

# 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](http://www.kpbsd.k12.ak.us)

## SCHOOL BOARD COMMUNICATION

**Title:** Fireweed Charter School Application

**Date:** November 29, 2011

**Item Number:**

10b.

**Administrator:** Dave Jones, Assistant Superintendent



**Attachments:** Application from Fireweed Charter School

Action Needed     For Discussion     Information     Other: \_\_\_\_\_

## BACKGROUND INFORMATION

Attached is the renewal application for Fireweed Academy Charter School.

## ADMINISTRATIVE RECOMMENDATION

It is the administrative recommendation that this application be renewed.

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**Charter Schools**  
APPLICATION  
for

**Fireweed Academy**  
Homer, Alaska

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**FY 13-17**

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

**September 2011**



## Charter Schools Application

**Name of Charter School:** Fireweed Academy

**Date of Application:** September 12, 2011

**District:** Kenai Peninsula Borough School District

**School Contact:** Kiki Abrahamson

**Phone Number:** 235-9728

**E-Mail Address:** kabrahamson@kpbsd.k12.ak.us

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## **1. Academic Policy Committee (APC)**

### **Academic Policy Committee**

An eight member Academic Policy Committee (APC) made up of staff, parents, and community members govern Fireweed Academy. The function of this committee is to support and assess the school's progress, as well as make decisions and policies regarding the school's operation. The teaching staff in consultation with the APC makes instructional decisions. Our APC also functions as the "site based council" in terms of the Kenai Peninsula Borough School District (KPBSD). The APC meets the Second Tuesday of each month.

### **Evidence follows:**

- Current APC Members including contact and term information.
- Site Based Council reports which are submitted to KPBSD Central Office at the end of the year. They summarize the work of the APC for the year.
- APC Meeting Minutes

8/17/2011

***APC Members 2010-2011  
Fireweed Academy  
(2 year terms)***

**Parent Representatives**

Rachel Livingston (President)  
Term ends 10/11

[ringoffiremeadery@alaska.net](mailto:ringoffiremeadery@alaska.net)

235-2656  
PO Box 102  
Homer, Alaska 99603

Paula Kulhanek  
Term ends 10/12

[paula@kulhanekfamily.com](mailto:paula@kulhanekfamily.com)

PO Box 3002  
Homer, Alaska 99603

**Student Representatives**

Corrie Haigh  
Term ends 10/12

[corriemadison@yahoo.com](mailto:corriemadison@yahoo.com)

235-1080  
PO Box 2207  
Homer, Alaska 99603

Pamela Baltzer  
Terms Ends 10/11

[pamelakim@hotmail.com](mailto:pamelakim@hotmail.com)

235-5949  
PO Box 895  
Homer, Alaska 99603

**Staff Representatives**

Kiki Abrahamson  
Term ends 10/12

[kabrahamson@kpbsd.k12.ak.us](mailto:kabrahamson@kpbsd.k12.ak.us)

235-7678  
65561 Outback Ave.  
Anchor Point, Alaska 99556

Mindy Hunter  
Term ends 10/11

[mhunter@kpbsd.k12.ak.us](mailto:mhunter@kpbsd.k12.ak.us)

235-6542  
4135 Hohe Street  
Homer, Alaska 99603

**Community Representatives**

Shawnisty Webber  
Term ends 10/12

[webbers007@yahoo.com](mailto:webbers007@yahoo.com)

235-2368  
PO Box 544  
Anchor Point, Alaska 99603

Kristen Metz  
Term ends 10/11

[bkahmetz@gmail.com](mailto:bkahmetz@gmail.com)

299-3934  
PO Box 2070  
Homer, Alaska 99603

**APC Members for Life**

Garry Betley  
Honorary Member for Life

Kenai Peninsula Borough School District  
Site Council Annual Evaluation Form  
Due to Superintendent by June 1.

**School:** Fireweed Academy

**Meeting dates and approximate attendance for this school year:**

1<sup>st</sup> and 3<sup>rd</sup> Wednesdays every month, 80% attendance

**What steps did the council take towards achieving the school goal(s)?**

Increased in enrollment and hiring of additional teacher, Supported move into West Homer Elementary Facility

**Which topic discussed/acted upon by your council led most significantly to the improvement of student learning? Explain.**

Planning for using QSI money to set up after school and summer school programs to address the needs of struggling students, Support for field studies to make learning meaningful and authentic

**List other significant topics discussed during site council meetings this year.**

Negotiating contract for shared facility, 5year plan for projected enrollment

**Is there an area where your council could benefit from additional training or information?**

Fundraising; Charter School law, policy and funding

**General Comments**

Note: This form will be included in an information packet for Board of Education members.

Kenai Peninsula Borough School District  
Site Council Annual Evaluation Form  
Due to Superintendent by June 1.

**School:** Fireweed Academy

**Meeting dates and approximate attendance for this school year:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesday of the Month at 3:30pm. Varied 7-12 attendance with several meetings rescheduled in order to accommodate school board issues.

**What steps did the council take towards achieving the school goal(s)?**

Academic Policy worked very hard to schedule meetings with district, school board, neighborhood school staff and parents and community members to address facility needs.

**Which topic discussed/acted upon by your council led most significantly to the improvement of student learning? Explain.**

Review of strategic plan process with the help of Ben Park. Mr. Park met with us and offered several tools for reviewing our strategic plan and evaluating progress on that plan.

**List other significant topics discussed during site council meetings this year.**

Facility issues, legislative funding and change of statute, State Charter School Conference

**Is there an area where your council could benefit from additional training or information?**

We plan to continue work on communication, advocacy, inquiry and strategic planning.

**General Comments**

Note: This form will be included in an information packet for Board of Education members.

Kenai Peninsula Borough School District  
Site Council Annual Evaluation Form  
Due to Superintendent by June 1.

School: Fireweed Academy

**Meeting dates and approximate attendance for this school year:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesday of the Month at 3:30pm. Varied 7-12 attendance with several meetings rescheduled in order to accommodate school board issues.

**What steps did the council take towards achieving the school goal(s)?**

Worked to pass state legislation that improves state funding for small charter and alternative schools statewide. Academic Policy worked very hard to schedule meetings with district, school board, neighborhood school staff and parents and community members to address facility needs.

**Which topic discussed/acted upon by your council led most significantly to the improvement of student learning? Explain.**

Legislation and State funding. Additional funds for subsequent years will have a direct impact on the ability of the school to continue delivering outstanding educational opportunities

**List other significant topics discussed during site council meetings this year.**

Facility issues, Administrative roles and responsibilities, Budget and priorities, Expansion, State Charter School Conference

**Is there an area where your council could benefit from additional training or information?**

We plan to continue work on communication, advocacy, inquiry and strategic planning.

**General Comments**

Note: This form will be included in an information packet for Board of Education members.

Kenai Peninsula Borough School District  
Site Council Annual Evaluation Form  
Due to Superintendent by June 1.

School: Fireweed Academy

**Meeting dates and approximate attendance for this school year:**

2nd Tuesday of the Month at 5:00pm. Varied 7-12 attendance with several meetings rescheduled.

**What steps did the council take towards achieving the school goal(s)?**

Academic Policy Committee worked very hard to schedule meetings with district, school board, neighborhood school staff and parents and community members to address facility needs. The APC also worked to broaden communication with parents of younger students at the new campus.

**Which topic discussed/acted upon by your council led most significantly to the improvement of student learning? Explain.**

Establishment of a K-2 east campus

**List other significant topics discussed during site council meetings this year.**

Facility issues, Administrative roles and responsibilities, Budget and priorities, Expansion, By-laws.

**Is there an area where your council could benefit from additional training or information?**

Role of Administrator. We plan to continue work on communication, advocacy, inquiry and strategic planning.

**General Comments**

Note: This form will be included in an information packet for Board of Education members.

**Fireweed Academy**  
**A.P.C. meeting 7/12/11**  
**Draft Minutes**

**In attendance:** Rachel Livingston, Kiki Abrahamson, Mindy Hunter, Kristen Metz, Corrie Haigh

**Agenda:**

**enrollment-** 120 students, Kiki is accepting any new applicant

**Professional Development:** Staff workshop with Micah Firestein on professional leaning communities and positive communication this Th, 7/14 from 9-5 in Kiki's classroom. APC approved \$150 stipends for teachers and hourly pay for aides that attend and gas for Micah to drive to and from Anchorage to Homer. He is volunteering his time, and Kiki is providing room and board.

**Schedule:** Staff will discuss Kiki's new proposed schedule for Fireweed this fall.

**Jody & Roy Whiteside Donation for Little Fireweed playground:** APC approved gas for Abe Abrahamson to do heavy machine dirt work, using donated top spoil from the Abrahamson property.

**Facilities update:** There are new partial walls in Little Fireweed to cut down on noise and to define the space for 3 classrooms. Kiki and Ben Parks met with Walt Wrede regarding the Old Intermediate building. They are discussing Fireweed's potential use of the space (along with the B & G Club) in the 2012-2013 school year.

**Charter Renewal:** Is due Oct. 1. Kiki will do this, but someone else will have to take this over in the next cycle.

Respectfully Submitted,  
Mindy Hunter

**Fireweed Academy APC**

**Aug. 16, 2011**

**Draft Minutes**

**Members present: Kiki Abrahamson, Rachel Livingston, Shawnisty Webber, Kristin Metz, Paula Kulhanek, Pamela Baltzer**

**Members Absent: Corrie Ellington, Mindy Hunter**

**Enrollment: K-27 w/ 1 on waitlist 1<sup>st</sup>-21 w/1 on waitlist 2<sup>nd</sup>-7 3<sup>rd</sup>-12 4<sup>th</sup>-16 5<sup>th</sup>-18 6<sup>th</sup>-23**

**Pamela moved to accept the two children on waitlist, Paula second. Motion passed unanimously.**

**It was brought to the APC's attention that there was a possibility of a student in the 1-2 program that may need SPED intervention. The APC's recommendation at this point is that we start with the option of having Kiki and Kim monitor said student with Amanda consulting them, and move up from there as/if needed.**

**Kiki reported that the workshop with Micah went very well and should be very helpful for staff communications.**

**Kiki gave an overview of the planned daily schedule for teachers and students.**

**Kiki presented the changes made to the charter that is due for renewal next month. Paula moved to approve the charter, Pamela second. Motion passed unanimously.**

**The date for the Fall Fundraiser is set for November 4<sup>th</sup>.**

**Budget overview was given by Kiki. Kiki recused herself for the remainder of the meeting. The remaining APC members discussed her stipend. Shawnisty moved to give Kiki a \$36,000 stipend for the 2011-2012 school year, Paula second. Motion passed unanimously.**

**Meeting adjourned.**

**Minutes submitted by Shawnisty Webber**

Fireweed Academy APC

Draft Minutes

May 3, 2011

Members Present: Shawnisty Webber, Mindy Hunter, Kiki Abrahamson, Kristen Metz, Corrie Haigh

Members Absent: Rachel Livingston, Pamela Baltzer, Paula Kulhanek

Guests: Deb Schmidt, Kim Fine, Shannon McBride Morin, Ben Park, Jodee Whiteside, Roy Whiteside, Brian Metz

Shawnisty W. moved to pass the minutes for the Feb. 21<sup>st</sup> and April 12<sup>th</sup> meetings, Kristen M seconds, motion passes unanimously.

Corrie H moved to approve Kristen Metz pay for 5 hours of extra time for carpet cleaning, Mindy H seconds. Kristen M. abstained from vote. Motion passes unanimously.

Enrollment and staff discussion: We will have a better idea of staffing needs as we get closer to the beginning of the 2011-2012 school year start.

Corrie H. moved that a Letter of interest be written to the city of Homer in regards to the HERC building. Shawnisty W. seconds, Motion passes unanimously.

Kiki A. resigned from APC, Kristen Metz will be moved to Staff Rep. to replace Kiki and Shannon McBride Morin was appointed to fill the seat opened by Kristen M.

Meeting adjourns.

Submitted by Shawnisty Webber

**Fireweed Academy APC**

**Approved Minutes**

**April 12, 2011**

**Members Present: Shawnisty Webber, Mindy Hunter, Kiki Abrahamson, Paula Kulhanek, Pamela Baltzer, Kristen Metz, Rachel Livingston**

**Members Absent: Corrie Haigh**

**Guests: Deb Schmidt, Kim Fine, Shannon McBride Morin, Erica Marley, Annie Van Dinther, Ben Park, Mary Tricomo-Park**

**117 projected enrollment for 2011-12 school year. A break down by grade is available through Janet.**

**Pamela Baltzer moves, Paula Kulhanek seconds for Janet Bowen to have extra work days. Last day to be 6/2/2011 and start day to be 8/8/2011**

**Possible By-law change to include LFWA reps discussed. It was also mentioned that APC should update by-laws to include our younger students and technology upgrades.**

**Summer program: Possible mentor type program is in talks for preK-6 ages.**

**Playground update: Fundraising efforts are on going.**

**Facilities discussion, old intermediate building.**

**Fireweed will be accepting all students who submitted an intent to enroll form for the 2011-12 school year.**

**Meeting adjourns.**

**Submitted by Shawnisty Webber**

**Fireweed Academy APC**

**Draft Minutes**

**February 21, 2011**

**Members Present:** Shawnisty Webber, Mindy Hunter, Corrie Haigh, Kristen Metz, Rachel Livingston, Kiki Abrahamson via Phone

**Members Absent:** Paula Kulhanek, Pamela Baltzer

Corrie moved to approve last min. Kristen seconds. Motion passes unan.

Old Intermediate Building-No new info.

Budget- Quick overview

Playground Update

New Advertised positions- 1.5 non-instructional aide, 3.5 SPED Aide

Open House and Enrollment period- Open enrollment is running now through March 4, 2011. Open house for LFWA is Feb 28<sup>th</sup> 1-3pm and BFWA March 1<sup>st</sup> 1-3pm

Meeting adjourns.

Submitted by Shawnisty Webber

Fireweed Academy APC

Approved Minutes

February 8, 2011

Members Present: Kiki Abrahamson, Shawnisty Webber, Paula Kulhanek, Mindy Hunter, Pamela Baltzer, Corrie Haigh, Kristen Metz

Members Absent: Rachel Livingston

Guests: Mary Park, Janet Bowen, Lisa Zatz, Shannon McBride-Morin

Kiki moves min. pass, Shawnisty seconds. Minutes Passed for Jan. meeting unan.

Playground presentation by Mary Park and Lisa Zatz. Kiki moves to finalize playground plan, Paula K. seconds. Motion passes unan.

Intensive needs funding discussion-we received it.

Kiki Stipend-Kiki recuses herself from discussion. Shawnisty Webber moved to approve a stipend of \$25,000 minimum with the option of changing that amount after staff needs are met. Pamela Baltzer seconds. Passes unan.

Kiki Retirement-tabled for later date

K2 Lunch Report from Kiki-district will pay for big ticket items-the cost still looks like \$100/month. We are still working on it.

City of homer put out an RFP for former Intermediate school

March Meeting Date changed to Feb. 21<sup>st</sup> at 5 pm

Meeting adjourns.

Submitted by Shawnisty Webber

**Fireweed Academy APC**

**approved minutes**

**Jan. 11, 2011**

**Members Present: Kiki Abrahamson, Rachel Livingston, Shawnisty Webber, Paula Kulhanek, Mindy Hunter**

**Members Absent: Pamela Baltzer, Corrie Haigh, Kristen Metz**

**Guests: Brad Faulkner**

**Rachel Moves to approve Dec. minutes, Mindy seconds, pass unan.**

**Budget overview by Kiki- Grant money to spend,**

**K-2 playground discussion**

**Meeting adjourns.**

**Submitted by Shawnisty Webber**

**Fireweed Academy APC**

**Approved minutes**

**December 14, 2010**

**Members Present: Mindy Hunter, Shawnisty Webber, Pamela Baltzer, Corrie Haigh, Paula Kulhanek, Rachel Livingston, Kristin Metz**

**Members Absent: Kiki Abrahamson**

**Guests: Shannon McBride Morrin**

**Rachel moved to look into by-laws to include one more APC member. Rachel moves to approve Kristen and Paula as new members. Passes unanimously.**

**Pamela moved to pass the 8/6/10, 9/13/10, 10/12/10 and 11/09/10 minutes, Mindy seconds, passes unanimously.**

**Fundraiser report by Rachel.**

**Budget report by Rachel.**

**A discussion about permission slips was held.**

**Meeting adjourns.**

**Submitted by Shawnisty Webber**

Fireweed Academy APC

Approved Minutes

October 12, 2010

Members Present: Kiki Abrahamson, Stephanie Zuniga, Pamela Baltzer, Rachel Livingston, Shawnisty Webber

Members Absent: Brad Faulkner, Bonnie Powell, Corrie Haigh

APC will be moving their meetings to the second Tues. of the month. Meetings will begin at 5 p.m.

APC requests that Janet Bowen make sure that all APC members receive both the Little Fireweed newsletter and Big Fireweed newsletter.

Rachel L. motions to approve Amanda Miller being full time and Kiki Abrahamson's annual stipend. Shawnisty W. seconds, motion passes with Corrie H. voting by phone.

Meeting adjourns.

Submitted by Shawnisty Webber

**Fireweed Academy APC**

**approved Minutes**

**September 13, 2010**

**Members Present: Shawnisty Webber, Kiki Abrahamson, Corrie Haigh, Stephanie Zuniga, Rachel Livingston, Pamela Baltzer**

**Members Absent: Bonnie Powell, Brad Faulkner**

**Enrollment: 116**

**Brief budget discussion.**

**K-2 & 3-6 bus issues**

**Meeting adjourns.**

**Submitted by Shawnisty Webber**

**Fireweed Academy APC**

**Approved Minutes**

**August 16, 2010**

**Members Present: Shawnisty Webber, Kiki Abrahamson, Bonnie Powell, Stephanie Zuniga, Rachel Livingston**

**Members Absent: Corrie Haigh, Brad Faulkner**

**Enrollment: 41 k-2 79 3-6 = 120**

**Brief summary of Satellite building progress.**

**Staff update: 6 teachers, 2 Instructional Aides, 1 SPED Aide, .75 SPED/Specials teacher, 1 Title 1 Tutor**

**APC discussed putting Amanda to full time and Kiki stipend but agreed to table both discussions for now.**

**Meeting adjourns.**

**Submitted by Shawnisty Webber**

## **2. Law Provisions**

### **A. Charter School Contract with the District**

### **B. Responsibilities of the Academic Policy Committee**

The bylaws were adopted at the July 21, 1999 APC meeting and were amended on January 19, 2000 and April 5, 2000.

### **C. Compliance with current statutory and regulatory requirements**

Fireweed Academy is in compliance with current statutory and regulatory requirements.

#### **Evidence follows:**

- Signed Charter School Contract with KPBSD
- Charter School Bylaws

# **FIREWEED ACADEMY BYLAWS**

May 2, 2001

The Fireweed Academy is a community-driven school in which all members may participate in discussions which affect the school. The Academic Policy Committee uses the process of consensus in making major decisions regarding the operation of FA. These decisions are made in regular APC meetings which are open to the entire school community.

## **ARTICLE I – Academic Policy Committee**

The Academic Policy Committee consists of school community members who are committed to attending meetings regularly. In order for decisions to be made in a regular meeting, a quorum of half of the existing APC members must be present and participating.

1. The APC is comprised of the following eight members:
  - Two parent representatives
  - Two community members
  - Two adults to represent student interests
  - Two staff members
2. Any APC member may resign at any time by giving written notice to the APC. The resignation will be effective at the time stated in the written notice; no acceptance of the resignation is necessary.
3. Any APC member may be removed at any time with cause, by consensus of the remaining APC members, whenever, in their judgment it serves the best interests of the FA.
4. A member may be reviewed for dismissal for excessive absences.
5. The property, business and affairs of the school will be managed by the APC. The APC may exercise all powers of the FA as provided by the State and Federal law, Kenai Peninsula Borough School District Board of Education policy and these Bylaws.
6. One of the community members may be a parent of a student of the Homer Charter School.

## **ARTICLE II – APC Elections**

1. Parent representatives will be selected by parents.  
Community member representatives will be selected by the APC.  
Student representatives will be adults selected by the APC with teacher guidance.  
Staff representatives will be selected by the staff.
2. APC members will serve two-year terms.
3. In October of each year, four positions of the APC will be up for election. The four positions will include one position from each represented group.
4. If a member resigns or is dismissed, the APC will appoint a replacement to serve out that term.

### **ARTICLE III – Notice of Academic Policy Committee Meetings**

Notice of APC meetings and tentative agendas will be posted on the front door of the school prior to the meeting.

### **ARTICLE IV – Meeting Procedures**

1. The APC will hold two meetings per month.
2. The agenda will be approved or amended by consensus at the beginning of the meeting.
3. An APC member may participate in an APC meeting by speaker phone by prior arrangement.
4. The following responsibilities may be designated within each APC meeting. The following duties may rotate:
  - Facilitator – keeps attendees focused on agenda items, mediates, clarifies, moves meeting along.
  - Timekeeper – warns when allotted time is up, calls for tabling of issue or extending time.
  - Chart maker – creates graphic organizers during meeting.
  - Secretary – keeps a written record of decisions made during each meeting, future agenda items and items to be included in the newsletter or phone tree.

### **ARTICLE V – Subcommittees**

APC subcommittees will be formed at APC meetings. The formation will be posted in the newsletter and subcommittee membership will be approved by the APC.

### **ARTICLE VI – Executive Sessions**

Executive Sessions may be requested by an APC member. Executive sessions are convened by consensus of the APC for the following matters.

1. The immediate knowledge of which would clearly have an adverse effect upon the finances of the school.
2. Subjects that tend to prejudice the reputation and character of any person.
3. Which, by law, municipal charter, or ordinance are required to be confidential.
4. Involve the consideration of government records that by law are not subject to public disclosure.

The specific subject matter to be discussed during an executive session will be described in the motion calling for the executive session in sufficient detail to describe the subject of the executive session without defeating the purpose of holding an executive session. Executive sessions are conducted solely at the discretion of the APC. Only members of the APC and those expressly invited by consensus of the APC may attend an executive session.

The APC may not take official action in executive session and it must limit discussions in executive session to matters specified in the motion calling for an executive session. The APC may give direction to its attorney or a labor negotiator regarding the handling of a

specific legal matter or pending labor negotiations.

When the APC believes an executive session may be appropriate to discuss a subject that may prejudice the reputation or character of a person, the APC will provide advance notice to the affected individual. The notice will state when and where, the proposed executive session will be held and will inform the affected individual of her or his right to request a public discussion.

#### **ARTICLE VII – Procedure to amend bylaws**

The bylaws may be amended only after the following three conditions have been met:

1. Proposed bylaw action has been posted on the front door of the school prior to the first meeting, the bylaw is discussed.
2. At first meeting, the bylaw action is discussed and if necessary amended by consensus. The APC by consensus moves the bylaw action forward for final approval by putting it on the agenda of a second meeting.
3. At the second meeting the proposed bylaw action is approved without amendment by APC consensus.

### **3. Education Programs**

#### **A. Meeting Academic Goals**

The original Homer Charter School, now renamed Fireweed Academy, was founded on the philosophical premise of education that addresses the whole child. Our Mission Statement reflects our ambition to provide opportunities for 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 life long learning. We embed opportunities and strategies for growth in self-reliance, creativity, cooperation, reasoning ability and personal growth into our curricula and methods. Most of our clients are more interested in how to solve problems, be creative, work in a group, and ask good questions than they are in test scores.

#### **B. Statewide Assessment Results**

Fireweed Academy's test scores consistently exceed average KPBSD and State of Alaska scores. Although it is unauthorized to disaggregate scores of small samples at specific grade levels, individual student progress is tracked over the years they are at Fireweed Academy. Specific item analysis is then used to help make instructional decisions.

#### **Evidence follows:**

- State Standards Based Assessments results
- Terra Nova results
- KPBSD Analytical Writing Assessment Results



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)  
SCIENCE STANDARDS BASED ASSESSMENT (SBA)  
SCHOOL SUMMARY REPORT  
2011 SPRING**

DISTRICT : **KENAI PENINSULA BOROUGH SCHOOLS**  
SCHOOL : **FIREWEED ACADEMY**

PAGE : **1**  
GRADE : **04**

**PERFORMANCE SUMMARY**

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.		Overall	S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science
		<b>School</b>	Average Points Earned	40.8	17.1	6.9
	Average Scale Score	355	352	380	343	365
<b>District</b>	Average Scale Score	336	333	348	338	337
<b>State</b>	Average Scale Score	303	303	307	306	304

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**PROFICIENCY LEVEL SUMMARY**

<b>School</b>	Number Tested	16	7	7	2	0
<b>District</b>	Number Tested	827	212	215	154	46
<b>State</b>	Number Tested	9507	2104	2599	2857	1947

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**ALASKA COMPREHENSIVE SYSTEM STUDENT ASSESSMENT (CSSA)  
STANDARDS BASED ASSESSMENT (SBA)  
SCHOOL SUMMARY REPORT  
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS  
SCHOOL : FIREWEED ACADEMY

PAGE : 1  
GRADE : 03

**PERFORMANCE SUMMARY**

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.<sup>1</sup>

The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.	Overall	R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise	Overall	M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
	<b>School Average Points Earned</b>	46.3	14.1	25.9	6.3	44.1	18.6	15.9	9.7	49.6	11.5	8.2	10.4	6.9	5.5
<b>Average Scale Score</b>	418	431	416	423	394	386	405	416	402	420	396	399	404	377	454
<b>District Average Scale Score</b>	395	397	397	398	378	377	381	385	379	381	386	385	375	376	392
<b>State Average Scale Score</b>	372	379	373	375	357	357	360	361	356	360	360	359	358	357	359

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	14	8	5	1	0	14	7	6	1	0	14	9	4	1	0
<b>District</b>	<b>Number Tested</b>	654	342	241	46	25	655	236	312	94	13	654	290	254	60	50
<b>State</b>	<b>Number Tested</b>	9487	3770	3961	1112	644	9498	2807	4261	2154	276	9496	3104	3982	1109	1301

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM STUDENT ASSESSMENT (CSSA)  
STANDARDS BASED ASSESSMENT (SBA)  
SCHOOL SUMMARY REPORT  
2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS  
SCHOOL : FIREWEED ACADEMY

PAGE : 2  
GRADE : 04

**PERFORMANCE SUMMARY**

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.<sup>1</sup>

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	School Average Points Earned	45.4	10.6	24.9	9.9	38.5	18.0	12.3	8.2	47.2	11.5	6.8	10.9	7.3	4.5	6.3
	Average Scale Score	404	438	400	399	365	361	362	389	400	408	397	437	405	340	429
	District Average Scale Score	397	397	403	397	400	407	396	411	380	383	381	402	379	383	374
	State Average Scale Score	366	369	388	369	372	373	375	377	360	366	364	367	362	361	360

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	16	6	10	0	0	16	4	10	2	0	16	9	5	2	0
District	Number Tested	656	273	306	42	35	656	264	316	74	2	659	300	263	55	41
State	Number Tested	9655	2986	4190	1114	1365	9658	2995	4355	2099	209	9675	3724	3552	1167	1232

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



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PAGE : 3  
GRADE : 05

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	<b>School Average Points Earned</b>	46.6	10.3	20.9	15.5	42.0	19.8	10.5	11.7	50.0	12.0	7.3	9.8	7.5	6.5
<b>Average Scale Score</b>	427	428	424	443	369	364	358	397	399	398	396	390	419	402	395
<b>District Average Scale Score</b>	390	396	391	394	375	375	377	389	374	375	373	378	375	383	370
<b>State Average Scale Score</b>	370	373	371	371	354	354	360	359	350	353	350	353	352	350	351

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	23	13	10	0	0	23	5	15	3	0	23	15	5	2	1
<b>District</b>	<b>Number Tested</b>	616	229	305	68	14	614	222	313	78	1	616	291	212	83	30
<b>State</b>	<b>Number Tested</b>	9684	2690	4910	1490	594	9679	2613	4654	2316	98	9689	3729	3062	1637	1261

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



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STANDARDS BASED ASSESSMENT (SBA)  
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2011 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS  
SCHOOL : FIREWEED ACADEMY

PAGE : 4  
GRADE : 06

**PERFORMANCE SUMMARY**

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	School Average Points Earned	45.7	7.9	25.3	12.5	45.2	21.9	11.7	11.7	48.5	8.9	8.0	8.9	7.1	9.3
Average Scale Score	397	410	391	408	399	417	382	405	395	392	396	377	394	405	380
District Average Scale Score	380	390	381	383	374	383	374	376	367	371	364	374	372	378	367
State Average Scale Score	357	363	359	358	350	353	355	353	349	353	351	351	351	351	350

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	22	11	10	1	0	22	9	10	3	0	22	9	11	2	0
District	Number Tested	693	290	315	74	14	694	280	282	120	12	673	284	271	78	40
State	Number Tested	9642	3130	4108	1773	631	9641	3057	3729	2338	517	9628	3345	3362	1511	1410

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



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STANDARDS BASED ASSESSMENT (SBA)  
SCHOOL SUMMARY REPORT  
2008 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS  
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**PERFORMANCE SUMMARY**

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	<b>School Average Points Earned</b>	40.3	12.9	19.9	7.4	38.9	18.6	12.5	7.8	46.1	11.5	6.0	9.1	6.8	5.6
<b>Average Scale Score</b>	387	382	389	401	367	389	338	384	373	398	355	369	381	370	402
<b>District Average Scale Score</b>	384	395	380	394	377	378	385	376	372	380	375	382	365	380	382
<b>State Average Scale Score</b>	368	377	366	374	363	359	370	369	360	367	368	364	352	366	364

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	18	8	8	2	0	18	6	8	4	0	18	7	8	2	1
<b>District</b>	<b>Number Tested</b>	676	307	295	49	25	676	238	329	94	15	671	259	328	51	39
<b>State</b>	<b>Number Tested</b>	9443	3646	3877	1187	733	9460	3073	4003	2027	357	9472	3171	4188	996	1117

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



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STANDARDS BASED ASSESSMENT (SBA)  
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DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS  
SCHOOL : FIREWEED ACADEMY

PAGE : 2  
GRADE : 04

**PERFORMANCE SUMMARY**

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	<b>School Average Points Earned</b>	45.2	10.9	23.9	10.4	42.6	20.4	12.9	9.2	52.1	12.1	7.7	11.1	7.0	6.2
<b>Average Scale Score</b>	435	428	447	426	401	433	365	437	416	452	435	411	402	398	445
<b>District Average Scale Score</b>	398	400	406	396	398	416	389	394	365	377	381	370	358	370	370
<b>State Average Scale Score</b>	379	384	383	379	375	387	374	368	359	364	371	349	347	361	352

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	17	11	4	1	1	17	7	9	1	0	17	12	3	1	1
<b>District</b>	<b>Number Tested</b>	644	292	273	49	30	642	248	311	80	3	642	250	286	61	45
<b>State</b>	<b>Number Tested</b>	9142	3294	4115	999	734	9145	2802	4340	1876	127	9161	3127	3677	1208	1149

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



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	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
School Average Points Earned	44.8	10.7	22.7	11.5	42.5	21.3	9.9	11.3	49.9	10.5	7.3	12.1	7.2	7.0	5.8
Average Scale Score	412	398	418	430	378	408	340	377	387	375	377	408	405	402	383
District Average Scale Score	393	400	393	398	371	381	372	367	371	373	374	375	374	379	377
State Average Scale Score	376	385	374	379	357	367	359	346	356	358	360	357	356	360	362

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	Advanced	Proficient	Below Proficient	Far Below Proficient	Advanced	Proficient	Below Proficient	Far Below Proficient	Advanced	Proficient	Below Proficient	Far Below Proficient	Advanced	Proficient	Below Proficient	Far Below Proficient
School	23	12	9	0	2	23	8	12	3	0	23	13	10	0	0		
District	693	252	385	38	18	692	208	386	94	4	690	326	268	73	23		
State	9202	2825	4833	1147	397	9183	2528	4337	2253	65	9202	3817	3105	1490	790		

<sup>1</sup>Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



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GRADE : 06

**PERFORMANCE SUMMARY**

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	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revises	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
<b>School Average Points Earned</b>	53.1	9.9	27.1	16.0	49.2	20.6	14.1	14.4	54.7	9.4	9.1	9.7	9.2	9.9	7.4
<b>Average Scale Score</b>	456	443	461	480	438	443	418	475	430	410	431	417	440	419	429
<b>District Average Scale Score</b>	384	388	390	385	374	385	362	388	367	365	375	377	374	369	376
<b>State Average Scale Score</b>	369	374	374	370	355	369	342	364	350	350	364	352	356	351	354

**PROFICIENCY LEVEL SUMMARY**

School	Number Tested	Reading				Writing				Math					
		A	P	BP	FBP	A	P	BP	FBP	A	P	BP	FBP		
<b>School</b>	16	14	2	0	0	16	11	5	0	0	16	10	6	0	0
<b>District</b>	645	288	288	60	9	645	240	300	96	9	644	270	277	61	36
<b>State</b>	9217	3435	4011	1487	284	9213	2877	3783	2105	448	9225	3256	3580	1414	975

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

Norm-Referenced Scores

National Percentile Scale

	No. of Scores	No. using Accom.	MNCE	MSS	NCEMP	MDNP	Low/High NP	National Percentile Scale					
								Below Average	Average		Above Average		
								10	25	50	75	90	99
Reading	23	0	53.4	655.3	56	60.0	3-95						
Vocabulary	22	0	55.6	656.2	60	63.0	6-99						
Reading Composite	22	0	55.3	657.3	60	67.0	3-99						
Language	22	0	59.2	663.5	67	66.5	15-87						
Language Mechanics	22	0	45.0	632.5	41	39.0	7-96						
Language Composite	22	0	52.0	648.2	54	52.0	10-93						
Mathematics	22	0	61.5	666.1	71	72.5	8-97						
Math Computation	22	0	58.2	650.5	65	66.3	9-99						
Math Composite	22	0	61.0	658.6	70	73.7	7-89						
Total Score**	22	0	58.0	661.7	67	71.0	5-93						
Science	22	0	60.0	669.3	68	70.3	5-98						
Social Studies	22	0	52.3	649.8	54	67.0	1-87						
Spelling	22	0	46.5	630.6	43	38.5	1-95						

<sup>A</sup> Based on locally reported data  
<sup>\*\*</sup> Total score consists of Reading, Language, Mathematics

1 23 36 50 64 77 99  
 Normal Curve Equivalent Scale

MNCE: Mean Normal Curve Equivalent  
 MSS: Mean Scale Score  
 NCEMP: NP of the MNCE  
 MDNP: Median National Percentile  
 Accom: Accommodations

Key: Low NP | Median | High NP

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Thirteen of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 60.0, which is in the average range. The lowest Reading score in the group is 3 and the highest is 95. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, [www.ctb.com/TerraNova3](http://www.ctb.com/TerraNova3).

### **3. Education Programs**

#### **C. Other Assessments**

We use a variety of authentic assessments to evaluate student achievement and growth.

- 1. Teacher Made Performance-based Tests.**
- 2. Portfolio pieces**
- 3. Writing samples.**
- 4. Project Rubrics:**
- 5. Reading tapes**
- 6. Video tapes of presentations**
- 7. Capacity Matrices**

#### **D. Curriculum Development: Test data drives decision-making in curriculum and instruction.**

We use test data to drive decision-making in curriculum and instruction in several ways.

- 1. Fireweed follows the district adopted RTI program for monitoring skill levels and Intervention needs.**
- 2. Teachers use KPBSD data dashboard to adapt and differentiate instruction**
- 3. District staff development training to use data for School Development Plan**

#### **E. Performance Based Assessments**

Fireweed Academy maps each quarter's content and process lessons to State of Alaska content and performance standards. We apply state GLE's that have been standardized and include clear criteria. Assessments include Analytic Writing Assessment Rubric; CBM and First Steps Reading Inventory; Problem of the Week Rubrics; and State Benchmark Reading, Writing, and Math Performance Standards.

In assessing progress on theme studies projects and presentations, we frequently create authentic rubrics with the students to assess their performance. Students help generate criteria and indicators for reaching those criteria. We have created a rubric for Socratic Seminar Participation. These assessments are used to communicate strengths and weaknesses and to generate subsequent goals.

We have also implemented the Capacity Matrix for evaluating complex projects and presentations that address many standards. Projects and presentations are frequently recorded digitally for portfolios and reflection.

During the 2009 school year we focused on Marzano's strategy Generating Hypotheses and each teacher actively worked with students to generate hypotheses, test those hypotheses and record their data. Subsequently we have implemented more avenues for students to monitor and record progress and set goals in a variety of ways.

#### **Evidence follows:**

- Rubrics**
- Capacity Matrices**
- Generating Hypotheses**
- Student data recording sheets**

## Socratic Seminar Rubric

<b>Advanced</b>	<p>Offers enough solid analysis, without prompting, to move the conversation forward.</p> <p>Uses comments to demonstrate a deep knowledge of the text and the question.</p> <p>Comes to the seminar prepared, with notes and a marked/annotated text.</p> <p>Uses comments to show active listening.</p> <p>Offers clarification and/or follow-up that extends the conversation.</p> <p>Uses comments to often refer back to specific parts of the text.</p>
<b>Proficient</b>	<p>Offers solid analysis without prompting.</p> <p>Uses comments to demonstrate a good knowledge of the text and the question.</p> <p>Comes to the seminar prepared, with notes and a marked/annotated text.</p> <p>Shows active listening and offers clarification and follow-up.</p>
<b>Making progress</b>	<p>Offers some analysis, but needs prompting from the seminar leader.</p> <p>Uses comments to demonstrate a general knowledge of the text and the question.</p> <p>Is less prepared, with few notes and no marked or annotated text.</p> <p>Is actively listening, but does not offer clarification or follow-up to others' comments.</p> <p>Relies more upon his or her opinion and less on the text to drive comments.</p>
<b>Below Proficient</b>	<p>Offers little commentary.</p> <p>Comes to the seminar ill-prepared with little understanding of the text and question.</p> <p>Does not listen to others and offers no commentary to further the discussion.</p> <p>Distracts the group by interrupting other speakers or by offering off-topic questions and comments.</p> <p>Ignores the discussion and its participants.</p>

**Consider our 5 Habits of Mind:**

1. Evidence: What are the facts? What do you know?

Period	Date	Median	Probe #1	Probe #2	Probe #3
Fall					
Winter					
Spring					

Are your scores going up or down?

Have they changed significantly?

Are your scores consistent or all over the place?

