



Fronteras Spanish Immersion Charter School
Renewal Application

2022 – 2032

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Section 1: Establishment of the Charter at the local level

i. Primary purpose

ii. 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)

Fronteras Spanish Immersion Charter School is a K-8 public charter school offering language immersion education in the Mat-Su Borough School District (MSBSD). Our mission is to provide interested MSBSD students and families with a comprehensive and challenging immersion education that encourages a home and school partnership. Our immersion program focuses on both academic standards and the acquisition of a second language. Fronteras utilizes the partnership of parents, community resources, technology, and highly qualified, skilled instructors to provide high academic success and global-minded individuals.

Fronteras is unique because we are the only language immersion public charter school in our school district. Fronteras is a two-way immersion model, meaning all students receive instruction in both English and the target language, Spanish. Fronteras' instruction is distinctive, in that we do not teach Spanish; we teach **IN** Spanish. Fronteras is a 50-50 immersion model, which means our students receive academic instruction in the target language for half of the school day. Because of the high number of Spanish speaking instructional staff (teachers and tutors), the target language is supported during 'English' time as well, resulting in exposure to Spanish being as much as 80% in a school day.

An education at Fronteras Spanish Immersion Charter School includes meeting local and state standards, as well as school-designed Spanish language standards. Because World Language standards for grades K-8 do not exist yet, Fronteras staff worked diligently over a two year period to outline developmentally appropriate Spanish standards for reading, writing, and speaking. Staff used the district's 9th grade World Language Spanish standards as a guide, and worked backward to assign desired outcomes for students in grades K-8. In addition, staff pulled from their own personal experience when learning English in their home country or at a university for dual language certification, to design age appropriate Spanish expectations. Each spring, standards are revisited to determine the appropriateness of each assigned standard. Fronteras prides itself on an academic program that is delivered by highly qualified educators. In addition to certified instructional staff, student learning is enriched with the added benefit of our instructional tutors. As Fronteras continues to evolve, our program only gets stronger. We grow from each year's trials as well as triumphs.

Our families play an important and active role at Fronteras. Each family is encouraged to complete four (4) hours of volunteer time each month, for a total of 36 hours per school year, regardless of how many children are enrolled. Volunteer opportunities include time spent inside and outside of the building. In addition to volunteering during the school day; parents, guardians, and family members are invited to lead After School Enrichment Clubs each quarter. At any one time, Fronteras volunteers may offer up to a dozen different Enrichment Clubs in a single quarter. Because of the exceptional parent involvement in our school, our competitive sports and extra-curricular academic programs have grown to include wrestling, volleyball, basketball, archery, JNYO, Geography Bee, and Battle of the Books, to name a few.

Section 1: Establishment of the Charter at the local level

School information is shared with families via school website, emails, district website, Facebook, mass messaging, phone calls, and texts. In addition, all families are invited to attend our Academic Policy Committee Meetings.

iii. School Board approval

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)*

Evidence will be provided after the Mat-Su School Board approves the charter renewal. See Appendix A for meeting minutes.

iii. Evidence of signed contract

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 will be provided after the Mat-Su School Board approves the charter renewal. The signed contract with all required elements is in Appendix B.

iv. Charter by-laws

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)*

Fronteras' By-Laws are in Appendix C. The current bylaws were revised and adopted by the APC on May 26, 2021.

v. APC

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)*

The list of APC members and their qualifications can be found in Appendix D

Section 2: Organization and Administration

i. Administration of charter school

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)

Fronteras Spanish Immersion Charter School staff consists of 1.0 FTE certificated administrator, 17.0 FTE certificated teachers, 1.0 FTE certificated teacher with special education endorsement, 4.0 FTE tutor advisors, 3.0 FTE clerical staff, 2.0 FTE custodians, and 7 part-time monitors. Staff responsibilities are listed below.

Fronteras Spanish Immersion Charter School Administration, 1.0 FTE principal with Type B certificate:

- Oversees implementation of Fronteras bylaws and student handbook
- Supervises daily operations
- Assigns staff additional responsibilities as needed
- Assists and verifies staff has completed mandated training and school safety drills
- Provides reports to APC during their regularly scheduled meetings regarding the school's operations, including the schools designation by the State of Alaska's assessment system
- Attends meetings at District Administration as needed
- Develops draft budget for APC approval and monitors ongoing implementation of the budget throughout the year
- Oversees preparation of all reports required by the district administration including enrollment and budget reports
- Approves purchase orders and parent reimbursements
- Prepares written evaluations of certified and classified staff

Certified Teachers, 17.0 FTE with Type A certificates:

- Provides instruction for student learning
- Attends all I.E.P. meetings and implements I.E.P plans
- Conducts student conferences and tracks student progress
- Maintains regular communication with parents and maintains records of communication
- Facilitates student learning activities during supplemental education opportunities such as field trips
- Initiates requests for curriculum purchase orders
- Records student report cards
- Proctors district and state mandated assessments
- Attends all mandated training and curriculum specific training

Certified Teacher, 1.0 FTE with Type A certificate and special education endorsement:

- Attends all I.E.P. meetings and implements I.E.P plans
- Performs all mandatory Special Education functions required by District, state and federal mandates
- Acts as a liaison between Fronteras Spanish Immersion Charter School and District Special Education service providers

Clerical staff consists of a 1.0 FTE administrative secretary and 2.0 FTE secretaries, 4.0 FTE tutor advisors, 2.0 FTE custodians, and seven .25 FTE school monitors. This team works together to complete the following tasks:

Fiscal duties

- Maintains accurate records of student allocations
- Purchases curriculum materials
- Processes reimbursements to families
- Processes and tracks vendor payments and contracts
- Processes and tracks certified, classified and substitute payroll
- Maintains accurate records of the school's student activity funds
- Provides budget information to the administrator upon request

Student support duties:

- Communicates and assists families with lottery, enrollment and registration processes
- Maintains student cumulative files
- Maintains and reports enrollment as required by the district and State of Alaska
- Maintains student health and shot records
- Coordinates academic field trips
- Coordinates volunteers and subs to support instruction
- Monitors students during lunch and throughout the building
- Assists families in finding resources and/or answers to questions
- Assists in maintaining a safe environment by monitoring safety and security at all times

ii. Administrative policy manual

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)

The Administrative Policy Manual is located in Appendix E

iii. Met regularly with stakeholders

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)*

The Academic Policy Committee, or APC, administers the contract with Matanuska Susitna Borough School Board for the operation of Fronteras Spanish Immersion Charter School and ensures that Fronteras Spanish Immersion Charter School is operated in compliance with applicable federal, state, and local laws and regulations.

The APC meets bi-monthly to review progress and/or update goals as circumstances warrant. At their meetings board members provide guidance to administration, manage the board's classroom scholarship applications, assist with educational decisions, evaluate/organize fundraising opportunities, review committee work, and assist administration with managing the student ambassador program. Academic Policy Committee Board members are chosen from among the parents and staff within the school through an election process.

The administrator attends all the APC meetings and reports to the APC at every meeting regarding staff and budget updates, upcoming school events and celebrations, presents school needs, building maintenance needs, etc. The APC Board discusses if or how to move forward with any proposed requests made by the administrator.

The administrator communicates to staff the APC's objectives, scholarship opportunities, offers of support, etc. Staff may also attend APC meetings themselves to observe or, if requested by the administrator, to provide reports to members about school functions, such as field trips or special requests.

iv. Met with APC

iv. Provide evidence that the committee met with its stakeholders at least twice a year to review progress in achieving the committee's policies and goals. *AS 14.03.255(b)(4)*

The APC meets bi-monthly to review progress and/or update goals as circumstances warrant. The list of APC members and their qualifications can be found in Appendix D,

v. School calendar

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

Fronteras' calendar is aligned with the Mat-Su Borough School District calendar; with the exception of 4 early release Fridays that allow Fronteras staff to:

- continue to work on and review the vertical alignment of the curriculum for grades K-8
- design specific lessons to best meet the standards in two languages in all academic areas
- review data as necessary to plan interventions
- create a horizontal alignment of curriculum among grade levels to ensure each grade level meets the standards and students are prepared for the next grade level as well as all internal and external assessments (PEAKS, AIMSWeb, MAP (Eng/Span), and Spanish IStation)

vi. Alternate educational programs

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)*

NA

Section 3: Educational Program and Student Achievement

i. Educational program

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)

The heart of Fronteras Charter School is Spanish language immersion. Our goal, like that of many immersion programs, is for students to become proficient in a second language. This is not only for the obvious advantage it will provide them as they develop into citizens of the global community, but because the process of language acquisition promotes cognitive growth, helps to build and maintain cultural identity, and encourages personal development and intercultural understanding. These are all things we want for our students as we seek to provide them a challenging, relevant, world-class education.

A language immersion program differs a great deal in purpose, methods, and results from a *traditional school* foreign language program. In an immersion program, the purpose is to develop proficiency, over time, through first *hearing* the language and *using* it in conversation. Students learn their school subjects *through* the language, rather than by *studying* the language itself. Learning language through immersion is the acquisition manner people have used since the beginning of human communication. It is only natural that this method of instruction is particularly effective with young children.

At Fronteras, students are taught for half of the day in Spanish and half of the day in English. All content areas are integrated into both Spanish and English. The degree to which subject-specific content is integrated into Spanish may vary by grade level and unit of study. Most language arts instruction takes place in Spanish, where students learn to read, write, and speak in Spanish simultaneously. Spanish is naturally integrated into language arts, science, social studies, health, and/or math so students learn Spanish vocabulary in the context of a particular discipline. In upper grades, social studies, math, and language arts are taught primarily in Spanish while science, and health, are taught primarily in English. However, in teaching, subject areas are often integrated and the degree to which each subject is presented in Spanish or English may differ from unit to unit and from teacher to teacher.

Fronteras Charter School is structured into multigrade and single grade classrooms. The multigrade model provides motivation for students to reach beyond the expected performance goals while relieving some of the pressure and limits of straight grade level groupings. Spanish immersion classrooms greatly benefit from these mixed age groupings. While the more advanced students act as important models and needed support for their younger classmates, the older students get essential and relevant practice as they demonstrate their understanding through performance. Academic performance improves when students have to teach or demonstrate skills to their classmates. Their own skills and knowledge are reinforced, self-confidence grows, and they develop a deeper understanding of the material they have learned.

At Fronteras, grouping for instruction takes place in a variety of ways. Some instruction is conducted in a whole group with everyone participating in the same activities and receiving the same instruction. Some instruction is conducted in small, flexible groups and organized by ability, interest, or need. Ability groups, where they exist, will be short-term and based on academic needs, which are determined through ongoing observation and assessment. Cooperative/collaborative learning opportunities are a natural component of multigrade classrooms, and teachers facilitate such experiences regularly throughout the year.

One advantage of multigrade classrooms is that students are with the same teacher and many of the same classmates for at least two years. As we build assets in our children, it is important that they are provided opportunities to build trusting relationships with adults in addition to their parents. A child who is in a community of learners for two or more years has greater opportunity to build these relationships with their teachers and other adults in the classroom. Teachers benefit from having two or more years to get to know their students and work with them toward reaching their individual goals. Students and families benefit from the continuity and security of knowing their child is in a safe and caring environment where s/he is known and valued as an individual. The transition between school years becomes a much more natural process for teachers, students, and parents alike. Finally, one of the great joys of multigrade education is the community of learners that is created in a classroom where diversity is embraced and appreciated. These are classrooms where nurturing and acceptance are the norm, rather than competition.

Inquiry based learning is an approach to learning and teaching that allows students to be actively involved in their learning. Inquiry-based learning emphasizes the student's role in the learning process. Students are encouraged to explore material, ask questions, and share ideas. In this way, students learn by doing versus being told what to learn and how to learn. Inquiry-based learning actively engages students in the learning process which in turn allows them to better understand and recall information because they have made their own connections. Characteristics of inquiry-based learning include:

- Enhances learning experiences for children. Rather than memorizing facts from the teacher, learning experiences are enhanced by letting students explore topics themselves.
- Teaches skills needed for all areas of learning. Students build critical thinking and communication skills as they explore a topic. These skills can improve comprehension in every subject area as well as in day-to-day life.
- Fosters curiosity in students. Allows students to share their own ideas and questions about a topic; which fosters more curiosity.
- Deepens students' understanding of topics. Rather than memorizing facts, students make their own connections about what they're learning. As a result, students gain a better understanding of a topic.
- Allows students to take ownership of their learning. Instead of the teacher telling them what they should know, students are able to learn in a way that works for them.
- Increases engagement with the material. Inquiry-based learning is a form of active learning. Students are encouraged to fully engage in the learning process.
- Creates a love of learning. When students are able to engage with material in their own way, not only are they able to gain a deeper understanding; they are able to develop a passion for exploration and learning.

(Source: Grade Power Learning, *What is Inquiry-Based Learning (And How Effective Is It?* <http://www.gradepowerlearning.com>)

Students learn best when engaged in meaningful tasks. In addition to inquiry-based learning, we know that when serving others, students have opportunities to learn practical skills, gain new perspectives, and apply what they are learning in school to the real world. Service learning can come in all sizes, shapes, and forms. Students are allowed many and various ways to offer service at school, at home, and in the community. At Fronteras, opportunities for service learning include:

- Student jobs and service within their own classrooms;
- Individual classroom commitment to an ongoing service project that will benefit the Fronteras community (for example recycling, school grounds clean up, can food drives, etc.); and

- Fronteras will choose an annual, school-wide community service project outside of the school grounds.
- In addition, individuals, groups, classrooms, or the school community may choose to address a specific need or problem in the school or community (e.g. creating a nature trail around the school or cleaning up local parks or trails) or they may choose to serve or make a commitment to a specific group or organization (such as a nursing home or local recycling).

The opportunity to learn from such service experiences cannot be overlooked. As students become active, giving to members of their community, they will gain more than they receive and come to understand that collectively they can make a difference in the world.

These core skills and concepts are purposely taught and assessed at Fronteras while we strive to provide meaningful contexts for applying these skills. In all subject areas, Fronteras emphasizes in-depth instruction and the development of essential ideas and concepts. Subject-area skills and content are integrated as often as possible into thematic, interdisciplinary units. However, subjects may be addressed separately when it is determined to be the best method for addressing those skills and concepts.

The Alaska State Performance Standards/Grade Level Expectations (PSGLE'S) define what all students at the end of a given grade level should know and be able to do. The PSGLE's provide the basic framework for reading, writing, mathematics, and science instruction at Fronteras in grades K-8. MSBSD Curriculum Blueprint documents provide an excellent guide/road map for Fronteras staff as they build a challenging, progressive, standards-based curriculum for its K-8 students in all academic areas.

Integrated into the Fronteras Learning Plan are the following content areas:

- Language Arts (Reading, Writing, and Oral Language)
- World Language Immersion
- Mathematics
- Science and Environmental Education
- Social Studies: Geography, History, Government, and Citizenship
- Art
- Music
- Physical Education
- Health
- Technology

The K-8 Language Arts Learning Plan is aligned with state content standards in reading and writing and uses the MSBSD Curriculum Blueprint as a guide for planning a sequential curriculum.

Fronteras implements a balanced literacy program that incorporates the essential literacy elements defined by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading, writing, listening, and speaking are integrated as students learn in both Spanish and English. The following components are incorporated (to varying degrees depending on level) into K-8 classroom curriculum: oral language, reading aloud, shared reading, guided reading, independent reading, shared writing, guided writing, independent writing, and word study (spelling/phonics.)

"Becoming bilingual opens the door to communication with more people in more places, and many parents want to provide their children with skills to interact competently in an increasingly interdependent world community." (Fortune and Tedick)

Standards for World Language are based on the *National Standards for Foreign Language Education* and are entrenched in the Mat-Su Borough School District Curriculum Blueprint for World Language Immersion. The MSBSD World Language Immersion documents provide specific goals for students in grades 9-12 for second language acquisition and application in reading, writing, and mathematics. Fronteras utilizes the Scope and Sequence for World Language Immersion as a guide for integrating geography, history, the arts, and literature into multicultural studies. Fronteras staff designed specific grade level Spanish expectations for each student to master. These expectations are available on our school's website so students and parents may access and practice at any time.

The Mathematics Learning Plan is built on the National Council for Teachers of Mathematics (NCTM) and the Alaska State Performance Standards for grades K-8, and guided by the MSBSD Mathematics Curriculum Blueprint. The six (6) major principles for school mathematics adopted by NCTM help us make informed decisions about materials and methods that will have positive educational effects on our students and their families. These principles and standards can be found on the NCTM website: <http://standards.nctm.org>.

Students are instructed in both large and small groups and are provided materials and instruction appropriate to their abilities. Extra support is provided for those students who require more time to master skills and concepts through small group instruction with a teacher and/or tutor, peer tutoring, parent volunteer, or community volunteer.

Students who are ready to move on are encouraged to progress at their own pace and are challenged to apply their knowledge and skills to more complex problems and real-life applications.

The Curriculum Committee researches and reviews various mathematics curricula materials and stays informed about the MSBSD's mathematics curriculum review process in order to aid in making recommendations for mathematics materials/curricula that best meet the needs of our school.

