0/0 | 1 0/1 | 1 1/0 | 5 0/5 | 0 0/0 | 0 0/0 | 0 0/0 |
| Total | 252 117/ 135 | 186 92/94 | 0 0/0 | 18 7/9 | 0 0/0 | 1 0/1 | 12 5/7 | 36 12/24 | 1 1/0 | 0 0/0 | 0 0/0 |

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |