


KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Greatland Adventure Academy Charter School		
Date:	November 27, 2012	Item Number:	Worksession
Administrator:	Dave Jones, Assistant Superintendent 		
Attachments:	Greatland Adventure Academy Charter School Application		

<input type="checkbox"/> Action Needed	<input checked="" type="checkbox"/> For Discussion	<input type="checkbox"/> Information	<input type="checkbox"/> Other : _____
---	---	---	---

BACKGROUND INFORMATION

The Charter School Committee met on October 16, 2012 and on November 12, 2012 to review the application being presented by Greatland Adventure Academy. It was decided the charter school application should be presented at a worksession on December 3, 2013 for discussion. Attached is the application they originally submitted, along with answers to questions that were raised at the first committee meeting. They are currently working on a final version of the application and will present it at the board worksession on December 3rd

ADMINISTRATIVE RECOMMENDATION

N/A

Greatland Adventure Academy
Engaging Mind, Body, and Soul
Location: Log Cabin Inn, Kenai Alaska
Contact: Teresa Moyer 907.398.2288/Debbie Michael 907.398.3821

Greatland Adventure Academy is a charter school established to provide an educational model dedicated to individuality in learning style and interest.
Our goal is to create a learning community that will produce leaders and thinkers who excel not only in academics, athletics and fine arts, but also interpersonal skills and productivity.
Greatland Adventure Academy envisions providing experience-based education which promotes healthy lifestyle choices, and integrates learning into a lifelong pursuit of connecting with the outdoors.

Author and speaker Richard Louv believes our virtual world is leading to a generation of children and young adults that is suffering from what he describes as Nature Deficient Disorder. Greatland Adventure Academy will aim to facilitate adventures that saturate our students with an appetite for more learning by utilizing the outdoor classroom. Alaskan students need time and support to experience and learn about their environment and history through lessons adapted to the outdoors. Core curriculum studies will be accomplished in concentrated integrated sessions in the morning hours, leaving time to engage in a variety of outdoor activities that will enhance the core learning standards. These activities will include active learning through exploration in hiking, survival skills, hunter education, competitive games, snow shoeing, Nordic skiing, beach combing and tide pool activities, gardening, berry picking and food preparation associated with our 'place', the Kenai River watershed. Off-campus excursions will enhance learning and family participation.

Mission of Greatland Adventure Academy

To engage each student's mind, body and soul in experiential learning using the classroom, the community, and the environment.

We believe students should have opportunity for differentiated learning experiences
We believe that spending time outdoors enhances learning
We believe in challenging the mind to learn, solve and create
We believe the body needs movement, training and care
We believe the soul is nourished through the arts
We believe that concentrated focus on academics, arts and athletics will lead to excellent achievement
We believe that life skills must be modeled and practiced to create a kind learning environment
We believe in supporting and strengthening families

Greatland Adventure Academy is designed to create a structured, positive learning community which encourages growth in all aspects of students' lives, producing leaders and thinkers who excel not only in academics, athletics and fine arts, but also interpersonal skills and productivity.

Kenai Peninsula Borough School District Board of Education Provisions

The following information must be provided in writing:

1. Provide the name of the charter school and the name, address and phone number of a legally designated person authorized to act for the charter school.

Greatland Adventure Academy
Teresa Moyer
49860 Eider Drive, Kenai AK 99611
907-398-2288

2. Provide a description of the need for the charter school and how that need was established. Include evidence of the number of parents, teachers and students who support the formation of the proposed charter school. The description shall include where the students are currently attending school.

The need/desire to begin a charter school involves several considerations, including the following:

Although our middle schools do a great job within the current district model, we would like to introduce an alternative which provides larger blocks of integrated academics, allowing for greater focus in areas of individual interest, including sports, music, art, and outdoor education.

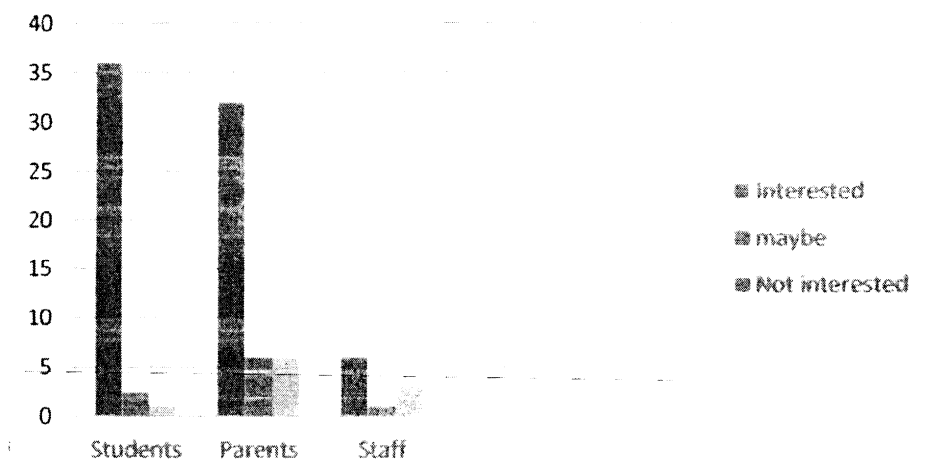
Based on research documented by Richard Louv in his book 'Last Child in the Woods', Alaskans are mobilizing to better use our great resources of nature to strengthen educational programs statewide. The state of Alaska is partnering with several agencies to develop the Alaska Environmental Literacy Plan, which correlates state educational standards with **outdoor educational** curricula. We believe there is a population of students in our area that will benefit hugely from being able to combine classroom studies with more experiences out of doors.

We also hope to offer some **gender specific** classes, based on research regarding differences in test scores for boys and girls, particularly in language arts. These classes would utilize differentiated instructional methods as is instructionally appropriate.

Current discussion on restructuring grades 6-9 in the greater Soldotna/Kenai area is also a factor in the timing of this charter school.

A survey was distributed in the Kenai/Soldotna/Kasilof area to determine the number of parents, teachers and students interested in the development of this

charter school option. Approximately 75 surveys have been distributed so far. The graph below shows interest levels of groups from the surveys that were returned.



Additional results are pending, but there are several personal contacts including parents and teachers showing interest in the idea.

3. State the geographic description of the area of intended service.

Our charter school will serve the greater Kenai/Soldotna area.

4. Describe the proposed student transportation system including the contract if services will be provided by a second party.

Students will be transported to and from school by parents. We will consider purchasing school vehicles (mini-vans) in the future for transportation around the community.

5. Provide a summary of insurance coverage for protecting the District against liability and accident losses in an amount of \$1,000,000. Include a provision by which the Applicant agrees to indemnify, hold harmless and defend the Kenai Peninsula Borough School District, its Board members, employees, and agents from any liability arising through the actions and inactions of the applicant, its Academic Policy Committee, teachers, employees, volunteers, and students.

Insurance information is pending; we agree to purchase the necessary coverage as indicated.

6. Provide any additional information that you feel might be helpful in supporting your desire to establish a charter school.

We have fabulous educational resources in the Kenai Watershed Forum, the Kenai National Wildlife Refuge, Fish and Game, Performing Arts Society, Kenai Art Guild, and many others who have education in their mission. Our school will utilize these resources in ways unique to our charter.

Physical activity for children is a current topic in education which we intend to address. We hope to develop a community devoted to a healthy active lifestyle for staff, students and families. Team work and survival strategies also help build confidence and leadership, which can lower incidence of bullying and substance abuse.

Research on the topic of the influence of music in education is abundant. We plan to integrate music into all subject areas and provide opportunities for students to pursue and excel in their musical goals.

Charter School Application/Contract Provisions (continued) E 6187(c)
Alaska Statute Provisions

The following information must be provided in writing:

1. Provide a description of the educational program. Include a copy of the curricula to be used in the school. The curricula should list objectives, methods of instruction and the means of measuring student performance for each subject and each grade level.

Academic Plan

All academic instruction will align with State of Alaska Content Standards and KPBSD grade level expectations.