Science provides an organizing theme or overarching concept for many thematic units in Fronteras classrooms. Science instruction begins in kindergarten and is expanded and built upon as students progress through grade levels. An inquiry-based learning model is utilized in science investigations, and Fronteras chooses teaching resources that utilize this model. Examples of resources that Fronteras has adopted which employ an inquiry model include FOSS, GEMS (Great Explorations in Math and Science), Mid School Math, Envision, and Mystery Science. The Curriculum Committee performs ongoing research on each of these options and makes ongoing recommendations to retain, revise, or replace current curriculum.

The incredible diversity and beauty of the Mat-Su Valley provides Fronteras with a huge natural classroom. Local parks, refuges, creeks, trails, hay flats, mountains, and lakes offer habitats to explore and study. The Mat-Su Valley is home to a number of community organizations that support our learning in these areas through field trips, guest speakers, and resources and provide opportunities for our school to engage in community service.

The Alaska State Content Standards and MSBSD Curriculum Framework serve as a foundation for building meaningful and sequential ELA, SLA (Spanish Lang. Arts), math, science, and social studies curriculums across grade levels. Students are engaged in interdisciplinary activities designed to develop critical thinking skills. Core content is taught in a variety of ways including through simulations, web quests, content-area reading and research, field trips, guest speakers, and through involvement with community groups.

Common curriculum materials used for English instruction and instructional support include: enVision, MidSchool Math, APEX, Lexia, ALEKS, Moby Max, Mystery Science, Connections, Glencoe McGraw Hill, Holt, National Geographic.

Curriculum materials used for Spanish instruction and instructional support include: IStation, Raz-Plus, Rockalingua, Calle de la Lectura & Descubre, Llamado a la Libertad, Estados Unidos, and Sabio Octavio.

Additionally, Fronteras employs a full time certified physical education teacher. Our PE classes are aligned with district standards which include grade level standards provided by the Society of Health and Physical Educators (SHAPE). These national standards and grade level outcomes define what a student should know and be able to do at the end of each school year. The five standards encompass skills ranging from individual movement patterns to responsible social behavior.

Fronteras employs a full time certified music teacher. Our music classes are aligned with district standards within the Curriculum Framework. The skills embedded in each standard range from creating one's own work, to responding to others' creative pieces, to making personal and/or cultural connections.

In addition to PE and music, Fronteras employs a full time art teacher. As with PE and music, art classes are aligned with district standards within the Curriculum Framework. Students work toward mastering skills that include creating, interpreting, responding, and connecting to their work, as well as the creative work of their peers and studied artists. Fronteras is one of the few schools that have a full time Art teacher for elementary students.

It is the goal of Fronteras to integrate technology into aspects of the curriculum appropriately and where relevant. Students learn to use computers competently for many purposes including, but not limited to, project research, word processing, authoring, record keeping, communication, 3-D design, and academic or language acquisition practice or remediation.

Fronteras continually seeks ways to involve community members and groups to collaborate with and be part of our school's learning experiences and cultural celebrations. An example of such collaboration is our annual Spanish Heritage Celebration in October. A local high school JROTC opens the event with the presentation of the flags. From August to October, every classroom and staff member researches one of the 22 Spanish speaking countries, and presents to the school and community at large.

In addition to the Heritage celebration, community members and school district personnel are invited to participate as judges for our annual Spanish Spelling Bees, English Spelling Bee, Geo Bee, and Spanish Vocabulary and Adjectives challenge.

Motivating students to engage with and value their immersion education and become life-long learners is a key component of Fronteras.

Below is the 2019 Fronteras Annual Report that illustrates the student demographics of who attends Fronteras Charter School.

School Data		Student Demographics	School	District
Grades Served	K-8	American Indian	2.3%	2.1%
Fall Enrollment	306	AK Native	9.8%	12.7%
Re-Enrollment Rate (%)	80.4%	Caucasian	7.3%	72%
Average Attendance (%)	94%	Hispanic/Latino	10.10%	2.9%
Students Suspended (%)	0	HI/Pacific Island	1%	1.5%
Students Suspended 5+ days(%)	0	Multi Ethnic	5.2%	5.7%
		African American	<1%	1.4%
Student/Teacher Ratio	20/1	Asian	<1%	1.7%
Graduation Rate	N/A	Limited English Proficiency	6.5%	4%
% of Graduates receiving Scholarships		Economically Disadvantaged		48%
Total Scholarship Dollars		Students with Disabilities	6.2%	16%

Student Achievement:

2018 PEAKS

K-6 English Language Arts % Proficient 63.39%
K-6 Mathematics % Proficient 42.86%

7-12 English Language Arts % Proficient 71.88%
7-12 Mathematics % Proficient 43.75%

PEAKS Participation Rate:

2018 PEAKS

K-6 English Language Arts 94.02%
K-6 Mathematics 93.16%

7-12 English Language Arts 100.00%
7-12 Mathematics 100.00%

Fronteras will continue to inform parents of the importance in using assessment data to guide instruction and make appropriate curriculum changes as needed. Lower proficiency rates in any area are a concern.

ii. Instructional program addresses state standards

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)

Fronteras core content instruction is aligned with all district and state standards. Fronteras students participate in the State of Alaska mandated assessments and in the Mat-Su School District's Measures of Academic Progress (MAP) assessment. FY21 MAP information is below. In FY21, 16% of our students opted for at home learning versus learning in person. As a result, a large number of students opted out of participating in the required fall and spring MAP testing opportunities which directly affected our proficiency data.

In addition to fall and spring testing, Fronteras consistently utilizes the optional winter MAP testing to monitor student progress.

Appendix F contains school data found in the Report Card to the Public 2017-18. In the subject of English/Language Arts (ELA), Fronteras is consistent with the Mat-Su School District and slightly higher than the State of Alaska in percent of students scoring Advanced and Proficient. In the area of math, Fronteras' Proficient score is slightly below the Mat-Su School District, yet consistent with the State of Alaska. Students scoring Advanced is below both the Mat-Su School District and the State of Alaska. All MSBSD parents may opt out of testing, per Alaska Statute that recognizes a parent's right to withdraw a student from testing required by the state.

Sec. 14.03.016. A parent's right to direct the education of the parent's child.

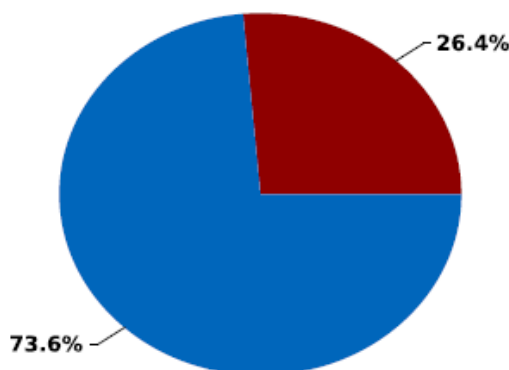
(a) A local school board shall, in consultation with parents, teachers, and school administrators, adopt policies to promote the involvement of parents in the school district's education program. (b) The policies must include procedures recognizing the authority of a parent and allowing a parent to object to and withdraw the child from a standards-based assessment or test required by the state;

Fronteras encourages parents to participate in district and state assessments, as the purpose for assessing students is to identify areas of need which then guides future planning. It is common practice for parents to be reminded of the importance of assessments to inform instruction and make appropriate curriculum modifications as needed. Based on our consistent participation rate, the conclusion can be drawn that Fronteras families support their child's testing participation.

Language Arts: Reading

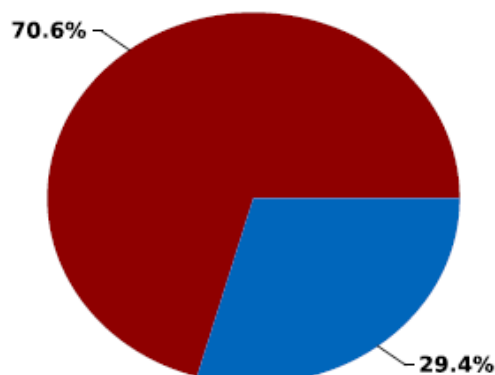
Fronteras Spanish Immersion

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	21	6	28.6%	15	71.4%
6	19	5	26.3%	14	73.7%
7	17	7	41.2%	10	58.8%
8	15	1	6.7%	14	93.3%
Total	72	19	26.4%	53	73.6%



Math: Math K-12**Fronteras Spanish Immersion**

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
5	22	15	68.2%	7	31.8%
6	19	15	78.9%	4	21.1%
7	17	12	70.6%	5	29.4%
8	10	6	60.0%	4	40.0%
Total	68	48	70.6%	20	29.4%

**iii. Plans to serve special student populations**

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

Special Education goals are the responsibility of the IEP team, of which the parent/guardians are an integral part. The IEP team also includes the student, a certified special education teacher, regular education teacher(s), a district representative, therapists and others involved with the student's educational program, including a child psychiatrist or other professionals, as applicable. Fronteras makes accommodations for all Special Education students in a timely manner based upon determinations made in the IEP meeting.

Fronteras addresses the needs of students with limited English proficiency by working with the parent(s) and coordinating with the district's ELL Department. The ELL tutor assigned to Fronteras offers a variety of support for ELL students, from translating at parent meetings to offering curriculum suggestions.

Our language program makes Fronteras a natural challenging learning environment for students considered gifted and talented. Students showing proficiency and/or advanced in any subject area are provided opportunities to expand their skills at an appropriate pace. Curriculum may be individualized and accelerated, or if more appropriate, a student may work at a higher grade level under the guidance of the classroom teacher and tutor.

iv. Objectives for program achievement

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)

Fronteras' mission statement, "*preparing students to take their place in a diverse society*" describes the ultimate goal of our charter; provide challenging instruction that enhances the acquisition of another language. We strive to design instruction that ensures the acquisition of the target language as well as meet or exceed learning objectives so every student is successful as measured by the State of Alaska's accountability system.

Fronteras' Spanish language goal is for every student who promotes out of 8th grade, to score at the proficiency or higher level in speaking on the external Spanish assessment. Fronteras' PEAKS participation rate goal is to be 100% each year. Fronteras' MAP goal is to have 100% participation in the Fall and Spring. A future language goal is to adopt an equivalent to the Seal of Biliteracy to be awarded to our 5th and 8th grade students. A complete picture of Fronteras' accountability data can be found in [Appendix F](#).

Students who either consistently struggle to make progress, have particular behavior issues, or need further challenge, may be referred to the school's intervention team. The intervention team may recommend classroom accommodations for specific learning goals, targeted assistance, and/or enrichment opportunities.

When designing and evaluating intervention plans, Fronteras utilizes the RTI/MTSS (Response to Instruction/Multi-Tiered System of Support) system.

Tier I+: Students receive advanced curriculum instruction individually and/or in small groups. Material is of a higher degree of difficulty, allowing students to show a deeper understanding of the material, and to apply their knowledge in a more profound way. In addition and as appropriate, student leadership opportunities are provided and encouraged.

Tier I: Students receive high quality, scientifically based core instruction in the general education classroom. A universal screening tool identifies students who may be at risk for academic difficulties.

Tier II: Students not making adequate progress in the core curriculum are provided small group supplemental instruction, in addition to the time allotted for core instruction. Teachers monitor progress frequently using multiple assessments.

Tier III: Students receive intensive, strategic, supplemental instruction specifically designed and customized to meet student needs. Typically this instruction is delivered in small groups and time is extended beyond the instruction provided in Tier I and Tier II. Frequent progress monitoring is used to determine the impact of the intervention on student learning.

This approach follows the current MSBSD intervention design for students.

v. Student assessment utilized

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)

In addition to the State's annual mandated testing, Fronteras utilizes online diagnostic tools and standardized assessments to monitor student learning. Classroom teachers and instructional tutors work together with the generated data to plan future instruction and adjust supplemental resources and strategies.

Fronteras utilizes IStation to assess Spanish language acquisition for all students, K-8. Fronteras language acquisition tutors use IStation student profiles to develop skill-specific strategies for individual, small group, and/or whole group instruction.

Parent teacher conferences occur twice in a school year and provide an opportunity for teachers, tutors, and students to share social and academic strengths and areas of growth. During these conferences, classroom teachers and tutors provide parents with a variety of authentic assessments and assignments to illustrate their child's level of proficiency in all core content as well as Spanish language acquisition. Authentic assessments may include: student portfolios, narrated power points, performance videos, art pieces, awards/certificates earned for academic and/or language competitions, and project presentations.

Additionally, Fronteras middle school students have the opportunity to earn high school credit via online district approved courses. Students enrolled in these classes are required to work independently, have assessments proctored, and demonstrate mastery of all course material.

Section 4: Professional Development

i. Staff professional development

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

Both certified and classified Fronteras staff are offered multiple opportunities for professional development throughout the year. Staff pursue professional learning through several methods; attending district trainings off site, hosting district presenters on site, traveling to state and national conferences, and presentations by administration and staff at the weekly staff meetings. The schedule for professional development follows the district's calendar for professional development days with additional days provided depending on the specific needs.

Fronteras staff take advantage of the many district offerings and access the expertise of district specialists. Certified staff have attended the following district trainings: ALICE (Alert, Lockdown, Inform, Counter, Evacuate - active shooter training), web-page design, curriculum council training and meetings, science curriculum training and meetings, digital first responders training, students with disabilities training, PEAKS assessment training, MAP, APEX, and Buzz online curriculum training, to name a few.

Staff are encouraged to request professional development based on assessment data as well as student observation. When a training need arises, resources to fund and the expert to lead is identified, and a training schedule is developed. This system offers staff maximum flexibility to continually meet their own training needs and in turn to better serve our students.

Onsite training for certified and classified staff by both district and outside presenters include Aimsweb, CHAMPS, web-page design, YMHFA (Youth, Mental Health First Aid), CPR/1st Aid certification, Synergy (Student Information System), Capturing Kids' Hearts (CKH), Initial Response Strategies (active shooter training).

All full and part time Fronteras staff complete the required mandated trainings annually.

Educating in any language is a continuous cycle of improvement. To stay informed of the latest immersion instructional strategies, best practices, and immersion elements, Fronteras APC and staff are committed to attending the International Immersion Conference or the like. From the various specialized learning opportunities, Fronteras now implements an external Spanish assessment to evaluate the level of language acquisition at each grade level, mirrors Language Arts in the target language (Spanish) with English instruction, provides parent volunteers with Spanish questions, phrases, and responses when assisting in Spanish classrooms, and identifies a Spanish goal that the entire school focuses on.

As Fronteras continues to evolve, our program only gets stronger. We grow from each year's trials as well as triumphs and we do not shy away from outside program evaluations or suggestions for improvement.

Section 5: Facility

i. Location and description of 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)

Fronteras Spanish Immersion Charter School is located at 2315 N. Seward Meridian Parkway, Wasilla. Fronteras broke new ground by successfully securing financing for a new school building through a USDA loan in 2015. This project was the result of an innovative collaboration between Fronteras Charter School, the Matanuska Susitna Borough, and U.S. Department of Agriculture Rural Development. The Matanuska Susitna Borough donated the 12.1 acre site on which the school is built and USDA provided the \$6.9 million facility loan. We opened our newly constructed school doors to 289 students in August, 2016.

The building is 34,000 square feet consisting of 16 classrooms, regulation middle school gym, art lab, music room, administrative office, custodial storage room, teacher lounge, commercial kitchen, two single restrooms, and two 4-stall restrooms with lockers. Fronteras continues to experience a steady increase in enrollment.

Fronteras, like all MSBSD schools, is adequately protected against liability and risk through an active Risk Management Plan. It includes insurance and training sessions on how to operate in such a manner as to minimize injury or harm to students, employees or others. A current Emergency Operations Plan is on file at Fronteras and at the District office.

ii. Plans for projected growth

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

Since our renewal in 2012, Fronteras has seen a 5% average annual increase in enrollment. When the building's maximum capacity is reached, all additional applicants will be placed on waitlists.

Section 6: Admission

i. Admission policies

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)

Fronteras is a public school and accepts all applications for enrollment from students who are of school age, who reside in the Mat-Su Borough, and who are not enrolled in another public school. Fronteras does not discriminate toward any individual on the basis of race, creed, sex, color, gender, national origin, religion, or need for special education services.

Our nondiscrimination policy is consistent with the MSBSD, state, and federal requirements. A firm commitment by the parents of students at Fronteras is most desirable and helpful. It is the expectation that students enrolled in Fronteras in kindergarten or first grade will remain enrolled at Fronteras for the duration of their elementary and middle school years. Our program is rigorous. We have very high academic and social expectations for our students in two languages. Additional support at home is encouraged to reinforce English literacy, reading, writing, and oral language. Parents are responsible for getting their child(ren) to school every day either by personal vehicle, daycare van, or school bus. Parents are responsible for providing a healthy snack and lunch each day, and for fulfilling four volunteer hours each month that school is in session. There are no pre-requisite requirements for enrollment at Fronteras.

Fronteras Intent Forms are available each school year after January 15th. All forms are available hard copy at the front office and electronically on our school website, on our parent Facebook page, and in our bi-weekly newsletter. Intent Forms are for returning students and incoming kindergarten siblings. Kindergartners are enrolled by the following priority:

- a. Children of Fronteras employees
- b. Siblings of students who are currently enrolled in the school
- c. Other interested students

Interested families who are not currently affiliated with Fronteras may complete an application indicating their desire to enroll child(ren) at Fronteras. Applications are available each school year after January 15th. Applications and all forms are available hard copy at the front office and electronically on our school website, on our parent Facebook page, and in our bi-weekly newsletter. Applications must be received by the last Tuesday in April by 3pm. If by the last Tuesday in April, the number of students who submitted an application for any grade level is *equal to or less* than the number of openings available for that grade level, those students will be offered an available spot without a lottery.