2. Cause and Effect: Considering the evidence you have examined above, can you identify the causes :

and effects:

3. Perspective: What are the different points of view?

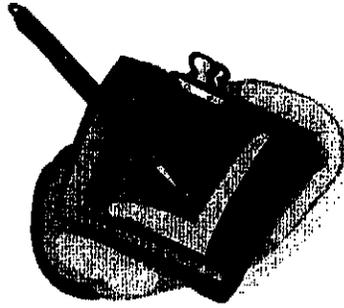
Yours:

Your parents:

Your Teacher: There is research that shows that fluency and comprehension are correlated. CBM's are quick and easy snapshot that yields one type of data.

4. Hypothesize: What if? How might things have been different?

5. Significance: So what, Why does this matter?



**Portfolio Piece**

Title/Description \_\_\_\_\_

**Standard 1:** \_\_\_\_\_

Reflection on Standard: I would say that this piece reflects that I

1 am just developing	3 am practicing and improving	5 have mastered this skill
-------------------------	----------------------------------	-------------------------------

Explain using details from your work to justify the score you gave yourself:

---

---

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---

**Standard 2:** \_\_\_\_\_

Reflection on Standard: I would say that this piece reflects that I

1 am just developing	3 am practicing and improving	5 have mastered this skill
-------------------------	----------------------------------	-------------------------------

Explain using details from your work to justify the score you gave yourself:

---

---

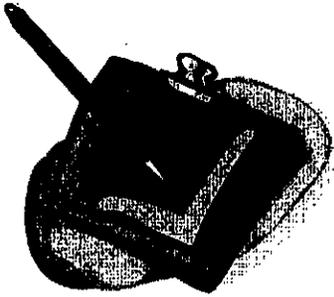
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*My goal for next quarter is to* \_\_\_\_\_

---

---



## Writing Portfolio Piece

Title/Description \_\_\_\_\_

Standards \_\_\_\_\_

### Writing Rubric Evaluation:

#### 1. Content and Ideas

1 just developing	3 practicing & improving	5 mastered this skill
----------------------	-----------------------------	--------------------------

Because \_\_\_\_\_

#### 2. Organization

1 just developing	3 practicing & improving	5 mastered this skill
----------------------	-----------------------------	--------------------------

Because \_\_\_\_\_

#### 3. Voice

1 just developing	3 practicing & improving	5 mastered this skill
----------------------	-----------------------------	--------------------------

Because \_\_\_\_\_

#### 4. Sentence Structure

1 just developing	3 practicing & improving	5 mastered this skill
----------------------	-----------------------------	--------------------------

Because \_\_\_\_\_

#### 5. Word Choice

1 just developing	3 practicing & improving	5 mastered this skill
----------------------	-----------------------------	--------------------------

Because \_\_\_\_\_

#### 6. Conventions

1 just developing	3 practicing & improving	5 mastered this skill
----------------------	-----------------------------	--------------------------

Because \_\_\_\_\_

My goal for next quarter in Writing is to \_\_\_\_\_

Because \_\_\_\_\_

Evaluation Form

# INVENTION CONVENTION

Review the criteria in each category. Choose the level of achievement you believe the work reflects for each category.

Evaluate on a scale of 1 (needs improvement) through 10 (excellent) for each category.

Please write comments in each box. These should include strengths and/or weaknesses in that category.

Category	Beginner Inventor	Developing Inventor	Master Inventor
<b>Invention</b>	1-----2-----3-----4-----5-----6-----7-----8-----9-----10		
<ul style="list-style-type: none"> <li>◆The invention is a new and useful device or process that solves a problem or need.</li> <li>◆The invention offers a practical and/or creative solution to a common problem.</li> <li>◆Working model or actual working invention displayed</li> </ul>	<p>The "Automatic Chicken Feeder" is a good idea for solving the problem that you described. Figuring out a way to transport the food and water, and dispense it to the chickens is a challenging problem to solve. Do you think your model (as is), is a solution that would work? I am not convinced... but this could be because you didn't fully communicate how it works and/or possible modifications. I would have liked to have seen a working model. One that you could actually put a little chicken feed and water in, to show that this solution truly has potential.</p>		
<b>Inventors Log</b>	1-----2-----3-----4-----5-----6-----7-----8-----9-----10		
<ul style="list-style-type: none"> <li>◆Diagrams and notes give an overall impression that the journal has been a significant part of the inventing process.</li> <li>◆Identifies the function of the tool and how it works, as well as the problem it solves.</li> <li>◆Describes the steps the inventor took to build the tool</li> </ul>	<p>Your initial entries include a short brainstorm on problems that need solving and several sketches of your invention idea. These were the types of entries one would expect to find in an inventor's log book. The brainstorming list was a bit short. Sometimes it is good to revisit a brainstorm and spend several minutes generating as big a list as possible. The bigger the better. The next few entries are what I call "diary style." They discuss things like how hard you will (or did) work on your invention and whether or not you will be having desert. An inventor's entries usually focus on the invention and the progress being made. The log was left in Kiki's room after this point and not retrieved until the end of the project. It did not seem to be a significant part of the inventing process.</p>		
<b>Display</b>	1-----2-----3-----4-----5-----6-----7-----8-----9-----10		
<ul style="list-style-type: none"> <li>◆Informative</li> <li>◆Neat and Organized</li> <li>◆Simple machines identified</li> <li>◆Eye catching</li> <li>◆Evidence of invention evolution</li> <li>◆Sketches</li> </ul>	<p>Very eye-catching display board! Great use of color and design to capture attention. Good job including photos, although they do not really communicate how the invention works and one is very dark. There were also places where you could have had your work more carefully edited. For example, as you describe the invention you state that, "It feeds the chickens from a long distant."</p>		
<b>Presentation</b>	1-----2-----3-----4-----5-----6-----7-----8-----9-----10		
<ul style="list-style-type: none"> <li>◆Describes invention thoroughly</li> <li>◆Identifies the problem it solves</li> <li>◆Provides a description of the process of creating the invention</li> <li>◆Offers conclusions on usefulness, effectiveness, and possible modifications.</li> </ul>	<p>Great job on presentation. You identified the problem and then introduced your invention. You also worked hard to explain how it works, although I am not sure everyone understands all of it. More information about how you tested your model and how it worked would have been interesting. This may also have led to some of your ideas on how the invention could be modified or improved. Overall though, good job on your presentation.</p>		

**Problem Solving**

**Novice**    **Apprentice**    **Practitioner**    **Expert**  
**1**            **2**            **3**            **4**

<b>Interpretation:</b> Interpret the problem correctly and attempt to solve all of the parts. Arrive at a correct solution.				
<b>Strategy:</b> Pick a good strategy and apply Well. Achieve success through skill instead of luck.				
<b>Reflection:</b> Check the answer, reflect on its reasonableness, summarize the process, and connect it to prior knowledge and experience.				

**Problem-solving sub-total: \_\_\_\_\_**

**Communication**

<b>Completeness:</b> Explain all the steps taken to solve the problem. Include evidence for your reasoning and solution (computational work, written explanation, table, graph...).				
<b>Clarity:</b> Explain the steps in such a way that a fellow student would understand, and make an effort to check formatting, vocabulary, and spelling.				

1                                  2                                  3                                  4

**Communication subtotal - \_\_\_\_\_**

**Novice** - "Just starting out"

**Practitioner** - "Got it"

**Apprentice** - "On the right track, but not quite there"

**Expert** - "Wow! Above expectations in some way"

**Name:** \_\_\_\_\_

**Total:** \_\_\_\_\_

# CREATE A COMMUNITY

Community:

Designers:

	1	5	10
<b>Community Model</b>	Not complete or only partly completed. Very little planning is evident.	Well planned out community. Model may not be completely finished. Information presented in class was incorporated into the planning of this community.	Model is a finished product. It is clear that careful consideration and time went into this project. Information presented in class was incorporated into the planning of this community.
<b>Class Presentation</b>	Presentation was not carefully planned. It was difficult to understand the presenters or very little information was shared.	Presentation by group was acceptable. Some or all of the group members shared in the presentation. Some of the essential services and other important characteristics of the community were pointed out. Viewers were able to get a good idea of the advantages of living in this community.	Group presentation was well planned. Each group member participated. Essential services and other important parts of the community were clearly identified and discussed. Viewers had a clear impression and explanation of the community and its advantages.
<b>Essential Services</b>	Few if any essential services were available in this community.	Some of the essential services identified by the class exist in this community.	Essential services were considered and are available in this community. Most or all of the services identified by the class as being essential to all communities are there.

Sub-total: \_\_\_\_  
Possible:

Group Work

	1	3	5
<b>Group Work</b>	The group had a hard time working together. We were off task part of the time.	The group did a pretty good job working together. We compromised. Everyone helped. We were mostly on task.	The group worked great together. Everybody helped. We listened to each other's ideas. We were on task all of the time.

Group bonus points: \_\_\_\_

Total Points: \_\_\_\_

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**Capacity Matrix: RASIP ALASKA NATIVE CULTURES** \_\_\_\_\_

Names (yours first, then partners):

Goal/Standard Integrated Project	Activity: RASIP ALASKA NATIVE CULTURES	Capacity Breakdown	Don't know it	Heard of it	Need help	I can do it	I'm great	Powerpoint Evidence & Comments
Reading		Decode words and learn vocabulary						
		Find the main idea						
		Take notes						
Technology		Use technology to find information						
		Use technology to express information						
Writing		Select and Write accurate information						
		Revise and Edit info						
Creativity		Select graphics that convey meaning						
		Layout of final product						
		Use a variety of Media to express information						
		Final draft graphics						
Social Studies	Geography	Use and Interpret maps						
		Make maps to show info						
Theme Studies		Essential Ideas Included						
5 Habits of Mind		Evidence						
		Cause and Effect						
		Perspective						
		Hypothesize						
		Significance						
Reflect and Evaluate		Product						
		Process (cooperation)						
		Gem						
		Challenge						

# Capacity Matrix: *Global Food Systems* \_\_\_\_\_

Name: \_\_\_\_\_

Goal/Standard Integrated Project	Activity: Global Food Systems Trifold Brochure	Capacity Breakdown	Don't know at all	Heard of it	Need help to do	I can do it	I'm great at this	3D Portfolio Evidence Comments
Reading		Decode words and learn vocabulary						
		Find the main idea						
		Take notes						
Technology		Use technology to find information						
		Use technology to express information						
Writing		Select and Write accurate information						
		Revise and Edit info						
Creativity		Select graphics that convey meaning						
		Layout of final product						
		Use a variety of Media to express information						
		Final draft graphics						
Social Studies	Geography	Use and Interpret maps						
		Make maps to show info						
Theme Studies		Essential Ideas Included						
Reflect and Evaluate		Product						
		Process						
		Gem						
		Challenge						

Goal/Standard Writing	Activity: Writing	Capacity Breakdown	Don't know	Heard of it	Can do it with help	I know it and do it	I do it well consistently	3D Portfolio
Sentence structure	MPS	Subject						
		Verb						
		Adverbs						
		Prepositional phrase						
		Adjectives						
		Appositive						
Word choice and editing	Troublesome words	Their/there/they're						
		Where/wear/were						
		Loose/lose						
		Passed/past						
		Are/our/hour						
		Herd/heard						
		Accept/except						
Write a well constructed piece with a focus	Paragraphs	Topic sentence						
		Focused						
		Supporting details						
		Order makes sense						
		Conclusion/transition						
Editing	Capitals and punctuation	Capital: Proper nouns						
		Capital: First word						
		End punctuation						
		Commas						
		Dialog						
	Spelling	Roots						
		Prefixes						
		suffixes						
		Grade level words						
		No excuse words						
Revise	Revise	Conference						
		Make Changes						
Publish	Publish	Polish and Print						
Technology		Use computer to write						
		Use Spell Check						
		Create and access Blog						
		Post to Blog						
		Make comments on blogs						
Evaluate	Evaluate	Read, Reflect, and evaluate						

## Problem Solving

1    2    3    4    5

<p><b>CONCEPTUAL UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Interpret the problem correctly and attempt to solve all of the parts.</li> <li>• The answer is reasonable, it makes sense</li> <li>• Use sketches, models, diagrams and/or symbols ad appropriate.</li> </ul>					
<p><b>PROCEDURAL KNOWLEDGE</b></p> <p><b>Use all of the information to solve the problem(s) correctly</b></p> <ul style="list-style-type: none"> <li>• The process used to solve the problem is efficient and is carried out correctly.</li> <li>• Use correct math computation, correct terms and/or formulas</li> <li>• Correctly use math language and/or ideas</li> </ul>					
<p><b>INTERPRETING RESULTS</b></p> <ul style="list-style-type: none"> <li>• Shows evidence of reasoning</li> <li>• The details fit and make sense</li> <li>• Checks computational work and solution</li> <li>• <i>Uses alternative interpretations when appropriate</i></li> </ul>					
<p><b>CLEAR AND COMPLETE COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Introduce the problem.</li> <li>• Uses math terms correctly (For example, "I multiplied" instead of "I timesed")</li> <li>• Explains the procedure used to solve the problem</li> <li>• Uses and labels visual aids: graphs, tables, or diagrams</li> <li>• The problem is displayed in an organized manner. It is clear and complete.</li> </ul>					

*Communication*

*What problem are you solving?  
What process did you use to solve the problem?*

*What information will you use?  
What is your solution?*

Name: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

QUARTER LANGUAGE ARTS STUDENT SELF ASSESSMENT

NAME: \_\_\_\_\_

QUARTER: 1<sup>st</sup> / 2007 Cycles

Key: E: Emergent; MP Making Progress; P: Proficient; A: Advanced

Reading Skills	Score	Explanation
Decoding		
Fluency		
Monitor Comprehension		
Elements of Literature		
Sharing/Responding		

My goal for reading next quarter:

Writing Skills	Score	Explanation
Fluency		
Elements		
Revising		
Conventions		
Sharing/Responding		

My goal for writing next quarter:



## **4. Program Achievement**

### **A. Well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities and services.**

Our students housed at the shared facility West Homer Elementary are provided with lunch and bus services through the district. Students in the primary grades at our East Campus are not provided with lunch, but are allowed to ride the district buses. Staff and parents have worked to provide snacks and lunch for families in need.

We have collaborated with local organizations to provide science and arts programs including Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, The Pratt Museum, Center for Alaskan Coastal Studies, and Cook Inlet Keeper. Additionally, we have collaborated with the Boys and Girls Club for after school activities.

For the past two years, Fireweed Academy has qualified for Title I funding and services. Our population includes students with a variety of disabilities and we have served three students with intensive needs. We are very proud of the fact that our population reflects the demographics of our community and all the students we serve have access to all Fireweed programs and activities.

### **B. Address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.**

We address the needs of students struggling for proficiency in several ways.

1. Implement RTI model for identifying and monitoring student achievement and progress
2. Dynamic grouping and cooperative learning to pair students with mentors.
3. Conferences with parents, discuss test results, strengths and weaknesses, and provide specific goals and activities to facilitate progress.
4. Provide additional skills building and practice materials.
5. Provide extra assistance with test taking.
6. Implement activities to build engagement and motivation.
7. Collaboration among all staff to assess and monitor all students.

### **C. Systematically inform parents of student's performance and progress.**

We follow the KPBSD calendar for quarter dates and parent teacher conferences. We use student led conferences that are scheduled at the end of the first quarter and the middle of the third quarter. Parents are effectively informed of conferences and we generally have 90 percent participation in conferences.

We continue to refine our standards based report cards to communicate student progress toward meeting state standards as well as student progress in the six learner outcomes addressed in our mission statement. It is our goal to give authentic and meaningful information to students and parents. We continuously receive positive comments from parents who appreciate the type and depth of information these progress reports provide as compared to traditional report cards.

## 4. Program Achievement

**D. Did the charter school provide student assessment participation rates?**

Documented in test results included in the previous section 3.

**E. Has the charter school made a comparison between their assessment scores and the district's assessment data?**

Staff attended a 2 day Summer Data Institute in June to carefully analyze data and develop plans using that data.

**F. Has the charter school made a comparison between their assessment scores and the state's assessment data?**

Staff attended a 2 day Summer Data Institute in June to carefully analyze data and develop plans using that data.

**G. Has the charter school shown disaggregated scores across all categories?**

By law, our sample sizes are so small they are not disaggregated.

**H. Professional development that is goal-based and driven, in large part by student assessment data.**

We follow the district School Development Plan, which is goal based and driven by student assessment data.

**I. Well-conceived plan to demonstrate progress over time.**

Assessment results, parent and student satisfaction indicated in surveys, and growth are indicators that Fireweed Academy is demonstrating progress over time. Now that we have demonstrated long-term academic excellence and fiscal responsibility, the APC is working to expand our program to include students in grades K-2. These students provide a feeder school so that our enrollment over the next five years will stabilize.

**Evidence follows:**

- Narrative End of the Year program reports to KPBSD Central Office
- Sample Achievement Reports
- Student/Parent Handbook

**Kenai Peninsula Borough School District  
2011-2012 School Development Plan**

**School Name Fireweed Academy**

The School Development Plan process is intended to help school communities identify the academic strengths and weaknesses of the school and to develop an action plan to maintain the strengths and address the weaknesses. The process will enhance the outcome by enlisting many perspectives throughout. This is an inclusive process and designed to facilitate group discussion and planning. In order for this to be effective, all stakeholders need to be involved.

**Deadline for Plans:**

- ❖ October 1 – send the plans to Mari Auxier
- ❖ Title I schools in improvement at Level 2 or higher will **not** complete this form. They will instead complete the required Alaska School Improvement Form.

**District Review Process:**

- ❖ All plans will be reviewed by no less than 2 district office administrators. One administrator will be the director who is assigned to each school.
- ❖ All plans will be reviewed and feedback provided by October 15
- ❖ Should additional information be requested, the revised plan will be due by October 30

**Technical Assistance Provided:**

- ❖ A school team may request needed assistance at any time during the planning process. Requests should be made to the director who serves as the school liaison.
- ❖ SBA data will be disaggregated and be made available to all schools to aid in the development of the School Development Plan (SDP). Additional information to further define data may be requested through the Assessment Office. CBM data will be disaggregated after the SBA's and may not be available before Sept. 15
- ❖ Other assessment data can and should be used to review progress, however for the purpose of the SDP, data from the TEL/CBM and SBA assessments should be primary data source.

**All stakeholders should be equitably represented on the data review team. Title I schools must include Title I parents.**

<b>Name (Please Print)</b>	<b>Representative Group (from above list)</b>
Kiki Abrahamson	Staff
Mindy Hunter	Staff
Stephanie Zuniga	staff
Kris Owens	Staff
Amanda Miller	Staff
Kim Fine	Staff
Deb Schmidt	Staff
Kristen Metz	APC
Paula Kulhanek	APC
Annie Van Dinther	Title I Parent

<b>Meeting Log</b>		
<b>Date</b>	<b>Time</b>	<b>Location</b>
June 1st	Full Day Workshop	Soldotna
June 2nd	Full Day Workshop	Soldotna
August 18 <sup>th</sup>	3 hour Inservice	FWA West
October 4 <sup>th</sup> , 2011	Joint Staff Meeting	Fireweed East

Identify all students who were proficient in 2010, but failed to show proficiency in 2011 on the Alaska SBAs, and develop a plan to bring those students back to levels of proficiency as reported on the 2012 SBA. Define your plan to assist students in re-establishing proficiency. All students who were proficient in 2010, but failed to show proficiency in 2011 have been identified. They have been targeted for additional intervention and aide support in specific areas.

bh

# GOALS

(Copy and paste for additional goals)

**Current Reality:** Writing is our area of weakest student achievement, more students are below proficient in writing than either reading or math. Areas of lower proficiency in reading are isolated to specific standards at specific grade levels, whereas writing proficiency is low, especially in structures and conventions across the board.

Issues and reports of disrespect from FWA staff, WHE Staff, subs, HMS staff and parents have increased.

**SMART Goal(s):** When given a content related topic, students will write 1-3 supporting details appropriate to their grade level and with correct grade level appropriate conventions.

Given a variety of prompts from different genres, students will increase TWW by 3 words and CWS by 2 per quarter.

90% of students will increase their feeling of personal safety and mutual respect at school as measured by pre and post school climate and connectedness surveys given biannually. The number of Refocus sheets referring to respect will decrease by 12 per quarter.

Strategies & Action Steps	Responsibility	Timeline	Evidence	Professional Development Needs
Response journals Feedback: generating details	LA teachers	weekly	Journal entries	Journal rubrics that clearly address supporting details,
Bi-Weekly writing prompts Feedback identifying problem areas	LA teachers	bi-weekly	Scored Writing CBM	

50

<b>POTW Writeups feedback</b>	<b>Math Teachers</b>	<b>bi-weekly</b>	<b>Writeups and POTW rubrics</b>	<b>Math rubrics that clearly address writing component</b>
<b>Theme Studies Projects written components</b>	<b>All teachers</b>	<b>quarterly</b>	<b>Note taking guides Final project writeup Process rubric Task cards graphic organizers</b>	<b>Scaffolding templates</b>
<b>Math Response Journals</b>	<b>Math teachers</b>	<b>weekly</b>	<b>Journal entries</b>	
<b>Provide more real world writing opportunities: Writing contests Publishing Newspaper and radio articles</b>	<b>All teachers</b>	<b>monthly</b>	<b>Final Product</b>	<b>Venues for student publication</b>
<b>Time to Teach: Collect and survey subsequent observations and comments regarding respect after implementing the program.</b>	<b>All teachers</b>	<b>semester end</b>	<b>Anecdotal records graph results for repeat offenders Roleplay and skits</b>	<b>Respect, tolerance curricula and workshops</b>

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## **I-Safe**

Please describe the school plan for the implementation of I-Safe. All staff will log in and register at I Safe and watch the intro video on October 4<sup>th</sup> joint staff meeting. The remainder of the training will occur at the October 21<sup>st</sup> Inservice.

## **Focus on Parent Involvement**

*School improvement sites:* How were parents notified of the school improvement status and of their opportunities to be involved in addressing the academic issues, identified through the data, which caused the school to be identified for improvement?

Research on parent involvement has identified six standards of which schools should be aware and address. The standards include; communicating, parenting, volunteering, student learning, decision-making/advocacy, and collaborating.

**KPBSD has identified Standard 6, Collaboration as an area of greatest need for all locations. How will collaboration be addressed to strengthen schools, families, and student learning?**

Take home journals, phone calls, email and newsletters, open house, APC coordination of communication liaisons between parents and staff, student led conferences, parent surveys.

Narrative Description  
2005-06 School Report Card  
Kenai Peninsula Borough School District

School Name: Fireweed Academy

**Parental, Community, or Business Involvement**

**Parental:** Academic Policy Committee members  
Classroom Aides  
Music, Dance, Art, PE Enrichment classes  
Lunch/Recess Supervisors  
Mentors on Special Topics  
Drivers/Chaperones on field trips/after school programs  
Fundraising

**Community:** We continue to maintain strong working relationships with several non-profit organizations. We rely heavily on local folks to host field trips and provide expert speakers that provide a link between school and community and make learning more authentic and meaningful. We have benefited from our relationship with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, Pratt Museum, Alaska Islands and Ocean, Center for Alaskan Coastal Studies, Homer Public Library, Homer Youth Court, We have also benefited from the expertise of many local individuals.

**Highlights for this year include:**

100% of 4-6<sup>th</sup> grade students scored proficient or advanced on SBA  
Ellis Island Simulation  
Yoga with Stephanie Haynes  
Contra dancing with Rich Kleinleder  
In depth investigation of the Brain with Hope Finkelstein  
Collaboration with Lynn Naden for art in the new Homer Public Library  
Eddie Wood: Artist in the schools  
Jocelyn Shiro-Westphal Jazz dance workshop  
Beth Trowbridge and Anita Decreeft volleyball workshop  
Over ¼ of the Homer News Writing Contest Awards  
Math Bowl Grand Champions and top scorers in Strategies, Cooperation and Lightening round  
Drawing Workshop with Dan Tucker  
TRAILS building awareness of access for persons with disabilities  
Guide dog puppy training  
Women Scientists of Kachemak Bay  
5<sup>th</sup>/6<sup>th</sup> Spring Field Trip to McCarthy and Kennecott Mine  
3<sup>rd</sup>/4<sup>th</sup> Spring Field Trip: Oceanography and Marine Research, River Rafting the Kenai  
Winter Count: Pratt Museum Jubilee

**Other Information the School Wishes to Share**

This year we offered an after school programs to target mathematics basic skills and one summer school session to assist students with integrated reading/writing remediation. Kiki Abrahamson attended the Alaska State Charter School Conference. Two staff members attended an Integrated Thematic Instruction workshop. We continue to score above the district average on standardized tests. It is evident that students are flourishing, parents are satisfied and the model we have implemented is working well.

This year we moved to sharing a facility with West Homer Elementary. We worked hard to cooperate and do more than our share. We believe that in spite of a challenges, that the transition went more smoothly than expected. We plan to increase our enrollment and hire another teacher for the 2006-2007 school year. Next year we also will be required to reapply for our charter. This requires a huge commitment of energy and resources from our small staff. As our school evolves, we are enthusiastic about expanding to grades K-8 and increasing

Narrative Description  
2007-08 School Report Card  
Kenai Peninsula Borough School District

School Name: Fireweed Academy

**Parental, Community, or Business Involvement**

**Parental:** Academic Policy Committee members  
Office and Classroom Aides  
Music, Dance, Art, PE Enrichment classes  
Lunch/Recess Supervisors  
Mentors on Special Topics  
Drivers/Chaperones on field trips/after school programs  
Fundraising  
Legislative action support

**Community:** We continue to maintain strong working relationships with several non-profit organizations. We rely heavily on local folks to host field trips and provide expert speakers that provide a link between school and community and make learning more authentic and meaningful. We have benefited from our relationship with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, Pratt Museum, Alaska Islands and Ocean, Center for Alaskan Coastal Studies, Homer Public Library, Homer Youth Court, Big Brothers, Big sisters, and Community Mental Health. We have also benefited from the expertise of many local individuals.

**Highlights for this year include:**

Structures research and exhibition  
Refugee Nation workshop  
Acting workshop with Cedric Liqueur  
Student developed Junior Range booklets for Lake Clark National Park and Preserve  
Paul Dungan and Deland Andersen: Artists in the schools  
Jocelyn Shiro-Westphal Jazz dance workshop  
Beth Trowbridge and Anita Decreeft volleyball workshop  
17/18 of the Homer News Writing Contest Awards  
6<sup>th</sup> Spring Field Trip to Fairbanks and Chena Hot Springs: Geothermal energy  
3<sup>rd</sup>-5<sup>th</sup> Spring Field Trip: Seward: Oceanography and Marine Research, Sea life Center Nocturnal, Exit Glacier

**Other Information the School Wishes to Share**

In May, Fireweed Academy hosted the Alaska State Charter School Conference. This culminated an extensive effort by charter schools to support Education Funding Legislation and reevaluate current state statute regarding charter schools in Alaska. We highlighted charter school efforts in Collaboration, Culture, and Communication.

Fireweed Academy students continue to score above both state and district averages on standardized tests. It is evident that students are flourishing, parents are satisfied and the model we have implemented is working well.

This year we made concerted efforts to acquire additional space to accommodate requests from parents of Kindergarten through second grade students, but were unsuccessful. As our school evolves, we are enthusiastic about expanding to grades K-8 to meet the requests and needs of our community.

Narrative Description  
2008-09 School Report Card  
Kenai Peninsula Borough School District

School Name: Fireweed Academy

**Parental, Community, or Business Involvement**

**Parental:** Academic Policy Committee members  
Office and Classroom Aides  
Music, Dance, Art, PE Enrichment classes  
Lunch/Recess Supervisors  
Mentors on Special Topics  
Drivers/Chaperones on field trips/after school programs  
Fundraising  
Legislative action support

**Community:** We continue to maintain strong working relationships with several non-profit organizations. We rely heavily on local folks to host field trips and provide expert speakers that provide a link between school and community and make learning more authentic and meaningful. We have benefited from our relationship with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, Pratt Museum, Alaska Islands and Ocean, Center for Alaskan Coastal Studies, Homer Public Library, Homer Youth Court, Big Brothers, Big sisters, and Community Mental Health. We have also benefited from the expertise of many local individuals.

**Highlights for this year include:**

First Place Winners: KPBSD Elementary Math Bowl  
First year participation in KPBSD Forensics Meet.  
Harvest Festival  
Acting workshop with Bill Bowers  
Field tested student activities at Islands and Oceans  
Ahna Iredale: Artist in the schools  
Jocelyn Shiro-Westphal Jazz dance workshop  
Beth Trowbridge and Anita Decreeft volleyball workshop  
Afterschool ski and film clubs  
16/18 of the Homer News Writing Contest Awards  
6<sup>th</sup> Spring Field Trip to Kodiak  
3<sup>rd</sup>-5<sup>th</sup> Spring Field Trip: Camp Kushtaka

**Other information the School Wishes to Share**

During the Legislative session the Fireweed Academy community worked hard to change state law so that small charter and alternative schools in the state are funded more equitably.

Fireweed Academy students continue to score above both state and district averages on standardized tests. It is evident that students are flourishing, parents are satisfied and the model we have implemented is working well.

This year we made concerted efforts to acquire additional space to accommodate requests from parents of Kindergarten through second grade students, but were unsuccessful. As our school evolves, we are enthusiastic about expanding to grades K-8 to meet the requests and needs of our community.

**Narrative Description  
2009-2010 School Report Card  
Kenai Peninsula Borough School District**

School Name: Fireweed Academy

**Parental, Community, or Business Involvement**

**Parental:** Academic Policy Committee members  
Office and Classroom Aides  
Music, Dance, Art, PE Enrichment classes  
Lunch/Recess Supervisors  
Mentors on Special Topics  
Drivers/Chaperones on field trips/after school programs  
Fundraising  
Legislative action support

**Community:** We continue to maintain strong working relationships with several non-profit organizations. We rely heavily on local folks to host field trips and provide expert speakers that provide a link between school and community and make learning more authentic and meaningful. We have benefited from our relationship with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, Pratt Museum, Alaska Islands and Ocean, Center for Alaskan Coastal Studies, Homer Public Library, Homer Youth Court, Big Brothers, Big sisters, and Community Mental Health. We have also benefited from the expertise of many local individuals.

**Highlights for this year include:**

Ellis Island Simulation  
Mind-A-Mazes  
Harvest Festival  
Fall Fundraiser  
Student Led Conferances  
Dana Lyons: Songwriting workshop  
Volleyball with Beth Trowbridge  
Annette Bellamy: Artist in the schools  
Afterschool ski and film clubs  
Math Bowl  
Challenger Mission  
6<sup>th</sup> Spring Field Trip to Juneau  
3<sup>rd</sup>-5<sup>th</sup> Spring Field Trip: Yukon Island

**Other Information the School Wishes to Share**

During the Legislative session the Fireweed Academy community worked hard to strengthen charter school state law by removing the cap of 60 charter schools in the state and providing for a facilities fund.

Fireweed Academy students continue to score above both state and district averages on standardized tests. It is evident that students are flourishing, parents are satisfied and the model we have implemented is working well.

This year we made concerted efforts to acquire additional space to accommodate requests from parents of Kindergarten through second grade students, and were finally successful in finding an appropriate facility. We will be working hard all summer to get our K-2 campus up and running.

Fireweed has qualified for Title I funds next year. I believe we are the only charter school in the state that does. We are very proud of the fact that our student population reflects the demographics of our community.

**Narrative Description  
2010-2011 School Report Card  
Kenai Peninsula Borough School District**

**School Name:** Fireweed Academy

**Narrative Description of Parental, Community, or Business Involvement**

**Parental, Community, or Business Involvement**

**Parental:** Academic Policy Committee members  
Office and Classroom Aides  
Music, Dance, Art, PE Enrichment classes  
Lunch/Recess Supervisors  
Mentors on Special Topics  
Drivers/Chaperones on field trips/after school programs  
Fundraising  
Legislative action support

**Community:** We continue to maintain strong working relationships with several non-profit organizations. We rely heavily on local folks to host field trips and provide expert speakers that provide a link between school and community and make learning more authentic and meaningful. We have benefited from our relationship with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, Pratt Museum, Alaska Islands and Ocean, Center for Alaskan Coastal Studies, Homer Public Library, Homer Youth Court, Big Brothers, Big sisters, and Community Mental Health. We have also benefited from the expertise of many local individuals.

**Highlights for this year include:**

Harvest Festival  
Fall Fundraiser  
Student Led Conferences  
Jack Dalton, Allison Wardell, Lynn Naden, Sharlene Cline and Asia Freeman: Artists in schools  
Invention Convention  
Courthouse Mock Trial: Intellectual Property  
Marimba Workshop  
Afterschool ski club  
Math Bowl  
Welcome to the Jungle: K-2 musical  
6<sup>th</sup> Spring Field Trip to Kasitsna Lab  
3<sup>rd</sup>-5<sup>th</sup> Spring Field Trip: Yukon Island  
Second batch of 1000 Origami paper cranes for hope.

## **Other Information the School Wishes to Share**

### **Other Information the School Wishes to Share**

Fireweed Academy students continue to score above both state and district averages on standardized tests. It is evident that students are flourishing, parents are satisfied and the model we have implemented is working well.

Fireweed enjoyed the support of Title I programming. I believe we are the only charter school in the state that does. We are very proud of the fact that our student population reflects the demographics of our community. Many of our younger students benefited from the extra help they got in reading this year.

Adding a K-2 East Campus has been challenging and rewarding this year. We are still working out some kinks, but student and parent response has been so positive that our enrollment figures for Kindergarten and First grade have increased. We continue to search for adequate facilities to house our whole school.

# Fireweed Academy Progress Report

PO Box 474, Homer, Alaska 99603  
(907) 235-9728

School Year: 2010-2011

Name: [REDACTED]



Quarter	1	2	3	4	Total
Days Present	32	33	46	43	154
Days Absent	5	7	1	3	16
Days Tardy	3	13	16	5	37

***This report is based on grade –level standards established for each area. The ratings indicate your student’s progress, achievement in relation to the year-end standard, and effort. An NA indicates that it was not addressed or not assessed.***

Achievement	Progress	Effort
A – Advanced Proficiency	* Consistent	5- Outstanding
P - Proficient	++ Most of the time	3- Satisfactory
MP – Making Progress	+ Sometimes	1 – Needs Improvement
E - Emergent	/ Rarely evident	

***Fireweed Academy is founded on the mission to nurture progress in six Learner Outcome Areas: Self-Reliance, Creativity, Cooperation, Reasoning Ability, Intellect, and Personal Growth. We believe the following behaviors are indicators of growth in these areas.***

	1	2	3	4	1	2	3	4
1. Demonstrates respect for self, others, and property.	++	++	++	++	++	++	++	++
2. Makes reasonable decisions; takes responsibility for actions.	++	++	++	++	++	++	++	++
3. Shows self-reliance and independence.	*	*	*	*	*	*	*	*
4. Uses time productively.	++	++	++	++	++	++	++	++
5. Comes to class organized and prepared.	*	*	*	*	++	++	++	++
6. Sets goals and follows through.	*	*	*	*	++	++	++	++
7. Works cooperatively.	++	++	++	++	++	++	++	*
8. Puts forth effort to do best work.	*	*	*	*	++	++	++	++
9. Uses a variety of resources and methods.	*	*	*	*	++	*	*	*
10. Exhibits reflective thinking.	*	*	*	*	*	*	*	*
11. Inventive and creative thinking.	*	*	*	*	*	*	*	*
12. Demonstrates flexibility in thought and action.	*	*	*	*	++	++	++	*
13. Engages in activities.	*	*	*	*	*	*	*	*
14. Completes and evaluates tasks.	*	*	*	*	++	++	++	++
15. Applies learning to new situations.	*	*	*	*	*	*	*	*
	KA	KA	KA	KA	KO	KO	KO	KO

<b>Sixth Grade Mathematics</b>		<b>Second Semester 2011</b>	
	<i>Throughout the semester, there were many opportunities to review basic operations (addition, subtraction, multiplication, division) with whole numbers, decimal numbers, and fractions. This happened frequently during Skill Power instruction/review, Visual Math, and when working on projects such as "Mystery Class". The integration of math, science, social studies, and geography skills occurred as we completed the "Mystery Class" project. Students recorded and graphed photoperiod data provided by ten "mystery classes" from around the world. Computing photoperiod (length of daylight) using sunrise and sunset times reinforces a variety of skills, including addition, subtraction, and regrouping. During Visual math instruction we spent a great deal of time on lessons that introduced or reinforced geometry concepts. Congruence, symmetry, angle measurement, and angle relationships were explored.</i>		
	<b>Estimation and Computation</b>		
1	Determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by using a variety of strategies (rounding, multiplying by powers of ten, using front-end estimation to estimate the results of addition/subtraction computations, from tenths to 100,000 including money, or simple multiplication and division.		P-
2-4	Recall basic multiplication facts, products to 144, and corresponding division facts efficiently. Add or subtract whole numbers, fractions with unlike denominators to 12, or decimals to the hundredths place. Multiply and divide multi-digit numbers by two or three digit numbers.		MP+
	<b>Numeration</b>		□
4	Demonstrates conceptual understanding of fractions (proper or mixed numbers), decimals, percents (whole number), or integers by identifying, describing, or illustrating equal parts of a whole, region, or set. (M.1.2.4) Identifies and describes different uses for the same numerical representation.		P
	<b>Geometry</b>		
1	Demonstrates an understanding of geometric relationships by using the attributes and properties (sides and angles) of regular polygons to identify, classify, or compare regular or irregular polygons.		P-
2	Identifies, compares, and describes attributes and properties of circles (radius and diameter).		P
3	Uses the attributes and properties of prisms (vertices, length and alignment of edges, shape and number of bases, shape of faces) to [model L], identify, compare, or describe triangular or rectangular prisms		P
7	Estimates or determines area or perimeter of polygons (parallelograms, trapezoids, triangles) using a key, ruler, or given measures.		P-
8	Estimates the area and circumference of a circle using a grid or manipulatives and comparing the relationship of the diameter to the circumference (d).		MP+
	<b>Measurement</b>		
4 & 6	The student uses measurement techniques by calculating elapsed time (minutes, hours) (4). Converts and uses equivalent measurements within the same system (6).		P-
	<b>Problem Solving, Communication, and Reasoning</b>		
1	Select and apply an appropriate strategy (tables, charts, lists or graphs; guess and check; extended patterns; make a model) to solve a variety of problems and verify the results.)		MP+
3	Representing problems using mathematical language, including concrete, pictorial, and symbolic representation; or organizing and communicating mathematical problem solving strategies and solutions using mathematical language.		MP

MP: making Progress

P: proficient

A: advanced

+/-: indicates movement between levels

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<b>Fifth Grade LA: Writing 2010/2011</b>		<b>1st</b>	<b>2nd</b>
<p>3<sup>rd</sup> Quarter: Invent a character. <i>Roxy the Troll</i>. Able to breathe life into the character using all five techniques. Focused on character initially but then slipped into plot; still needs work on organization and conventions. Written components for Invention Project Board and Patent Application: <i>The Water Pole</i>. This is a great genre because it is effective to use bulleted points instead of working on flow, transitions and voice; and conventions are so easy to edit. The highlight is getting to play with fonts, colors and sizes.</p> <p>AWA: <i>Traveling Into Time</i>; Content and Ideas: 8, Organization: 8, Word Choice:7; Voice: 8, Sentence Structure: 8, Conventions: 7, Total 46/60. Great content and exuberant voice.</p> <p>4<sup>th</sup> Quarter: Character in Conflict: <i>Landing, Sky Race, Jump, Where is..</i> Mia did a great job choosing the five different stories option. Good job incorporating all five types of conflict that characters typically face. Could have used more development to help the transitions and flow. Good job with conferencing to revise and edit. Alaska's Indigenous People Powerpoint: <i>Alutiq</i> with Sadie. Again, a favorite genre for 5<sup>th</sup> graders because it is so easy to format, revise and edit. Good organization and covered all content requirements. Good use of Powerpoint to convey information, not too crazy with the colors, animations and transitions. Cultural artifact poem: great job, succinct but with authentic voice and commitment.</p> <p>Fall Writing CBM: 60TWW, 56 WSC, 51CWS. Spring Writing CBM: 69TWW, 67 WSC, 68 CWS. Keep in mind the goal here is about 35 for each, but what I am looking more closely at is the discrepancy in range between Total Words Written, and Words Spelled Correctly/ Correct Writing Sequence.</p>			
<b>Journal Grade</b>		<b>A5</b>	<b>A5</b>
<b>2.1</b>	<b>Writes about a topic</b>	<b>A5</b>	<b>A5</b>
Competently writes a story or composition of two or more focused paragraphs with details that support the main idea. Writes a topic sentence that provides a focus for writing. Organizes writing in paragraphs using paragraph indents or breaks. Organizes ideas logically to establish relationships within and between paragraphs. Writes a story or composition with a beginning, middle and ending with a concluding statement.			
<b>2.2</b>	<b>Writes for a variety of audiences: Variety of audience is reflected by variety of genre.</b>	<b>A5</b>	<b>A5</b>
<b>2.3</b>	<b>Uses Conventions : Capitals, punctuation, spelling, grammar</b>	<b>P5</b>	<b>P5</b>
<b>2.4</b>	<b>Revises Writing: Conferences, adds, deletes, changes writing to improve content and craft</b>	<b>A5</b>	<b>A5</b>
<b>2.5</b>	<b>Documents Sources: title, author, source, and copyright</b>	<b>A5</b>	<b>A5</b>

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**Inventions/Culture Theme Studies: Quarters 3&4: 2011**

<i>Science: A major focus during the project was exploring the process of inventing. During this process, students identified a problem and worked to invent a unique solution to that problem. Science history and science process skills became the main focus of the culture theme. We began by learning about lenses, and the first scientist to see microbes, Anton van Leeuwenhoek. Investigations included learning about microscopes, and the culturing of microorganisms. "Mystery Class" spanned both quarters, integrating math, science, and geography skills. Students recorded and graphed photoperiod data provided by ten "mystery classes" from around the world. The project strengthens students understanding of Earth's seasonal and daily cycles, latitude and longitude, and provides an opportunity for students to put math skills and concepts to work in a science context.</i>	
A: Science as Inquiry and Process - Understand and be able to apply the processes and applications of scientific inquiry.	P4
B: Concepts of Physical Science - Understand and be able to apply the concepts, models, theories, universal principals, and facts that explain the physical world.	P4
E: Science and Technology: Develop an understanding of the relationships among science, technology, and society.	P4
G: History and Nature of Science - A student should understand the history and nature of science.	P4

<i>Social Studies: Third quarter began with research into the Age of Inventions in general, followed by research of a specific invention. Students had a variety of opportunities to employ SCAMPER techniques and explore Rube Goldberg devices, contraptions, simple machines before launching into their own inventions. We also investigated intellectual property and the patents, copyrights and trademarks that protect those rights. Mystery class addressed all the Geography standards. Through Culture we investigated how groups of people use resources, evolve, and handle conflicts with an in depth look at Native Cultures in Alaska.</i>	
<b>Invention Project</b>	<b>MP1</b>
<b>Intellectual property/Mock trial</b>	<b>A3</b>
Geography A: Make and use maps, globes and graphs to interpret spatial information	P4
Geography B: Use information about the human and physical features of places and regions	P4
Geography D: Interpret spatial characteristics of human systems, including interactions of cultures, economic activities, settlement patterns	P4
Geography E: Evaluate how humans and physical environments interact	P4
Geography F: Use geography to understand the world's past, present and future	P4
History A: understand that history is a record of experiences linking past to present and future	P4
History B: Understand historical themes through factual knowledge	P4
History C: Develop the skills and processes of historical inquiry	P4
History D: integrate historical knowledge with historical skill	P4
Government A. Know and understand how societies define authority, rights, and responsibilities	P4
Government B: understand constitutional foundations of the American political system	P4
Government E: have knowledge and skills to participate as an informed citizen	P4
Government F: understand the economies of the United States and their relationships to the global economy	P4
Government G: understand the impact of economic choices and take part in local, state and global economy	P4

<b>PE/Skills for a Healthy Life: Team Building/Cooperative Learning, eye-hand coordination.</b>	
A. Acquire core knowledge related to well being.	<b>A4</b>
<i>Arts: Students created puppets and performed Alaska native tales. Students explored historical and cultural art through Japanese paper folding, Alaska native storytelling with Jack &amp; Allison as well as the study of famous fine artists and their media (Monet, Michelangelo etc.). Students performed songs for community members. Graphic arts were used to enhance Invention posters and Culture Powerpoints.</i>	
Arts A: Create and perform in the arts.	P4
Arts B. Understand the historical and contemporary role of arts in Alaska, the nation, and the world.	P4
<i>Technology: Students used technology to locate, select and manage information by researching inventors/inventions, to explore ideas / solve problems in Mystery Class, &amp; to research and create Culture Powerpoint presentations.</i>	
B. Use technology to locate, select, and manage information	P4
D. Use technology to express ideas and exchange information.	P4
<b>Foreign Language: Spanish</b> <i>Student prepared an autobiography in Spanish. Students explored how language, dance, food and art define specific cultures.</i>	
B: Knowledge of peoples and cultures through language studies.	P4

<i>Fourth Grade Mathematics</i>	<i>Semester 2</i>	<i>Comments</i>
<b>Statistics and Probability Standard</b>		
Use mode or range with up to 5 pieces of data with a value of 10 or less each.	P4	Katie is solid calculating mode, range, & median.
Predict or explain the probability of all possible outcomes (spinners, dice, coins)	A4	Katie differentiates possibilities from probability very well.
<b>Numeration Standard</b>		
Fractions: Demonstrates a conceptual understanding of simple fractions with denominators <b>2 through 12</b> by identifying, describing with explanations, or illustrating equal parts of a whole, a region or a set (using models). Identifies, describes, or illustrates equivalent fractions and mixed numbers.	A4	Katie easily recognizes fractions and their equivalents with or without a model. She illustrates fractions of a set, equivalent fractions, and equal parts of a whole very accurately. She easily identifies and models mixed #s. Work on making equivalents without a model.
Describe or illustrate the process of adding or subtracting fractions with like denominators	A4	Katie recognizes and can illustrate same size pieces well.
<b>Measurement</b>		
Estimating length to the nearest half-inch or centimeter. Measure length to the nearest half-inch or centimeter.	P4	Katie has an understanding of basic linear measurements. Practice measuring to the nearest $\frac{1}{2}$ inch: $\frac{1}{2}$ , $1\frac{1}{2}$ , 2, $2\frac{1}{2}$ ...
Estimate temperature or weight to the nearest unit. Select an appropriate unit (standard/metric) of measurement to estimate length, weight, or temperature.	P4	Katie is able to apply appropriate units of measurement to a variety of situations. Review temperature.
Identify and use equivalent measures for length (inch, foot, yard / centimeter, meter).	P4	Katie is solid with inches/feet/yards. Review cm/meter.
Count back change from \$5.00. Determine possible combinations of coins and bills to given amounts. Add up multiple purchases and calculate the change from a given bill(s) up to \$50.00.	A4	Katie has a solid understanding of the value of coins and bills. She is able to make correct change from \$50, \$20, \$15, \$10 and \$5.
<b>Geometry</b>		
Use attributes and properties of angles to identify and compare triangles (acute, right, or obtuse) and regular polygons.	P4	Katie recognizes the basic attributes and can compare and contrast triangles. Continue practicing the vocabulary.
Use attributes and properties of solid figures (edges, vertices, or the number or shape of faces) to identify, compare, or describe solid figures (cubes, cylinders, or spheres).	P4	Katie can describe the basic properties of 3 D shapes. She is able to use the attributes for comparison. Practice counting faces, edges, and vertices for 3-D shapes.
Draw all lines of symmetry to identify figures that are symmetrical.	A4	Katie recognizes advanced lines of symmetry.
Identify shapes that are congruent.	P4	Katie applies visual cues to identify congruent shapes.
Estimate or determine area or perimeter of rectangular, square, or irregular shapes on grids.	P3	Solid with Area. Review perimeter and labels
Use directional terms (compass directions, vertical, horizontal). Identify or draw parallel or intersecting line segments.	P3	Katie continues to apply these terms to a variety of situations. Review parallel and intersecting.
<b>Estimation and Computation</b>		
Recall multiplication fact efficiently & Multiply two-digit numbers by single-digit numbers.	P4	Continue to work on your X fact and apply to double digits
Add and subtract <u>three-digit</u> whole numbers and decimals involving money.	A4	Katie adds and subtracts money consistently & accurately.
Add fractions with like denominators.	P4	Katie is solid with + / - with like denominators.
<b>Problem Solving and Communication</b>		
Represent mathematical problems using mathematical language including concrete, pictorial, and/or symbolic representation; or by organizing and communicating mathematical problem-solving strategies and solutions to problems.	P4	Katie continues to be thorough when modeling and communicating the solutions to the POTW. She is efficient and maintains a positive problem solving attitude.

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**Systems and Transportation Theme Studies: 1<sup>st</sup> Semester 2011 3<sup>rd</sup>/4<sup>th</sup> Grades**



<i>Science</i>	<b>Achievement</b>	<b>Effort/Participation</b>
<b>SCIENTIFIC INQUIRY:</b> Students observed and described their own world to ask questions, research and invent a unique solution to a problem. Students continued differentiating between observation and inference while culturing bacteria, yeasts and molds. Observations and inferences were made analyzing cultural artifacts.	<b>P</b>	<b>5</b>
<b>EARTH SCIENCES:</b> Through Mystery Class activities, students recognized changes to length of daylight over time and its relationship to seasons. How the Earth's revolution around the sun causes the seasons and the rotation on its axis causes day and night were covered.	<b>P</b>	<b>5</b>
<b>PHYSICAL SCIENCES:</b> Students demonstrated an understanding of motions, forces, their characteristics, relationships and effects by experimenting with simple machines and inventing a unique complex machine. Concepts explored included force, work, gravity, energy, potential energy, kinetic energy and friction.	<b>P</b>	<b>5</b>
<i>Social Studies</i>		
<b>HISTORY:</b> Through the study of Alaska native groups, students developed an understanding that history is a record of human experiences that links the past to the present and the future.	<b>P</b>	<b>5</b>
<b>GEOGRAPHY:</b> Through Alaska Native studies and Mystery Class, students made use of maps, globes, atlases and graphs to gather, analyze and report geographic information. Students explored hemispheres, longitude, latitude, the compass rose, continents, oceans and the equator.	<b>P</b>	<b>5</b>
<b>GOVERNMENT:</b> Students learned how societies define authority, rights and responsibilities by simulating court cases involving patent infringement and copyright violation.	<b>P</b>	<b>4</b>
<i>Skills for Healthy Life</i>		
<b>PHYSICAL EDUCATION:</b> Team Building/Cooperative Learning, eye-hand coordination.	<b>P</b>	<b>4</b>
<i>Arts</i>		
<b>ARTS/MUSIC:</b> Students created puppets and performed Alaska native tales. Students explored historical and cultural art through Japanese paper folding, Alaska native storytelling with Jack & Allison as well as the study of famous fine artists and their media (Monet, Michelangelo etc.). Students performed songs for community members.	<b>P</b>	<b>5</b>
<i>Foreign Language</i>		
<b>SPANISH:</b> Student prepared an autobiography in Spanish. Students explored how language, dance, food and art define specific cultures.	<b>P</b>	<b>4</b>
<i>Technology:</i>		
<b>TECHNOLOGY</b> Students used technology to locate, select and manage information by researching inventors/inventions & to explore ideas / solve problems in Mystery Class.	<b>P</b>	<b>4</b>

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**Third/Fourth Grade Language Arts: Writing 1st Semester**

**Writing Highlights this semester:** Students explored a wide range of skills and topics in both creative fiction and non-fiction writing. During our Systems Theme we focused on the Daily 5 systems of Work on Writing and Word Work. Specific writing skills focused on were forming complete sentences, with a subject and a predicate. We covered editing for punctuation, spelling, and grammar. Students brainstormed a personal list of choice writing topics for their writing journals. During our theme on Transportation our writing focus included both the study of tall tales, poetry and story telling. Students learned how to use story maps to plan stories listing characters, character traits, setting, conflict and resolution. Plot sequencing and paragraph development were also a focus. We learned to use sensory details in our stories to make them 'come alive.' Writing structures and conventions were studied, including prefixes, suffixes, similes, alliteration, synonyms, homonyms and nouns, verbs and adjectives. Students have been learning word processing on the computer and can choose typing lessons to improve this skill during Daily 5. Above all, students have been building stamina and independence in writing.

**WRITING BENCHMARKS**

<b>Fluency: TWW (Total Words Written)</b>	September: 28 TWW	January:	Year End Goal 3 <sup>rd</sup> -37	4 <sup>th</sup> -45
<b>Sequence: CWS (Correct Word Sequence)</b>	September: 19 CWS	January:	Year End Goal 3 <sup>rd</sup> -28	4 <sup>th</sup> -37

**WRITING ACHIEVEMENT**

<b>Writes about a topic</b>	<b>P</b>
Skills include: fluency in writing, writing in complete sentences, writing a focused paragraph with supporting details, and writing stories or compositions with a beginning, middle and end that have a setting, character, problem and solution.	
<b>Writes for a variety of audiences</b>	<b>P</b>
Skills include: choosing the appropriate writing structure to match a purpose and an audience, using expressive language when responding to literature or writing own text, writing in a variety of fiction and non-fiction forms. (Letters and notes, recounts, stories, journals, poetry, journalism, etc.)	
<b>Uses Structures and Conventions of Standard English to write and edit</b>	<b>MP</b>
Skills include: writing a variety of both simple and complex sentences, identifying and correcting mistakes in spelling, punctuation, capitalization, and identifying and correcting grammatical mistakes.	
<b>Revises Writing</b>	<b>MP</b>
Skills include: rearranging and adding details to improve focus and to support main ideas, giving/receiving appropriate feedback and using established criteria to review own and others work (peer conferences, checklists, scoring guides, or rubrics).	
<b>Documents Sources: title, author, source</b>	<b>N/A</b>
Skills include: giving credit for others' information by citing title and author.	
<b>Uses Resources: dictionary, thesaurus, word processor and spell check (4<sup>th</sup> Grade Only)</b>	<b>P</b>
Skills include: looking up spelling or definitions in dictionary, using the word processor and spell check, and using the thesaurus to find synonyms for common words.	

**WRITING EFFORT AND INDEPENDENCE**

<b>Effort and participation (Motivation, involvement, participation, initiative, working to potential)</b>	<b>4</b>
<b>Self-Reliance (Work completion, timeliness, accountability, responsibility)</b>	<b>4</b>
<b>Cooperation and Collaboration (Working in groups)</b>	<b>5</b>
<b>Independence (Productive, on-task, a good attitude)</b>	<b>4</b>
<b>Homework Completion ( on-time, best effort)</b>	<b>4</b>

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# **FIREWEED ACADEMY**



## **The Gryphons**

### **Parent-Student Handbook 2011-2012**

Please read with your student  
then sign and return the back page to the office.

Fireweed Academy  
P.O. Box 474  
Homer, AK 99603  
(907) 235-9728  
(907) 235-8561 (fax)  
<http://www.kpbsd.k12.ak.us/fireweed/>

PARENT/STUDENT HANDBOOK  
2010-2011

**MISSION STATEMENT**

To provide a compassionate learning environment that gives students, parents, teachers, and community members the power to develop self-reliance, cooperation, intellect, creativity, reasoning ability, and personal growth.

**ACADEMIC POLICY COMMITTEE**

Fireweed Academy is governed by an eight-member Academic Policy Committee. The function of this committee is to support and assess the school's progress, as well as make decisions and policies regarding the school's operation. Instructional decisions are made by the teaching staff in consultation with the APC. APC meetings are held the first and third Tuesday of each month at 4:15pm and are open to the public.

**STAFF**

Kiki Abrahamson	Certified Teacher/Administrator
Kris Owens	Certified Teacher
Kim Fine	Certified Teacher
Stephanie Zuniga	Certified Teacher
Mindy Hunter	Certified teacher
Deb Schmidt	Certified teacher
Amanda Miller	Certified Teacher, Special Education
Betsy Vanek	Instructional Aide/Certified Teacher
Carla Baird	Instructional Aide
Mindy Parks	Special Education Aide
Edan Badajos	Title I Tutor
Kristin Metz	Custodian
Janet Bowen	Administrative Specialist

## **SCHOOL CALENDAR**

We follow the regular Kenai Peninsula Borough School District calendar. You have been given a copy of the 2011/2012 KPBSD calendar. All school holidays and inservice days are clearly marked. Any changes to the calendar or additional information will be communicated through our weekly newsletter. Please do not make plans to travel during Standards Based Assessments April 3-5 and 10, 2012.

## **SCHOOL HOURS**

The school day at **Big Fireweed** in West Homer Elementary begins at 8:30 a.m. and ends at 3:15 p.m. Please try to adhere to these times. We have lunch, recess, and sustained silent reading from 11:30 to 1:00. Students should not arrive at school before 8:00 a.m. and they should be picked up no later than 3:20 p.m. If you need to change end-of-the-day plans, please phone before 2:30 p.m. If you have an emergency please give us a call to make arrangements.

The School day at **Little Fireweed** (K-2) starts at 8:30am and end at 3p,(to accommodate busing issues). . Students should not arrive at school before 8:00 a.m. and they should be picked up no later than 3:10 p.m. If you need to change end-of-the-day plans, please phone before 2:30 p.m. If you have an emergency please give us a call to make arrangements.

## **ATTENDANCE/ABSENCES**

Attendance and promptness are critical for success both for your student and for the school. **Students** late for school **must** sign in at the Fireweed office before going to the classroom. All absences must be verified by the parent. When a student returns to school after an absence, he/she must bring a note explaining the reason for the absence signed by the parent. Please make arrangements to pick up homework for any absences.

Any student who is absent for ten or more days consecutively must be dropped from the school roster unless the extended absence is pre-arranged. Students who are absent more than 20% of school days during the year may be retained from promotion to the next grade.

## **STUDENT TRANSPORTATION**

Bus information and route schedules are available directly from First Student (235-7513). School district bus rules and regulations apply. Remember: no skis, snowboards, sleds, or animals are allowed on the bus. Students are required to have a written note from the parent to change buses, ride home with a friend, etc. This note must include the bus number, destination description, and destination phone number. It is the parent's responsibility to get this information from Laidlaw.

When arriving or departing in a private vehicle, please do not park in the bus lane or interfere with the bus traffic. Students and parents should use the clearly marked crosswalk and are not allowed to cross behind or between the buses when crossing from the school to the parking lot. Students may ride bicycles to and from school. All bicyclists must wear helmets, follow bicycle safety rules, walk their bicycles along the sidewalk in front of the school to the bike rack, and limit riding time to before and after school.

### **LUNCH PROGRAM**

Grades 3-6 Fireweed Academy students may participate in the district school lunch program. The application for free/reduced school lunches is included in your First Day Packet. At this time there is no lunch program at the k-2 school

### **CLOTHING**

We are frequently outside for recess, short field trips, and projects. Students should always have a coat and boots. Sandals, clogs or flip-flops are not effective on the trail! Head and hand gear are required during the winter months. Clean tennis shoes are required for PE in the gym. Physical education classes will take place outdoors often, so please dress your child appropriately on PE days (Monday and Wednesday). Rain gear is necessary on rainy days.

### **FIRE DRILLS**

The Kenai Peninsula Borough School District requires monthly fire drills. The following procedure will ensure student, visitor and staff safety during drills and in the event of a real fire.

- When the fire alarm sounds, leave the building quickly and quietly, and line up in assigned area.
- Do not talk or run.
- Listen for special instructions from your teacher. Wait for the signal to re-enter the building.

### **RELEASE OF INFORMATION**

During the year the school may release information concerning activities and special recognition of students to the public (newspapers, radio, etc.). Information will be released in a manner that supplies the name and grade level of a student. If you object to this release of information, please notify the school.

The Kenai Peninsula Borough School District Data Processing frequently gets requests from outside entities for directory information on students. Student information has been restricted to military recruiters, Alaska colleges, politicians or state agencies wishing to congratulate or share student loan information with the students. Data Processing gives out

mailing address information only, never phone numbers, nor do they give student information to commercial enterprises. If you object to this release of information, an Opt-Out Form is available at the school and must be signed by the parent.

## **CURRICULUM**

Our curriculum is set up on a theme immersion model. Each quarter we base instruction on different components of a specific theme. The themes studied are broad-based concepts with many applications in all fields of study. Our sixteen themes are rotated on a four year basis and include: Systems, Transportation, Inventions, Culture, Cycles, Habitat, Structures, Exploration, Community, Forces, Change, Conservation, Roots, Communication, Currents, and Journeying.

This year our themes will be **Cycles, Habitat, Structures and Exploration**. Project-based learning and Constructivist Practice are incorporated into the program through the integrated study of themes.

We initiate our quarterly and yearly plan for theme activities by examining the national, state, and KPBSD standards. The state standards are addressed throughout the year in a variety of ways to cover differences in learning styles. All students are given the opportunity to practice and learn the standards through activities in each of the following curricula.

### **Language Arts**

Our Language Arts Program is based on the Whole Language model that integrates reading, writing, speaking, and listening. We use Reading and Writing Workshop. Each quarter there will be content reading and literature study that is related to the theme. Writing assignments will also connect to the theme. You can expect reading or writing and basic language arts skills homework every Monday and Tuesday night. Literature study guides are assigned in 4-6 week blocks, somewhat like a project.

### **Mathematics**

There are three components to our Math Program. Concepts are introduced and explored through the Visual Math Program. The Visual Mathematics curriculum honors multiple approaches, including visual techniques. Explorations based on visual models provide for strong conceptual understanding. Students are more likely to remember approaches that 'make sense' to them. The other two components of our Math Program center on application of the concepts built through Visual Math. Students build a foundation on which to practice and apply core mathematical skills. Computation, reasoning, and problem solving skills are practiced and honed through Problem of the Week assignments.

### **Science & Social Studies**

Science and Social Studies are addressed through theme immersions. Our main goal is to present to children the wonder of discovery through inquiry. Investigative methods are emphasized through a variety of hands-on activities in small groups along with independent

investigations through centers, projects, and research. Experiences of this nature foster a development of scientific reasoning and thinking, as well as procedural skills. Process skills are emphasized together with content. Examples include, but are not limited to, developing questions, designing investigations, collecting data, and interpreting results. Using quarterly themes as a framework, a solid knowledge base is built through attention to core concepts. Fewer topics are investigated in greater depth with the goal of meaningful, long-term learning. Through hands-on investigations, attention to core concepts, research, and projects, solid foundations in science and social studies are developed.

### **Physical Education/Health**

We have Physical Education twice a week in the West Homer Elementary School gym for students in grades 3-6. Other PE and Health objectives are built into the thematic program. We always welcome parent support in supplementing our PE program.

Students at Little Fireweed participate in Morning Movement everyday.

### **Humanities**

Art, music, and drama are built into the theme immersion units, often through integration with content area projects or special events. We frequently participate in Artists in the Schools activities.

### **Computer Technology**

Thanks to a federal start-up grant, Fireweed Academy initially was set up with top-of-the-line computer technology. We continue to update our technology as interest and funds become available. We have a Dell PC computer lab as well as digital and video cameras. We will focus on keyboarding and computer instruction that will facilitate writing and research projects.

### **HOMEWORK**

We believe homework reinforces lessons and provides a link between school and home. School provides a community and resources to introduce and discuss concepts and skills. However, we often don't have the time we need during the course of the school day to practice those skills independently. Homework provides the opportunity to practice these skills and share what we are doing in school with parents and siblings.

We don't want homework to be overwhelming. In fact, your child should spend one half to one hour on homework each night. Some suggest 10 minutes for each grade in school. If your child cannot complete the assignment at home, please attach a note to the homework assignment and we'll work with your child to build skills in completing homework.

In general, language arts homework will be assigned Monday and Tuesday nights and will most frequently involve skills practice, editing or rough draft writing, and/or content, seminar or literature reading with a literature study guide. Math homework will be assigned Wednesday and Thursday nights and will consist of a POTW (Problem of the Week) and Skill Power. In addition to these regular language arts and math assignments, you can expect

the students to be doing some form of home research or project work at times throughout some quarters.

## **DISCIPLINE POLICY**

### **General Expectations and Philosophy**

- Respect:** Student is expected to show respect to self, peers, and staff.
- Responsibility:** Students are responsible to be productive and ready to learn. This includes coming to class with a cooperative attitude, necessary materials (homework, pencils, folders, etc.), and the commitment to be engaged and on task.
- Rights:** Students have the right to be heard and participate in some decision-making processes. Many discussions use a consensus model. Ultimately, teachers have the responsibility to maintain a safe environment that is conducive to learning.

Students of Fireweed Academy will be expected to follow the rules of the Kenai Peninsula Borough School District as well as the rules of whatever facility we are using. (West Homer Elementary School, Homer Public Library, Bowling Alley, etc.)

### **Responsibility Model of Discipline**

- Main goal:** Students take responsibility for maintaining a healthy learning environment.
- Principle:** To learn from the outcomes of decisions.
- Consequences:**
1. Student takes responsibility for his/her actions.
  2. Corrective action task done by the student.
  3. Logical or natural consequences are required.
- Examples:**
1. Develop a plan describing how the student will behave in the future without breaking rules when he/she is in a similar situation.
  2. Practice appropriate behavior in a private meeting with the teacher.
- Lessons Learned:**
1. I cause my own outcomes.
  2. I have more than one alternative behavior in any situation.
  3. I have the power to choose the best alternative.

### Second Level for Consistent Disciplinary Problems

When a student repeatedly chooses to break the rules that we as a community have developed, further steps need to be taken.

1. Calls home to discuss problem, request input and support from the parents/guardians. Explore strategies. If the problem is not alleviated, then:
  2. Meeting will be arranged to develop a specific plan with the student, parents/guardians, and teachers. Implement the plan. If the plan is ineffective, then:
  3. Meeting will be arranged to review, assess, and revise plan with an APC member, student, parents/guardians, and teachers.
- The teachers may find it necessary to suspend a student at any time without necessarily going through these steps for reasons of safety, harassment, or flagrant insubordination.
  - Suspension/expulsion procedures will follow the Kenai Peninsula Borough School District policy.
  - There will be zero tolerance for verbal or physical harassment or violence.

### NON-NEGOTIABLE EXPECTATIONS

We have found it necessary to implement the following non-negotiable expectations. Other expectations may be added to the list as we develop our community discipline plan.

1. Be safe. Be responsible for yourself.
2. Stay in view of the teacher and/or parent on duty and follow their instructions the first time.
3. Be prepared and productive in class.
4. No rough play including fighting, pushing, pulling, and throwing objects.
5. Speak positively toward each other. No put-downs or foul language.

### RECESS RULES:

1. Climbing only takes place on the jungle gym and fire poles.
2. Only roll-up sleds are allowed on the sledding hill.
3. Students are expected to include each other in games.

## **FIELD TRIPS**

Field trips are an important and integral part of our curriculum. Since we are growing in number we have relied more on First Student bus for transportation, however individual teachers may plan a field trip that requires parent drivers. The district has strict regulations regarding pupil transportation. Vehicles must be checked for safety, lights, and proof of insurance immediately prior to each trip. If you can assist in this critical component of our program, please take the time to fill out the yellow School Driver Registration Form included in the First Day Packet. The blanket field permission form is an absolute necessity for local field trips.

## **SCHOOL SUPPLIES**

Students will need to furnish some of their necessary classroom supplies. All supplies should be clearly marked with your child's name.

### **FOR ALL 3-6 STUDENTS**

#### **Individual Supplies:**

(All individual supplies should be clearly marked with your child's name)

- Water Bottle
- Inside /gym shoes (No if, ands, or buts about it!!!)
- 12 by 16 by 6-inch Rubbermaid style dishpan container
- 2" 3-ring binder to make the home-to-school transition: Zippered is your best bet!!
- Steno pad-5<sup>th</sup> and 6<sup>th</sup> grade only

#### **Materials and Supplies to be Shared:**

- 2 Dozen #2 pencils
- Packet of lined paper
- Package colored pencils
- Package of Colored Markers
- Sketchbook
- Box tissue
- 6 large glue sticks
- 2 Containers of Clorox/generic disinfecting wipes-not Wet Ones
- Healthy packaged snacks and/or box of cup of soups (One per each Quarter)
- Highlighter Pen
- Pencil eraser tops

### **FOR ALL NEW STUDENTS** (in addition to the above)

- 3" 3 Ring Binder for Student Portfolio of work

## FOR ALL K-2 STUDENTS

Water Bottle  
Inside shoes (easy to get on and off)  
12 by 16 by 6-inch Rubbermaid style dishpan  
A sketchbook  
Package colored pencils  
Package of Colored Markers  
A pair of Fiskars Scissors  
Set of Watercolors  
Large Ziploc bag with a set of extra clothes  
2 Dozen #2 pencils  
Box of Ziplocs  
Box of wax paper or aluminum foil  
Box tissue  
Roll of Paper towels  
Box of glue sticks/Elmer's Glue

## **VOLUNTEER OPPORTUNITIES**

We encourage all parents to volunteer in the school each week. Nothing reinforces a child's learning and behavior better than a parent modeling support for the school community. We have a variety of tasks we need help with so you can choose what is most comfortable for you. Share your area of expertise or your hobby. Respond to student writing and assist in editing. Join a literature discussion group. Assist in an art project or science lab. Review software, Internet and text resources. Chaperone a field trip. Make copies or file paperwork. Take on recess duty or a school yearbook. Organize an after school activity. Become a member of the Academic Policy Committee. Launch a fund raising activity.

We urge you to keep in mind that the more parent involvement we have to take on these tasks the more opportunities we will have to spend time and money for student activities. We hope to line up a volunteer coordinator. Please feel free to contact any of the teachers if you would like to schedule a specific volunteer activity.

**PLEASE NOTE: There is a new district requirement that ALL VOLUNTEERS in our schools complete an online background check. Go to [www.kpbsd.k12.ak.us](http://www.kpbsd.k12.ak.us) , scroll down to the Volunteer Screening Process link and complete the process for Fireweed Academy (and any other school you may be volunteering in. You can do it from your home computer (you must have an email address to do this).**

## **NURSING SERVICES AND ILLNESS AT SCHOOL**

Fireweed Academy will be sharing a school nurse with West Homer Elementary School. Lisa Zatz has volunteered to take care of the immunization records and health screening

nursing needs at our K-2 campus. She will NOT be available on a regular basis. All students who get sick at school will need to be sent home.

State law mandates that students must have a record of current immunizations on file before they attend school. Parents may request a medical or religious exemption for some immunizations, but TB is non-negotiable.

School staff will not administer medication unless a written permission from the parent is on file. All medication must be labeled and in a medical container. All medications will be kept in a locked cabinet.

Please do not send your child to school if they are sick or have lice. Keep your child at home if they have been vomiting the night before. District regulations state that a child should be fever free for 24 hours before returning to school.

Our teachers are trained in first-aid procedures. In the event of an emergency, we will contact you immediately after taking initial steps to assess the emergency and provide care. In the event that you cannot be contacted in an emergency, we will be required to call 911 and the parent will be responsible for any emergency transportation and care. Please update your emergency contact names and phone numbers when necessary.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT PARENT-STUDENT  
HANDBOOK**

Please read the KPBSD Parent-Student Handbook provided in your First Day Packet. This handbook explains many policies and procedures of the school district. Please not the opt out pages.



## 5. Admission Procedures

### A . Admissions/Enrollment Policies and Procedures

Eligible students: Any student residing in the Homer School Bus District may attend Fireweed Academy.

#### Calendar of Registration and Admission Dates:

##### Spring Enrollment Period

Enrollment	Applications for enrollment must be received by the first Friday of March for the following year's enrollment. If more students apply than we have space for a lottery will be held the last week of March.
Notification	Parents/Guardians will be notified of acceptance by the 1st Friday of April and they will have three days to confirm their intention to enroll.
Registration	Parents/Guardians will have until the Thursday before school starts in August to register their child and provide proof of immunization.

##### Open Enrollment Period

Enrollment	To allow the school to reach its targeted population and/or compile a waiting list, an open enrollment period will be in effect after the first Friday in March initial enrollment deadline. Applications for enrollment will be dated and accepted on a first come first served basis.
Notification	Will be made the following week.
Registration	Parents will have until the first day of school to register and provide proof of immunization.

If the number of applications exceeds the targeted school population during an application period, a random lottery will be used to fill openings and compile a waiting list. To ensure balance and equal opportunity, a separate lottery will be held for the following grade groups: K-2, 3-6

The lottery will be weighted as followed.

- *First priority* will be given to current Fireweed students who have submitted an application by the March deadline.
- *Second priority* will be given to siblings of families that have had a child selected.
- *Third priority* will be given to children of Fireweed Academy employees.

Applicants not selected to fill an opening in a lottery, will be placed on a compiled waiting list retaining the order of their selection during the lottery. This waiting list will be used to fill openings as they occur. Any spring enrollment applicants left on the waiting list will be forwarded to the pool of applicants of the subsequent open enrollment period.

Waiting lists will not be carried over to the following year.

## **5. Admission Procedures**

### **C. Admissions during the school year**

If during the school year the waiting list is empty, enrollment applications will be accepted until the end of the First Quarter. Since our program relies so much on initial assimilation into an alternative program, students requesting enrollment after first quarter will be limited. Prior to submitting an application the parent/guardian and child will be requested to spend a full day visiting the school to ascertain the flavor and character of the school. After the visit a meeting will be requested with parent/guardian, teachers, and an APC member to discuss the suitability of the school for the prospective student.

#### **Statement of Nondiscrimination:**

*All students who apply for admissions to the Fireweed Academy will be eligible, regardless of gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, and sexual orientation. 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.*

*(CFR. 0410-Nondiscrimination)*

*(CFR. 1312.3-Uniform Compliant Procedure)*

*(CFR. 5145.7-Sexual Harassment)*

*Separate arrangements may be made for students according to gender during sexual education programs and physical education activities involving bodily contact.*

*(AS 14.18.050)*

*School staff and volunteers must be especially careful to guard against gender discrimination and stereotyping in instruction, guidance, and supervision.*

*(CFR. Guidance Services)*

#### **Statement that no conditions on parents that prevents equal access to Fireweed Academy.**

*No conditions will be imposed on parents that would prevent equal access to Fireweed Academy's program.*

### **D. Exit Interviews/Surveys**

If a student leaves the school during the school year an exit interview is held. The interview is conducted by one or more APC member/s depending on the situation. The interview is conducted in person or by phone depending on the wishes of exiting parent. The purpose of the interview is to learn why the student has left the program. The interviews are used to assist in evaluating our program.

#### **Evidence follows:**

- Exit interview sample

Kenai Peninsula Borough School District  
**Fireweed Academy**  
P.O. Box 474  
Homer, AK 99603  
(907) 235-9728 (phone) (907) 235-8561 (fax)  
<http://www.kpbsd.k12.ak.us/fireweed/>

Dear Parent,

In an effort to try to do the best job for the students at Fireweed by improving our school, and to provide closure for the family and school, the APC would like to provide the opportunity for an exit interview. Your feedback will be compiled with other exit interview feedback and prepared as a constructive report to be given by us to the APC.

In the spirit of looking forward and helping to create a better school:

Why did you chose another schooling option for your child this year?

Are there any suggestions you have for the school or APC that could have made this decision different?

What are the things you will miss about Fireweed?

Is there anything else you'd like to share with us about your experience at Fireweed?

Thank you for taking this time and know we honor the hard work of parenting.

Sincerely,

## **6. Alternative Option**

### **Alternative Choices for Students in the Homer Area**

There are many alternatives for students in the Homer Area. Listed below are eight public school options and one private school options.

- McNeil Canyon Elementary (K-6)
- West Homer Elementary (3-6)
- Chapman Elementary (K-8)
- Connections Program (KPBSD home school program K-12)
- Home School-other districts (K-12)
- Homer Middle School (7-8)
- Nikolaevsk (K-12)

## **7. Administrative Policies**

### **Administrative Policy Regarding Charter School Law**

Fireweed Academy follows the Kenai Peninsula Borough School District's administrative policies and procedures. We receive all administrative memos and packets and attend administrator meetings. The KPBSD Policy Manual is available on-line and a copy is located in the Administrative Specialist's office and is used as a reference for staff and Academic Policy Committee members.

Our Academic Policy Committee handles control and supervision of the charter school according to Charter School Law.

Strong school leadership is evident in the fact that members of the original founders and teaching staff are still currently working to monitor and improve our school. Each year, our APC is composed of veteran and new members. We have created binders to help new members get on board.

Furthermore, the APC has supported our Lead Teacher in lobbying for changes in charter school law at the state level. Our charter school was an important player in changing the funding for charter schools in 2008 and the in 2009

### **Conflict/Parental Concerns Resolution Procedure**

In the first year of operation, the Academic Policy Committee (APC) generated a procedure to respond to and resolve complaints. A Parent Liaison is appointed every school year to assist students and parents in the resolution process. In the past five years this procedure has never been used because parent concerns are minimal and have all been resolved informally.

#### **Evidence follows:**

- Conflict Resolution Procedure

**Fireweed Academy  
Procedures for Parents to Resolve Concerns**

You, a parent, have a concern

**Contact Teacher:**

Contact your student's teacher in person, by email, by phone call or with a letter or note. If necessary, the teacher or the parent may ask for a meeting with each other to discuss the concern.

