



**RENEWAL
Charter School
APPLICATION
for**

Aquarian Charter School

FY 2022

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

DIRECTIONS

Application for a Renewal Charter

Parties interested in submitting a renewal application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools renewal application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this renewal application form MUST be used.** Sufficient evidence must be presented to address all sections of this renewal application form for the department to deem the renewal application compliant and forward to the State Board of Education for approval.

Timeline:

Applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve a renewal application for a charter school, the local school board must forward the renewal application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete renewal application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the renewal application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate renewal application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

An original and 4 copies of the DEED Charter School Renewal Application Form should be mailed to:

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

Please also submit via email an electronic copy of the renewal application form to amanda.duvall@alaska.gov

A renewal application approved by a local school board and submitted to the department **must be received by the department at least 90 days** before the next regularly scheduled meeting of the State Board of Education and Early Development. See the [State Board schedule](http://education.alaska.gov/State_Board) (education.alaska.gov/State_Board) for a list of upcoming Board meetings.

A renewal application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the expiration of the existing contract.

Required Format:

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

Upon receipt, the renewal application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the renewal application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

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| Appendix L | Food Service |
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| Appendix O | Charter School Calendar and Schedule |

Charter School Renewal Application

Please provide narrative responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. *AS 14.03.265(a)(1-3)*

Aquarian is unique in that it provides leveled math and reading to all students. With community support, Aquarian Charter School strives to meet children at their level through unique instruction that values the whole child, academic excellence, and fine arts to create a balanced and rewarding learning experience.

Changes to our Charter include:

Page 1:

- Aquarian Charter School changed to Aquarian throughout

Page 3:

- Updated contact info for the APC Chair
- Grammatical edits

Page 4-5:

- Updated Vision, Mission, Beliefs/Value Statements

Page 5:

- Added regular outdoor brain breaks
- Added clarifying language to define:
 - multi-intelligences and brain-based learning
 - integrated art instruction
 - performance-based

Page 6:

- Added language to allow flexibility in curriculum choices if needed
- Language changed to reflect current practice
- Added flexibility regarding publication of 'treasure books'

Page 7:

Form # 05-15-036

Alaska Department of Education & Early Development

- Clarified role of homework
- Removed requirement for seasonal portfolio shares
- Updated language to reflect current practice
- Removed Technology as a specialist class because it is integrated into classroom activities

Page 8-10:

- Updated language to reflect current practice
- Removed requirement for seasonal portfolio shares
- Added “play-based” Day of Exploration option
- Updated to reflect new Need for Program, Goals
- Added language to allow flexibility in curriculum choices if needed

Page 9:

- Broadened time frame for ‘treasure books’

Page 10:

- Removed specific language regarding Social Studies curriculum
- Spanish: updated language to reflect current practice
- Technology: updated language to reflect current practice
- Music: updated language to reflect current practice
- Physical Education: updated language to reflect current practice

Page 11-12:

- Art: updated language to reflect current practice
- Library: updated language to reflect current practice and current values
- Evaluation Procedure: updated language to reflect current practice and conformance to District requirements

Page 12-13:

- Evaluation of Program Performance: Updated to reflect current testing standards and data

Page 13-14:

- Scheduling Requirements: Minor rewording
- Special Education Services: updated language to reflect current practice
- Updated to reflect Aquarian will no longer conduct gifted testing
- Updated to reflect Aquarian will no longer provide small group gifted instruction

Page 15:

- Admission Policies and Procedures: Updated to reflect current values

Page 15-16:

- Method By Which the Charter School will account for receipts and expenditures: updated to reflect there is currently no part-time business manager
- Teachers/Administrators in the Charter School: Updated to reflect that “Highly Qualified” is no longer used as a designation

Page 17:

- Pupil-Teacher Ratio: updated to reflect current numbers
- Number of Students served: updated to reflect current numbers

- ii. Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*

Appendix A to be attached following Anchorage School Board meeting showing approved vote on charter renewal.

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

Evidence of the signed contract between Aquarian and ASD will be attached as Appendix B following board meeting.

- iv. Provide either the charter school’s bylaws marked as Appendix C or an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*

Updated bylaws are attached as Appendix C.

- v. Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. *AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

Meeting minutes from each APC meeting are attached as Appendix D. At each meeting the principal and teacher representatives present reports to the APC. List of current APC members is also included as Appendix D.

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

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

| Reviewer Rating Template | | |
|---|--|--|
| Section 1 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Purpose | 5 | |
| Evidence of board approval | 7; Appendix A | |
| Evidence of signed contract with all required elements | See required element below (items 1-14) | |
| 1. Description of educational program | Appendix B page TBD | |
| 2. Specific levels of achievement for the education program | Appendix B page TBD | |
| 3. Admissions Policy and Procedures | Appendix B page TBD | |
| 4. Administrative Policies | Appendix B page TBD | |
| 5. Statement of Charter funding | Appendix B page TBD | |
| 6. Method of accountability for receipts and expenditures | Appendix B page TBD | |
| 7. Location and description of facility | Appendix B page TBD | |

| Section 1 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
|--|---|---|
| 8. Name of teachers who by agreement will teach in the charter | Appendix B page TBD | |
| 9. Teacher to student ratio | Appendix B page TBD | |
| 10. Number of students to be served | Appendix B page TBD | |
| 11. Term of contract (not to exceed 10 years) | Appendix B page TBD | |
| 12. Termination Clause | Appendix B page TBD | |
| 13. Statement of state and federal law compliance | Appendix B page TBD | |
| 14. Exemptions or requirements included in contract | Appendix B page TBD | |
| Evidence of bylaws or assurance | 7; Appendix C | |
| Evidence of APC, including list of names/qualifications, meeting minutes | 8; Appendix D | |

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. *AS 14.03.255(b)(2)*

Aquarian is managed directly by its APC, working with the principal. The APC is the primary governing body of the school designated to oversee and supervise all aspects of the school. The APC shall assign to the principal the day-to-day management, financial records and accountability, and other duties delegated by the APC or as required by law. The principal must submit for approval or disapproval to the APC all significant policy, curricular, and financial decisions that have a substantial impact upon the school.

- ii. Provide the written administrative policy manual utilized by the charter or an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. 4 AAC 33.110(a)(13)

Aquarian follows the ASD administrative policy as is stipulated throughout the Aquarian Charter and as attached as Appendix E.

- iii. Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. AS 14.03.255(b)(3)

Attached (Appendix D) are APC agendas and meeting minutes that demonstrate the work done in review/maintenance of school operations and program.

- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee's policies and goals. AS 14.03.255(b)(4)

Attached (Appendix D) are agendas and meeting minutes that demonstrate that the APC meets monthly throughout the school year. Also in Appendix D (pp. 5-6) are meeting minutes from September 2020 that include Aquarian's vision, mission, and beliefs that were generated during strategic planning in August 2020 and adopted by the APC on September 21, 2020.

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

Aquarian follows the ASD calendar with few exceptions. The approved calendar and schedule are attached as Appendix O.

- vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. 4 AAC 33.110(a)(12)

Not applicable.

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

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

| |
|---------------------------------|
| Reviewer Rating Template |
|---------------------------------|

| Section 2 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
|--|---|---|
| Description of administrative oversight | 9-10 | |
| Evidence of written administrative policy manual or assurance | 10; Appendix E | |
| Evidence of regular parent and teacher contacts for continuous improvement | 10; Appendix D | |
| Evidence of annual APC meeting | 10; Appendix D | |
| Description of school schedule and calendar | 10; Appendix O | |
| Alternative options for students if no other educational program exists | N/A May be "not applicable" | |

Section 3: Educational Program and Student Achievement

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

MISSION STATEMENT, PHILOSOPHY, AND PURPOSE OF THE PROGRAM:

MISSION

With community support Aquarian Charter School strives to meet children at their level through unique instruction that values the whole child, academic excellence, and fine arts to create a balanced and rewarding learning experience.

VISION

Aquarian Charter School cultivates a creative community of lifelong learners and compassionate, engaged citizens.

BELIEFS/VALUES (PHILOSOPHY)

- A diverse and stimulating educational experience
- Meeting children where they are academically
- Each child as an individual
- School autonomy in curriculum and teaching methods
- Academic excellence
- Consistent exposure to:
 - Fine Arts
 - World Language
 - Physical Education
 - Health Education
- Identifying children's needs and strengths to guide their growth and help them meet their potential
- Inclusive school environment
- Celebrating growth
- Educational enrichment beyond the general curriculum
- Responsible citizenship
- Diversity
- Contribution to community
- Professional development and growth
- Family engagement and volunteering
- Partnership between educational staff and families

PURPOSE OF THE PROGRAM

Aquarian is a kindergarten through sixth grade school that offers a unique program within the ASD. Highlights of the program include:

- A rigorous academic program that strives to exceed state and district standards in all core subjects
- Mathematics and language arts instruction given at the appropriate developmental level for the individual student
- Families, students, and teaching staff are partners in the child's education
- Teachers motivate students within the classroom by using differentiated instruction and integration throughout subject areas

- Regular outdoor brain breaks are strongly encouraged at all grade levels.
- Utilizes teaching assistant support to enhance pupil/teacher ratio and support academics in the classroom
- Instruction that utilizes Gardner's¹ multiple intelligences and brain-based learning
- Spanish instruction at all grade levels
- Values fine arts education
- A stimulating academic program with high expectations set in an encouraging, joyful and safe learning environment
- Teachers continuously monitor and reassess skill levels to adjust instruction for each individual student's needs accordingly
- Classes may be multi-aged or single grade groupings

Aquarian meets and exceeds all state and district requirements.

- Student achievement at all instructional levels is assessed throughout the school year using various formative assessments. Resulting assessments help school administrators make program adjustments and set future goals to meet and exceed the state and district learning standards. Results are also used to determine the learning needs of each individual student.
- If students do not meet the minimal standards of proficiency set by these various assessments, their curricular needs are adjusted accordingly to help the child succeed. Also, if children advance, the instruction will be adjusted to create an ever-challenging educational experience.
- Aquarian annually reviews various methods of evaluation, including national and state assessments to help set both individual and school-wide goals for our program.

Students are leveled in language arts and mathematics according to individual mastery of standards rather than grade level.

- **Blocked Mathematics:** Each day, for 1 hour and 15 minutes, the entire school stops and moves to mathematics class. Aquarian uses Saxon

¹ Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*.

Mathematics curriculum, unless, after thorough consideration, a different curriculum is approved by the APC. Students are assessed for their appropriate mathematics level using placement assessments. As a result, during mathematics time, students attend instruction appropriate to their ability rather than their grade level. In order to accommodate blocked mathematics, instruction is conducted by all of the certified teachers, including the specialist teachers, within the school. This allows the school to provide all the necessary levels, allowing students to have homogenous grouping based on their individual mastery of standards.

- **Language Arts:** Language arts skills are assessed to determine proper academic placement within the classroom program. Students are assessed based on state standards and other accepted language arts assessment tools. Teachers are encouraged to teach using fiction and non-fiction “trade” books as opposed to a single adopted reading curriculum in order to better fit the needs and interests of the individual students and enhance thematic integration across subject matter. Annually, starting in kindergarten, each student is required to produce an original published work of literature. The goal of the program is to introduce the writing process at an early age. Expectations of the completed product are adjusted as the skills of the individual child develop and are evaluated accordingly.

At Aquarian, parents, students, and teachers are all considered active partners in a student’s education. Consequently, it is expected that all of the parties engage in the following program expectations:

1. Students are responsible for their own behavior. Parents and teachers are responsible for facilitating an environment that encourages independence, respect, and kindness. Our program strives to provide intrinsic motivators as opposed to motivating by prizes or extrinsic reward systems.
2. Homework is assigned at each level with a goal to:
 - Reinforce classroom instruction
 - Develop good study habits and time-management strategies
 - Foster self-discipline and responsibility
 - Keep parents informed of student’s progress

Homework is expected to be completed and returned on a timely basis.

3. Open, honest, and timely communication is a key aspect of the Aquarian student/parent/teacher partnership. Teachers continually inform parents about student progress, behavior, and school events through multi-modal forms of communication; such as, classroom newsletters, school newsletters, regular parent/teacher contact in person, electronic and paper notes home, phone calls, the return of graded work, and portfolio sharing. Each teacher also maintains a class website as a tool to communicate the happenings in their classroom. As part of our effort to be a green school, we encourage all contact that is not in person to be in an electronic format if at all possible, to minimize our use of paper and ink.

4. We ask parents to volunteer for the school the equivalent of at least two hours per month and that may look different for every family.

5. At Aquarian, we value family input in class placement as it is an integral part of building the student/parent/teacher partnership. The school administrator will make every effort to accommodate parent requests, however, there is no guarantee that all requests will be met. The school administrator has the discretion to place children according to educational or social needs over a specific parent request.

6. Aquarian's classrooms are inviting, safe, and stimulating learning environments. We encourage the use of tables and shared materials when appropriate. We encourage student communication and collaboration in a respectful and appropriate manner. As partners in children's education, teachers are seen as facilitators of their classroom environment.

7. Frequent, relevant, age-appropriate field trips are used to complement teaching and help make current subject matter more meaningful to students. Field trips provide students with the opportunity to see the world in action and are tied to curriculum. Parent volunteers make most of our field trips possible. Families are encouraged to actively participate in field trips.

8. Art, Music, Spanish, Library, and PE are specialist classes offered each week. Specialist and classroom teachers collaborate to integrate thematic learning across the classrooms to create connections and make for more meaningful learning. The fine arts are celebrated in our school and seen as a vital tool in the development of the growing brain. Students are encouraged to explore their talents in these special areas.

9. Teachers participate in professional development that continuously strives to improve and expand the educational experience of students.

10. Students prepare a portfolio of work to share with their families. The students self-assess and reflect on what they have learned. The portfolio is divided into core subjects and materials are added each successive interval. The resulting portfolio reflects the

child's progress throughout the entire school year and provides the teachers and family a venue to identify areas of strength and areas that need development.

Explorations

Four days a year the students are given the opportunity to participate in a "Day of Exploration." The teachers develop the exploration days, and the focus of explorations has an extreme range. Topics can be scientific, technical, artistic, philanthropic, physical, or play-based. Explorations are intended to introduce students to subjects they may not be familiar with or to help them develop a deeper understanding of an area they may be interested in. Students spend an entire school day in intensive, hands-on, activities dedicated to the particular topic they have chosen. Explorations are an example of Aquarian's dedication to utilizing real-world experiences, multiple intelligences, and brain-based learning to allow students to realize their individual potential.

DESCRIPTION OF THE NEED FOR THE PROGRAM

Aquarian provides an innovative highly sought-after program that encourages community and family involvement and cultivates academically successful, well-rounded students.

GOALS

1. Maintain a program that adheres to the vision, mission and values of Aquarian Charter School.

- Further define and strengthen focus areas and to direct needed resources (money, time, innovative solutions) accordingly
- Modify the charter as needed to address educational needs and concerns as they arise

2. Increase diversity throughout the Aquarian community and create a climate that promotes inclusion and diversity in education.

- Explore options and barriers for increasing diversity in our student body, staff, and community
- Use curriculum that honors all cultures and life experiences and actively encourage students' exposure to a diverse range of opinions, thoughts, identities, and cultural backgrounds
- Continue to embed empathy, respect, and kindness in the school culture
- Pursue diversity training opportunities

3. Continuously strive to improve and expand the educational experience through innovation.

- Support school-wide activities that encourage students to make discoveries, to develop skills, and to discover personal passions allowing all students to excel.
- Evaluate and adopt meaningful technologies and educational delivery methods as they become necessary or advantageous
- Explore other revenue options, including expanded fee-based programs and pursuing grant opportunities.
- Foster community partnerships to enhance educational experiences.

4. Work collaboratively with the Anchorage School District to facilitate planned and future improvements to our building and program.

- Investigate potential expansion and funding opportunities to gain further space to enhance the educational experiences and offerings of Aquarian.
- Continue to monitor Aquarian's energy efficiency and efforts to maintain a safe, warm, and dry facility.

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

Attached as Appendix F is Aquarian's ASD report card and includes student assessments and proficiencies. Below is an overview of Aquarian's curriculum.

CURRICULUM

Aquarian's curriculum meets and exceeds the ASD and Alaska standards. The subjects that comprise the curriculum are listed and briefly discussed below. Unless, after thorough consideration, a different curriculum is approved by the APC, the following curricula are used.

LANGUAGE ARTS

Our balanced language arts program provides a scientific and holistic approach to instruction. Teachers utilize reading and writing workshops in their classrooms to facilitate language arts. The following curricula are used:

- The primary grades use programs such as Heggerty, SIPPS, and Phonics for Reading. Other structures such as The Daily 5, leveled, guided reading groups appropriate for the child's individual instructional level, and Fountas and Pinnell Guided reading practices are also utilized. Teachers use theater arts (such as

poetry, Reader's Theatre, plays, Tableau), public speaking, word games, and writing projects in order to integrate the language arts into all areas of learning.

- Upper grades use Springboard and also individualize language arts learning to the appropriate level of the child. Students are required to do independent reading projects, and daily practice of paragraph editing, grammar and the 6 Traits Writing is encouraged. Additional appropriate materials, aimed to integrate language arts into other curricular areas, are also utilized.
- Spelling is taught using the Zaner-Bloser spelling program at all grade levels.
- Each year students are required to produce an original work of literature. Teachers integrate the writing process into daily lessons and the students are given the opportunity to practice the writing skills they have been learning throughout the year. Children also produce original illustrations for the stories and an original cover. The expectations of the completed project are adjusted as the student progresses through the grade levels. Upon completion, books are bound and sent home for the student and parents to keep.

MATHEMATICS

Saxon Mathematics is used for mathematics instruction at all grade levels. Saxon Mathematics uses an incremental approach to mathematics instruction, emphasizing continual practice of learned concepts. The Saxon curriculum emphasizes mastery of basic facts alongside a solid program of instruction that teaches computation skills, problem solving, mental mathematics, and decoding and solving word problems that reflect real life applications. Algebra and geometry are integrated where applicable at each grade level.

For those students who have mastered the Saxon Mathematics K-6 program, our school has adopted the McDougall Littell program for pre-algebra. This program aligns with what is being taught in the ASD at the middle school level.

SCIENCE

Aquarian follows the ASD framework for all grade levels in science. The ASD science kits are utilized to form the basis for science instruction in our school. All students in our school are required to participate in the yearly science fair. For grades K-2, children participate with classroom group projects but are also given the option to enter their own individual project. Students in grades 3-6 **are required** to enter a project in the science fair. In addition, Project Lead the Way is utilized to provide STEM opportunities to students in grades K-6.

HEALTH

Aquarian uses the ASD framework for health instruction. The classroom teachers conduct health instruction. Teachers utilize The Great Body Shop materials in addition to other age-appropriate materials for health instruction. Integration with other subjects is accomplished whenever possible.

SOCIAL STUDIES

Aquarian uses the ASD framework for social studies to guide its curriculum. We meet or exceed state and local standards for teaching social studies. Aquarian integrates social studies curriculum into the language arts and reading areas of curriculum as well.

SPANISH

Spanish language instruction is delivered weekly. K-2 grades receive at least 90 minutes and up to 120 minutes per week of instruction preferably from a native-speaking teacher while 3-6 grades receive at least 90 minutes and up to 120 minutes per week instruction from a certified Spanish teacher. The focus of the Spanish Language delivery is experiential and highlights the culture, people, land, and celebrations of the Spanish-speaking cultures.

TECHNOLOGY

Technology provides students with computer skills that will prepare them for future employment. Instruction is integrated within the classroom and focuses on the use of technology in the areas of keyboarding skills, research, writing, and presentations.

MUSIC

Weekly music instruction is taught by a full-time, certified music teacher. During these classes, students of all grade levels are exposed to singing, instruments, notation, and music appreciation. Students develop an understanding of music and its relation to other disciplines. ASD music standards are followed and exceeded. When qualified instructors are available, Aquarian supports after-school extracurricular music opportunities, such as band, choir, and strings.

PHYSICAL EDUCATION

Weekly physical education (PE) instruction is taught at least 45 minutes and up to 90 minutes per week by a full-time, certified teacher. The goal of PE is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy

physical activity. Student activities help develop coordination, teach students to work together, introduce various sports as well as other personal training skills. Aquarian students get an additional opportunity for exercise through Brain Breaks; when weather permits, these are held outside. In addition to our PE program, when qualified instructors are available, Aquarian students are offered a wide variety of other physical after-school activities including, but not limited to, JNYO, ice skating, cross-country running, flag football, biking, cross-country skiing, gym hockey, martial arts, and dance.

ART

Weekly art instruction is taught by a full-time, certified teacher. Art instruction emphasizes the elements and history of art. Students are given the opportunity to work with various mediums and experience how art is a part of the world around us. Art instruction is integrated into classroom activities whenever possible through collaboration between the classroom and art teachers. Local artists are invited to share their talents when funding allows. Additional art offerings are given as after-school activities throughout the year.

LIBRARY

Students will receive a minimum of 45 minutes of weekly library instruction, taught by a full-time, certified librarian. ASD library standards are used, met, and exceeded by the Aquarian library program. Students are taught to locate and utilize data and information. Aquarian students are encouraged to use the library for both research and enjoyment purposes. Aquarian participates in the annual “Battle of the Books” competition. The Aquarian library strives to provide a diverse and multi-cultural selection of authors and topics to enhance a broader appreciation of literature.

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

Special education services are delivered by using the inclusionary model of instruction. Because differentiated instruction is being delivered to all students, the academic needs of both gifted and learning-disabled children can be met within the classroom setting with the support of both special education and gifted inclusion specialists. All core curriculum areas will be leveled to meet individual needs and adapted regularly to appropriately challenge all students.

Aquarian employs at least one certified special education teacher as our inclusion specialist depending on need. The inclusion specialist conducts Individualized Education Plan (IEP) meetings, teacher training, and helps ensure that a student’s individual needs are being met within the classroom setting. A student does not necessarily need a special education

determination in order to receive the necessary remediation or in class services. Aquarian complies with the local, state, and federal statutes regarding special education students.

Aquarian also employs a qualified gifted education teacher. Because it is Aquarian's philosophy that all students benefit from enrichment and challenge, the gifted instructor teaches lessons to all students in the school on a regular basis throughout the school year and may provide additional opportunities.

- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. 4 AAC 33.110(a)(7)

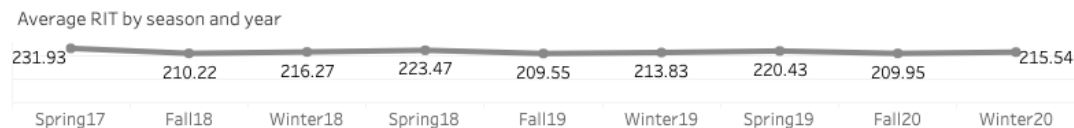
Aquarian meets and exceeds all state and district requirements. Student achievement at all instructional levels is assessed throughout the school year using various formative assessments. Resulting assessments help school administrators make program adjustments and set future goals to meet and exceed the state and district learning standards. Results are also used to determine the learning needs of each individual student.

Aquarian's APC, principal, teachers, parents, and PTO are vested in the school's performance. Aquarian's previous state assessment scores show that 70% of our students score above the fiftieth percentile in reading, and 68% of our students score above the fiftieth percentile in math. Aquarian has an ASPI rating of five stars. Aquarian has continually reached its objectives and this data is found below.

Should any student fall below proficient in any core subject, goals will be set to help advance him/her to increase proficiency. Parents are notified when students fall below proficiency standards and are encouraged to help set the goals. If necessary, we may recommend that retention be considered when in the best interest of the student.