If, by the last Tuesday in April, the number of students who have submitted an application for any grade level is *greater* than the number of openings available for that grade level, those application names participate in our lottery. Student names for the lottery are collected from applications turned in by 3pm the last Tuesday of April. Observing the lottery is open to the public. Hopeful families are invited to attend. Student names drawn after a grade level is full go on a waitlist for that grade level. Names are added to the waitlist in the order they are drawn. When a space in a grade level becomes available, the student in the number one space on the corresponding waitlist is called and the parent(s) has 48 hours to accept or decline.

If a parent declines the spot, their child's name is removed from the waitlist and the next student name is called and offered the spot. Families who decline a spot when offered, must submit a new application.

Priority for the waitlist is given to students who were part of the lottery but whose name was drawn after the grade level was full.

The lottery is witnessed by an MSBSD representative, and families are notified of the results the following day. The Fronteras lottery process is transparent and practices are consistent.

ii. Recruitment process

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)

Fronteras applications are available after January 15th each school year, and remain available, and are accepted, until the following January. If there are open spots after waitlists are exhausted, students who submit an application will be given the opportunity to accept an open spot.

Waitlists for all grades are maintained throughout each academic year. At the culmination of each school year, waitlists become null and void. Waitlists for the following school year are generated during the spring lottery. Waitlist numbers for the last four years are included in Appendix H.

Fronteras employs numerous avenues for advertising. Word of mouth being the most valuable and authentic. Other avenues for advertisement include radio, cinema, theater playbills, newspaper, flyers, local restaurants, and high school booster club posters to name a few. Fronteras has earned a reputation among our families of being an excellent school of choice. This is evidenced by our school's enrollment and retention rate steadily growing each year. On average, Fronteras sees a 5% enrollment increase annually. For individuals wanting to learn more about Fronteras, they can visit our school website, call with questions, or sign up for a tour.

Section 7: Fiscal

i. Budget summary and financial plan

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)

Fronteras' projected budget revenue worksheet is generated by the Mat-Su Borough School District's Business Department. The budget revenue worksheet shows calculations of Fronteras' funding sources from the State's foundation formula and the local minimum contribution for the Mat-Su Borough.

As of April 2021, the total combined projected revenue available for the 2021-2022 school year is \$3,553,743. The Mat-Su Borough School District withholds indirect funds at a rate of 4%. The net projected revenue for FY22 is \$3,741,015.00.

A copy of the FY22 Projected Revenue Worksheet is in Appendix I.

Fronteras' budget summary and budget narrative are included in Appendix I. The budget narrative contains details on how the schools' projected allocation of \$3,741,015.00 will be used to operate the school. In addition to staffing, utilities, and instructional materials, building maintenance costs are part of the budgeting process.

The Mat-Su Borough School District withholds indirect funds at a rate of 4% and implements indirect costs at the same rate as other charter schools. The indirect covers district support services for: payroll, purchasing, business services, accounts payable, insurance, financial audit, software training, MIS services, administrative staff development, to name a few.

ii. Fiscal assurances

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),

Fronteras agrees to establish, maintain and retain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and to make such records available to the Mat-Su Borough School District, as requested. Fronteras accounts for receipts and expenditures by using and complying with Mat-Su Borough School District's accounting, audit and other fiscal procedures.

The Mat-Su Borough School District follows Generally Accepted Accounting Principles or GAAP. Audited Financial Statements, per AS 14.14.050, require the school board in each school district to obtain an audit of all school accounts for the school year. A certified copy of the audit must be filed with the Commissioner of Education & Early Development. The Mat-Su Borough School District, of which Fronteras is a part of, submits all required single audits as mandated by state law.

Over the past 12 years, from 2009 – 2020, the Mat-Su Borough School District has received a Certificate of Achievement for Excellence in Financial Reporting or CAFR. A Comprehensive Annual Financial Report (CAFR) is a set of financial statements that provide a thorough and detailed presentation of a school district's financial condition and goes beyond the minimum information necessary for fair presentation in conformity with generally accepted accounting principles (GAAP).

Fronteras follows all district approved practices to account for receipts and expenditures. Fronteras has managed our financial obligations well, including repayment of our USDA loan. Our FY 2021 unassigned fund balance is \$176,850.

Section 8: Transportation

i. Transportation Policy

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

Fronteras provides two MSBSD buses for students for both morning and afternoon transportation. Students utilize specific bus stops for its Wasilla and Palmer route riders. Parents are responsible for getting their children to and from the bus stops. If families do not opt to use bus transportation, they are responsible for getting their children to and from Fronteras.

Transportation Policy is located in Appendix J.

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: Matanuska-Susitna Borough School District

Name of the Charter Program: Fronteras Spanish Immersion Charter School

Name of Superintendent: Dr. Randy Trani

Signature of Superintendent: _____ Date: _____

Appendix A: Evidence of school board approval

Provide evidence of the local school board approval of the reapplication for the charter school.

Evidence will be provided after the Mat-Su School Board approves the charter renewal.

Appendix B: Contract between the charter school and school board

Provide evidence of the signed contract between the charter school and the local school board containing all required elements

Charter School Contract

1. Description of educational program

The heart of Fronteras Charter School is Spanish language immersion. Our goal, like that of many immersion programs, is for students to become proficient in a second language. This is not only for the obvious advantage it will provide them as they develop into citizens of the global community, but because the process of language acquisition promotes cognitive growth, helps to build and maintain cultural identity, and encourages personal development and intercultural understanding. These are all things we want for our students as we seek to provide them a challenging, relevant, world-class education.

A language immersion program differs a great deal in purpose, methods, and results from a *traditional school* foreign language program. In an immersion program, the purpose is to develop proficiency, over time, through first *hearing* the language and *using* it in conversation. Students learn their school subjects *through* the language, rather than by *studying* the language itself. Learning language through immersion is the acquisition manner people have used since the beginning of human communication. It is only natural that this method of instruction is particularly effective with young children.

At Fronteras, students are taught for half of the day in Spanish and half of the day in English. All content areas are integrated into both Spanish and English. The degree to which subject-specific content is integrated into Spanish may vary by grade level and unit of study. Most language arts instruction takes place in Spanish, and students learn to read, write, and speak in Spanish simultaneously. Spanish is naturally integrated into language arts, science, social studies, health, and/or math so students learn Spanish vocabulary in the context of a particular discipline. In upper grades, social studies, math, and language arts are taught primarily in Spanish while science, and health, are taught primarily in English. However, in teaching, subject areas are often integrated and the degree to which each subject is presented in Spanish or English may differ from unit to unit and from teacher to teacher.

2. Specific levels of achievement for the education program

The Alaska State Performance Standards/Grade Level Expectations (PSGLE'S) define what all students at the end of a given grade level should know and be able to do. The PSGLE's provide the basic framework for reading, writing, mathematics, and science instruction at Fronteras in grades K-8. MSBSD Curriculum Blueprint documents provide an excellent guide/road map for Fronteras staff as they build a challenging, progressive, standards-based curriculum for its K-8 students in all academic areas.

Integrated into the Fronteras Learning Plan are the following content areas:

- Language Arts (Reading, Writing, and Oral Language)
- World Language Immersion
- Mathematics
- Science and Environmental Education
- Social Studies: Geography, History, Government, and Citizenship
- Art

- Music
- Physical Education
- Health
- Technology

The K-8 Language Arts Learning Plan is aligned with state content standards in reading and writing and uses the MSBS District Curriculum Blueprint as a guide for planning a sequential curriculum.

Standards for World Language are based on the *National Standards for Foreign Language Education* and are entrenched in the Mat-Su Borough School District Curriculum Blueprint for World Language Immersion. The MSBSD World Language Immersion documents provide specific goals for students in 9-12 for second language acquisition and application in reading, writing, and mathematics. Fronteras utilizes the Scope and Sequence for World Language Immersion as a guide for integrating geography, history, the arts, and literature into multicultural studies. Fronteras staff designed specific grade level Spanish expectations for each student to master. These expectations are available on our school's website so students and parents may access and practice at any time.

The Mathematics Learning Plan is built on the National Council for Teachers of Mathematics (NCTM) and the Alaska State Performance Standards for grades K-8, and guided by the MSBSD Mathematics Curriculum Blueprint. The six (6) major principles for school mathematics adopted by NCTM help us make informed decisions about materials and methods that will have positive educational effects on our students and their families. These principles and standards can be found on the NCTM website: <http://standards.nctm.org>.

Students are instructed in both large and small groups and are provided materials and instruction appropriate to their abilities. Extra support is provided for those students who require more time to master skills and concepts through small group instruction with a teacher and/or tutor, peer tutoring, parent volunteer, or community volunteer.

Fronteras students participate in the State of Alaska mandated assessments and in the Mat-Su Borough School District's Measures of Academic Progress (MAP) assessment.

3. Admissions Policy and Procedures

Fronteras is a public school and accepts all applications for enrollment from students who are of school age, who reside in the Mat-Su Borough, and who are not enrolled in another public school. Fronteras does not discriminate toward any individual on the basis of race, creed, sex, color, gender, national origin, religion, or need for special education services.

Our nondiscrimination policy is consistent with the MSBSD, state, and federal requirements. A firm commitment by the parents of students at Fronteras is most desirable and helpful.

It is the expectation that students enrolled in Fronteras in kindergarten or first grade will remain enrolled at Fronteras for the duration of their elementary and middle school years. Our program is rigorous. We have very high academic and social expectations for our students in two languages. Additional support at home is encouraged to reinforce English literacy, reading, writing, and oral language. Parents are responsible for getting their child(ren) to school every day either by personal vehicle, daycare van, or school bus. Parents are responsible for providing a healthy snack and lunch each day, and for fulfilling four volunteer hours each month that school is in session.

There are no pre-requisite requirements for enrollment at Fronteras.

Fronteras Intent Forms are available each school year after January 15th. All forms are available hard copy at the front office and electronically on our school website, on our parent Facebook page, and in our bi-weekly newsletter. Intent Forms are for returning students and incoming kindergarten siblings. Kindergartners are enrolled by the following priority:

- a. Children of Fronteras employees
- b. Siblings of students who are currently enrolled in the school
- c. Other interested students

Interested families who are not currently affiliated with Fronteras may complete an application indicating their desire to enroll child(ren) at Fronteras. Applications are available each school year after January 15th. Applications and all forms are available hard copy at the front office and electronically on our school website, on our parent Facebook page, and in our bi-weekly newsletter. Applications must be received by the last Tuesday in April by 3pm. If by the last Tuesday in April, the number of students who submitted an application for any grade level is *equal to or less* than the number of openings available for that grade level, those students will be offered an available spot without a lottery.

Priority for the waitlist is given to students who were part of the lottery but whose name was drawn after the grade level was full. Families who need to withdraw for an extended period of time from Fronteras either for medical reasons, family emergencies, or some other legitimate reason, will have their positions held at the top of the waiting list and will be readmitted as soon as space becomes available.

The lottery is witnessed by an MSBSD representative, and families are notified of the results the following day. The Fronteras lottery process is transparent and practices are consistent.

4. Administrative Policies

Fronteras' administrative policies are found in Appendix C; the APC's By-laws, and in Appendix E; School Information Packet, and Student Handbook.

5. Statement of Charter funding

The Mat-Su Borough School District allocates funding for Fronteras Charter School in accordance with State Law, less administrative costs determined by applying the Department of Education and Early Development's approved 4% indirect cost. An annual budget for Fronteras is submitted according to schedules established by the Mat-Su Borough School District. Fronteras budget is used for operating expenses of the school's educational program, including the purchase of textbooks, classroom materials and instructional aids, as well as building maintenance.

Funds are made available to Fronteras on July 1 of each year and will continue under this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.

6. Method of accountability for receipts and expenditures

Fronteras shall account for receipts and expenditures and comply with the Mat-Su Borough School District purchasing and accounting systems. Fronteras agrees that it shall comply with all state and federal requirements for receipt and use of public money.

Fronteras will comply with all District, state, and federal audit requests.

7. Location and description of facility

Fronteras is located at 2315 N. Seward Meridian Parkway, Wasilla. The Mat-Su Borough School District and Fronteras covenants and warrants that the facility selected complies with all local, state, and federal health and safety requirements applicable to other public schools in the district. A current certificate of occupancy issued by the State Fire Marshall is in effect.

8. Teachers and Staff

Fronteras Spanish Immersion Charter School consists of one school administrator, 18 full time certified teachers that includes 14 classroom teachers, Art, Music, PE teachers, and one Special Education teacher. In addition, Fronteras has three full time front office staff, seven lunch/recess monitors, three language acquisition tutors, one English tutor advisor, and two custodians.

9. Teacher to student ratio

Fronteras to maintain a teacher to student ratio of 1:24

10. Number of students to be served

Maximum enrollment for Fronteras is 336 students. Fronteras' projected enrollment for FY22 is 333.

11. Term of contract (not to exceed 10 years)

This contract shall be effective upon complete execution and shall be reviewed yearly up to a maximum of ten years unless terminated as provided elsewhere herein.

12. Termination Clause

This contract may be terminated by Mat-Su School Board for Fronteras' failure to meet educational achievement goals or fiscal management standards or for other good cause. The Mat-Su School Board shall provide 90 days written notice to Fronteras of its intent to terminate this contract and the reasons thereof. If Fronteras fails to remedy the cause for termination within the time provided by the Mat-Su School Board, this contract shall result in automatic termination at the end of that school year.

13. Statement of state and federal law compliance

Fronteras shall comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin or religion. Fronteras agrees that it shall operate as a nonsectarian public school.

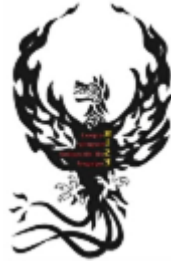
14. Exemptions or requirements included in contract

Fronteras Spanish Immersion Charter School will utilize curriculum material reviewed by the APC and staff. These materials may be outside those adopted by the MSBSD under BP6141.

Appendix C: Charter School Bylaws

Fronteras Spanish Immersion Charter School

2315 N Seward Meridian Pkwy, Wasilla, AK 99654



Academic Policy Committee By-Laws Approve Record

May 26, 2021

The Board took an electronic vote today to approve the new By-Laws for Fronteras Spanish Immersion Charter School. Jen Manion made a motion to approve the by-laws and motion was seconded by Jessica Walden (the vote was done by email)

Voters present: Jen Manion, Amanda Strickler, Misty Adams, Alex Caceda, and Jessica Walden

Voters absent: Alexis Roe and Alana Harris

New by-laws were approved unanimously.

APC Board Members:

Jen Manion, Chair

Alana Harris, Co-Chair

Jessica Walden, Treasurer

Amanda Strickler, Secretary

Alexis Roe, Staff

Misty Adams, CML

Alex Caceda, CML

Jennifer Hutchins (ex-officio), Principal

**Bylaws of the Academic Policy Committee of
Fronteras Spanish Immersion Charter School**
As Approved 5/26/2021

Article I

Name, Location, and Fiscal Year

Section 1. Name

The name of the organization is Fronteras Spanish Immersion Charter School and will also be referred to as Fronteras, FRC or “the School”

Section 2. Location

The primary office of Fronteras Spanish Immersion Charter School will be at the facility of FRC in the Matanuska-Susitna Borough, Alaska, 2315 N Seward Meridian Parkway Wasilla, Alaska 99654.

Section 3. Fiscal Year

The fiscal year of the School shall coincide with the fiscal year of Matanuska-Susitna Borough School District, July 1 through June 30.

Article II

Purpose

Fronteras is organized for the following educational purposes:

- A. The organization is authorized to contract with the Matanuska-Susitna Borough School District for the operation of Fronteras Spanish Immersion Charter School, a public charter school of the Matanuska-Susitna Borough School District (hereinafter referred to as MSBSD).
- B. The organization is authorized to serve as the Academic Policy Committee for FRC, which will hereafter be referred to as the APC.

Article III

Members

All parents/legal guardians of students currently enrolled at Fronteras Spanish Immersion Charter School, all teachers and staff members employed by FRC, and up to three community members (who have applied and been accepted), shall be members of the Fronteras Academic Policy Committee.

Article IV

The Governing Board

Section 1: General Powers

The Governing Board shall be the primary governing body of the FRC Academic Policy Committee, and will hereinafter be called the Board.

Subject to the laws of Alaska, the activities and affairs of the Fronteras APC shall be conducted by or under the direction of the Governing Board. The Governing Board may exercise all powers as are provided by state and federal law, MSBSD policy, and these bylaws.

Election 2: Duties and Responsibilities

The Board shall oversee all aspects of the School and shall assist the current administrator as needed with the establishment and management of policies for the school, and shall fulfill the duties as prescribed in A.S.14.03.250, and as set forth in these Bylaws.

The Board shall perform the following duties:

- A. Enter into a contract with the Matanuska-Susitna Borough School District for the operation of FRC; hereinafter, referred to as the (Operational) Contract.
- B. Administer the Contract in accordance with the terms therein.
- C. Ensure that the FRC Academic Policy Committee is operated in compliance with applicable federal, state and local laws and regulations.
- D. Ensure that the duties and obligations of the APC, as defined by law or contract, are met.