**Contact APC Parent Liaison:**

Contact the parent liaison, a parent who is on the Academic Policy Committee and who serves as a representative of parental interests. You may contact the parent liaison in person, by email, by phone or by letter or note.

Please put your concerns in writing if you reach this step

**Contact Parent Liaison:**

If contacting the teacher does not resolve the concern, the parent may contact the parent liaison, a parent who is on the Academic Policy Committee and who serves as a representative of parental interests. You may contact the parent liaison in person, by email, by phone or by letter or note.

**Parent Liaison & Staff Meet:**

The parent liaison and staff discuss the parent's concerns. They may enlist the help of school committees to address the concern. The concerned parent will be kept abreast of events.

**Parents concern is referred to the Academic Policy Committee:**

If the resolution of a concern is not reached after contact with the teacher or the parent liaison and their efforts, the matter may be referred to the Academic Policy Committee. The APC oversees the operation of the school and its members include staff, parents, community members and representatives for the students. The concerned parent will be kept abreast of events.

Teacher contact information

Kiki Abrahamson HC67, Box 979 Anchor Point, AK 99566 Home phone: 235-7678 <a href="mailto:kabrahamson@kpbsd.k12.ak.us">kabrahamson@kpbsd.k12.ak.us</a>	Kris Owen PO Box 226 Anchor Point, AK 99566 Home Phone: 235-5956 <a href="mailto:kowens@kpbsd.k12.ak.us">kowens@kpbsd.k12.ak.us</a>	Mindy Hunter PO Box Homer, AK 99603 Homer phone: <a href="mailto:mhunter@kpbsd.k12.ak.us">mhunter@kpbsd.k12.ak.us</a>	Kim Fine PO Box 2620 Homer, Alaska 99603 Home Phone: 235-5356 <a href="mailto:kfine@kpbsd.k12.ak.us">kfine@kpbsd.k12.ak.us</a>	Stephanie Zuniga PO Box 1504 Homer, Alaska 99603 Home Phone 235-7542 <a href="mailto:szuniga@kpbsd.k12.ak.us">szuniga@kpbsd.k12.ak.us</a>
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Revised 10-27-08

## **8. Funding Allocation**

### **Narrative Statement Regarding Financial Management**

Fireweed Academy follows the Kenai Peninsula Borough School District's procedures for financial management. As a charter school we have the responsibility to budget all the funds allocated to us from the KPBSD including payroll, utilities, instructional expenses, and administrative expenses. Our recommended Operating Budget is prepared by the staff and is presented to the Academic Policy Committee for their approval. After APC approval, the recommended Operating Budget is sent to the KPBSD administration.

If the budget needs to be amended during the fiscal year, the staff of Fireweed Academy works with the APC to ensure the integrity of the academic program remains intact. All budget transfers are done according to KPBSD procedures.

Fireweed Academy has competently and effectively managed its finances over the past ten years. Throughout the school year staff works closely with KPBSD administration to ensure compliance with all budgeting and spending regulations. The APC strives to ensure adequate funding is available throughout the year. During the past four years we have had a positive balance that we have been able to rollover into the next fiscal year.

#### **Evidence includes:**

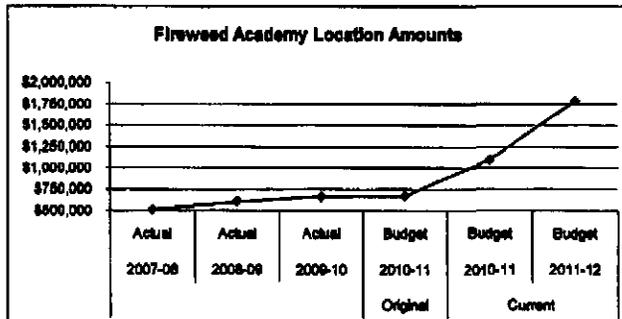
- Estimated Funding
- Estimated Operating Budget
- End of the Year Reports

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT  
2011 - 2012 Budget**

Fund: 100 General Fund - Expenditures  
Location: 88 Fireweed Academy Charter

Date: 03/07/11

2007-08 Actual	2008-09 Actual	2009-10 Actual	Account Description	Original 2010-11 Budget	Current 2010-11 Budget	2011-12 Budget	Change	% Of Change
\$ 253,088	\$ 269,114	\$ 315,684	3100 Certified Salaries	\$ 321,988	\$ 440,852	\$ 480,540	\$ 19,588	4
57,459	77,509	85,664	3200 Non-Certified Salaries	81,764	125,857	125,628	(31)	(0)
119,100	144,969	171,069	3500 Employee Benefits	166,862	249,411	255,914	6,503	3
<u>429,647</u>	<u>491,592</u>	<u>572,417</u>	Subtotal - Personnel Services	<u>580,635</u>	<u>816,220</u>	<u>842,280</u>	<u>26,060</u>	<u>3</u>
536	2,271	2,364	4200 Travel	550	973	550	(423)	(48)
-	-	2,364	4250 Student Travel	-	-	-	-	-
3,316	2,787	3,267	4300 Utility Services	2,650	2,650	2,650	-	-
36,822	25,737	25,637	4380 Energy	8,386	8,386	8,386	-	-
9,852	1,578	10,581	4400 Purchased Services	600	123,122	121,782	(1,380)	(1)
10,834	13,567	13,611	4500 Supplies and Materials	7,230	19,191	16,440	(2,751)	(14)
(50)	-	-	4900 Other Expenses	81,319	81,798	713,582	631,784	772
22,725	24,195	31,278	4950 Indirect Costs	31,901	49,250	84,259	35,009	71
<u>62,637</u>	<u>70,135</u>	<u>89,092</u>	Subtotal - Other	<u>112,636</u>	<u>285,370</u>	<u>947,529</u>	<u>662,259</u>	<u>232</u>
-	500	1,530	5100 Equipment	-	-	-	-	-
-	49,278	-	6500 Transfer to Other Fund	-	-	-	-	-
<u>\$ 512,484</u>	<u>\$ 611,604</u>	<u>\$ 663,039</u>	Location Totals	<u>\$ 673,271</u>	<u>\$ 1,101,590</u>	<u>\$ 1,789,909</u>	<u>\$ 688,310</u>	<u>62</u>



Fireweed Academy, located in Homer, Alaska, is housed in the West Homer Elementary School campus. Homer is located on the north shore of Kachemak Bay on the southwestern Kenai Peninsula, at the southern most point of the Sterling Highway. Formerly known as the Homer Charter School, Fireweed Academy enrolls students in grades 3-6.

**KPBSD**  
**FY 12**  
**FOUNDATION FORMULA ESTIMATE**

**4/8/2011**  
**Prepared for FY 12 Fireweed Revenue Estimate**  
**By Dave Jones**

SCHOOL	Estimated 20 Day Enrollment	FORMULA	ADJUSTED ADM	
Step #1 Fireweed Academy Charter	130	120.00*1.18	153.4	
Step #2 Total Fireweed	130.00		153.40	(AS 14.17.450. School Size Factor)
Step #3 District Cost Factor			1.151	(AS 14.17.460. District Cost Factors)
Total After Adjustment for District Cost Factor			176.56	
Step #4 Special Needs Factor			1.2	(AS 17.17.420. Special Needs)
Total After Adjustment for Special Needs Factor			211.88	
Step #5 Special Education Intensive Services Factor (13* 1)			13	(AS 17.17.420. Intensive Services Funding)
Adjusted Students + Special Education Intensive Services			224.88	
Step #6 Correspondence (0* .80)			0	(AS14.17.430 Funding for Correspondence)
Total District Adjusted ADM			224.88	
Step #7 Base Student Allocation Value			\$5,680	(AS 14.17.470. Base Student Allocation)
Step #8 Basic Need Fireweed			\$1,277,296	

2011/12 Estimated Budget  
Fireweed Academy

		Revenue	Expense	Balance
Students/legislative funding	130	\$1,277,296.00		
indirect cost	0.0493		\$62,970.00	\$1,214,326.00
Staff and sub salaries/benefits			\$919,492.00	\$294,834.00
Nurse			\$18,500.00	\$276,334.00
Speech			\$18,500.00	\$257,834.00
Custodian			\$36,500.00	\$221,334.00
Copies			\$2,100.00	\$219,234.00
Supplies			\$15,000.00	\$204,234.00
Discretional			\$1,400.00	\$202,834.00
Adm Travel and Supplies			\$1,800.00	\$201,034.00
Advertising, Postage, Telephone			\$2,500.00	\$198,534.00
Facility-water			\$1,800.00	\$196,734.00
Facility-Garbage			\$400.00	\$196,334.00
Facility-electricity			\$10,000.00	\$186,334.00
Heating/fuel			\$26,000.00	\$160,334.00
Custodial Supplies			\$2,000.00	\$158,334.00
Liability			\$5,725.00	\$152,609.00
Workers comp			\$3,119.00	\$149,490.00
Pupil transportation			\$3,000.00	\$146,490.00
Lunch			\$6,100.00	\$140,390.00
Rent @4210			\$50,520.00	\$89,870.00
Satellite Utilities			\$16,000.00	\$73,870.00

Includes .5 teacher .5 aide; In aide  
Staff salaries are accurate for next year  
Includes admin stipend,  
Amanda as .25 teacher.75 SPED  
Include non instructional aide for lunch and recess  
Estimates based on FY 11

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FY 11/12 Fringe Calculation Worksheet

INSTRUCTIONAL:	STEP	HR/ DAY	HR/ DAY	DAILY RATE	YEARLY SALARY	3811 HEALTH	3812 LIFE	3820 UNEMP	3641 MEDICARE	3642 FICA	3650 TRS	3660 PERS	TOTAL FRINGES	SALARY & FRINGES
<b>Certified:</b>														
Director/Coord.	3140				0.00	0.00	0.00	0.00	0.00		0.00		0.00	0.00
Certified	3150				67637.00	13332.00	202.91	202.91	980.74		8495.21		23213.77	90850.77
					67637.00	13332.00	202.91	202.91	980.74		8495.21		23213.77	90850.77
					61847.00	13332.00	185.54	185.54	868.78		7787.98		22387.86	84214.85
					58947.00	13332.00	178.84	178.84	854.73		7403.74		21944.18	80991.18
					58313.00	13332.00	174.84	174.84	845.54		7324.11		21851.53	80164.53
					36000.00		108.00	108.00	522.00		4621.80		5269.80	41269.80
					81910.00	13332.00	245.73	245.73	1187.70		10287.80		25299.05	107209.05
					51424.00	13332.00	154.27	154.27	745.85		6458.85		20845.06	72269.06
3rd K-2 teacher, Certified < 20 Hrs/Wk	3150				21973.00	13332.00		0.00	0.00		3210.00		0.00	38615.00
					0.00			0.00		0.00			0.00	0.00
<b>Certified (3150) Subtotal</b>	<b>3150</b>				<b>50566.00</b>	<b>10866.00</b>	<b>1451.16</b>	<b>1451.16</b>	<b>7013.87</b>	<b>0.00</b>	<b>63984.80</b>	<b>0.00</b>	<b>163994.76</b>	<b>698224.76</b>
Enrollment	3182				0.00			0.00	0.00		0.00		0.00	0.00
Sub/Certified	3171				0.00			0.00		0.00			0.00	4000.00
Specialists	3180				0.00	0.00	0.00	0.00	0.00		0.00		0.00	0.00
<b>Certified Subtotal</b>					<b>60666.80</b>	<b>10866.00</b>	<b>1451.16</b>	<b>1451.16</b>	<b>7013.87</b>	<b>0.00</b>	<b>63984.80</b>	<b>0.00</b>	<b>163994.76</b>	<b>698224.76</b>
<b>Classified:</b>														
Tutors/Aides	3230				22398.00	13332.00	67.19	67.19	1713.45		4927.58		20107.40	42505.40
3.5 hr aide	3230				11200.00	0.00		33.80	856.80		2484.00		3354.40	14554.40
In aide	3230				23774.00	13332.00		71.32	1818.71		4891.89		19913.92	43687.92
Tutors/Aides	3230				23774.00	13332.00		71.32	1818.71		4891.89		19913.92	43687.92
K-2 aide	3230				0.00	0.00		0.00	0.00		0.00		0.00	0.00
					24,382	13,392		73.15	1885.22		4891.89		44344.28	0.00
														0.00
<b>Tutors/Aides (3230) Subtotal</b>	<b>3230</b>				<b>105528.00</b>	<b>53328.00</b>	<b>67.19</b>	<b>316.58</b>	<b>0.00</b>	<b>8072.89</b>	<b>0.00</b>	<b>21487.23</b>	<b>63289.64</b>	<b>188779.90</b>
Support Staff	3240				20632.00	13332.00	88.90	88.90	2288.85		6519.04		22296.88	51827.88
Support Staff < Custodian 10h	3240				6080.00			18.24	465.12				483.36	8583.36
Non Instructional Aide 10 h	3240				4182.00			12.49	318.00		343.00		673.00	4835.88
Support Staff <20 Hrs	3240							0.00	0.00		0.00		0.00	0.00
<b>Support Staff (3240) Subtotal</b>	<b>3240</b>				<b>30874.00</b>	<b>13332.00</b>	<b>88.90</b>	<b>119.63</b>	<b>0.00</b>	<b>3048.97</b>	<b>0.00</b>	<b>6862.04</b>	<b>23452.04</b>	<b>63326.82</b>
Sub/Classified	3291				3000.00			9.00	0.00	229.50			238.50	4000.00
Temp/Spends	3294				0.00			0.00	0.00	0.00			0.00	0.00
<b>Classified Subtotal</b>					<b>148402.80</b>	<b>66660.80</b>	<b>156.09</b>	<b>445.21</b>	<b>8.89</b>	<b>11362.38</b>	<b>0.00</b>	<b>28328.27</b>	<b>88886.18</b>	<b>288196.82</b>
<b>TOTAL</b>					<b>654880.80</b>	<b>173318.80</b>	<b>1807.24</b>	<b>1896.36</b>	<b>7913.87</b>	<b>11362.38</b>	<b>63984.80</b>	<b>28328.27</b>	<b>288074.94</b>	<b>948331.68</b>
<b>Negotiated Fringes:</b>						<b>Benefit Rates:</b>			<b>Sub Pay Rates:</b>					
Classified Health Insur./Annual = 10,500						Life Insurance = .3%			Teacher/Certificated 15.00					
Certified Health Insur./Annual = 10,500						Unemployment = .3%			Teacher/Non Certif. 12.50					
Classified ≥ 15 Hrs/Wk = PERS Benefit						FICA/Medic. = 1.45%			Secretary 10.00					
Classified ≥ 20 Hrs/Wk = Health Benefit/Life Insur.						FICA/Classified = 7.65%			Custodian 10.00					
Certified ≥ 20 Hrs/Wk = Health, TRS, Life Insur.						TRS = 12.56%			Bus Driver 14.30					
						PERS = 22%			Cashier/Cook 9.30					

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76842

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2006

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
Location : 08 - FIREWEED ACADEMY							
100-88-4100-0000-3150	100-88-REG INSTR-GENL-TEACHERS	247,923.00	217,551.30	217,551.30	0.00	30,371.70	87.75 %
100-88-4100-0000-3171	100-88-REG INSTR-GENL-SUB CERT W/C	1,800.00	1,998.84	1,998.84	0.00	-198.84	111.05 %
100-88-4100-0000-3172	100-88-REG INSTR-GENL-TEMP CERT W/	0.00	90.00	90.00	0.00	-90.00	0.00 %
100-88-4100-0000-3230	100-88-REG INSTR-GENL-TUTORS/AIDES	20,480.00	0.00	0.00	0.00	20,480.00	0.00 %
100-88-4100-0000-3291	100-88-REG INSTR-GENL-SUB/SUPPT	184.00	506.94	506.94	0.00	-322.94	275.51 %
100-88-4100-0000-3296	100-88-REG INSTR-GENL-SUB CERT WO	504.00	793.56	793.56	0.00	-289.56	157.45 %
100-88-4100-0000-3511	100-88-REG INSTR-GENL-HEALTH CARE	55,800.00	39,505.85	39,505.85	0.00	16,294.15	70.80 %
100-88-4100-0000-3512	100-88-REG INSTR-GENL-LIFE INS	805.00	507.82	507.82	0.00	297.08	63.10 %
100-88-4100-0000-3520	100-88-REG INSTR-GENL-UNEMPLT INS	813.00	275.38	275.38	0.00	537.62	33.87 %
100-88-4100-0000-3530	100-88-REG INSTR-WORK COMP INS	0.00	4,326.80	4,326.80	0.00	-4,326.80	0.00 %
100-88-4100-0000-3541	100-88-REG INSTR-GENL-MEDICARE (TR	3,595.00	3,039.68	3,039.68	0.00	555.32	84.55 %
100-88-4100-0000-3542	100-88-REG INSTR-GENL-FICA SUPPRT	1,758.00	558.43	558.43	0.00	1,201.57	31.65 %
100-88-4100-0000-3550	100-88-REG INSTR-GENL-TRS RETIREME	31,139.00	26,272.80	26,272.80	0.00	4,866.20	84.37 %
100-88-4100-0000-3560	100-88-REG INSTR-GENL-PERS RETIREM	4,506.00	-0.01	-0.01	0.00	4,506.01	0.00 %
100-88-4100-0000-4408	100-88-REG INSTR-GENL-COPIES	1,100.00	753.42	753.42	0.00	346.58	68.49 %
100-88-4100-0000-4430	100-88-REG INSTR-GENL-MAINT AGRMT	100.00	0.00	0.00	0.00	100.00	0.00 %
100-88-4100-0000-4470	100-88-REG INSTR-GEN-LIABILITY INS	0.00	2,872.00	2,872.00	0.00	-2,872.00	0.00 %
100-88-4100-0000-4501	100-88-REG INSTR-GENL-SUPPLIES	5,100.00	8,213.04	8,213.04	0.00	-3,113.04	161.04 %

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# KENAI SCHOOL DISTRICT

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTMITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4100-0000-4502	100-88-REG INSTR-GENL-DISCRETL MAT	1,000.00	800.00	800.00	0.00	200.00	80.00 %
100-88-4100-0000-4901	100-88-REG INSTR-GENL-OTHER EXP	72,921.00	-50.00	-50.00	0.00	72,971.00	-0.07 %
100-88-4100-0000-4904	100-88-REG INSTR-GENL-PHYS EXAM RE	300.00	0.00	0.00	0.00	300.00	0.00 %
100-88-4100-0108-3182	100-88-REG INSTR-QS/LEARNG O-EMOLMT/CER	825.00	0.00	0.00	0.00	825.00	0.00 %
100-88-4100-0108-3520	100-88-REG INSTR-QS/LEARNG O-UNEMPLT IN	2.00	0.00	0.00	0.00	2.00	0.00 %
100-88-4100-0108-3541	100-88-REG INSTR-QS/LEARNG O-MEDICARE (	12.00	0.00	0.00	0.00	12.00	0.00 %
100-88-4100-0108-3550	100-88-REG INSTR-QS/LEARNG O-TRS RETIRE	104.00	0.00	0.00	0.00	104.00	0.00 %
100-88-4100-1500-3559	100-88-REG INSTR-UNASSIGNED/A-TRS ON-BEH	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4100-2103-3161	100-88-REG INSTR-FY07 SIGLEG-EXTRA-DUTY	0.00	1,103.98	1,103.98	0.00	-1,103.98	0.00 %
100-88-4100-2103-3520	UNEMPLOYMENT INS	0.00	1.58	1.58	0.00	-1.58	0.00 %
100-88-4100-2103-3541	FICA MEDICARE (TRS)	0.00	14.93	14.93	0.00	-14.93	0.00 %
100-88-4100-2103-3550	TRS RETIREMENT	0.00	138.63	138.63	0.00	-138.63	0.00 %
100-88-4100-2103-4901	100-88-REG INSTR-FY07 SIGLEG-OTHER EXP	7,290.00	0.00	0.00	0.00	7,290.00	0.00 %
100-88-4200-0000-3172	100-88-SPED INST-GENERAL-TEMP CERT	0.00	105.00	105.00	0.00	-105.00	0.00 %
100-88-4200-0000-3298	100-88-SPED INST-GENERAL-SUB CERT W	0.00	787.37	787.37	0.00	-787.37	0.00 %
100-88-4200-0000-3542	FICA CONTRIBUTION	0.00	80.24	80.24	0.00	-80.24	0.00 %
100-88-4200-0925-3150	100-88-SPED INST-RESOURCE-TEACHERS	0.00	20,399.00	20,399.00	0.00	-20,399.00	0.00 %
100-88-4200-0925-3511	HEALTH CARE	0.00	3,085.00	3,085.00	0.00	-3,085.00	0.00 %
100-88-4200-0925-3512	LIFE INSURANCE	0.00	47.00	47.00	0.00	-47.00	0.00 %
100-88-4200-0925-3520	UNEMPLOYMENT INS	0.00	29.00	29.00	0.00	-29.00	0.00 %
100-88-4200-0925-3550	TRS RETIREMENT	0.00	2,721.00	2,721.00	0.00	-2,721.00	0.00 %

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# KENAI SCHOOL DISTRICT

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100-68-4200-0925-4501	100-68-SPED INST-RESOURCE-SUPPLIES	0.00	94.00	94.00	0.00	-94.00	0.00 %
100-68-4200-0925-4502	100-68-SPED INST-RESOURCE-DISCRETION	0.00	63.00	63.00	0.00	-63.00	0.00 %
100-68-4220-0924-3180	100-68-SPED SPPT-SPEECH THERA-SPECIALIST	0.00	11,472.00	11,472.00	0.00	-11,472.00	0.00 %
100-68-4220-0924-3511	HEALTH CARE	0.00	2,025.00	2,025.00	0.00	-2,025.00	0.00 %
100-68-4220-0924-3512	LIFE INSURANCE	0.00	29.00	29.00	0.00	-29.00	0.00 %
100-68-4220-0924-3520	UNEMPLOYMENT INS	0.00	16.00	16.00	0.00	-16.00	0.00 %
100-68-4220-0924-3541	FICA MEDICARE (TRS)	0.00	159.00	159.00	0.00	-159.00	0.00 %
100-68-4220-0924-3550	TRS RETIREMENT	0.00	1,441.00	1,441.00	0.00	-1,441.00	0.00 %
100-68-4220-0924-4501	100-68-SPED SPPT-SPEECH THERA-SUPPLIES	0.00	70.00	70.00	0.00	-70.00	0.00 %
100-68-4220-0924-4502	100-68-SPED SPPT-SPEECH THERA-DISCRETION	0.00	41.00	41.00	0.00	-41.00	0.00 %
100-68-4330-0000-3220	100-68-HEALTH SVC-GENL-SPCLST/NURSE	17,199.00	11,093.50	11,093.50	0.00	6,105.50	64.50 %
100-68-4330-0000-3291	100-68-HEALTH SVC-GENL-SUB/SUPPT	0.00	2,481.70	2,481.70	0.00	-2,481.70	0.00 %
100-68-4330-0000-3294	100-68-HEALTH SVC-GENL-TEMP SPPT	2,550.00	233.00	233.00	0.00	2,317.00	9.14 %
100-68-4330-0000-3300	100-68-HEALTH SVC-GENL-LEAVE/SUPPT	0.00	-1,295.15	-1,295.15	0.00	1,295.15	0.00 %
100-68-4330-0000-3511	100-68-HEALTH SVC-GENL-HEALTH CARE	0.00	2,343.44	2,343.44	0.00	-2,343.44	0.00 %
100-68-4330-0000-3512	100-68-HEALTH SVC-GENL-LIFE INS	52.00	29.77	29.77	0.00	22.23	57.25 %
100-68-4330-0000-3520	100-68-HEALTH SVC-GENL-UNEMPLT INS	60.00	16.11	16.11	0.00	43.89	26.85 %
100-68-4330-0000-3542	100-68-HEALTH SVC-GENL-FICA SUPPRT	1,511.00	1,017.36	1,017.36	0.00	493.64	67.33 %
100-68-4330-0000-3580	100-68-HEALTH SVC-GENL-PERS RETIREM	3,784.00	2,450.89	2,450.89	0.00	1,333.11	64.77 %
100-68-4330-0000-4430	100-68-HEALTH SVC-GENL-MAINT AGRMT	0.00	29.00	29.00	0.00	-29.00	0.00 %

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100-88-4330-0000-4501	100-88-HEALTH SVC-GENL-SUPPLIES	0.00	92.61	92.61	0.00	-92.61	0.00 %
100-88-4350-0000-4402	100-88-SUPP SVCS INSTR-PURCH SVCS	0.00	2,779.51	2,779.51	0.00	-2,779.51	0.00 %
100-88-4400-0000-4200	100-88-SCHL ADMIN-GENL-TRAVEL	500.00	527.40	527.40	0.00	-27.40	105.48 %
100-88-4450-0000-3240	100-88-SCH ADM SUPP-GENL-SUPPT STAFF	24,974.00	24,940.74	24,940.74	0.00	33.26	99.87 %
100-88-4450-0000-3511	100-88-SCH ADM SUPP-GENL-HEALTH CARE	9,300.00	9,820.44	9,820.44	0.00	-520.44	105.80 %
100-88-4450-0000-3512	100-88-SCH ADM SUPP-GENL-LIFE INS	75.00	74.97	74.97	0.00	0.03	99.86 %
100-88-4450-0000-3520	100-88-SCH ADM SUPP-GENL-UNEMPLT INS	75.00	35.29	35.29	0.00	39.71	47.05 %
100-88-4450-0000-3530	100-88-SCH ADM SUPPT-WORK COMP INS	0.00	448.94	448.94	0.00	-448.94	0.00 %
100-88-4450-0000-3542	100-88-SCH ADM SUPP-GENL-FICA SUPPRT	1,911.00	1,886.73	1,886.73	0.00	224.27	88.26 %
100-88-4450-0000-3560	100-88-SCH ADM SUPP-GENL-PERS RETIREM	5,494.00	5,486.97	5,486.97	0.00	7.03	99.87 %
100-88-4450-0000-4200	100-88-SCH ADM SUPP-GENL-TRAVEL	50.00	0.00	0.00	0.00	50.00	0.00 %
100-88-4450-0000-4331	100-88-SCH ADM SUPP-GENL-POSTAGE	500.00	420.79	420.79	0.00	79.21	84.16 %
100-88-4450-0000-4332	100-88-SCH ADM SUPP-GENL-TELEPHONE	1,000.00	736.89	736.89	0.00	263.11	73.69 %
100-88-4450-0000-4402	100-88-SCH ADM SUPP-GENL-PURCH SVC	500.00	320.78	320.78	0.00	179.22	64.16 %
100-88-4450-0000-4501	100-88-SCH ADM SUPP-GENL-SUPPLIES	200.00	353.82	353.82	0.00	-153.82	176.91 %
100-88-4557-0000-4950	100-88-INDIRECT COS-GENL-INDIRECT COS	22,463.00	22,724.83	22,724.83	0.00	-261.83	101.17 %
100-88-4600-0000-3250	100-88-OP/MNT PLANT-GENL-MAINT/CUSTOD	12,972.00	16,404.54	16,404.54	0.00	-3,432.54	126.46 %
100-88-4600-0000-3281	100-88-OP/MNT PLANT-GENL-SUB/SUPPT	189.00	154.99	154.99	0.00	34.01	82.01 %

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# KENAI SCHOOL DISTRICT

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100-88-4800-0000-3284	100-88-OP/MNT PLANT-GENL-TEMP SPPT	0.00	99.11	99.11	0.00	-99.11	0.00 %
100-88-4800-0000-3295	100-88-OP/MNT PLANT-GENL-OT SUPPT	0.00	31.00	31.00	0.00	-31.00	0.00 %
100-88-4800-0000-3300	100-88-OP/MAINT-GENERAL-LEAVE - SU	0.00	1,228.00	1,228.00	0.00	-1,228.00	0.00 %
100-88-4800-0000-3511	100-88-OP/MNT PLANT-GENL-HEALTH CARE	9,300.00	5,046.52	5,046.52	0.00	4,253.48	54.26 %
100-88-4800-0000-3512	100-88-OP/MNT PLANT-GENL-LIFE INS	39.00	47.38	47.38	0.00	-8.38	121.44 %
100-88-4800-0000-3520	100-88-OP/MNT PLANT-GENL-UNEMPLT INS	40.00	23.42	23.42	0.00	16.58	58.55 %
100-88-4800-0000-3530	100-88-OP/MAINT PLANT-WORK COMP INS	0.00	1,462.32	1,462.32	0.00	-1,462.32	0.00 %
100-88-4800-0000-3542	100-88-OP/MNT PLANT-GENL-FICA SUPPRT	1,008.00	1,190.16	1,190.16	0.00	-184.16	118.31 %
100-88-4800-0000-3580	100-88-OP/MNT PLANT-GENL-PERS RETIREM	2,854.00	3,615.82	3,615.82	0.00	-761.82	126.69 %
100-88-4800-0000-4200	100-88-OP/MAINT BLDG-GENL-TRAVEL	0.00	9.00	9.00	0.00	-9.00	0.00 %
100-88-4800-0000-4310	100-88-OP/MNT PLANT-GENL-WATER/SEWAGE	1,150.00	1,769.00	1,769.00	0.00	-619.00	153.83 %
100-88-4800-0000-4320	100-88-OP/MNT PLANT-GENL-GARBAGE	0.00	391.00	391.00	0.00	-391.00	0.00 %
100-88-4800-0000-4390	100-88-OP/MNT PLANT-GENL-ELECTRICITY	3,883.00	9,883.00	9,883.00	0.00	-6,020.00	255.84 %
100-88-4800-0000-4380	100-88-OP/MNT PLANT-GENL-HEATING FUEL	3,000.00	25,939.25	25,939.25	0.00	-22,939.25	864.64 %
100-88-4800-0000-4402	100-88-OP/MNT PLANT-GENL-PURCH SVC	0.00	44.00	44.00	0.00	-44.00	0.00 %
100-88-4800-0000-4480	100-88-OP/MAINT-GEN-PROPERTY INS	0.00	2,853.00	2,853.00	0.00	-2,853.00	0.00 %
100-88-4800-0000-4501	100-88-OP/MNT PLANT-GENL-SUPPLIES	900.00	1,106.19	1,106.19	0.00	-206.19	122.91 %

tbl

# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78842

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2008

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4800-1500-3589	100-88-OP/MINT PLANT- UNASSIGNED/A-PERS ON	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4700-0470-3161	100-88-PUPIL ACT-ACADEMIC TEA- EXTRA-DUTY	0.00	367.97	367.97	0.00	-367.97	0.00 %
100-88-4700-0470-3520	UNEMPLOYMENT INS	0.00	0.52	0.52	0.00	-0.52	0.00 %
100-88-4700-0470-3541	FICA MEDICARE (TRS)	0.00	4.88	4.88	0.00	-4.88	0.00 %
100-88-4700-0470-3550	TRS RETIREMENT	0.00	46.21	46.21	0.00	-46.21	0.00 %
<b>TOTAL Location: 68 - FIREWEED ACADEMY</b>		<b>585,572.00</b>	<b>512,484.03</b>	<b>512,484.03</b>	<b>0.00</b>	<b>73,087.97</b>	<b>87.52 %</b>

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**KENAI SCHOOL DISTRICT**  
**GL BALANCE REPORT - LOC 68**  
**BATCH QUEUE ID 76842**

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TOTAL Fund: 100 - OPERATING FUND

585,572.00	512,484.03	512,484.03	0.00	73,087.97	97.52 %
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**KENAI SCHOOL DISTRICT**  
**GL BALANCE REPORT - LOC 68**  
BATCH QUEUE ID 76842

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Report Code: BAT\_GL\_DETAIL

**Search Criteria**

**Report Title** : GL Balance Report - Loc 68

**All Summary Data Columns As Of** : Yes

**No Requisition Reserve/Encumbrance** : No

**Acct. Ledger Type** : 5

**Report Period** : 0

**Thru Report Period** : 98

**Show Accts. w/o Activity** : No

**Negative Balances Only** : No

**Account Element Filters** : 1 - Fund - from: 100 to: 100, 8 - Location - from: 68 to: 68, 3 - Function - from: 0000 to: 9999, 10 - Program - from: 0000 to: 9999, 5 - Object - from: 0000 to: 9999

**Responsibility Group** : None

**Account Grouping** : 1 - Fund - All, 8 - Location - All

**Additional Account Sorting** : None

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76840

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2009

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
<b>Location : 68 - FIREWEED ACADEMY</b>							
100-68-4100-0000-3150	100-68-REG INSTR-GENL-TEACHERS	216,399.00	234,026.90	234,026.90	0.00	-17,627.90	108.15 %
100-68-4100-0000-3162	100-68-REG INSTR-GENL-EMOLMT/CERT	0.00	750.00	750.00	0.00	-750.00	0.00 %
100-68-4100-0000-3171	100-68-REG INSTR-GENL-SUB CERT W/C	1,800.00	7,500.03	7,500.03	0.00	-5,700.03	416.67 %
100-68-4100-0000-3230	100-68-REG INSTR-GENL-TUTORS/AIDES	21,327.00	20,988.24	20,988.24	0.00	338.76	98.41 %
100-68-4100-0000-3291	100-68-REG INSTR-GENL-SUB/SUPPT	184.00	520.80	520.80	0.00	-336.80	283.04 %
100-68-4100-0000-3296	100-68-REG INSTR-GENL-SUB CERT WO	504.00	1,149.98	1,149.98	0.00	-645.98	228.17 %
100-68-4100-0000-3511	100-68-REG INSTR-GENL-HEALTH CARE	53,865.00	57,780.76	57,780.76	0.00	-3,915.76	107.27 %
100-68-4100-0000-3512	100-68-REG INSTR-GENL-LIFE INS	713.00	483.08	483.08	0.00	229.92	67.75 %
100-68-4100-0000-3520	100-68-REG INSTR-GENL-UNEMPLT INS	721.00	204.63	204.63	0.00	516.37	28.38 %
100-68-4100-0000-3530	100-68-REG INSTR-WORK COMP INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-3541	100-68-REG INSTR-GENL-MEDICARE (TR	3,138.00	3,275.44	3,275.44	0.00	-137.44	104.38 %
100-68-4100-0000-3542	100-68-REG INSTR-GENL-FICA SUPPRT	1,823.00	2,146.53	2,146.53	0.00	-323.53	117.75 %
100-68-4100-0000-3550	100-68-REG INSTR-GENL-TRS RETIREME	27,180.00	29,487.98	29,487.98	0.00	-2,307.98	108.49 %
100-68-4100-0000-3560	100-68-REG INSTR-GENL-PERS RETIREM	4,692.00	4,617.42	4,617.42	0.00	74.58	98.41 %
100-68-4100-0000-4402	100-68-REG INSTR-GENL-PURCH SVC	0.00	810.40	810.40	0.00	-810.40	0.00 %
100-68-4100-0000-4408	100-68-REG INSTR-GENL-COPIES	0.00	344.72	344.72	0.00	-344.72	0.00 %
100-68-4100-0000-4430	100-68-REG INSTR-GENL-MAINT AGRMT	100.00	0.00	0.00	0.00	100.00	0.00 %
100-68-4100-0000-4470	100-68-REG INSTR-GEN-LIABILITY INS	0.00	0.00	0.00	0.00	0.00	0.00 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78840

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2009

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4100-0000-4501	100-88-REG INSTR-GENL-SUPPLIES	5,100.00	9,571.98	9,571.98	0.00	-4,471.98	187.89 %
100-88-4100-0000-4502	100-88-REG INSTR-GENL-DISCRETL MAT	850.00	850.00	850.00	0.00	0.00	100.00 %
100-88-4100-0000-4901	100-88-REG INSTR-GENL-OTHER EXP	60,240.00	0.00	0.00	0.00	60,240.00	0.00 %
100-88-4100-0000-4904	100-88-REG INSTR-GENL-PHYS EXAM RE	300.00	0.00	0.00	0.00	300.00	0.00 %
100-88-4100-0000-5102	100-88-REG INSTR-GENL-EQUIP/TECHNOL	0.00	500.00	500.00	0.00	-500.00	0.00 %
100-88-4100-0108-3182	100-88-REG INSTR-QSM/LEARNG O-ENR/MT/CER	825.00	0.00	0.00	0.00	825.00	0.00 %
100-88-4100-0108-3520	100-88-REG INSTR-QSM/LEARNG O-UNEMPLT IN	2.00	0.00	0.00	0.00	2.00	0.00 %
100-88-4100-0108-3541	100-88-REG INSTR-QSM/LEARNG O-MEDICARE (	12.00	0.00	0.00	0.00	12.00	0.00 %
100-88-4100-0108-3550	100-88-REG INSTR-QSM/LEARNG O-TRS RETIRE	104.00	0.00	0.00	0.00	104.00	0.00 %
100-88-4100-2103-3181	100-88-REG INSTR-FY07 SIG/LEG-EXTRA-DUTY	0.00	800.00	800.00	0.00	-800.00	0.00 %
100-88-4100-2103-3520	100-88-REG INST- FY07 SIG/LEG-UNEMPLOYME	0.00	0.84	0.84	0.00	-0.84	0.00 %
100-88-4100-2103-3541	100-88-REG INST-FY07 SIG/LEG-FICA MEDIC	0.00	11.80	11.80	0.00	-11.80	0.00 %
100-88-4100-2103-3550	100-88-REG INST-FY07 SIG/LEG-TRS RETIRE	0.00	100.47	100.47	0.00	-100.47	0.00 %
100-88-4100-2103-4901	100-88-REG INSTR-FY07 SIG/LEG-OTHER EXP	7,290.00	0.00	0.00	0.00	7,290.00	0.00 %
100-88-4200-0000-3291	100-88-SPED INST-GENERAL-SUBSTITUTE	0.00	325.50	325.50	0.00	-325.50	0.00 %
100-88-4200-0000-3542	FICA CONTRIBUTION	0.00	24.90	24.90	0.00	-24.90	0.00 %
100-88-4200-0925-3150	100-88-SPED INST-RESOURCE-TEACHERS	0.00	14,008.28	14,008.28	0.00	-14,008.28	0.00 %
100-88-4200-0925-3511	100-88-SPED INST-RESOURCE-HEALTH CAR	0.00	2,747.83	2,747.83	0.00	-2,747.83	0.00 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78840