Evaluation will include a combination of formative testing, projects, presentations, performances, observation, conversations, and student portfolios.

Lessons will be experiential, involving substantial time outdoors and off-campus, including both urban and wilderness areas.

Math: Students will receive differentiated math lessons, and work in groups for problem solving, strategy, finance and economics.

1. Daily computation practice (5 minute speed drills)
2. Individualized math concepts (Teaching Textbooks)
3. Problem solving, strategy (Math Olympiads)
4. Economics, Business and Finance (Mini Society, Cash Flow)

Language Arts: Classes may be divided by gender to address learning/testing differences

1. Daily silent and oral reading from great literature pertaining to history, science, arts
2. Language mechanics: spelling, vocabulary, grammar
3. Writing practice daily (content based)
4. Teaching the Classics, a Socratic Method for Literary Education
5. Speech, drama, Reader's Theater

History: Local, U.S. and World

1. Tracing development of economics, music, language groups, fashion, entertainment, politics, culture, religion and technology throughout history, evaluating changes correlating with major historical events
2. Develop an understanding of world geography and how landforms and weather have influenced major events in history
3. Conversations and interviews with local old timers, politicians, homesteaders, veterans

4. Documentation through a portfolio including journaling, pamphlets, and scrapbooking of how history has formed our world
5. Trips to museums, historical sites, and various points of importance in Alaska's history and development, including gold rush activity and railroad construction
6. Use of technology to interact with students in other countries, and focus on current events around the world

Science: Emphasis will be on outdoor experiential learning

1. Activities coordinated with AK Environmental Literacy Plan
2. Project WILD, Project Learning Tree, Adopt a Stream, KNWR programs

Music: Music will be integrated into core subject areas whenever possible

1. Listening, enjoying, evaluating and participating
2. Individual or small group lessons and practice time
3. Ensembles for performances
4. Singing, playing instruments, dance

Art: Observation of local art shows and interaction with artists will provide a backdrop for artistic experiences

1. Variety of experimentation with art media, including natural materials outdoors
2. Community volunteers and contracted artists for sessions/seminars/workshops

Physical Education:

An integral part of Greatland Academy program will consist of instructors facilitating students in developing an individualized health/fitness program that will guide them in achieving optimal personal health and fitness throughout their lives. Instructors will take time to help students set high standards for themselves and motivate them to reach higher levels. Components of the individual fitness plan:

- Goal setting
- Personal training logs
- Annual volumes, target goals for fitness/training levels
- Goal setting for state and national caliber competitions
- College scholarship attainment

Meeting the standards for physical education will be attained through two target training periods of each school day. Physical fitness will also be integrated into core subjects at every opportunity.

Fitness Block 1 will happen before the core academic subjects begin. Research shows that increased physical activity can heighten cognition and creativity by 50%

(Richard Louv, Last Child In the Woods). Many KPBSD schools practice this pattern to help students prepare for standardized testing.

Fitness Block 2 will be devoted to a carefully planned physical fitness activity.

Greatland recognizes that students' interests and abilities will vary in athletics; therefore adjustments will be made for these variations. Greatland students will have the opportunity to participate in healthy competitive activities, including sports teams at local schools.

2. Provide a statement of the specific levels of achievement for the educational program to include:

a. What performance targets do you plan for the students in the proposed charter school?

Teachers will target and cover state and national core standards in every subject area with the goal of mastering district grade level GLE's.

We will also target growth in six learner outcomes: self-reliance, creativity, cooperation, reasoning ability, personal growth, and academic achievement. We have tailored our program to meet the needs of students in all six learner outcomes, not just academic achievement because we recognized that these five other areas support academic achievement and are necessary to nurture and facilitate lifelong learning. We embed opportunities and strategies for growth in self-reliance, creativity, cooperation, reasoning ability and personal growth into our curricula and methods.

b. What specific instruments do you plan to use to measure student performance and growth?

In addition to utilizing KPBSD's assessment calendar options for testing, our academy will use the following assessment data to drive decision making in curriculum and instruction:

Placement testing, intake assessment of learning style and personal goals. As part of the ILP and intake process GAA will use Educational Placement or other forms of diagnostic testing to determine a baseline in each subject for each student.

Individual Learning Plan.

- Observable behaviors that are criteria for growth in the initial six learner outcomes are evaluated by students, parents, and teacher; subsequent goals are then established.
- Teacher Made Performance-based Tests.
- Portfolio pieces

- Writing samples evaluated by Writing Skills Checklist
- Project Rubrics: Criteria generated by students and teachers. Evaluated by self, peer, and teacher.
- Reading tapes
- Video tapes of presentations

c. What is the timeline for achievement of the performance targets you wish to achieve?

Since all students have their own design, there is not a standard timeline of achievement that fits everyone in a group. Each student and parent will participate in an initial intake assessment with the staff to develop a learning contract that meets their academic, artistic, and athletic needs, strengths and passions. Our teachers will work throughout the year to establish a relationship with each child to monitor and adjust their learning plan. A high priority will be placed on taking time to understand students as individuals which will help the staff better determine educational and emotional needs to ensure academic success. Care will be given to support students in pursuing their personal goals.

d. What are the intended procedures for taking corrective action in the event that pupil performance at the charter school falls below such standards? Failure to meet these levels of achievement will be considered a breach of contract. A charter school is subject to secondary pupil competency testing as provided in AS 14.03.075 and other state assessment requirements. These requirements may not be waived.

GAA will take corrective action for students who do not perform at acceptable levels of proficiency. The classroom teachers will serve as the academic intervention team. The teachers will evaluate and assist students not demonstrating growth or proficiency. In addition, assistance may be provided by parent volunteers with direction and oversight from a certified classroom teacher. Teachers will compile a list of students not meeting proficient standards after each of the three KPBSD assessment cycles (fall, winter and spring). GAA will inform parents of student performance through quarterly report cards. Conferences will be held in October and February of each year. Conferences will also be scheduled as needed when student progress indicates a concern and/or need for further assessment and assistance.

The APC along with the School Administrator will provide oversight to the staff to make sure Alaska State Standards are met. Our levels of achievement are flexible, but each student is expected to make progress according to their Learning Plan.

3. Define the admission policy and procedures for the charter school. Include a description of the proposed school's plan to include at risk and academically low-achieving students to promote diversity. Also include plans for educational programs for exceptional students as well as students with special needs. This information must include the following:

a. A charter school shall specify the application procedure for students, include a copy of the student application form, and specify the time lines for application, approvals, and notification.

b. A statement indicating that the charter school shall enroll all eligible students who submit a timely application unless the number of applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess, students shall be selected by a random drawing supervised by a third party. Students not selected will be placed on a waiting list in the order they were drawn.

c. A statement of nondiscrimination consistent with School District, Department of Education and Early Development, and U.S. Office of Education requirements.

Admission Policy

Greatland Adventure Academy will provide opportunity for open enrollment to all interested students who submit a timely application. The Academic Policy Committee shall ensure equal opportunities for all students in admission and access to academic courses, guidance, and counseling programs, athletic programs, testing procedures, vocational education, and other activities. GAA provides open enrollment for all students including students at risk and academically low or students that are considered exceptional learners. GAA will not discriminate against entering students because of disability, race, creed, color, gender, national origin or religion.

Parents must attend an informational meeting as part of the application process, agreeing to support the mission of GAA. The application deadline for the first year of operation will be the last Friday in March, with the option of extending enrollment in the event that our projected numbers are not met. Notification of acceptance will be emailed and mailed to Parents/Guardians by the first Friday of April, requesting confirmation within ten days by phone or email. In the event that enrollment applications exceed the capacity of the program due to class size, grade level or building capacity, students shall be selected by a random drawing supervised by a third party. After the initial year of operation, GAA will correlate its lottery date with the other charter schools in the district. Any future adjustments to registration will be published in APC minutes, parent newsletters, and posted in the school. The lottery will be weighed and prioritized by the following considerations:

1) Students of Greatland Adventure Academy staff are automatically enrolled.

2) Sibling preference will be given to families that have a child selected.

Applicants not selected to fill an opening in a lottery will be placed on a waiting list retaining the order of their application date. Should an opening occur before the end of the first quarter, the applicant may be contacted to see if they wish to fill this vacancy.

(see Application Form and Things to Consider Before Applying)

4. Provide a copy of the administrative policies. Specifically include how the following areas will be addressed:

a. Names, qualifications and a description of the procedures used to establish the academic policy committee.

Academic Policy Committee:

The original academic policy committee was formed by association and interest to address the potential for a middle school option on the Central Peninsula. These people will serve as Academic Policy Committee (APC) members for the first two formative years of the charter school to oversee the mission and vision for the academy.

At the end of the second full school year the APC selection process will be initiated as described in this contract. If for any reason a member of the core founding group should resign a seat before the end of the two year period, the APC selection process for that seat will be implemented immediately.

The APC Group consists of the following:

Parent Seat 1: Sheila Kupferschmid
Parent Seat 2: Dave Michael
Staff Seat 1: Debbie Michael
Staff Seat 2: Teresa Moyer
Community Member Seat 1: Noah Shields
Community Member Seat 2: Jodene McAuliffe
Administrator Seat: Don Shields
Student Seat: to be determined

The Academic Policy Committee sets school policy and is accountable to the parents of enrolled students. The APC will support and assess the school's progress, following all KPBSD's policies and procedures and Alaska Statutes regarding Charter School Law. The Academic Policy Committee will meet at least six times per year to conduct business of Greatland Adventure Academy.

APC Founding Committee

Don Shields has over 44 years of experience teaching children in grades 1-12, as well as at the college level. He has ten years of experience as administrator of private and public schools and three years as an administrative advisor. Don holds a BA in Education and an MA in Public School Administration. He is a certified instructor with AMSEA for Cold Water and Weather Survival. His education has been enriched by travel and missions work in Russia, South Korea and Peru. Don also has over 16 years of experience in the Alaska commercial fishing industry.

Debbie Michael is currently filling the role of a substitute teacher for the Kenai School District. In the past she has held certified teaching positions in elementary education for KPBSD and for schools in Anchorage and Juneau. She has also enjoyed many years of coaching for a variety of age levels from elementary age and collegiate level sports at the University of Alaska Anchorage and Michigan State. Debbie also serves as a treasurer for a local non-profit and a part time book keeper for a local guide service.

Dave Michael has served as a certified classroom teacher for 22 years. He is currently employed with the Kenai School District and is serving as a classroom teacher at Tustumena for his 16th consecutive year. Dave has been actively involved in KPBSD Six Trait Writing and presently serves on the Math Curriculum Committee. He is a licensed commercial, instrument, and flight instructor and remains active as a licensed pilot. He has been coaching intermediate, middle and high school level Cross Country Ski programs for the past 19 winter seasons. He has a strong background in competitive sports at the national level. He was a member of the 1980 Olympic Team to Lake Placid, New York.

Noah Shields graduated from Cook Inlet Academy in 2000 and from UAA in 2005 with a BA in Psychology. He also holds an M.A. in Marriage and Family Therapy. Noah opened Foundations Family Resource Center in Soldotna, Alaska in the fall of 2008 to provide support for individuals, couples, and families through resources, counseling, and seminars. Noah believes that when families have the necessary tools, they are better capable of raising conscientious and active citizens who will benefit the entire community.

Jodene McAuliffe has been a Kenai Peninsula resident since 1978. Her three children have attended local neighborhood public schools, charter schools, 3 private Christian

schools, homeschooled through IDEA and Connections, and a co-op Kindergarten. She has served on the APC of Aurora Borealis and Kaleidoscope Charter Schools, Kalifonsky Christian School's board, and Skyview High School's Site based council.

Teresa Moyer has been a certified K-8 teacher in Alaska since 1987 with three years of classroom teaching experience. She has been a home school teacher and supervisor and has several years of standardized testing administration and tutoring. She is a Project WILD facilitator, has training in multiple outdoor educational curricula, and has an extensive music background.

Sheila Kupferschmid is active in the Kenai School District as a coach at Skyview High School and Soldotna Middle School. She also serves as a substitute teacher in the district. She has held certified teaching positions in Texas and Nebraska and was a multi-sport athlete in college. She holds two Bachelor's Degrees and earned a Master's Degree in Health Education from Tennessee Tech University. Her coaching and teaching career covers 30 years, serving first as a grad assistant at Tennessee Tech and then at all levels – elementary through high school. Sheila served as a staff coordinator with Special Olympics in Tennessee. While in Texas, she served on high school staff with the Fellowship of Christian Athletes and Kanakuk-Kanakomo Kamps in Missouri. Sheila currently volunteers with a number of ventures in the central Kenai Peninsula.

Academic Policy Committee Selection:

Parent Members: The Parent representatives will be selected by a vote of parents of students enrolled in the school, determined by a written ballot administered by a third party. Initially, one parent will serve a one-year term and the other parent a two-year term. Concurrently, all parent terms will be two years.

Staff Members: The Staff members filling APC seats will be selected by a vote of staff members hired, determined by a written ballot administered by a third party. At least one staff seat must be filled by a certified staff member. Initially, one staff member will serve a one year term and the other a two year term. Concurrently, all staff terms will be two years.

Community member: One or two community members may be appointed by the board for a two year term.

Advisor Member: One advisor may be appointed each year by the APC committee. This member should be currently employed or involved in community work relating to the vision of the school. Up to two additional advisory members may be added to the APC at the discretion of the committee. Advisors are non-voting members appointed by the current APC serving an undefined term.

Student Member: One student seat will be voted on by the student body at the beginning of each school year. The position is to be held by a student from the highest grade level in the school. Any attending member of the charter school may cast one vote for this seat.

Administrator: The administrator will be appointed by the APC and serve as a non-voting member.

b. Describe the types and extent of parental and community involvement in the operation of the proposed school.

Parents and Schools partnering together to raise morally conscious youth is critical to the success of a student's achievement currently and later in life. An individual's moral development, an important component to successful decision making, has long been ascribed to the direct involvement of his or her parents (Berkowitz, 1998).

Parents will have numerous opportunities to volunteer in the classroom, for transportation, chaperoning and planning trips, volunteering to teach specific skills and workshops, food prep or provision. All volunteers will meet district requirements for screening and safety.

Parental involvement is primary but not the only focus. The school's emphasis on outdoor education, State history, and community involvement is a prescriptive method to promoting student success.

Our community outdoor educational resources include the Kenai Watershed Forum, the Kenai National Wildlife Refuge, Fish and Game, AK State Forestry, and the US Forest Service. These organizations and others have staff, equipment and curriculum designed to further their educational goals, and are available for extended use by our students.

The Performing Arts Society, Kenai Art Guild, and other organizations associated with art and music also have education in their missions. Our school will utilize these resources in ways unique to our charter, being mobile and geared for travel.

c. Development of an annual school development plan with supporting student performance information.

Each year the KPBSD designates one staff development in-service day that must be used to analyze data on student performance. Schools are required to discuss instruction and curriculum that addresses the data. A comprehensive staff development plan for each building is designed by the building administrator. This

plan is intended to address academic needs pertinent to student assessment and attendance data and teacher's instructional needs.

d. Reporting procedures to the local school board and school community.

The Academic Policy Committee will provide oversight for the school administrator, examine fiscal records and accounting procedures, and will ensure the fulfillment of the mission, philosophy, educational aspects of goals of the Academy. The APC will review and evaluate the operations of the charter school and provide regular feedback to the school administrator and provide documentation to the KPBSD School Board that represents that the Charter is operating in accordance with criteria set up in this document.

The Academic Policy Committee shall select the administrator of the charter school. The administrator of the charter school shall oversee the operation of the charter school and ensure the terms of the contract are being met. The administrator shall meet regularly with parents and teachers to review, evaluate and improve operations of the charter school. The administrator shall meet with the Academic Policy Committee at least six times each year to monitor progress in achieving the Committee's policies and goals.