Test Year: 2018-2019 Season: Spring Subject: Mathematics Division: Elementary School: Aquarian Char... Grade: (All) Ethnicity: (All)

| | |
|--|-------------------------------|
| 68.78% [152] % and number of students above 50 percentile | 221 Number Tested Students |
|--|-------------------------------|



Percent and number students by grade level and quintile in Mathematics for Spring season
 When multiple seasons are selected, students will be counted under each bin when they have different percentile scores.

| TestGrade | Lo | LoAvg | Avg | HiAvg | Hi |
|-----------|------------|-------------|-------------|-------------|-------------|
| Grade 2 | 7.69% [1] | 7.69% [1] | 46.15% [6] | 15.38% [2] | 23.08% [3] |
| Grade 3 | 14.81% [8] | 29.63% [16] | 20.37% [11] | 16.67% [9] | 18.52% [10] |
| Grade 4 | 7.14% [4] | 12.50% [7] | 25.00% [14] | 28.57% [16] | 26.79% [15] |
| Grade 5 | | 11.76% [6] | 27.45% [14] | 19.61% [10] | 41.18% [21] |
| Grade 6 | 6.38% [3] | 12.77% [6] | 14.89% [7] | 36.17% [17] | 29.79% [14] |

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Test Year: 2018-2019 Season: Spring Subject: Reading Division: Elementary School: Aquarian Char... Grade: (All) Ethnicity: (All)

| | |
|--|-------------------------------|
| 70.91% [156] % and number of students above 50 percentile | 220 Number Tested Students |
|--|-------------------------------|



Percent and number students by grade level and quintile in Reading for Spring season
 When multiple seasons are selected, students will be counted under each bin when they have different percentile scores.

| TestGrade | Lo | LoAvg | Avg | HiAvg | Hi |
|-----------|------------|-------------|-------------|-------------|-------------|
| Grade 2 | 8.33% [1] | 8.33% [1] | 8.33% [1] | 33.33% [4] | 41.67% [5] |
| Grade 3 | 14.81% [8] | 18.52% [10] | 25.93% [14] | 22.22% [12] | 18.52% [10] |
| Grade 4 | 8.93% [5] | 19.64% [11] | 14.29% [8] | 28.57% [16] | 28.57% [16] |
| Grade 5 | 1.96% [1] | 15.69% [8] | 11.76% [6] | 39.22% [20] | 33.33% [17] |
| Grade 6 | 4.26% [2] | 10.64% [5] | 19.15% [9] | 31.91% [15] | 34.04% [16] |

Date updated: 2/2/2021 8:01:11 PM



ASPI Rating: ★ ★ ★ ★

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013

School Grade Span

School District Anchorage School District

School Aquarian Charter School

KG - 6

| Participation Rate Grades 3-10 | Number Enrolled | Number Tested | Participation Rate | Met Participation Rate | Points |
|-----------------------------------|-----------------|---------------|--------------------|------------------------|---|
| | 197 | 197 | 100% | Yes | None, acts as a trigger to achievement denominator. |

K-8 Performance

| Academic Achievement | Reading | | Writing | | Math | | Points | Weighting | ASPI Points | | | | | | | |
|--|------------------|----------------|------------------|----------------|------------------|----------------|-----------------------|-----------|-------------|--|------------------|------|-------|-------|------|-------|
| | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | Count Proficient | Pct Proficient | | | | | | | | | | |
| | 186 | 94% | 178 | 91% | 178 | 91% | | | | | | | | | | |
| School Progress (Subgroup must have 5+ students to be considered) | Growth All | | Growth-AK Native | | Growth-Econ Dis | | Growth-w/Disabilities | | Growth-LEP | | 99.85 | 0.4 | 39.94 | | | |
| | 100.00 | | N/A | | 98.52 | | 100.00 | | N/A | | | | | | | |
| Attendance Rate | 95.00% | | | | | | | | | | | | | 95.00 | 0.25 | 23.75 |
| | | | | | | | | | | | Total K-8 Points | 1.00 | 95.89 | | | |

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

Aquarian follows all ASD standards for assessments and also the following contained in the charter:

- All students will receive a quarterly report card with grading criteria O/S/N for grades K-3 and A-F scale for grades 4-6. Grades are based on individual achievement and effort in accordance with the state and local grade level standards. Aquarian uses the ASD grading scale and reporting system.
- Specialist classes use the O/S/N scale. Parents may request (with a minimum of 48-hour advance notice) make-up opportunities for any student who has a planned absence. Excessive absences or tardiness have a significant impact on performance in specialist classes. Make-up work may be required to achieve a full grade. For illness, Aquarian follows the ASD policy on missed work and make-up work.
- Students prepare a portfolio of work to share with their families. The students self-assess and reflect on what they have learned. The portfolio is divided into core subjects and materials are added each successive interval. The resulting portfolio reflects the child's progress throughout the entire school year and provides the teachers and family a venue to identify areas of strength and areas that need development. For kindergarten, the portfolio shares are held at least once during the year, typically in the spring. For first through sixth grade, portfolio shares are held at least two times over the course of the year.
- Aquarian currently participates in ongoing assessments appropriate to our curriculum delivery. Assessments will be given throughout the school year to best meet the needs of the individual learner. These will be informal and formal assessments as well as annual state standardized tests given to grades third through sixth.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

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

| Reviewer Rating Template | | |
|------------------------------------|---|---|
| Section 3 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Description of educational program | 11-20 | |

| Section 3 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
|--|---|---|
| | | |
| Evidence of written instructional program that addressees content standards and aligns with statewide assessment system | 17-20; Appendix F | |
| Description of plans for serving special education, vocational education, gifted and bilingual students | 20-21 | |
| Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels | 21-23 | |
| Description of the mechanisms for student assessment in addition to those required by state law | 24 | |

Section 4: Professional Development

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

Aquarian administration provided for all ASD-required trainings on dates prescribed on the ASD calendar. Aquarian program-specific trainings take place during beginning of the school year in-service time and continue during faculty meetings held monthly to address current program needs and staff development activities every Thursday at lunch. Examples of professional development includes training on current curricula such as Wit and Wisdom and Foundations. Staff also participates in training that supports social-emotional learning within classroom communities.

References: 4 AAC 33.110 Charter School application and review procedure.

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

| Reviewer Rating Template | | |
|--|---|---|
| Section 4 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Description of and schedule for planned professional development | 25 | |

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. *AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*

Aquarian is located at 1705 W. 32nd Ave., Anchorage, AK, 99517 the property is owned by Anchorage School District. Floor plan is attached as Appendix M. The existing Rental Fee plan is attached as Appendix M.

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

Aquarian has no current plan for growth, but the APC Long Term Planning Committee continues to evaluate options. Aquarian succeeded in obtaining bonded funds to replace the roof, boiler, and pay for needed building updates. Those began in 2020 and are expected to continue through 2022.

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

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

| Reviewer Rating Template | | |
|---|---|---|
| Section 5 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Description of facility and location of the charter school including addressing district leased space if applicable | 26; Appendix M | |

| Section 5 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
|--------------------------------------|---|---|
| Evidence of a written facility plans | 26 | |

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. *AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)*

Aquarian follows the ASD online lottery and enrollment guidelines per ASD policy. Appendix G outlines Aquarian's admission policies and procedures.

- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. *AS 14.03.265(b), 4 AAC 33.110(a)(17)*

Aquarian does not currently have a need recruit as demand has remained high. The school makes use of the ASD Lottery System. Waitlist information is found in Appendix H.

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

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

| Reviewer Rating Template | | |
|--|---|---|
| Section 6 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Evidence of written admission policies and procedures | 27; Appendix G | |
| Evidence of a written student recruitment process, including enrollment and waitlist numbers | 27; Appendix H | |

Section 7: Fiscal

- i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

Aquarian has included its 2021-2022 budget in Appendix I. Aquarian's only other revenue source is through funding generated through PTO fundraisers.

- ii. Provide a signed assurance that:
- the charter school follows all district approved practices to account for receipts and expenditures;
 - the charter school has been successful in ending each year with a zero or positive fund balance;
 - all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. *AS 14.03.255(b)(1)(c)(6)*

Aquarian follows all ASD accounting guidelines and works closely with the ASD Budget and Finance Department to ensure compliance.

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

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

| Reviewer Rating Template | | |
|---------------------------|---|---|
| Section 7 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Evidence of a budget plan | 28; Appendix I | |
| Evidence of assurance | 30; Appendix K | |

Section 8: Transportation

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)

Parents or guardians of students at Aquarian shall be responsible for their student's transportation to and from school.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

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

| Reviewer Rating Template | | |
|--------------------------------|---|---|
| Section 8 | Page Number location(s) of response(s) including Appendices | Reviewer's notes Rating: Compliant/Noncompliant |
| Plans for pupil transportation | 29 | |

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

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

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

Name of the School District: Anchorage School District

Name of the Charter Program: Aquarian Charter School

Name of Superintendent: Deena Bishop

Signature of Superintendent: _____ Date: _____

Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

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

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

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

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

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

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

Sec. 14.03.253. Charter school application appeal.

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

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

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

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

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

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

(b) A charter school shall

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

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

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

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

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

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

Sec. 14.03.260. Funding for charter school.

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

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

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

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

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

Sec. 14.03.264. Charter school grant program.

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

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

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

Sec. 14.03.265. Admission.

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

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

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

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

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

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

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

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

Sec. 14.03.275. Contracts; duration.

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

Sec. 14.03.280. Regulations.

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

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
- (2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
- (5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

Sec. 14.07.165 Duties.

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

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

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

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

- (1) be developed with input solicited from individuals involved with the charter school, including staff, students, and parents;
- (2) at a minimum, provide transportation services for students enrolled in the charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the district are transported; and
- (3) be approved by the department.

(f) If a school district fails to adopt a policy under (e) of this section, the school district shall allocate the amount received for each student under (a) of this section to each charter school operated by the district based on the number of students enrolled in the charter school.

(g) Nothing in (e) of this section requires a school district to establish dedicated transportation routes for the exclusive use of students enrolled in a charter school or authorizes a charter school to opt out of a policy adopted by a school district for the purpose of acquiring transportation funding.

Sec. AS 14.17.450(d) is amended to read:

(d) If a charter school has a student count of at least 75 but less than 150 for the current year and is in the first three years of operation or had a student count of at least 75 in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

Alaska State Charter Schools Regulations

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.057. Charter school transportation policy.

(a) A local school board shall adopt a charter school transportation policy that describes the transportation services that will be provided by the district to students attending a charter school operated by the district if

(1) a district provides transportation services under AS 14.09.010; and

(2) the district operates a charter school or an application for the establishment of a charter school in the district is pending with the district under AS 14.03.250.

(b) A district must submit to the department an application for approval of its charter school transportation policy on a form provided by the department.

(1) not later than April 15, 2015, if a charter school is in operation in the district on July 1, 2014; or

(2) not later than 30 days after approval of a charter school by a local school board, if a charter school is approved by a local school board after July 1, 2014, and a charter school transportation policy approved by the department is not in effect in the district.

(c) The application to the department must include

(1) evidence that the charter school transportation policy was developed in compliance with AS 14.09.010(e)(1); and

(2) the charter school transportation policy adopted by the local school board that provides transportation service for charter school students in compliance with AS 14.09.010(e)(2); and

(3) other documents or information the department needs to evaluate a charter school transportation policy adopted by a local school board.

(d) Not later than 60 days after receipt by the department of an application for approval of a charter school transportation policy, the department will grant approval for a charter school transportation policy if the charter school transportation meets the requirements of AS 14.09.010 and this section.

(e) If a district seeks to amend an approved charter school transportation policy, it must submit an application for approval of an amendment of the charter school transportation policy on a form provided by the department not later than April 15 of the fiscal year prior to the fiscal year when the proposed amendment will take effect. An application for approval of an amendment of a charter school transportation policy must meet the requirements of (c) of this section.

(f) Not later than 60 days after receipt by the department of an application for approval of an amendment of a charter school transportation policy, the department will grant approval for the amendment of a charter school transportation policy if the amendment meets the requirements of AS 14.09.010 and this section. (Eff. 4/8/2015, Register 214)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

(a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board must require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application must conform to the content areas and formatting standards set out at the [department's Charter School webpage](http://education.alaska.gov/Alaskan_Schools/Charter) at: education.alaska.gov/Alaskan_Schools/Charter.

An application, upon final approval by the State Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

- (1) a list of the members of the academic policy committee and their qualifications;
- (3) the length of the term of the contract required under AS 14.03.255(c);
- (4) the charter school's bylaws;
- (5) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;
- (6) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (7) written objectives for program achievement;
- (8) a description of and schedule for staff development activities;
- (9) a school schedule and calendar;
- (10) plans for serving special education, vocational education, gifted, and bilingual students;
- (11) written admissions policies and procedures;
- (12) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) a written administrative policy manual;
- (14) a written budget summary and financial plan, including

(A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and

(B) the method by which the charter school will account for receipts and expenditures;

(15) a written plan for the charter school's facility;

(16) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

(17) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

(18) a requested or existing exemption for the charter school from a written collective bargaining contract;

(19) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;

(20) the written termination clause that must appear in the contract between the charter school and the local school board;

(21) proof of compliance with applicable law; and

(22) other documents or information the district needs to evaluate the proposed charter school.

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board must forward the application to the State Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department

(1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) all other materials considered by the local school board in support or in opposition to the application; and

(4) the minutes of the local school board meeting at which the charter school was approved.

(c) An initial application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months before the planned start-up date for the new school. A renewal application for a charter school approved by a local school board may not be submitted to the department under (b) of this section more than 12 months before the expiration of the existing contract.

(d) An initial application and a renewal application approved by a local school board and submitted to the department under (b) of this section must be received by the department at least 90 days before the next regularly scheduled meeting of the State Board of Education and Early Development.

(e) The State Board of Education and Early Development will review an initial application or a renewal application approved by the local school board and submitted to the department under (b) of this section. The State Board of Education and Early Development will consider an initial application or a renewal application in the order in which it is received.

(f) Not later than 60 days after a local school board issues a decision to deny an initial application or a renewal application for a charter school, an applicant may file a notice of

appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant must specify the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the local school board that supports a contrary finding of fact. With the notice of appeal, the applicant must file with the commissioner

- (1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;
- (2) the written decision of the local school board;
- (3) any other materials considered by the local school board in support or in opposition to the application;
- (4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and
- (5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.

(g) The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).

(h) If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the State Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner will forward the appeal to the State Board of Education and Early Development immediately for consideration at its next meeting. The State Board of Education and Early Development will issue a decision within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.

(i) If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner will forward the application and record to the State Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The State Board of Education and Early Development will consider the application at its next meeting.

(j) The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(k) A decision of the State Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.253 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.113. Amendment of charter.

A charter school may apply to a local school board for an amendment to its charter during the term of its contract with the local school board. If a local school board approves an amendment

to the charter, an amended contract must be executed to conform to the amended charter. The local school board must forward an amended charter and amended contract to the department. A charter school may make district-approved changes to its program that do not require an amendment to its charter without review by the state Board of Education and Early Development, except that a change of program that involves the addition of an elementary or secondary program must be approved by the local school board and the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.115. Operation of charter schools.

(a) The department may audit the charter school's program during the term of the contract under AS 14.03.255(c) and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070. Notwithstanding any provision of a charter or contract, a charter school must comply with state and federal law. A change in state or federal law taking effect during the term of an existing contract or charter will override an inconsistent provision of a contract or charter. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.255 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.117. Charter school grant program.

(a) A charter school that is established on or after July 1, 2014, may apply to the department for one-time grant funding under AS 14.03.264. An applicant charter school must

- (1) apply on a form prescribed by the department;
- (2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and
- (3) file its application with the department not later than September 15 to receive funding based on student enrollment on October 1 of the same fiscal year.

(b) A charter school that received reduced grant funding in a prior fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

(c) The department will notify a newly approved charter school of its eligibility for grant funding under AS 14.03.264 promptly after approval of the charter by the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.119. Definitions.

In 4 AAC 33.110 – 4 AAC 33.119,

- (1) "charter school" has the meaning given in AS 14.03.290;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "local school board" has the meaning given in AS 14.03.290.

(Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

Appendix A

Appendix B

Appendix C

BYLAWS
AQUARIAN CHARTER SCHOOL
Revision Approved on August 21, 2017

ARTICLE I

Name

The name of the organization shall be AQUARIAN CHARTER SCHOOL.

ARTICLE II

Purpose

The purpose of the organization shall be to educate K-6 children under a charter agreement between the Aquarian Charter School and Anchorage School District in accordance with the mission set forth in said charter agreement.

ARTICLE III

Governance

Aquarian Charter School shall be governed by the Academic Policy Committee (APC). The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et seq., and as set forth in these Bylaws, and shall perform the following functions, including, but not limited to:

- Section 1.** Ensure the fulfillment of the mission of Aquarian as stated in the Aquarian Charter School/Anchorage School District contract;
- Section 2.** Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;
- Section 3.** Promote professional conduct in accordance with Anchorage School District policies;
- Section 4.** Contract with a Type B certificated administrator;
- Section 5.** Delegate to the Principal those tasks deemed appropriate by the APC and render to the Principal and/or Teacher-In-Charge opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law;
- Section 6.** Review contracts;

Section 7. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the Principal or Teacher-In-Charge; and

Section 8. Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by law.

Section 9. No members of the APC shall act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC.

ARTICLE IV

Academic Policy Committee

Section 1. Membership. Membership on the Academic Policy Committee is by election, except as provided herein. The number of members constituting the entire APC shall be between eight (8) to eleven (11) voting members. Five (5) to eight (8) of the members shall be parents of the students currently enrolled in the school; two (2) of the members shall be a teacher then under contract to the school, the teacher positions may be filled by a primary, intermediate or specialist teacher but the positions may not be filled by more than one of each position type, one (1) of the members shall be a teacher's aide then under contract to the school. Of the five (5) to eight (8) parent positions, one (1) position may be filled by a person from the Anchorage community with no students enrolled at the school, the purpose being to obtain local expertise on the APC from wherever possible, and who shall hereinafter in these Bylaws be referred to as a "parent member" merely for convenience. Teachers and teachers' aides who are then under contract to the School and who also are parents of one or more children enrolled in the School shall be eligible only for the three teacher/teacher's aide APC positions, not the five to eight parent APC positions. The Principal or Teacher-In-Charge then under contract to the School and a representative of the ASD Administration shall be non-voting *ex officio* members of the APC.

Section 2. Term. The term of all elected members of the APC shall be two (2) years. It is the goal of these Bylaws that at any regular election one (1) of the APC teacher positions and four (4) of the APC parent positions shall be open for re-election, and that the remaining one (1) teacher and four (4) parent positions shall come up for re-election at the following year's regular election. If at any time this balance is not maintained, the APC may extend (but not shorten) the term of any APC member(s) until this balance is achieved. A majority vote of the full APC shall be required to extend any term.

Section 3. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the APC may serve.

- Section 4. Vacancies.** Any vacancy occurring on the APC may be filled by majority vote of the remaining members of the APC. The replacement member of the APC shall be appointed for the unexpired term of his/her predecessor in office.
- Section 5. Compensation.** Participation on the APC is voluntary. Members of the APC shall not receive any monetary or non-monetary compensation for their participation on the APC.
- Section 6. Resignation.** An APC member may resign at any time by giving written notice to the Chair or Secretary of the APC. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.
- Section 7. Removal.** APC members are expected to attend, at a minimum, all regular meetings of the APC. The APC may remove any APC member who fails to attend three (3) such meetings during his/her term. Removal shall require a majority vote of the full APC, including the APC member who is subject to removal.
- Section 8. Conflict of Interest.** Service on the APC is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. To avoid conflict of interest, excepting the teacher/teacher's aide APC positions, no voting member of the APC shall be a paid staff member of the School, inclusive of the Principal and any other person who receives any monetary compensation from the School.
- Section 9.** From time to time, by two-thirds vote, the Board may appoint an additional member to the APC board when deemed necessary to benefit the mission of the school's charter.

ARTICLE V

Officers of the Academic Policy Committee

- Section 1.** The officers shall be the Chair, Vice Chair, Secretary, and Treasurer.
- Section 2. Election of Officers.** The officers shall be elected from among the members of the Academic Policy Committee by a majority of members present at the first regular meeting following an election of the Academic Policy Committee, or as soon thereafter as conveniently may be held.
- Section 3. Term.** The term of all officers shall be one (1) year.
- Section 4. Removal.** Any officer elected or appointed by the Academic Policy Committee may be removed from office (but not from the APC) by a majority vote of the full APC whenever in its judgment the best interests of the School would be served thereby.

Section 5. Vacancies. A vacancy in any office may be filled by a majority vote of the full APC for the unexpired portion of the term.

Section 6. Chair's Functions. The Chair shall be a parent member of the APC, and shall:

- Preside at all meetings of the APC;
- Appoint, with the consent of the APC, all committee chairs and require them to give reports of their actions to the Board;
- Set the time and place of all special meetings of the APC; and
- Have authority and perform duties as directed by the APC from time to time.

Section 7. Vice Chair's Functions. The Vice Chair shall be a parent member of the APC and shall:

- Serve in the place of the Chair if the Chair is unable to serve or chair Board meetings; and
- Perform such other duties as from time to time may be assigned by the APC.

Section 8. Secretary's Functions. The Secretary shall:

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

Section 9. Treasurer's Functions. The Treasurer shall:

- Present to the APC the annual budget for the forthcoming year which has been prepared by the School, and shall ensure that it justly supports the mission and goals of the School;
- At each regular meeting present or delegate an update on the budget; and
- In all ways shall be accountable to the APC and the School Board.
- The Treasurer shall cause to be completed the audits specified in Article X, Section 4 of these Bylaws.

ARTICLE VI

Nominations and Elections

Section 1. Nominating Committee. In January of each year, the Chair of the APC shall appoint a nominating committee of three (3) persons. One person shall be a parent member of the APC, one person shall be a teacher member of the APC, and one person shall be a parent of a student enrolled in the School but who is not a member of the APC. The nominating committee shall oversee the nominations for open positions on the APC. The nominating committee shall do the following:

- a. Solicit and accept applications (see Article IV, Section 8), on a form prescribed by the nominating committee, from candidates for membership to the APC;
- b. In its discretion, nominate individuals who have not submitted an application as candidates for positions on the APC;
- c. Make available within the School office copies of applications candidates submit to the nominating committee.
- d. Publish in the school newsletter a list of nominees.
- e. Present to the APC, at its next Board meeting, a slate of all qualified nominations for open positions.

Section 2. Election. Upon receipt of a slate of nominees, the APC shall call an election. The Chair shall task the nominating committee to:

- a. Prepare a secret ballot listing the nominees, plus a space for write-in candidates;
- b. Distribute, collect and count the secret ballots, and otherwise oversee the election so that it is conducted in a fair manner;
- c. Advise the candidates and the APC of the election results;
- d. Prepare a report stating the results of the election, which report shall be kept at the principal office of the School and be made available for review by the public.

Section 3. Eligibility to Vote. Only parents or legal guardians of students enrolled in the School on the day of the election, the Principal, teachers, teachers' aides, School staff employed by the Anchorage School District, each with a current contract for the School which is effective on the date of the election, not to exceed one vote per household per open position, are eligible to vote in elections. The Nominating Committee shall be responsible for monitoring voter eligibility and resolving any disputes involving the casting of ballots.

Section 4. Number of votes per eligible voter. All eligible voters, as defined in Article VI, Section 3 above, may cast one vote for each open position on the ballot.

Section 5. Write-in candidates. Write-in candidates may be added to the secret ballot by any voter. In the event that a write-in candidate is deemed eligible per Article IV, Section 1, votes for that candidate shall be counted in the same manner as nominated candidates. Should the write-in candidate receive a sufficient number of votes to win a seat, the nominating committee shall contact the candidate to inquire as to their willingness to serve on the APC. In the event the write-in candidate declines, the seat shall be offered to the candidate receiving the next highest number of votes.