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2009

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTVTY	YTD ACTVTY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4200-0925-3512	100-88-SPED INST-RESOURCE-LIFE INSUR	0.00	15.94	15.94	0.00	-15.94	0.00 %
100-88-4200-0925-3520	100-88-SPED INST-RESOURCE-UNEMPLOYME	0.00	11.24	11.24	0.00	-11.24	0.00 %
100-88-4200-0925-3541	100-88-SPED INST-RESOURCE-FICA MEDIC	0.00	191.23	191.23	0.00	-191.23	0.00 %
100-88-4200-0925-3550	100-88-SPED INST-RESOURCE-TRS RETIRE	0.00	1,759.43	1,759.43	0.00	-1,759.43	0.00 %
100-88-4200-0925-4501	100-88-SPED INST-RESOURCE-SUPPLIES	0.00	1,028.90	1,028.90	0.00	-1,028.90	0.00 %
100-88-4200-0925-4502	100-88-SPED INST-RESOURCE-DISCRETION	0.00	50.00	50.00	0.00	-50.00	0.00 %
100-88-4220-0924-3180	100-88-SPED SPPT-SPEECH THERA-SPECIALIST	0.00	6,529.80	6,529.80	0.00	-6,529.80	0.00 %
100-88-4220-0924-3511	100-88-SPED SVCS-SPEECH THERA-HEALTH CAR	0.00	1,259.82	1,259.82	0.00	-1,259.82	0.00 %
100-88-4220-0924-3512	100-88-SPED SVCS-SPEECH THERA-LIFE INSUR	0.00	13.55	13.55	0.00	-13.55	0.00 %
100-88-4220-0924-3541	100-88-SPED SVCS-SPEECH THERA-FICA MEDIC	0.00	89.28	89.28	0.00	-89.28	0.00 %
100-88-4220-0924-3550	100-88-SPED SVCS-SPEECH THERA-TRS RETIRE	0.00	820.20	820.20	0.00	-820.20	0.00 %
100-88-4220-0924-4502	100-88-SPED SPPT-SPEECH THERA-DISCRETION	0.00	22.70	22.70	0.00	-22.70	0.00 %
100-88-4330-0000-3220	100-88-HEALTH SVC-GENL-SPCLST/NURSE	18,087.00	7,851.65	7,851.65	0.00	10,435.35	42.30 %
100-88-4330-0000-3291	100-88-HEALTH SVC-GENL-SUB/SUPPT	0.00	214.00	214.00	0.00	-214.00	0.00 %
100-88-4330-0000-3294	100-88-HEALTH SVC-GENL-TEMP SPPT	2,560.00	1,063.01	1,063.01	0.00	1,496.99	41.69 %
100-88-4330-0000-3300	100-88-HEALTH SVC-GENL-LEAVE/SUPPT	0.00	-229.07	-229.07	0.00	229.07	0.00 %
100-88-4330-0000-3511	100-88-HEALTH SVC-GENL-HEALTH CARE	3,875.00	3,549.66	3,549.66	0.00	125.34	96.59 %
100-88-4330-0000-3512	100-88-HEALTH SVC-GENL-LIFE INS	54.00	11.16	11.16	0.00	42.84	20.67 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76840

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2009

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-88-4330-0000-3520	100-88-HEALTH SVC-GENL-UNEMPLT INS	62.00	5.14	5.14	0.00	56.86	8.29 %
100-88-4330-0000-3542	100-88-HEALTH SVC-GENL-FICA SUPPRT	1,579.00	653.18	653.18	0.00	925.84	41.37 %
100-88-4330-0000-3560	100-88-HEALTH SVC-GENL-PERS RETIREM	3,979.00	633.14	633.14	0.00	3,345.86	15.91 %
100-88-4330-0000-3561	100-88-HEALTH SE-GENERAL-PERS DEFIN	0.00	137.84	137.84	0.00	-137.84	0.00 %
100-88-4330-0000-3562	100-88-HEALTH SE-GENERAL-PERS DC HE	0.00	113.73	113.73	0.00	-113.73	0.00 %
100-88-4330-0000-3563	100-88-HEALTH SE-GENERAL-PERS DC RE	0.00	27.30	27.30	0.00	-27.30	0.00 %
100-88-4330-0000-3564	100-88-HEALTH SE-GENERAL-PERS DC OC	0.00	15.98	15.98	0.00	-15.98	0.00 %
100-88-4330-0000-3566	100-88-HEALTH SE-GENERAL-PERS DBUL	0.00	311.66	311.66	0.00	-311.66	0.00 %
100-88-4330-0000-4430	100-88-HEALTH SVC-GENL-MAINT AGRMT	0.00	14.00	14.00	0.00	-14.00	0.00 %
100-88-4330-0000-4501	100-88-HEALTH SVC-GENL-SUPPLIES	0.00	226.88	226.88	0.00	-226.88	0.00 %
100-88-4350-0000-4402	100-88-SUPP SVCS INSTR-PURCH SVCS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4352-0000-3180	100-88-LIBRARY-GENERAL-SPECIALIST	0.00	5,499.00	5,499.00	0.00	-5,499.00	0.00 %
100-88-4352-0000-3230	100-88-LIBRARY-GENERAL-TUTORS/AID	0.00	1,981.00	1,981.00	0.00	-1,981.00	0.00 %
100-88-4352-0000-3291	100-88-LIBRARY-GENERAL-SUBSTITUTE	0.00	22.00	22.00	0.00	-22.00	0.00 %
100-88-4352-0000-3511	HEALTH CARE	0.00	3,556.16	3,556.16	0.00	-3,556.16	0.00 %
100-88-4352-0000-3512	LIFE INSURANCE	0.00	17.00	17.00	0.00	-17.00	0.00 %
100-88-4352-0000-3520	UNEMPLOYMENT INS	0.00	23.59	23.59	0.00	-23.59	0.00 %
100-88-4352-0000-3541	FICA MEDICARE (TRS)	0.00	73.00	73.00	0.00	-73.00	0.00 %
100-88-4352-0000-3542	FICA CONTRIBUTION	0.00	137.00	137.00	0.00	-137.00	0.00 %
100-88-4352-0000-3550	TRS RETIREMENT	0.00	691.00	691.00	0.00	-691.00	0.00 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76840

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2008

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4352-0000-3580	PERS RETIREMENT	0.00	431.00	431.00	0.00	-431.00	0.00 %
100-88-4352-0000-4501	100-88-LIBRARY-GENERAL-SUPPLIES	0.00	512.00	512.00	0.00	-512.00	0.00 %
100-88-4352-0000-4502	100-88-LIBRARY-GENERAL-DISCRETION	0.00	22.00	22.00	0.00	-22.00	0.00 %
100-88-4400-0000-3173	100-88-SCH ADM-GENL-LONG TERM CERT	0.00	0.00	0.00	30,000.00	-30,000.00	0.00 %
100-88-4400-0000-3511	100-88-SCH ADM-GENL-HEALTH CAR	0.00	0.00	0.00	5,600.00	-5,600.00	0.00 %
100-88-4400-0000-3550	100-88-SCH ADM-GENL-TRS RETIRE	0.00	0.00	0.00	3,768.00	-3,768.00	0.00 %
100-88-4400-0000-4200	100-88-SCHL ADMIN-GENL-TRAVEL	500.00	-100.00	-100.00	0.00	600.00	-20.00 %
100-88-4400-0000-4201	100-88-SCHL ADMIN-GENL-MEALS	0.00	342.69	342.69	0.00	-342.69	0.00 %
100-88-4400-0000-4202	100-88-SCHL ADMIN-GENL-MILEAGE	0.00	267.69	267.69	0.00	-267.69	0.00 %
100-88-4400-0000-4203	100-88-SCHL ADMIN-GENL-OTHR TRVL	0.00	1,406.20	1,406.20	0.00	-1,406.20	0.00 %
100-88-4450-0000-3240	100-88-SCH ADM SUPP-GENL-SUPPT STAFF	25,885.00	26,193.60	26,193.60	0.00	-308.60	101.19 %
100-88-4450-0000-3291	100-88-SCH ADM SUPP-GENL-SUBSUPPT	0.00	145.00	145.00	0.00	-145.00	0.00 %
100-88-4450-0000-3511	100-88-SCH ADM SUPP-GENL-HEALTH CARE	10,500.00	11,049.21	11,049.21	0.00	-549.21	105.23 %
100-88-4450-0000-3512	100-88-SCH ADM SUPP-GENL-LIFE INS	78.00	59.86	59.86	0.00	18.14	76.74 %
100-88-4450-0000-3520	100-88-SCH ADM SUPP-GENL-UNEMPLT INS	78.00	21.02	21.02	0.00	56.98	26.95 %
100-88-4450-0000-3530	100-88-SCH ADM SUPPT-WORK COMP INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-3542	100-88-SCH ADM SUPP-GENL-FICA SUPPRT	1,980.00	1,795.46	1,795.46	0.00	184.54	90.68 %
100-88-4450-0000-3560	100-88-SCH ADM SUPP-GENL-PERS RETIREM	5,895.00	5,762.62	5,762.62	0.00	-87.62	101.19 %
100-88-4450-0000-4200	100-88-SCH ADM SUPP-GENL-TRAVEL	50.00	229.00	229.00	0.00	-179.00	458.00 %
100-88-4450-0000-4201	100-88-SCH ADM SUPP-GENL-MEALS	289.00	109.60	109.60	0.00	179.40	37.92 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78840

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2000

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-88-4450-0000-4331	100-88-SCH ADM SUPP-GENL-POSTAGE	500.00	265.38	265.38	0.00	234.64	53.07 %
100-88-4450-0000-4332	100-88-SCH ADM SUPP-GENL-TELEPHONE	1,000.00	515.15	515.15	0.00	484.85	51.52 %
100-88-4450-0000-4402	100-88-SCH ADM SUPP-GENL-PURCH SVC	500.00	277.97	277.97	0.00	222.03	55.59 %
100-88-4450-0000-4501	100-88-SCH ADM SUPP-GENL-SUPPLIES	200.00	101.99	101.99	0.00	98.01	51.00 %
100-88-4557-0000-4950	100-88-INDIRECT COS-GENL-INDIRECT COS	31,901.00	24,194.72	24,194.72	0.00	7,706.28	75.84 %
100-88-4800-0000-3250	100-88-OPMNT PLANT-GENL-MAINT/CUSTOD	12,468.00	16,821.00	16,821.00	0.00	-4,353.00	134.81 %
100-88-4800-0000-3291	100-88-OPMNT PLANT-GENL-SUB/SUPPT	189.00	296.00	296.00	0.00	-107.00	156.61 %
100-88-4800-0000-3294	100-88-OPMNT PLANT-GENL-TEMP SPPT	0.00	261.20	261.20	0.00	-261.20	0.00 %
100-88-4800-0000-3295	100-88-OPMNT PLANT-GENL-OT SUPPT	0.00	105.00	105.00	0.00	-105.00	0.00 %
100-88-4800-0000-3511	100-88-OPMNT PLANT-GENL-HEALTH CARE	4,820.00	5,869.08	5,869.08	0.00	-1,249.08	127.04 %
100-88-4800-0000-3512	100-88-OPMNT PLANT-GENL-LIFE INS	37.00	37.58	37.58	0.00	-0.58	101.57 %
100-88-4800-0000-3520	100-88-OPMNT PLANT-GENL-UNEMPLT INS	38.00	22.50	22.50	0.00	15.50	59.21 %
100-88-4800-0000-3530	100-88-OP/MAINT PLANT-WORK COMP INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4800-0000-3542	100-88-OPMNT PLANT-GENL-FICA SUPPRT	968.00	1,212.00	1,212.00	0.00	-244.00	125.21 %
100-88-4800-0000-3560	100-88-OPMNT PLANT-GENL-PERS RETIREM	2,743.00	3,710.55	3,710.55	0.00	-967.55	135.27 %
100-88-4800-0000-4202	100-88-OPERATION-GENERAL-MILEAGE	0.00	18.00	18.00	0.00	-18.00	0.00 %
100-88-4800-0000-4310	100-88-OPMNT PLANT-GENL-WATER/SEWAGE	1,150.00	1,681.00	1,681.00	0.00	-531.00	146.17 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76640

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2008

FUND : 100 - OPERATING FUND

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4600-0000-4320	100-88-OP/MNT PLANT-GENL-GARBAGE	0.00	325.00	325.00	0.00	-325.00	0.00 %
100-88-4600-0000-4380	100-88-OP/MNT PLANT-GENL-ELECTRICITY	4,336.00	11,883.00	11,883.00	0.00	-7,547.00	274.05 %
100-88-4600-0000-4380	100-88-OP/MNT PLANT-GENL-HEATING FUEL	4,050.00	13,854.00	13,854.00	0.00	-9,804.00	342.07 %
100-88-4600-0000-4402	100-88-OP/MNT PLANT-GENL-PURCH SVC	0.00	105.00	105.00	0.00	-105.00	0.00 %
100-88-4600-0000-4430	100-88-OP/MNT PLANT-GENL-MAINT AGRMT	0.00	27.00	27.00	0.00	-27.00	0.00 %
100-88-4600-0000-4460	100-88-OP/MAINT-GEN-PROPERTY INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4600-0000-4501	100-88-OP/MNT PLANT-GENL-SUPPLIES	900.00	1,180.38	1,180.38	0.00	-280.38	131.15 %
100-88-4600-0000-5500	100-88-TRANS FROM CHARTER SCH	0.00	49,276.00	49,276.00	0.00	-49,276.00	0.00 %
TOTAL Location: 08 - FIREWEED ACADEMY							
		547,810.00	611,503.88	611,503.88	36,368.00	-103,061.88	118.81 %

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**KENAI SCHOOL DISTRICT**

**GL BALANCE REPORT - LOC 68**

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TOTAL Fund: 100 - OPERATING FUND

547,810.00

611,503.68

611,503.68

39,368.00

-103,061.68

118.61 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78789

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010

FUND : 100 - OPERATING FUND

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTVTY	YTD ACTVTY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
<b>Location : 08 - FIREWEED ACADEMY</b>							
100-88-4100-0000-3150	100-88-REG INSTR-GENL-TEACHERS	228,410.00	275,431.78	275,431.78	0.00	-49,021.78	121.85 %
100-88-4100-0000-3182	100-88-REG INSTR-GENL-EMOLMT/CERT	0.00	750.00	750.00	0.00	-750.00	0.00 %
100-88-4100-0000-3171	100-88-REG INSTR-GENL-SUB CERT W/C	1,800.00	5,235.24	5,235.24	0.00	-3,435.24	290.85 %
100-88-4100-0000-3172	100-88-REG INSTR-GENL-TEMP CERT W/	0.00	540.00	540.00	0.00	-540.00	0.00 %
100-88-4100-0000-3230	100-88-REG INSTR-GENL-TUTORS/AIDES	21,763.00	22,636.53	22,636.53	0.00	-873.53	104.01 %
100-88-4100-0000-3291	100-88-REG INSTR-GENL-SUB/SUPPT	184.00	255.75	255.75	0.00	-71.75	138.99 %
100-88-4100-0000-3296	100-88-REG INSTR-GENL-SUB CERT WO	504.00	880.00	880.00	0.00	-376.00	174.60 %
100-88-4100-0000-3511	100-88-REG INSTR-GENL-HEALTH CARE	58,482.00	70,980.08	70,980.08	0.00	-12,498.08	121.37 %
100-88-4100-0000-3512	100-88-REG INSTR-GENL-LIFE INS	745.00	441.17	441.17	0.00	303.83	59.22 %
100-88-4100-0000-3520	100-88-REG INSTR-GENL-UNEMPLT INS	752.00	653.48	653.48	0.00	98.52	86.90 %
100-88-4100-0000-3541	100-88-REG INSTR-GENL-MEDICARE (TR	3,263.00	3,830.85	3,830.85	0.00	-547.85	116.68 %
100-88-4100-0000-3542	100-88-REG INSTR-GENL-FICA SUPPRT	1,855.00	1,982.39	1,982.39	0.00	-107.39	105.79 %
100-88-4100-0000-3550	100-88-REG INSTR-GENL-TRS RETIREME	28,437.00	32,590.10	32,590.10	0.00	-4,153.10	114.60 %
100-88-4100-0000-3551	TRS DEFINED CONTR	0.00	1,109.51	1,109.51	0.00	-1,109.51	0.00 %
100-88-4100-0000-3552	TRS DC HEALTH REIMB	0.00	743.68	743.68	0.00	-743.68	0.00 %
100-88-4100-0000-3553	TRS DC RETIREE MED	0.00	183.24	183.24	0.00	-183.24	0.00 %
100-88-4100-0000-3554	TRS DC OCCUP D&D	0.00	50.72	50.72	0.00	-50.72	0.00 %
100-88-4100-0000-3556	TRS DBUL	0.00	27.13	27.13	0.00	-27.13	0.00 %
100-88-4100-0000-3560	100-88-REG INSTR-GENL-PERS RETIREM	4,788.00	4,980.06	4,980.06	0.00	-192.06	104.01 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76789

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4100-0000-4408	100-68-REG INSTR-GENL-COPIES	0.00	548.34	548.34	0.00	-548.34	0.00 %
100-68-4100-0000-4430	100-68-REG INSTR-GENL-MAINT AGRMT	100.00	0.00	0.00	0.00	100.00	0.00 %
100-68-4100-0000-4501	100-68-REG INSTR-GENL-SUPPLIES	5,100.00	8,504.44	8,504.44	0.00	-3,404.44	166.75 %
100-68-4100-0000-4502	100-68-REG INSTR-GENL-DISCRET MAT	850.00	950.00	950.00	0.00	-100.00	111.76 %
100-68-4100-0000-4503	100-68-REG INSTR-GENL-SOFTWARE	0.00	1,806.60	1,806.60	0.00	-1,806.60	0.00 %
100-68-4100-0000-4901	100-68-REG INSTR-GENL-OTHER EXP	137,344.00	0.00	0.00	0.00	137,344.00	0.00 %
100-68-4100-0000-4904	100-68-REG INSTR-GENL-PHYS EXAM RE	300.00	0.00	0.00	0.00	300.00	0.00 %
100-68-4100-0000-5101	100-68-REG INSTR-GENL-EQUIP	0.00	299.96	299.96	0.00	-299.96	0.00 %
100-68-4100-0000-5102	100-68-REG INSTR-GENL-EQUIP/TECHNOL	0.00	1,229.82	1,229.82	0.00	-1,229.82	0.00 %
100-68-4100-0108-3182	100-68-REG INSTR-QSMLEARNG O-EMOLMT/CR	825.00	500.00	500.00	0.00	325.00	60.61 %
100-68-4100-0108-3520	100-68-REG INSTR-QSMLEARNG O-UNEMPLT IN	2.00	0.00	0.00	0.00	2.00	0.00 %
100-68-4100-0108-3541	100-68-REG INSTR-QSMLEARNG O-MEDICARE (	12.00	6.51	6.51	0.00	5.49	54.25 %
100-68-4100-0108-3550	100-68-REG INSTR-QSMLEARNG O-TRS RETIRE	104.00	62.76	62.76	0.00	41.24	60.35 %
100-68-4100-0311-4250	100-68-REG INSTR-FIELD TRIPS-STUDENT TR	0.00	2,384.46	2,384.46	0.00	-2,384.46	0.00 %
100-68-4100-2103-4901	100-68-REG INSTR-FY07 SIGLEG-OTHER EXP	1,714.00	0.00	0.00	0.00	1,714.00	0.00 %
100-68-4200-0000-3281	100-68-SPED INST-GENERAL-SUBSTITUTE	0.00	65.10	65.10	0.00	-65.10	0.00 %
100-68-4200-0000-3542	FICA CONTRIBUTION	0.00	4.98	4.98	0.00	-4.98	0.00 %
100-68-4200-0825-3150	100-68-SPED INST-RESOURCE-TEACHERS	14,383.00	15,506.04	15,506.04	0.00	-1,123.04	107.81 %
100-68-4200-0825-3511	100-68-SPED INST-RESOURCE-HEALTH CAR	2,850.00	3,137.91	3,137.91	0.00	-287.91	110.10 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76769

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4200-0925-3512	100-68-SPED INST-RESOURCE-LIFE INSUR	43.00	24.12	24.12	0.00	18.88	56.09 %
100-68-4200-0925-3520	100-68-SPED INST-RESOURCE-UNEMPLOYME	43.00	34.00	34.00	0.00	8.00	79.07 %
100-68-4200-0925-3541	100-68-SPED INST-RESOURCE-FICA MEDIC	209.00	215.34	215.34	0.00	-6.34	103.03 %
100-68-4200-0925-3550	100-68-SPED INST-RESOURCE-TRS RETIRE	1,807.00	1,947.56	1,947.56	0.00	-140.56	107.78 %
100-68-4200-0925-4501	100-68-SPED INST-RESOURCE-SUPPLIES	0.00	1,044.14	1,044.14	0.00	-1,044.14	0.00 %
100-68-4200-0925-4502	100-68-SPED INST-RESOURCE-DISCRETION	50.00	50.00	50.00	0.00	0.00	100.00 %
100-68-4220-0924-3190	100-68-SPED SPPT-SPEECH THERA-SPECIALIST	6,779.99	9,381.36	9,381.36	0.00	-2,602.36	138.39 %
100-68-4220-0924-3511	100-68-SPED SVCS-SPEECH THERA-HEALTH CAR	1,254.00	1,799.99	1,799.99	0.00	-545.99	143.54 %
100-68-4220-0924-3512	100-68-SPED SVCS-SPEECH THERA-LIFE INSUR	20.00	14.48	14.48	0.00	5.54	72.30 %
100-68-4220-0924-3520	100-68-SPED SVCS-SPEECH THERA-UNEMPLOYME	20.00	0.00	0.00	0.00	20.00	0.00 %
100-68-4220-0924-3541	100-68-SPED SVCS-SPEECH THERA-FICA MEDIC	98.00	127.25	127.25	0.00	-29.25	129.85 %
100-68-4220-0924-3550	100-68-SPED SVCS-SPEECH THERA-TRS RETIRE	851.00	1,181.74	1,181.74	0.00	-330.74	138.86 %
100-68-4220-0924-4502	100-68-SPED SPPT-SPEECH THERA-DISCRETION	22.00	22.70	22.70	0.00	-0.70	103.18 %
100-68-4330-0000-3220	100-68-HEALTH SVC-GENL-SPCLST/NURSE	10,077.00	9,398.77	9,398.77	0.00	678.23	93.27 %
100-68-4330-0000-3291	100-68-HEALTH SVC-GENL-SUB/SUPPT	0.00	754.13	754.13	0.00	-754.13	0.00 %
100-68-4330-0000-3294	100-68-HEALTH SVC-GENL-TEMP SPPT	2,550.00	215.60	215.60	0.00	2,334.40	8.45 %
100-68-4330-0000-3295	HEALTH SE GENERAL OVERTIME	0.00	84.29	84.29	0.00	-84.29	0.00 %
100-68-4330-0000-3511	100-68-HEALTH SVC-GENL-HEALTH CARE	4,104.00	3,416.06	3,416.06	0.00	687.94	83.24 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78788

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4330-0000-3512	100-68-HEALTH SVC-GENL-LIFE INS	30.00	14.02	14.02	0.00	15.98	48.73 %
100-68-4330-0000-3520	100-68-HEALTH SVC-GENL-UNEMPLT INS	38.00	20.59	20.59	0.00	17.41	54.18 %
100-68-4330-0000-3542	100-68-HEALTH SVC-GENL-FICA SUPPRT	968.00	718.28	718.28	0.00	247.72	74.36 %
100-68-4330-0000-3580	100-68-HEALTH SVC-GENL-PERS RETIREM	2,217.00	2,179.77	2,179.77	0.00	37.23	98.32 %
100-68-4330-0000-4501	100-68-HEALTH SVC-GENL-SUPPLIES	0.00	186.46	186.46	0.00	-186.46	0.00 %
100-68-4352-0000-3180	100-68-LIBRARY-GENERAL-SPECIALIST	0.00	6,852.00	6,852.00	0.00	-6,852.00	0.00 %
100-68-4352-0000-3230	100-68-LIBRARY-GENERAL-TUTORS/AID	0.00	2,218.00	2,218.00	0.00	-2,218.00	0.00 %
100-68-4352-0000-3291	100-68-LIBRARY-GENERAL-SUBSTITUTE	0.00	14.00	14.00	0.00	-14.00	0.00 %
100-68-4352-0000-3511	HEALTH CARE	0.00	4,263.00	4,263.00	0.00	-4,263.00	0.00 %
100-68-4352-0000-3512	LIFE INSURANCE	0.00	14.00	14.00	0.00	-14.00	0.00 %
100-68-4352-0000-3520	UNEMPLOYMENT INS	0.00	5.00	5.00	0.00	-5.00	0.00 %
100-68-4352-0000-3541	FICA MEDICARE (TRS)	0.00	87.00	87.00	0.00	-87.00	0.00 %
100-68-4352-0000-3542	FICA CONTRIBUTION	0.00	148.00	148.00	0.00	-148.00	0.00 %
100-68-4352-0000-3550	TRS RETIREMENT	0.00	835.00	835.00	0.00	-835.00	0.00 %
100-68-4352-0000-3580	PERS RETIREMENT	0.00	488.00	488.00	0.00	-488.00	0.00 %
100-68-4352-0000-4501	100-68-LIBRARY-GENERAL-SUPPLIES	0.00	712.00	712.00	0.00	-712.00	0.00 %
100-68-4352-0000-4502	100-68-LIBRARY-GENERAL-DISCRETION	0.00	24.00	24.00	0.00	-24.00	0.00 %
100-68-4400-0000-3173	100-68-SCH ADM-GENL-LONG TERM CERT	30,000.00	0.00	0.00	0.00	30,000.00	0.00 %
100-68-4400-0000-3511	100-68-SCH ADM-GENL-HEALTH CAR	5,800.00	0.00	0.00	0.00	5,800.00	0.00 %
100-68-4400-0000-3550	100-68-SCH ADM-GENL-TRS RETIRE	3,788.00	0.00	0.00	0.00	3,788.00	0.00 %
100-68-4400-0000-4200	100-68-SCHL ADMIN-GENL-TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-4201	100-68-SCHL ADMIN-GENL-MEALS	0.00	32.00	32.00	0.00	-32.00	0.00 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

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FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-88-4400-0000-4202	100-88-SCHL ADMIN-GENL-MILEAGE	0.00	1,154.00	1,154.00	0.00	-1,154.00	0.00 %
100-88-4400-0000-4203	100-88-SCHL ADMIN-GENL-OTHR TRVL	500.00	1,008.02	1,008.02	0.00	-508.02	201.60 %
100-88-4450-0000-3240	100-88-SCH ADM SUPP-GENL-SUPPT STAFF	28,819.00	29,348.56	29,348.56	0.00	-2,527.56	109.42 %
100-88-4450-0000-3291	100-88-SCH ADM SUPP-GENL-SUB/SUPPT	0.00	875.00	875.00	0.00	-875.00	0.00 %
100-88-4450-0000-3294	100-88-SCH ADM SUPP-GENL-TEMP SPPT	0.00	56.32	56.32	0.00	-56.32	0.00 %
100-88-4450-0000-3511	100-88-SCH ADM SUPP-GENL-HEALTH CARE	11,400.00	12,261.01	12,261.01	0.00	-861.01	107.55 %
100-88-4450-0000-3512	100-88-SCH ADM SUPP-GENL-LIFE INS	80.00	44.81	44.81	0.00	35.39	55.76 %
100-88-4450-0000-3520	100-88-SCH ADM SUPP-GENL-UNEMPLT INS	80.00	64.34	64.34	0.00	15.66	80.43 %
100-88-4450-0000-3542	100-88-SCH ADM SUPP-GENL-FICA SUPPRT	2,052.00	2,069.12	2,069.12	0.00	-17.12	100.83 %
100-88-4450-0000-3560	100-88-SCH ADM SUPP-GENL-PERS RETIREM	5,900.00	6,464.23	6,464.23	0.00	-564.23	109.56 %
100-88-4450-0000-4200	100-88-SCH ADM SUPP-GENL-TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-4201	100-88-SCH ADM SUPP-GENL-MEALS	0.00	151.00	151.00	0.00	-151.00	0.00 %
100-88-4450-0000-4203	100-88-SCH ADM SUPP-GENL-OTHR TRVL	50.00	0.00	0.00	0.00	50.00	0.00 %
100-88-4450-0000-4331	100-88-SCH ADM SUPP-GENL-POSTAGE	500.00	422.13	422.13	0.00	77.87	84.43 %
100-88-4450-0000-4332	100-88-SCH ADM SUPP-GENL-TELEPHONE	1,000.00	424.08	424.08	0.00	575.92	42.41 %
100-88-4450-0000-4402	100-88-SCH ADM SUPP-GENL-PURCH SVC	500.00	621.17	621.17	0.00	-121.17	124.23 %
100-88-4450-0000-4501	100-88-SCH ADM SUPP-GENL-SUPPLIES	200.00	213.32	213.32	0.00	-13.32	106.66 %
100-88-4557-0000-4850	100-88-INDIRECT COS-GENL-INDIRECT COS	31,901.00	31,277.52	31,277.52	0.00	623.48	98.05 %

*Janet*

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

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FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-88-4800-0000-3250	100-88-OP/MNT PLANT-GENL-MAINT/CUSTOD	12,468.00	17,858.00	17,858.00	0.00	-5,390.00	143.23 %
100-88-4800-0000-3291	100-88-OP/MNT PLANT-GENL-SUB/SUPPT	189.00	1,024.00	1,024.00	0.00	-835.00	541.80 %
100-88-4800-0000-3294	100-88-OP/MNT PLANT-GENL-TEMP SPPT	0.00	40.00	40.00	0.00	-40.00	0.00 %
100-88-4800-0000-3285	100-88-OP/MNT PLANT-GENL-OT SUPPT	0.00	27.00	27.00	0.00	-27.00	0.00 %
100-88-4800-0000-3300	100-88-OP/MAINT-GENERAL-LEAVE - SU	0.00	-85.00	-85.00	0.00	85.00	0.00 %
100-88-4800-0000-3511	100-88-OP/MNT PLANT-GENL-HEALTH CARE	11,400.00	6,318.00	6,318.00	0.00	5,082.00	55.42 %
100-88-4800-0000-3512	100-88-OP/MNT PLANT-GENL-LIFE INS	37.00	28.00	28.00	0.00	9.00	75.68 %
100-88-4800-0000-3520	100-88-OP/MNT PLANT-GENL-UNEMPLT INS	38.00	39.00	39.00	0.00	-1.00	102.63 %
100-88-4800-0000-3542	100-88-OP/MNT PLANT-GENL-FICA SUPPRT	968.00	1,334.00	1,334.00	0.00	-366.00	137.81 %
100-88-4800-0000-3580	100-88-OP/MNT PLANT-GENL-PERS RETIREM	2,743.00	3,934.00	3,934.00	0.00	-1,191.00	143.42 %
100-88-4800-0000-4203	100-88-OPERATION-GENERAL-OTHR TRAVL	0.00	9.00	9.00	0.00	-9.00	0.00 %
100-88-4800-0000-4310	100-88-OP/MNT PLANT-GENL-WATER/SEWAGE	1,150.00	2,058.00	2,058.00	0.00	-908.00	178.78 %
100-88-4800-0000-4320	100-88-OP/MNT PLANT-GENL-GARBAGE	0.00	365.00	365.00	0.00	-365.00	0.00 %
100-88-4800-0000-4360	100-88-OP/MNT PLANT-GENL-ELECTRICITY	4,336.00	10,530.00	10,530.00	0.00	-6,194.00	242.85 %
100-88-4800-0000-4380	100-88-OP/MNT PLANT-GENL-HEATING FUEL	4,050.00	15,107.00	15,107.00	0.00	-11,057.00	373.01 %
100-88-4800-0000-4402	100-88-OP/MNT PLANT-GENL-PURCH SVC	0.00	145.40	145.40	0.00	-145.40	0.00 %
100-88-4800-0000-4410	100-88-OP/MNT PLANT-GENL-RENTAL	0.00	9,200.00	9,200.00	0.00	-9,200.00	0.00 %

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**KENAI SCHOOL DISTRICT**

**GL BALANCE REPORT - LOC 68**

**BATCH QUEUE ID 76766**

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03/29/2011

1:33:55 PM

Report Code: BAT\_GL\_DETAIL

**FOR BEGINNING BALANCE THRU YEAR END ADJ, 2010**

**FUND : 100 - OPERATING FUND**

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-88-4000-0000-4430	100-88-OP/MNT PLANT-GENL-MAINT AGRMT	0.00	66.00	66.00	0.00	-66.00	0.00 %
100-88-4000-0000-4501	100-88-OP/MNT PLANT-GENL-SUPPLIES	900.00	117.29	117.29	0.00	782.71	13.03 %
100-88-4700-0330-3161	100-88-PUPIL ACT-ART-EXTRA-DUTY	0.00	422.00	422.00	0.00	-422.00	0.00 %
100-88-4700-0330-3541	FICA MEDICARE (TRS)	0.00	5.66	5.66	0.00	-5.66	0.00 %
100-88-4700-0330-3550	TRS RETIREMENT	0.00	53.00	53.00	0.00	-53.00	0.00 %
100-88-4700-0461-3161	100-88-PUPIL ACT-EL/JR XC SKI-EXTRA-DUTY	0.00	844.00	844.00	0.00	-844.00	0.00 %
100-88-4700-0461-3541	FICA MEDICARE (TRS)	0.00	11.60	11.60	0.00	-11.60	0.00 %
100-88-4700-0461-3550	TRS RETIREMENT	0.00	105.91	105.91	0.00	-105.91	0.00 %
100-88-4700-0636-3161	100-88-PUPIL ACT-VIDEO COMMUN-EXTRA-DUTY	0.00	422.00	422.00	0.00	-422.00	0.00 %
100-88-4700-0636-3541	FICA MEDICARE (TRS)	0.00	5.49	5.49	0.00	-5.49	0.00 %
100-88-4700-0636-3550	TRS RETIREMENT	0.00	52.96	52.96	0.00	-52.96	0.00 %
<b>TOTAL Location: 68 - FIREWEED ACADEMY</b>		<b>702,304.00</b>	<b>663,039.00</b>	<b>663,039.00</b>	<b>0.00</b>	<b>39,355.00</b>	<b>94.40 %</b>

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**KENAI SCHOOL DISTRICT**  
**GL BALANCE REPORT - LOC 68**  
**BATCH QUEUE ID 76769**

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Report Code: BAT\_GL\_DETAIL  
TOTAL Fund: 100 - OPERATING FUND

702,384.00	883,038.00	883,038.00	0.00	38,355.00	94.40 %
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**KENAI SCHOOL DISTRICT**  
**GL BALANCE REPORT - LOC 68**  
**BATCH QUEUE ID 76789**

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03/29/2011  
1:33:55 PM

Report Code: BAT\_GL\_DETAIL

**Search Criteria**

**Report Title** : GL Balance Report - Loc 68  
**All Summary Data Columns As Of** : Yes  
**No Requisition Reserve/Encumbrance** : No  
**Acct. Ledger Type** : 5  
**Report Period** : 0  
**Thru Report Period** : 68  
**Show Accts. w/o Activity** : No  
**Negative Balances Only** : No  
**Account Element Filters** : 1 - Fund - from: 100 to: 100, 8 - Location - from: 68 to: 68, 3 - Function - from: 0000 to: 9999, 10 - Program - from: 0000 to: 9999, 5 - Object - from: 0000 to: 9999  
**Responsibility Group** : None  
**Account Grouping** : 1 - Fund - All, 8 - Location - All  
**Additional Account Sorting** : None

111

1101

health care  
12,500  
11,100

Total Subs: 5795

### KENAI SCHOOL DISTRICT

#### GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76782

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011

FUND : 100 - OPERATING FUND

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09/28/2011

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Report Code: SAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTVY	YTD ACTVY	REQUISITION / ENCUMBRANCE	UNENCMBD BALANCE	PERCENT ENCMBRD
<i>Location: 88 - FIREWEED ACADEMY</i>							
100-68-4100-0000-3150	100-68-REG INSTR-GENL-TEACHERS	383,325.00	229,912.22	229,912.22	182,587.01	-174.23	100.04 %
100-68-4100-0000-3162	100-68-REG INSTR-GENL-ENCLMT/CERT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-3163	100-68-REG INSTR-GENERAL-PREP TIME	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-3171	100-68-REG INSTR-GENL-SUB-CERT W/C	1,800.00	914.96	914.96	0.00	885.04	50.83 %
100-68-4100-0000-3172	100-68-REG INSTR-GENL-TEMP CERT W/	60.00	150.82	150.82	0.00	-90.82	250.03 %
100-68-4100-0000-3173	100-68-REG INSTR-GENL-LT CERT SUB	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-3230	100-68-REG INSTR-GENL-TUTORS/AIDES	44,440.00	33,388.46	33,388.46	11,051.11	0.43	100.00 %
100-68-4100-0000-3291	100-68-REG INSTR-GENL-SUB/SUPPT	184.00	0.00	0.00	0.00	184.00	0.00 %
100-68-4100-0000-3294	100-68-REG INSTR-GENL-TEMP SPPT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-3298	100-68-REG INSTR-GENL-SUB CERT W/O	504.00	3,118.51	3,118.51	0.00	-2,615.51	618.95 %
100-68-4100-0000-3511	100-68-REG INSTR-GENL-HEALTH CARE	103,798.00	82,881.23	82,881.23	24,908.51	-4,114.74	103.97 %
100-68-4100-0000-3512	100-68-REG INSTR-GENL-LIFE INS	988.00	537.48	537.48	153.81	258.51	72.78 %
100-68-4100-0000-3520	100-68-REG INSTR-GENL-UNEMPLT INS	957.00	0.00	0.00	0.00	957.00	0.00 %
100-68-4100-0000-3530	100-68-REG INSTR-WORK COMP INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-3541	100-68-REG INSTR-GENL-MEDICARE (TR	5,538.00	3,082.89	3,082.89	2,382.28	104.03	98.12 %
100-68-4100-0000-3542	100-68-REG INSTR-GENL-FICA SUPPRT	3,272.00	2,450.52	2,450.52	845.42	-23.94	108.73 %
100-68-4100-0000-3580	100-68-REG INSTR-GENL-TRS RETIREME	47,888.98	27,817.48	27,817.48	19,988.98	0.92	108.00 %
100-68-4100-0000-3581	TRS DEFINED CONTR	0.00	580.47	580.47	233.53	-824.00	0.00 %

