

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Charter Schools Oversight Committee Meeting Monday, November 12, 2012 2:30 p.m. – Borough Assembly Chambers

In attendance:

Steve Atwater, Superintendent
Dave Jones, Assistant Superintendent
Joe Arness, School Board Committee Member
Sunni Hilts, School Board Committee Member
Lynn Hohl, School Board Member
Bill Holt, School Board Member
Bill Holt, School Board Member
Hayden Beard, School Board Student Representative
Larry Nauta, Aurora Borealis Charter School
John O'Brien, Director Secondary Education
Teresa Moyer, Greatland Adventure Academy
Debbie Michael, Greatland Adventure Academy
Lassie Nelson, Recording Secretary

Others present not identified.

The meeting was opened at 2:30 p.m. Dave Jones explained that the meeting was called to answer questions that were asked at the previous meeting.

Teresa Moyer and Debbie Michael introduced their Founding Committee and handed out information that answered the questions that had been asked about:

- who their staff/administration would be
- what their curriculum/admissions/procedures, etc. would be
- what their budget/location would be

That informational packet is attached to these notes.

Teresa was asked how their school would deal with students needing extra help, and she went over how that would be done. She also noted that they will use the district assessment program, as well as tools for evaluation.

Teresa stated they would not have access to a district school building so there would not be busing of students. Lynn Hohl asked about calendar and inservice, and also questioned if Tustumena School would be available. Teresa and Debbie said they had approached Tustumena with that question but it was felt they would not be a good fit for their school.

Dave explained state level application requirements, and stated it would be best if they could meet the requirements for the state meeting in March. Joe Arness said this should be scheduled as a worksession at the December 3, 2012 board meeting and the application be placed on that evening's agenda.

The meeting was adjourned at 3:07 p.m.

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 Nucieus – www.mshucieus.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 Mariiyn 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								

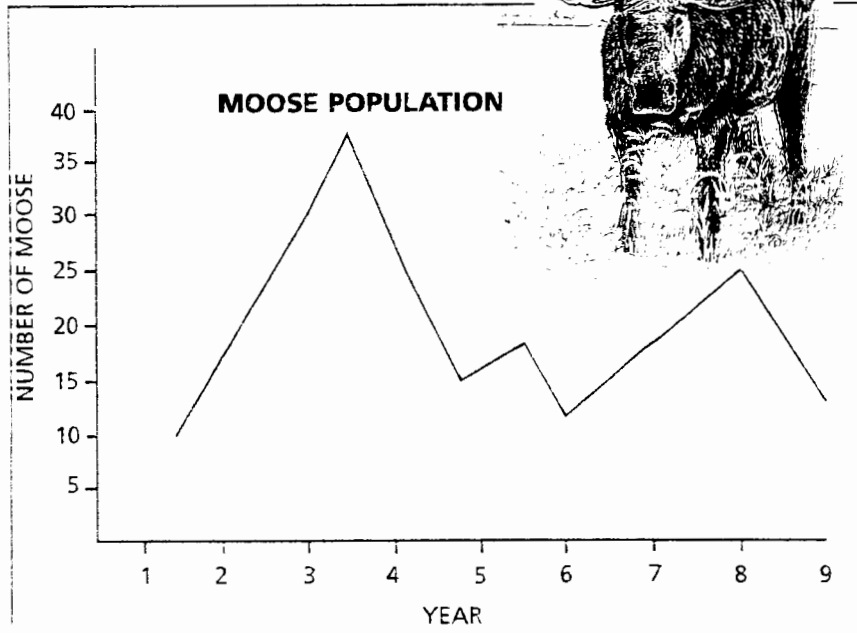
Rough Draft - Sample

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

Rough Draft - Sample

Oh Moose!

3 EXTENSIONS



Section 2 ECOLOGICAL 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).*



- **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.”



10

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 re-design 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.