Section 6. Casting of Ballots. Secret ballots must be cast on the form prescribed by the nominating committee by the designated date and time. Proxy, facsimile, e-mail, or other method of voting not expressly authorized above are not permitted or valid.

Section 7. Exceptions. In the event that the nominating committee presents a slate of nominees where the number of qualified nominees is less than or equal to the number of open

positions, the APC may dispense with an election and, with a 2/3 vote of members present, seat the slate of nominees.

ARTICLE VII

Meetings of the Academic Policy Committee

- Section 1. Open Meetings Act.** The APC hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et seq. ("the Act"). All meetings are open to the public and shall be conducted, and all notices and agendas posted, in accordance with the Act. If any portion of these Bylaws are more specific than the Act, than that portion of these Bylaws shall control over the Act, unless prohibited by law.
- Section 2. Meetings.** The APC shall also hold regular meetings typically monthly but at least four (4) times a year. Parents, teachers, and staff members of the School are hereby invited to such meetings.
- Section 3. Special Meetings.** Special meetings of the APC may be called by the Chair, Principal, or any three members of the APC.
- Section 4. Notice of Meetings.** Notice of regular or special meetings stating the place, day, hour and agenda shall be delivered to each member of the APC and posted at the school not less than one (1) day before the date set for such meeting. New issues not posted on the agenda may nonetheless be raised, discussed, and voted upon at any meeting.
- Section 5. Communication.** Any materials pertinent to any regular or special meeting may be transmitted by mail, fax or electronic mail.
- Section 6. Quorum.** Greater than fifty percent (50%) of the voting members of the APC constitutes a quorum. Telephonic participation is permitted.
- Section 7. Executive Sessions.** In accordance with the Open Meetings Act, an executive session may be held to discuss matters including but not limited to:
- Attorney-client matters;
 - Contract proposals or negotiations;
 - Sensitive personnel matters; and
 - Student discipline matters.

The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the APC or permitted by law may be present during the executive session. Unless invited or permitted by law, no teacher/teacher's aide APC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no teacher/teacher's aide APC member shall be entitled to vote on any such issue in

public session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or any other final action, be approved at any session which is closed to the general public. Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions.

Section 8. No Proxies. Members of the APC may not vote by proxy.

ARTICLE VIII

Committees

Section 1. Membership of Committees. The APC may designate and appoint one or more committees to perform specific tasks assigned by the APC. Members will be selected by the APC from a list of volunteers who are parents of children attending the School, community members at large, the Principal, teachers, or teachers' assistants.

Section 2. Instruction and Responsibility. Each committee shall be clearly instructed as to the length of time each member is being asked to serve, the service the APC wishes each committee to render, the extent and limitations of responsibility, the resources the APC will provide, and the approximate dates on which the APC wishes to receive reports. Recommendations of special advisory committees shall be based on research and fact and shall be advisory to the APC.

Section 3. APC Powers and Prerogatives. All recommendations of a committee must be submitted to the APC for official action. The APC shall have the power to dissolve any committee and shall reserve the right to exercise this power at any time during the life of any committee.

Section 4. Meetings. Special committees to the APC shall comply with the Open Meeting Act and notice requirements set forth in Article VII, Section 4 of these Bylaws.

Section 5. Tri-Board Executive Committee. This committee serves to foster the coordination and collaboration among the tri-bodies that support the School – the teachers, APC (Academic Policy Committee), and the PTO (Parent Teacher Organization.) The committee membership will consist of the Principal and the Chair/President or alternate of the teachers, APC, and PTO. The committee will meet typically monthly but at least four (4) times a year.

ARTICLE IX

Principal

Section 1. Selection/Removal. The Principal shall be selected by the Academic Policy Committee. Removal of the Principal will require a majority vote of the full APC when, in its judgment, the best interests of the School would be served.

- Section 2. Duties and Responsibilities.** The Principal shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. The Principal shall select employees of the School with advice from the APC. The Principal shall appoint or otherwise supervise employees of the School. The Principal shall see that all policies, orders, and resolutions of the APC are carried into effect. Upon delegation by the APC, the Principal shall:
- Maintain financial records of the School;
 - Manage the day-to-day operation of the School to ensure that the terms of the contract are met;
 - Meet regularly with parents and with teachers of the School to review, evaluate, and improve operations of the School;
 - Meet with the APC regularly and often to monitor progress in achieving the APC's policies and goals;
 - Submit appropriate information as required by the School District, Department of Education, or Federal and State Agencies; and
 - Submit for approval or disapproval to the APC all significant policy and financial decisions that may have a substantial impact upon the School.

ARTICLE X

Administration of Finances

- Section 1. Fiscal Year.** The fiscal year of Aquarian shall coincide with the fiscal year of the Anchorage School District (July 1 through June 30).
- Section 2. Contracts.** The APC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the School. The APC may delegate this authority, either in specific instances or in general, to the Principal or his/her designee, or to any officer of the APC.
- Section 3. Budget and Purchasing Authority.** The APC, with support from the Principal, is responsible for development and approval of the School budget in accordance with Anchorage School District timelines and standards. Significant budget changes that may occur during the school year require APC approval. Withdrawals or transfers from any and all District-monitored school funds for purchase of any single non-consumable item or capital improvement over \$2500 shall be approved by both the APC and the Principal. In instances requiring emergent action, the Treasurer may act on behalf of the APC; the Treasurer or Principal shall report such expenditures, and the reason for emergent action, to the APC at the next regular meeting following said action. Any expenditure for single non-consumable items less than \$2500 and purchases of consumable items necessary for school operations from funds available for such purchases require only the approval of the Principal.
- Section 4. Accounting.** The Principal or his/her designee shall present to the APC at each regular monthly APC meeting an accounting of expenditures and performance relative to the approved budget. The APC may at any time cause a full or partial independent audit of School monies to occur.

ARTICLE XI

Parliamentary Authority

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

ARTICLE XII

Ethics

Aquarian Charter School is committed to delivering a quality education for all of its students without regard to race, ethnicity, gender, gender identification, or disability. The APC, administration, teachers and staff shall conduct themselves in such way as to promote that ethical standard. No member of the APC, administration, teachers, or staff shall take advantage of their position for their personal gain above and beyond that which is made available to all other members of the Aquarian Charter School community and/or reasonable and customary contractual allowances.

ARTICLE XIII

Indemnification

The School may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless, and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted, and all persons currently or previously employed by the School, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or being or having been an employee of the School, when that person has acted within the course or scope of his or her duties to the School. Indemnification shall be provided by a majority vote of a quorum of the APC, on a case-by-case basis.

ARTICLE XIV

Amendments to Bylaws

These Bylaws may be amended or revised by a two-thirds vote of the APC present at any regularly scheduled or special meeting provided that the amendments or revisions proposed were submitted in writing to the APC and posted publicly in the School's office at least four weeks in advance of voting on said amendments.

Revised May 3, 2015

Amended: May 18, 2015 by amending Article IV, Section 1 and adding Section 5 under Article VIII

Amended: August 21, 2017 by amending Article X, Section 3

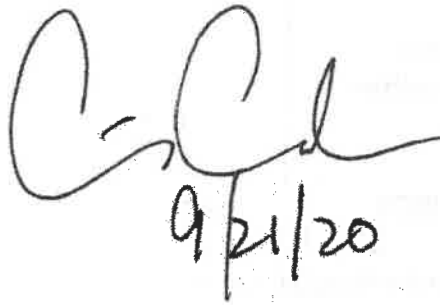
Appendix D

Aquarian Charter School APC Roster 2021/2022

| Member | Contact Information | | Phone Number | Seat; Term |
|---------------------------|--|---------------------------------|--------------|------------------------|
| Kendall Wilson | kwilson907@gmail.com | 4155 Kingston Dr. 99504 | 907-433-9299 | Seat A; May-23: Parent |
| Kelly Bundy | akbundy11@gmail.com | 5877 Grand Teton Lp 99502 | 907-350-6789 | Seat B; May-23: Parent |
| Nichole Walker, Treasurer | nichole.walker@chugach.com | 6800 Westford Ln 99516 | 907-903-0042 | Seat C; May-22: Parent |
| Teresa Derrickson | tderrickson@katmaicorp.com | 8740 Spruce Brook St. 99507 | 907-230-1426 | Seat D; May-23: Parent |
| Leigh Ann Woodard | woodarla@gmail.com | 1094 Northpointe Bluff Dr 99501 | 907-777-1815 | Seat E; May-22: Parent |
| Mera Matthew | mera@cashiongilmore.com | 1555 H St 99501 | 907-244-4799 | Seat F; May-22: Parent |
| Debbie Ceden | debbie.ceden@yahoo.com | 4026 Crosson Dr. 99517 | 907-240-7010 | Seat G; May-23: Parent |
| Heidi Wailand | hwailand@gmail.com | 2201 Arctic Cir 99517 | 907-602-8700 | Seat H; May-22: Parent |
| Hope McClurg | mcclurg_hope@asdk12.org | | 907-229-6564 | TA Rep; May-22 |
| Christin MacInnis | macinnis_christin@asdk12.org | | | Teacher Rep; May-21 |
| Lisa Chelmo | chelmo_lisa@asdk12.org | | | Teacher Rep; May-22 |

Aquarian Charter School
Academic Policy Committee
Meeting Minutes

Date: August 24, 2020



1. Called to order: 5:55pm

2. Attendance:

Hope McClurg, Nicole Thibodeau, Nichole Walker, Mera Matthews, Debbie Cedeno, Lisa Chelmo, Christin MacInnis, Carrie Connaker, Brittany Nerland, Mollie Harings,

3. Mollie motioned to approve May 2020 meeting minutes. Nicole seconded the motion. Discussion: corrected language that last motion in minutes was taken off the table and a vote was taken. Motion passed as amended.

4. Principal Report: as presented in principal report; discussed iReady and MAPs as well as opting out of assessment; normal enrollment is 380, current enrollment is 384, budget based on 383

5. Treasurer Report: nothing to add

6. Other Reports:

a. Teacher Rep.: Christin MacInnis is new teacher rep; nothing to add

b. TA Rep.: Nice to see TA's helping all teachers. TA's did an amazing job with pick-up!

7. Committee Updates / Old Business / New Business

a. Long-Term Planning/Facilities

ASD sent us an MOU at the end of last year, LTP replied to clarify that a lease was requested by ASD, ASD replied they will get back to us.

- Update on contractor selection

- o A contractor was selected- ECI; 15% design is due November
- o Building Design Committee will meet soon

b. Bylaws / Charter Update

- Recommended that charter renewal committee will have monthly meetings, recommended meet 2nd Monday of every month

- Strategic Planning August 29, 2020 @ Aquarian

- o 9 a.m. – 4 p.m.

c. Curriculum: nothing to add

d. Legislative: nothing to add

e. Community Engagement & Relationships: nothing to add

f. Survey / Evaluations: nothing to add

8. New Business: Student activity fee discussion: field trips and technology; we are going to request fee due to anticipated technology repair needs.

9. Adjourn Regular Meeting. Nicole moved to adjourn, Hope seconded.

Meeting adjourned at 6:42 pm.

The APC reserves the right to enter into executive session as provided for in State Law on any agenda item, in accordance with AS 44.62.310.

Aquarian Charter School
Academic Policy Committee
Meeting Agenda

Date: August 24, 2020

Time: 5:45 p.m.

Location: Aquarian Multi-Purpose Room

Topics:

1. Meeting Call to Order
2. Minutes Review and Approval
 - a. Previous Meetings
3. Visitors (Each allotted 3 minutes to speak.)
4. Principal Report
5. Treasurer Report
6. Other Reports:
 - a. Teacher Rep.
 - b. TA Rep.
7. Committee Updates / Old Business / New Business
 - a. Long-Term Planning/Facilities
 - Update on contractor selection
 - b. Bylaws / Charter Update
 - Strategic Planning August 29, 2020 @ Aquarian
 - o 9 a.m. – 4 p.m.
 - c. Curriculum
 - d. Legislative
 - e. Community Engagement & Relationships
 - f. Survey / Evaluations
8. Adjourn Regular Meeting

NEXT APC Meeting:

Date: September 21, 2020

Time: 5:45 p.m.

Place: TBD

The APC reserves the right to enter into executive session as provided for in State Law on any agenda item, in accordance with AS 44.62.310.

**Aquarian Charter School
Academic Policy Committee
Meeting Minutes**

Date: September 21, 2020

Attendance: Brittany Nerland, Meghan McManamin, Nicole Thiodeau, Carrie Connaker, Christin MacInnis, Lisa Chelmo, Hope McClurg, Nichole Walker, Mollie Harings, Mera Mathews, Debbie Cedeno

Visitor: Kristen Ryder, Sara Murphey, Chelsea Dunham, Brian Brubaker, Zoya Ratner

The meeting was called to order at 5:53 PM by Carrie Connaker, president.

Mollie Harrings moves to approve the Aug 24, 2020 meeting minutes. Nicole T. seconds the motion, which passed unanimously.

Visitor Comment: Public comment was given by Sara Murphey, Chelsea Dunham, Kristin Ryder, Brian Brubaker, Zoya Ratner, Sarah B

Principal report: as presented in principal report; discussed the return to school survey results, Cares Act purchases and staffing updates. Brittany will request an air quality test and prepare a plan for re-entry with staff.

Treasurer Report: There is no concerns with budget at this time. Our regular budget shouldn't be used for PPE; we received a little over \$13,000 in Cares ACT funding. Will begin to work with Natalia from Finance department in October to prepare next year's budget.

Teacher report: Christin- plugging along with canvas. Use to ins and outs of zoom. Recording. Lots of good input from families and students. Learning engagement tools. Some teachers desire to return, some are concerned.

TA report: Nothing to add

Long Term Planning Committee: Nothing to add

Bylaws: Nicole moves to adopt the Vision, Mission, Beliefs, Values statements developed at the strategic planning meeting. Mollie H. seconds the motion, which passed unanimously.

The bylaw committee plans to meet the second Monday of the month in the gym. Not anticipating major changes just a review of the charter. Next meeting is on 10/12/2020 at 5:45.

Mollie makes a motion to adjourn meeting. Nicole seconds, meeting adjourned at 6:51 PM.

Next meeting is October 19, 2020 at 5:45 PM.

A handwritten signature in black ink, appearing to be 'C. Connaker', is written over the text of the next meeting date.

*Aquarian Charter School
Academic Policy Committee
Meeting Agenda*

Date: September 21, 2020

Time: 5:45 p.m.

Location: Aquarian Multi-Purpose Room

Topics:

- 1. Meeting Call to Order*
- 2. Minutes Review and Approval*
 - a. Previous Meetings*
- 3. Visitors (Each allotted 3 minutes to speak.)*
- 4. Principal Report*
 - Update on 2nd quarter plan*
- 5. Treasurer Report*
- 6. Other Reports:*
 - a. Teacher Rep.*
 - b. TA Rep.*
- 7. Committee Updates / Old Business / New Business*
 - a. Long-Term Planning/Facilities*
 - b. Bylaws / Charter Update*
 - Update on Strategic Planning*
 - Adoption of Aquarian's Vision, Mission, Values/Beliefs, and Goal Areas*
- 8. Adjourn Regular Meeting*

NEXT APC Meeting:

Date: October 19, 2020

Time: 5:45 p.m.

Place: TBD

The APC reserves the right to enter into executive session as provided for in State Law on any agenda item, in accordance with AS 44.62.310.

Vision

Aquarian Charter School cultivates a creative community of lifelong learners and compassionate, engaged citizens.

Mission

With community support Aquarian Charter School strives to meet children at their level through unique instruction that values the whole child, academic excellence, and fine arts to create a balanced and rewarding learning experience.

Beliefs/Values

- ◇ A diverse and stimulating educational experience
- ◇ Meeting Children where they are academically
- ◇ Each child as an individual
- ◇ School autonomy in curriculum and teaching methods
- ◇ Academic excellence
- ◇ Consistent exposure to:
 - Fine Arts
 - World Language
 - Physical Education
 - Health Education
- ◇ Identifying children's needs and strengths to guide their growth and help them meet their potential
- ◇ Inclusive school environment
- ◇ Celebrating growth
- ◇ Educational enrichment beyond the general curriculum
- ◇ Responsible citizenship
- ◇ Diversity
- ◇ Contribution to community
- ◇ Professional dev and growth
- ◇ Family engagement and Volunteering
- ◇ Partnership between educational staff and families

Goals

1. Increase Diversity
2. Program and Charter
3. Physical Building improvements and expansion
4. Continuous Innovation

Aquarian Charter School
Academic Policy Committee
Special Session

September 29, 2020

Attendance: Brittany Nerland, Carrie Connaker, Nicole Thibodeau, Nicole Walker, Hope McClurg, Christin MacInnis, Heidi Wailand, Debbie Cedeno, Mollie Harings, Lisa Chelmo, Mera Mathews, Meghan McManamin
Visitors: 40+

The meeting was called to order at 5:48 PM by Carrie Connaker, president.

Visitors:

- 12 Teachers provided public comment in support of the proposed Aquarian plan.
- 6 parents provided public comment in support of ASD's plan and
- 2 parents provided comments in support of Aquarian's plan

Principal Report:

Presented Aquarian's proposed Re-entry plan:

8:15 -8:30 Drop Off
8:30-12:00 Face-to-Face Instruction
12:00-12:15 Dismissal
1:30-2:30 Live Math Instruction via Zoom at home
2:30-3:00 iReady from home

ASD's Re-entry plan for Aquarian:

8:15-8:30 Drop off
8:30 – 2 PM Face-to Face instruction including:

- 30 min lunch
- 30 min recess
- Kids would watch their math lesson on a prerecorded video requiring homeroom teacher to assist with questions.

Depending on what ASD announces regarding returning to school, Brittany plans to submit a request to the district to make these decisions on a quarterly basis.

Other topics discussed: snack time, after school programs, other schedule options, need for air purifier

Mollie Harings motioned to approve the presented Aquarian plan for re-opening. Nichole Thibodeau seconds the motion, motion passed unanimously.

Heidi Wailand moves to make re-entry decisions on a quarterly basis instead of biweekly. Mollie Harings seconds. 10 in favor, 1 opposed, motion passed.

Nicole Walker moves to adjourn meeting, Hope McClurg seconds. Meeting adjourned at 7:03 PM.



*Aquarian Charter School
Academic Policy Committee
Special Session Meeting Agenda*

Date: September 29, 2020

Time: 5:45 p.m.

Location: Zoom Meeting

Meeting ID: 947 3400 9319

Passcode: 287274

833 548 0276 US Toll-free

Topics:

- 1. Meeting Call to Order*
- 2. Visitors (Each allotted 3 minutes to speak.)*
- 3. Principal Report*
 - Update on 2nd quarter plan*
- 4. Adjourn Special Session Meeting*

NEXT APC Meeting:

Date: October 19, 2020

Time: 5:45 p.m.

Place: TBD

The APC reserves the right to enter into executive session as provided for in State Law on any agenda item, in accordance with AS 44.62.310.

Aquarian Charter School
Academic Policy Committee
Meeting Minutes

Date: October 19, 2020
Location: Zoom Meeting

Attendance: Brittany Nerland, Meghan McManamin, Hope McClurg, Christin MacInnis, Mollie Harings, Nichole Walker, Carrie Connaker, Lisa Chelmo, Nicole Thibodeau, Heidi Wailand, Debbie Cedenio, Mera Matthews

Called to order: 5:45

Nicole Thibodeau moves to approve September and special session meeting minutes, Hope seconded
Motion passed.

Visitors: About six parents voiced their concerns returning to in person learning, and six parents shared their support if ASD does.

Principal Report: As reported in the principal report; discussed school year plans, enrollment, parent communication, Cares Act update, HVAC system replacement, Plexiglass bid, portable air filtration systems, staffing updates, and professional development.

Treasurer Report: No updates

Other Reports:

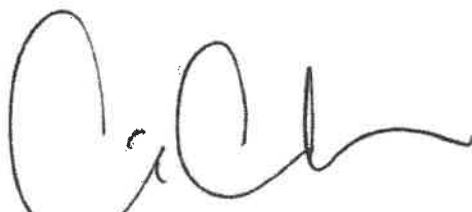
- a. Teacher Rep. Teachers are talking about Treasure books and the science fair but may ask for these requirements to be waived due to the pandemic.
- b. TA Rep. No update other than they are concerned with climbing COVID numbers. If the decision is to return to in person learning, they feel they would be policing children not educating or providing SEL support.

Committee Updates / Old Business / New Business

- a. Long-Term Planning/Facilities: Mera Matthews agreed to be on the Building Development Committee
- b. Bylaws / Charter Update
 - Update on charter update process
 - Explorations will be discussed at the next meeting on Nov 9th at 5:45 in library or gym. Plan to finish around January 25th and will be able to present to APC in spring and then the community.

Mollie Harings moved to adjourn meeting, Hope seconded. Meeting adjourned at 7:50PM.

Next APC meeting November 16, 2020 @ 5:45

A handwritten signature in black ink, appearing to be 'Mera Matthews', written in a cursive style.

*Aquarian Charter School
Academic Policy Committee
Meeting Agenda*

Date: October 19, 2020

Time: 5:45 p.m.

Location: Join Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDIFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number 888 788 0099 US Toll-free

Topics:

- 1. Meeting Call to Order*
- 2. Minutes Review and Approval*
 - a. Previous Meetings*
- 3. Visitors (Each allotted 3 minutes to speak.)*
- 4. Principal Report*
- 5. Discussion/reflection on ASD's back to school decision*
- 6. Treasurer Report*
- 7. Other Reports:*
 - a. Teacher Rep.*
 - b. TA Rep.*
- 8. Committee Updates / Old Business / New Business*
 - a. Long-Term Planning/Facilities*
 - b. Bylaws / Charter Update*
 - Update on charter update process*
- 9. Adjourn Regular Meeting*

**NEXT APC Training:
Open Meetings Act**

Date: October 29, 2020

Time: 5:30-7:30

Place: Zoom

NEXT APC Meeting:

Date: November 16, 2020

Time: 5:45 p.m.

Place: TBD

The APC reserves the right to enter into executive session as provided for in State Law on any agenda item, in accordance with AS 44.62.310.

**Aquarian Charter School
Academic Policy Committee
Meeting Minutes**

Date: November 16, 2020

Location: Zoom Meeting

Attendance: Brittany Nerland, Carrie Connaker, Nicole Thibodeau, Lisa Chelmo, Hope McClurg, Heidi Wailand, Mera Matthews, Christin MacInnis, Debbie Cedeno, Mollie Harings, Nichole Walker.

Three visitors were present.

Meeting called to order: 5:45 P.M.

Nicole Thibodeau moved to approve minutes of October APC meeting. Mollie Harings seconded. Motion passed.

Visitors: No visitor testimony.

Principal report: Brittany gave the Principal Report. See Principal Report.

Treasurer's Report: Nichole Walker compared the prior year (2019/2020) approved budget to prior year's actual expenditures and reported that about \$175K of budget was not expended and therefore carried over to the reserve account. The district also performed a true-up of past year activity and amounts encumbered. This resulted in an additional \$537K added to Aquarian's reserves. In total about \$712K was added to reserves when the district closed out prior year. Consequently, there is over \$2M in the reserve account carried into the 2020/2021 budget year. APC should be able to vote on next year's budget at the December APC meeting.

Teacher Report: Teachers held their first meeting in November and Julie Jeppeson is the teacher representative. Because it would require extensive at home work for families, teachers will ask for a pass on the science fair and treasure books for this year. Families may enter the state science fair as an alternative, if they wish. Families will be able to independently pursue creating a treasure book if they wish. Mr. Pugh was nominated for October ADN teacher of the month, and Lisa Botero was nominated for November teacher of the month.

Lisa moved to put the science fair and treasure books on hold this year because of the pandemic. Heidi Wailand seconded. Motion passed.

TA Report: Nothing.