12,500  
12,569

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78782

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011

FUND : 100 - OPERATING FUND

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4100-0000-3552	TRS DC HEALTH REIMB	0.00	255.89	255.89	167.22	-363.11	0.00 %
100-68-4100-0000-3553	TRS DC RETIREE MED	0.00	57.35	57.35	22.68	-89.04	0.00 %
100-68-4100-0000-3554	TRS DC OCCUP D&D	0.00	23.82	23.62	9.34	-32.98	0.00 %
100-68-4100-0000-3558	TRS DBL	0.00	132.15	132.15	46.25	-178.40	0.00 %
100-68-4100-0000-3589	100-68-REG INSTR-GENL-PERS RETIREM	6,079.00	3,815.98	3,815.98	1,263.03	-0.01	100.00 %
100-68-4100-0000-3561	100-68-REG INSTR-GENL-PERS DEF CON	0.00	802.17	802.17	101.68	-803.85	0.00 %
100-68-4100-0000-3562	100-68-REG INSTR-GENL-PERS DC HRA	0.00	867.04	867.04	127.46	-694.50	0.00 %
100-68-4100-0000-3563	100-68-REG INSTR-GENL-PERS DC RETI	0.00	88.24	88.24	11.19	-88.43	0.00 %
100-68-4100-0000-3564	100-68-REG INSTR-GENL-PERS DC ODD	0.00	48.74	48.74	6.30	-56.04	0.00 %
100-68-4100-0000-3585	100-68-REG INSTR GENERAL PERS DBL	0.00	1,722.29	1,722.29	208.77	-1,923.06	0.00 %
100-68-4100-0000-4109	100-68-REG INSTR-GENL-PRO-TECH SVC	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-4206	100-68-REG INSTR-GENL-TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-4402	100-68-REG INSTR-GENL-PURCH SVC	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-4488	100-68-REG INSTR-GENL-COPIES	360.00	359.33	359.33	0.06	0.67	99.81 %
100-68-4100-0000-4430	100-68-REG INSTR-GENL-MAINT AGRMT	100.00	0.00	0.00	0.00	100.00	0.00 %
100-68-4100-0000-4470	100-68-REG INSTR-GEN-LIABILITY INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-4501	100-REG INSTR-GENL-SUPPLIES	14,100.00	14,125.67	14,125.67	-87.73	82.06	98.56 %
100-68-4100-0000-4602	100-68-REG INSTR-GENL-DISCRETL MAT	1,071.00	1,270.58	1,270.58	0.00	-199.50	118.63 %
100-68-4100-0000-4503	100-68-REG INST-GENERAL-SOFTWARE	800.00	768.86	768.86	0.00	31.14	96.23 %
100-68-4100-0000-4891	100-68-REG INSTR-GENL-OTHER EXP	78,384.00	75.00	75.00	0.00	78,309.00	0.10 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76762

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011

FUND : 100 - OPERATING FUND

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03/28/2011

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-68-4100-0000-4804	100-68-REG INSTR-GENL-PHYS EXAM RE	300.00	0.00	0.00	0.00	300.00	0.00 %
100-68-4100-0000-4958	100-68-REG INSTR-GENL-INDIRECT COS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-5101	100-68-REG INSTR-GENL-EQUIP	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0000-5102	100-68-REG INSTR-GENL-EQUIP/TECHNOL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0100-3162	100-68-REG INSTR-QSILEARNING O-EMOLNTRCER	825.00	0.00	0.00	0.00	825.00	0.00 %
100-68-4100-0100-3528	100-68-REG INSTR-QSILEARNING O-UNEMPLT IN	2.00	0.00	0.00	0.00	2.00	0.00 %
100-68-4100-0100-3541	100-68-REG INSTR-QSILEARNING O-MEDICARE (	12.00	0.00	0.00	0.00	12.00	0.00 %
100-68-4100-0100-3558	100-68-REG INSTR-QSILEARNING O-TRS RETIRE	104.00	0.00	0.00	0.00	104.00	0.00 %
100-68-4100-0115-4801	100-68-REG INSTR-CHARTER CO-OTHER EXPE	8.00	0.00	0.00	0.00	8.00	0.00 %
100-68-4100-0311-4250	100-68-REG INSTR-FIELD TRIPS-STUDENT TR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0375-3281	100-68-REG INSTR-INTERVENTION-SUBSUPPT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0375-3520	100-68-REG INSTR-INTERVENTION-UNEMPLT IN	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0375-3542	100-68-REG INSTR-INTERVENTION-FICA SUPPR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-0900-4501	100-68-REG INSTR-SCIENCE-SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-1500-3859	100-68-REG INSTR-UNASSIGNEDA-TRS ON-BEH	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-2103-3161	100-68-REG INSTR-FY07 SIGLEG-EX CURR CE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-2103-3528	100-68-REG INSTR-FY07 SIGLEG-UNEMPLOYME	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-2103-3541	100-68-REG INSTR-FY07 SIG-MEDICARE(TRS)	0.00	0.00	0.00	0.00	0.00	0.00 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76762

FOR BEGINNING BALANCE THRU YEAR END ADA, 2011

FUND : 100 - OPERATING FUND

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03/29/2011

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-68-4100-2103-3550	100-68-REG INSTR-FY07 SIG-TRS DB	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4100-2103-4991	100-68-REG INSTR-FY07 SIG/LEG-OTHER EXP	1,714.00	0.00	0.00	0.00	1,714.00	0.00 %
100-68-4200-0000-3172	100-68-SPED INSTR-GENL-TEMP CERT W/	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0000-3291	100-68-SPED INSTR-GENL-SUBSUPPT	496.00	962.55	962.55	0.00	-464.55	193.26 %
100-68-4200-0000-3296	100-68-SPED INSTR-GENL-SUB CERT W/	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0000-3520	100-68-SPED INSTR-GENL-UNEMPLT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0000-3542	100-68-SPED INSTR-GENL-FICA SUPPRT	39.00	73.82	73.82	0.00	-34.82	186.77 %
100-68-4200-0823-3230	100-68-SPED INST-INTENS NEEDS-AIDE	0.00	0.00	0.00	2,551.85	-2,551.85	0.00 %
100-68-4200-0823-3511	HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3512	LIFE INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3520	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3542	FICA CONTRIBUTION	0.00	0.00	0.00	195.21	-195.21	0.00 %
100-68-4200-0823-3550	PERS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3551	PERS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3552	PERS DC HEALTH REIM	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3553	PERS DC RETIREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3554	PERS DC OCCUP D&D	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0823-3556	PERS DBUL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0825-3150	100-68-SPED INST-RESOURCE-TEACHERS	35,106.00	19,521.78	19,521.78	16,168.63	-524.41	101.49 %
100-68-4200-0825-3511	100-68-SPED INST-RESOURCE-HEALTH CAR	8,080.00	6,315.31	6,315.31	2,067.73	-343.94	104.26 %
100-68-4200-0825-3512	100-68-SPED INST-RESOURCE-LIFE INSUR	49.00	35.95	35.95	11.78	1.27	97.41 %
100-68-4200-0825-3520	100-68-SPED INST-RESOURCE-UNEMPLOYME	49.00	0.00	0.00	0.00	49.00	0.00 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76762

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011

FUND : 100 - OPERATING FUND

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03/29/2011

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-68-4200-0925-3541	100-68-SPED INST-RESOURCE-FICA MEDIC	406.00	257.97	257.97	175.30	-27.27	106.72 %
100-68-4200-0925-3550	100-68-SPED INST-RESOURCE-TRS RETIRE	3,681.00	0.00	0.00	0.00	3,681.00	0.00 %
100-68-4200-0925-3551	100-68-SPED INST-RESOURCE-TRS DEFINE	0.00	1,308.81	1,308.61	233.53	-1,808.14	0.00 %
100-68-4200-0925-3552	100-68-SPED INST-RESOURCE-TRS DC HEA	0.00	578.44	578.44	107.22	-885.86	0.00 %
100-68-4200-0925-3553	100-68-SPED INST-RESOURCE-TRS DC RET	0.00	132.75	132.75	22.89	-155.44	0.00 %
100-68-4200-0925-3554	100-68-SPED INST-RESOURCE-TRS DC OCC	0.00	54.85	54.85	9.34	-63.99	0.00 %
100-68-4200-0925-3556	100-68-SPED INST RESOURCE TRS DBUL	0.00	318.62	318.62	46.25	-365.67	0.00 %
100-68-4200-0925-4501	100-68-SPED INST-RESOURCE-SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0925-4602	100-68-SPED INST-RESOURCE-DISCRETION	80.00	79.50	79.50	0.00	0.50	99.38 %
100-68-4200-0926-3230	100-68-SPED INST-EMOTTI DISTUR-AIDES	20,978.00	15,754.90	15,754.90	5,214.65	0.45	100.00 %
100-68-4200-0926-3511	HEALTH CARE	22,998.00	9,189.74	9,189.74	2,783.64	11,036.62	51.99 %
100-68-4200-0926-3512	LIFE INSURANCE	62.00	23.38	23.38	6.68	31.94	48.48 %
100-68-4200-0926-3520	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4200-0926-3542	FICA CONTRIBUTION	3,008.00	1,011.03	1,011.03	388.92	1,598.05	46.87 %
100-68-4200-0926-3590	PERS RETIREMENT	5,375.00	0.00	0.00	0.00	5,375.00	0.00 %
100-68-4200-0926-3591	PERS DEFINED CONTR	0.00	787.77	787.77	89.86	-987.83	0.00 %
100-68-4200-0926-3582	PERS DC HEALTH REIM	0.00	982.62	982.62	143.39	-1,108.01	0.00 %
100-68-4200-0926-3563	PERS DC RETIREE MED	0.00	86.62	86.62	18.88	-87.80	0.00 %
100-68-4200-0926-3564	PERS DC OCCUP D&D	0.00	48.85	48.85	6.19	-55.04	0.00 %
100-68-4200-0926-3986	PERS DBUL	0.00	1,580.23	1,680.23	178.84	-1,789.17	0.00 %
100-68-4220-0921-3190	100-68-SPED SVCS-PSYCHOLOGIST-SPECIALIST	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0921-3511	HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %

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**KENAI SCHOOL DISTRICT**

**GL BALANCE REPORT - LOC 68**

**BATCH QUEUE ID 76702**

**FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011**

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION/ ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4220-0821-3512	LIFE INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3520	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3541	FICA MEDICARE (TRS)	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3560	TRS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3551	TRS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3562	TRS DC HEALTH REIMB	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3553	TRS DC RETIREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3554	TRS DC OCCUP DMD	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0821-3556	TRS DBLIL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0824-3180	100-68-SPED SPPT-SPEECH THERA-SPECIALIST	5,776.00	5,702.76	5,702.75	4,073.37	-0.12	100.00 %
100-68-4220-0824-3511	100-68-SPED SVCS-SPEECH THERA-HEALTH CAR	1,861.00	1,500.50	1,500.50	495.51	-75.01	103.89 %
100-68-4220-0824-3512	100-68-SPED SVCS-SPEECH THERA-LIFE INSUR	29.00	12.04	12.04	3.43	13.53	53.34 %
100-68-4220-0824-3520	100-68-SPED SVCS-SPEECH THERA-UNEMPLOYME	29.00	0.00	0.00	0.00	29.00	0.00 %
100-68-4220-0824-3541	100-68-SPED SVCS-SPEECH THER-FICA MEDIC	142.00	74.04	74.04	8.86	59.10	58.30 %
100-68-4220-0824-3530	100-68-SPED SVCS-SPEECH THERA-TRS RETIRE	1,228.00	716.24	716.24	511.82	0.14	99.99 %
100-68-4220-0824-4591	100-68-SPED SPPT-SPEECH THERA-SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4220-0824-4592	100-68-SPED SPPT-SPEECH THERA-DISCRETION	30.00	0.00	0.00	0.00	30.00	0.00 %
100-68-4330-0000-3220	100-68-HEALTH SVC-GENL-SPCLST/NURSE	13,982.00	10,035.72	10,035.72	3,537.02	300.28	97.77 %
100-68-4330-0000-3221	100-68-HEALTH SVC-GENL-SUB/SUPPT	0.00	-14.20	-14.20	0.00	14.20	0.00 %
100-68-4330-0000-3294	100-68-HEALTH SVC-GENL-TEMP SPPT	2,590.00	351.00	351.00	0.00	2,199.00	13.76 %
100-68-4330-0000-3295	HEALTH SE GENERAL OVERTIME	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-3300	100-68-HEALTH SVC-GENL-LEAVE/SUPPT	0.00	0.00	0.00	0.00	0.00	0.00 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 76782

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100-68-4330-0000-3511	100-68-HEALTH SVC-GENL-HEALTH CARE	5,363.00	4,301.43	4,301.43	1,305.78	-214.21	103.87 %
100-68-4330-0000-3512	100-68-HEALTH SVC-GENL-LIFE INS	42.00	17.22	17.22	4.92	19.86	52.71 %
100-68-4330-0000-3520	100-68-HEALTH SVC-GENL-UNEMPLT INS	49.00	0.00	0.00	0.00	49.00	0.00 %
100-68-4330-0000-3541	FICA MEDICARE (TRB)	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-3542	100-68-HEALTH SVC-GENL-FICA SUPPRT	1,257.00	702.36	702.36	116.35	438.29	65.13 %
100-68-4330-0000-3580	100-68-HEALTH SVC-GENL-PERS RETIREM	3,064.00	2,287.82	2,287.82	778.14	68.04	87.77 %
100-68-4330-0000-3561	PERS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-3562	PERS DC HEALTH REIM	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-3563	PERS DC RETREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-3564	PERS DC OCCUP DMD	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-3566	PERS DBUL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-4430	100-68-HEALTH SVC-GENL-MAINT AGRMT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4330-0000-4801	100-68-HEALTH SVC-GENL-SUPPLIES	410.00	489.33	489.33	-2.88	-86.45	121.08 %
100-68-4360-0000-3238	100-68-SUPPORT SERVICES-GENL-AIDE	0.00	0.00	0.00	971.33	-971.33	0.00 %
100-68-4360-0000-3511	HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3512	LIFE INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3520	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3542	FICA CONTRIBUTION	0.00	0.00	0.00	11.25	-11.25	0.00 %
100-68-4360-0000-3580	PERS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3561	PERS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3562	PERS DC HEALTH REIM	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3563	PERS DC RETREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3564	PERS DC OCCUP DMD	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4360-0000-3566	PERS DBUL	0.00	0.00	0.00	0.00	0.00	0.00 %

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# KENAI SCHOOL DISTRICT

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BATCH QUEUE ID 76762

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4350-0000-4402	100-68-SUPP SVCS INSTR-PURCH SVCS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4352-0000-3180	100-68-LIBRARY-GENERAL-SPECIALIST	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4352-0000-3230	100-68-LIBRARY-GENERAL-TUTORS&ND	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4352-0000-3291	100-68-LIBRARY-GENERAL-SUBSTITUTE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4353-0000-4501	100-68-LIBRARY-GENERAL-SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4352-0000-4502	100-68-LIBRARY-GENERAL-DISCRETION	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3161	100-68-SCHL ADMIN-GENL-EX CURRICERT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3511	100-68-SCHL ADMIN-GENL-HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3512	100-68-SCHL ADMIN-GENL-LIFE INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3520	100-68-SCHL ADMIN-GENL-UNEMPLT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3541	100-68-SCHL ADMIN-GENL-MEDICARE (TR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3542	100-68-SCHL ADMIN-GENL-FICA SUPPRT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3550	100-68-SCHL ADMIN-GENL-TRS RETIREME	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-3600	100-68-SCHL ADMIN-GENL-PERS RETIREM	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-4100	100-68-SCHL ADMIN-GENL-PRO-TECH SVC	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-4200	100-68-SCHL ADMIN-GENL-TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-4201	100-68-SCHL ADMIN-GENL-MEALS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4400-0000-4202	100-68-SCHL ADMIN-GENL-MILEAGE	423.00	511.74	511.74	0.00	-88.74	120.98 %
100-68-4400-0000-4203	100-68-SCHL ADMIN-GENL-OTHR TRVL	500.00	0.00	0.00	0.00	500.00	0.00 %

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# KENAI SCHOOL DISTRICT

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-88-4400-0000-4462	100-88-SCHL ADMIN-GENL-PURCH SVC	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4400-0000-4501	100-88-SCHL ADMIN-GENL-SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-3240	100-88-SCH ADM SUPP-GENL-SUPPT STAFF	29,632.00	22,868.48	22,868.48	6,963.52	0.00	100.00 %
<del>100-88-4450-0000-3201</del>	<del>100-88-SCH ADM SUPP-GENL-SUBSUPPORT</del>	480.00	800.00	<del>800.00</del>	0.00	-320.00	188.67 %
100-88-4450-0000-3204	100-88-SCH ADM SUPP-GENL-TEMP SPPT	60.00	60.00	60.00	0.00	0.00	100.00 %
100-88-4450-0000-3511	100-88-SCH ADM SUPP-GENL-HEALTH CARE	12,540.00	10,003.35	10,003.35	3,036.70	-500.05	103.98 %
100-88-4450-0000-3512	100-88-SCH ADM SUPP-GENL-LIFE INS	87.00	36.40	36.40	10.40	46.20	83.79 %
100-88-4450-0000-3620	100-88-SCH ADM SUPP-GENL-UNEMPLT INS	87.00	0.00	0.00	0.00	87.00	0.00 %
100-88-4450-0000-3530	100-88-SCH ADM SUPPT-WORK COMP INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-3542	100-88-SCH ADM SUPP-GENL-FICA SUPPRT	2,210.00	1,467.20	1,467.20	532.71	210.00	90.49 %
100-88-4450-0000-3560	100-88-SCH ADM SUPP-GENL-PERS RETIREM	6,620.00	4,987.05	4,987.05	1,531.97	0.96	99.98 %
100-88-4450-0000-4200	100-88-SCH ADM SUPP-GENL-TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-4201	100-88-SCH ADM SUPP-GENL-MEALS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-4202	100-88-SCH ADM SUPP-GENL-MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-88-4450-0000-4203	100-88-SCH ADM SUPP-GENL-OTHR TRVL	50.00	0.00	0.00	0.00	50.00	0.00 %
100-88-4450-0000-4331	100-88-SCH ADM SUPP-GENL-POSTAGE	500.00	364.20	364.20	0.00	135.80	72.84 %
100-88-4450-0000-4332	100-88-SCH ADM SUPP-GENL-TELEPHONE	1,000.00	839.57	839.57	0.00	160.43	83.96 %

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# KENAI SCHOOL DISTRICT

## GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 75782

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4458-0000-4402	100-68-SCH ADM SUPP-GENL-PURCH SVC	1,500.00	648.24	648.24	248.00	602.76	59.82 %
100-68-4458-0000-4501	100-68-SCH ADM SUPP-GENL-SUPPLIES	200.00	86.17	86.17	0.00	113.83	43.09 %
100-68-4458-0000-5101	100-68-SCH ADM SUPP-GENL-EQUIP	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4557-0000-4850	100-68-INDIRECT COS-GENL-INDIRECT COS	49,250.00	0.00	0.00	0.00	49,250.00	0.00 %
100-68-4600-0000-3211	100-68-OPMINT PLANT-GENL-ADMIN/CLASS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3212	100-68-OPMINT PLANT-GENL-DIRECT/CLASS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3250	100-68-OPMINT PLANT-GENL-MAINT/CUSTOD	12,488.00	4,029.20	4,029.20	1,410.22	7,028.58	43.83 %
100-68-4600-0000-3282	100-68-OPMINT PLANT-GENL-SECURITY	199.00	0.00	0.00	0.00	199.00	0.00 %
100-68-4600-0000-3294	100-68-OPMINT PLANT-GENL-TEMP SPPT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3295	100-68-OPMINT PLANT-GENL-OT SUPPT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3390	100-68-OPMINT PLANT-GENL-LEAVE/SPT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3511	100-68-OPMINT PLANT-GENL-HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3512	100-68-OPMINT PLANT-GENL-LIFE INS	37.00	0.00	0.00	0.00	37.00	0.00 %
100-68-4600-0000-3520	100-68-OPMINT PLANT-GENL-UNEMPLT INS	38.00	0.00	0.00	0.00	38.00	0.00 %
100-68-4600-0000-3530	100-68-OPMINT PLANT-WORK COMP INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-3542	100-68-OPMINT PLANT-GENL-FICA SUPPT	988.00	308.25	308.25	91.54	588.21	41.30 %
100-68-4600-0000-3598	100-68-OPMINT PLANT-GENL-PERS RETIREM	2,743.00	0.00	0.00	0.00	2,743.00	0.00 %
100-68-4600-0000-4108	100-68-OPMINT PLANT-GENL-PRO-TECH SVC	0.00	0.00	0.00	0.00	0.00	0.00 %

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# KENAI SCHOOL DISTRICT

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BATCH QUEUE ID 76762

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4600-0000-4200	100-68-OP/MAINT BLDG-GENERAL-TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-4202	100-68-OPERATION-GENERAL-MILEAGE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-4203	100-68-OPERATION-GENERAL-OTHR TRAVL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-4310	100-68-OP/MAINT PLANT-GENL-WATER/SEWAGE	1,150.00	632.33	632.33	0.00	517.67	54.99 %
100-68-4600-0000-4320	100-68-OP/MAINT PLANT-GENL-GARBAGE	0.00	148.20	148.20	0.00	-148.20	0.00 %
100-68-4600-0000-4380	100-68-OP/MAINT PLANT-GENL-ELECTRICITY	4,336.00	1,109.36	1,109.36	0.00	3,226.62	25.59 %
100-68-4600-0000-4380	100-68-OP/MAINT PLANT-GENL-HEATING FUEL	4,069.00	1,947.79	1,947.79	0.00	2,121.21	48.09 %
100-68-4600-0000-4402	100-68-OP/MAINT PLANT-GENL-PURCH SVC	71,942.00	71,618.94	71,618.94	0.00	323.06	99.56 %
100-68-4600-0000-4410	100-68-OP/MAINT PLANT-GENL-RENTAL	50,520.00	42,100.00	42,100.00	8,420.00	0.00	100.00 %
100-68-4600-0000-4430	100-68-OP/MAINT PLANT-GENL-MAINT AGRMT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-4480	100-68-OP/MAINT-GEN-PROPERTY INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-0000-4501	100-68-OP/MAINT PLANT-GENL-SUPPLIES	2,600.00	3,787.09	3,787.09	0.00	-1,187.09	145.66 %
100-68-4600-0000-4901	100-68-OPERATION-GENERAL-OTHER EXPE	0.00	100.00	100.00	0.00	-100.00	0.00 %
100-68-4600-0000-5101	100-68-OP/MAINT PLANT-GENL-EQUIP	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4600-1500-3069	100-68-OP/MAINT PLANT-UNASSIGNED/A-PERS ON	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3161	100-68-PUPL ACT-ART-EXTRA-DUTY	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3511	HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3512	LIFE INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3520	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3541	FICA MEDICARE (TRF)	0.00	0.00	0.00	0.00	0.00	0.00 %

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# KENAI SCHOOL DISTRICT

GL BALANCE REPORT - LOC 68

BATCH QUEUE ID 78782

FOR BEGINNING BALANCE THRU YEAR END ADJ, 2011

FUND : 100 - OPERATING FUND

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03/29/2011

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Report Code: BAT\_GL\_DETAIL

ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTMTY	YTD ACTMTY	REQUISITION/ ENCUMBRANCE	UNENCMBRD BALANCE	PERCENT ENCMBRD
100-68-4700-0330-3650	TRS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3661	TRS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3652	TRS DC HEALTH REIMB	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3653	TRS DC RETIREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3654	TRS DC OCCUP D&D	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0330-3656	TRS DBUL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3161	100-68-PUPIL ACT-EL/JR XC SNG- EXTRA-DUTY	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3611	HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3612	LIFE INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3620	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3641	FICA MEDICARE (TRS)	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3650	TRS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3651	TRS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3652	TRS DC HEALTH REIMB	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3653	TRS DC RETIREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3654	TRS DC OCCUP D&D	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0461-3656	TRS DBUL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0470-3161	100-68-PUP ACTV-ACADEMIC TEA- EX CURRICE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0470-3520	100-68-PUPIL ACT-ACADEMIC TEA- UNEMPLOYME	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0470-3541	100-68-PUP ACTV-ACADEMIC TEA- FICE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0470-3660	100-68-PUP ACTV-ACADEMIC TEA- TRS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0836-3161	100-68-PUPIL ACT-VIDEO COMMUN- EXTRA-DUTY	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0836-3611	HEALTH CARE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0836-3612	LIFE INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0836-3620	UNEMPLOYMENT INS	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0836-3641	FICA MEDICARE (TRS)	0.00	0.00	0.00	0.00	0.00	0.00 %

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**KENAI SCHOOL DISTRICT**

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ACCOUNT NO.	ACCOUNT NAME	ADJUSTED BUDGET	CURRENT ACTIVITY	YTD ACTIVITY	REQUISITION / ENCUMBRANCE	UNENCUMBRD BALANCE	PERCENT ENCUMBRD
100-68-4700-0636-3630	TRS RETIREMENT	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0636-3651	TRS DEFINED CONTR	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0636-3662	TRS DC HEALTH REIMB	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0636-3663	TRS DC RETIREE MED	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0636-3664	TRS DC OCCUP DMD	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4700-0636-3666	TRS DBL	0.00	0.00	0.00	0.00	0.00	0.00 %
100-68-4906-0000-6608	100-68-CHARTER SCH-TRANSFER FROM	0.00	0.00	0.00	0.00	0.00	0.00 %
<b>TOTAL Location: 68 - FIREWEED ACADEMY</b>		<b>1,101,600.00</b>	<b>682,743.50</b>	<b>682,743.50</b>	<b>208,363.21</b>	<b>149,483.28</b>	<b>86.43 %</b>

The last 2 pages are not needed

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## **9. Fiscal Solvency**

### **Financial Audits/Statements**

To the best of our knowledge we have implemented a well-conceived plan for financial solvency of the school and met our obligation to ensure the fiscal integrity of the school's financial operation. Throughout the school year the Fireweed Academy staff works closely with KPBSD administration to ensure compliance with all budgeting and spending regulations.

Over the course of our initial charter we have achieved efficiencies in our staffing and building operations. Our parents raise funds to supplement mentors, purchase materials and for student activities.

For further evidence of fiscal solvency (i.e. financial audits and financial statements) please contact the KPBSD Chief Financial Officer.

## **10. Facility Plan**

### **Charter School Facility Plan**

Fireweed Academy is currently housed at two sites: one a shared facility with West Homer Elementary and second a leased facility at 813 East End Road. To meet the necessity to increase our enrollment to reach 150 students over the next five years, we would like to request to expand our facility use to include one permanent additional classroom at the West Homer Elementary site. We would also like to reinstate the annual negotiated shared facility MOA as per school district policy. At the same time we will work to increase enrollment at the East Campus. Fireweed Academy will be housed on more than one campus.

According to KPBSD policy, a Charter school may share a facility with another school if the combined student population does not exceed 90% of the rated capacity of the facility. The following enrollment history of Fireweed and West Homer as well as the projections for the next five years indicate that the combined population of the two schools has not exceeded 77% and is not projected to exceed 80%. This is an effective use of space and taxpayer dollars.

#### **Evidence follows:**

- Enrollment history, projected enrollment and school capacity documents
- Memorandum of Agreement regarding shared facility use: 06-07 school year
- Floor Plan
- Lease agreement for East Campus

Year	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	9/10	10/11					
WHE#	296	301	293	285	254	243	223	240	256	236	242					
Students																
%Cap	59%	60%	59%	57%	51%	49%	50%	53%	57%	52%	54%					
FWA West	28	27	31	30	34	48	66	76	73	75	77	74				
FWA East											38	53				
Total # WHE						291	289	316	329	311	319					
% Cap WHE						65%	64%	70%	73%	69%	71%					
Notes						FWA Moves into WHE w/3 rooms	Capacity of building changed from 500-450 4 <sup>th</sup> room	Shared Rm 108	Shared Rm 108	Shared Rm 108	No Room 108					

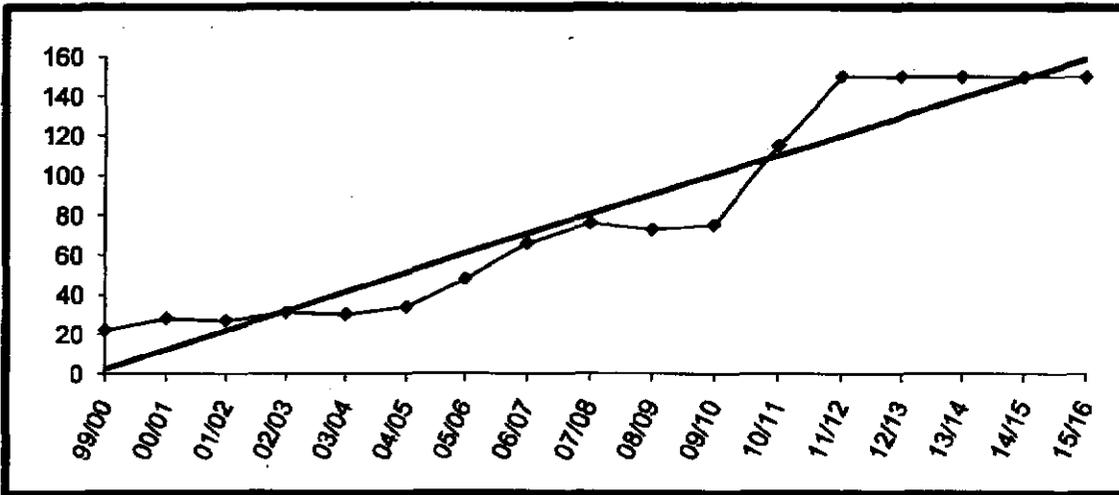
- Fireweed Academy has proven itself in many ways and in spite of inadequate funding over the past 14 years. FWA needs to reach an enrollment of 150 within the next two years or it cannot remain solvent. Whether or not Fireweed remains as a valuable asset and option in KPBSD is clearly in the hands of the School Board in this decision regarding space allocation at WHE.
- In order to meet our enrollment needs @WHE, Fireweed needs 5 dedicated classrooms for the duration of our renewed 5 year contract
- There are 20 classrooms in two wings, 3 teachers have not been replaced, providing three rooms for new occupancy. In 11/12 the projection shows 74%WHE and 26% FWA. 26% of 20 rooms is 5. The following years the split becomes 70%WHE and 30% FWA. 30% of 20 classrooms is 6.
- The enrollment at WHE has been and is projected to continue to be relatively stable and less than 57% capacity
- In 10/11, even though the enrollment @WHE only increased by 6 students and the total capacity was 71%, Two full time FWA teachers had to share a classroom and 108 was not available for SPED and Intervention
- In 10/11, FWA had two students w/intensive needs and 11 students on IEPs and had no consistent/dedicated space to address the needs of these students.
- Fireweed has been designated a Title 1 school and there is no space allocated for the Title 1 Tutor to deliver services next year

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**Fireweed Academy Charter**

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00					4	7	5	6	0	0					22		
00/01					7	7	8	5	1	0					28	6	27.3%
01/02					6	5	10	4	2	0					27	-1	-3.6%
02/03					4	9	7	9	0	2					31	4	14.8%
03/04					5	8	10	7	0	0					30	-1	-3.2%
04/05					10	9	8	7	0	0					34	4	13.3%
05/06					13	13	12	10	0	0					48	14	41.2%
06/07					15	23	15	12	1	0					66	18	37.5%
07/08					18	18	24	16							76	10	15.2%
08/09					16	19	15	23							73	-3	-3.9%
09/10					16	22	20	17							75	2	2.7%
10/11		18	10	11	15	16	22	23							115	40	53.3%
11/12		18	18	20	22	22	25	25							150	35	30.4%
12/13		19	20	20	22	22	22	25							150	0	0.0%
13/14		20	20	22	22	22	22	22							150	0	0.0%
14/15		20	20	22	22	22	22	22							150	0	0.0%
15/16		20	20	22	22	22	22	22							150	0	0.0%

↑ Actual  
↓ Projected



Charter schools in the district are housed according to the terms of their contract. The Board may allow them to use available space in existing facilities.

Fireweed Academy is currently housed at West Homer Elementary.

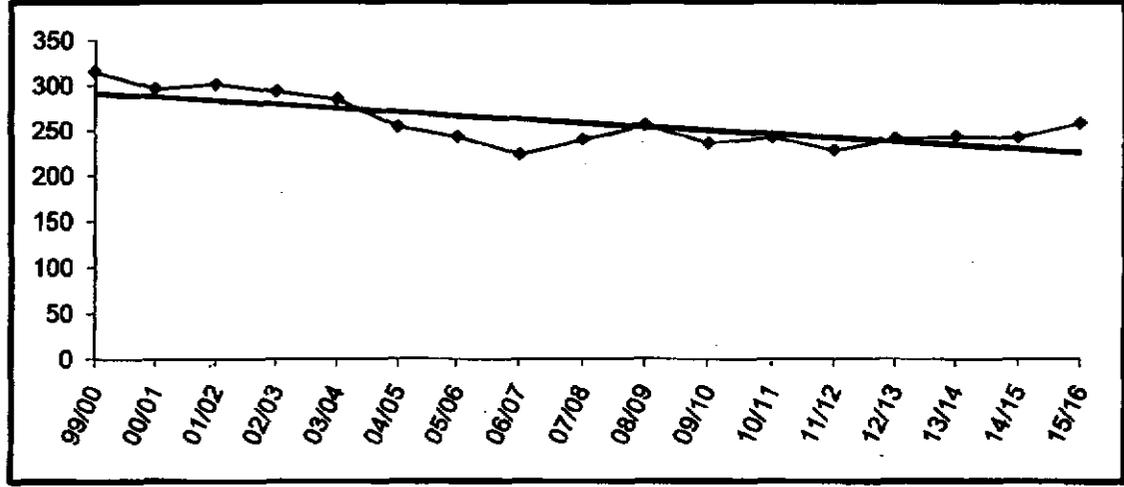
Enrollment for FY09 and beyond is subject to board review and approval.

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West Homer

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00					87	67	75	86							315		
00/01					70	60	69	77							286	-19	-6.0%
01/02					72	76	82	71							301	5	1.7%
02/03					62	74	75	82							293	-8	-2.7%
03/04					64	67	66	88							285	-8	-2.7%
04/05					51	61	72	70							254	-31	-10.9%
05/06					65	47	61	70							243	-11	-4.3%
06/07					58	59	48	58							223	-20	-8.2%
07/08					59	63	62	56							240	17	7.6%
08/09					66	60	59	74							256	16	6.7%
09/10					57	59	62	58							236	-20	-7.8%
10/11					68	60	62	62							242	6	2.5%
11/12					50	68	59	51							228	-14	-5.8%
12/13					64	50	63	59							241	13	5.7%
13/14					61	64	50	68							243	2	0.8%
14/15					67	61	64	50							242	-1	-0.4%
15/16					66	67	61	64							258	16	6.6%

Enrollment projections for FY09 and beyond may be affected by charter school enrollment changes.



Building Capacity 450		
# enrolled and % of capacity		
Actual	Projected	
<u>FY11*</u>	<u>FY12*</u>	<u>FY13*</u>
242	228	241
54%	51%	54%

\* Number Enrolled includes students at West Homer and Fireweed Academy  
Fireweed Academy K-2 is housed at separate location.

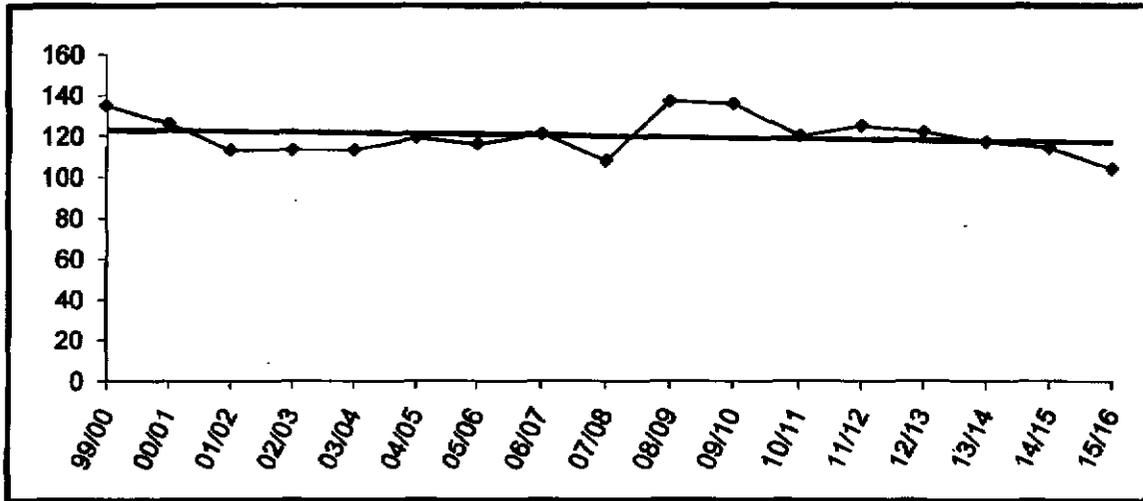
\* Name changed in FY98 from Homer Intermediate to West Homer Elementary

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McNeil Canyon

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00		13	13	16	24	19	29	21							135		
00/01		8	14	11	19	21	19	34							126	-9	-6.7%
01/02	1	8	14	15	11	23	20	21							113	-13	-10.3%
02/03		23	11	15	13	8	22	21							113	0	0.0%
03/04		21	21	14	10	13	15	19							113	0	0.0%
04/05		20	23	17	12	15	16	16							119	6	5.3%
05/06		16	17	25	14	12	16	16							116	-3	-2.5%
06/07		16	21	16	21	18	12	15							121	5	4.3%
07/08		14	16	18	12	17	19	12							108	-13	-10.7%
08/09		23	16	19	20	13	25	21							137	29	26.9%
09/10		18	23	23	20	18	13	21							136	-1	-0.7%
10/11		10	20	25	16	16	17	14							120	-16	-11.8%
11/12		16	10	19	25	18	19	18							125	5	4.2%
12/13		15	16	16	19	25	18	19							122	-3	-2.4%
13/14		14	15	16	10	19	25	18							117	-5	-4.1%
14/15		15	14	15	16	10	19	25							114	-3	-2.6%
15/16		15	15	14	15	16	10	19							104	-10	-8.8%

Actual  
Projected



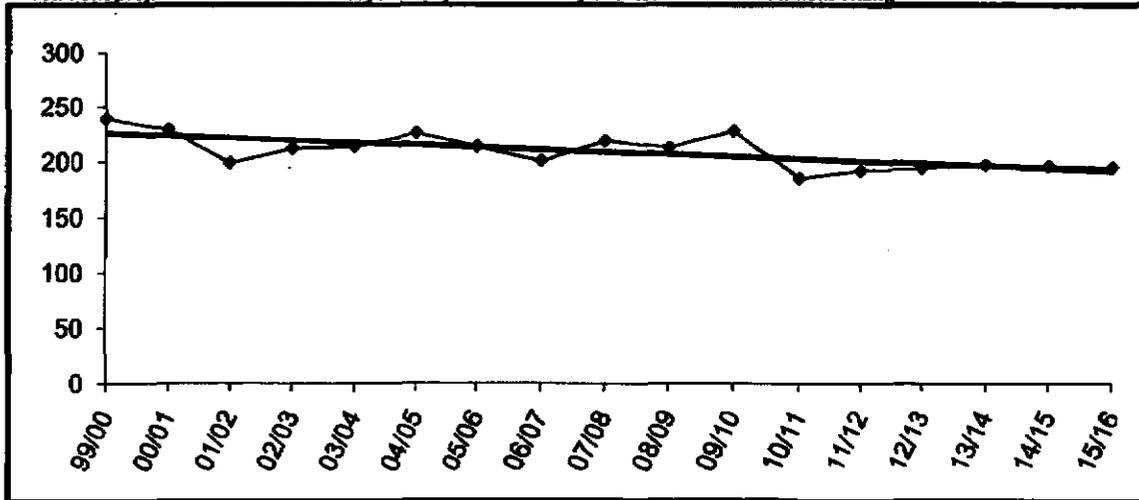
Building Capacity		260
# enrolled and % of capacity		
Actual	Projected	
<u>FY11</u>	<u>FY12</u>	<u>FY13</u>
120	125	122
46%	48%	47%

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Paul Banks

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00	15	70	74	80											239		
00/01	10	72	73	74											229	-10	-4.2%
01/02	7	64	61	67											199	-30	-13.1%
02/03	7	75	64	66											212	13	6.5%
03/04	8	59	86	61											214	2	0.9%
04/05	11	74	61	80											226	12	5.6%
05/06	10	71	69	64											214	-12	-5.3%
06/07	10	66	61	64											201	-13	-6.1%
07/08	9	84	61	65											219	18	9.0%
08/09	5	65	76	67											213	-6	-2.7%
09/10	9	74	62	83											228	15	7.0%
10/11	14	58	63	50											185	-43	-18.9%
11/12		67	61	64											192	7	3.8%
12/13		66	67	61											194	2	1.0%
13/14		64	66	67											197	3	1.5%
14/15		66	64	66											196	-1	-0.5%
15/16		65	66	64											195	-1	-0.5%

Enrollment projections for FY09 and beyond may be affected by charter school enrollment changes.