The school community will be informed with newsletters, invitations to APC and parent teacher meetings, and individual conferences as needed.

e. Description of the school's discipline procedures

Typical classroom management procedures including positive reinforcement will be practiced by teachers. The administrator will join the teacher and parent to handle serious or repeat offenses. Parental communication will be maintained throughout any disciplinary situations.

Accurate assessment of a child's strengths and growth areas is a proactive, instead of reactive, approach to discipline. When students, parents, and teachers are partners in developing the ILP there is an agreement of the expectations for the parent, teacher, and student. When expectations are unmet the goal of disciplinary action is not to punish but to encourage the development of the student through mutually agreed partnership and accountability.

f. Include information on how the charter school will be accountable to the public.

Information will be available online for admissions, application, and policies and performance. We will host open house meetings as needed, and keep the press aware of special events.

The administrator, with the approval of the Academic Policy Committee, shall select, appoint, or otherwise supervise employees of the charter school. If the person selected as the administrator by the Academic Policy Committee does not possess an Alaska Type B administrative certificate, then the local School Board shall designate (with the approval of the Academic Policy Committee) a School District administrator to evaluate the teacher(s) in the charter school.

The cost of teacher evaluations by a designated District administrator shall be included in the contract.

5. Provide a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget.

Include a proposed budget for the term of the charter. Include the charter school's funding allocation and costs assignable to the charter school budget.

As in other District schools, a formula is used which allocates eligible District revenues on a per student basis. It is anticipated that GAA will start with 40-45 students and will grow by approximately 20-30 new students per year. This will result in approximately 150 students by the sixth school year.

Our proposed budget for the term of the charter is in progress, depending on facility, enrollment, and teacher salaries. An accurate budget will be developed based on final enrollment figures.

ESTIMATED FUNDING - NEW CHARTER SCHOOL
FY14

FY14 Estimated Revenue Calculation - 8-27-12

Assuming no change from FY13 formula

Variables:

FTE Enrollment	30,000
Is program funded as a separate school per statute (Yes or No)	Yes
ADM if funded as separate school	30,000
ADM if funded as included in largest school (per statute)	
Intensive service students (as included in FTE enrollment)	
Correspondence students (not included in FTE enrollment)	

Estimated State Foundation Funding

FTE Enrollment		30.00
ADM as adjusted for school size ADM * 1.18		35.40
ADM as adjusted for district cost factor (*1.171)		41.45
ADM as adjusted for special needs (*1.2)		49.74
ADM as adjusted for Career & Technical Education (*1.01)		50.24
ADM adjustment for intensive service counts (x13)		0.00
ADM adjustment for correspondence students		0.00
Adjusted ADM		50.24
Base student allocation	\$	5,680
Estimated State Foundation Funding (Basic Need)	\$	285,363

Quality Schools Funding

Quality schools funding per adjusted ADM	\$ 16.00	
Adjusted ADM	50.240	\$ 804

Total Estimated Revenue Per Capita Funding

	%	\$ 286,167
FY14		
Less indirect cost rate		\$ 13,089
(FY13 rate)		
Funds available for operation		\$ 273,078

9/11/2012

ESTIMATED FUNDING - NEW CHARTER SCHOOL
Pf14

FY14 Estimated Revenue Calculation - 8-27-12

.Assuming no change from FY13 formula

Variables:

FTE Enrollment	40;
Is program funded as a separate school per statute (Yes or No) *	000:
ADM if funded as separate school	Yes
ADM if funded as included in largest school (per statute)	40.000
~ seVice students (as included in FTE enrollment)	
Correspondence students (not Included in FTE enrollment)	

Estimated State Foundation Funding

FTE Enrollment	
ADM as adjusted for school size ADM: 1.18	40.00
ADM as adjusted for district cost factor (*1.171)	47.20
ADM as adjusted for special needs (*1.2)	55.27
ADM as adjusted for Career & Technical Education (*1.01)	66.32
ADM adjustment for intensive service counts (x13)	66.98
ADM adjustment for correspondence students	0.00
MjustedAOM	0.00
Base student allocation	66.98
Estimated State Foundation Funding (Basic Need)	<u>\$ 5,680</u>
	\$ 380,446

Quality Schools Funding

	\$ 16.00	
Total Estimated Revenue Per Capita Funding	<u>66.980</u>	<u>\$ 381,518</u>

Quality schools funding per adjusted ADM
Adjusted ADM

1.072

FY14	%	\$	17,451
Less indirect cost rate	9:0480		364,067
(FY13 rate)			
Funds available for operation		\$	

School Budget - Proposed Budget Priorities for 40 student enrollment

<u>Expense- Item</u>	<u>Expense \$ Amounts</u>
Certified Teacher 1	65088.22 cost for Charter
Certified Teacher 2	97243.2 cost for Charter
Certified Teacher 3 ??	
PIT Administrator	40000
PIT Support Staff - 3 hrs	6547.2
Building Rent	9000 Log. Cabin Inn?
Utilities/internet include?	9000
Insurance	8000
Curriculum Materials	10000
Technology	15000
Weekly Field Trips	3000
Quarterly Trips	6000
Art	5000
Music	5000
other - custodial	5000
Office/teacher supplies?	5000
Total Expenses	283878.62
Funding for 40 students	364,067.00
Balance Remaining	80,189.38

* Amounts are still under
negotiation & difficult to
finalize as of this date 10/1/12

GAA will follow all KPBSD rules for keeping and reporting a budget, and will annually submit a balanced program budget by Dec. 1 of each year which shows the expected revenues and expenditures for the charter school for the next school year.

6. Identify and describe the method by which the charter school will account for receipts and expenditures. This shall include a description of how the charter school will be in compliance with AS 14.17.190 Restrictions Governing Receipt and Expenditure of Money from Public School Foundation Account. The charter school shall specify in the application form how it will provide the financial and accounting information requested by the local School Board or the Alaska Department of Education. The charter school shall allow District personnel or the District's auditor access to financial information to perform the annual audit.

The method of accounting will be computer-based regular accounting procedures, open to review by district office. GAA will remain in compliance with AS 14.17.190. We will provide financial and accounting information according to KPBSD finance and accounting procedures, and will use all appropriate forms. Our goal is to achieve efficiency in all operations.

7. Describe the location and description of the facilities to be used and the way they will be obtained and maintained. Any facility that is used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to public buildings or other public schools in the District. The Superintendent shall make this determination based on inspections made by code enforcement authorities. The charter school shall be responsible for obtaining these inspections and shall be responsible for correcting any deficiencies in non-district facilities. The charter school shall maintain code compliance during the duration of the contract. Include:

- a. The name of the facility, if applicable.*
- b. The physical address and description of the facility.*

The Log Cabin Inn Kenai, located at 49860 Eider Drive, just outside Kenai City limits on K-Beach Road is being considered for our charter school location. We understand that all inspections and compliances will be dealt with according to borough standards.

c. Certificates from DEC and the fire marshal indicating that the charter school facility satisfies all health and safety requirements of the federal, state and borough, and that the charter school will maintain that status.

We have met with Dave Tressler at the location, and received preliminary approval to pursue certification for safety and compliance.

d. Contracted services and the proposed contractor

The facility would be rented on a monthly basis from the owner.

e. If the charter school plans to share a facility with an existing district school, please provide evidence that the "Sharing District Facility" stipulations in the policy are addressed.

Not Applicable at this time.

8. How many of each employee group position will be included in the charter school?

At this time our intention is to hire two certified teachers, one part time administrator, one part time support staff, and potential custodial staff.

Identify the employee positions by type.

Certified teachers, type B administrator, and support staff.

Name the teachers who, by agreement, will teach in the charter school.