Long-Term Planning: Aquarian is fortunate to have Kendall looking out for Aquarian's interests because he understands the construction documents.

Bylaws and Charter: Committee met and finished goals, and made additional progress on the charter document. Committee will meet again January 25. Between now and then Lisa will work with teachers on some curriculum language. Nicole will work with Brittany and Carrie on the remaining language and present to committee. The document should be ready to present to the community and the full APC in February and March.

Small group meetups: Debbie, Lisa, and Julie surveyed the community regarding small groups and community needs to gauge and assist with families connecting with one another. 174 parents responded. Overall people want to socialize outside and in small group meetups, and families did not identify a great need for support. In all classes families stepped up to volunteer to host and help teachers with communication. Next steps are to encourage people who want help connecting to connect by getting resources on AQ website and getting contacts lists updated.

Surveys: Unclear what the traditional annual survey will look like. Carrie will call a surveys meeting soon.

Old Business: Mollie Harings moved to approve to spend up to \$12K of CARES Act funding for fan or filtration systems to include one in all classrooms, the art room, and the front office. Heidi Wailand seconded. This funding does not include any replacement filters for the 18 units, but they last for nine months and they cost \$70/filter. Motion Passed.

Nichole Walker moved to adjourn. Heidi Wailand seconded. Motion passed.

Meeting adjourned at 7:12 P.M.

*Aquarian Charter School
Academic Policy Committee
Meeting Agenda*

Date: November 16, 2020

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDlFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number: 888 788 0099 US Toll-free

Topics:

- 1. Meeting Call to Order*
- 2. Minutes Review and Approval*
 - a. Previous Meetings*
- 3. Visitors (Each allotted 3 minutes to speak.)*
- 4. Principal Report*
- 5. Treasurer Report*
- 6. Other Reports:*
 - a. Teacher Rep.*
 - b. TA Rep.*
- 7. Committee Updates / Old Business / New Business*
 - a. Long-Term Planning/Facilities Committee*
 - b. Bylaws / Charter Committee*
 - c. Surveys Committee*
 - d. Small Group Meetups Update*
 - e. Old Business*

Action Item:
Motion to approve purchase of classroom air purifiers.
- 8. Adjourn Regular Meeting*

NEXT APC Meeting:

Date: December 14, 2020

Time: 5:45 p.m.

Place: Zoom

Vision

Aquarian Charter School cultivates a creative community of lifelong learners and compassionate, engaged citizens.

Mission

With community support, Aquarian Charter School strives to meet children at their level through unique instruction that values the whole child, academic excellence, and fine arts to create a balanced and rewarding learning experience.

The APC reserves the right to enter into executive session as provided for in State with AS 44.62.310.

*Aquarian Charter School
Academic Policy Committee
Meeting Minutes*

Date: December 14, 2020

Location: Zoom Meeting

Attendance: *Brittany Nerland, Carrie Connaker, Nicole Thibodeau, Lisa Chelmo, Hope McClurg, Heidi Wailand, Mera Matthews, Christin MacInnis, Debbie Cedeno, Mollie Harings, Nichole Walker, (Meghan McManamin – technical difficulties)*

Visitors: *38 visitors*

Meeting called to order at 5:46 p.m.

*Motion to approve November 2020 APC meeting minutes: Mollie Harings, seconded Nicole Thibodeau.
Motion passed*

Visitors:

Jerry Ausel: How can we keep students at Aquarian who can't attend in person?

Principal Report

- *Morning Coffee – Fridays @ 8 a.m.*
- *Classroom preparation is occurring Wednesday and Thursday. Ms. Tully's 5th grade will be in gym when Aquarian returns in person*
 - *Portable air filtrations systems are ordered and have shipped*
 - *Plastic dividers will be in place anywhere children can't be 6 feet apart*
 - *Art room will be isolation room*
- *Budget*
 - *CARES Spending*
 - *Budget based on flat funding and 380 students*
 - *Salaries and benefits = 94%*
 - *Teaching supplies = 1.73% of budget*
 - *Electricity = 1.28% of budget*
 - *Maintenance and work orders are included in salaries and benefits*
 - *Proposed budget is lower than last years*
 - *Utility amounts are comparable to 19/20 school year budget*
- *Facilities*
 - *Committee has met with ECI team a few times; going well*
- *Plan for 3rd quarter*
 - *Reviewed survey results as presented*
 - *Neighborhood schools*
 - *PreK – 2nd starting 1/19*
 - *Unsure of 3-6 return date*
 - *School nurses will receive vaccine starting Wednesday and staff expected by January*
- *Options*
 - *Follow ASD's plan for neighborhood schools*
 - *Bring everyone back when ASD brings back 3-6*
 - *Everyone at start of 4th quarter*
 - **Brittany's recommendation: bring K-6 back when neighborhood schools bring back 3-6; wait until K-6 all at the same time*
- *Questions:*
 - *what would influence ASD not coming back- a directive from the mayor*

- if someone in class is positive, does whole class quarantine: yes, teacher would teach online from home if not sick
- K-6 burden cross grade level families is greater than only a two-week trial
- Why two weeks? A best guess
- Teachers preference: uncomfortable speaking for all- planning, safety mitigation concerns

MOTION: Mollie Harings moves to continue online learning through 3rd quarter and re-evaluate at end of the quarter for 4th quarter. Nicole Thibodeau seconds.

Discussion: vaccine availability and when it is active; discussed parent survey results

Amendment to the motion: Mera Matthews moves to defer the decision to January 11, 2021 APC meeting. Hope McClurg seconds.

Discussion: bring K-6 back together; and deferring motion

Vote to defer:

Matthews: Yes

Walker: No

Thibodeau: Yes

McManamin: Abstain
(technical difficulties)

Wailand: Yes

McClurg: Yes

Cedeno: Yes

Harings: Yes

Connaker: Yes

Chelmo: Yes

MacInnis: Yes

The amended motion passes by a vote of 9 (Yes) to 1 (No)

MOTION: Mollie Harings moves to rescind the motion from 9/29/20 to make re-entry decision on a quarterly basis instead of biweekly. Nichole Walker seconds.

Votes:

Matthews: Yes

Walker: Yes

Thibodeau: Yes

McManamin: Abstain
(technical difficulties)

Wailand: No

McClurg: No

Cedeno: No

Harings: Yes

Connaker: Yes

Chelmo: Yes

MacInnis: Yes

The motion passes by a vote of 7 (Yes) to 3 (No)

MOTION: Nicole Thibodeau moves that we not bring K-2 back on 1/19/21. Heidi Wailand seconds.

Amendment to the motion: Heidi moves to amend the current motion to say that we are approving bringing back K-6 as one group together, and not planning to bring K-2 back on 1/19 as a separate cohort. Nicole Thibodeau seconds.

Votes:

Matthews: Yes

Walker: No

Thibodeau: Yes

McManamin: Abstain
(technical difficulties)

Wailand: Yes

McClurg: Yes

Cedeno: Yes

Harings: Yes

Connaker: Yes

Chelmo: Yes

MacInnis: Yes

The amended motion passes by a vote of 9 (Yes) to 1 (No)

Treasurer Report

- 2021-2022 budget

*MOTION: Nichole Walker moves to approve 2021-2022 budget; Nicole Thibodeau seconds.
Discussion: professional development at zero for budget purposes.
The motion passes with a unanimous vote.*

Other Reports:

- *Teacher Rep.: small groups had just started and are going well*
- *TA Rep.: nice to see kids in the school again*

Committee Updates / Old Business / New Business

- *Long-Term Planning/Facilities Committee*
 - *Update was given in principal report*
- *Bylaws / Charter Committee*
- *Surveys Committee*
 - *Truncated survey this year due to the multitude of surveys sent out*
- *Small Group Meetups Update*
 - *No update*
 - *Discussion: on small groups in school*

Meeting adjourned at 7:36 p.m.

Aquarian Charter School
Academic Policy Committee
Meeting Agenda

Date: December 14, 2020

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDIFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number: 888 788 0099 US Toll-free

Topics:

1. Meeting Call to Order
2. Minutes Review and Approval
 - a. Previous Meetings
3. Visitors (Each allotted 3 minutes to speak.)
4. Principal Report
 - a. Plan for 3rd quarter
5. Treasurer Report
 - a. 2021-2022 budget
6. Other Reports:
 - a. Teacher Rep.
 - b. TA Rep.
7. Committee Updates / Old Business / New Business
 - a. Long-Term Planning/Facilities Committee
 - b. Bylaws / Charter Committee
 - c. Surveys Committee
 - d. Small Group Meetups Update
8. Adjourn Regular Meeting

NEXT APC Meeting:

Date: January 11, 2021

Time: 5:45 p.m.

Place: Zoom

Vision

Aquarian Charter School cultivates a creative community of lifelong learners and compassionate, engaged citizens.

Mission

With community support, Aquarian Charter School strives to meet children at their level through unique instruction that values the whole child, academic excellence, and fine arts to create a balanced and rewarding learning experience.

The APC reserves the right to enter into executive session as provided for in State Law on any agenda item, in accordance with AS 44.62.310.

Aquarian Charter School
Academic Policy Committee
Meeting Minutes

Date: January 11, 2021

Location: Zoom Meeting

Attendance: Brittany Nerland, Carrie Connaker, Nicole Thibodeau, Lisa Chelmo, Hope McClurg, Heidi Wailand, Mera Matthews, Christin MacInnis, Debbie Cedenó Mollie Harings, Nichole Walker, Meghan McManamin

Visitors: 100

Meeting called to order at 5:46 p.m.

Motion to approve December 2020 APC meeting minutes: Nichole Thibodeau, seconded Nicole Walker. Motion passed.

Visitors:

Public comment was given by over 30 people regarding the return to in-person learning. Approximately 20 people commented in support of returning to in-person learning, and around 10 people commented in support to continue with virtual learning. The teachers voiced their consensus to return to in-person learning after they have been vaccinated.

Nicole Thibodeau motioned to return grades K-6 to in-person learning as soon as ASD brings back grades 3-6 in person; Mollie Harings seconded.

Discussion: It was confirmed with Ms. Brittany that it is not possible to maintain Aquarian virtual while returning to in-person learning for a number of reasons as well as contractual restrictions. Students who are unable to return to in-person learning can transfer to ASD virtual and stay with Aquarian for math content. Ms. Brittany agreed to offer a stopgap for the remainder of the third quarter for students who are not able to return to in-person learning, but beyond that students would need to transfer to ASD virtual for the fourth quarter.

Votes:

| | |
|-----------------------|----------------------|
| Nicole Walker: Yes | Heidi Wailand: Yes |
| Hope McClurg: No | Molly Harings: No |
| Mera Matthews: No | LisaChelmo: No |
| Nicole Thibodeau: Yes | Meghan McManamin: |
| Debbie Cedenó: Yes | Yes |
| Christin MacInnis: No | Carrie Connaker: Yes |

Principal Report (as prepared by Mrs. Brittany):

- Morning Coffee- Fridays @ 8 am
- Small Group opportunity
 - Teachers will be meeting Tuesday, following the APC meeting, to discuss small groups further, and they will be reaching out to families to get students signed up.
- Vaccination Update
 - The ASD Health Services Department is currently supporting the state's vaccine efforts by operating a clinic out of the Education Center. As a community clinic, ASD is following the Department of Health and Human Services Vaccine plan which is currently serving Alaska healthcare workers and community members 65 and older (Phase 1a, Tier 3 and Phase 1b, Tier 1).
 - Employees who fall into one of the current phases/tiers and are able to make a Vaccine appointment through the state's online system will receive an email from "Vaccine Clinics" with the date, time, and location.
- Budget brief (CARES act)
 - Full expenditure report of CARES Act provided
 - Budget has been submitted to ASD and we are waiting for final approval
- Lottery
 - Lotter opened on January 1st
 - Received 58 applications for kindy out of 60 seats
- Teacher Evaluations
 - Initial teacher evaluations completed by Feb 5
 - Tenured teacher evaluations completed before May 14
- Testing iReady/FastBridge/MAP
 - iReady diagnostic January 4-22nd
 - FastBridge and Map testing 1/19-2-22
- Facilities
 - Aquarian's BDC team had 35% meeting over break. ASD's project manager is now recommending the project be completed in one season. Shared pictures of siding options.

Treasurer Report - Nothing to add

Other Report:

Teacher- No update

TA- No update

Committee Updates/Old Business/New Business

Long-Term Planning/Facilities Committee

- Update given in principal report
- Bylaws
 - a. meet again on January 25th
 - b. Survey committee
 - c. Seat Election Committee

Heidi Wailand will head the election committee.

Motion to extend Nicole Walkers term by one year: Heidi Wailand, Nicole T. seconds.
Motion passes, unanimously.

| | |
|------------------------|----------------------|
| Mera Matthews: Yes | Heidi Wailand: Yes |
| Nicole Walker: Yes | Mollie Harings: Yes |
| Hope McClurg: Yes | Lisa Chelmo: Yes |
| Debbie Cedeno: Yes | Meghan McManamin: |
| Nicole Thibodeau. Yes | Yes |
| Christin MacInnis: Yes | Carrie Connaker: Yes |

Meeting adjourned 8:54 PM

Next APC meeting February 8, 2021 at 5:45 PM

**Aquarian Charter School
Academic Policy Committee
Meeting Agenda**

Date: January 11, 2021

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDlFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number: 888 788 0099 US Toll-free

Topics:

1. Meeting Call to Order
2. Minutes Review and Approval
 - a. Previous Meetings
3. Visitors (Each allotted 3 minutes to speak.)
4. Return to school plan
Tabled motion: To continue online learning through 3^d quarter and re-evaluate at end of 3^d quarter for 4th quarter.
5. Principal Report
6. Treasurer Report
7. Other Reports:
 - a. Teacher Rep.
 - b. TA Rep.
8. Committee Updates / Old Business / New Business
 - a. Long-Term Planning/Facilities Committee
 - b. Bylaws / Charter Committee
 - c. Surveys Committee
 - d. Seat Election Committee
9. Adjourn Regular Meeting

NEXT APC Meeting:

Date: February 8, 2021

Time: 5:45 p.m.

Place: Zoom

Vision

Aquarian Charter School cultivates a creative community of lifelong learners and compassionate, engaged citizens.

Mission

With community support, Aquarian Charter School strives to meet children at their level through unique instruction that values the whole child, academic excellence, and fine arts to create a balanced and rewarding learning experience.

The APC reserves the right to enter into executive session as provided for in State law on any agenda item in accordance with AS 44 62 310

Aquarian Charter School
Academic Policy Committee
Meeting Minutes

Date: February 8, 2021

Location: Zoom

Attendance: Brittany Nerland, Carrie Connaker, Nicole Thibodeau, Lisa Chelmo, Hope McClurg, Heidi Wailand, Mera Matthews, Debbie Cedenio, Mollie Harings, Nichole Walker, Meghan McManamin

Meeting Call to Order at 5:47 PM

Nicole Thibodeau moves to approve January meeting minutes, Mollie seconded. Motion passed unanimously.

Visitors: No visitor comments

Principal Report

- Good first day back!
- Enrollment
 - 377 students enrolled
 - 325 returning to in-person learning
 - 40 students chose stopgap option for 3rd quarter
- Budget
 - Purchased additional microphone, speakers, radios out of unallocated monies
 - CARES Act update
 - ASD will receive another influx of CARES money, unsure how charters will be handled
- Lottery

Current Lottery Applications

- 108 kindergarten
 - 116 First Graders
 - 138 2nd Graders
 - 82 3rd Graders
 - 69 4th Graders
 - 54 5th Graders
 - 35 6th Graders
- *Created a virtual visit our school video*
- **Testing**
 - *FastBridge testing will occur with our in-person students through February 22nd*
 - *Map testing will be administered to in-person students starting 2/16/21-2/25/21. Students who are not returning to in person learning can still come in to take test; otherwise will be marked as absent.*
 - *iReady Diagnostic results showed an 11% gain from Fall to Winter*
- **Facilities**
 - *Reached 65% design phase for building improvements*
 - *Project will go to bid at 95%*
 - *Hope for a one year project with construction to begin at the end of May*

• **Treasurer Report**

- *Various accounts are approximately 40-50% spent*
- *only overages is vacation; which is common*

- **Other Reports:**
 - **Teacher Rep: Lisa Chelmo**
 - *Teachers are adjusting to the different way of teaching but it is fun to be back with kids in the building*
 - **TA Rep: Hope McClurg**
 - *Nothing to add*
- **Committee Updates / Old Business / New Business**
 - **Long-Term Planning/Facilities Committee**
 - *Update included in Principal report*
 - **Bylaws / Charter Committee**
 - *1st draft of Charter will be sent out to board members by 2-12-21 for comments and suggestions*
 - *Feb 22nd next Bylaw/Charter committee meeting*
 - *March APC meeting- clean first draft with comments to go out to community*
 - *Collect input: post on web or email out. Community can submit comments or show up at April 12 committee meeting*
 - *Final charter vote April 19th*
 - *May Final*
 - *Charter is due in July*
 - **Surveys Committee**
 - *Community survey has been postponed due to others being sent out*
 - **Election Committee**
 - *Need alternative voting platform for this year's election*
 - *Lisa/Mera will join the election committee*
 - **Timeline:**
 - *March 5th deadline—March 15th share candidates. Hold election late March, if needed*
 - *New members will be seated in May meeting*
 - *Heidi moves to approve up to \$700 to support an online voting process. Motion passed unanimously*
 - *Mollie moves to adjourn meeting, meeting adjourned.*

NEXT APC Meeting:

Date: March 15, 2021

Time: 5:45 p.m.

Place: Zoom

*Aquarian Charter School
Academic Policy Committee
Meeting Agenda*

Date: February 8, 2021

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDlFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number: 888 788 0099 US Toll-free

Topics:

- 1. Meeting Call to Order*
- 2. Minutes Review and Approval*
 - a. Previous Meetings*
- 3. Visitors (Each allotted 3 minutes to speak.)*
- 4. Principal Report*
- 5. Treasurer Report*
- 6. Other Reports:*
 - a. Teacher Rep.*
 - b. TA Rep.*
- 7. Committee Updates / Old Business / New Business*
 - a. Long-Term Planning/Facilities Committee*
 - b. Bylaws / Charter Committee*
 - c. Surveys Committee*
 - d. Election Committee*
 - Alternative voting platform for this year's election/possible funding request*
- 8. Adjourn Regular Meeting*

NEXT APC Meeting:

Date: March 15, 2021

Time: 5:45 p.m.

Place: Zoom

Vision

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Mission

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**Aquarian Charter School
Academic Policy Committee
Meeting Minutes**

Date: March 15, 2021

Time: 5:45 p.m.

Location: Zoom Meeting

Attendance: Ms. Brittany, Nicole Thibodeau, Nichole Walker, Mera Matthews, Debbie Cedeno, Hope McClurg, Lisa Chelmo, Christin MacInnis, Heidi Wailand, Mollie Harings, Meghan McManamin

Call to order: 5:45 PM

Principal Report, Reported by Ms. Brittany

Enrollment Information

- There are currently 377 students enrolled.
 - In-Person :343 students
 - Stopgap: 22
 - ASD Virtual:12 students

Budget Brief

District received second round of stimulus money under CRRSA.

- Aquarian will receive \$367,052 based on our AADM
- Ms. Brittany proposes we use part of these funds to make Nurse Celest full-time for the next two years
- Remaining monies will be used for the following:
 - Chromebook and charging cables replacements/repairs
 - Additional PPE
 - Staff Computer Replacement
 - Air purification filters

Covid Update

- No students or teacher has tested positive from a contact at school.
- No classroom closures

Daily Operations

- Lottery key dates
 - March 18, 2021: Closes for applications
 - March 19, 2021: Lottery runs
 - March 22-25, 2021: Schools validate accepted and waitlists.
 - March 26, 2021: Parent notifications of lottery results.

• Testing

- The PEAKS testing window is from March 29th through April 30th.
- Classroom teachers will email families with their class specific dates.

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Approved 4/19/21


Curriculum:

- Saxon
 - Saxon announced retirement of Saxon Math
 - Print materials will not be sold after 7/1/2021
 - Request to purchase materials for next three years, allowing time for staff curriculum review committee to:
 - Research other options
 - Pilot the top selections
 - Present findings
 - APC approval

Reading Curriculum

- ASD has begun a new process for alternative schools and programs including charter schools who wish to utilize an alternative curriculum different from ASD board approved curriculum. The intent is to ensure any alternative curriculum used in an ASD school meets a level of integrity that guarantees all students in the ASD are receiving high quality education with standards aligned curriculum.
- A charter school curriculum review procedure and application must be included in the charter school reapplication process. Since we are the first charter school to go through this process, Darrell has agreed to work with us on a statement that will accompany a timeline of how we intend to comply with the procedure.
- Aquarian uses the same phonemic awareness curriculum, science and social studies and 6th grade reading curriculum but we need to look at reading curriculums to support K-5.

Staffing

Certificated:

- Mr. Neal will not be returning to Aquarian
- Mrs. Megan will be moving from 4th grade to 1st grade for the 2021-22 school year.
- Interviews start next week

Classified:

- We have two TA openings for the 2021-22 school year

Facilities

We have reached a 95% of the design phase for our building improvements

Treasurer Report: Provided by Nicole Walker

- Budget has been approved by the school board
- Not concerned about overages

Other Reports:

- Teacher Report: Provided by Ms. Christin
 - More kids returning from stop gap
 - Kids are settling in more
 - Hard time with finding subs
- TA Report: Provided by Ms. Hope
 - Lots of TAs have gotten shots and are back.

Committee Updates / Old Business / New Business

- Long-Term Planning/Facilities Committee: No further update

Bylaws / Charter Committees- Provided by Nicole T

Good news-First draft of charter is finished!

- Updated gifted services section in charter. There will be no small group gifted instruction

Bad news- District added additional component of curriculum approval

- Work with Darrel to craft language to buy some time.
- Nicole T. proposes to approve the charter update and to share with community and ask for feedback through April 9th. Motion passes unanimously
- 3/22/2021 meeting cancelled

Surveys Committee

Results from the community survey to be discussed in executive session

Election Committee

- 9 people have applied for APC
- Simply voting –

Saxon Math curriculum discussion: Funding request to extend Saxon

Molly motions to approve up to 45,000 to purchase Saxon materials for the next three years.

Nicole T seconds

Discussion: What if we need more than three years of curriculum?

Amend motion: Nicole W. motions to approve up to \$75,000 to purchase Saxon materials for next 5 years. Heidi seconds. Motion passes unanimously.

Staffing discussion: Request to make nurse full-time for two years

Nicole moves to approve \$90,000 Cares act money for salary and benefits for next two years for the nurse position. Hope seconds.

Discussion- Has this been discussed this with Ms. Celeste?

- Ms. Brittany confirmed Celeste has agreed to increase FTE for two years

Motion Passed unanimously

Executive Session

Heidi moves to enter executive session to discuss results of community survey. Nicole W. seconds.

Enter executive session at 7:15 PM

Discussed community survey results-

Survey committee will put together bullet points and share results at the end of 4th quarter

Adjourn executive session @7:38

Adjourn Regular Meeting at 7:41 PM

Next APC meeting is set for April 19, 2021 at 5:45 via zoom

**Aquarian Charter School
Academic Policy Committee
Meeting Agenda**

Date: March 15, 2021

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdkr12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDlFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number: 888 788 0099 US Toll-free

Topics:

1. **Meeting Call to Order**
2. **Minutes Review and Approval**
3. **Visitors (Each allotted 3 minutes to speak.)**
4. **Principal Report**
5. **Treasurer Report**
6. **Other Reports:**
 - **Teacher Rep.**
 - **TA Rep.**
7. **Committee Updates / Old Business / New Business**
 - **Long-Term Planning/Facilities Committee**
 - **Bylaws / Charter Committee**
 - **Surveys Committee**
 - **Results from the community survey to be discussed in executive session**
 - **Election Committee**
 - **Saxon Math curriculum discussion**
 - **Funding request to extend Saxon**
 - **Staffing discussion**
 - **Request to make nurse full-time for two years**
8. **Executive Session**
 - **Survey / Performance Evaluation – Principal Goals**
9. **Adjourn Regular Meeting**

NEXT APC Meeting:

Date: April 19, 2021

Time: 5:45 p.m.