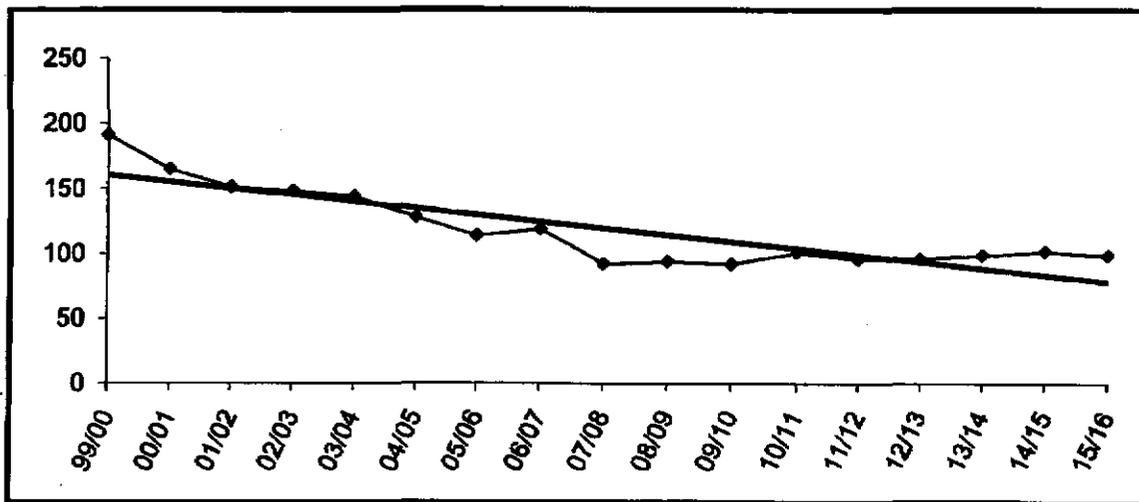
<b>Building Capacity</b>			270
<b># enrolled and % of capacity</b>			
<b>Actual</b>	<b>Projected</b>		
<u>FY11</u>	<u>FY12</u>	<u>FY13</u>	
185	192	194	
69%	71%	72%	

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Chapman

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00		12	20	22	28	24	15	30	21	21					191		
00/01		14	14	14	19	21	19	15	31	18					185	-26	-13.6%
01/02		11	15	10	18	19	18	21	12	27					151	-14	-8.5%
02/03		14	11	14	16	19	19	22	18	13					148	-3	-2.0%
03/04		22	17	13	13	15	22	13	16	13					144	-4	-2.7%
04/05		14	16	13	16	11	15	15	11	17					128	-16	-11.1%
05/06		10	14	16	14	14	9	16	12	9					114	-14	-10.9%
06/07		20	10	15	14	13	18	9	11	9					119	5	4.4%
07/08		9	17	7	11	11	12	15	4	6					92	-27	-22.7%
08/09		12	10	13	8	12	13	8	13	5					94	2	2.2%
09/10		8	14	9	15	8	9	15	5	9					92	-2	-2.1%
10/11		12	11	10	13	9	14	8	10	6					101	9	9.8%
11/12		12	12	10	14	8	14	8	8	10					96	-5	-5.0%
12/13		10	12	12	10	14	8	14	8	8					96	0	0.0%
13/14		11	10	12	12	10	14	8	14	8					99	3	3.1%
14/15		11	11	10	12	12	10	14	8	14					102	3	3.0%
15/16		11	11	11	10	12	12	10	14	8					99	-3	-2.9%

Actual  
Projected



<b>Building Capacity</b>			150
<b># enrolled and % of capacity</b>			
<b>Actual</b>	<b>Projected</b>		
<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	
101	96	96	
67%	64%	64%	

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Enrollment History by Site

	08/08	09/01	01/02	02/03	03/04	04/05	06/06	06/07	07/08	08/09	09/10	10/11
Chapman	181	185	151	148	144	128	114	119	82	94	82	101
Cooper Landing	38	35	32	21	13	12	11	10	9	11	6	10
Homer Flex	31	48	40	43	38	43	38	38	33	35	37	25
Homer Middle	223	219	230	233	229	242	215	211	197	183	202	215
Kachemak Solo	67	67	64	79	83	90	88	89	94	93	89	91
K-Beach	451	448	458	441	440	443	448	448	441	422	433	427
Kenai Central	498	483	518	538	502	517	510	518	495	513	524	505
Kenai Youth Facility	-	-	-	-	10	8	12	13	11	16	7	4
Moose Pass	42	40	48	43	33	33	31	27	27	29	15	18
Narwalak	54	48	70	78	63	63	58	64	63	70	74	80
Niklaki Middle/Senior	498	473	494	487	478	417	387	378	374	363	351	370
Nikolaevsk	127	113	119	100	88	73	69	60	55	74	70	70
Paul Banks	239	229	199	212	214	226	214	201	219	213	228	185
Razdolna	25	35	34	33	36	37	29	36	39	48	37	63
River City Academy	-	-	-	-	-	-	-	-	34	37	56	64
Seward Elem	405	382	358	356	323	308	288	268	263	264	278	278
Seward Middle	128	132	128	121	118	116	108	93	88	89	91	94
Soldotna Elem	366	333	307	307	292	291	282	278	284	275	286	288
Soldotna Middle	566	572	587	538	536	538	540	481	455	443	412	371
Spring Creek	-	31	47	32	37	43	38	34	34	28	21	19
Susan B English	79	79	86	75	73	82	71	85	62	59	45	46
Tustumena	258	237	254	231	205	161	160	168	157	154	150	157
West Homer Elem	315	296	301	293	285	254	243	223	240	258	236	242
	9,898	9,863	9,799	9,681	9,487	9,534	9,392	9,388	9,245	9,286	9,170	9,148

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Enrollment Projection by Site

School	Capacity (cap)	10/11		11/12		12/13		13/14		14/15		15/16	
		actual	% cap										
Aurora Borobalis Charter	*	183	N/A	185	N/A								
Chapman	150	101	67%	98	64%	98	64%	98	65%	102	68%	99	66%
Connections	**	875	N/A	870	N/A	847	N/A	827	N/A	828	N/A	811	N/A
Cooper Landing	40	10	25%	13	33%	15	38%	18	40%	17	43%	19	48%
Fireweed Academy Charter	*	115	N/A	150	N/A								
Homer Flex	75	25	33%	28	37%	20	27%	21	28%	20	27%	20	27%
Homer High	600	378	63%	418	69%	428	71%	442	74%	448	74%	439	73%
Homer Middle	380	215	56%	202	53%	193	51%	197	52%	211	55%	205	54%
Hope	100	13	13%	11	11%	12	12%	10	10%	10	10%	10	10%
Kachemak Solo	100	91	91%	90	90%	91	91%	95	95%	98	98%	95	95%
Kalidoscope Charter	*	246	N/A	252	N/A								
K-Beach	400	427	107%	423	106%	415	104%	409	102%	411	103%	418	105%
Kesal Alternative	125	106	85%	88	70%	48	38%	58	47%	60	48%	60	48%
Kesal Central	600	506	84%	556	93%	574	96%	582	97%	589	98%	550	92%
Kesal Middle	500	367	73%	374	75%	345	69%	306	61%	301	60%	297	59%
Kesal Youth Facility	10	4	40%	10	100%	10	100%	10	100%	10	100%	10	100%
McNeil Canyon	280	120	43%	125	45%	122	44%	117	42%	114	41%	104	37%
Moose Pass	50	16	32%	18	36%	20	40%	21	42%	20	40%	20	40%
Mountain View	430	453	105%	445	103%	443	103%	440	102%	445	103%	444	103%
Narvesak	80	80	100%	78	98%	82	103%	88	110%	90	113%	92	115%
Nifield Middle/Senior	600	370	62%	432	72%	428	71%	404	67%	412	69%	398	66%
Nifield North Star	430	417	97%	324	75%	317	74%	313	73%	306	71%	304	71%
Nizolevsk	175	70	40%	72	41%	77	44%	77	44%	78	45%	80	46%
Ninichuk	300	186	62%	178	59%	173	58%	171	57%	165	55%	167	56%
Paul Banks	270	185	69%	192	71%	194	72%	197	73%	198	73%	195	72%
Port Graham	50	20	40%	21	42%	21	42%	23	46%	23	46%	24	48%
Razdolna	50	63	126%	66	132%	72	144%	78	152%	78	152%	79	158%
Redoubt	400	393	98%	354	89%	359	90%	358	90%	355	89%	351	88%
River City Academy	***	64	N/A	75	N/A	75	N/A	68	N/A	66	N/A	61	N/A
Seward Elem	450	278	62%	272	60%	276	61%	284	63%	283	63%	276	61%
Seward High	400	185	46%	173	43%	176	44%	173	43%	168	42%	150	38%
Seward Middle	140	84	60%	82	59%	73	52%	68	49%	77	55%	94	67%
Skyview	600	333	56%	355	59%	328	55%	330	55%	323	54%	315	53%
Soldotna Elem	470	286	61%	299	64%	279	59%	291	62%	296	63%	299	64%
Soldotna High	600	508	85%	504	84%	495	83%	486	81%	477	80%	479	80%
Soldotna Middle	500	371	74%	381	76%	397	79%	377	75%	378	76%	382	76%
Soldotna Montessori Charter	*	160	N/A										
Spring Creek	55	19	35%	55	100%	55	100%	55	100%	55	100%	55	100%
Sterling	270	154	57%	148	55%	139	51%	149	55%	145	54%	142	53%
Susan B English	200	48	24%	50	25%	50	25%	49	25%	48	24%	44	22%
Tebughna	125	35	28%	34	27%	35	28%	36	29%	36	29%	36	29%
Tustumena	400	157	39%	153	38%	158	39%	151	38%	153	38%	156	39%
Voznesenka	150	104	69%	100	67%	98	65%	91	61%	89	59%	84	56%
West Homer Elem	450	242	54%	228	51%	241	54%	243	54%	242	54%	258	57%
		3,148		3,086		3,018		2,967		2,939		2,869	

\* Charter Schools are housed in the district according to the terms of their contract, which is based on available space in existing facilities.

\*\* Connections Program does not require space to house students.

\*\*\* River City Academy housed at Skyview High School

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Enrollment Projection by Area

School	Capacity (cap)	18/11		11/12		12/13		13/14		14/15		15/16	
		Actual	% cap		% cap								
Chapman	150	101	67%	98	64%	98	64%	99	66%	102	68%	99	66%
Flower Academy Charter	*	116	N/A	150	N/A								
Homer Flex	75	28	33%	28	37%	28	27%	21	28%	20	27%	20	27%
Homer High	800	378	43%	416	49%	428	71%	442	74%	448	74%	438	73%
Homer Middle	380	215	50%	202	50%	193	54%	187	55%	211	59%	205	57%
Kachemak Solo	100	91	91%	90	90%	91	91%	95	95%	96	96%	95	95%
McNeil Canyon	260	120	46%	125	48%	122	47%	117	45%	114	44%	104	40%
Nikolovsk	175	70	40%	72	41%	77	44%	77	44%	78	45%	80	46%
Nirlichk	30	188	620%	178	587%	173	577%	171	570%	165	550%	167	557%
Paul Benko	270	185	69%	182	71%	184	72%	187	73%	188	73%	185	72%
Razdaha	50	83	126%	66	132%	72	144%	76	152%	78	152%	79	158%
Voznesenka	150	104	69%	100	67%	98	64%	91	61%	89	59%	84	56%
West Homer Elem	450	242	54%	228	51%	241	54%	243	54%	242	54%	258	57%
Aurora Bessell's Charter	*	185	N/A	185	N/A	185	N/A	185	N/A	185	N/A	185	N/A
Kaleidoscope Charter	*	248	N/A	252	N/A								
Kenai Alternative	125	108	89%	88	64%	48	37%	58	47%	60	48%	60	48%
Kenai Central	800	505	63%	558	70%	574	72%	582	74%	588	71%	580	69%
Kenai Middle	500	387	73%	374	73%	345	69%	308	61%	301	60%	297	59%
Mountain View	430	453	106%	445	103%	443	103%	440	102%	445	103%	444	103%
Niški Middle/Senior	600	370	62%	432	72%	428	71%	404	67%	412	69%	398	66%
Niški North Star	430	417	97%	324	73%	317	74%	313	73%	308	71%	304	71%
Moose Pass	50	18	32%	18	36%	20	40%	21	42%	20	40%	20	40%
Seward Elem	480	278	58%	272	57%	276	57%	284	59%	283	59%	278	58%
Seward High	400	185	41%	173	43%	178	44%	173	43%	168	42%	150	38%
Seward Middle	140	94	67%	82	59%	73	52%	68	49%	77	55%	94	67%
Spring Creek	55	19	35%	55	100%	55	100%	55	100%	55	100%	55	100%
Cooper Landing	40	10	25%	13	33%	15	38%	18	45%	17	43%	19	48%
K-Beach	400	427	107%	423	106%	415	104%	408	102%	411	103%	418	105%
Rebulet	400	388	97%	354	89%	359	90%	358	90%	355	89%	351	88%
River City Academy	***	84	N/A	75	N/A	75	N/A	88	N/A	85	N/A	81	N/A
Skyview	600	333	56%	365	61%	328	55%	330	55%	323	54%	315	53%
Soldotna Elem	470	288	61%	289	61%	278	59%	291	62%	298	63%	299	64%
Soldotna High	800	508	64%	504	63%	485	61%	488	61%	477	60%	479	60%
Soldotna Middle	500	371	74%	381	76%	387	77%	377	75%	378	76%	382	76%
Soldotna Montessori Charter	*	160	N/A	160	N/A	160	N/A	160	N/A	160	N/A	160	N/A
Sterling	270	154	57%	148	55%	138	51%	148	55%	145	54%	142	53%
Tustumena	400	157	39%	153	38%	158	39%	151	38%	153	38%	158	39%
Connections	**	875	N/A	870	N/A	847	N/A	827	N/A	828	N/A	811	N/A
Hapa	180	13	13%	11	11%	12	12%	10	10%	10	10%	10	10%
Kenai Youth Facility	10	4	40%	10	100%	10	100%	10	100%	10	100%	10	100%
Narwelek	80	80	133%	78	130%	82	137%	88	147%	90	150%	92	153%
Port Graham	50	20	40%	21	42%	21	42%	23	46%	23	46%	24	48%
Susan B English	200	46	23%	58	29%	58	29%	49	25%	48	24%	44	22%
Tabughne	125	35	28%	34	27%	35	28%	35	28%	35	28%	35	28%
		8,148		8,088		8,018		8,067		8,038		8,008	

\* Charter Schools are housed in the district according to the terms of their contract, which is based on available space in existing facilities.  
 \*\* Connections Program does not require space to house students.  
 \*\*\* River City Academy is housed at Skyview High School

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# MEMORANDUM OF AGREEMENT

## Sharing a Facility

2007-2008

### Fireweed Academy-West Homer Elementary

The Kenai Peninsula Borough School District and Fireweed Academy Charter School Academic Policy Committee agree to this Memorandum of Agreement regarding sharing facility space in order to assist the Fireweed Academy in preparing a comprehensive, multi-year contract proposal by October 31, 2006.

#### 1. Room Usage and Operational Costs

- A. The District will provide 5 classrooms at West Homer Elementary School.
- B. The District will provide Room 214 for the FWA office area at West Homer Elementary School for the 2011-2012 school year.
- C. Fireweed Academy will pay the District cover the pro-rated operational cost associated with sharing a district facility for the 2011-2012 school year (utilities, shared staff, shared supplies, etc.).

4330 Nursing	\$12,700
4600 Custodial	13,000
4600 Building	<u>25,400</u>
	\$50,100

- D. Common Areas: Use and scheduling of the gym and music room will be pro-rated according to the percentage of students attending Fireweed Academy compared to the West Homer Elementary School population. The enrollment projections for 2006-2007 indicate the pro-rated amount is West Homer -77% and Fireweed -23%.

- I. Gym- ten 30 minute periods per week (5 hours)
- II. Music Room- ten 30 minute periods per week (5 hours)
- III. Art- the equivalent of ten 30 minute periods per week or 8 weeks per year
- IV. Other – Fireweed and West Homer will work cooperatively to accommodate special events by either program in these shared spaces

#### 2. Fireweed Academy Administrator

- A. Administrator responsibilities involve the management of all daily operations of Fireweed Academy. Student achievement will match or exceed District goals and State standards.
- B. The administrator shall maintain fiscal management according to District guidelines and State Statutes. This includes the preparation and oversight of the school's budget, with regular accountability to, and approval of, the APC.
- C. The administrator will be the official liaison between the District administration, the APC and the charter school. Frequent open and regular communication will be maintained with the neighborhood school administrator to insure a successful relationship.

**3. Shared Services**

Fireweed Academy agrees to budget a pro-rated amount for the following shared positions, programs, and associated costs, and to be available during the necessary trainings and events:

- A. Custodial services: Fireweed Academy agrees to budget and pay a pro-rated share of custodial services. The West Homer Elementary principal will seek input from the charter school administrator.
- B. Specialists: Fireweed Academy does not share any specialists at this time
- C. Repair costs will be shared at a rate agreed upon by both schools at the time of needed repair.
- D. Emergency and safety plans: The building principal will be responsible for emergency and safety training; the charter school is responsible to be present during training.

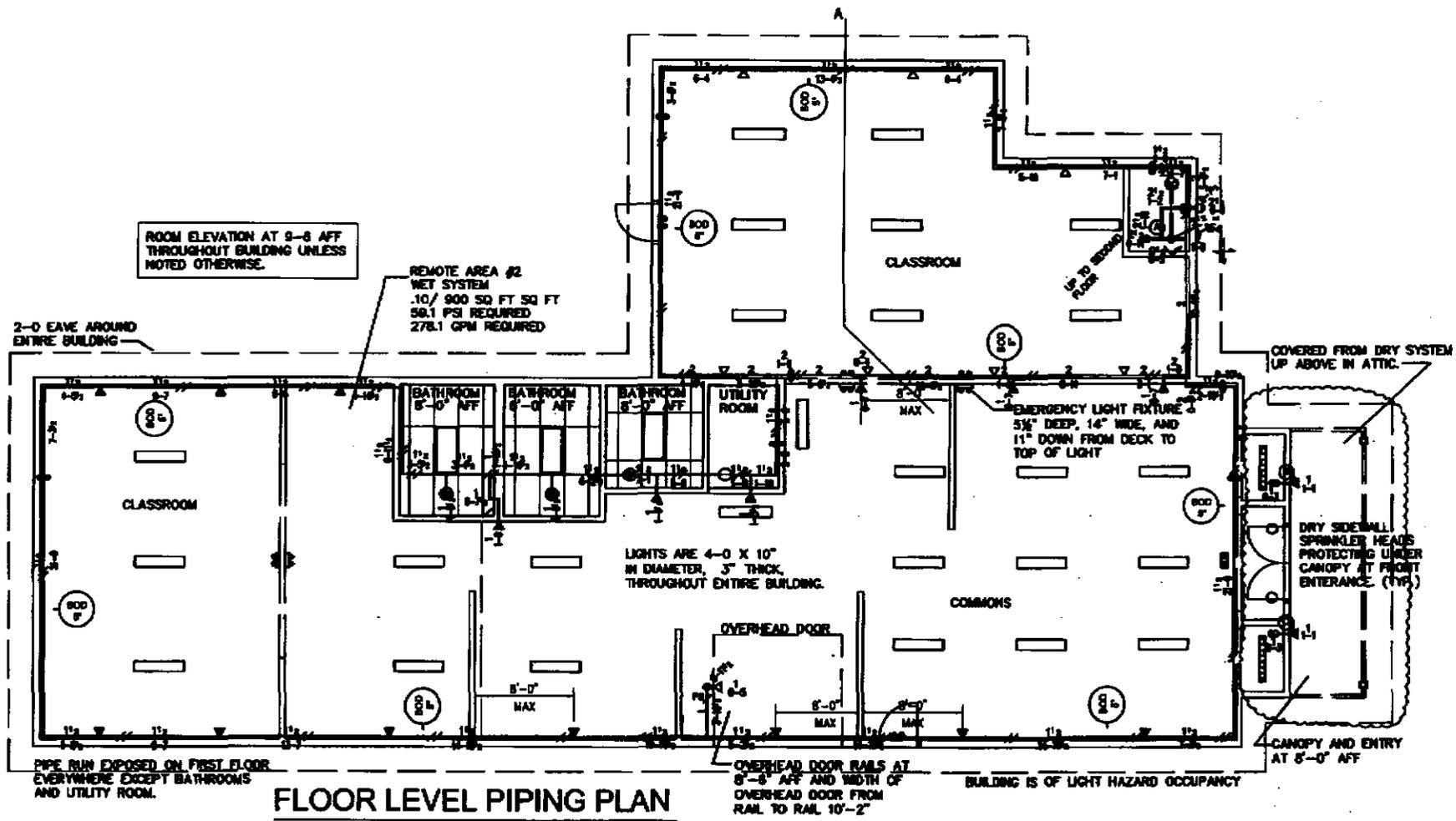
**4. Equipment and Supplies**

Fireweed Academy will purchase their own supplies and equipment needed for operation of their program, or will share in rental costs on an as-needed basis. Staff from Fireweed Academy will share in the responsibility of care and maintenance of shared equipment, supplies and common spaces.

**5. District Policy, State Statute, and Federal Requirement Accountability**

Fireweed Academy Charter School will comply with District Charter School policies, State statutes and Federal requirements during the duration of the charter. The charter school will meet all educational achievement goals and State standards as measured by the benchmark tests, CBM, DIBELS and the other prescribed or required assessments.

This Memorandum of Agreement is for a one-year period, beginning July 1, 2006 and ending June 30, 2007.



COMMERCIAL LEASE AGREEMENT

This lease agreement is made this 7<sup>th</sup> day of May 2010, by and between Lessor, Ritchie Community Property Trust, and Lessee, Fireweed Academy Charter School, Kenai Peninsula Borough School District.

LESSOR  
Ritchie Community Property Trust  
P.O. Box 939  
Homer, AK 99603-0939  
907-235-6948  
907-399-1741  
[warmbrez@xyz.net](mailto:warmbrez@xyz.net)

LESSEE  
Fireweed Academy Charter School  
PO Box 474  
Homer, Alaska 99603  
907-235-9728  
[kabrahamson@kpbsd.k12.ak.us](mailto:kabrahamson@kpbsd.k12.ak.us)

1. Description of Leased Property.

This agreement concerns the following described real property, hereinafter referred to as "the subject property."

Lot 1 and Lot 2, Carl A. Sholin 1965 Addition, Tract "D" Owens Acres Subdivision, Plat 87-34, Homer Recording District, S.M., Alaska.

2. Use of the Premises.

The premises will be used as a charter school, operating under charter from the Kenai Peninsula Borough School District. Lessee may not use the property for any other purpose without first obtaining the written consent of Lessor.

Lessee agrees to equip the school facility with classroom equipment, supplies, and teaching staff, and to operate a public education program within the school facility. This may include the on-site addition of computer and telephone wiring along with computers and telephones as necessary. All such equipment shall remain the property of Lessee.

Lessee agrees to install and maintain a suitable fenced playground for its use. All such playground equipment and fencing shall remain the property of Lessee.

3. Term.

The subject property is leased for the term of three years from the date the lease was entered as set forth above. Lessee has the right to 3 additional lease periods of five years each as the charter is renewed by the Kenai Peninsula Borough School Board.

A six month notice is required if Fireweed Academy decides not to renew the lease for any of the additional five year periods. If no such notice is received, lease will automatically renew for the next term.

4. Rent

Lessee shall pay the following monthly amounts for rent during this term:

Lot 1:  
Term 1 June 1, 2010 to May 31, 2013 \$4,200/month, sales tax exempt

Lot 2:  
Term 1 June 1, 2010 to May 31, 2013 \$10/month, sales tax exempt

The rent is due by the 1st day of each month, by electronic funds transfer into account designated by Lessor. If the rent is paid after the 5th day of any month, there is an additional \$100 late fee due, plus

*JK RL*

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\$10 for every day after the 5th until the rent is paid in full.

After the initial three year lease, the monthly rental rate shall be adjusted annually with the June payment based on the average percentage change in inflation over the immediately preceding year as measured by the consumer price index for Anchorage, Alaska. Except, the monthly rent adjustment for the first year of the first renewal will be based on the average Consumer Price Index of the three prior years.

**5. Leasehold Improvements.**

The premises are being leased to Lessee in "as in" condition. A premise condition statement accompanies this lease. Lessee shall make leasehold improvements to the property required to meet codes, regulations, and specific needs of the Fireweed Academy Charter School and will include but not be limited to the following improvements. Lessee will pay the contractors directly for the services and materials related to these improvements and provide adequate supervision to ensure that all work is done in a competent manner and meets all code requirements.

- Sprinkler system including water line
- Manual pull station Fire alarm system
- Carpentry to build one ADA compliant bathroom and two additional stall bathrooms and five new windows (4'x4' openers) on south end of building
- Plumbing for bathrooms, water fountain, and art/laundry sink
- Electrical as needed for these changes
- Drafting fees
- Permits and Fire Marshal change of use permit
- Miscellaneous construction expenses (dumpster, toilet, etc.)

Once completed, the above leasehold improvements become part of the property and shall revert to Lessor at lease termination.

**6. Utilities and Related Services.**

Utility and related service accounts shall be in the name of Lessee. Lessee will pay the following expenses: electricity, fuel oil for heating, water and sewer, driveway and parking lot plowing and sanding and salting as needed, sidewalk shoveling, telephone/internet, and refuse removal.

Lessee shall maintain the grounds and landscaping in front of and on the west side of the leased building, including watering and fertilizing as necessary. Lessee will replace any plants, shrubs, or trees which may be damaged by lessee's use of the property.

**7. Sublet.**

Lessee may not assign this agreement or sublet the subject property without the prior written approval of Lessor.

**8. Security Deposit.**

Lessee will pay Lessor a security deposit in the amount of \$5,000. This security deposit will be returned in full only when:

*JK* *RL*

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- A. Lessee has fully performed all obligations under this lease agreement;
- B. Lessee occupies the premises for the entire term of this lease, unless a sublease or assignment is approved by Lessor;
- C. Lessee is current in all rent, late charges, and other fees owed Lessor at the time of the lease termination; and
- D. Lessee has cleaned, repaired, and restored the premises to its original condition, except for ordinary wear and tear.

Lessor may deduct from the security deposit the following charges:

- A. Repairs for damages to the premises or grounds, except repairs resulting from ordinary wear and tear;
- B. Expenses related to replacing locks or keys if Lessee does not provide keys to all locks at the end of the lease;
- C. Lease payments, late charges, or other fees still due the Lessor; and
- D. Attorney fees and other reasonable charges for costs expended on evicting the Lessee based on an uncured default.

**9. Real Property Taxes.**

Lessor will be responsible for the payment of all real property taxes and any other assessments assessed against the subject property during the term of this lease.

**10. Insurance.**

Lessee shall not be required to carry fire, casualty, or property insurance on the facility and has no obligation or liability to indemnify Lessor for any loss, damage, or casualty to the facility, except as provided in paragraph 14. Lessor may provide such insurance as it deems appropriate to protect its interests in the building and property. Lessee shall carry general commercial liability insurance for injury or damage to persons or property arising from its operation of a school on the property. Lessee's insurance will in no way insure Lessor against loss or liability of any type.

**11. Lessee's Obligations.**

- A. To keep the building, grounds, and parking areas clean and in good repair and to generally take good care of the property.
- B. To comply with all applicable local, state, and federal laws and to refrain from using the premises in any manner inconsistent with said laws.
- C. To refrain from keeping any inoperable motor vehicles or any part thereof on the subject property.
- D. To properly dispose of all rubbish, garbage, and waste in a clean and sanitary manner in reasonable and regular intervals and to assume all costs of extermination and fumigation for infestation caused by Lessee's actions.
- E. To properly use, operate and maintain all electrical, heating, plumbing, and any other fixtures and appliances. Lessee will be responsible for minor repairs to these systems. Minor repairs

*JK* *RL*

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involve no alteration, construction, or relocation of the building structure and will not exceed \$1,000.00 (one thousand dollars) per single occurrence. Repairs required for any single occurrence exceeding \$1,000 shall be the responsibility of lessor.

- F. To refrain from engaging in any activity which could result in civil liability to Lessor.
- G. To maintain to Alaska state requirements the emergency exit signs and emergency lighting and to comply with requirements of the State of Alaska Fire Marshal, as shown by their inspections, if any.
- H. To keep the subject property free from any liens and encumbrances resulting from Lessee's actions. Lessee agrees to pay for all work performed on the subject property in a timely fashion and in such a way to keep the subject property free and clear of related liens and encumbrances.
- I. To remove snow and ice from sidewalks, driveways, and parking areas and to maintain the grounds in a safe, sanitary, and neat manner.
  - J. Lessee will maintain proper drainage of all grounds and any changes to established drainage are subject to approval by Lessor before changes are made.
  - K. Lessee will fence off the fuel tank and keep both fence and tank locked.

#### 12. Lessor's Obligations.

- A. Lessor shall provide Lessee occupancy and quiet enjoyment of the subject property during the lease term.
- B. Lessor will maintain and repair the roof, exterior walls, and foundation. Major repairs to the heating, plumbing, and electrical systems exceeding \$1,000.00 per occurrence shall be the responsibility of the Lessor.
- C. Lessor will keep the property free from liens or judgments that would interfere with Lessee's leasehold.

#### 13. Repairs and Improvements.

- A. Any alterations to the subject property to accommodate Lessee must be done with Lessor's written consent and will be at the sole expense of Lessee.
- B. Routine maintenance, interior painting, and exterior and interior cleaning will be the responsibility of Lessee.
- C. Minor repairs as defined in Section 11 (E) are the responsibility of the Lessee. Major repairs as determined by Section 11(E) are the responsibility of the Lessor.

At the termination of the lease, Lessor will have the option of either accepting Lessee's improvements or requiring that Lessee return the premises to the original condition.

#### 14. Damage to the Premises.

Lessee is responsible for any damage to the subject property if this damage was caused by the Lessee, Lessee's employees, students, or any others allowed into the property by the Lessee.

#### 15. Indemnification and Hold Harmless.

- A. Lessee agrees to release Lessor, its agents, employees, and representatives and to indemnify and hold such persons and entities harmless from any claims for damages for injury to Lessee, Lessee's employees, students, and any other persons on the subject property with Lessee's permission by reason of any condition of the subject property within the control and responsibility of Lessee, or arising from Lessee's activities conducted on the subject property.
- B. Lessor agrees to release Lessee, its agents, employees, and representatives and to indemnify and hold such persons and entities harmless from any claims for damages for injury to Lessor, Lessor's employees, students, and any other persons on the subject property with Lessor's permission by reason of any condition of the subject property within the control and responsibility of Lessor, or arising from Lessor's activities conducted on the subject property.

**16. Events Constituting Default.**

- A. Lessee's right to occupy the property will, at Lessor's discretion and option, cease should Lessee allow any of the following to occur on the subject property:
  - 1) Failure to comply with any material term of this agreement, including payment of the rent;
  - 2) Commit waste of the property, beyond normal wear and tear and to fail to cure such waste. Waste occurs when the owner of a possessory estate engages in unreasonable conduct that results in physical damage to the land and substantial diminution in the value of estates owned by others in the same land; and
  - 3) Abandon the property by permanently leaving the subject property or by allowing any utility to be shut off.
- B. In the event of a default, by Lessee, Lessor shall give Lessee written notice of the default and a ten day opportunity in which to cure. If the default is not cured by this deadline, this agreement shall terminate and Lessor may immediately take possession of the subject property. In addition to other damages permitted by law, Lessor may recover future rent due under this agreement, adjusted to account for Lessor's obligation to reasonably mitigate its losses.
- C. If Lessor violates any material provision of this agreement the Lessee may give written notice of the violation and of Lessee's intent to terminate the lease. If Lessor fails to correct the violation within ten days after receipt of written notice Lessee may terminate the lease and shall be prorated any rents paid as of the first date of the violation of the lease provision(s) by Lessor.

**17. Access.**

Lessor and Lessor's agents and employees have the right to enter the subject property for the following purposes:

- to inspect the property,
- to make necessary repairs, additions, or alternations if appropriate, or
- to control emergency situations and to protect the property.

Absent an emergency situation, Lessor may enter the subject property only after giving up to 48 hours' advance notice to Lessee.

**18. Destruction or Condemnation of the Leased Property.**

In the event the subject property is destroyed or made unusable by fire or natural causes, or is the subject of a condemnation proceeding by any government authority, this agreement will terminate at the option of either party. Lessee will bear the risk of any resulting loss of Lessee's personal property and the loss of right to possession. A pro rata reimbursement of any prepaid rent will be made to account for the early termination of the lease period.

**19. Complete Agreement and Applicable Law.**

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Upon execution, this agreement shall become binding upon and inure to the benefit of the parties and their respective heirs, executors, administrators, successors, and assigns. This agreement and the documents referred to herein shall be deemed to contain all the terms and conditions agreed upon, it being agreed that there are no outside conditions, representations, warranties, or other agreements, written or oral. Any additions or modifications to this agreement must be in writing and signed by both parties. This agreement will be interpreted according to the laws of the State of Alaska. The prevailing party in any litigation arising under this agreement shall be entitled to its actual, reasonable costs and attorney's fees. The venue of any litigation will be in the Third Judicial District at Homer, State of Alaska.

**20. Time.**

Time is of the essence for each and every provision in this agreement.

**21. Notice.**

A. Whenever notice is required in this agreement it shall be in writing and delivered either in person, by prepaid first class mail, or by fax to the following parties, and at the following addresses or fax numbers if mailed or faxed:

David and Trudy Ritchie  
P.O. Box 939  
Homer, AK 99603  
Fax: No fax

Fireweed Academy Charter School  
PO Box 474  
Homer, AK 99603  
Fax: 907-235-8661

Kenai Peninsula Borough  
School District  
Assistant Superintendent  
Soldotna, AK 99669  
Fax: 907-262-5867

B. Courtesy email notice may also be provided, but will not negate the necessity of also providing service as specified in 21 (A) of this lease agreement.

David and Trudy Ritchie  
warmbrez@xyz.net

Fireweed Academy Charter School  
kabrahamson@kpbsd.k12.ak.us

KPB School District  
djones2@kpbsd.k12.ak.us

**22. Warranty of signature authority.**

Each party to this contract by their signature on this agreement warrants that they have the authority to do so pursuant to state and borough law.

IN WITNESS WHEREOF, the parties have executed this Commercial Lease Agreement by and through their duly authorized officers.

FIREWEED ACADEMY CHARTER SCHOOL

By: Christine (Kiki) Abrahamson

Its: Administrator

By: Reid A. Lingle

Its: President

RITCHIE COMMUNITY PROPERTY TRUST

Sketcher as agent for  
David Ritchie

David Ritchie

Trudy Ritchie

Trudy Ritchie

**23. Amendment.** This instrument reflects the entire agreement between the parties. There are no other side agreements, understandings or verbal assurances. Any amendment to this instrument shall be in writing and signed by both parties.

*DR RL*

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ACKNOWLEDGMENTS

STATE OF ALASKA )  
 ) ss.  
THIRD JUDICIAL DISTRICT )

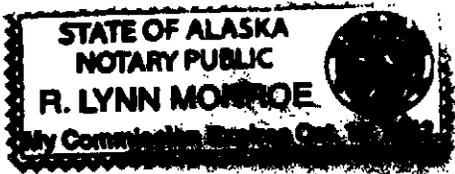
The foregoing instrument was acknowledged before me this 30 day of April 2010 by Christine (P.L.) Abrahamson, Administrator of Fireweed Academy Charter School.



[Signature]  
Notary Public, State of Alaska  
My commission expires: 4/14/14

STATE OF ALASKA )  
 ) ss.  
THIRD JUDICIAL DISTRICT )

The foregoing instrument was acknowledged before me this 5 day of May 2010 by Rachel Livingston, President of Fireweed Academy Charter School Academic Policy Committee.



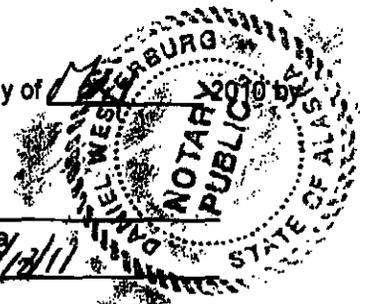
R Lynn Monroe  
Notary Public, State of Alaska  
My commission expires: 10-17-12

STATE OF ALASKA )  
 ) ss.  
THIRD JUDICIAL DISTRICT )

The foregoing instrument was acknowledged before me this 20 day of July 2010 by David Ritchie, Trustee of Ritchie Community Property Trust.