Specifically, the Board shall:

1. Adopt sound financial management practices for the FRC Academic Policy Committee.
2. Review and approve the FRC Learning Plan/Curriculum, consistent with state law and the contract with the MSBSD.
3. The Governing Board will review the budget quarterly upon request.
4. Select, evaluate, and dismiss if/when necessary, a Type B School Principal/Administrator, consistent with state law and with the Operational Contract.
5. Delegate to the School Principal/Administrator the duties deemed appropriate by the Governing Board.
6. Participate with the Principal/Administrator in the selection of staff members, consistent with state law and the Operational Contract.
7. Promote a positive image of FRC to the public.
8. Review and rule on other questions, issues or policies as may arise from time to time, to the extent limited by law.
9. Meet at such times and places as described in these Bylaws.

No members of the APC shall act on his or her own in the name of the APC unless authorized to do so by these Bylaws or by a resolution of the APC Governing Board.

Section 3. Members of the Governing Board

A. Number

The number of Governing Board members shall be between seven (7) and nine (9) voting members, and advisory members as needed.

B. Board Composition

The governing board will consist of:

1. 2-3 staff members (at least one (1) shall be a teacher). These Board members may also be parents of students in the school.
2. 2-4 Parents. An effort will be made to have parent members on the Governing Board with children in different grade levels. Only one parent per family may serve on the board at one time.
3. 1-2 Community members at large (CML). Efforts shall be made to recruit Board Members from diverse segments of the community, including business, education, industry, government

and human services. In order to seat a Community Member at Large, such a seat must be filled by Board appointment.

C. Ex officio members

1. **Principal:** The Principal currently under contract to the School shall be an ex officio member of the Governing Board. S/He will serve in an advisory capacity to the Board and will not have a vote.
2. **Advisory Members:** From time to time the Governing Board may designate other ex-officio members to the Board to serve for a designated time and purpose. These members will serve in an advisory capacity and will not have a vote.

D. Term

All members of the APC Governing Board will serve two-year terms.

E. Term Limitations

The maximum consecutive terms on the Governing Board that staff, parents, and community members at large may serve will be two (2).

A majority vote of the full APC board shall be required to change any term.

In the event that a vacant seat is unable to be filled, board members who have already served may continue to serve for an additional year with a unanimous vote of the APC Board.

F. Vacancies.

Any member may resign from the Board by submitting a written notice of resignation to the Chair or Secretary. Resignation shall be effective upon receipt, or at the date specified in the notice. Acceptance of resignation by the Board is not required.

In the event of a vacancy on the Board, due to resignation, removal, or death, the Elections Committee shall provide nomination(s) of interested and qualified APC member(s). Any vacancy can be filled by the affirmative vote of the majority of the remaining members of the Governing Board, at a regular or special meeting. Vacancies on the Board shall be filled as soon as practicable.

The term of office for the Board member appointed to fill a vacant seat shall be for the balance of the unexpired term of his/her predecessor. The member elected to fill the vacant seat shall be eligible, when his/her term expires, for re-election in accordance with election procedures outlined in Article V. If elected, he/she shall be eligible to serve the maximum number of terms as specified in Article III, Section E, not including the time already spent in fulfillment of the expired term of his/her predecessor.

G. Removal

A Board Member may be removed from the Governing Board at any time, by a 2/3 majority vote of the Board, if the Member:

1. Has missed two (2) or more of the regular meetings of the Board during any fiscal year, without valid reason, or prior written notice.
2. Has not carried out his/her responsibilities as a Board Member, or has demonstrated, through words and/or actions, a lack of support of the mission, goals, philosophy, and programs of the School, as detailed in the Charter.
3. Has been convicted of a felony, in which case the removal shall be immediate upon notice of such conviction.

4. Has been declared of unsound mind by a final order of court.
5. For other good causes as the Board may determine, when the removal of the Board Member is judged to be in the best interests of FRC.

H. Compensation.

Members of the Governing Board shall not receive any salaries for their services as Members of the Board. However, the Board may approve reimbursement of a Board Member's actual and necessary expenses while conducting business for the Board.

I. Conflict of Interest.

Service on the Governing Board 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. Board Members shall disclose to the Board, in writing, any known or potential conflicts of interest prior to the time set for voting on the matter. In the event of a conflict of interest, any involved individual(s) will excuse themselves from voting on the matter. The written disclosures will be attached to the minutes of the meeting in which the Board action occurred relating to the matter disclosed.

J. Binding Actions

No action of any board member, committee, employee, or agent of Fronteras Spanish Immersion Charter School shall be binding upon it unless expressly ratified by the Governing Board.

Article V

Election of Members to the Governing Board

Section 1. Election Committee.

Elections of Board Member shall take place during November of each year. The Elections Committee shall oversee the nominations and election process and provide a written report of the results. The resulting report shall be kept at the principal office of the school and shall be made available for review by current parents, teachers or staff members of the School. The Elections Committee shall be responsible for monitoring voter eligibility and resolving any disputes involved in the casting of ballots.

In August of each year, an Elections Committee will be appointed by the Board Chair. The Elections Committee will consist of no less than three (3) persons. One person shall be a parent member of the Governing Board, one shall be a Fronteras teacher, who may or may not be a Board member, and one shall be a non-Board parent of a student currently enrolled at FRC.

Not later than October 1st of each year, the Elections Committee shall give notice to eligible voters of the date of upcoming Board elections. The seats open for election, and the qualifications for, and duties of, those seats, shall be made available. By October 15th, notice will be made, and information provided to eligible voters regarding any other issues that are determined by the Governing Board to require a vote of APC members, and which will be placed on the ballot.

Section 2. Nomination to the Governing Board.

The Elections Committee shall solicit and accept applications from qualified APC members interested in serving on the Board. The Fronteras Governing Board shall determine the form of the application. Applications must be complete and signed by the candidate in order to be considered as valid. The

Elections Committee shall be responsible to the Board for confirming that candidates are eligible for service on the Board.

Applications will be accepted through the regular October Board meeting. Names of potential candidates shall be made public within a week of the regular October Board meeting (if our regular meeting does not fall during the month of October a special meeting of the Board will take place for elections). Copies of statements that a candidate may choose to submit to the nominating committee and/or to APC members will be kept in the main School office and made available to eligible voters.

Section 3. Election Procedures.

1. The Election Committee shall prepare a ballot listing those candidates who have submitted a complete, timely application. Ballots shall be distributed to voting members of the APC at a time and in a manner determined by the Board to be fair and valid. Any other issues that require a vote of APC members shall also be included on the ballot.
2. Ballots may be submitted by absentee ballot completed with procedures established by the Elections Committee. No more than two parents or legal guardians may vote per family.
3. Election Committee members shall collect the ballots and conduct the counting of the votes in a way that ensures a fair and valid election. The Board reserves the right to move toward online elections.
4. Candidates and APC members shall be advised of the election results.
5. In the event of a non-contested year, the Board reserves the right to seat new Members without holding an election. (This will only take place if all candidates are running uncontested) The APC will still be notified of the results.
6. Newly elected Board members shall assume office at the first APC meeting following their election.

Article VI

Officers of the Academic Policy Committee

Section 1. Designation of Officers.

The Executive Officers of the Governing Board will be Chair, Vice-Chair, Treasurer and Secretary. Officers of the Governing Board must be elected members of the Board.

Officers of the Board shall be elected by the Governing Board, at the first monthly meeting of the Board after the election in November. If the election of officers shall not be held at such meeting, elections shall be held at the next regular Board meeting.

Section 2. Term of Office.

Each officer holds office at the pleasure of the Board, and shall hold such office until he or she resigns, is removed or disqualified from service, or until his or her successor is elected, whichever occurs first.

Section 3. Resignation and Removal

Any officer may resign at any time by giving written notice to the Chair, or if he/she holds that position, to the Vice-Chair. Resignation takes effect upon receipt or on the date specified.

The Board may remove from office any elected or appointed officer of the Governing Board, with or without cause, at any time, by a majority vote of the full Board.

Section 4. Vacancies.

A vacancy in any office due to resignation, removal, disqualification, or death may be filled by a majority vote of the full Governing Board for the unexpired portion of the term.

If the resignation is that of a member of the Executive Committee, the Board will appoint a current qualified Board Member to fill the position on the Executive Committee for the remainder of the vacant seat's term.

Section 5. Duties of Officers

A. Duties of the Chair

The Chair shall be the chief executive officer of the Fronteras Spanish Immersion Charter School APC. S/He shall, subject to the control of the Governing Board, supervise and direct all of the business and affairs of the Fronteras APC, and shall see that the orders and resolutions of the Governing Board are carried into effect. The Chair shall:

If present, preside over all meetings of the Governing Board.

The Chair, with participation from the Executive Committee, shall determine the agenda for each meeting of the Governing Board.

With the approval of the Governing Board, the Chair may appoint someone to perform an audit of the APC books in November, prior to the election of a new treasurer.

In general, the Chair shall perform all duties and may exercise all rights as are incident to the office of Chair of the Governing Board and such other duties as may be prescribed by the Governing Board or these Bylaws.

No action of the Chair shall be construed to substitute for, or relieve the Governing Board of their legal and moral responsibilities or authorities.

B. Duties of the Vice Chair

In the absence of the Chair, or in the event of his/her death, inability or refusal to act, the Vice Chair or other APC member designated by the Chair shall perform the duties of Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice Chair shall perform such other duties as from time to time may be prescribed by law, by these Bylaws, or by the Governing Board.

C. Duties of the Secretary

The Secretary shall attend all meetings of the Governing Board. S/He shall keep full minutes of each meeting and shall record all acts and votes of each meeting. The Secretary shall sign the minutes as approved after such minutes are corrected and approved by the Governing Board. S/He shall keep the electronic files of these records, and a printed copy, at the primary office of FRC, or at such other place as the Governing Board shall determine.

The Secretary shall keep an electronic and printed copy of these Bylaws as amended or otherwise altered to date, at the primary office of FRC or at a place that the Board shall determine.

The Secretary shall keep a current list of the names, mailing addresses, email addresses and telephone numbers of each member of the Governing Board.

The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws, or as required by law, and shall perform other such duties as assigned by the Chair or by the Governing Board.

D. Duties of the Treasurer.

The Treasurer shall provide financial oversight for the operations of FRC Non-Profit and shall report regularly to the Board, and in all ways shall be accountable to the Governing Board. The Treasurer shall render to the Chair and Board members, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the organization.

Fronteras currently holds a non-profit corporate status; the duties of the Treasurer are also dictated by the terms of the contract of incorporation.

The Treasurer shall ensure completion of any 501c3 audits specified in the Charter and in these Bylaws.

The Treasurer shall, in general, perform all duties incident to the office of Treasurer, and such duties as required by law, by these Bylaws or which may be assigned to him or her from time to time by the Governing Board.

Article VII
Meetings of the Governing Board

Section 1. Open Meetings Act

All meetings shall be conducted, and all notices and agendas posted in accordance with, the Open Meetings Act, A.S. 44.62.310 (the Act). If any portion of these Bylaws is more specific than the Act, then that portion of the Bylaws shall control over the Act, unless prohibited by law.

Section 2. Conduct of Meetings

Meetings of the FRC Governing Board shall be presided over by the Chair, or in his/her absence, by the Vice Chair. In the absence of both the Chair and Vice Chair, the Board members present will choose, through a majority vote, a substitute Chair to preside over the meeting. The Board Secretary will take full minutes of each meeting, or in his/her absence, another person shall be appointed by the presiding Chair to act as Secretary at that meeting.

Section 3. Procedural Guidelines

All Board meetings shall be governed by Robert's Rules of Order, as deemed necessary by the Board, and insofar as such rules are not inconsistent with or in conflict with these Bylaws or with provisions of the law.

Section 4. Place of Meeting.

Meetings of the Governing Board shall be held at the principal FRC facility, or at any other regular place that the Board may designate.

Section 5. Regular Meetings.

The Governing Board shall meet on a regular day and week of the month as determined by the Governing Board. The Board shall meet no less than four times per year.

Section 6. Special Meetings.

Special Meetings of the Governing Board may be called by the Chair, or by any four (4) members of the Board.

Section 7. Executive Sessions

All regular and special meetings of the Governing Board shall be open to the public, except that, in accordance with the Act (AS 44.62.310(c)), upon a vote of the majority of Board members present, an executive session may be held to discuss the following types of issues/topics:

1. Matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the organization;
2. Contract proposals and matters subject to negotiations;
3. Matters, which by law, municipal charter or ordinance are required to be confidential.
4. Matters that may prejudice the reputation or character of a person;

The motion requesting the executive session shall state the nature of the matter to be discussed in enough specificity to describe the subject of the session without compromising the purpose for holding an executive session. Executive sessions are held only at the discretion of the Board, and only those APC members who are expressly invited by the Board may attend. Matters discussed during Executive Session shall remain confidential among those attending.

The Board shall not take any official action during an executive session, except that the Governing Board may give direction to its attorney regarding the handling of a specific legal matter. No final policy decisions, nor resolution, rule, regulation or any formal action approving a contract or requesting the payment of money be adopted or approved at any session closed to the general public.

The Board shall provide advanced notice to the affected individual when the Board believes an Executive Session may be warranted to discuss a subject that may prejudice the reputation of character of a person. The notice shall state the date and time of the executive session and shall inform him/her of his or her right to request a public hearing of the matter.

Section 8. Notice of Meetings

1. If the Bylaws, or the Board, fix a regular time and place for meetings of the Governing Board, then no further notice needs to be given.
2. If a regular time and place for meetings has not been established, then notice of all regular meetings of the Governing Board shall be given at least 10 days, and not more than 45 days,
3. before the meeting. Notice of such meetings shall be posted at a consistent central location at the school, and shall be posted on the school website and/or in the school newsletter.
4. Notice of special meetings of the Governing Board shall be given at least twenty-four (24) hours prior to the meeting, in accordance with the Act. Public notice of such special meetings shall be posted at a consistent central location at the school, and when sufficient time exists, shall be published on the school website and/or in the school newsletter. Board Members may be given notice of such special meetings through first class mail, email, telephone, facsimile, or through other written or oral notice. Such notice shall include the time, place, date and purpose of the meeting.
5. The agenda or summary of the agenda, of any regular meeting of the Board shall be posted at the School at least seventy-two (72) hours prior to each meeting. At the end of any meeting, time permitting, issues not posted on the agenda may be raised, discussed and voted on at the discretion of the Chair.

Section 9. Quorum for Meetings.

Greater than 50% of the Governing Board will constitute a quorum. Participation by electronic means is permitted, as long as all participating members can hear one another. Participation by such means constitutes presence in person.

The Board shall not take any official action at any meeting of the Governing Board in which a quorum is not present.

Section 10. Informal Action by Members.

Any permitted or required action that may be taken at a meeting of the Governing Board may be taken without a meeting if all of the Board members consent in writing to the taking of that action. Such consent shall be filed with the minutes of the Board proceedings, and shall have the same effect as a unanimous vote.

Section 11. Member Comment.

At each regular meeting of the Governing Board, a “persons to be heard” time will be allocated. The time allowed per member, and the number of speakers per meeting will be limited.

APC members who wish to comment on a specific issue at a regular board meeting may sign up before the meeting commences, at the discretion of the Board Chair. Alternatively, if an APC member wishes to submit comments, but does not wish to speak, he/she may submit written comments by the Friday prior.

At the Board’s discretion, APC member comments may also be invited at any meeting, with respect to any agenda item or specific matter affecting the school.

Section 12. Attendance.

Attendance at all meetings of the Governing Board is expected of Board members. If a Board member will not be able to attend an upcoming meeting, it is expected that notice will be given to the Board Chair or Secretary at least one week ahead of time, except in case of illness or emergency.

Section 13. Proxies/Absentee Voting.

No proxies or absentee voting shall be allowed.

Section 14. Special Voting/Meeting Circumstances.

In the event that the APC Board is unable to meet in person, meeting and voting online will be permitted. Notifying APC of meeting date and time will still be required. Meeting minutes will still be posted and APC will still be able to participate and comment on issues during “persons to be heard”.

Article VIII

Principal/Administrator

Section 1: Selection and Removal

The Type B Principal/Administrator shall serve at the pleasure of the Governing Board as provided for by state law and by contract with the MSBSD for the operation of FRC. The Principal/Administrator shall be selected by the Governing Board, consistent with Alaska State Statutes.

Removal of the Principal/Administrator shall require a majority vote of the full Governing Board, when it is the judgment of the Board that the best interests of the School would be served thereby.

Section 2. Duties of the Charter School Principal/Administrator

The Fronteras Administrator will provide strategic and instructional leadership and will oversee management of the day to day operations of the school. The Administrator will ensure that the terms of the Charter are met and will implement the priorities and direction that best suit the needs of the school. The Administrator is responsible for leading the day-to-day operations of a school that is committed to the ongoing development and wellbeing of the students, teachers and staff. In addition to the requirements outlined in the Fronteras Administrator's Standards document found in Section 7, page 91 of this document, the Administrator shall meet the requirements applicable to all elementary and middle school Administrators in the State of Alaska as defined by the Alaska Department of Education and Early Development.