Place: Zoom

Vision

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Mission

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The APC reserves the right to enter into executive session as provided for in Statute with AS 44.62.310.

Aquarian Charter School
APC Meeting Minutes
April 19, 2021

Attendance: Brittany Nerland, Nicole Thibodeau, Carrie Connaker, Nichole Walker, Lisa Chelmo, Mollie Harings, Mera Matthews, Hope McClurg, Debbie Cedeno, Heidi Wailand, Meghan M., Christin M.

Meeting Call to order: 5:46 PM

Minutes review: Nicole Thibodeau moves to approve March APC meeting minutes. Mollie seconds, March minutes approved unanimously.

Principal Report: Provided by Ms. Brittany

Enrollment

375 students enrolled

357 students: In- Person Learning

11 Students: Stopgap

7 students: ASD Virtual

Lottery

60 incoming kindergarten seats

Covid updates:

- 4 students have tested positive, all tracing to an out of school exposure.
- ESSER II funds must be directly related to covid and must be used by 2023. In working with Andy Ratliff, Ms. Brittany decided to use these funds to cover four teaching assistants and a nurse salary. This will free up the general fund.

Testing:

PEAKS continues through April 30th

FastBridge testing begins this week

iReady diagnostic begins May 3rd

Curriculum:

Reading: Wit and Wisdom by Great Minds and Foundations by Wilson are options that are being considered.

Assembling quotes for a trial of these materials for next year in certain grades; will present at our May APC meeting for approval.

Math: 5 years of Saxon materials have been purchased and shipments have started to arrive.

Math ends 5/18

Chromebook collection 5/19 and 5/20

6th Grade Graduation 5/20

- Families voted on a drive through celebration

Staffing:

Ms. Julie resigned

Mrs. Robin is moving to music

Mrs. Brenda will move back to kindergarten

Ms. Danielle Lesko has been hired for 3rd grade

Mrs. Brady Neel will be 4th grade

Facilities:

Wolverine won the construction bid at \$1,577,000. Work scheduled to begin this May.

Treasurer Report: Provided by Nichole Walker

Overall there are no concern areas. Overages just need to be adjusted within accounts. We are at about 79% of budget spent with 5 weeks left of school.

Other Reports:

Teacher Report: Lisa Chelmo provided pictures and update on what each grade is learning.

TA Report given by Hope McClurg: Not much to add, just very glad majority of ice and snow melted on the playground.

Committee Updates/Old Business/New Business

Long-term Planning: Not much to add. Things are on track, we will go back to school with a new roof in August.

Bylaws/Charter: The subjective work has been completed but still have some objective work to left to do like attach exhibits, submit the application and letter of intent. Majority of the work will be done before the end of the school year.

Nicole Thibodeau makes a motion for the APC to adopt the updated charter.

Discussion: Community comments received and the two minor changes made from the first draft.

- 1) Page 10 last sentence under Spanish, changed Spanish to Spanish-speaking to be more inclusive of Spanish-speaking cultures.
- 2) Page 16 first paragraph under J, changed leased to owned to more accurately reflect the current arrangement with ASD.

Motion passed, unanimously.

Election committee results- Great Voter turnout. The cost for the Simply Voting platform was \$230.

APC member roster is attached.

Executive session

Mollie makes a motion to move into executive session to discuss staff and APC survey results. Nicole T. seconds.

Enter executive session at 6:23 PM

Staff survey and APC survey results discussed.

End executive session: 6:33 PM

Meeting adjourned at 6:34 PM

Next APC meeting set for May 17th at 5:45 via zoom

Aquarian Charter School
Academic Policy Committee
Meeting Agenda

Date: April 19, 2021

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDIFYkprMU5xUT09>

Meeting ID: 958 0180 6785

Passcode: 958127

Call-in Number: 888 788 0099 US Toll-free

Topics:

1. Meeting Call to Order
2. Minutes Review and Approval
3. Visitors (Each allotted 3 minutes to speak.)
4. Principal Report
5. Treasurer Report
6. Other Reports:
 - Teacher Rep.
 - TA Rep.
7. Committee Updates / Old Business / New Business
 - Long-Term Planning/Facilities Committee
 - Bylaws / Charter Committee
 - Surveys Committee
 - Election Committee – results
8. Executive Session (if needed)
 - Survey / Performance Evaluation – Principal Goals
9. Adjourn Regular Meeting

NEXT APC Meeting:

Date: May 17, 2021

Time: 5:45 p.m.

Place: Zoom

Vision

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Mission

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Aquarian Land Acknowledgement

The students and staff of Aquarian Charter School acknowledge that the land that we live and learn on was once traditional Dena'ina Athabascan land. We promise to protect and respect this majestic land, just as the Dena'ina did many years ago. We also respect the culture and knowledge of the Dena'ina people. Thank you for being stewards of the land we now call home.

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Aquarian Charter School
APC Meeting Minutes
May 17, 2021

Attendance: Brittany Nerland, Brenda Wimett, Christin MacInnis, Nicole Thibodeau, Hope McClurg, Heidi Wailand, Lisa Chelmo, Sarah Fineman, Mollie Harings, Mera Matthews, Debbie Cedeno, Lynda VanWinkle, Tanya Wood, Denall Wilson, Teresa Derrickson, Diane Harps, Leigh Ann Woodard, Kelly Bundy

Meeting Call to Order: 5:48 PM

Minutes review: Nicole Thibodeau moves to approve March APC meeting minutes. Mollie seconds, March minutes approved unanimously.

Principal Report: Provided by Ms. Brittany with Lynda VanWinkle & Brenda Wimett

Enrollment: 375 students enrolled

Daily Operations:

2021/22 School Year

- o 5/28 Class lists will be posted to the website.
- o 8/12 Teachers First Day Back
- o Full Schedule Resumes 8:15-3:15
- o ASA Classes Resume 3:15-4:15
- o Field Trips Resume
- o Volunteers Welcome Back
- o 8/17 School Starts, First through Sixth
- o 8/24 Kindergarten Starts
- o 10/5 Picture Day
- o 10/18 House Meeting
- o 10/19 First Exploration
- o 11/9 Picture Retakes
- o 11/11 Inservice Day
- o 11/15-11/26 Thanksgiving Holiday
- o 12/17 Teacher Grading Day

Curriculum:

Approval of the new charter will require Aquarian to acquire a reading curriculum. After researching numerous options, the curriculum review team made their recommendation to pilot Wit and Wisdom and Foundations.

Wit and Wisdom: Reading, Writing, Speaking, Vocabulary, Grammar

Pilot: 1st and 5th grade

Pilot cost: \$26,385.52

Full Implementation 22/23 School Year

- Grades: K-5
- Cost: \$45,032.75
- Yearly cost after Implementation: \$7,408.80

Fundations: Phonics, Handwriting, Spelling, Phonological Awareness, Fluency

Pilot: Kindergarten

Pilot Cost: \$5,743.67

Rolling implementation

- 2022/23: 1st Grade
- 2023/24: 2nd Grade
- 2024/25: 3rd Grade
- Yearly costs for first three years, approximately \$5,743.67, includes PD.
- After implantation cost: \$3,600

Current cost for spelling: \$10,027 per year

Current cost for handwriting: \$1,500 per year

Ask: APC to approve funds totaling \$33,000 to be used for the Wit and Wisdom and Fundations Pilot. The funds will be pulled from the unallocated this budget cycle.

Staffing: We will have four TA openings in the fall. Interviews will be held in July.

Treasurer Report: Reported by Nichole Walker

We used 90.4% of the budget this year

ESSER Funds: \$367,052

Other Reports:

Teacher Rep: Lisa Chelmo created a slideshow to highlight each class and their latest project.

TA Rep: No update

Committee Updates/Old Business/ New Business

Aquarian Land Acknowledgement

Heidi moves to approve the request from Mr. Robert's class for Aquarian to adopt a land acknowledgment. Nicole T seconds.

Discussion: suggestions on revisions to the past tense used in the acknowledgment

Mera moves to amend the previous motion to: We are going to adopt a land acknowledgement working with Mr. Robert's 4th grade class as they move to 5th grade in the fall. Heidi seconds. Motion passes unanimously.

Long term planning Facilities Committee: Next week work should start on roof. Exhaust fans. As early as next week.

Bylaws/Charter: Wrapping up charter renewal application. Brittany and Anne are working on exhibits. Plan to submit before June 30th.

Survey Committee: Collected student surveys, nothing major to report other than students adore Ms. Brittany.

Mollie moves to approve piloting Wit and Wisom by Great Minds in 1st and 5th grade for \$26,386 and Foundations by Wilson in Kindergarten for \$5,744 next school year. Nichole seconds.

Discussion: Should we round and not be so specific? Motion passes unanimously.

Board Member Election Results

Chair: Debbie Cedeno

Vice Chair: Mera Matthews

Secretary: Leigh Ann Woodard

Meeting Adjourned at 7:23 PM

**Aquarian Charter School
Academic Policy Committee
Meeting Agenda**

Date: May 17, 2021

Time: 5:45 p.m.

Location: Zoom Meeting

<https://asdk12.zoom.us/j/95801806785?pwd=aDZNN295YjJGV0JBZDlFYkprMU5xUT09>

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4. Principal Report
5. Treasurer Report
6. Other Reports:
 - Teacher Rep.
 - TA Rep.
7. Committee Updates / Old Business / New Business
 - Aquarian Land Acknowledgement
 - Request from Mr. Robert's class for Aquarian to adopt land acknowledgement
 - Long-Term Planning/Facilities Committee
 - Bylaws / Charter Committee
 - Surveys Committee
 - Funding request: piloting two programs for the 2021/22 school year
 - Wit & Wisdom by Great Minds (reading comprehension: \$26,385.52); pilot in grades 1 and 5
 - Foundations by Wilson (phonics, spelling, handwriting: \$5,743.67); pilot in kindergarten
8. Welcome new board members
 - Elect 2021/2022 board officers
9. Adjourn Regular Meeting

NEXT APC Meeting:

Date: August 2021

Have a great summer!

Vision

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Appendix E

(G.) ADMINISTRATIVE POLICIES

Aquarian follows the ASD administrative policies and regulations as they apply to charter schools within the provisions of law and school board policy with the following exceptions:

- Aquarian may alter current district in-service days to enable and accommodate program needs. If applicable, this will be submitted in advance for approval to the ASD.
- Aquarian requests the same waiver as the ASD for the parent-teacher conference schedule.
- Aquarian employs a full-time principal. Members of the APC may be given waivers of confidentiality to review appropriate principal personnel files for screening applicants prior to interview.
- Aquarian currently has no requested exemptions from current bargaining agreements, but the APC reserves the right to request exemptions in the future, should need arise.

When it becomes necessary to fill the principal position, all candidates will be evaluated and the APC will make a final selection in partnership with the ASD charter school supervisor. The hiring process is outlined in Aquarian's bylaws (see Exhibit A). All candidates are required to be on the ASD eligible for hire list for administrators. The principal is evaluated by the charter school supervisor and shall be evaluated in an equivalent manner as other ASD administrators. Brittany Nerland currently holds the principal position and has been serving as principal since 2019.

Appendix F

To Whom It May Concern,

Aquarian Charter School has a long history of academic success. This is demonstrated through both district and statewide assessments. Aquarian Charter School has a five year strategic plan to pilot, review, and adopt a new core curriculum in reading and math. This process will include active participation from all Aquarian stakeholders including staff, administration, the APC, students, and the greater Aquarian community. We plan to implement a core reading program within the next three years and a core math program within the next five.

ELA- We began the process of reviewing curriculum this school year, 2020/2021. Our curriculum review team discovered that Wit and Wisdom paired with Foundations met our community's needs. We will be piloting Wit and Wisdom in first and fifth grade for the 2021/ 2022 school year and Foundations in kindergarten. If the pilot goes well, we will implement Wit and Wisdom fully for the 2022/ 2023 school year and Foundations will be a rolling implementation with a subsequent grade level coming on each year.

Math - We currently use Saxon Math; however, that program is being discontinued. This timeline will allow us to properly research, pilot, communicate with our community, and receive professional development prior to implementation.

Sincerely,
Aquarian Charter School

Alaska's Public Schools: A Report Card to the Public: 2018-2019

Aquarian Charter School

School Year

2018-2019

District

Anchorage School District

Enrollment

382

Lowest Grade

KG

Highest Grade

6

Accredited

No

Title I

No

New for 2018-2019: This School Report Card presents information about the school's performance for the 2018-2019 school year. During the third administration of The Performance Evaluation for Alaska's Schools (PEAKS) assessment in English Language Arts and Mathematics students in grades 3-9 were assessed. Students in grades 4, 8, and 10 took the Alaska Science Assessment.

Accountability: As part of the ongoing implementation of Alaska's Education Challenge, the Department of Education and Early Development (DEED) is working with school districts to support success in every school. For the second year, utilizing Alaska's plan for the Every Student Succeeds Act (ESSA) as a strategy for closing our achievement gaps, the new accountability system was implemented to help celebrate success and identify areas where additional support is needed, with the goal of increasing achievement for all students. The Overall School Index Value is an important piece of this new System for School Success, which provides information about how each school is supporting its students. Please see the Guide to the System for School Success (https://education.alaska.gov/akaccountability/schoolsuccess/Guide_to_the_System_of_School_Success_with_Fact_Sheets.pdf) for a more complete description.

For 2018-2019, schools received a System for School Success Report. The one-page System for School Success Report (<https://education.alaska.gov/compass/Reports/SchoolProfile?schoolId=59010&schoolYear=2019>) contains general information and school demographics; grade K-6 Full Academic Year (FAY) participation rate, indicators, and the K-6 index value; grade 7-12 FAY participation rate, indicators, and the 7-12 index value; the overall school index value; the school's designation for level of support; and the school index values for the nine different student groups, also known as subgroups.

Financial Data

Spending Per Pupil Data

| School Level Spending | |
|---|-----------------|
| State/Local Funds | \$10,234 |
| Federal Funds | \$190 |
| Total | \$10,424 |
| School Share of District Level Spending | |
| State/Local Funds | \$2,539 |
| Federal Funds | \$82 |
| Total | \$2,622 |
| District Average Spending | |
| State/Local Funds | \$14,087 |
| Federal Funds | \$1,487 |
| Total | \$15,574 |

\$13,045

Spending per pupil

381.15 Total ADM

Attendance, Graduation, and Dropout Rates

All Students

94.32%

Attendance

n/a

Graduation

n/a

Dropout

| Subgroup | Attendance Rate | Graduation Rate | Dropout Rate |
|--------------------------------|-----------------|-----------------|--------------|
| All Students | 94.32% | n/a | n/a |
| Male | 94.45% | n/a | n/a |
| Female | 94.20% | n/a | n/a |
| African American | 97.53% | n/a | n/a |
| Alaska Native/American Indian | 92.51% | n/a | n/a |
| Asian/Pacific Islander | 93.69% | n/a | n/a |
| Caucasian | 94.26% | n/a | n/a |
| Hispanic | 95.17% | n/a | n/a |
| Two or More Races | 94.33% | n/a | n/a |
| Economically Disadvantaged | 94.32% | n/a | n/a |
| Not Economically Disadvantaged | 94.32% | n/a | n/a |
| Students With Disabilities | 94.32% | n/a | n/a |
| Students Without Disabilities | 94.32% | n/a | n/a |
| English Learners | 95.85% | n/a | n/a |
| Migrant Students | 94.89% | n/a | n/a |
| Active Duty Parent/Guardian | 91.01% | n/a | n/a |
| Homeless | 85.03% | n/a | n/a |

School Details

| | |
|--|---------|
| Grades KG-8 Retention Rate: | pending |
| Grade 7-12 Dropout Rate: | n/a |
| Enrollment Change: | -0.78% |
| Student Survey Return Rate: | 0% |
| Student Surveys Returned: | 0 |
| Average Volunteer Hours per Week: | 40 |
| Persistently Dangerous School: | No |

| | |
|--|-------|
| High School Graduates: | n/a |
| Number of Grade 7-12 Dropouts: | n/a |
| Enrollment Change Due to Transfers: | 2.60% |
| Parent Survey Return Rate: | 4% |
| Parent Surveys Returned: | 11 |
| Community Members Commenting: | 0 |
| School/Business Partnerships: | 0 |

Support Designation

Universal Support

View this school's System for School Success Report (<https://education.alaska.gov/compass/Reports/SchoolProfile?schoolId=59010&schoolYear=2019>)

This designation is applied to all schools not designated for comprehensive or targeted support and improvement. Universal Support schools make up over 75% of all Alaska schools. Universal Support schools continue to strengthen their own efforts to improve instruction and have access to general supports provided by their home school district and federal/state resources available to all schools.

Information on the Professional Qualifications of Educators

Bachelors: 17 **Masters:** 6 **Ed Specialist:** **Doctorate:**

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.

School's Poverty Level: Low-Poverty

Teacher Quality

Teachers Only*

| Category | Your School | High-poverty Schools (District) | Low-poverty Schools (District) | All Schools (District) | High-poverty Schools (State) | Low-poverty Schools (State) | All Schools (State) |
|--|-------------|---------------------------------|--------------------------------|------------------------|------------------------------|-----------------------------|---------------------|
| Number of teachers who are inexperienced | 0 | 28.96 | 20.46 | 116.75 | 103.97 | 78.35 | 377.15 |
| Total number of teachers | 22.65 | 364.02 | 760.55 | 2657.32 | 1119.68 | 2279.46 | 7658.97 |
| Percent of teachers who are inexperienced | 0 | 7.96 | 2.69 | 4.39 | 9.29 | 3.44 | 4.92 |
| Number of teachers who have emergency or provisional credentials** | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Percentage of teachers who have emergency or provisional credentials** | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Number teachers teaching out-of-field | 1.94 | 53.1 | 190.96 | 608.04 | 284.85 | 483.12 | 1678.95 |
| Total number of teachers | 22.65 | 364.02 | 760.55 | 2657.32 | 1119.68 | 2279.46 | 7658.97 |
| Percentage of teachers teaching out-of-field | 8.57 | 14.59 | 25.11 | 22.88 | 25.44 | 21.19 | 21.92 |

* The principal and other school leader data will be reported in 2018-2019 and is not available for the 2017-2018 Report Cards.

** The percentage of teachers in the district teaching with an Emergency Teacher Certificate is N/A. Alaska does not issue emergency certificates to teachers.

2015-2016 Civil Rights Data Collection (CRDC)

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. This data is collected pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)). The CRDC is a biennial (i.e., every other school year) survey required by the Department's Office for Civil Rights (OCR).

The data in this report is from the **2015-2016** Civil Rights Data Collection, the most current data. This data can also be accessed on the CRDC Homepage (<https://ocrdata.ed.gov/>). The User Guide (<https://ocrdata.ed.gov/downloads/UserGuide.pdf>) can be used for directions for navigation and search tips.

Please note: This data was derived from publicly-available data files in which statistical disclosure limitation methods have been applied to reduce the risk of disclosure of individual student information.

| Category | Number of Children with Disabilities | Number of Children without Disabilities |
|---|--------------------------------------|---|
| Students who received one or more in-school suspensions. | 4 | 4 |
| Instances of out-of-school suspension. | 8 | 2 |
| Students who received an expulsion with educational services. | 0 | 0 |
| Students receiving a school-related arrest. | 0 | 0 |
| Students who were referred to a law enforcement agency or official. | 0 | 0 |

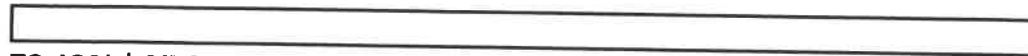
| Category | Number |
|---|--------|
| Students absent 15 or more days during the school year | 70 |
| Students enrolled in preschool programs | 0 |
| Students enrolled in at least one Advanced Placement course | 0 |
| Incidents of physical attack or fight with a firearm or explosive device | 0 |
| Incidents of physical attack or fight with a weapon | 0 |
| Incidents of physical attack or fight without a weapon | 12 |
| Incidents of possession of a firearm or explosive device | 0 |
| Incidents of rape or attempted rape | 0 |
| Incidents of robbery with a firearm or explosive device | 0 |
| Incidents of robbery without a weapon | 0 |
| Incidents of sexual assault (other than rape) | 0 |
| Incidents of threats of physical attack with a firearm or explosive device | 0 |
| Incidents of threats of physical attack with a weapon | 0 |
| Incidents of threats of physical attack without a weapon | 0 |
| Allegations of harassment or bullying on the basis of disability | 0 |
| Allegations of harassment or bullying on the basis of race, color, or national origin | 0 |
| Allegations of harassment or bullying on the basis of religion | 0 |
| Allegations of harassment or bullying on the basis of sex | 0 |
| Allegations of harassment or bullying on the basis of sexual orientation | 0 |

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the school's or district's disciplinary procedures.

Academic Progress

Academic Growth

English Language Arts (ELA)



72.19% | All Students



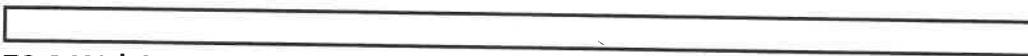
*% | African American



*% | Alaska Native/American Indian



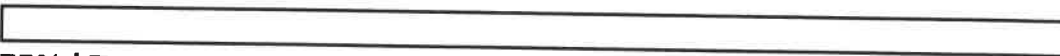
*% | Asian/Pacific Islander



72.64% | Caucasian



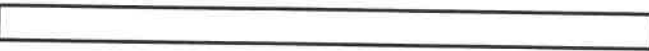
69.23% | Hispanic



75% | Two or More Races



63.16% | Economically Disadvantaged



46.15% | Students With Disabilities

*% | English Learners

Mathematics



68% | All Students



*% | African American



*% | Alaska Native/American Indian



*% | Asian/Pacific Islander



72.38% | Caucasian



53.85% | Hispanic

58.33% | Two or More Races

68.42% | Economically Disadvantaged

100% | Students With Disabilities

*% | English Learners

English Language Arts (ELA)

| Student Group | Rate (%) |
|-------------------------------|----------|
| All Students | 72.19 |
| African American | * |
| Alaska Native/American Indian | * |
| Asian/Pacific Islander | * |
| Caucasian | 72.64 |
| Hispanic | 69.23 |
| Two or More Races | 75 |
| Economically Disadvantaged | 63.16 |
| Students With Disabilities | 46.15 |
| English Learners | * |

Mathematics

| Student Group | Rate (%) |
|-------------------------------|----------|
| All Students | 68 |
| African American | * |
| Alaska Native/American Indian | * |
| Asian/Pacific Islander | * |
| Caucasian | 72.38 |
| Hispanic | 53.85 |
| Two or More Races | 58.33 |
| Economically Disadvantaged | 68.42 |
| Students With Disabilities | 100 |
| English Learners | * |

* Suppressed for student privacy

^ If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than 80, the reported value for the indicator will be 100. The 80/20 rule has been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, this suppression rule must be applied consistently to every school.