Because of timing with district contracts, currently employed district teachers who are considering a teaching position with GAA may wish to wait for charter approval before giving up their current contracts. Don Shields has agreed to fill an administrative position and Teresa Moyer has currently agreed to teach the first year. Other teachers have expressed interest in joining the staff pending charter approval.

All teachers in the charter school shall be selected from current teacher employees in the School District or from the District hiring pool of approved teacher candidates. The charter school shall operate in compliance with negotiated agreements established between employee groups and the local School Board.

9. Provide the teacher-to-student ratio

Based on projected enrollment, our ratio will range from 1:15 to 1:20. Our APC will revise the ratio as needed to balance budget concerns.

10. Indicate the number of students and the age/grade levels to be served by the charter school program for each year of the contract

GAA will seek to have 24-45 students for the 2013-2014 school year. Growth in the following years may extend into high school grades, and/or downward into elementary grades at the discretion of our APC, dependent upon facility availability, and with the approval of the KPBSD by February 15th of the previous school year. Our APC will make decisions regarding growth and facility to best maintain the purpose and mission of our charter. Growth may occur by adding groups at other locations.

The projected enrollment for the next five years is as follows:

2014-2015	45-75 students
2015-2016	75-105 students
2016-2017	105-135 students
2017-2018	135-165 students

Final enrollment figures will be determined after space allocations are determined.

11. State the term of the contract, not to exceed five years.

Contract will be sought for five years.

12. The application will include a termination clause providing that the contract may be terminated by the local School Board for breach of contract, the failure of the charter school to meet educational achievement goals, fiscal management standards, or for other warranted cause. Include a signed statement affirming that the applicant will comply with all applicable laws and regulation as well as School District policies, regulations and procedures pertaining to the charter school's operation and recognizing the Board's authority to terminate the charter school if the charter school fails to meet educational achievement goals, fiscal management standards, breach of contract, or for other good cause. Describe the process to be used to discontinue the operation of the school and to assist the transition of students to other District schools in the event the school's charter is terminated before the expiration of its term, or is not renewed following expiration of a term.

Greatland Adventure Academy will sign a contract including the following:

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

(a) The KBPSD School Board may terminate the contract for the following reasons:

- Failure to meet the educational achievement goals
- Failure to meet fiscal management standards
- Failure to abide by the Board Policies and Administrative Regulations of KBPSD

13. Provide a signed statement that the charter school will comply with all state and federal requirements for receipt and use of public money.

This will also be included in our contract.

14. List other requirements or exemptions agreed upon by the charter school and the KPBSD Board of Education. Include the waivers of state regulations the charter school is requesting and reasons for each waiver. List the waivers to School District policies and the reasons for each waiver.

The applicant should provide ten copies of the completed application.

All applications will be subjected to the School Board's review and approval.

Applications should be submitted to:

Superintendent of Schools

Kenai Peninsula Borough School District

148 N. Binkley Street

Soldotna, Alaska 99669

Revised 4/

Things to Consider Before Applying

Greatland Adventure Academy is an active outdoor-oriented school. There will be trips and activities done outdoors in all kinds of weather. Students will be required to keep and use appropriate cold and wet weather gear at school, and must be willing to participate in lessons taught outside the classroom.

A significant amount of work will be done off-campus, requiring travel with parent drivers. Volunteers will be screened, vehicles inspected, and exemplary travel behavior will be expected.

There will potentially be gender specific classes for some core subjects.

Personal fitness at individual levels will be emphasized. We are not fitness police, but there will be movement and physical training integrated into each school day. Appropriate clothing will accommodate our activities.

There is no district lunch program available. Any lunch program will exist by volunteers, and will be funded by families of the school.

Transportation to and from school will be provided by families; there is no district busing available.

Students will be allowed to participate with local public school sports teams, meeting district requirements for eligibility and fees.

Greatland Adventure Academy is a school of choice with limited space for enrollment. Please ensure that our educational model fits your family philosophy, ability to participate, and student willingness to cooperate before applying.

I have read and agree to support the above statements:

Parent _____ Student _____

Greatland Adventure Academy
Application 2013-14

Application Date: _____

Parent(s) Names _____

Contact Information:

Mailing Address: _____

City: _____ State: _____ Zip _____

Home Phone _____ Cell Phone _____

Work Phone _____ Parent e-mail _____

****Please notify the school office if your contact information changes. If there is an opening at GAA for your child, you will be contacted by phone or mail.**

Names of Child/ren:

Last Name _____ First Name _____

Male ☐ Female ☐ Grade Entering _____ D.O.B. _____

Last Name _____ First Name _____

Male ☐ Female ☐ Grade Entering _____ D.O.B. _____

Last Name _____ First Name _____

Male ☐ Female ☐ Grade Entering _____ D.O.B. _____

Charter School Application

Who Is Your Team? (Are you well-supported? Is your plan sustainable?)

APC Committee

Teachers/Staff

Administration

Parents

Students

What is Your Plan? (How can you include everything in your day? What makes you different?)

Curriculum

Admissions/Enrollment

Procedures

Bylaws

Evaluation

How Will You Do It? (practical logistics)

Budget

Location/Building

Transportation

APC Founding Committee

Don Shields has over 44 years of experience teaching children in grades 1-12, as well as at the college level. He has ten years of experience as administrator of private and public schools and three years as an administrative advisor. Don holds a BA in Education and an MA in Public School Administration. He is a certified instructor with AMSEA for Cold Water and Weather Survival. His education has been enriched by travel and missions work in Russia, South Korea and Peru. Don also has over 16 years of experience in the Alaska commercial fishing industry.

Debbie Michael is currently filling the role of a substitute teacher for the Kenai School District. In the past she has held certified teaching positions in elementary education for KPBSD and for schools in Anchorage and Juneau. She has also enjoyed many years of coaching for a variety of age levels from elementary age and collegiate level sports at the University of Alaska Anchorage and Michigan State. Debbie also serves as a treasurer for a local non-profit and a part time book keeper for a local guide service.

Dave Michael has served as a certified classroom teacher for 22 years. He is currently employed with the Kenai School District and is serving as a classroom teacher at Tustumena for his 16th consecutive year. Dave has been actively involved in KPBSD Six Trait Writing and presently serves on the Math Curriculum Committee. He is a licensed commercial, instrument, and flight instructor and remains active as a licensed pilot. He has been coaching intermediate, middle and high school level Cross Country Ski programs for the past 19 winter seasons. He has a strong background in competitive sports at the national level. He was a member of the 1980 Olympic Team to Lake Placid, New York.

Noah Shields graduated from Cook Inlet Academy in 2000 and from UAA in 2005 with a BA in Psychology. He also holds an M.A. in Marriage and Family Therapy. Noah opened Foundations Family Resource Center in Soldotna, Alaska in the fall of 2008 to provide support for individuals, couples, and families through resources, counseling, and seminars. Noah believes that when families have the necessary tools, they are better capable of raising conscientious and active citizens who will benefit the entire community.

Jodene McAuliffe has been a Kenai Peninsula resident since 1978. Her three children have attended local neighborhood public schools, charter schools, 3 private Christian schools, homeschooled through IDEA and Connections, and a co-op Kindergarten. She has served on the APC of Aurora Borealis and Kaleidoscope Charter Schools, Kalifonsky Christian School's board, and Skyview High School's Site based council.

Teresa Moyer has been a certified K-8 teacher in Alaska since 1987 with three years of classroom teaching experience. She has been a home school teacher and supervisor and has several years of standardized testing administration and tutoring. She is a Project WILD facilitator, has training in multiple outdoor educational curricula, and has an extensive music background.

Sheila Kupferschmid is active in the Kenai School District as a coach at Skyview High School and Soldotna Middle School. She also serves as a substitute teacher in the district. She has held certified teaching positions in Texas and Nebraska and was a multi-sport athlete in college. She holds two Bachelor's Degrees and earned a Master's Degree in Health Education from Tennessee Tech University. Her coaching and teaching career covers 30 years, serving first as a grad assistant at Tennessee Tech and then at all levels – elementary through high school. Sheila served as a staff coordinator with Special Olympics in Tennessee. While in Texas, she served on high school staff with the Fellowship of Christian Athletes and Kanakuk-Kanakomo Kamps in Missouri. Sheila currently volunteers with a number of ventures in the central Kenai Peninsula.