The Charter School Principal/Administrator shall:

1. Provide effective educational leadership and promotes the success of all students, as defined in the Fronteras Administrator's Standards and work with the Academic Curriculum Committee, when needed, to plan a program to meet the Fronteras and District curricular objectives and meet the needs, abilities and interests of all students.
2. Ensure that all operations of the school – maintenance of school buildings, all contracted services, technology, terms of the Fronteras Charter, and all directives from the Superintendent, Governing Board, all applicable laws, collective bargaining agreements, and administrative regulations of the District are met, as outlined in the Administrator's Standards document.
3. Develop and manage the school budget with input from staff and the Finance/Budget Committee of the Governing Board, as well as maintain financial records of the charter school.
4. Oversee personnel issues at the school, including hiring, placing, managing and evaluating staff according to District approved practices and applicable bargaining agreements, working with staff to strengthen the instructional program, maintain staff morale, support ongoing education and professional development of staff and participate in an annual review process with the Governing Board upon request.
5. Ensure that individual student educational needs are being met, student data management is current and meeting District and Governing Board goals, and develop and implement an effective discipline policy.
6. Promote positive image of school, submit appropriate information as required by the District and the Charter School Governing Board, participate in all Board meetings with few exceptions to monitor progress and achieve Board policies and goals.
7. Take all necessary and reasonable precautions to ensure the health and safety of all students and to protect equipment, materials and facilities.
8. The Principal/Administrator shall serve in an advisory position on the Board, and will not be a voting member.
9. In administering the affairs of Fronteras Spanish Immersion Charter School, the Principal shall consult with staff members, the Governing Board, advisory committee members and APC members when needed.
10. The Charter School Principal/Administrator shall perform other duties as assigned by the Governing Board.

Article IX **Committees**

Section 1. Appointment.

The Governing Board may designate and appoint committees to perform specific tasks assigned by the Board, through resolutions approved by a majority of a quorum of the Board.

Qualified and interested committee members shall be selected by the Board from the APC membership (which consists of parents, staff and community members.) Each standing advisory committee shall include a representative member from the Governing Board.

Section 2. Authority/Responsibilities.

The Governing Board possesses certain legal powers that cannot be surrendered or delegated. Thus, all recommendations of an advisory committee must be submitted to the Board for action. The Governing Board shall have the power to dissolve any committee and shall have the right to exercise this power at any time during the life of the committee.

Each committee shall receive instruction from the Board regarding the selection of members, the length of time members are requested to serve, the services the Board wishes the committee to render, the extent and limitations of responsibility, the resources the Board will provide, and the approximate dates on which the Board would like to receive written or oral reports from the committee.

Section 3. Executive Committee.

The Executive committee shall be composed of the Officers of the Governing Board, and may include one additional member of the Governing Board to be elected by the Board.

The Executive Committee shall be chaired by the Governing Board Chair. The quorum of the Executive Committee shall be three (3) of the five (5) members.

The Executive Committee shall be empowered to meet in a special session to consider issues that require prompt attention and which can't wait until a regular meeting of the Governing Board. Any decisions made during such meetings shall be subject to approval by a majority of the quorum at the next regular Board meeting.

Section 4. Elections Committee.

The Elections Committee shall operate as detailed in Article V, Election of Members to the Governing Board.

Section 5. Standing Advisory Committees.

Each Standing Advisory Committee shall be chaired by a member of the Governing Board. The FRC Academic Policy Committee shall have the following Standing Advisory Committee (in addition to the Executive Committee and the Elections Committee).

- A. Partnerships/Public Relations:** The Partnership/Public Relations Committee shall approve and develop relationships with businesses, organizations and individuals for the purpose of promoting and furthering the mission and goals of FRC. This committee shall direct the marketing and public relations efforts of FRC, and shall perform other duties as assigned by the Board.

Section 6. Other Advisory Committees.

Other Advisory Committees may be designated when necessary by a resolution of the Governing Board. These committees may be chaired by a Governing Board member or by another qualified member of the APC. These committees may exist for a short or long time period, and will be formed in response to current needs of the School, as recommended by the Governing Board or by members of the APC.

Section 7. Notice.

Advisory Committees shall comply with the requirements concerning public meetings that are specified in Article VII, Section 9 above, in compliance with the Open Meetings Act.

Section 8. Meetings.

Meetings of committees shall take place in compliance with requirements of the Open Meetings Act (AS 44.62.310).

Section 9. Fundraising.

Fundraising will be done through the APC Board. Money raised will be deposited into the APC non-profit account. All money earned will be distributed through the APC. A vote of the APC will be required for any money to be dispersed. The APC will appoint a fundraising Chair who may or may not be an APC board member. The Chair may choose members of the APC to join the committee. The fundraising committee will bring fundraising ideas/proposals to the APC Board for final decision.

Article X
Books and Records

Section 1. Accounting. The Principal/Administrator or his/her designee shall present to the Governing Board at least yearly an accounting of income, expenses and budget transfers since the prior regular meeting. The Governing Board may at any time initiate a full or partial audit of School monies.

Section 2. Contracts and Grants. The Governing Board has the authority to enter into contracts, execute and deliver instruments and otherwise legally bind the school. The Governing Board may delegate this authority, either in specific instances, or in general, to the Principal/Administrator or his/her designees, or to any officer of the Governing Board. Such authority may be general or confined to specific instances or transactions.

Unless so authorized, no officer, agent or employee shall have any power to bind the APC by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 3. Bank Accounts, Checks and Withdrawals.

All school monies not held by the District shall be deposited in a bank account(s) in the name of the School. The Treasurer shall be responsible for submitting a copy of the current bank statement for this/these account(s) at each regular meeting of the Governing Board. Signers on the school bank account shall include the Treasurer and Administrative Secretary.

Withdrawals or transfers from any and all District-monitored school funds, bank accounts, budget transfers and any expenditure over a Board-determined amount shall be approved by the Principal and either the Treasurer or the Chair. Expense and budget changes over a Board-determined amount shall require approval by the Governing Board.

Any expenditures or changes in the budget less than \$1000 require any two signatures of the signers (the Principal/Administrator and an officer of the Governing Board).

Section 4. Gifts.

The Governing Board may accept on behalf of the Fronteras APC, any contribution, gift, bequest or device for general purposes or any special purpose of the school.

Article XI
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 Governing Board, all persons who at the request of the Board 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 part, of being or having been a Board member or officer, at the request of the Board 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 of a quorum of the Board, on a case-by-case basis.

Article XII
Amendments to Bylaws

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds (2/3) vote of the Board who are present at any regular or special meeting where a quorum is present, provided that the proposed change in the Bylaws has been submitted in writing to all of the members of the APC Governing Board and posted publicly at a regular, central location in the School at least two (2) days prior to the meeting at which the proposed change shall come up for a vote. Proposed changes to the Bylaws may be submitted by any member of the Board, or by any APC member, for consideration by the Governing Board.

Current Fronteras Governing Board Members:

Jen Manion, Chair

Alana Hairris, Vice Chair

Amanda Strickler, Secretary

Jessica Walden, Treasurer

Alexis Roe

Misty Adams, CML

Alexander Caceda, CML

Jennifer Schmidt-Hutchins, Principal (ex-officio)

Appendix D: APC Members, Qualifications, Minutes

Fronteras Spanish Immersion Charter School APC members include:

Chair:	Jen Manion	Term ends Nov. 2021
Vice-Chair:	Alana Harris	Term ends Nov. 2022
Treasurer:	Jessica Walden	Term ends Nov. 2022
Secretary:	Amanda Strickler	Term ends Nov. 2021
Principal:	Jennifer Hutchins	Ex Officio
Member:	Alexis Brown	Term ends Nov. 2022
CML:	Misty Adams	Term ends Nov. 2022
CML:	Alexander Cadedo	Term ends Nov. 2022

Biographies of Boards Members:

Jen Manion

I have been a Fronteras parent since 2016. In addition to working in financial services, I volunteer my time as the Membership Coordinator for the Wasilla Waves Swim team. I am completing my second term on the board, the last two, as Board Chair. I believe in our school's mission, and look forward to continuing as an active parent at Fronteras after my term expires.

Alana Harris

My name is Alana Harris, I am a proud parent of two boys that have both attended Fronteras since 2014. When I first joined this wonderful community, Fronteras was situated in a building we were leasing. In the past few years it has been a joyous honor to watch how our community has grown. We not only have our own building, but have a place to securely watch our children expand both culturally and academically. I feel lucky to be part of such a wonderful school of teachers, staff and students, even with the challenges we have faced globally and economically, our community comes together and focuses on what we can do to have our children thrive! This is my first year serving as a member of the board, but I dedicated a lot of my time in the school, from running after school classes, guest teaching, coaching sports, helping with field trips, and even cooking, I love being part of this community! It is an honor to serve my school and this community.

Jessica Walden

I am currently serving my first term as treasurer for our APC board. We joined Fronteras when my son started kindergarten in 2015. I've been fortunate to volunteer within our school, and served as a substitute within our District, prior to taking a full time position with the City of Palmer.

Amanda Strickler

I started on staff in 2018 as a 2/3 ELA teacher. After spending two years I moved up to now teach 4/5 ELA and Science. I was elected to join the board in 2019 and currently serve as the APC Board Secretary. I love teaching and serving on the Board as I believe Fronteras is one of the best schools in the Valley.

Alexis Brown

I serve as a staff member on the APC board. I have been teaching music at Fronteras since 2019 and recently joined the APC board. I have a Bachelor of Arts degree in Music Education from Grand Canyon University. I am excited to learn more about Fronteras and how our charter works!

Alexander Caceda

I joined the school district in January 2020 as a substitute teacher and joined the Fronteras APC board in December 2020. I studied Sciences of Communication with an emphasis in psychology of communications in Peru and in the USA. I am currently studying Psychology at GCU. I speak Spanish, English, French, and some Russian, I made a career as a professional cook at the Hilton hotels in Florida and cooking for 8 years in different restaurants. I also love practicing sports and traveling.

Misty Adams

I've had students enrolled in Mat-su schools beginning in 1999. I've been fortunate to have all three of my children attend Charter Schools. My last student attended Fronteras from Kindergarten through eighth grade. I served on a previous charter school board for 6 years and am currently serving my second term at Fronteras as a Community member at large. I volunteer at multiple schools in the district, lead Junior Achievement, and substitute teach as time allows.

Jennifer Schmidt-Hutchins

As principal of Fronteras since 2011, I have seen our school grow and flourish into one of MSBSD's most sought after schools of choice. We take pride in providing an exceptional immersion experience. I am especially proud of the work we do to maintain our positive school culture where students know they are cared for, and everyone; parents, students, and staff have a voice. I look forward to finishing my career as a Fronteras Phoenix, problem solving, and navigating all things immersion.

The APC meets the second Tuesday of every other month, excluding June and July.

Fronteras Spanish Immersion Charter School

2315 N Seward Meridian Pkwy, Wasilla, AK 99654



Academic Policy Committee Meeting Minutes May 04, 2021

I. Call to Order/Determine Quorum

The APC Board shall oversee all aspects of Fronteras and shall be responsible for the management of policies for the school as set forth in the Bylaws. Members present were Misty Adams, Jennifer Hutchins, Jen Manion, Kristen Mason, and Alexis Roe

II. Persons to be Heard

There were no persons to be heard

III. Business Session

A. Motion was made to approve February Minutes by Jen Manion, motion was seconded and approved unanimously.

B. Principal Report (attached)

C. Treasurer Report: The balance reported by Jessica Walden is \$17,083.35

D. Chair Report:

- Misty motioned for APC to purchase cards and gift cards for 8th grade graduates. Each card will have \$20 value. Jessica seconded the motion and it was approved unanimously.
- Bi-Laws are almost complete
- Alexis mentioned that a parent made video last year of the school that could possibly be used as a future advertisement for the school. Jennifer said she would check back with that parent

IV. Generative Discussion

- A. APC Timeline: Timeline is put on hold until charter renewal is in place
- B. Charter renewal in 2023
- C. Alana Harris is stepping down from fundraising, Misty Adams remains as the fundraising coordinator.

V. Future Business

Regularly Scheduled Board Meeting September 14, 2021 via Zoom

VI. Executive Session (as needed)

VII. Final Actions and Adjournment:

Jennifer Hutchins motioned to adjourn at 7:36pm and Misty seconded the motion, meeting adjourned.

APC Board Members:

Jen Manion, Chair
Alana Harris, Co-Chair
Jessica Walden, Treasurer
Amanda Strickler, Secretary
Alexis Roe, Staff
Misty Adams, CML
Alex Caceda, CML
Jennifer Hutchins (ex-officio), Principal

APC Principal Report May, 2021

1. Intent Forms Returned as of 4/15:

K – 43
1st – 44
2nd – 38
3rd – 37
4th – 45
5th – 25
6th – 24
7th – 19

2. Applications submitted:

K – 42
1st – 10
2nd – 6
3rd – 6
4th – 4
5th – 5
6th – 1
7th – 2

3. Siblings (if room in grade level)

K – 26
1st – 2
3rd – 1

4. Lottery was April 27th @ 5pm – Jen M. & Reese (district) assisted – enrollment below:

- K – 24 (x 2)
- 1st – 24 (x 2)
- 2nd/3rd – 24 (x 3)
- 3rd/4th – 24
- 4th/5th – 24 (x3)
- 6th – 25
- 7th – 25
- 8th 19

Total Enrollment - 333

5. No Fronteras virtual learning option next school year – parents can choose Twindley Bridge, Mat-Su Central, or District iTech

6. Mitigation plans, masks, social distancing for the Fall, not determined yet

7. New Hires: John Eller (2/3) Shelli Franckowiak (Art) - both have met our students 😊

- Art Hiring Committee: Jen Manion, Colene Hamil, Alexis Roe, Guin Hill, J. Hutchins
- Elementary Teacher Hiring Committee: Jen Manion, Omaira Rivera, Mayra Cabret, Eugenia Smith, J. Hutchins

8. Due to Microsoft update at end of school year, all Promethean boards are rendered non-functional & have to be replaced with ActivePanels. Total cost of \$44,000

9. Kinder Graduation (May 18th @ 1pm) & 8th Grade Promotion (May 19th @ 1pm) can be in-person w/ masks & distancing – parents only, no siblings, family members, etc.
10. Guin Hill working w/ staff on a Field Day proposal/plan – homeroom station rotation – Fronteras staff only – half day with bus service @ 12:30pm
11. Budget Update:

- Sold old laptops to Diamond Assets for \$30,000.00
- District calculation error in our favor for \$50,000
- CARESAct that was NOT included in our operating budget: \$61,000

Next school year we have \$200,000 in CARESAct money – limitations for how it can be used – we put it toward night custodian & 2 tutor salaries. Small remainder towards custodial/cleaning supplies

Future: Informational full color pamphlet/magazine highlighting Fronteras

- Purpose – 2nd language acquisition – who are we?
- Dual language Instruction – we do not teach Spanish, we teach IN Spanish
- Specials – full time Art, Music, PE
- Staff background, certification(s), interests, etc.
- Parent & Student testimonials
- Ambassador interview/viewpoint - personal tenure in immersion/at Fronteras, special moments, benefits of attending, purpose of Ambassador program, etc.
- FAQ
- Where to find our charter
- All things Lottery
- Virtual school tour link

Needs:

- Printing costs
- Distribution – visitors centers, hospital waiting rooms, automotive waiting rooms, DMV 😊
- Produce annually

Fronteras Spanish Immersion Charter School

2315 N Seward Meridian Pkwy, Wasilla, AK 99654



**Academic Policy Committee Meeting
September 14, 2021**

AGENDA

I. Call to Order/Determine Quorum

The APC Board shall oversee all aspects of Fronteras and shall be responsible for the management of policies for the school as set forth in the Bylaws

II. Persons to be Heard

1. Speakers must sign up before the meeting
2. Time is limited to two minutes per speaker
3. The Board Chair will respond to any questions at a later date via email. Matters will not be discussed or voted on at the meeting

III. Business Session

- A. Approval of May 2021 meeting minutes
- B. Principal Report
- C. Treasurer Report
- D. Chair Report

IV. Generative Discussion

- A. APC Timeline
- B. APC Board Faculty Mini-grant application
- C. FRC Mission Statement
- D. Student Ambassador jacket reimbursement

V. Future Business

Regularly Scheduled Board Meeting November 09, 2021 via Zoom

VI. Final Actions and Adjournment

APC Board Members:

Jen Manion, Chair Alana Harris, Co-Chair
Jessica Walden, Treasurer Amanda Strickler, Secretary
Alexis Roe, Staff Misty Adams, CML
Alex Caceda, CML
Jennifer Hutchins (ex-officio), Principal

Appendix E: Administrative Policy Manual

FRONTERAS'S ADMINISTRATOR'S STANDARDS

Fronteras Spanish Immersion Charter School (Fronteras) is a Spanish Immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment, and fosters increased cultural understanding, communication and citizenship in our community, nation and world. Fronteras maintains high and rigorous standards for student academic and social learning and provides ambitious academic content to all students in core academic subjects.

The Fronteras Administrator will provide strategic and instructional leadership and will oversee management of the day-to-day operations of the school. The Administrator will work with the Fronteras Academic Policy Committee Governing Board (the Board) and will implement the priorities and direction identified by the Board. The Administrator is responsible for leading the day-to-day operations of a school that is committed to the ongoing development and well-being of the students, teachers and staff. In addition to the requirements outlined in this document, the Administrator shall meet the requirements applicable to all elementary and middle school Administrators in the State of Alaska as defined by the Alaska Department of Education and Early Development.