Academic Achievement

English Language Arts (ELA)

| Student Group | 2018-2019 Proficient (%) | 2018-2019 Interim Target (%) | 2018-2019 Interim Target Met | 2019-2020 Interim Target (%) |
|-------------------------------|--------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 64.56 | 76.93 | No | 78.21 |
| African American | * | * | * | * |
| Alaska Native/American Indian | * | * | * | * |
| Asian/Pacific Islander | * | * | * | * |
| Caucasian | 65.97 | 80.25 | No | 81.35 |
| Hispanic | 60 | 64 | No | 66 |
| Two or More Races | 57.58 | 64 | No | 66 |
| Economically Disadvantaged | 59.26 | 73 | No | 74.5 |
| Students With Disabilities | 0 | 45.72 | No | 48.57 |
| English Learners | * | * | * | * |

Mathematics


| Student Group | 2018-2019 Proficient (%) | 2018-2019 Interim Target (%) | 2018-2019 Interim Target Met | 2019-2020 Interim Target (%) |
|-------------------------------|--------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 60 | 71.51 | No | 73.09 |
| African American | * | * | * | * |
| Alaska Native/American Indian | * | * | * | * |
| Asian/Pacific Islander | * | * | * | * |
| Caucasian | 63.64 | 75.61 | No | 76.97 |
| Hispanic | 46.67 | 37 | Yes | 40.5 |
| Two or More Races | 51.52 | 55 | No | 57.5 |
| Economically Disadvantaged | 48.15 | 50.5 | No | 53.25 |
| Students With Disabilities | 29.41 | 38.92 | No | 42.14 |
| English Learners | * | * | * | * |

English Learner (EL) Progress


| Student Group | 2018-2019 Met EL Progress Goal (%) | 2018-2019 Interim Target (%) | 2018-2019 Interim Target Met | 2019-2020 Interim Target (%) |
|---------------|------------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | * | * | * | * |

School Quality / Student Success

Grade 3 English Language Arts (ELA)

| Student Group | 2018-2019 Proficient Rate (%)  |
|-------------------------------|---|
| All Students | 44.44 |
| Alaska Native/American Indian | N/A |
| Asian/Pacific Islander | N/A |
| Caucasian | 43.24 |
| Hispanic | N/A |
| Two or More Races | N/A |
| Economically Disadvantaged | N/A |
| Students With Disabilities | N/A |
| English Learners | N/A |

Chronic Absenteeism



| Student Group | 2018-2019 Chronic Absenteeism Rate (%)  |
|-------------------------------|--|
| All Students | 11.58 |
| African American | * |
| Alaska Native/American Indian | * |
| Asian/Pacific Islander | 18.18 |
| Caucasian | 12.64 |
| Hispanic | 6.25 |
| Two or More Races | 7.27 |
| Economically Disadvantaged | 13.21 |
| Students With Disabilities | 6.45 |
| English Learners | 20 |

* Suppressed for student privacy



^ If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than 80, the reported value for the indicator will be 100. The 80/20 rule has been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, this suppression rule must be applied consistently to every school..

Participation Rates

English Language Arts (ELA)

| Subgroup | Target | 2018-2019 FAY  | 2018-2019 Tested  | Participation Rate (%) | Target Met? |
|-------------------------------|--------|--|---|------------------------|-------------|
| All Students | 95% | 209 | 206 | 98.56 | Yes |
| African American | 95% | 2 | 2 | 100 | Yes |
| Alaska Native/American Indian | 95% | 6 | 6 | 100 | Yes |
| Asian/Pacific Islander | 95% | 6 | 6 | 100 | Yes |
| Caucasian | 95% | 146 | 144 | 98.63 | Yes |
| Hispanic | 95% | 15 | 15 | 100 | Yes |
| Two or More Races | 95% | 34 | 33 | 97.06 | Yes |
| Economically Disadvantaged | 95% | 28 | 27 | 96.43 | Yes |
| Students With Disabilities | 95% | 17 | 17 | 100 | Yes |
| English Learners | 95% | 5 | 4 | 80 | No |

Mathematics

| Subgroup | Target | 2018-2019 FAY  | 2018-2019 Tested  | Participation Rate (%) | Target Met? |
|-------------------------------|--------|--|---|------------------------|-------------|
| All Students | 95% | 209 | 205 | 98.09 | Yes |
| African American | 95% | 2 | 2 | 100 | Yes |
| Alaska Native/American Indian | 95% | 6 | 6 | 100 | Yes |
| Asian/Pacific Islander | 95% | 6 | 6 | 100 | Yes |
| Caucasian | 95% | 146 | 143 | 97.95 | Yes |
| Hispanic | 95% | 15 | 15 | 100 | Yes |
| Two or More Races | 95% | 34 | 33 | 97.06 | Yes |
| Economically Disadvantaged | 95% | 28 | 27 | 96.43 | Yes |
| Students With Disabilities | 95% | 17 | 17 | 100 | Yes |
| English Learners | 95% | 5 | 4 | 80 | No |

2018-2019 Performance Evaluation for Alaska's Schools (PEAKS)

Protocol for reporting results (https://education.alaska.gov/tls/assessments/pdf_files/4LevelReportingProtocol.pdf)

English Language Arts

Grade: All Grades

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|--------------|------------|--------------|------------------|-------------|----------------------|--------------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 43 | 20.87% | 90 | 43.69% | 58 | 28.16% | 15 | 7.28% | 206 | 98.56% |
| Female | 16 | 16.33% | 45 | 45.92% | 32 | 32.65% | 5 | 5.10% | 98 | 98.99% |
| Male | 27 | 25.00% | 45 | 41.67% | 26 | 24.07% | 10 | 9.26% | 108 | 98.18% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | 0 | 0.00% | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 6 | 100.00% |
| Asian/Pacific Islander | 1 | 16.67% | 4 | 66.67% | 0 | 0.00% | 1 | 16.67% | 6 | 100.00% |
| Caucasian | 34 | 23.61% | 61 | 42.36% | 41 | 28.47% | 8 | 5.56% | 144 | 98.63% |
| Hispanic | 1 | 6.67% | 8 | 53.33% | 5 | 33.33% | 1 | 6.67% | 15 | 100.00% |
| Two or More Races | 6 | 18.18% | 13 | 39.39% | 10 | 30.30% | 4 | 12.12% | 33 | 97.06% |
| Economically Disadvantaged | 1 | 3.70% | 15 | 55.56% | 8 | 29.63% | 3 | 11.11% | 27 | 96.43% |
| Not Economically Disadvantaged | 42 | 23.46% | 75 | 41.90% | 50 | 27.93% | 12 | 6.70% | 179 | 98.90% |
| Disabled With Accommodations | 0 | 0.00% | 0 | 0.00% | 7 | 70.00% | 3 | 30.00% | 10 | 100.00% |
| Students With Disabilities | 0 | 0.00% | 3 | 20.00% | 8 | 53.33% | 4 | 26.67% | 15 | 100.00% |
| Students Without Disabilities | 43 | 22.51% | 87 | 45.55% | 50 | 26.18% | 11 | 5.76% | 191 | 98.45% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Not Limited English Proficient | 43 | 21.18% | 90 | 44.33% | 57 | 28.08% | 13 | 6.40% | 203 | 98.54% |
| Migrant Students | 0 | 0.00% | 5 | 41.67% | 5 | 41.67% | 2 | 16.67% | 12 | 100.00% |
| Not Migrant Students | 43 | 22.16% | 85 | 43.81% | 53 | 27.32% | 13 | 6.70% | 194 | 98.48% |
| Active Duty Parent/Guardian | * | 40% or fewer | * | 40% or fewer | * | 60% or more | * | 40% or fewer | 5 | 100.00% |
| Not Active Duty Parent/Guardian | 43 | 21.39% | 88 | 43.78% | 55 | 27.36% | 15 | 7.46% | 201 | 98.53% |
| Homeless | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Homeless | 42 | 20.49% | 90 | 43.90% | 58 | 28.29% | 15 | 7.32% | 205 | 98.56% |
| Not Foster Care | 43 | 20.87% | 90 | 43.69% | 58 | 28.16% | 15 | 7.28% | 206 | 98.56% |

Grade: 3

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 8 | 14.81% | 16 | 29.63% | 20 | 37.04% | 10 | 18.52% | 54 | 100.00% |
| Female | 3 | 10.00% | 10 | 33.33% | 14 | 46.67% | 3 | 10.00% | 30 | 100.00% |
| Male | 5 | 20.83% | 6 | 25.00% | 6 | 25.00% | 7 | 29.17% | 24 | 100.00% |
| Alaska Native/American Indian | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Caucasian | 5 | 13.51% | 11 | 29.73% | 17 | 45.95% | 4 | 10.81% | 37 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Two or More Races | 2 | 22.22% | 1 | 11.11% | 3 | 33.33% | 3 | 33.33% | 9 | 100.00% |
| Economically Disadvantaged | 0 | 0.00% | 2 | 28.57% | 3 | 42.86% | 2 | 28.57% | 7 | 100.00% |
| Not Economically Disadvantaged | 8 | 17.02% | 14 | 29.79% | 17 | 36.17% | 8 | 17.02% | 47 | 100.00% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students With Disabilities | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students Without Disabilities | 8 | 16.00% | 16 | 32.00% | 17 | 34.00% | 9 | 18.00% | 50 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Limited English Proficient | 8 | 15.38% | 16 | 30.77% | 20 | 38.46% | 8 | 15.38% | 52 | 100.00% |
| Migrant Students | 0 | 0.00% | 1 | 16.67% | 3 | 50.00% | 2 | 33.33% | 6 | 100.00% |
| Not Migrant Students | 8 | 16.67% | 15 | 31.25% | 17 | 35.42% | 8 | 16.67% | 48 | 100.00% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Active Duty Parent/Guardian | 8 | 15.09% | 16 | 30.19% | 19 | 35.85% | 10 | 18.87% | 53 | 100.00% |
| Not Homeless | 8 | 14.81% | 16 | 29.63% | 20 | 37.04% | 10 | 18.52% | 54 | 100.00% |
| Not Foster Care | 8 | 14.81% | 16 | 29.63% | 20 | 37.04% | 10 | 18.52% | 54 | 100.00% |

Grade: 4

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|--------------|------------|-------------|------------------|--------------|----------------------|--------------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 11 | 20.00% | 26 | 47.27% | 16 | 29.09% | 2 | 3.64% | 55 | 98.21% |
| Female | 4 | 17.39% | 11 | 47.83% | 8 | 34.78% | 0 | 0.00% | 23 | 100.00% |
| Male | 7 | 21.88% | 15 | 46.88% | 8 | 25.00% | 2 | 6.25% | 32 | 96.97% |
| Caucasian | 10 | 27.03% | 14 | 37.84% | 12 | 32.43% | 1 | 2.70% | 37 | 97.37% |
| Hispanic | * | 40% or fewer | * | 60% or more | * | 40% or fewer | * | 40% or fewer | 7 | 100.00% |
| Two or More Races | 1 | 9.09% | 7 | 63.64% | 2 | 18.18% | 1 | 9.09% | 11 | 100.00% |
| Economically Disadvantaged | 0 | 0.00% | 6 | 66.67% | 3 | 33.33% | 0 | 0.00% | 9 | 100.00% |
| Not Economically Disadvantaged | 11 | 23.91% | 20 | 43.48% | 13 | 28.26% | 2 | 4.35% | 46 | 97.87% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students With Disabilities | 0 | 0.00% | 2 | 33.33% | 3 | 50.00% | 1 | 16.67% | 6 | 100.00% |
| Students Without Disabilities | 11 | 22.45% | 24 | 48.98% | 13 | 26.53% | 1 | 2.04% | 49 | 98.00% |
| Not Limited English Proficient | 11 | 20.00% | 26 | 47.27% | 16 | 29.09% | 2 | 3.64% | 55 | 98.21% |
| Migrant Students | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Migrant Students | 11 | 20.75% | 24 | 45.28% | 16 | 30.19% | 2 | 3.77% | 53 | 98.15% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Active Duty Parent/Guardian | 11 | 20.37% | 25 | 46.30% | 16 | 29.63% | 2 | 3.70% | 54 | 98.18% |
| Not Homeless | 11 | 20.00% | 26 | 47.27% | 16 | 29.09% | 2 | 3.64% | 55 | 98.21% |
| Not Foster Care | 11 | 20.00% | 26 | 47.27% | 16 | 29.09% | 2 | 3.64% | 55 | 98.21% |

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|--------------|------------|-------------|------------------|--------------|----------------------|--------------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 5 | 9.80% | 32 | 62.75% | 14 | 27.45% | 0 | 0.00% | 51 | 98.08% |
| Female | 3 | 10.71% | 17 | 60.71% | 8 | 28.57% | 0 | 0.00% | 28 | 96.55% |
| Male | 2 | 8.70% | 15 | 65.22% | 6 | 26.09% | 0 | 0.00% | 23 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Caucasian | 4 | 11.43% | 25 | 71.43% | 6 | 17.14% | 0 | 0.00% | 35 | 97.22% |
| Hispanic | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Two or More Races | 0 | 0.00% | 3 | 42.86% | 4 | 57.14% | 0 | 0.00% | 7 | 100.00% |
| Economically Disadvantaged | * | 25% or fewer | * | 75% or more | * | 25% or fewer | * | 25% or fewer | 9 | 100.00% |
| Not Economically Disadvantaged | 5 | 11.90% | 25 | 59.52% | 12 | 28.57% | 0 | 0.00% | 42 | 97.67% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Students With Disabilities | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Students Without Disabilities | 5 | 10.20% | 31 | 63.27% | 13 | 26.53% | 0 | 0.00% | 49 | 98.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Limited English Proficient | 5 | 10.00% | 32 | 64.00% | 13 | 26.00% | 0 | 0.00% | 50 | 98.04% |
| Migrant Students | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Not Migrant Students | 5 | 10.64% | 30 | 63.83% | 12 | 25.53% | 0 | 0.00% | 47 | 97.92% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Not Active Duty Parent/Guardian | 5 | 10.42% | 31 | 64.58% | 12 | 25.00% | 0 | 0.00% | 48 | 97.96% |
| Not Homeless | 5 | 9.80% | 32 | 62.75% | 14 | 27.45% | 0 | 0.00% | 51 | 98.08% |
| Not Foster Care | 5 | 9.80% | 32 | 62.75% | 14 | 27.45% | 0 | 0.00% | 51 | 98.08% |

Grade: 6

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 19 | 41.30% | 16 | 34.78% | 8 | 17.39% | 3 | 6.52% | 46 | 97.87% |
| Female | 6 | 35.29% | 7 | 41.18% | 2 | 11.76% | 2 | 11.76% | 17 | 100.00% |
| Male | 13 | 44.83% | 9 | 31.03% | 6 | 20.69% | 1 | 3.45% | 29 | 96.67% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Caucasian | 15 | 42.86% | 11 | 31.43% | 6 | 17.14% | 3 | 8.57% | 35 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Two or More Races | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 0 | 0.00% | 6 | 85.71% |
| Economically Disadvantaged | * | * | * | * | * | * | * | * | 2 | 66.67% |
| Not Economically Disadvantaged | 18 | 40.91% | 16 | 36.36% | 8 | 18.18% | 2 | 4.55% | 44 | 100.00% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Students With Disabilities | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Students Without Disabilities | 19 | 44.19% | 16 | 37.21% | 7 | 16.28% | 1 | 2.33% | 43 | 97.73% |
| Not Limited English Proficient | 19 | 41.30% | 16 | 34.78% | 8 | 17.39% | 3 | 6.52% | 46 | 97.87% |
| Not Migrant Students | 19 | 41.30% | 16 | 34.78% | 8 | 17.39% | 3 | 6.52% | 46 | 97.87% |
| Not Active Duty Parent/Guardian | 19 | 41.30% | 16 | 34.78% | 8 | 17.39% | 3 | 6.52% | 46 | 97.87% |
| Homeless | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Homeless | 18 | 40.00% | 16 | 35.56% | 8 | 17.78% | 3 | 6.67% | 45 | 97.83% |
| Not Foster Care | 19 | 41.30% | 16 | 34.78% | 8 | 17.39% | 3 | 6.52% | 46 | 97.87% |

Math

Grade: All Grades

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|--------------|------------|-------------|------------------|--------------|----------------------|--------------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 26 | 12.68% | 97 | 47.32% | 69 | 33.66% | 13 | 6.34% | 205 | 98.09% |
| Female | 9 | 9.28% | 44 | 45.36% | 38 | 39.18% | 6 | 6.19% | 97 | 97.98% |
| Male | 17 | 15.74% | 53 | 49.07% | 31 | 28.70% | 7 | 6.48% | 108 | 98.18% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | 0 | 0.00% | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 6 | 100.00% |
| Asian/Pacific Islander | 1 | 16.67% | 3 | 50.00% | 2 | 33.33% | 0 | 0.00% | 6 | 100.00% |
| Caucasian | 21 | 14.69% | 70 | 48.95% | 45 | 31.47% | 7 | 4.90% | 143 | 97.95% |
| Hispanic | 1 | 6.67% | 6 | 40.00% | 6 | 40.00% | 2 | 13.33% | 15 | 100.00% |
| Two or More Races | 3 | 9.09% | 14 | 42.42% | 13 | 39.39% | 3 | 9.09% | 33 | 97.06% |
| Economically Disadvantaged | 3 | 11.11% | 10 | 37.04% | 10 | 37.04% | 4 | 14.81% | 27 | 96.43% |
| Not Economically Disadvantaged | 23 | 12.92% | 87 | 48.88% | 59 | 33.15% | 9 | 5.06% | 178 | 98.34% |
| Disabled With Accommodations | 0 | 0.00% | 1 | 10.00% | 8 | 80.00% | 1 | 10.00% | 10 | 100.00% |
| Students With Disabilities | 0 | 0.00% | 4 | 26.67% | 10 | 66.67% | 1 | 6.67% | 15 | 100.00% |
| Students Without Disabilities | 26 | 13.68% | 93 | 48.95% | 59 | 31.05% | 12 | 6.32% | 190 | 97.94% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Not Limited English Proficient | 26 | 12.87% | 97 | 48.02% | 66 | 32.67% | 13 | 6.44% | 202 | 98.06% |
| Migrant Students | 2 | 16.67% | 2 | 16.67% | 5 | 41.67% | 3 | 25.00% | 12 | 100.00% |
| Not Migrant Students | 24 | 12.44% | 95 | 49.22% | 64 | 33.16% | 10 | 5.18% | 193 | 97.97% |
| Active Duty Parent/Guardian | * | 40% or fewer | * | 60% or more | * | 40% or fewer | * | 40% or fewer | 5 | 100.00% |
| Not Active Duty Parent/Guardian | 25 | 12.50% | 93 | 46.50% | 69 | 34.50% | 13 | 6.50% | 200 | 98.04% |
| Homeless | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Homeless | 26 | 12.75% | 96 | 47.06% | 69 | 33.82% | 13 | 6.37% | 204 | 98.08% |
| Not Foster Care | 26 | 12.68% | 97 | 47.32% | 69 | 33.66% | 13 | 6.34% | 205 | 98.09% |

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|--------------|------------|--------------|------------------|-------------|----------------------|--------------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 7 | 12.96% | 14 | 25.93% | 26 | 48.15% | 7 | 12.96% | 54 | 100.00% |
| Female | 2 | 6.67% | 9 | 30.00% | 16 | 53.33% | 3 | 10.00% | 30 | 100.00% |
| Male | 5 | 20.83% | 5 | 20.83% | 10 | 41.67% | 4 | 16.67% | 24 | 100.00% |
| Alaska Native/American Indian | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Caucasian | 4 | 10.81% | 13 | 35.14% | 16 | 43.24% | 4 | 10.81% | 37 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Two or More Races | 2 | 22.22% | 0 | 0.00% | 6 | 66.67% | 1 | 11.11% | 9 | 100.00% |
| Economically Disadvantaged | 1 | 14.29% | 0 | 0.00% | 4 | 57.14% | 2 | 28.57% | 7 | 100.00% |
| Not Economically Disadvantaged | 6 | 12.77% | 14 | 29.79% | 22 | 46.81% | 5 | 10.64% | 47 | 100.00% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students With Disabilities | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students Without Disabilities | 7 | 14.00% | 14 | 28.00% | 22 | 44.00% | 7 | 14.00% | 50 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Limited English Proficient | 7 | 13.46% | 14 | 26.92% | 24 | 46.15% | 7 | 13.46% | 52 | 100.00% |
| Migrant Students | * | 40% or fewer | * | 40% or fewer | * | 60% or more | * | 40% or fewer | 6 | 100.00% |
| Not Migrant Students | 7 | 14.58% | 14 | 29.17% | 22 | 45.83% | 5 | 10.42% | 48 | 100.00% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Active Duty Parent/Guardian | 7 | 13.21% | 13 | 24.53% | 26 | 49.06% | 7 | 13.21% | 53 | 100.00% |
| Not Homeless | 7 | 12.96% | 14 | 25.93% | 26 | 48.15% | 7 | 12.96% | 54 | 100.00% |
| Not Foster Care | 7 | 12.96% | 14 | 25.93% | 26 | 48.15% | 7 | 12.96% | 54 | 100.00% |

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 7 | 12.96% | 29 | 53.70% | 17 | 31.48% | 1 | 1.85% | 54 | 96.43% |
| Female | 1 | 4.55% | 13 | 59.09% | 8 | 36.36% | 0 | 0.00% | 22 | 95.65% |
| Male | 6 | 18.75% | 16 | 50.00% | 9 | 28.13% | 1 | 3.13% | 32 | 96.97% |
| Caucasian | 5 | 13.89% | 18 | 50.00% | 13 | 36.11% | 0 | 0.00% | 36 | 94.74% |
| Hispanic | 1 | 14.29% | 5 | 71.43% | 1 | 14.29% | 0 | 0.00% | 7 | 100.00% |
| Two or More Races | 1 | 9.09% | 6 | 54.55% | 3 | 27.27% | 1 | 9.09% | 11 | 100.00% |
| Economically Disadvantaged | 1 | 11.11% | 5 | 55.56% | 3 | 33.33% | 0 | 0.00% | 9 | 100.00% |
| Not Economically Disadvantaged | 6 | 13.33% | 24 | 53.33% | 14 | 31.11% | 1 | 2.22% | 45 | 95.74% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students With Disabilities | 0 | 0.00% | 1 | 16.67% | 4 | 66.67% | 1 | 16.67% | 6 | 100.00% |
| Students Without Disabilities | 7 | 14.58% | 28 | 58.33% | 13 | 27.08% | 0 | 0.00% | 48 | 96.00% |
| Not Limited English Proficient | 7 | 12.96% | 29 | 53.70% | 17 | 31.48% | 1 | 1.85% | 54 | 96.43% |
| Migrant Students | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Migrant Students | 6 | 11.54% | 28 | 53.85% | 17 | 32.69% | 1 | 1.92% | 52 | 96.30% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Active Duty Parent/Guardian | 7 | 13.21% | 28 | 52.83% | 17 | 32.08% | 1 | 1.89% | 53 | 96.36% |
| Not Homeless | 7 | 12.96% | 29 | 53.70% | 17 | 31.48% | 1 | 1.85% | 54 | 96.43% |
| Not Foster Care | 7 | 12.96% | 29 | 53.70% | 17 | 31.48% | 1 | 1.85% | 54 | 96.43% |