Proposed Curriculum for Greatland Adventure Academy

All academic instruction will align with State of Alaska Content Standards and KPBSD grade level expectations.

Language Arts:

- Thematic Literature Units by Teacher Created Materials, Inc.
- LitPlan Teacher Packs by Teacher's Pet Publications, Inc
- Daily Smart Start – Daily Oral Language & Grammar from Smart Board
- KPBSD District Media Center – Lit. Unit Book Sets
- Spelling Plus by Susan C Anthony

Math:

- Math Facts in a Flash Electronic program used by KPBSD
- Teaching TextBooks
- AIMS Math + Science Solutions by AIMS Educational Foundation
- Cooperative Learning Fraction Fun by Laurie Robertson
- Real-Life math Problem Solving by Mark Illingworth
- Daily Smart Start – Daily math from Smart Board
- Math Facts Plus by Susan C Anthony

Social Studies:

- Project Learning Tree Environmental Education by American Forest Foundation
- Project Wild
- Project Aquatic
- The Complete Geography Projects & Activity Book by Susan Julio
- Daily Smart Start – Daily Geography/History from Smart Board
- Thematic Literature Units by Teacher Created Materials, Inc.
- LitPlan Teacher Packs by Teacher's Pet Publications, Inc – History Integration:

<http://www.tpet.com/titles/fever-1793/litplan-teacher-pack-fever-1793.html>

Science:

- AIMS Math + Science Solutions
- Project Wild
- Project Aquatics
- Project Learning Tree
- Alaska's Ecology by Alaska Department of Fish and Game
- Forest Ecology - Center for Alaska Coastal Studies Homer
- Daily Science from Smart Board
- Music & Science
- Discovery Education (KPBSD Curriculum)
- Science Nucleus – www.msnucleus.org (physical, earth, biological & human biology)
- Aurora Lipper – www.superchargedscience.com

Health:

- AIMS From Head to Toe
- The Great Body Shop(KPBSD Curriculum)
- Totally Awesome Strategies for Teaching Health (KPBSD Curriculum)
- Daily Nutrition from Smart Board

Physical Education: Will Align with KPBSD GLE's & State of Alaska Standards

- Adventure Education Theory and application/Project Adventure by Prouty, Panicucci & Collinson
- Quality Lesson Plans for Outdoor Education by Redmond, Foran & Dwyer

Music: Will Align with KPBSD GLE's & State of Alaska Standards

- Songs for Teaching website
- Carnegie Hall teaching packets

Art: Will Align with KPBSD GLE's & State of Alaska Standards

- KPBSD Art Curriculum Guide
- Atelier Art Course

Life Skill Courses:

- Mini-Society by Marilyn L. Kourilsky
- Hunter's Education
- Surviving Outdoor Adventures
AMSEA's K-12 curriculum that gives school teachers the tools they need to teach cold water safety and survival as part of a school program. Includes background material on cold water safety and survival topics, overheads and ready to use lesson plans for all ages. Unbound, 3-hole punched. Each volume approx. 200 pages.
 - Vol.1 Survivor!
 - Vol. 2 Cold Water Safety & Survival
 - Vol. 3 Land Safety & Survival
 - Vol. 4 Small Boat Safety & Survival

Daily Schedule Based on 6 Hour Instructional Day

Daily routine begins with two main learning blocks as follows:

Reading/Language Arts

History/Social Studies

20 min	Business (spelling, vocabulary, grammar, dictation, edit)
35 min	Lesson (literature unit, content reading, project writing)
20 min	Life Study (connect to community)

75 minute block including movement breaks when appropriate

15 minute Break (change groups)

Math/Science

15 min	Business (computation, corrections)
30 min	Lesson, concept development
30 min	Problem solving, science introductions

75 minute block including movement breaks when appropriate

PE and Lunch

Afternoon Extensions:

Guest instructors, field trips, music, art, target training, outdoor lessons, life skills, presentations, conferencing, building relationships, leadership, civics, service

Student portfolios will be updated regularly

Independent learning plan will guide and track individual activities

	A	B	C	D	Page 1	F	G	H	I
1	Week of September 4, 2012				One Week @ Greatland Adventure				
2		7:30	8:00	8:30	9:15	9:30	10:15	10:30	11:20
3	MONDAY	Building Cognition	Focus - Smart Start Journal & Literature Unit		Brain Break		Brain Break		Lunch/activity
4	TUESDAY	Building Cognition	Thematic Literature Jack London		Brain Break		Brain Break		Lunch/activity
5	WEDNESDAY	Building Cognition	Thematic Literature Jack London		Brain Break		Brain Break		Lunch/activity
6	THURSDAY	Building Cognition	Thematic Literature Jack London		Brain Break		Brain Break		Lunch/activity
7	FRIDAY	Building Cognition	Thematic Literature Jack London		Brain Break		Brain Break		Lunch/activity
8	STUDENTS ARRIVE AT 8:45 CHANGE SHOES SIGN IN MAKE LUNCH CHOICE								

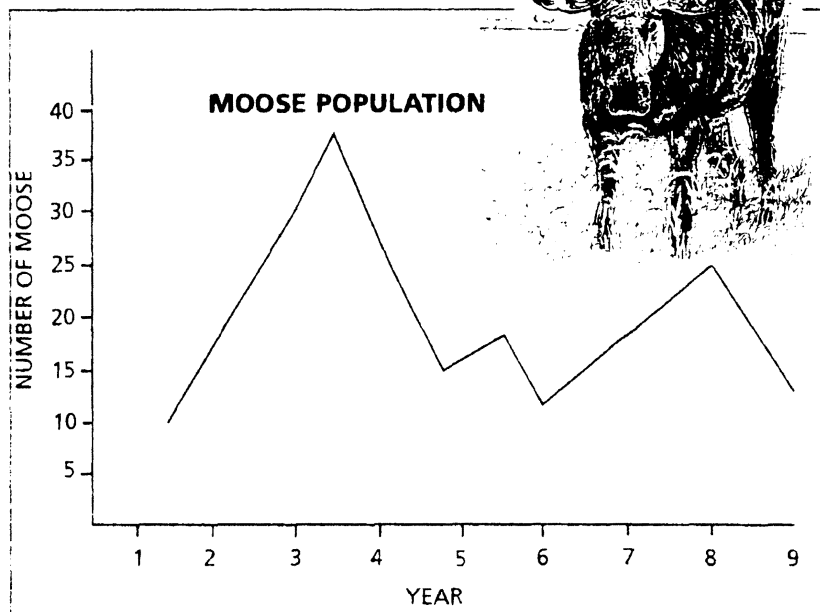
Rough Draft - Sample

	J	Page 2	K	L	M
1					
2	12:00 Academic Integration - Engage		1:30	2:30	Connect/notes
	Academic Integration - Engage Alaska' Ecology Project Wild Lesson# "Oh Moose"		Activate- Building Cognition	DISMISSAL	
3					
	Alaska' Ecology Project Wild Lesson #		Activate- Building Cognition	DISMISSAL	
4					
	Alaska' Ecology Project Wild Lesson#		Activate- Building Cognition	DISMISSAL	
5					
	Alaska' Ecology Project Wild Lesson#		Activate- Building Cognition	DISMISSAL	
6					
	Alaska' Ecology Project Wild - Refuge Field Trip		Portfolio Con- ferences	DISMISSAL	
7					
8	DISMISSAL PROCEDURES:				

Rough Draft - Sample

Oh Moose!