Specific duties of the Administrator are defined below, and the Administrator may be asked to perform other duties as assigned by the Board.

EDUCATIONAL LEADERSHIP:

The school administrator is an educational leader who promotes the success of all students. The Administrator has knowledge and understanding of, as well as demonstrates and incorporates, the following values:

1. Effective communication.
2. Effective consensus-building and negotiation skills.
3. The educability of all.
4. A school vision of high standards of learning.
5. Continuous school improvement.
6. The inclusion of all members of the school community.
7. Ensuring that students have the knowledge, skills, and values needed to become successful adults.
8. A willingness to continuously examine one's own assumptions, beliefs, and practices.
9. Doing the work required for high levels of personal and organization performance.

SPECIFICALLY, THE ADMINISTRATOR WILL PROMOTE THE SUCCESS OF ALL STUDENTS AND WILL:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community

- interests and needs, and mobilizing community resources.
- 5. Act with integrity, fairness, and in an ethical manner.
- 6. Remain current and updated, respond to, and influence the larger political, social, economic, legal, and cultural context.
- 7. Ensure individual, team, and school goals for rigorous student academic and social learning.

ADDITIONAL DUTIES:

- 1. Operations
 - a) Ensure maintenance of school buildings and grounds to provide a safe school environment.
 - b) Oversee all contracted services (cleaning, facilities maintenance, etc.).
 - c) Maintain state-of-the-art information technology similar to other schools in the District and ensure its working order.
 - d) Ensure terms of the Fronteras Charter contract are being met.
 - e) Carry out all directives from the Associate Superintendent and comply with all applicable laws, Board policies, collective bargaining agreements, and administrative regulations of the District.
- 2. Financial Management
 - a) Develop and manage the annual school budget with input from staff and Finance/Budget Committee of the Board.
 - b) Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process and use cost-benefit analysis for budgetary decisions.
 - c) Give presentation of monthly financial reports to the Board at monthly Board meetings.
 - d) Keep current financial records.
 - e) Inform Finance/Budget Committee on any budget changes over \$2,500.00.
 - f) Obtain approval from Finance/Budget Committee on any budget changes over \$5,000.00.
 - g) Maintain accurate and up-to-date records as required by law, district policy, and administrative regulations.
 - h) Develop site-based school budget and prudently monitor all school expenditures.
- 3. Personnel
 - a) Work collaboratively with all staff to strengthen the instructional program.
 - b) Recommend hiring, retention and non-retention of teachers together with the Board Hiring Committee for the improvement of the school system.
 - c) Hire and assign all staff within the school according to personnel procedures.
 - d) Evaluate staff according to district approved practices and applicable bargaining agreement.
 - e) Participate in a mid-year and annual review process for the Administrator with the Board as defined by the Board.
- 4. Staff Management
 - a) Supervise and evaluate employees of Fronteras and participate with the Board to recruit and select employees.

- b) Provide daily supervision, training, and evaluation of all staff that are part of the school.
- c) Maintain positive staff morale and a healthy staff team environment.
- d) Support ongoing education and maintenance of professional teaching standards for staff.

5. Student Management

- a) Ensure that Student Data Management is current and meeting district goals and students are being effectively evaluated for their progress.
- b) Ensure that overall and individual student educational needs are being met and, when needed, additional resources provided to meet educational and development goals.
- c) Provide availability to students and parents for education-related purposes outside the instructional day.
- d) Encourage students to set and maintain standards of behavior.
- e) Develop and implement an effective discipline policy that is understood by students, staff and the greater Fronteras community by:
 - i. Implementing policies and rules governing student life and conduct in school;
 - ii. Developing reasonable rules of behavior and procedures for discipline; and
 - iii. Maintaining order in the school in a fair and just manner.

6. Communication

- a) Submit appropriate information as required by the district and the Board.
- b) Provide the district with names of students who have pre-registered prior to the starting date of each school year ("Waiting List" information shall be provided to the district upon request).
- c) Participate in all monthly Board meetings and at a minimum on a quarterly basis each year to monitor progress and achieve Board policies and goals.
- d) Communicate information, explanations, justifications, expectations, directions and evaluations to students, teachers, parents, other district staff, and community members with efficiency and clarity.
- e) Promote positive image of school district, Fronteras and maintain positive public relations at all times.

7. Curriculum

- a) Work with Academic Curriculum Committee to plan a program of study to meet the individual needs, interests, and abilities of all students and adhere to the Fronteras and District curricular objectives.

8. Health and Safety

- a) Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.

Fronteras Spanish Immersion Charter School

“Preparing students to take their place in a diverse society.”

Student Handbook Policy and Procedures 2021-2022

Principal, Jennifer Schmidt-Hutchins

Administrative Secretary, Solveig Eidsness

Fronteras Spanish Immersion Charter School

Student Handbook

2021-2022

I HAVE RECEIVED A COPY OF THE STUDENT HANDBOOK AND WILL SHARE THE INFORMATION WITH MY CHILD.

Parent/Guardian Name:

Student Name (Printed):

Grade

Student Signature:

Date

Please return this completed page to your child's morning teacher by September 22, 2021

Fronteras Spanish Immersion Handbook 2021-22

Attendance

School attendance is critical to school success. Students are expected and required to attend school by Alaska State Law.

Absence

There is no need to call the school when your child(ren) will be absent. Parents may now enter an absence in ParentVue. Coursework missed due to an absence must be completed. The student has an equal amount of days as was absent in order to complete work and will receive full credit of earned score. In the event of an absence, it is the responsibility of the student to ask for missed work.

Pre-Arranged Absences

A parent/guardian should notify the school in advance if they expect their child to miss more than three (3) consecutive days of school. Please note – Multiple consecutive days are discouraged and use of school district provided vacation days is recommended to avoid a significant loss of instruction.

Teachers will provide all missed work upon the student's return. The number of days missed is the number of school days the student will have to turn the work in.

Tardies

It is very important for students to arrive prior to the beginning of class. Arriving late inhibits the student from finishing their morning assignment (where applicable), and it interrupts the class. If late, the student will stop at the office for a tardy slip and take immediately to their classroom teacher.

Report Cards and Conferences

Conferences are held twice per school year. Student-led conferences are held in February of each year. It is important the student attend the February conference, as they play a significant role by leading the parent/guardian through examples of work that are in the student's portfolio. Individual conferences are not scheduled, unless requested by parent or teacher(s). Report cards are sent to the home after each quarter ends. Fronteras report cards provide the student and parent/guardian with the level of successful student performance on the standards.

Computer Use

All students will have differing and varying degrees of exposure and access to electronic information. All students must abide by all district policies regarding appropriate computer use. Misuse of electronic information/computer will be reported to the school administrator. Misuse comes in many forms. It can be viewed as any message or image sent or received that includes/suggests racism, sexism, inappropriate language, unethical/illegal solicitation, and other similar items/issues. Violations may result in school suspension.

Computer Use Violation:

- *1st = loss of computer use for 3 school days
- *2nd = loss of computer use for 10 school days
- *3rd = loss of computer for 30 days
- *4th = loss of computer for equivalent of 1 quarter (42 days minimum) & possible permanent loss depending on severity of violation.

See MSBSD Student Handbook for Computer Use Policy & Procedures

Sports

To be eligible to participate in a school sponsored activity a student must:

1. Be currently enrolled as a student
2. Have a current physical on file
3. Have a signed parent permission slip form and insurance form on file
4. Maintain passing grades in **all** subjects. Passing grade refers to 70% or C
5. Be in attendance for the full day of school in order to participate in that day's practice or competition
6. Maintain a positive attitude and good conduct at all times
7. No more than two (2) office referrals in a Quarter for poor academic or social behavior
8. Represent Fronteras in a manner that will make Fronteras proud at all times
9. Be picked up immediately at the end of each practice and/or game
10. Stay current with fee(s) required to participate.

Dress Policy

Parents are responsible for their children's dress and general appearance. We appreciate your assistance with ensuring proper attire for an educational environment is worn:

Clothing should fit comfortably, provide appropriate protection from the seasonal weather, and be appropriate for the school environment. The following expectations are for all students.

1. When students are outside, they need appropriate gloves, hat, coat, snow pants, and boots during the winter season; rain (and/or mud) gear for the Fall and Spring.
2. Hats are only to be worn outside, except for special celebration or circumstance.
3. No attire that is recognized or acknowledged to designate a gang symbol or participation in, or inappropriate/vulgar language or design is permitted.
4. Under garments of any kind must not be exposed.

A student that is improperly dressed will have an opportunity to correct the violation. Persistent dress code violation may result in short-term school suspension, as it will be viewed as willful disobedience. The dress policy is in place to protect students' opportunity to learn in an environment free of distraction and interference.

Behavior Expectations

All students at Fronteras Spanish Immersion Charter School have the right to a safe and respectful school environment. Appropriate behavior and safekeeping of our learning environment is of utmost concern. High expectations of Fronteras students and staff ethics, morals, and overall behavior are the norm.

Students are expected to make the most of their learning opportunities each day. Students will not be allowed to disrupt the learning of their peers. Fronteras operates and maintains a positive attitude and encourages each student to work to their potential. Fronteras staff works hard to provide students with guidance, cueing, and encouragement to behave in a manner that is appropriate and expected of today's citizens.

After School Activities

Fronteras Spanish Immersion Charter School is not responsible for students after the end of the school day. All students must be with a supervisor if they are staying on campus beyond official school hours. Students must be picked up promptly at the end of their after school activity.

Harassment

Harassment is taken very seriously. There are three types of harassment the district recognizes & students should be aware of: physical, sexual, and verbal.

Physical harassment is repeated, annoying, offensive physical behavior perceived by the recipient as having a negative impact. Examples: purposeful pushing, tripping, poking, hitting, etc.

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Examples: inappropriate touching, displaying offensive items, sexual remarks, offensive jokes, etc.

Verbal harassment is defined as using words perceived by the recipient as having a negative impact. Examples: name calling, threats, put-downs, etc.

If a student feels he or she is being harassed, he or she should take the following actions:

1. Tell the harasser you do not like the behavior and you want it to stop. Clearly say, "Stop"
2. Tell an adult. Always tell your parent/guardian. Talk to a teacher, the principal, or any staff member of Fronteras.
3. After you tell the harasser to stop, if they continue, document where and when the harassment took place. Write down any names of people that are witnesses.
4. Go to the principal with the documented occurrences.

Library

The library is a special area and must be treated with respect. All procedures for accessing and checking out books shall be maintained. Books and materials that are checked out must be returned timely and be in good condition. If a book is returned damaged or is lost, the parent/guardian will be contacted for replacement costs. No Food or Drink may be in the library.

Animals on School Grounds

Due to allergies, animals may not be brought on school grounds. By permission of school administration and under direct supervision of parent/guardian, an animal may be brought to school for class presentations. All animals must be taken home immediately following the presentation/question/answer period.

Fronteras Spanish Immersion Charter School Information Packet Index

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Fronteras Staff

Jennifer Schmidt-Hutchins, Principal
Solveig Eidsness, Administrative Secretary
Shawn Sasser, Secretary 1
Kami Koecher, Secretary 1
Yeimy Francisco, Language Acquisition Tutor K-8
Hector Pantoja, Language Acquisition Tutor K-8
Sheila Smith, Language Acquisition Tutor 4-8th
Jill Bang, Tutor Advisor
Shelli Franckowiak, Art
Alexis Brown, Music
Guin Hill, P.E.
Philippe Onfray, Kindergarten
Cassie Husmann, Kindergarten
Natalie Martinez, 1st Grade
Jen Rene'e, 1st Grade
John Eller, 2nd/3rd Grade
Mayra Cabret, 2nd/3rd Grade
Omaira Rivera, 2nd/3rd Grade
Eugenia Smith, 3rd/4th Grade
Sandra Page Carranza, 4th/5th Grade
Nerissa Torres, 4th/5th Grade
Amanda Strickler, 4th/5th Grade
J.D. McBride, Middle School
Brittany Pierce, Middle School
Sonya Cook, Middle School
Rebecca Lyrenmann, Speech
Shannon Isley, School Psychologist
Gwen Schneider, Special Education
Melonna Miles, Recess/Lunch Supervisor
Jennifer Avery, Recess/Lunch Supervisor
Renee' Fink, Recess/Lunch Supervisor
Jennifer Mackay, Recess/Lunch Supervisor
Amber Menashe, Recess/Lunch Supervisor
Meghan Bang, Recess/Lunch Supervisor
MaryCarmen Hernandez, Custodian
Alan Figon, Custodian

Additional Instructional Support Staff Fronteras provides students with additional academic and language support in the classroom and in small group settings. This additional support is designed to meet a student's learning style and skill level. It is our goal to meet each child's needs and to keep them challenged in both their Spanish and English academics.

First Day of Instruction for grades 1st through 8th is Wednesday, August 18th. School begins at 8:00am. Students are dismissed at 2:35pm.

Arrival Times and Pick Up Times All grades K-8 begin class at 8:00a.m. Students may arrive at 7:50a.m. Pick up is at 2:35p.m. Picking up your child(ren) on time is very important. We realize occasional situations occur in which you might run late. Please make every effort to be on time.

Dropping Off Items or Picking Your Child Up Early Due to COVID-19 safety precautions that may still be in place, please call the front desk after arriving to school. We will take forgotten items from you and deliver to your child at an appropriate time.

Parents/Visitors Due to our COVID-19 mitigation plan that may still be in place, we will update our visitor/volunteer protocols once guidelines have been determined.

Kindergarten Roll-In Kindergarten Roll-In is Wednesday, August 18th through Tuesday, August 24st. First day for full Kindergarten is Wednesday, August 25th. School begins at 8:00am. Students are dismissed at 2:35pm.

Kindergarten Roll-In is designed to provide our Kindergarten teachers time to meet individually with parents and students for a brief orientation and completion of the assessment profile for each student. The Developmental Profile is required by the Alaska Department of Education and Early Development. This scheduled time allows interaction with the students, both one-on-one, and in small groups. Our teachers will use this time to compile information and make decisions on the appropriate instructional level of each student. The information obtained during the Roll-In will provide a baseline for instruction and be used to determine grouping for various academic areas. The goal is to develop and establish a positive partnership between the home and school, with an easy transition into Kindergarten while developing learning plans that are tailored specifically to make certain each child will be challenged and successful.

Professional Development Days There are five (5) district professional development days during the school year after students begin. In order to better meet the goals for Fronteras' English and Spanish instruction, we have incorporated additional professional development opportunities for staff, by way of early release Fridays. Our early release Fridays occur the first Friday of some of the months. See 2021-22 school calendar on our website for district PD and early release dates. Early release pick-up time is 12:30p.m.

Cancellation of School Due to Weather or Disaster The local radio stations announce the closure of Mat-Su schools. The Superintendent, along with the recommendation from the Troopers, makes the decision whether or not there will be school closures due to weather. The school district will also send out an Ed-Connect message notifying families of the closure.

Amigos This volunteer group works to provide special events and activities as well as assist with all school functions as needed. Amigos Chair, Misty Adams, is responsible for sending out mass email notices regarding upcoming events and special dates to remember. There are times when it will be necessary to send out multiple emails in a day asking for immediate help or reminders for next day events. We do our best to be as efficient as possible, but as with life, things come up that we cannot control. We ask for your patience and understanding.

Early Release Days Fronteras Spanish Immersion Charter School will release all students at 12:30p.m. The first early release Friday is September 3, 2021. There are a total of four (4) early release Fridays. These occur in September, November, February, and April. Early release days are designed to allow the staff to work cooperatively on unit projects as well as be trained in specific professional areas. Bus service for students will still be available on all early release days. However, the bus does not drop students off at Boys and Girls Club on early release days.

Student Conferences Student/Parent/Teacher conferences are held in October and February this school year. These conferences allow the student to share, along with the teacher's guidance and encouragement, progress and achievements. Most conferences will be held in the school gym. Please make certain to bring your child with you to the conference in February.

Report Cards Fronteras' report card is based on standards and goals set for the curriculum. The report card is the formal record of your student's progress and achievements in regard to state standards and benchmarks.

Bi-Weekly Newsletters The school newsletter is an important tool in communicating events, activities, and classroom projects/lessons. The newsletter is electronic and is emailed every other Friday afternoon. Please read the newsletter for important announcements, information, and celebrations.

Field Trips Due to COVID-19 safety measures that may still be in place, field trip allowances will be updated as guidelines are put into place.

Outdoor Clothing Per MSBSD policy, our students go outside for recess unless it is -10 degrees or colder. Students need hats, gloves, boots, snow pants/suit, and a warm coat every day once it snows. Thank you for keeping your child safe and warm.

Academic Policy Committee Academic Policy Committee meetings are held the 2nd Tuesday of most months at 6:00pm. Meeting dates and agendas are announced ahead of time. Everyone is invited to attend.

APC Board Members

Jen Manion, Amanda Strickler, Alexis Brown, Alana Harris, Jessica Walden, Jennifer Schmidt-Hutchins

Misty Adams (CML), Alexander Caceda (CML)

Lunches Please remember to send your child with a cold lunch or items that heat quickly and easily. Keep in mind that heated food must cool before it can be eaten which cuts into the 30 minute lunch period. We request that foods such as Top Ramen be prepared ahead of time and put in a Thermos. Please do not send soda in lunches or for snack.