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 10 | 19.61% | 26 | 50.98% | 12 | 23.53% | 3 | 5.88% | 51 | 98.08% |
| Female | 6 | 21.43% | 13 | 46.43% | 7 | 25.00% | 2 | 7.14% | 28 | 96.55% |
| Male | 4 | 17.39% | 13 | 56.52% | 5 | 21.74% | 1 | 4.35% | 23 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Alaska Native/American Indian | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Caucasian | 10 | 28.57% | 18 | 51.43% | 5 | 14.29% | 2 | 5.71% | 35 | 97.22% |
| Hispanic | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Two or More Races | 0 | 0.00% | 3 | 42.86% | 4 | 57.14% | 0 | 0.00% | 7 | 100.00% |
| Economically Disadvantaged | 1 | 11.11% | 4 | 44.44% | 2 | 22.22% | 2 | 22.22% | 9 | 100.00% |
| Not Economically Disadvantaged | 9 | 21.43% | 22 | 52.38% | 10 | 23.81% | 1 | 2.38% | 42 | 97.67% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Students With Disabilities | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Students Without Disabilities | 10 | 20.41% | 24 | 48.98% | 12 | 24.49% | 3 | 6.12% | 49 | 98.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Limited English Proficient | 10 | 20.00% | 26 | 52.00% | 11 | 22.00% | 3 | 6.00% | 50 | 98.04% |
| Migrant Students | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Not Migrant Students | 9 | 19.15% | 25 | 53.19% | 11 | 23.40% | 2 | 4.26% | 47 | 97.92% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Not Active Duty Parent/Guardian | 9 | 18.75% | 24 | 50.00% | 12 | 25.00% | 3 | 6.25% | 48 | 97.96% |
| Not Homeless | 10 | 19.61% | 26 | 50.98% | 12 | 23.53% | 3 | 5.88% | 51 | 98.08% |
| Not Foster Care | 10 | 19.61% | 26 | 50.98% | 12 | 23.53% | 3 | 5.88% | 51 | 98.08% |

Grade: 6

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|--------------|------------|-------------|------------------|--------------|----------------------|--------------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 2 | 4.35% | 28 | 60.87% | 14 | 30.43% | 2 | 4.35% | 46 | 97.87% |
| Female | 0 | 0.00% | 9 | 52.94% | 7 | 41.18% | 1 | 5.88% | 17 | 100.00% |
| Male | 2 | 6.90% | 19 | 65.52% | 7 | 24.14% | 1 | 3.45% | 29 | 96.67% |
| Asian/Pacific Islander | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Caucasian | 2 | 5.71% | 21 | 60.00% | 11 | 31.43% | 1 | 2.86% | 35 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Two or More Races | * | 40% or fewer | * | 60% or more | * | 40% or fewer | * | 40% or fewer | 6 | 85.71% |
| Economically Disadvantaged | * | * | * | * | * | * | * | * | 2 | 66.67% |
| Not Economically Disadvantaged | 2 | 4.55% | 27 | 61.36% | 13 | 29.55% | 2 | 4.55% | 44 | 100.00% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Students With Disabilities | * | * | * | * | * | * | * | * | 3 | 100.00% |
| Students Without Disabilities | 2 | 4.65% | 27 | 62.79% | 12 | 27.91% | 2 | 4.65% | 43 | 97.73% |
| Not Limited English Proficient | 2 | 4.35% | 28 | 60.87% | 14 | 30.43% | 2 | 4.35% | 46 | 97.87% |
| Not Migrant Students | 2 | 4.35% | 28 | 60.87% | 14 | 30.43% | 2 | 4.35% | 46 | 97.87% |
| Not Active Duty Parent/Guardian | 2 | 4.35% | 28 | 60.87% | 14 | 30.43% | 2 | 4.35% | 46 | 97.87% |
| Homeless | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Homeless | 2 | 4.44% | 27 | 60.00% | 14 | 31.11% | 2 | 4.44% | 45 | 97.83% |
| Not Foster Care | 2 | 4.35% | 28 | 60.87% | 14 | 30.43% | 2 | 4.35% | 46 | 97.87% |

2018-2019 Alaska Science Assessment

Protocol for reporting results (https://education.alaska.gov/tls/assessments/pdf_files/4LevelReportingProtocol.pdf)

Science

Grade: All Grades

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |
| Female | 2 | 8.70% | 7 | 30.43% | 12 | 52.17% | 2 | 8.70% | 23 | 100.00% |
| Male | 9 | 28.13% | 13 | 40.63% | 9 | 28.13% | 1 | 3.13% | 32 | 96.97% |
| Caucasian | 8 | 21.62% | 11 | 29.73% | 16 | 43.24% | 2 | 5.41% | 37 | 97.37% |
| Hispanic | 1 | 14.29% | 3 | 42.86% | 3 | 42.86% | 0 | 0.00% | 7 | 100.00% |
| Two or More Races | 2 | 18.18% | 6 | 54.55% | 2 | 18.18% | 1 | 9.09% | 11 | 100.00% |
| Economically Disadvantaged | 2 | 22.22% | 4 | 44.44% | 3 | 33.33% | 0 | 0.00% | 9 | 100.00% |
| Not Economically Disadvantaged | 9 | 19.57% | 16 | 34.78% | 18 | 39.13% | 3 | 6.52% | 46 | 97.87% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students With Disabilities | 0 | 0.00% | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 6 | 100.00% |
| Students Without Disabilities | 11 | 22.45% | 17 | 34.69% | 19 | 38.78% | 2 | 4.08% | 49 | 98.00% |
| Not Limited English Proficient | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |
| Migrant Students | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Migrant Students | 10 | 18.87% | 19 | 35.85% | 21 | 39.62% | 3 | 5.66% | 53 | 98.15% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Active Duty Parent/Guardian | 11 | 20.37% | 20 | 37.04% | 20 | 37.04% | 3 | 5.56% | 54 | 98.18% |
| Not Homeless | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |
| Not Foster Care | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |

Grade: 4

| | Advanced | | Proficient | | Below Proficient | | Far Below Proficient | | | |
|---------------------------------|----------|---------|------------|---------|------------------|---------|----------------------|---------|--------------|----------------|
| Subgroup | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Total Tested | Percent Tested |
| All Students | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |
| Female | 2 | 8.70% | 7 | 30.43% | 12 | 52.17% | 2 | 8.70% | 23 | 100.00% |
| Male | 9 | 28.13% | 13 | 40.63% | 9 | 28.13% | 1 | 3.13% | 32 | 96.97% |
| Caucasian | 8 | 21.62% | 11 | 29.73% | 16 | 43.24% | 2 | 5.41% | 37 | 97.37% |
| Hispanic | 1 | 14.29% | 3 | 42.86% | 3 | 42.86% | 0 | 0.00% | 7 | 100.00% |
| Two or More Races | 2 | 18.18% | 6 | 54.55% | 2 | 18.18% | 1 | 9.09% | 11 | 100.00% |
| Economically Disadvantaged | 2 | 22.22% | 4 | 44.44% | 3 | 33.33% | 0 | 0.00% | 9 | 100.00% |
| Not Economically Disadvantaged | 9 | 19.57% | 16 | 34.78% | 18 | 39.13% | 3 | 6.52% | 46 | 97.87% |
| Disabled With Accommodations | * | * | * | * | * | * | * | * | 4 | 100.00% |
| Students With Disabilities | 0 | 0.00% | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 6 | 100.00% |
| Students Without Disabilities | 11 | 22.45% | 17 | 34.69% | 19 | 38.78% | 2 | 4.08% | 49 | 98.00% |
| Not Limited English Proficient | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |
| Migrant Students | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Not Migrant Students | 10 | 18.87% | 19 | 35.85% | 21 | 39.62% | 3 | 5.66% | 53 | 98.15% |
| Active Duty Parent/Guardian | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Active Duty Parent/Guardian | 11 | 20.37% | 20 | 37.04% | 20 | 37.04% | 3 | 5.56% | 54 | 98.18% |
| Not Homeless | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |
| Not Foster Care | 11 | 20.00% | 20 | 36.36% | 21 | 38.18% | 3 | 5.45% | 55 | 98.21% |

Extent of Use of Alternate Assessment

Alaska’s students participate in statewide summative assessments that are aligned to state adopted English language arts, mathematics, and science standards. Students take the Performance Evaluation for Alaska Schools (PEAKS) and the Alaska Science Assessment or the Dynamic Learning Maps® (DLM®) Alternate Assessment for students with the most significant cognitive disabilities . The Alternate Assessment is an instructionally relevant system that supports student learning and measures what students with significant cognitive disabilities know and can do. All students are assessed in English Language Arts and Mathematics for grades 3-9 and in Science for grades 4, 8, and 10. The department’s Participation Guidelines for Inclusion of Alaska Students in State Assessments (Dec 2017) outlines the eligibility criteria to determine which students will be administered the Alternate Assessment in all the content areas: English language arts, mathematics, and science.

The tables below describe the number of students who participated in the Alternate Assessment, the number of students who participated in the PEAKS assessment, the total number of students assessed, and the percentage of the total count who participated in the Alternate Assessment, by content area and grade.

Due to the small number of students taking the Alternate Assessment and the necessity to protect student privacy, we are unable to report any data at the school level related to the extent of use of the alternate assessment.

Feedback

Recently the Alaska Department of Education & Early Development (DEED) released the 2017-2018 Report Cards to the Public for each school district and school in Alaska. This new user-friendly website aims to provide clear, common information about all public schools and districts in our State. These report cards to the public contain data and information about academics, school environment, teacher quality, and more. We value your feedback as we strive to make Alaska's District and School Report Cards a user-friendly resource to help inform parents and other stakeholders about how districts and schools are doing. Thank you for your participation in this survey and sharing your thoughts and experience with us.

- District/School Personnel Feedback Survey (<https://www.surveymonkey.com/r/Q86SHXS>)
- Parent Feedback Survey (<https://www.surveymonkey.com/r/QL28KFQ>)

Appendix G

(F.) ADMISSION POLICIES AND PROCEDURES

- Aquarian uses the same calendar of registration as other alternative programs in the ASD.
- Kindergarten students participate in the ASD delayed start. Dates are consistent with the ASD calendar and allow for teachers to meet and assess students for proper and appropriate placement.
- Aquarian follows the ASD online lottery and enrollment guidelines per ASD policy. Lottery dates may be added if school and community needs require.
- Students who have IEP and 504 plans follow the ASD Lottery School Admission Procedures for Special Education Students dated 8/7/2009.
- Aquarian is strictly a “school of choice” and is 100% lottery for ASD students. Parents are encouraged to attend tours and “new-to-school” orientation meetings to be fully informed about the school’s program prior to their child attending the school.
- Each student’s mathematics and language arts skills are frequently assessed to determine proper academic placement within the program. Assessments provided by the publishers of the mathematics curriculum, nationally used language arts assessments, as well as MAP, RTI, and other standardized tests are also used to determine appropriate placement.
- Aquarian will participate in the annual ASD Alternative Schools Fair. Community outreach will occur to encourage a diverse pool of lottery applicants.
- Enrollment policies, access to curriculum, services, and activities of the program are non-discriminatory with regard to religion, language, physical handicap, and national origin of children or their parents.

Appendix H

Aquarian Charter School Lottery Waitlist Numbers by Year

| Mo/Yr | Grade | Total | Mo/Yr | Grade | Total | Mo/Yr | Grade | Total | Mo/Yr | Grade | Total | Mo/Yr | Grade | Total |
|---------------|-------|-------|---------------|-------|-------|---------------|-------|-------|---------------|-------|-------|---------------|-------|-------|
| Jul-16 | K | 77 | Jul-17 | K | 132 | Jul-18 | K | 123 | Jul-19 | K | 123 | Jul-20 | K | 89 |
| | 1 | 139 | | 1 | 106 | | 1 | 141 | | 1 | 141 | | 1 | 118 |
| | 2 | 109 | | 2 | 90 | | 2 | 87 | | 2 | 87 | | 2 | 71 |
| | 3 | 94 | | 3 | 95 | | 3 | 69 | | 3 | 69 | | 3 | 59 |
| | 4 | 71 | | 4 | 75 | | 4 | 68 | | 4 | 68 | | 4 | 48 |
| | 5 | 30 | | 5 | 49 | | 5 | 59 | | 5 | 59 | | 5 | 20 |
| | 6 | 33 | | 6 | 28 | | 6 | 31 | | 6 | 31 | | 6 | 31 |

Appendix I

| 1510 | | 2019 - 2020 | | 2020 - 2021 | 2021 - 2022 | | DETAIL |
|-------------------------|-------------------------------|-------------|-----------|-------------|-------------|---------|--------|
| Aquarian Charter School | | ACTUAL | REVISED | REVISED | PROPOSED | ADOPTED | |
| 1211 | Extra Help Classified | | 1,092 | 2,000 | 2,000 | | |
| 1231 | Teachers Assistants | 246,624 | 225,096 | 238,596 | 234,477 | | |
| 1310 | Elementary Teachers | 1,477,178 | 1,422,669 | 1,513,228 | 1,512,782 | | |
| 1330 | Added Duty Certificated | 13,470 | 10,480 | 9,200 | 6,800 | | |
| 1340 | Dept Chairperson | 500 | 1,840 | 1,840 | 1,840 | | |
| 1371 | Sub Teachers Classified | 40,681 | 53,924 | 40,000 | 40,000 | | |
| 1380 | Personal Leave Certificated | 38,659 | 39,850 | 24,000 | 24,000 | | |
| 1381 | Personal Leave Classified | 26,150 | 25,116 | 25,000 | 25,000 | | |
| 1421 | Bonus Classified | 3,109 | 3,462 | 4,156 | 4,156 | | |
| 1930 | Leave Usage Adj Certificated | -20,342 | -16,764 | | | | |
| 1931 | Leave Usage Adj Classified | -16,241 | -12,407 | | | | |
| 2100 | Group Life | 2,497 | 2,397 | 2,938 | 3,024 | | |
| 2200 | Group Med | 394,800 | 377,556 | 430,608 | 426,540 | | |
| 2500 | Workers' Compensation | 9,986 | 9,026 | 19,356 | 19,282 | | |
| 2550 | Unemployment Insurance | 792 | 2,842 | 2,685 | 2,675 | | |
| 2600 | Social Security | 18,416 | 17,729 | 19,205 | 19,766 | | |
| 2610 | Medicare | 25,554 | 24,616 | 26,941 | 26,840 | | |
| 2700 | Certificated Retirement | 178,494 | 179,113 | 191,448 | 189,437 | | |
| 2800 | Public Employees Retirement | 45,561 | 47,673 | 52,491 | 51,585 | | |
| 3030 | Contracted Svcs Instructional | 1,626 | 1,042 | 1,000 | | | |
| 3130 | Activity/Field Trips | 1,060 | | | | | |
| 3220 | Contracted Svcs Copier Lease | 5,370 | 5,370 | 5,500 | 5,000 | | |
| 3430 | Parking/Mileage In-District | 12 | | | | | |
| 3550 | Postage | | 55 | | | | |
| 3600 | Staff Travel | | 1,098 | | | | |
| 3610 | Staff Registration | | 2,185 | | | | |
| 3613 | Other Registration/Membership | 8,138 | 3,957 | | | | |
| 3614 | Other Memberships | | | | 700 | | |
| 3980 | Unallocated Adjustments | 1,784,361 | 307,149 | 36,030 | | | |
| 4020 | Textbooks | 265 | 1,766 | 2,000 | 1,800 | | |
| 4040 | Teaching Supplies | 72,114 | 75,333 | 50,025 | 65,808 | | |
| 5400 | Expendable Equipment | 2,097 | 1,474 | 2,000 | 1,500 | | |
| 5415 | Furniture & Fixtures | 7,271 | 2,195 | 4,000 | | | |
| 5420 | Tagged Equipment | 915 | -115 | 2,000 | | | |
| 151001 | Aquarian Regular Instruction | 4,369,117 | 2,816,819 | 2,706,247 | 2,665,012 | | |
| 1280 | Librarians | 69,690 | 72,437 | 75,268 | 76,649 | | |
| 1330 | Added Duty Certificated | | | 800 | 400 | | |

| 1510 | | 2019 - 2020 | | 2020 - 2021 | 2021 - 2022 | | DETAIL |
|-------------------------|-------------------------------|-------------|---------|-------------|-------------|---------|--------|
| Aquarian Charter School | | ACTUAL | REVISED | REVISED | PROPOSED | ADOPTED | |
| 1380 | Personal Leave Certificated | 1,820 | 2,002 | 1,000 | 1,000 | | |
| 1930 | Leave Usage Adj Certificated | | -808 | | | | |
| 2100 | Group Life | 97 | 97 | 108 | 108 | | |
| 2200 | Group Med | 19,740 | 20,340 | 20,340 | 20,340 | | |
| 2500 | Workers' Compensation | 391 | 380 | 814 | 824 | | |
| 2550 | Unemployment Insurance | 29 | 105 | 111 | 113 | | |
| 2610 | Medicare | 1,000 | 1,029 | 1,117 | 1,132 | | |
| 2700 | Certificated Retirement | 6,934 | 9,017 | 9,554 | 9,677 | | |
| 4030 | Library A/V Supplies | 574 | 178 | 500 | 400 | | |
| 151003 | Aquarian Library Services | 100,275 | 104,777 | 109,612 | 110,643 | | |
| 1201 | Clerical | 72,839 | 74,953 | 80,339 | 81,886 | | |
| 1211 | Extra Help Classified | | | 500 | 500 | | |
| 1381 | Personal Leave Classified | 9,883 | 10,861 | 800 | 800 | | |
| 1421 | Bonus Classified | 1,000 | 1,600 | 1,000 | 1,000 | | |
| 1931 | Leave Usage Adj Classified | -10,152 | -6,746 | | | | |
| 2100 | Group Life | 97 | 97 | 108 | 108 | | |
| 2200 | Group Med | 39,480 | 39,480 | 39,480 | 39,480 | | |
| 2500 | Workers' Compensation | 414 | 402 | 876 | 892 | | |
| 2550 | Unemployment Insurance | 34 | 128 | 119 | 122 | | |
| 2600 | Social Security | 4,459 | 4,531 | 5,124 | 5,220 | | |
| 2610 | Medicare | 1,043 | 1,060 | 1,198 | 1,221 | | |
| 2800 | Public Employees Retirement | 12,228 | 16,316 | 17,675 | 18,015 | | |
| 3050 | Equipment Repair | | | 400 | 400 | | |
| 3230 | Advertising | 1,625 | | | | | |
| 3430 | Parking/Mileage In-District | 202 | 159 | 200 | 150 | | |
| 3550 | Postage | | 7 | 200 | 150 | | |
| 4010 | Office Supplies | 616 | 648 | 1,000 | 700 | | |
| 4200 | Custodial Supplies | 109 | | | | | |
| 5400 | Expendable Equipment | 290 | 213 | 500 | 300 | | |
| 151004 | Aquarian Administration Suppt | 134,167 | 143,709 | 149,519 | 150,944 | | |
| 1381 | Personal Leave Classified | 11,437 | 10,325 | 12,000 | 12,000 | | |
| 1421 | Bonus Classified | 1,000 | 1,000 | 1,000 | 1,000 | | |
| 1701 | Custodians | 80,541 | 89,380 | 71,815 | 74,201 | | |
| 1801 | Maintenance | 29,803 | 26,437 | 16,000 | 16,000 | | |
| 1931 | Leave Usage Adj Classified | -6,077 | -10,480 | | | | |
| 2100 | Group Life | 97 | 97 | 108 | 108 | | |
| 2200 | Group Med | 38,160 | 37,200 | 37,200 | 38,640 | | |

| 1510 | | 2019 - 2020 | | 2020 - 2021 | 2021 - 2022 | | DETAIL |
|-------------------------|-------------------------------|-------------|---------|-------------|-------------|---------|--------|
| Aquarian Charter School | | ACTUAL | REVISED | REVISED | PROPOSED | ADOPTED | |
| 2500 | Workers' Compensation | 4,310 | 4,233 | 6,555 | 6,732 | | |
| 2550 | Unemployment Insurance | 54 | 201 | 146 | 149 | | |
| 2600 | Social Security | 6,802 | 6,826 | 6,251 | 6,398 | | |
| 2610 | Medicare | 1,591 | 1,620 | 1,462 | 1,496 | | |
| 2700 | Certificated Retirement | 961 | | | | | |
| 2800 | Public Employees Retirement | 24,290 | 24,602 | 19,319 | 19,844 | | |
| 3050 | Equipment Repair | 89 | | | | | |
| 3070 | Contracted Svcs Grounds | 35,007 | 4,293 | | 5,000 | | |
| 3080 | Contracted Svcs Buildings | 40,000 | -39,350 | | 650 | | |
| 3500 | Heat For Buildings | 16,334 | 16,823 | 20,000 | 20,000 | | |
| 3510 | Water & Sewer | 5,137 | 4,069 | 7,000 | 5,000 | | |
| 3520 | Electricity | 50,923 | 50,283 | 55,000 | 50,000 | | |
| 3530 | Telephone | 3,370 | 4,769 | 3,500 | 4,500 | | |
| 3540 | Refuse | 6,204 | 4,720 | 7,150 | 4,621 | | |
| 4200 | Custodial Supplies | 5,376 | 4,280 | 6,000 | 4,500 | | |
| 4250 | Bldgs/Grounds Supplies | 12,829 | 10,932 | 22,500 | 10,500 | | |
| 151005 | Aquarian Ops & Maint | 368,238 | 252,360 | 293,006 | 281,339 | | |
| 3100 | Legal Fees | | 2,601 | | | | |
| 6070 | Liability Insurance | 10,412 | 19,851 | 21,000 | 27,000 | | |
| 151006 | Aquarian Liability | 10,412 | 22,452 | 21,000 | 27,000 | | |
| 1240 | Nurses | 41,502 | 43,280 | 45,114 | 46,080 | | |
| 1380 | Personal Leave Certificated | 1,096 | 1,192 | 250 | 250 | | |
| 1930 | Leave Usage Adj Certificated | | -241 | | | | |
| 2100 | Group Life | 97 | 97 | 108 | 108 | | |
| 2500 | Workers' Compensation | 233 | 227 | 483 | 493 | | |
| 2550 | Unemployment Insurance | 8 | 32 | 66 | 67 | | |
| 2610 | Medicare | 611 | 645 | 658 | 672 | | |
| 2700 | Certificated Retirement | 4,074 | 5,388 | 5,666 | 5,788 | | |
| 3613 | Other Registration/Membership | 360 | | | | | |
| 4050 | Health Supplies | 625 | 388 | 500 | 500 | | |
| 151008 | Aquarian Support Students | 48,606 | 51,008 | 52,845 | 53,958 | | |
| 1231 | Teachers Assistants | 27,836 | 28,988 | 27,763 | 28,894 | | |
| 1330 | Added Duty Certificated | 2,000 | 2,990 | 1,200 | 1,200 | | |
| 1360 | Special Service Teachers | 65,928 | 113,586 | 164,506 | 164,506 | | |
| 1371 | Sub Teachers Classified | | 9,450 | | | | |
| 1380 | Personal Leave Certificated | 1,723 | 2,621 | 400 | 400 | | |
| 1381 | Personal Leave Classified | 4,128 | 4,083 | | | | |