3 EXTENSIONS



Section 2 ECOLOGY ACTIVITIES

Grade level: 4 - 12

State Standard: M A-3,
M A-4, M A-6, S A-14

Subjects: Science, math,
social studies, physical
education

Skills: Applying, comparing,
generalizing, graphing,
observing

Duration: 45-60 minutes

Group Size: 15 or more

Setting: Indoors/ outdoors
(large area)

Vocabulary: Ecosystem,
habitat, herbivore, limiting
factors, population, predator

Objectives:

1. Students will identify at least three things in an ecosystem necessary for an animal to survive.
2. Students will define "limiting factors," and identify which parts of an ecosystem can limit the growth of a population.
3. Students will describe how and why a population changes as its ecosystem changes.

Teaching Strategy:

Students participate in a game which shows how populations change in relation to the supply of food, water, and shelter.

NOTE: This activity is simplified to cover the basic concepts of habitat and limiting factors. For older students, please refer to the Extensions on page 17.

Complementary Activities:

"Create a Classroom Compost Box" in this section; "Investigating Mammals" in Section 3. Also "Create and Destroy" and "Spinning a Yarn about Ecosystems" in Section 4.

Materials:

Large area for running or walking; flip chart or chalkboard; writing materials.

Background:

See **INSIGHTS Section 2, Ecosystems – Community Connections.**

Procedure:

1. Ask students what animals need to survive? Review that all animals need **habitat** (food, water, shelter, and space in which to live). If animals do not have these necessities, they will die. Tell students that this activity involves finding these essentials for moose.
2. Separate the class so that 1/4 of the class becomes "moose" and 3/4 become the "habitat" components. Mark two lines parallel to each other and 10 to 20 yards apart. The moose stand behind one line. All habitat students stand behind the other line.
3. Each moose needs to find three habitat essentials: food, water, shelter. In this game, assume that moose have adequate space to live (represented by the 10 to 20 yard space between the moose and habitat).



ALASKA'S ECOLOGY 2005

- **FOOD:** When a moose is looking for food, it holds its hands (*hooves*) over its stomach.
- **WATER:** When a moose is looking for water, it holds its hands over its mouth.
- **SHELTER:** When a moose is looking for shelter, it holds its hands over its head.

4. At the beginning of each round of the game, a moose can decide what to look for. Once each moose has chosen what to look for, it cannot change until the beginning of the next round. This is very important for the activity to be successful.

5. Each player in the habitat group randomly chooses to be one of the essentials – food, water, or shelter – at the beginning of each round. Once chosen, the habitat essential cannot be changed until the next round. These students use the same hand gestures as the moose to indicate their identity. *If all the habitat players decide to be water one round, they could represent a flood year in that ecosystem.*

NOTE: For younger students, there may be a problem with changing roles during a round. You could hand out color-coded tokens to represent food, water, and shelter. Students choose the color corresponding to their habitat essential at the beginning of each round and return it to the supply at the end.

6. At the beginning of a round, all the students line up on their lines with their backs facing the players on the opposite line.

7. The teacher or leader asks all the players to make the appropriate hand gestures for food, shelter or water.

8. Count "One, Two, Three," and all the students turn around to see the other group. Moose continue to hold their hand gestures and walk to a player at the other line displaying the same habitat hand gesture. They escort the habitat essential person (food/water/shelter) back to the moose line.

- *Successful moose survive and are able to reproduce. If a moose does not obtain its needed essential, it "dies" and turns into a habitat component for the next round.*

- *If more than one moose picks the same habitat element, the one arriving first is the survivor.*

- *If habitat components are not used by the moose, they stay at their line for the next round, when they can choose to represent a different habitat component.*

9. Have one student keep track of the number of moose at the beginning of each round of play. Play the game for 8-15 rounds, keeping track of the numbers of moose.

10. At the end of the game, ask the players to tell what they observed happening to the moose population during the game.

- *They should note that the moose population increased for several rounds, while the herd found plenty of food/water/shelter*
- *After a few rounds, however, the larger herd would not find enough to satisfy its needs. The moose herd would decrease due to lack of water, food, or shelter. The causes of the moose population decline are called **limiting factors**.*

11. Individually or as a group, students graph the numbers of moose as if each round was a year. The graph will show the ups and downs of the moose population as the supply of food/water/shelter changed. *It is important to realize that a healthy habitat means a healthy wildlife population*

12. In class discussion, ask what animals need to survive. How does the supply of each habitat component affect the population of moose? Does a population always stay the same? Or is there some other pattern to describe what happens over time? How does the idea of "balance" in nature apply to the habitat and population of an organism? Is there actually a constant balance in an ecosystem or is there another way to describe what actually happens?

Evaluation:

1. Students give three examples of factors that limit the size of a particular population and describe what is meant by the term "limiting factor."



2. Students graph the changes in population numbers over time.

3. Students define a balanced population or "the balance of nature."

EXTENSIONS:

A. Play the game with predators. As the game progresses, introduce one predator such as a wolf, bear, or human who has to hop or skip (*for safety*). A predator can "catch" (*tag*) its moose prey with two hands as the moose runs toward the food/water/shelter.

Once the moose is tagged, the predator takes the moose off the playing field, to a designated area to eat, cache, or butcher the animal. The "dead" moose then become an additional predator and both predators return to the game.

As with the moose, if a predator does not obtain food, it dies and becomes a habitat component. Have the student recorder keep track of the number of predators as well as the number of moose. Later, this information can be added to the graphs.

With older students, study concepts of predator/prey relations as they effect population, in depth. Have students investigate and discuss the complexities of predator management in Alaska. Allow time for research, opinion writing, and possible debate. For assistance with such resource, contact your local Fish and Game office or the Division of Wildlife Conservation's Wildlife Education Program.

B. Discuss reproductive capacity (with older students). In the above activity all moose are treated as females capable of only one offspring. Contact your local Fish and Game office for more information on moose reproduction. Have older students redesign the activity taking reproduction into account with some moose as male, others as female. Identify years where reproductive rates are high or low to illustrate the impacts of reproductivity on population.

C. Discuss and graph local population data. Population records may be available for certain

species in your area. Contact your local ADF&G office to request this data for use in the activity. Discuss past trends and changes in your local population.

D. Describe limiting factors for other species. Students describe some limiting factors of other species including humans. What habitat components are affected by flood, fire, volcanic eruption, pollution, human development, and human recreational activity? How do hunting/trapping/viewing affect wildlife populations?

Credits:

Adapted from "Oh, Deer!" Project WILD Activity Guide Western Regional Environmental Education Council, 1992.

Curriculum Connections:

(See appendix for full citations)

Books:

Deneki (Berry)

Disappearing Lake: Nature's Magic in Denali National Park (Miller)

Moose for Kids (Fair)

Our Endangered Planet: Life on Land (Hoff)

Out Among Wolves (Murray) (Essay "The Importance of Predators" by David Rains Wallace and "Thinking Like a Mountain" by Aldo Leopold)

Wolves, Bears, and Their Prey in Alaska by the Committee on management of Wolf and Bear Populations in Alaska

Media:

Into the Forest, Krill!, Onto the Desert, Predator (Nature's Food Chain Games) (Ampersand Press)

The Wolf Kit. Contact the Division of Wildlife Conservation/Wildlife Education for loan information at (907) 267-2168

Teacher Resources:

(See appendix)



(Rough Draft- Document in Progress)

Bylaws

Greatland Adventure Academy

Mission Statement

Greatland Adventure Academy is designed to provide a structured, positive environment supporting the academic, athletic, and artistic goals of each student enrolled. GAA is devoted to creating an atmosphere encouraging growth in all aspects of students' lives.

Our goal is to create an alternative learning community that will produce leaders and thinkers who excel not only in academics, athletics & fine arts, but also interpersonal skills and productivity.

Our curriculum and extended programs will strive to build and support strong family involvement for all students.

Article 1: Name

The name of the school shall be Greatland Adventure Academy.