Checking Your Child's Progress

Parent Vue (online grade book)

We cannot stress enough the importance of checking *Parent Vue*, the online grade book that you check from home or work. *Parent Vue* will show your child's weekly work, test results, work habits, and missing work. If you do not have a computer at home, you are welcome to use one at the school to access your child's information. As there is a direct correlation with class work completion and learning, please make every effort to check *Parent Vue* at least once a week to monitor that your child has successfully completed and turned in all of his/her work. Thank you for your constant support and effort in following up *with your child* regarding their missing work.

****Grades K-5 do not have homework****

Missing Work Due to Illness If a student is absent due to illness, the student has the number of days absent to complete the missed work and turn it in without being considered late. Example: two days out sick = two school days to complete and turn in missed work.

Middle School (6-8 grades) Assignment Policies This policy differs from the elementary grades and is explained during the Open House.

Afterschool Clubs Due to COVID-19 safety precautions that may still be in place, After School Clubs are postponed until further notice.

In the Event of an Emergency Evacuation of Our School Career Technical High School is our emergency evacuation destination. Each school in the district is required to perform specific safety drills. These include: monthly fire drills, bomb threat, earthquake, and ALICE (formerly known as Lockdown). Keeping with district policy, Fronteras has an Emergency Operations Plan with an Incident Command Structure. In the event of such an emergency (which would require our own facility to be determined as unsafe), we will evacuate to Career Tech High School and the Emergency Plan would be put into effect.

Fronteras Clothing Fronteras Spirit Gear is for sale periodically throughout the school year. Misty Adams will provide information early and often as clothing options become available. Students are encouraged to wear Fronteras clothing any day of the week, but especially while on field trips. The signature black, gold, and red colors make the students easily identifiable.

Fronteras Spanish Immersion Charter School - Preparing Students for a Diverse Society

Dear Families,

I hope you all enjoyed an exciting summer! As you can see by the statement above, our focus is to provide an education that supports current learning trends and challenges in order to enhance future opportunities.

We believe it is never too early to begin preparing students for a prosperous future. Whether students are college bound or trade bound – being employable is key. Again, our goal at Fronteras is to prepare our students for a successful future. That means they must be equipped with the skills necessary for the challenge of a competitive job market. We strive to offer our students all the advantages that are within our ability.

At Fronteras we take the time to learn each student's strengths and work to eliminate weaknesses. We celebrate successes and encourage constant improvement. We value hard work, good attendance, cooperation, positive attitudes, and helpfulness. Our students are encouraged to demonstrate RISE behaviors in and out of school. These behaviors include: showing Respect, having Integrity, being Self-Disciplined, and being Engaged in one's own education.

While our students are taught academics in both English and Spanish, we rely on the home for extra support and encouragement as needed. We view education as a team approach, and it is our goal to help our students understand that hard work is the key to success. We expect students to take pride in their work and give their best effort with each assignment and project.

It is through the strength and intellect of the group that we maintain our highest standards of education and decision making. Methodology and teaching curriculum are continually discussed, debated, and argued. After all is said and done, we remain professional colleagues in all respects. We welcome new ideas and new approaches. Every decision made is based on what is good for student learning. Your child's education comes first.

Looking forward to a fabulous school year!

Most Sincerely,

Jennifer Schmidt-Hutchins

Appendix F: Addressing State Content Standards

The following tables are available at the State of Alaska’s Department of Education webpage under the section “Report Card to the Public”. <https://education.alaska.gov/ReportCardToThePublic/>. These tables illustrate Fronteras’ progress in addressing the State of Alaska content standards.

Table A and Table B below compare Fronteras third through eighth grade students to other Mat-Su Borough School District and State of Alaska third through eighth grade students in English/Language Arts (ELA) and mathematics for the 2017-18 school year. Tables A and B also show Fronteras’ participation rate and demographics for all third through eighth grade testing students.

Table A -ELA																
	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
Demographics	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
All Students	11.76%	11.27%	10.16%	32.35%	34.27%	29.11%	36.47%	28.13%	26.77%	19.41%	26.33%	34.15%	170	99%	82%	91%
Male	10.23%	9.23%	8.02%	29.55%	31.69%	27.01%	37.50%	29.04%	26.66%	22.73%	30.04%	38.50%	88	100%	82%	91%
Female	13.41%	13.49%	12.44%	35.37%	37.07%	31.36%	35.37%	27.13%	26.90%	15.85%	22.30%	29.51%	82	98%	81%	91%
African American	*	3.25%	4.64%	*	22.76%	21.72%	*	33.33%	31.92%	*	40.65%	42.12%	1	100%	79%	94%
Alaska Native/American Indian	5.88%	4.95%	2.29%	35.29%	27.53%	13.26%	47.06%	28.43%	22.56%	11.76%	39.08%	62.16%	17	94%	85%	95%
Asian/Pacific Islander	*	7.89%	6.70%	*	29.75%	25.83%	*	29.03%	30.81%	*	33.33%	36.71%	1	100%	87%	97%
Caucasian	14.06%	13.20%	16.16%	33.59%	36.26%	37.93%	32.03%	27.32%	26.21%	20.31%	23.23%	19.89%	128	99%	81%	86%
Hispanic	5.88%	9.24%	6.95%	23.53%	28.51%	30.33%	52.94%	36.55%	30.80%	17.65%	25.70%	32.17%	17	100%	84%	94%
Two or More Races	0.00%	9.60%	8.74%	33.33%	36.61%	30.69%	33.33%	31.47%	30.76%	33.33%	22.32%	29.98%	6	100%	81%	94%
Economically Disadvantaged	4.76%	6.01%	4.52%	33.33%	28.82%	21.28%	33.33%	31.08%	27.71%	28.57%	34.09%	46.65%	21	100%	86%	93%
Not Economically Disadvantaged	12.75%	15.58%	16.00%	32.21%	38.72%	37.24%	36.91%	25.71%	25.80%	18.12%	19.98%	21.18%	149	99%	78%	89%
Students With Disabilities	7.69%	2.27%	1.44%	7.69%	10.34%	9.42%	15.38%	27.00%	22.21%	69.23%	60.39%	66.99%	13	100%	87%	93%
Disabled With Accommodations	40% or fewer	0.23%	0.42%	40% or fewer	5.19%	5.95%	40% or fewer	21.22%	20.16%	60% or more	73.36%	73.50%	7	100%	93%	95%
Students Without Disabilities	12.10%	12.50%	11.52%	34.39%	37.52%	32.19%	38.22%	28.28%	27.49%	15.29%	21.70%	29.01%	157	99%	81%	91%
Limited English Proficient	0.00%	1.26%	0.79%	20.00%	13.84%	9.12%	20.00%	29.56%	22.59%	60.00%	55.35%	67.56%	5	100%	89%	98%
Not Limited English Proficient	12.12%	11.66%	11.63%	32.73%	35.06%	32.25%	36.97%	28.07%	27.43%	18.18%	25.20%	28.91%	165	99%	82%	90%
Migrant Students	7.69%	8.62%	4.62%	23.08%	29.60%	22.11%	38.46%	32.18%	26.31%	30.77%	29.60%	47.04%	13	100%	84%	95%
Not Migrant Students	12.10%	11.51%	10.68%	33.12%	34.68%	29.78%	36.31%	27.76%	26.82%	18.47%	26.04%	32.92%	157	99%	82%	90%
Active Duty Parent/Guardian	28.57%	13.97%	15.20%	57.14%	39.25%	39.85%	0.00%	28.38%	27.65%	14.29%	18.40%	17.49%	7	100%	89%	92%
Not Active Duty Parent/Guardian	11.04%	11.12%	9.76%	31.29%	33.99%	28.26%	38.04%	28.11%	26.70%	19.63%	26.78%	35.48%	163	99%	81%	91%
Not Homeless	11.76%	11.50%	10.32%	32.35%	34.56%	29.40%	36.47%	28.09%	26.73%	19.41%	25.84%	33.74%	170	99%	82%	91%
Not Foster Care	11.76%	11.42%	10.26%	32.35%	34.38%	29.29%	36.47%	28.20%	26.81%	19.41%	26.00%	33.83%	170	99%	82%	91%

Table A MATH																
	PEAKS 2018-2019 FRONTERAS															
Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested		Percent Tested	
	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
All Students	5.88%	7.39%	6.18%	22.94%	33.81%	29.56%	55.88%	41.98%	42.45%	15.29%	16.82%	21.88%	170	99%	82%	91%
Male	6.82%	8.66%	7.00%	29.55%	34.07%	29.41%	48.86%	39.26%	40.68%	14.77%	18.02%	22.96%	88	100%	82%	91%
Female	4.88%	6.01%	5.30%	15.85%	33.54%	29.73%	63.41%	44.94%	44.34%	15.85%	15.51%	20.74%	82	98%	81%	91%
African American	*	0.81%	1.83%	*	21.95%	20.00%	*	48.78%	47.43%	*	28.46%	30.74%	1	100%	79%	94%
Alaska Native/American Indian	5.88%	4.31%	1.41%	5.88%	25.68%	14.46%	70.59%	46.75%	44.49%	17.65%	23.26%	39.90%	17	94%	85%	95%
Asian/Pacific Islander	*	5.99%	4.99%	*	27.82%	25.76%	*	45.77%	46.20%	*	20.42%	22.27%	1	100%	87%	97%
Caucasian	7.03%	8.51%	9.80%	27.34%	36.51%	38.83%	50.00%	39.64%	38.75%	15.63%	15.33%	12.80%	128	99%	81%	86%
Hispanic	0.00%	4.07%	4.14%	11.76%	26.42%	28.40%	76.47%	53.25%	46.25%	11.76%	16.26%	20.93%	17	100%	83%	94%
Two or More Races	0.00%	5.97%	4.97%	16.67%	32.74%	30.24%	66.67%	48.67%	46.25%	16.67%	12.61%	18.75%	6	100%	82%	94%
Economically Disadvantaged	0.00%	4.28%	2.51%	9.52%	27.96%	20.85%	61.90%	45.31%	46.06%	28.57%	22.44%	30.56%	21	100%	86%	93%
Not Economically Disadvantaged	6.71%	9.94%	9.99%	24.83%	38.60%	38.60%	55.03%	39.25%	38.71%	13.42%	12.22%	12.88%	149	99%	78%	89%
Students With Disabilities	7.69%	2.17%	1.30%	7.69%	13.24%	9.03%	53.85%	40.51%	38.92%	30.77%	44.07%	50.81%	13	100%	87%	93%
Disabled With Accommodations	40% or fewer	0.00%	0.31%	40% or fewer	6.83%	5.39%	60% or more	38.72%	38.36%	40% or fewer	54.44%	55.96%	7	100%	92%	95%
Students Without Disabilities	5.73%	8.10%	6.94%	24.20%	36.61%	32.77%	56.05%	42.17%	43.00%	14.01%	13.11%	17.36%	157	99%	81%	90%
Limited English Proficient	0.00%	2.16%	1.31%	20.00%	22.53%	11.62%	60.00%	38.58%	41.72%	20.00%	36.73%	44.46%	5	100%	90%	98%
Not Limited English Proficient	6.06%	7.60%	6.95%	23.03%	34.26%	32.41%	55.76%	42.11%	42.56%	15.15%	16.03%	18.30%	165	99%	81%	90%
Migrant Students	0.00%	6.60%	3.00%	7.69%	31.28%	22.99%	61.54%	45.62%	46.09%	30.77%	16.50%	28.03%	13	100%	84%	96%
Not Migrant Students	6.37%	7.46%	6.48%	24.20%	34.04%	30.19%	55.41%	41.65%	42.10%	14.01%	16.85%	21.30%	157	99%	81%	90%
Active Duty Parent/Guardian	14.29%	8.74%	8.68%	42.86%	38.34%	42.52%	42.86%	39.24%	37.94%	0.00%	13.68%	11.01%	7	100%	88%	92%
Not Active Duty Parent/Guardian	5.52%	7.32%	5.98%	22.09%	33.56%	28.53%	56.44%	42.13%	42.81%	15.95%	16.99%	22.75%	163	99%	81%	91%
Not Homeless	5.88%	7.55%	6.30%	22.94%	34.19%	29.85%	55.88%	41.80%	42.34%	15.29%	16.46%	21.59%	170	99%	81%	91%
Not Foster Care	5.88%	7.48%	6.25%	22.94%	33.99%	29.74%	55.88%	42.02%	42.40%	15.29%	16.50%	21.69%	170	99%	81%	91%

Appendix G: Admission Policy and Procedure

Fronteras is a public school and accepts all applications for enrollment from students who are of school age, who reside in the Mat-Su Borough, and who are not enrolled in another public school. Fronteras does not discriminate toward any individual on the basis of race, creed, sex, color, gender, national origin, religion, or need for special education services.

Our nondiscrimination policy is consistent with the MSBSD, state, and federal requirements. A firm commitment by the parents of students at Fronteras is most desirable and helpful. It is the expectation that students enrolled in Fronteras in kindergarten or first grade will remain enrolled at Fronteras for the duration of their elementary and middle school years. Our program is rigorous. We have very high academic and social expectations for our students in two languages. Additional support at home is encouraged to reinforce English literacy, reading, writing, and oral language. Parents are responsible for getting their child(ren) to school every day either by personal vehicle, daycare van, or school bus. Parents are responsible for providing a healthy snack and lunch each day, and for fulfilling four volunteer hours each month that school is in session. There are no prerequisite requirements for enrollment at Fronteras.

Fronteras Intent Forms are available each school year after January 15th. All forms are available hard copy at the front office and electronically on our school website, on our parent Facebook page, and in our bi-weekly newsletter. Intent Forms are for returning students and incoming kindergarten siblings. Kindergartners are enrolled by the following priority:

- a. Children of Fronteras employees
- b. Siblings of students who are currently enrolled in the school
- c. Other interested students

Interested families who are not currently affiliated with Fronteras may complete an application indicating their desire to enroll child(ren) at Fronteras. Applications are available each school year after January 15th. Applications and all forms are available hard copy at the front office and electronically on our school website, on our parent Facebook page, and in our bi-weekly newsletter. Applications must be received by the last Tuesday in April by 3pm. If by the last Tuesday in April, the number of students who submitted an application for any grade level is *equal to or less* than the number of openings available for that grade level, those students will be offered an available spot without a lottery.

If, by the last Tuesday in April, the number of students who have submitted an application for any grade level is *greater* than the number of openings available for that grade level, those application names participate in our lottery. Student names for the lottery are collected from applications turned in by 3pm the last Tuesday of April. Observing the lottery is open to the public. Hopeful families are invited to attend. Student names drawn after a grade level is full, go on a waitlist for that grade level. Names are added to the waitlist in the order they are drawn. When a space in a grade level becomes available, the student in the number one space on the corresponding waitlist is called and the parent(s) has 48 hours to accept or decline. If a parent declines the spot, their child's name is removed from the waitlist and the next student name is called and offered the spot. Families who decline a spot when offered, must submit a new application.

Priority for the waitlist is given to students who were part of the lottery but whose name was drawn after the grade level was full. Families who need to withdraw for an extended period of time from Fronteras either for medical reasons, family emergencies, or some other legitimate reason, will have their positions held at the top of the waiting list and will be readmitted as soon as space becomes available.

The lottery is public and witnessed by an MSBSD representative, and families are notified of the results the following day. The Fronteras lottery process is transparent and practices are consistent.