| 1510 | | 2019 - 2020 | | 2020 - 2021 | 2021 - 2022 | | DETAIL |
|-------------------------|-------------------------------|-------------|---------|-------------|-------------|---------|--------|
| Aquarian Charter School | | ACTUAL | REVISED | REVISED | PROPOSED | ADOPTED | |
| 1421 | Bonus Classified | 375 | 375 | 375 | 375 | | |
| 1930 | Leave Usage Adj Certificated | | -765 | | | | |
| 1931 | Leave Usage Adj Classified | | -4,939 | | | | |
| 2100 | Group Life | 146 | 185 | 270 | 270 | | |
| 2200 | Group Med | 39,480 | 48,216 | 60,420 | 60,420 | | |
| 2500 | Workers' Compensation | 539 | 816 | 2,074 | 2,086 | | |
| 2550 | Unemployment Insurance | 42 | 196 | 281 | 282 | | |
| 2600 | Social Security | 1,584 | 2,217 | 1,745 | 1,815 | | |
| 2610 | Medicare | 1,338 | 2,200 | 2,817 | 2,833 | | |
| 2700 | Certificated Retirement | 8,532 | 14,512 | 20,813 | 20,813 | | |
| 2800 | Public Employees Retirement | 6,114 | 5,938 | 6,108 | 6,357 | | |
| 3613 | Other Registration/Membership | 230 | 100 | | | | |
| 4040 | Teaching Supplies | 1,739 | 527 | 1,000 | 1,000 | | |
| 5400 | Expendable Equipment | | | 500 | 500 | | |
| 5420 | Tagged Equipment | | | 500 | | | |
| 151009 | Aquarian Se Instruction | 161,734 | 231,296 | 290,772 | 291,751 | | |
| 1231 | Teachers Assistants | 21,368 | 23,488 | 24,770 | 26,067 | | |
| 1310 | Elementary Teachers | | 83,500 | 85,858 | 85,858 | | |
| 1371 | Sub Teachers Classified | | 1,650 | | | | |
| 1380 | Personal Leave Certificated | | 2,294 | 500 | 500 | | |
| 1381 | Personal Leave Classified | 2,920 | 3,209 | 300 | 300 | | |
| 1421 | Bonus Classified | 375 | 375 | 375 | 375 | | |
| 1931 | Leave Usage Adj Classified | -2,464 | -1,988 | | | | |
| 2100 | Group Life | 44 | 146 | 162 | 162 | | |
| 2200 | Group Med | 19,740 | 40,080 | 40,080 | 40,080 | | |
| 2500 | Workers' Compensation | 122 | 573 | 1,188 | 1,202 | | |
| 2550 | Unemployment Insurance | 7 | 173 | 162 | 163 | | |
| 2600 | Social Security | 1,174 | 1,393 | 1,578 | 1,658 | | |
| 2610 | Medicare | 275 | 1,530 | 1,621 | 1,640 | | |
| 2700 | Certificated Retirement | | 10,395 | 10,784 | 10,784 | | |
| 2800 | Public Employees Retirement | 3,738 | 5,141 | 5,449 | 5,735 | | |
| 3030 | Contracted Svcs Instructional | 525 | | | | | |
| 4020 | Textbooks | 1,181 | | | | | |
| 4040 | Teaching Supplies | 1,089 | 819 | 1,500 | 700 | | |
| 5400 | Expendable Equipment | | | 500 | 500 | | |
| 151010 | Aquarian Gifted | 50,094 | 172,778 | 174,827 | 175,724 | | |
| 1231 | Teachers Assistants | 19,656 | 21,639 | 24,802 | | | |

| 1510 | | 2019 - 2020 | | 2020 - 2021 | 2021 - 2022 | | DETAIL |
|-------------------------|-------------------------------|-------------|-----------|-------------|-------------|---------|--------|
| Aquarian Charter School | | ACTUAL | REVISED | REVISED | PROPOSED | ADOPTED | |
| 1381 | Personal Leave Classified | 2,129 | 2,355 | | | | |
| 1421 | Bonus Classified | 438 | 1,238 | 438 | | | |
| 1931 | Leave Usage Adj Classified | -1,399 | -1,897 | | | | |
| 2100 | Group Life | 49 | 49 | 54 | | | |
| 2200 | Group Med | 19,740 | 19,740 | 19,740 | | | |
| 2500 | Workers' Compensation | 113 | 120 | 270 | | | |
| 2550 | Unemployment Insurance | 9 | 37 | 36 | | | |
| 2600 | Social Security | 1,165 | 1,323 | 1,565 | | | |
| 2610 | Medicare | 272 | 309 | 366 | | | |
| 2800 | Public Employees Retirement | 3,499 | 4,760 | 5,456 | | | |
| 4040 | Teaching Supplies | | 4 | 500 | | | |
| 5400 | Expendable Equipment | | | 500 | | | |
| 5415 | Furniture & Fixtures | | | 500 | | | |
| 151012 | Aquarian Se Intensive Instr | 45,671 | 49,677 | 54,227 | | | |
| 1300 | Principals | 111,114 | 74,803 | 101,059 | 103,080 | | |
| 1330 | Added Duty Certificated | | 3,036 | | | | |
| 1350 | Added Days Certificated | 4,604 | 12,321 | 2,000 | 2,000 | | |
| 1420 | Bonus Certificated | 1,000 | | 750 | 750 | | |
| 2100 | Group Life | 305 | 229 | 323 | 330 | | |
| 2200 | Group Med | 19,740 | 14,315 | 20,340 | 20,340 | | |
| 2500 | Workers' Compensation | 655 | 473 | 1,111 | 1,132 | | |
| 2550 | Unemployment Insurance | 53 | 155 | 150 | 153 | | |
| 2600 | Social Security | -42 | | | | | |
| 2610 | Medicare | 1,641 | 1,279 | 1,505 | 1,535 | | |
| 2700 | Certificated Retirement | 13,313 | 11,076 | 12,944 | 13,198 | | |
| 3610 | Staff Registration | 298 | | | | | |
| 3613 | Other Registration/Membership | 250 | | | | | |
| 5400 | Expendable Equipment | | 80 | 400 | 500 | | |
| 5415 | Furniture & Fixtures | | 471 | | | | |
| 151013 | Aquarian Administration | 152,931 | 118,238 | 140,582 | 143,018 | | |
| PROGRAM Total: | | 5,441,245 | 3,963,114 | 3,992,637 | 3,899,389 | | |

**Anchorage School District
Projected Annual Funding
Aquarian Charter Funding Projections
FY 2021-22 and FY 2022-23**

| Summary of General Fund Sources | Line | Aquarian FY 2021-22 | Aquarian FY 2022-23 |
|---|------|--------------------------------|--------------------------------|
| | | | |
| Total Local Contribution | 1 | 1,577,364 | 1,577,364 |
| Local Interest Earnings (projected) | 2 | 14,679 | 14,679 |
| Total State Foundation Funding (line #20) | 3 | 2,396,096 | 2,396,096 |
| State Funding Outside BSA | 4 | - | - |
| State Education Raffle | 5 | 1,101 | 1,101 |
| Total Federal Impact Aid (projected) | 6 | 116,116 | 116,116 |
| Total General Fund Sources | 7 | 4,105,356 | 4,105,356 |
| Related Services Personnel (based on AADM) | 8 | (57,441) | (57,441) |
| Net Funding (used to calculate I/C) | 9 | 4,047,915 | 4,047,915 |
| Indirect Cost (4% of funding less ops and maint) | 10 | (148,126) | (148,126) |
| Repayment of prior ASD funding | 11 | | |
| Other Changes to School Funding | 12 | - | - |
| Total Adjustments to Net Funding | 13 | (148,126) | (148,126) |
| Total School Budget | 14 | 3,899,789 | 3,899,789 |

| Foundation Formula Calculations [DEED] | Line | Aquarian FY 2021-22 | Aquarian FY 2022-23 |
|--|------|------------------------|------------------------|
| | | | |
| Base Student Allocation (BSA) | 1 | 5,930 | 5,930 |
| Average Daily Membership (ADM) | 2 | 380.00 | 380.00 |
| Correspondence ADM | 3 | - | - |
| Total ADM (including Correspondence) | 4 | 380.00 | 380.00 |
| Total ADM (not including Correspondence) | 4n | 380.00 | 380.00 |
| School Size Adjustment | 5 | 452.20 | 452.20 |
| FY20 SS Adjusted ADM | 5b | 454.24 | 454.24 |
| Percent Reduction | 5c | -0.45% | -0.45% |
| Hold Harmless Funding | 5d | - | - |
| Special Needs Factor (line #5 X 1.2) | 6 | 542.64 | 542.64 |
| CTE Factor (line #6 X 1.015; Secondary) | 7 | 550.78 | 550.78 |
| SPED Intensive | 8 | - | - |
| Intensive Adjustment (line #8 X 13) | 9 | - | - |
| Total Student + SPED (line #7 + Line #9) | 10 | 550.78 | 550.78 |
| Correspondence ADM - 90% (line #3 X 0.9) | 11 | - | - |
| District adjusted ADM (line #10 + Line #11) | 12 | 550.78 | 550.78 |
| Basic need (line #13 X line #1) | 13 | 3,266,123 | 3,266,123 |
| Required local effort 2.65 mils (line # 21 X .00265) | 14 | 824,129 | 824,129 |
| Eligible Federal Impact Aid | 15 | 117,434 | 117,434 |
| Required Local Effort | 16a | 824,129 | 824,129 |
| Total Local Revenue [1] | 16b | 1,592,043 | 1,592,043 |
| Impact Aid % (line #16a/line #16b) | 16c | 51.77% | 51.77% |
| 90% Deductible FIA (line #15 X line #16 X .90) | 17 | 54,711 | 54,711 |
| Total State Aid (line #13 - lines #14 and #15) | 18 | 2,387,283 | 2,387,283 |
| Quality Schools - \$16/adj. adm (line #12 X \$16) | 19 | 8,812 | 8,812 |
| State funding formula (line #18 + line #19) | 20 | 2,396,096 | 2,396,096 |
| Reduced SOA funding appropriation | 20a | - | - |
| Net State aid | 20b | 2,396,096 | 2,396,096 |
| 2020 full property value | 21 | 42,371,774,970 | 42,371,774,970 |
| Additional Allowable Local Contributions | 22 | 753,235 | 753,235 |
| 23% of Basic Need | 22a | 751,208 | 751,208 |
| 23% of State Increments Outside of BSA | 22b | - | - |
| 23% of Quality Schools | 22c | 2,027 | 2,027 |
| Maximum Local Contribution (line #14 + line #22) | 23 | 1,577,364 | 1,577,364 |

Appendix K

Appendix L

(P.) FOOD SERVICE

Students will bring their own lunches and eat in the multi-purpose room or classrooms. Hot water and a limited number of microwaves will be available. Students will also bring their own personal snacks for a mid-morning break. To meet the needs of the school community, Aquarian may utilize an external vendor to offer lunches for students. The vendor must be licensed and in compliance with all applicable local, state, and federal laws.

Appendix M

Aquarian occupies an Anchorage School District owned facility. Aquarian and the District are working together to create an updated lease agreement. Aquarian was approved for bond funding to update the boiler, roof, and perform other critical maintenance on the building in 2020. Repairs are expected to continue through 2022. Aquarian intends to continue to occupy the District owned facility.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) between the Anchorage School District (the “District or ASD”) and the Aquarian Charter School Academic Policy Committee (“Charter School”), shall be effective as of November 26, 2019 (the “Effective Date”).

WHEREAS, the District currently provides to Charter School the below-described Facility for use as a public charter school:

NORTHERN LIGHTS SCHOOL, located at 1705 W 32nd Ave, Anchorage, Alaska 99517, inclusive of a 25,080 sq. ft. facility and 314,328 sq. ft. property parcel.

; and,

WHEREAS, Charter School continues to use and occupy the Facility, as specified in the Charter School Contract executed on January 13, 2012 between the Aquarian Charter School and the Anchorage School Board (“Charter Contract”); and,

WHEREAS, on November 19, 2019, the Anchorage School Board voted to include the ASD facility that houses Aquarian on the 2020 bond for \$6.8 million dollars for capital improvements.

NOW THEREFORE, the District and Charter School agree to the following:

1. **USE OF DISTRICT FACILITY:** The use of the facility shall comply with all Federal, State, local statutes, Anchorage School Board policy, and the Charter Contract.
2. **FACILITY USE FEES:** The fees charged by the District to the Charter School for occupancy will be in conformance with Section 1. USE OF DISTRICT FACILITY, and will represent the costs to operate the facility. The District will continue to deduct from Charter School’s budget the fees for custodial/utility/maintenance on a monthly basis. The fees will represent actual costs without any administrative markup.
3. **TERM:** This term of the MOU shall commence on November 26, 2019 (the “Effective Date”) and shall expire on May 21, 2020 (the “Expiration Date”).
4. **USE AND OCCUPANCY:** During the term of the MOU, ASD shall immediately address any failures to building systems components that cause a health and safety issue. The Charter School shall be charged for maintenance repairs or replacement of building system components. This will include the costs of emergency major maintenance repairs and replacement of components to the facility. However, the Charter School’s obligation for emergency repairs will be limited to two hundred fifty thousand dollars (\$250,000) within the term of this agreement.

5. **ADDITIONS/ALTERATIONS:** As Charter School occupies District-owned facilities, additions and/or alterations will require prior approval, management, and oversight by the District's Senior Director of Purchasing and Senior Director of Capital Planning and Construction ("CP&C"). All design and construction work done on the Facility will comply with Board Policies 3311 and 3312.
6. **MAINTENANCE REQUESTS:** The District will continue to respond to repair maintenance requests from Charter School, which will be charged at actual costs to Charter School through the District's Maintenance and Operations Work Order System. ASD will determine if repair or replacement is appropriate.
7. **RESPONSIBILITIES OF CHARTER SCHOOL:** Charter School shall keep the Facility in good working order and shall inform the District of any maintenance issues as they arise, such that the Facility remains in compliance with all applicable health and safety requirements.
8. **ACCESS AND INSPECTION:** The District and its representatives may need to enter and inspect the Facility at any time. No advance notice shall be required; however, the District shall endeavor to reasonably schedule access as to not interfere with daily school activities.
9. **INSURANCE:** Charter School is currently maintaining acceptable insurance coverage and will continue to do so.
10. **COSTS TO CHARTER SCHOOL:** Any services provided by the District to Charter School will be billed at actual cost, without mark-up.
11. **MISCELLANEOUS PROVISIONS:**
 - a. Notices: All notices or other written communication required or permitted to be given under any provision of this MOU shall be deemed to have been given by the notifying Party if mailed by certified mail, return receipt requested, to the receiving Party addressed to its mailing address.
 - b. Non-Waiver of Rights: Any failure of the District to insist upon performance of any provision of this MOU, or to exercise any right, remedy or option provided herein, shall neither be construed as a waiver of the right to assert any of the same or to rely on any such terms or conditions at any time thereafter, nor in any way affect the validity of this MOU.
 - c. Severability: If any covenant, condition, term, or provision contained in this MOU is held or determined to be invalid, illegal, or unenforceable in any respect, in whole or in part, such covenant, condition, term, or provision shall be severed from this MOU, and the remaining covenants, conditions, terms and provisions contained herein shall continue in force and effect, and shall in no way be affected, prejudiced or disturbed thereby.

- d. Applicable Law: This MOU shall be governed by and construed under the laws of the State of Alaska, without regard to its laws relating to conflict of laws.
- e. Interpretation: The captions and headings used in this MOU are solely for the convenience of the Parties, and shall not be used in the interpretation of the text of this MOU. No conflict, ambiguity, or doubtful interpretation shall be construed against the drafter.
- f. Third Party Beneficiaries: This MOU does not create, and shall not be construed as creating, any rights or interests enforceable by any person not a party to this MOU.

ANCHORAGE SCHOOL DISTRICT

By

Thomas J. Roth
Chief Operating Officer

Date

19 DECEMBER 2019

AQUARIAN ACADEMIC
POLICY COMMITTEE

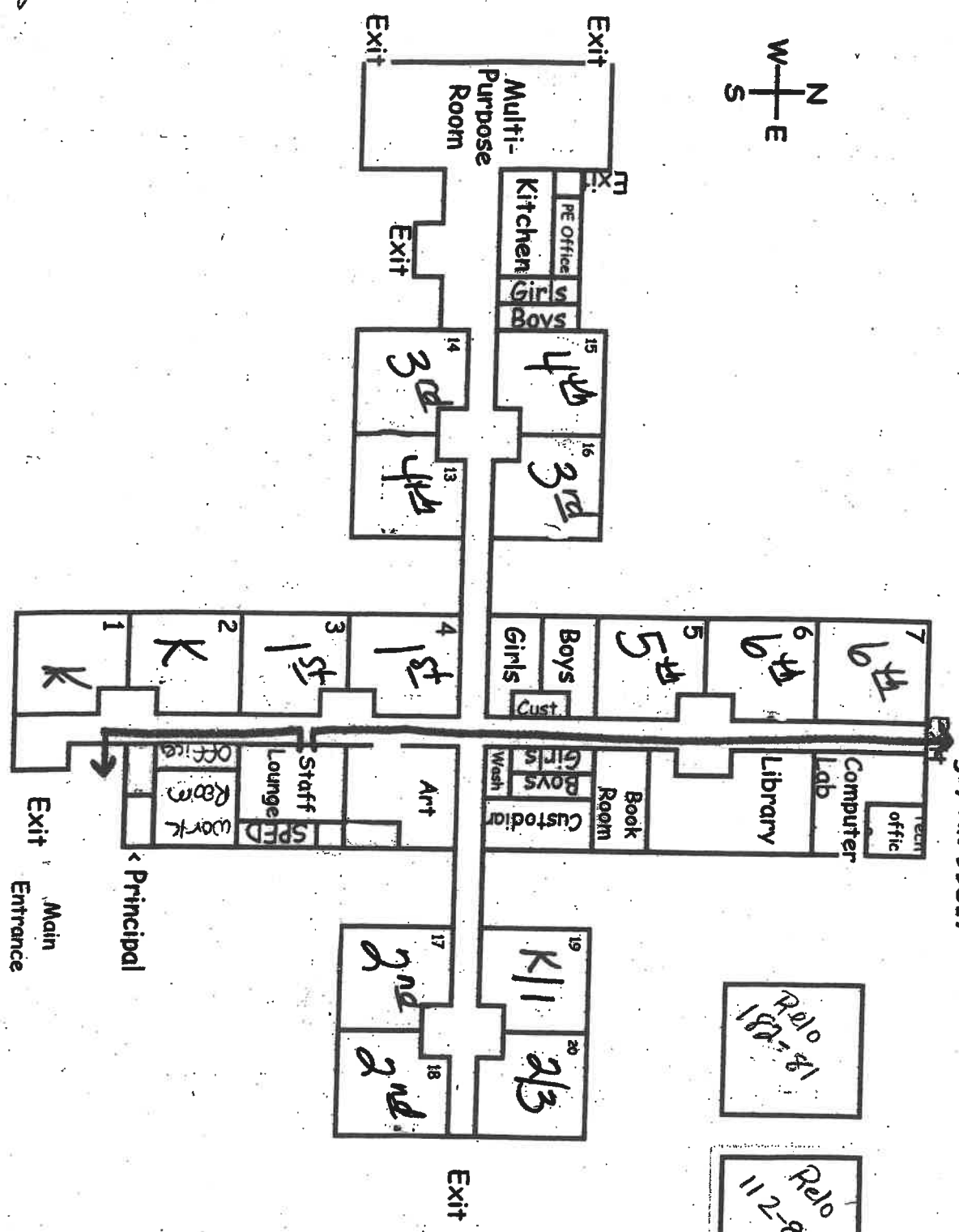
By

Chair

Date

11/26/19

Aquarian Charter School
 1705 W. 32nd Avenue Anchorage, AK 99517



Play
ground
Relo

147-93

Relo
182-81

Relo
112-80

Appendix N

AQUARIAN CHARTER SCHOOL COMPLAINT RESOLUTION POLICY

Communication is paramount within the Aquarian Charter School community. Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's principal/supervisor. The formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted.

INFORMAL COMPLAINT RESOLUTION

Complaints should be first directed to the staff member involved in order to work through the problem to get it resolved.

If talking with the staff member directly does not resolve the complaint, document (write) the complaint and attach any other related documentation. Send the written complaint to the principal. The principal will get back to you within three days to schedule a conference to assist you in resolving the difficulty. The principal will decide upon a course of action that is in the best interest of the school.

FORMAL COMPLAINT RESOLUTION

If communication with the principal does not satisfactorily resolve the issue, contact an APC member. Send the written complaint and any related paperwork. If the APC member feels further review is warranted, he/she may offer to accompany you to a meeting with the principal to resolve the issue.

If a meeting between the APC member, complainant, and the principal does not result in a satisfactory resolution, a subcommittee (three APC members) will be appointed by the Chair to conduct a hearing and make a ruling. The ruling of the subcommittee shall be final and binding unless appealed to the District.

The process to appeal to the District is excerpted below from SBP 333.97:

d. District Appeal

Any party directly involved in the complaint may appeal the Academic Policy Committee's decision to the Anchorage School District. Appeals must be in writing and signed by the person bringing the appeal. In addition, all appeals will include the following information:

- (1) a clear, concise statement of the complaint or dispute;
- (2) a statement of the steps by which the Charter School's complaint resolution process has been followed, or the reasons that process could not be followed; and

(3) a proposed remedy or resolution.

Ordinarily, if the complaint resolution process has not been followed or completed, the appeal will be referred back to the Charter School for completion of that process.

e. District Review

The Superintendent or designee shall review the written appeal and may conduct such other investigation as he or she deems appropriate. At his or her discretion, a hearing may be held by the Superintendent, designee, or hearing officer. A written decision shall be issued promptly, but in any event within 30 days unless extenuating circumstances require more time.

f. School Board Review

A party to the dispute or complaint may request that the School Board review the Superintendent's decision. The decision will be presented as a Board Memorandum for approval, modification, or rejection, and the Board will take such action as it deems appropriate.

g. Standard of Review

The Academic Policy Committee should remain free to make reasonable discretionary decisions concerning the operation of the Charter School without interference from the Board or District except as stated in this policy. The Academic Policy Committee's decision will not be reversed or modified unless clearly required for health or safety reasons, or to comply with law, collective bargaining agreements, the Charter School Contract, or School Board Policies with which the Charter School is required to comply.

h. Charter School Complaints

If a charter school believes the District's actions or inactions are inappropriate, it should attempt to resolve that situation informally. In addition, the Academic Policy Committee may file a complaint with the District pursuant to the procedures set out in 333.97(d) – (g), above, except that d(2) is not applicable.

(These procedures will not apply to matters of discipline of specific students, personnel matters relating to specific employees, other than the principal of the charter school. Also excluded from this policy are allegations of criminal activity or of acts or conditions tending to create immediate risk of serious harm to the health and safety of others. In these cases, a report should be immediately made to the Superintendent or designee, or to the appropriate state or municipal enforcement agency. *See SBP 333.97.*)

Appendix O



Anchorage School District

2021-22 School Year Calendar*

S M T W T F S

July

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | 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 | 31 |

August

| | | | | | | |
|----|----|------|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | PK/K | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

September

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | 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 | | |

October

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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 |
| 31 | | | | | | |

November

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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 | | | | |

December

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | 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 | 31 | |

JULY

4 Independence Day holiday

AUGUST

12 Teachers' first day

13/16 State released professional development days**

17 Classes begin

24 Classes begin for Preschool/Kindergarten†

SEPTEMBER

6 Labor Day holiday**

OCTOBER

15 State released professional development day. End of first quarter.**

20/21 Parent/Teacher conference days

22 State released professional development day**

NOVEMBER

11 State released professional development day**

25-26 Thanksgiving holiday**

DECEMBER

16 Classes end

17 State released grade reporting day. End of second quarter.**

20-31 Winter break**

JANUARY

3 Classes begin

17 Martin Luther King Jr. holiday**

FEBRUARY

16/17 Parent/Teacher conference days

18 State released professional development day**

21 Presidents Day holiday**

MARCH

4 State released grade reporting day. End of third quarter.**

7-11 Spring Break**

MAY

19 Classes end. End of fourth quarter.

20 Teachers' last day.

30 Memorial Day holiday

() Beginning, end of quarter

Q1-40, Q2-42, Q3-41, Q4-49

S M T W T F S

January

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|----|----|----|----|----|----|----|
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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 | 31 | | | | | |

February

| | | | | | | |
|----|----|----|----|----|----|----|
| | | 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 | | | | | |

March

| | | | | | | |
|----|----|----|----|----|----|----|
| | | 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 | 31 | | |

April

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | | 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 |

May

| | | | | | | |
|----|----|----|----|----|----|----|
| 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 | 31 | | | | |

June

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | 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 | | |

Aquarian Schedule

Monday – Friday

2021/2022

| | |
|-------------------------------|------------|
| First Bell: | 8:15 |
| School Begins – Tardy Bell | 8:30 |
| K-6 Math Blocking | 8:30-9:45 |
| LUNCH/RECESS: | 12:35-1:35 |
| Student pick up – all grades | 3:15 |
| After School Activities (ASA) | 3:15-4:15 |