Article 2: Purpose/Objective/Goals

- A. To promote all modalities of learning, equally valuing strengths in all curricular areas including physical activity, creative thinking and academic achievement.
- B. To assist students in determining their interests and skills, and provide opportunity to be exposed to and enriched in those components as they emerge.
- C. To plan an educational program that will most efficiently maximize each student's potential, providing learning experiences using the best research-based models to promote integrated learning for all students, providing time to pursue excellence.
- D. To include curriculum that will inspire and motivate learning, including Project WILD, outdoor and wilderness training, and quality opportunities in fine arts.
- E. To conduct its affairs in accordance with the mission statement above.
- F. To seek funds, contributions, grants and except gifts to enhance and support operations of GAA
- G. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy. and these bylaws.

Article 3: Academic Policy Committee

- A. The APC Group consists of (8) members - following seats held:

Parent Seat 1:
Parent Seat 2:
Staff Seat 1:
Staff Seat 2:
Community Member Seat 1:
Community Member Seat 2:
Administrator Seat:
Student Seat:

1. The Founding Committee will serve as Academic Policy Committee (APC) members for the first two formative years of the charter school to oversee the mission and vision for the academy.
2. The Academic Policy Committee sets school policy and is accountable to the parents of enrolled students. The APC will support and assess the school's progress, following all KPBSD's policies and procedures and Alaska Statutes regarding Charter School Law. The Academic Policy Committee will meet at least six times per year to conduct business of Greatland Adventure Academy.
3. At the end of the second full school year the APC selection process will be initiated as described in this document. If for any reason a member of the core founding group should resign a seat before the end of the two year period, the APC selection process for that seat will be implemented immediately.

B. APC Procedure/Terms

1. **Parent Members:** The Parent representatives will be selected by a vote of parents of students enrolled in the school, determined by a written ballot administered by a third party. Initially, one parent will serve a one-year term and the other parent a two-year term. Concurrently, all parent terms will be two years.
2. **Staff Members:** The Staff members filling APC seats will be selected by a vote of staff members hired, determined by a written ballot administered by a third party. At least one staff seat must be filled by a certified staff member. Initially, one staff member will serve a one year term and the other a two year term. Concurrently, all staff terms will be two years.
3. **Community member:** One or two community members may be appointed by the board for a two year term.
4. **Administrator:** The administrator will be appointed by the APC and serve as a non-voting member.
5. **Student Member:** One student seat will be voted on by the student body at the beginning of each school year. The position is to be held by a student from the highest grade level in the school. Any attending member of the charter school may cast one vote for this seat.

6. Advisor Member: One advisor may be appointed each year by the APC committee. This member should be currently employed or involved in community work relating to the vision of the school. Up to two additional advisory members may be added to the APC at the discretion of the committee. Advisors are non-voting members appointed by the current APC serving an undefined term.

C. Duties

1. The APC Board shall take the following positions as determined among the Board at the first Board meeting at the start of each academic school year. Duties are as follows:
 - (a) Chairperson
The Chairperson oversees board meetings and works in partnership with the APC to make sure board resolutions are carried out. The Chairperson will call special meetings if necessary.
 - (b) Vice-Chairperson
The Vice-Chairperson shall have the powers and exercise the duties of the chair in case of the Chairperson's absence.
 - (c) Secretary
The Secretary shall keep a record of all meetings of the board and shall make meeting minutes available to be reviewed by the APC and KPBSD when requested.
 - (d) Finance Chairperson/Treasurer
The Finance Chairperson/Treasurer shall have access to all financial records of the academy. The Treasurer shall give a financial report at each meeting to be placed within the minutes.
2. Specific duties of the APC Board
 - (a) The Academic Policy Committee will provide oversight for the school administrator, examine fiscal records and accounting procedures, and will ensure the fulfillment of the mission, philosophy, educational aspects of goals of the Academy.
 - (b) The APC will review and evaluate the operations of the charter school and provide regular feedback to the school administrator and provide documentation to the KPBSD School Board that represents that the Charter is operating in accordance with criteria set up in this document.
 - (c) *The Academic Policy Committee shall select the administrator of the charter school. The administrator of the charter school shall oversee the operation of the charter school and ensure the terms of the contract are being met. The administrator shall meet regularly with parents and teachers to review, evaluate and improve operations of the charter school.*
 - (d) *The Academic Policy Committee shall meet with the administrator at least six times each year to monitor progress in achieving the Committee's policies and goals.*
 - (e) *The APC will meet to discuss operation, hear reports and updates, and to consider adaptations or policy changes.*
 - (f) *APC will also meet to consider requests and concerns from parents, students and staff members.*
 - (g) *APC members shall be requested to attend policy meetings. Absence from three (3) consecutive meetings or half of the meetings year-to-date shall constitute grounds for immediate dismissal from the APC Board.*

- (h) *APC Board members shall disclose in known or potential conflicts of interest prior to the time set for voting on any transaction and shall not vote on the matter or attempt to influence the decisions of other Board Members in voting on the matter.*
- (i) *Members of the APC Board shall receive no compensation for their services as members of the board.*
- (j) *For voting purposes a quorum shall consist of four (4) voting APC Board members. Action requires an affirmative vote of at least four (4) of the voting members.*
- (k) *All regular meetings shall be open to the public except that upon a vote of a majority of the Board members present an executive session may be held to discuss any or more of the following*
 - 1. *Attorney-Client matters*
 - 2. *Acquisitions, leases, rental, or sale of property*
 - 3. *Contract proposals or negotiations*
 - 4. *Confidential or sensitive personnel or student matters**The motion requesting the executive session shall state, in general, the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. Matters discussed in executive session shall remain confidential among those attending. The Secretary of the APC Board shall maintain topical minutes of all executive sessions.*
- (l) *Any APC Board Member may resign at anytime by giving written notice to the Chairperson or Secretary of the APC Board.*
- (m) *The APC Board may recommend removal of a Board member, with an affirmative vote for removal by at least 75% of the other Board members. The APC member whose removal is under consideration shall not participate in, nor be calculated in the percentage of such a vote.*
- (n) *The administrator, with the approval of the Academic Policy Committee, shall select, appoint, or otherwise supervise employees of the charter school.*

Article 4: Notice of Meetings

Notice of meetings of the APC Board shall be posted, at least 24 hours prior, at a prominent place outside the GAA School office. The notice will include agenda information when possible.

Article 5: Transaction of Business

GAA will follow all KPBSD rules for keeping and reporting a budget. All financial records of GAA are considered public. However, student records, personnel records, and any other record protected under privacy laws are excluded from public viewing.

Article 6: Enrollment

A. Open Enrollment

- 1. Greatland Adventure Academy will provide opportunity for open enrollment to all interested students who submit a timely application.

2. Parents must attend an informational meeting as part of the application process, agreeing to support the mission of GAA. The parent and student must read and sign "Things to Consider" before GAA accepts their application.
3. The application deadline for the first year of operation will be the last Friday in March, with the option of extending enrollment in the event that our projected numbers are not met.
4. Notification of acceptance will be emailed and mailed to Parents/Guardians by the first Friday of April, requesting confirmation within ten days by phone or email. Confirmation from the parent/guardian must be received within ten days to hold an enrollment position for their student.
5. In the event that enrollment applications exceed the capacity of the program due to class size, grade level or building capacity, students shall be selected by a random drawing supervised by a third party.
6. After the initial year of operation, GAA will correlate its lottery date with the other charter schools in the district. Any future adjustments to registration will be published in APC minutes, parent newsletters, and posted in the school.
7. The lottery will be weighed and prioritized by the following considerations in the order listed:
 - (a) Students of Greatland Adventure Academy staff are automatically enrolled.
 - (b) Students of APC Board Members/Founding Committee are automatically enrolled.
 - (c) Sibling preference will be given to families that have a child selected.
8. Applicants not selected to fill an opening in a lottery will be placed on a waiting list retaining the order of their application date. Should an opening occur before the end of the first quarter, the applicant may be contacted to see if they wish to fill this vacancy.

Article 7: Bylaws

- A. *Approval of bylaws requires a two-thirds vote of the APC Board Members.*
- B. *Bylaws may be amended only by a two-thirds vote of the APC Board Members.*

Article 8: Dissolution

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