Appendix H: Enrollment and Waitlist Numbers**Charter School Next Year Enrollment Projection Worksheet****078 Fronteras Spanish Immersion**

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
FY16 ADM	43.00	36.45	34.00	40.00	32.90	22.90	18.00	12.00	9.00					248.25
FY17 ADM	61.25	44.00	36.00	30.00	38.00	32.00	23.75	13.00	11.00					289.00
FY18 ADM	39.50	60.00	37.80	31.00	26.80	35.00	25.00	20.75	12.00					287.85
FY19 ADM	40.00	41.00	53.00	35.00	36.00	30.00	32.00	20.00	22.75					309.75
FY20 ADM	44.00	44.25	43.00	53.00	35.25	36.00	25.00	27.60	16.65					324.75
FY21 Projected	44.00	44.00	44.00	43.00	53.00	35.00	36.00	25.00	28.00					352.00
FY21 Current FTE	44.00	43.64	41.00	38.00	48.00	30.00	25.00	20.00	22.00					311.64
FY22 Projection	44.00	44.00	45.00	41.00	38.00	48.00	25.00	25.00	20.00					330.00
<i>The District uses a 2 to 3 year survival co-hort for all other projected enrollments. The numbers below are for your reference only. These numbers show what your school would be projected at if following the same methodology. Please note that the survival co-hort calculations do not produce projections for Kindergarten.</i>														
2 Yr Survival Co-Hort		44.00	40.00	36.00	34.00	41.00	21.00	20.00	16.00	-	-	-	-	252.00
3 Yr Survival Co-Hort		46.00	42.00	38.00	39.00	48.00	24.00	21.00	18.00	-	-	-	-	276.00

Fronteras Annual Wait List

2018-2019	2019-2020	2020-2021	2021-2022
76	126	81	81

Appendix I: Budget Summary and Financial Plan

ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.110.0000.2.1.310.	FRC REG ED CERT SAL	1,139,312	1,138,910.77	401
100.078.110.0000.2.1.315.	FRC REG ED CERT LONG	4,154	4,154.00	0
100.078.110.0000.2.1.316.	FRC REG ED CERT EXDT	0	407.44	-407
100.078.110.0000.2.1.319.	FRC REG ED CERT LV CI	6,661	6,660.75	0
100.078.110.0000.2.1.361.	FRC REG ED HEALTH INS	293,148	292,992.84	155
100.078.110.0000.2.1.362.	FRC REG ED UNEMPLY	693	544.36	149
100.078.110.0000.2.1.363.	FRC REG ED WK COMP	18,259	13,593.19	4,666
100.078.110.0000.2.1.364.	FRC REG ED FICA/MEDI	15,843	15,637.76	205
100.078.110.0000.2.1.365.	FRC REG ED TRS	143,637	143,666.60	-30
100.078.110.0000.2.1.371.	FRC REG ED LIFE INS	1,129	1,051.52	77
100.078.200.0000.2.1.310.	FRC SPED INST CERT SAL	37,366	37,109.52	256
100.078.200.0000.2.1.319.	FRC SPED INST CERT LV CI	362	0.00	362
100.078.200.0000.2.1.361.	FRC SPED INST HEALTH INS	10,465	10,463.94	1
100.078.200.0000.2.1.362.	FRC SPED INST UNEMPLY	24	17.36	7
100.078.200.0000.2.1.363.	FRC SPED INST WK COMP	590	430.41	160
100.078.200.0000.2.1.364.	FRC SPED INST FICA/MEDI	551	521.34	30
100.078.200.0000.2.1.365.	FRC SPED INST TRS	4,776	4,660.56	115
100.078.200.0000.2.1.371.	FRC SPED INST LIFE INS	32	31.50	1
100.078.220.0000.2.1.310.	FRC SPED SUPP CERT SAL	67,546	67,545.44	1
100.078.220.0000.2.1.315.	CERTIFICATED LONGEVITY	624	623.10	1
100.078.220.0000.2.1.319.	FRC SPED SUPP CERT LV CI	411	320.71	90
100.078.220.0000.2.1.361.	FRC SPED SUPP HEALTH INS	19,464	19,463.04	1
100.078.220.0000.2.1.362.	FRC SPED SUPP UNEMPLY	45	32.47	13
100.078.220.0000.2.1.363.	FRC SPED SUPP WK COMP	1,091	804.62	286
100.078.220.0000.2.1.364.	FRC SPED SUPP FICA/MEDI	917	905.59	11
100.078.220.0000.2.1.365.	FRC SPED SUPP TRS	8,562	8,561.33	1
100.078.220.0000.2.1.371.	FRC SPED SUPP LIFE INS	59	58.68	0

Appendix I: Budget Summary and Financial Plan

ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.330.0000.2.1.316.	FRC HEALTH CERT EXDT	3,611	7,221.18	-3,610
100.078.330.0000.2.1.362.	FRC HEALTH UNEMPLY	3	2.32	1
100.078.330.0000.2.1.363.	FRC HEALTH WK COMP	60	52.10	8
100.078.330.0000.2.1.364.	FRC HEALTH FICA/MEDI	53	103.89	-51
100.078.330.0000.2.1.365.	FRC HEALTH TRS	454	907.05	-453
100.078.351.0000.2.1.310.	FRC IMPV INST CERT SAL	37,666	37,109.52	556
100.078.351.0000.2.1.319.	FRC IMPV INST CERT LV CI	362	0.00	362
100.078.351.0000.2.1.361.	FRC IMPV INST HEALTH INS	10,465	10,464.12	1
100.078.351.0000.2.1.362.	FRC IMPV INST UNEMPLY	24	17.36	7
100.078.351.0000.2.1.363.	FRC IMPV INST WK COMP	591	430.55	160
100.078.351.0000.2.1.364.	FRC IMPV INST FICA/MEDI	551	521.39	30
100.078.351.0000.2.1.365.	FRC IMPV INST TRS	4,776	4,661.28	115
100.078.351.0000.2.1.371.	FRC IMPV INST LIFE INS	32	31.50	1
100.078.400.0000.2.0.362.	FRC SCH ADM UNEMPLY	1	0.53	0
100.078.400.0000.2.0.363.	FRC SCH ADM WK COMP	17	14.05	3
100.078.400.0000.2.0.364.	FRC SCH ADM FICA/MEDI	17	14.70	2
100.078.400.0000.2.0.421.	FRC SCH ADM MILEAGE	1,020	1,020.00	0
100.078.400.0000.2.3.310.	FRC SCH ADM CERT SAL	124,915	124,914.72	0
100.078.400.0000.2.3.319.	FRC SCH ADM CERT LV CI	1,199	3,076.72	-1,878
100.078.400.0000.2.3.361.	FRC SCH ADM HEALTH INS	21,893	21,751.92	141
100.078.400.0000.2.3.362.	FRC SCH ADM UNEMPLY	78	55.90	22
100.078.400.0000.2.3.363.	FRC SCH ADM WK COMP	2,053	1,725.42	328
100.078.400.0000.2.3.364.	FRC SCH ADM FICA/MEDI	1,829	1,791.64	37
100.078.400.0000.2.3.365.	FRC SCH ADM TRS	15,740	15,689.28	51
100.078.400.0000.2.3.371.	FRC SCH ADM LIFE INS	190	189.12	1
100.078.400.0000.2.3.372.	FRC SCH ADM CELL PHN	360	360.00	0
100.078.400.0000.2.3.421.	FRC SCH ADM MILEAGE	0	0.00	0
100.078.700.1148.2.9.316.	FRC ST ACTIV CERT EXDT	3,479	3,478.23	1
100.078.700.1148.2.9.362.	FRC ST ACTIV UNEMPLY	3	2.09	1

Appendix I: Budget Summary and Financial Plan

ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.700.1148.2.9.363.	FRC ST ACTIV WK COMP	56	55.31	1
100.078.700.1148.2.9.364.	FRC ST ACTIV FICA/MEDI	51	50.43	1
100.078.700.1148.2.9.365.	FRC ST ACTIV TRS	437	436.86	0
	CERTIFIED SALARIES AND BENEFITS	2,007,707	2,005,318	2,389
100.078.301.0000.2.2.320.	FRC SAFETY NC SALARY	51,358	50,921.76	436
100.078.301.0000.2.2.328.	FRC SAFETY NC STIPEND	3,000	2,968.48	32
100.078.301.0000.2.2.333.	FRC SAFETY NC LV CI	179	178.34	1
100.078.301.0000.2.2.361.	FRC SAFETY HEALTH INS	0	0.00	0
100.078.301.0000.2.2.362.	FRC SAFETY UNEMPLY	35	29.33	6
100.078.301.0000.2.2.363.	FRC SAFETY WK COMP	869	758.60	110
100.078.301.0000.2.2.364.	FRC SAFETY FICA/MEDI	814	783.67	30
100.078.301.0000.2.2.366.	FRC SAFETY PERS	0	0.00	0
100.078.301.0000.2.2.367.	FRC SAFETY SBS	3,325	3,314.47	11
100.078.301.0000.2.2.371.	FRC SAFETY LIFE INS	141	129.15	12
100.078.350.0000.2.2.320.	FRC SUPP INST NC SALARY	149,232	148,319.88	912
100.078.350.0000.2.2.328.	FRC SUPP INST NC STIPEND	300	340.08	-40
100.078.350.0000.2.2.333.	FRC SUPP INST NC LV CI	2,064	1,620.96	443
100.078.350.0000.2.2.361.	FRC SUPP INST HEALTH INS	64,945	64,479.78	465
100.078.350.0000.2.2.362.	FRC SUPP INST UNEMPLY	107	81.18	26
100.078.350.0000.2.2.363.	FRC SUPP INST WK COMP	2,488	2,103.43	385
100.078.350.0000.2.2.364.	FRC SUPP INST FICA/MEDI	2,203	2,014.02	189
100.078.350.0000.2.2.366.	FRC SUPP INST PERS	31,972	31,445.19	527
100.078.350.0000.2.2.367.	FRC SUPP INST SBS	9,580	9,212.18	368
100.078.350.0000.2.2.371.	FRC SUPP INST LIFE INS	95	80.38	15
100.078.450.0000.1.9.332.	FRC SCH ADM SP APPRECIATE	450	450.00	0
100.078.450.0000.1.9.362.	FRC SCH ADM SP UNEMPLY	1	0.27	1
100.078.450.0000.1.9.363.	FRC SCH ADM SP WK COMP	8	7.16	1
100.078.450.0000.1.9.364.	FRC SCH ADM SP FICA/MEDI	7	6.53	0
100.078.450.0000.1.9.367.	FRC SCH ADM SP SBS	28	27.58	0

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ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.450.0000.2.2.320.	FRC SCH ADM SP NC SALARY	135,429	135,385.02	44
100.078.450.0000.2.2.333.	FRC SCH ADM SP NC LV CI	824	0.00	824
100.078.450.0000.2.2.361.	FRC SCH ADM SP HEALTH INS	22,337	21,493.26	844
100.078.450.0000.2.2.362.	FRC SCH ADM SP UNEMPLY	83	67.50	16
100.078.450.0000.2.2.363.	FRC SCH ADM SP WK COMP	2,186	1,855.36	331
100.078.450.0000.2.2.364.	FRC SCH ADM SP FICA/MEDI	1,938	1,914.86	23
100.078.450.0000.2.2.366.	FRC SCH ADM SP PERS	29,404	28,794.78	609
100.078.450.0000.2.2.367.	FRC SCH ADM SP SBS	8,313	8,299.11	14
100.078.450.0000.2.2.371.	FRC SCH ADM SP LIFE INS	57	56.70	0
100.078.600.0000.2.2.320.	FRC O&M NC SALARY	65,224	65,233.40	-9
100.078.600.0000.2.2.333.	FRC O&M NC LV CI	389	0.00	389
100.078.600.0000.2.2.361.	FRC O&M HEALTH INS	43,250	42,986.52	263
100.078.600.0000.2.2.362.	FRC O&M UNEMPLY	39	31.52	7
100.078.600.0000.2.2.363.	FRC O&M WK COMP	1,065	926.69	138
100.078.600.0000.2.2.364.	FRC O&M FICA/MEDI	915	828.78	86
100.078.600.0000.2.2.366.	FRC O&M PERS	13,885	13,865.05	20
100.078.600.0000.2.2.367.	FRC O&M SBS	3,999	3,998.85	0
100.078.600.0000.2.2.371.	FRC O&M LIFE INS	38	37.80	0
	NON-CERT STUDENT & ADMIN SUPPORT	652,576	645,048	7,528
100.078.110.0000.2.8.329.	FRC REG ED NC SUBS	24,766	10,359.00	14,407
100.078.110.0000.2.8.362.	FRC REG ED UNEMPLY	34	6.21	28
100.078.110.0000.2.8.363.	FRC REG ED WK COMP	285	164.71	120
100.078.110.0000.2.8.364.	FRC REG ED FICA/MEDI	398	150.19	248
100.078.110.0000.2.8.367.	FRC REG ED SBS	1,372	635.05	737
100.078.301.0000.2.8.329.	FRC SAFETY NC SUBS	3,180	3,160.31	20
100.078.301.0000.2.8.362.	FRC SAFETY UNEMPLY	2	1.88	0
100.078.301.0000.2.8.363.	FRC SAFETY WK COMP	52	50.27	2
100.078.301.0000.2.8.364.	FRC SAFETY FICA/MEDI	49	45.83	3
100.078.301.0000.2.8.367.	FRC SAFETY SBS	319	193.71	125

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ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.600.0000.2.8.329.	FRC O&M NC SUBS	0	0.00	0
100.078.600.0000.2.8.362.	FRC O&M UNEMPLY	1	0.00	1
100.078.600.0000.2.8.363.	FRC O&M WK COMP	25	0.00	25
100.078.600.0000.2.8.364.	FRC O&M FICA/MEDI	29	0.00	29
100.078.600.0000.2.8.367.	FRC O&M SBS	123	0.00	123
	SUB PAY AND BENEFITS	30,635	14,767	15,868
	TOTAL PAY AND BENEFITS	2,690,918	2,665,133	25,785
100.078.110.0000.1.0.440.	FRC REG ED PURCH SVC	0	0.00	0
100.078.110.0000.1.0.444.	FRC REG ED TECH R&M	12,000	12,000.00	0
100.078.301.0000.1.0.440.	FRC SAFETY PRUCH SVC	2,640	2,640.00	0
100.078.330.0000.1.0.440.	FRC HEALTH PURCH SVC	0	0.00	0
100.078.450.0000.1.0.440.	FRC SCH ADM SP PURCH SVC	16,136	12,956.85	3,179
100.078.600.0000.1.0.440.	FRC O&M PURCH SVC	51,000	43,162.14	7,838
100.078.600.0000.1.0.444.	FRC O&M TECH R&M	0	0.00	0
	TOTAL PURCHASED SERVICES	81,776	70,759	11,017
	TOTAL PURCHASED SERVICES	81,776	70,759	11,017
100.078.550.0000.1.0.495.	FRC DW ADM SP INDIRECT	136,127	130,415.13	5,712
	INDIRECT	136,127	130,415	5,712
	INDIRECT	136,127	130,415	5,712
100.078.900.0000.1.0.550.	FRC XFR TO OTHER FUNDS	498,727	498,727.00	0
	FRC XFR TO OTHER FUNDS	498,727	498,727	0
	FRC XFR TO OTHER FUNDS	498,727	498,727	0
100.078.360.0000.3.0.433.	FRC INST TECH COMM	31,900	25,164.00	6,736
100.078.450.0000.1.0.433.	FRC SCH ADM SP COMM	1,200	175.00	1,025

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ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.600.0000.1.0.445.	FRC O&M INS/BOND	17,000	0.00	17,000
100.078.600.0000.3.0.431.	FRC O&M WTRSWR	3,450	298.00	3,152
100.078.600.0000.3.0.432.	FRC O&M GRBG	4,500	1,868.20	2,632
100.078.600.0000.3.0.433.	COMMUNICATIONS	3,972	4,741.95	-770
100.078.600.0000.3.0.435.	ENERGY	45,000	36,163.16	8,837
	UTILITIES, COMM, INS, DOCUMENT SERVICES	107,022	68,410	38,612
	TOTAL UTILITIES, COMM, INS, DOC SERVICES	107,022	68,410	38,612
100.078.220.0000.1.0.420.	FRC SPED SUPP SVC STF TRAVEL	150	0.00	150
100.078.351.0000.1.0.420.	FRC IMPV INST STF TRAVEL	895	894.50	1
100.078.400.0000.1.0.420.	FRC SCH ADM STF TRAVEL	150	0.00	150
	TOTAL TRAVEL SERVICES	1,195	895	301
	TOTAL TRAVEL SERVICES	1,195	895	301
100.078.110.0000.1.0.450.	FRC REG ED SUPPLIES	67,773	23,720.90	44,052
100.078.110.0000.1.0.457.	FRC REG ED EQ > \$500	0	0.00	0
100.078.110.0000.1.0.471.	FRC REG ED TEXTBOOKS	0	0.00	0
100.078.110.0000.1.0.475.	FRC REG ED TECH SUP	133,204	133,203.78	0
100.078.110.0000.1.0.490.	FRC REG ED EXP NOC	500	285.00	215
100.078.351.0000.1.0.450.	FRC IMPV INST SUPPLIES	494	493.83	0
	TEACHING SUPPLIES	201,971	157,704	44,267
100.078.301.0000.1.0.450.	FRC SAFETY SUPPLIES	39	39.00	0
100.078.301.0000.1.0.475.	FRC SAFETY TECH SUP	0	0.00	0
100.078.330.0000.1.0.450.	FRC HEALTH SUPPLIES	300	113.79	186
	HEALTH & SAFETY SUPPLIES	339	153	186
100.078.400.0000.1.0.450.	FRC SCH ADM SUPPLIES	1,363	1,170.30	193
100.078.400.0000.1.0.490.	FRC SCH ADM EXP NOC	0	0.00	0

Appendix I: Budget Summary and Financial Plan

ACCOUNT	ACCOUNT DESCRIPTION	BUDGET	YTD EXPENDED	AVAILABLE BUDGET
100.078.450.0000.1.0.450.	FRC SCH ADM SP SUPPLIES	11,551	11,550.39	1
100.078.450.0000.1.0.475.	FRC SCH ADM SP TECH SUP	39	19.84	19
100.078.450.0000.1.0.490.	FRC SCHADMSUP EXP NOC	0	0.00	0
	ADMINISTRATIVE SUPPLIES	12,953	12,741	212
100.078.600.0000.1.0.450.	FRC O&M SUPPLIES	9,000	6,812.03	2,188
100.078.600.0000.1.0.457.	FRC O&M EQ > \$500	576	575.19	1
100.078.600.0000.1.0.475.	FRC O&M TECH SUP	411	410.40	1
	CUSTODIAL AND BUILDING MAIN. SUPPLIES	9,987	7,798	2,189
	TOTAL SUPPLIES	225,250	178,394	46,856
	Totals	3,741,015	3,612,733	128,282

Appendix J: Transportation Policy

Fronteras provides two MSBSD buses for students for both morning and afternoon transportation. Students utilize specific bus stops for its Wasilla and Palmer route riders. Parents are responsible for getting their children to and from the bus stops. If families do not opt to use bus transportation, they are responsible for getting their children to and from Fronteras.