[Signature]

Notary Public, State of Alaska  
My commission expires: 7/21/11



STATE OF ALASKA )  
 ) ss.  
THIRD JUDICIAL DISTRICT )

The foregoing instrument was acknowledged before me this 20 day of July 2010 by Trudy Ritchie, Trustee of Ritchie Community Property Trust.

[Signature]

Notary Public, State of Alaska  
My commission expires: 7/21/11



[Signature] RL

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RL

## 11. Teacher to Student Ratio

### Staffing Ratio Approval in Charter

In order to maintain fiscal solvency, Fireweed Academy has a staffing ratio goal of 1:18. Although we will always strive to keep our PTR close to this ratio, we will also do our best to accommodate all students who submit their applications in a timely fashion.

### Enrollment Projection Procedures

Our APC has recently revised our plan for growth and enrollment projection due to requests from community members for Fireweed to expand. The Kenai Peninsula Borough School District requires a projected enrollment for the following school year October 1<sup>st</sup>. As we all know, enrollments fluctuate and adjustments have to be made in staffing even as the students walk through our doors in August. Although we have projected our five year enrollment plan in the following table, it is our goal to accept all students that enroll in order to meet the requirement of 150 students to attain small school status and funding.

### Recruitment plan for the next five years.

<i>Grade level</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2016-17</i>	<i>2017-2018</i>
<i>K</i>	<i>26</i>	<i>26</i>	<i>26</i>	<i>24</i>	<i>22</i>	<i>22</i>
<i>1</i>	<i>20</i>	<i>26</i>	<i>26</i>	<i>24</i>	<i>24</i>	<i>22</i>
<i>2</i>	<i>7</i>	<i>22</i>	<i>26</i>	<i>24</i>	<i>24</i>	<i>24</i>
<i>3</i>	<i>16</i>	<i>16</i>	<i>24</i>	<i>24</i>	<i>24</i>	<i>24</i>
<i>4</i>	<i>17</i>	<i>20</i>	<i>18</i>	<i>24</i>	<i>24</i>	<i>24</i>
<i>5</i>	<i>18</i>	<i>20</i>	<i>18</i>	<i>20</i>	<i>24</i>	<i>24</i>
<i>6</i>	<i>23</i>	<i>20</i>	<i>20</i>	<i>18</i>	<i>20</i>	<i>24</i>
<i>Totals</i>	<i>127</i>	<i>150</i>	<i>158</i>	<i>158</i>	<i>162</i>	<i>164</i>

To generate this number, the staff at Fireweed Academy assumes that all current year students will attend the following year except for those who graduate. Then we count and add siblings. Now that we have been able to provide an expanded K-2 program, we have a feeder population that will stabilize our enrollment over the next five years of the charter. We will continue to recruit students to fill out the low bubble in our enrollment when we added the K-2; but it is our intent to accommodate new students and adjust the staffing and space requirements to fit the needs of our families.

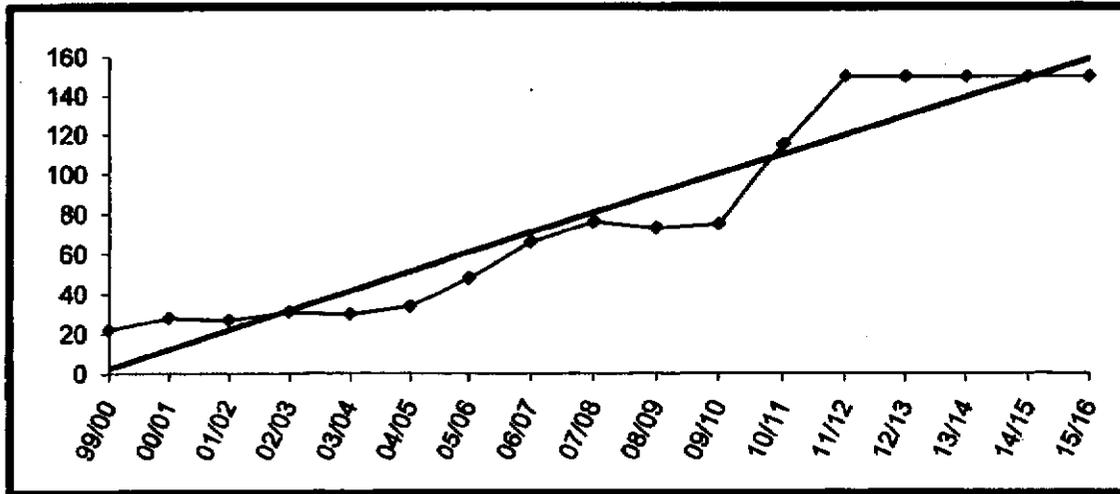
### Evidence follows:

District enrollment projections

Fireweed Academy Charter

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00					4	7	5	6	0	0					22		
00/01					7	7	8	5	1	0					28	6	27.3%
01/02					6	5	10	4	2	0					27	-1	-3.6%
02/03					4	9	7	9	0	2					31	4	14.8%
03/04					5	8	10	7	0	0					30	-1	-3.2%
04/05					10	9	8	7	8	0					34	4	13.3%
05/06					13	13	12	10	0	0					48	14	41.2%
06/07					15	23	15	12	1	0					66	18	37.5%
07/08					18	18	24	16							76	10	15.2%
08/09					16	19	15	23							73	-3	-3.9%
09/10					16	22	20	17							75	2	2.7%
10/11		18	10	11	15	16	22	23							115	40	53.3%
11/12		18	18	20	22	22	25	25							150	35	30.4%
12/13		19	20	20	22	22	22	25							150	0	0.0%
13/14		20	20	22	22	22	22	22							150	0	0.0%
14/15		20	20	22	22	22	22	22							150	0	0.0%
15/16		20	20	22	22	22	22	22							150	0	0.0%

Actual  
Projected



Charter schools in the district are housed according to the terms of their contract. The Board may allow them to use available space in existing facilities.

Fireweed Academy is currently housed at West Homer Elementary.

Enrollment for FY09 and beyond is subject to board review and approval.

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## **12. Enrollment**

### **Student Enrollment**

As predicted in our 2002 Charter Renewal Application, our enrollment in the 3<sup>rd</sup> through 6<sup>th</sup> grades has stabilized in the past five years as we hold onto more students as they pass through grade levels and siblings of charter school graduates enroll. Our current struggle is in fostering balance. With the addition of grades K-2 in FY 2010, our enrollment has had a low bubble in grades 1 and 2, which caused a significant challenge in shifting staffing for 2011. For this reason we are requesting that the KPB School Board approve the option of including second grade students with our 3<sup>rd</sup> and 4<sup>th</sup> grade students so we can adapt to shifting populations and be flexible with multi-grade classes and staffing. Student population has varied depending on the community's needs and Fireweed Academy's ability to provide an adequate space.

### **Recruitment Process**

In our recruitment process we focus on recruiting students that will be most successful in an alternative program. It is based on a philosophy that all kids have strengths and can succeed in learning. Most of our clients enroll because the parents are looking for an alternative to traditional public school. Most serious inquiries are the result of word of mouth contacts. We have also boosted enrollment through the following avenues:

1. Fireweed Academy Informational Brochure,
2. Advertisements in Newspaper and Radio,
3. Open House in April to generate interest for the following school year and
4. Visitations throughout the school year for interested families, especially in, March, April and May.

### **Evidence follows:**

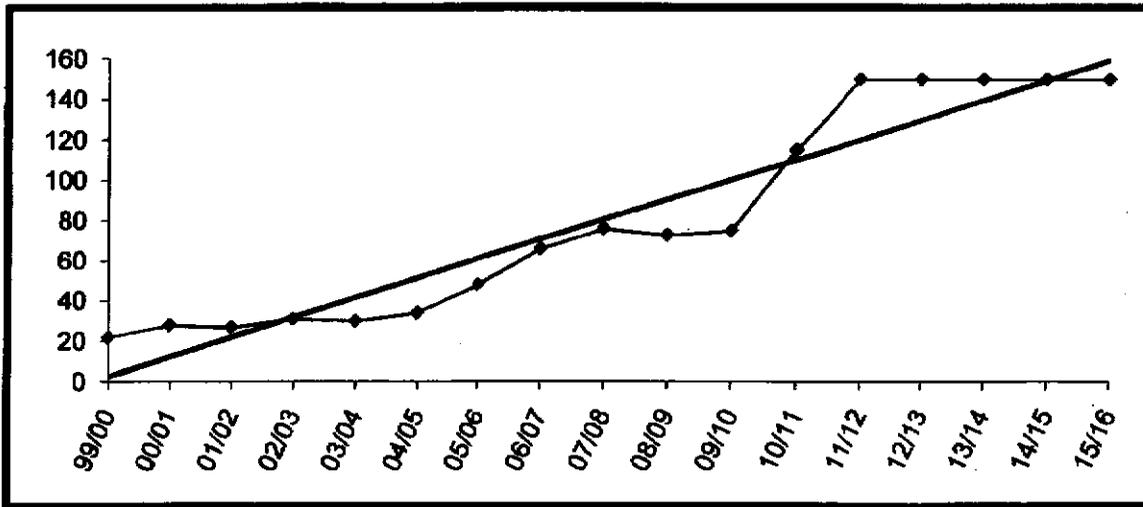
- Intent to Enroll
- Fireweed Academy enrollment history
- Tri-fold Brochure
- Sample ads and flyer



Fireweed Academy Charter

YEAR	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	# Change	% Change
99/00					4	7	5	6	0	0					22		
00/01					7	7	8	5	1	0					28	6	27.3%
01/02					6	5	10	4	2	0					27	-1	-3.6%
02/03					4	9	7	9	0	2					31	4	14.8%
03/04					5	8	10	7	0	0					30	-1	-3.2%
04/05					10	9	8	7	0	0					34	4	13.3%
05/06					13	13	12	10	0	0					48	14	41.2%
06/07					15	23	15	12	1	0					66	18	37.5%
07/08					18	18	24	16							76	10	15.2%
08/09					16	19	15	23							73	-3	-3.9%
09/10					16	22	20	17							75	2	2.7%
10/11		18	10	11	15	16	22	23							115	40	53.3%
11/12		18	18	20	22	22	25	25							150	35	30.4%
12/13		19	20	20	22	22	22	25							150	0	0.0%
13/14		20	20	22	22	22	22	22							150	0	0.0%
14/15		20	20	22	22	22	22	22							150	0	0.0%
15/16		20	20	22	22	22	22	22							150	0	0.0%

↑ Actual  
↓ Projected



Charter schools in the district are housed according to the terms of their contract. The Board may allow them to use available space in existing facilities.

Fireweed Academy is currently housed at West Homer Elementary.

Enrollment for FY09 and beyond is subject to board review and approval.

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## FREQUENTLY ASKED QUESTIONS

*Q: How does Fireweed Academy differ from other schools?*

*A: We have a limited number students and have a low pupil to teacher ratio, 17:1. We have multi-age classes with dynamic cooperative groups. Students are placed with the same teachers and students for several years. We use alternative methods and curricula.*

*Q: Does it cost to attend Fireweed Academy?*

*A: There is no tuition at Fireweed Academy. It is a public school in the Kenai Peninsula Borough School District.*

*Q: What about scheduling and busing?*

*A: We use the same district calendar and bus service so siblings are on the same schedule and bus.*

Visit our  
website at  
[www.kpbsd.k12.ak.us/fireweed](http://www.kpbsd.k12.ak.us/fireweed)

Kenai Peninsula  
Borough School  
District

## FIREWEED ACADEMY

### Our Mission Statement

*To provide a compassionate learning environment that gives students, parents, teachers, and community members opportunities to develop: Self-reliance, cooperation, creativity, reasoning ability, personal growth and academic achievement.*

Fireweed Academy  
PO Box 474  
3719 Soundview Ave.  
Homer, Alaska 99603

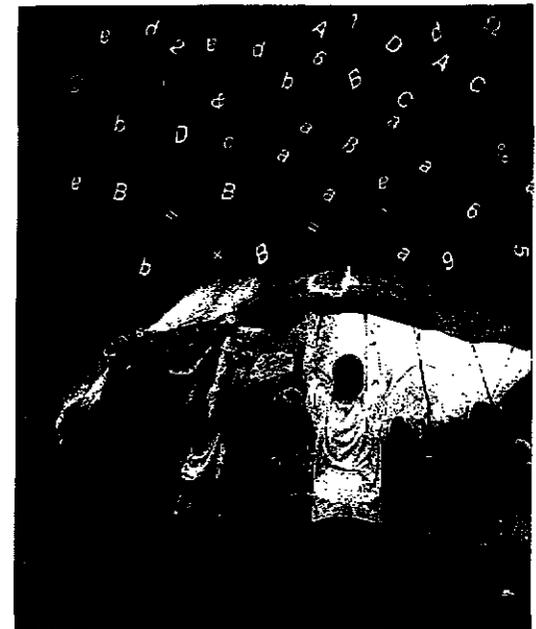
Phone: 907-235-9728

Fax: 907-235-8561

Email: [jbrown@kpbsd.k12.ak.us](mailto:jbrown@kpbsd.k12.ak.us)

## Kenai Peninsula Borough School District FIREWEED ACADEMY

An alternative public charter school



*Where students learn to view  
themselves as readers, writers,  
and problem solvers.*

# Fireweed Academy

An alternative public charter school founded in 1997

Fireweed Academy, formerly the Homer Charter School, was founded in 1997 by parents just like you, by teachers in our community, and by members of the community who want the Homer area to have choices in educational opportunities. Although members of the public sometimes mistake it for a private school, it enjoys public funding just like other public schools, its teachers must meet state certification standards, and its students undergo the same standardized testing.

On the other hand, Fireweed Academy is operated by an Academic Policy Committee. Even though we are required to address state standards and meet state benchmarks, we have a flexibility that allows us to set our own goals and use alternative resources, methods and assessments.



Local patent holder, Dave Swarthout, shows students how to use the computer for a patent search during our Inventions Theme Immersion

## Among our Methods

**Theme Immersion:** Each quarter our students embark on an in depth study of a broad based theme. They generate essential questions to guide their study and all content is integrated into the theme. This interdisciplinary approach teaches students to think critically, solve problems and make connections.



Sean Martin plots a navigation course to Mt. Augustus, part of our Explorations Theme.

**Authentic Experiences:** Each week we strive to have a guest speaker, mentor or field trip to tie our study to real life experiences. Kids see that learning is real and purposeful.

**Project/Problem based Learning:** Through the theme immersion, students are given opportunities to use a variety of methods and learning styles to complete simple and complex projects and problems.

**Socratic Seminars:** Socrates taught us how to think by asking questions and listening to each other's responses. Students participate in formal discussion that develops their ability to cooperate, reason, and communicate.

**Reading and Writing Process:** We use a whole language approach to teach reading, writing, listening and speaking throughout our theme immersion studies.

**Mathematics** focuses on concept development, applications, and problem solving. The foundation is the Visual Math program, a stimulating and challenging math curriculum. Core skills and problem solving are an ongoing emphasis.

**Integrated Arts:** Movement, music and arts are all integrated through centers, projects, and whole group activities.

Marie Herdegen demonstrates slab pottery techniques.



### ***Charter Schools to Hold Lottery***

*All Kenai Peninsula Borough School District Charter Schools, (Fireweed Academy, Soldotna Montessori, Kaleidoscope School and Aurora Borealis) will be conducting an enrollment lottery the last week of March. The lottery results will be posted the following week at the charter schools. Personnel from various accounting firms will supervise the lotteries for each school. Charter Schools are Kenai Peninsula School District public schools of choice and do not charge tuition. Applications and copies of the enrollment and lottery procedures are available in each school office. All applications for enrollment for the 2011-2012 school year must be delivered in person to the charter school's office no later than 3:00 p.m., March 4, 2011. Each charter school will be conducting an Orientation to their school prior to the lottery deadline. Contact each school directly for Orientation times and dates.*

*Aurora Borealis Charter School – 283-0292.*

*Fireweed Academy Charter School – 235-9728*

*Kaleidoscope Charter School – 283-0804*

*Soldotna Montessori Charter School – 260-9221*

EMAIL to [calendar@kbbi.org](mailto:calendar@kbbi.org)

**KBBI Community Calendar**

**Station:**

**Kill Date:**

**Please run periodically through March 4, 2011**

**Who: Fireweed Academy Charter School**

**What:**

Open enrollment for Kindergarten through 6th grade for the 2011-2012 school year is happening now through March 4<sup>th</sup> at Fireweed Academy

**Day: Date: Time:**

**Where:** Enrollment forms are available at both Fireweed Academy locations  
995 Soundview Ave.  
813 East End Road.

**For information and enrollment forms, call Janet Bowen at 235-9728**

**(And please let us know how to pronounce names if there might be a question.)**

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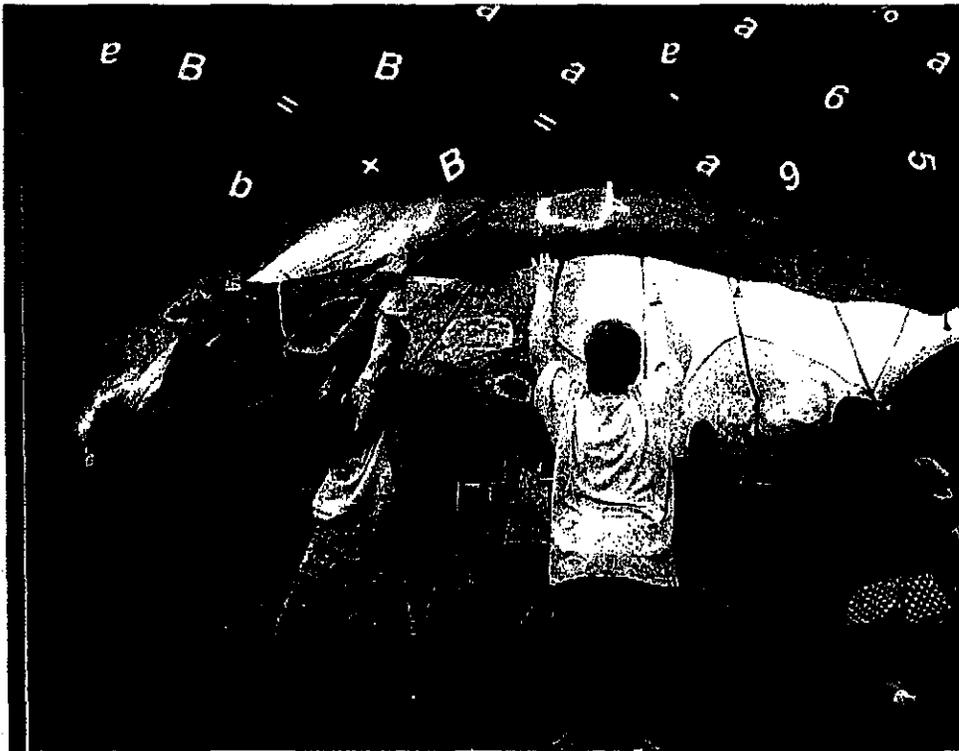
**For Internal use only – aired:**

# *FIREWEED ACADEMY*

A free alternative public charter school  
Kenai Peninsula Borough School District

## *ACCEPTING INTENT TO ENROLL APPLICATIONS FOR GRADES K-6 2011-2012*

Applications due by 3pm March 4, 2011



**Where students learn to view themselves as readers, writers  
and problem solvers**

### **How to Contact Fireweed Academy**

1. Call Janet Bowen at 235-9728
2. Email: [jbowen@kpbsd.k12.ak.us](mailto:jbowen@kpbsd.k12.ak.us)
3. Stop by the school at 995 Soundview Ave.
4. Visit our website at [www.kpbsd.k12.ak.us](http://www.kpbsd.k12.ak.us) and select schools

## **Enrollment Poster Distribution List**

### **Homer**

- Paul Banks
  - Homer Public Library
  - Ulmers
  - Save U More
  - Safeway
  - Homer Theater
  - Bay Club
  - Islands and Oceans
  - Two Sisters
  - Espresso Express
  - Latitude 59
  - Ye Old Inlet Bookstore/Mermaid Café
  - Homer Saw and Cycle
  - Boys and Girls Club
  - Kachemak Kids
- Head Start

### **Anchor Point-**

- Library
- Anchor River Inn
- Chapman School

Advertise in Community Schools

## **13. Teaching Method/Curriculum**

### **A. Explicit Teaching Methods**

Theme Immersion is the model we have chosen to implement integrated instruction for students with diverse backgrounds, skills and learning styles. We chose the Theme Immersion model because it reflects Best Practices, can easily be mapped to standards, and facilitates student connections and accountability. The model allows us to employ constructivist principles to design activities and assignments. This model also constructs the scaffold for providing opportunities to make progress in all six of the learner outcomes in our Mission Statement, not just testable Academic Achievement. Within this Theme Immersion model we explicitly use Problem and Project Based Learning; Visual Math and Problem of the Week; Science and Social Studies Inquiry; Reading and Writing Workshop; Socratic Seminar; and Integrated Music, Physical Education and Discipline Based Art Education.

Our quarterly themes are broad issues with related subtopics that can be flexibly mapped to state curriculum standards. Through these methods we use relevant reading and writing assignments, and authentic activities and assessments that reflect student interest and choice. We value interaction and collaboration in a productive classroom where the content evolves as we explore the theme. Our themes are chosen using the following criteria: broad with lots of subtopics, connect to all content areas, meet standards, reflect student interest, address specific need, and best utilize available resources.

Our Math program has three components. Visual Math emphasizes conceptual mathematics education. Its methods are aligned with our philosophy and mission and have proved very successful for students who stick with the program. Problem of the Week addresses math standards and connects mathematical skills and reasoning to authentic theme study. Skill instruction is the final component in which computation and mathematical skills are stressed.

The foundation of our language arts program is based on Whole Language concepts. For Reading Workshop, rather than separating students into ability groups, we do a variety of dynamic grouping. Literature Study Guides are designed to cover general reading concepts and strategies that all students can complete based on a text of their choice. Coupled with literature circles and enrichment projects, these methods give students opportunities to refine skills and meet standards regardless of reading ability. For Writing Workshop, we use a large variety of mentor books to initiate broad assignments embedded with student choice. All students are instructed in Six Trait writing regardless of their ability and given assistance when needed. We use the AWA rubric to assess writing and monitor progress with writing samples.

All our methods are Constructivist, map to State Standards, and reflect current research on Best Practices and effective strategies. At Fireweed, we are more concerned with nurturing passionate learners who view themselves as readers, writers, and problem solvers.

#### **Evidence follows:**

- Sample of Quarter Achievement Reports

# Fireweed Academy Progress Report

PO Box 474, Homer, Alaska 99603  
(907) 235-9728

School Year: 2010-2011

Name: [REDACTED]



Quarter	1	2	3	4	Total
Days Present	32	33	46	43	154
Days Absent	5	7	1	3	16
Days Tardy	3	13	16	5	37

***This report is based on grade –level standards established for each area. The ratings indicate your student’s progress, achievement in relation to the year-end standard, and effort. An NA indicates that it was not addressed or not assessed.***

Achievement	Progress	Effort
A – Advanced Proficiency	* Consistent	5- Outstanding
P - Proficient	++ Most of the time	3- Satisfactory
MP – Making Progress	+ Sometimes	1 – Needs Improvement
E - Emergent	/ Rarely evident	

***Fireweed Academy is founded on the mission to nurture progress in six Learner Outcome Areas: Self-Reliance, Creativity, Cooperation, Reasoning Ability, Intellect, and Personal Growth. We believe the following behaviors are indicators of growth in these areas.***

	1	2	3	4	1	2	3	4
1. Demonstrates respect for self, others, and property.	++	++	++	++	++	++	++	++
2. Makes reasonable decisions; takes responsibility for actions.	++	++	++	++	++	++	++	++
3. Shows self-reliance and independence.	*	*	*	*	*	*	*	*
4. Uses time productively.	++	++	++	++	++	++	++	++
5. Comes to class organized and prepared.	*	*	*	*	++	++	++	++
6. Sets goals and follows through.	*	*	*	*	++	++	++	++
7. Works cooperatively.	++	++	++	++	++	++	++	*
8. Puts forth effort to do best work.	*	*	*	*	++	++	++	++
9. Uses a variety of resources and methods.	*	*	*	*	++	*	*	*
10. Exhibits reflective thinking.	*	*	*	*	*	*	*	*
11. Inventive and creative thinking.	*	*	*	*	*	*	*	*
12. Demonstrates flexibility in thought and action.	*	*	*	*	++	++	++	*
13. Engages in activities.	*	*	*	*	*	*	*	*
14. Completes and evaluates tasks.	*	*	*	*	++	++	++	++
15. Applies learning to new situations.	*	*	*	*	*	*	*	*
	KA	KA	KA	KA	KO	KO	KO	KO

<b>Sixth Grade Mathematics</b>		<b>Second Semester 2011</b>	
	<i>Throughout the semester, there were many opportunities to review basic operations (addition, subtraction, multiplication, division) with whole numbers, decimal numbers, and fractions. This happened frequently during Skill Power instruction/review, Visual Math, and when working on projects such as "Mystery Class". The integration of math, science, social studies, and geography skills occurred as we completed the "Mystery Class" project. Students recorded and graphed photoperiod data provided by ten "mystery classes" from around the world. Computing photoperiod (length of daylight) using sunrise and sunset times reinforces a variety of skills, including addition, subtraction, and regrouping. During Visual math instruction we spent a great deal of time on lessons that introduced or reinforced geometry concepts. Congruence, symmetry, angle measurement, and angle relationships were explored.</i>		
	<b>Estimation and Computation</b>		
1	Determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by using a variety of strategies (rounding, multiplying by powers of ten, using front-end estimation to estimate the results of addition/subtraction computations, from tenths to 100,000 including money, or simple multiplication and division.		P-
2-4	Recall basic multiplication facts, products to 144, and corresponding division facts efficiently. Add or subtract whole numbers, fractions with unlike denominators to 12, or decimals to the hundredths place. Multiply and divide multi-digit numbers by two or three digit numbers.		MP+
	<b>Numeration</b>		□
4	Demonstrates conceptual understanding of fractions (proper or mixed numbers), decimals, percents (whole number), or integers by identifying, describing, or illustrating equal parts of a whole, region, or set. (M.1.2.4) Identifies and describes different uses for the same numerical representation.		P
	<b>Geometry</b>		
1	Demonstrates an understanding of geometric relationships by using the attributes and properties (sides and angles) of regular polygons to identify, classify, or compare regular or irregular polygons.		P-
2	Identifies, compares, and describes attributes and properties of circles (radius and diameter).		P
3	Uses the attributes and properties of prisms (vertices, length and alignment of edges, shape and number of bases, shape of faces) to [model L], identify, compare, or describe triangular or rectangular prisms		P
7	Estimates or determines area or perimeter of polygons (parallelograms, trapezoids, triangles) using a key, ruler, or given measures.		P-
8	Estimates the area and circumference of a circle using a grid or manipulatives and comparing the relationship of the diameter to the circumference ( $\delta$ ).		MP+
	<b>Measurement</b>		
4 & 6	The student uses measurement techniques by calculating elapsed time (minutes, hours) (4). Converts and uses equivalent measurements within the same system (6).		P-
	<b>Problem Solving, Communication, and Reasoning</b>		
1	Select and apply an appropriate strategy (tables, charts, lists or graphs; guess and check; extended patterns; make a model) to solve a variety of problems and verify the results.)		MP+
3	Representing problems using mathematical language, including concrete, pictorial, and symbolic representation; or organizing and communicating mathematical problem solving strategies and solutions using mathematical language.		MP

MP: making Progress

P: proficient

A: advanced

+/-: indicates movement between levels

<b>Fifth Grade LA: Writing 2010/2011</b>		<b>1st</b>	<b>2nd</b>
<p>3<sup>rd</sup> Quarter: Invent a character. <i>Roxy the Troll</i>. Able to breathe life into the character using all five techniques. Focused on character initially but then slipped into plot; still needs work on organization and conventions. Written components for Invention Project Board and Patent Application: <i>The Water Pole</i>. This is a great genre because it is effective to use bulleted points instead of working on flow, transitions and voice; and conventions are so easy to edit. The highlight is getting to play with fonts, colors and sizes.</p> <p>AWA: <i>Traveling Into Time</i>; Content and Ideas: 8, Organization: 8, Word Choice:7; Voice: 8, Sentence Structure: 8, Conventions: 7, Total 46/60. Great content and exuberant voice.</p> <p>4<sup>th</sup> Quarter: Character in Conflict: <i>Landing, Sky Race, Jump, Where is..</i> Mia did a great job choosing the five different stories option. Good job incorporating all five types of conflict that characters typically face. Could have used more development to help the transitions and flow. Good job with conferencing to revise and edit. Alaska's Indigenous People Powerpoint: <i>Alutiq</i> with Sadie. Again, a favorite genre for 5<sup>th</sup> graders because it is so easy to format, revise and edit. Good organization and covered all content requirements. Good use of Powerpoint to convey information, not too crazy with the colors, animations and transitions. Cultural artifact poem: great job, succinct but with authentic voice and commitment.</p> <p>Fall Writing CBM: 60TWW, 56 WSC, 51CWS. Spring Writing CBM: 69TWW, 67 WSC, 68 CWS. Keep in mind the goal here is about 35 for each, but what I am looking more closely at is the discrepancy in range between Total Words Written, and Words Spelled Correctly/ Correct Writing Sequence.</p>			
<b>Journal Grade</b>		<b>A5</b>	<b>A5</b>
<b>2.1</b>	<b>Writes about a topic</b>	<b>A5</b>	<b>A5</b>
Competently writes a story or composition of two or more focused paragraphs with details that support the main idea. Writes a topic sentence that provides a focus for writing. Organizes writing in paragraphs using paragraph indents or breaks. Organizes ideas logically to establish relationships within and between paragraphs. Writes a story or composition with a beginning, middle and ending with a concluding statement.			
<b>2.2</b>	<b>Writes for a variety of audiences: Variety of audience is reflected by variety of genre.</b>	<b>A5</b>	<b>A5</b>
<b>2.3</b>	<b>Uses Conventions : Capitals, punctuation, spelling, grammar</b>	<b>P5</b>	<b>P5</b>
<b>2.4</b>	<b>Revises Writing: Conferences, adds, deletes, changes writing to improve content and craft</b>	<b>A5</b>	<b>A5</b>
<b>2.5</b>	<b>Documents Sources: title, author, source, and copyright</b>	<b>A5</b>	<b>A5</b>

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**Inventions/Culture Theme Studies: Quarters 3&4: 2011**

<i>Science: A major focus during the project was exploring the process of inventing. During this process, students identified a problem and worked to invent a unique solution to that problem. Science history and science process skills became the main focus of the culture theme. We began by learning about lenses, and the first scientist to see microbes, Anton van Leeuwenhoek. Investigations included learning about microscopes, and the culturing of microorganisms. "Mystery Class" spanned both quarters, integrating math, science, and geography skills. Students recorded and graphed photoperiod data provided by ten "mystery classes" from around the world. The project strengthens students understanding of Earth's seasonal and daily cycles, latitude and longitude, and provides an opportunity for students to put math skills and concepts to work in a science context.</i>	
A: Science as Inquiry and Process - Understand and be able to apply the processes and applications of scientific inquiry.	P4
B: Concepts of Physical Science - Understand and be able to apply the concepts, models, theories, universal principals, and facts that explain the physical world.	P4
E: Science and Technology: Develop an understanding of the relationships among science, technology, and society.	P4
G: History and Nature of Science - A student should understand the history and nature of science.	P4

<i>Social Studies: Third quarter began with research into the Age of Inventions in general, followed by research of a specific invention. Students had a variety of opportunities to employ SCAMPER techniques and explore Rube Goldberg devices, contraptions, simple machines before launching into their own inventions. We also investigated intellectual property and the patents, copyrights and trademarks that protect those rights. Mystery class addressed all the Geography standards. Through Culture we investigated how groups of people use resources, evolve, and handle conflicts with an in depth look at Native Cultures in Alaska.</i>	
<b>Invention Project</b>	<b>MPI</b>
<b>Intellectual property/Mock trial</b>	<b>A3</b>
Geography A: Make and use maps, globes and graphs to interpret spatial information	P4
Geography B: Use information about the human and physical features of places and regions	P4
Geography D: Interpret spatial characteristics of human systems, including interactions of cultures, economic activities, settlement patterns	P4
Geography E: Evaluate how humans and physical environments interact	P4
Geography F: Use geography to understand the world's past, present and future	P4
History A: understand that history is a record of experiences linking past to present and future	P4
History B: Understand historical themes through factual knowledge	P4
History C: Develop the skills and processes of historical inquiry	P4
History D: integrate historical knowledge with historical skill	P4
Government A. Know and understand how societies define authority, rights, and responsibilities	P4
Government B: understand constitutional foundations of the American political system	P4
Government E: have knowledge and skills to participate as an informed citizen	P4
Government F: understand the economies of the United States and their relationships to the global economy	P4
Government G: understand the impact of economic choices and take part in local, state and global economy	P4

<b>PE/Skills for a Healthy Life: Team Building/Cooperative Learning, eye-hand coordination.</b>	
A. Acquire core knowledge related to well being.	A4
<i>Arts: Students created puppets and performed Alaska native tales. Students explored historical and cultural art through Japanese paper folding, Alaska native storytelling with Jack &amp; Allison as well as the study of famous fine artists and their media (Monet, Michelangelo etc.). Students performed songs for community members. Graphic arts were used to enhance Invention posters and Culture Powerpoints.</i>	
Arts A: Create and perform in the arts.	P4
Arts B. Understand the historical and contemporary role of arts in Alaska, the nation, and the world.	P4
<i>Technology: Students used technology to locate, select and manage information by researching inventors/inventions, to explore ideas / solve problems in Mystery Class, &amp; to research and create Culture Powerpoint presentations.</i>	
B. Use technology to locate, select, and manage information	P4
D. Use technology to express ideas and exchange information.	P4
<b>Foreign Language: Spanish</b> <i>Student prepared an autobiography in Spanish. Students explored how language, dance, food and art define specific cultures.</i>	
B: Knowledge of peoples and cultures through language studies.	P4

<i>Fourth Grade Mathematics</i>	<i>Semester 2</i>	<i>Comments</i>
<b>Statistics and Probability Standard</b>		
Use mode or range with up to 5 pieces of data with a value of 10 or less each.	P4	Katie is solid calculating mode, range, & median.
Predict or explain the probability of all possible outcomes (spinners, dice, coins)	A4	Katie differentiates possibilities from probability very well.
<b>Numeration Standard</b>		
Fractions: Demonstrates a conceptual understanding of simple fractions with denominators <b>2 through 12</b> by identifying, describing with explanations, or illustrating equal parts of a whole, a region or a set (using models). Identifies, describes, or illustrates equivalent fractions and mixed numbers.	A4	Katie easily recognizes fractions and their equivalents with or without a model. She illustrates fractions of a set, equivalent fractions, and equal parts of a whole very accurately. She easily identifies and models mixed #s. Work on making equivalents without a model.
Describe or illustrate the process of adding or subtracting fractions with like denominators	A4	Katie recognizes and can illustrate same size pieces well.
<b>Measurement</b>		
Estimating length to the nearest half-inch or centimeter. Measure length to the nearest half-inch or centimeter.	P4	Katie has an understanding of basic linear measurements. Practice measuring to the nearest 1/2 inch: 1/2, 1 1/2, 2, 2 1/2...
Estimate temperature or weight to the nearest unit. Select an appropriate unit (standard/metric) of measurement to estimate length, weight, or temperature.	P4	Katie is able to apply appropriate units of measurement to a variety of situations. Review temperature.
Identify and use equivalent measures for length (inch, foot, yard / centimeter, meter).	P4	Katie is solid with inches/feet/yards. Review cm/meter.
Count back change from \$5.00. Determine possible combinations of coins and bills to given amounts. Add up multiple purchases and calculate the change from a given bill(s) up to \$50.00.	A4	Katie has a solid understanding of the value of coins and bills. She is able to make correct change from \$50, \$20, \$15, \$10 and \$5.
<b>Geometry</b>		
Use attributes and properties of angles to identify and compare triangles (acute, right, or obtuse) and regular polygons.	P4	Katie recognizes the basic attributes and can compare and contrast triangles. Continue practicing the vocabulary.
Use attributes and properties of solid figures (edges, vertices, or the number or shape of faces) to identify, compare, or describe solid figures (cubes, cylinders, or spheres).	P4	Katie can describe the basic properties of 3 D shapes. She is able to use the attributes for comparison. Practice counting faces, edges, and vertices for 3-D shapes.
Draw all lines of symmetry to identify figures that are symmetrical.	A4	Katie recognizes advanced lines of symmetry.
Identify shapes that are congruent.	P4	Katie applies visual cues to identify congruent shapes.
Estimate or determine area or perimeter of rectangular, square, or irregular shapes on grids.	P3	Solid with Area. Review perimeter and labels
Use directional terms (compass directions, vertical, horizontal). Identify or draw parallel or intersecting line segments.	P3	Katie continues to apply these terms to a variety of situations. Review parallel and intersecting.
<b>Estimation and Computation</b>		
Recall multiplication fact efficiently & Multiply two-digit numbers by single-digit numbers.	P4	Continue to work on your X fact and apply to double digits
Add and subtract three-digit whole numbers and decimals involving money.	A4	Katie adds and subtracts money consistently & accurately.
Add fractions with like denominators.	P4	Katie is solid with + / - with like denominators.
<b>Problem Solving and Communication</b>		
Represent mathematical problems using mathematical language including concrete, pictorial, and/or symbolic representation; or by organizing and communicating mathematical problem-solving strategies and solutions to problems.	P4	Katie continues to be thorough when modeling and communicating the solutions to the POTW. She is efficient and maintains a positive problem solving attitude.

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<i>Science</i>	<b>Achievement</b>	<b>Effort/Participation</b>
<b>SCIENTIFIC INQUIRY:</b> Students observed and described their own world to ask questions, research and invent a unique solution to a problem. Students continued differentiating between observation and inference while culturing bacteria, yeasts and molds. Observations and inferences were made analyzing cultural artifacts.	P	5
<b>EARTH SCIENCES:</b> Through Mystery Class activities, students recognized changes to length of daylight over time and its relationship to seasons. How the Earth's revolution around the sun causes the seasons and the rotation on its axis causes day and night were covered.	P	5
<b>PHYSICAL SCIENCES:</b> Students demonstrated an understanding of motions, forces, their characteristics, relationships and effects by experimenting with simple machines and inventing a unique complex machine. Concepts explored included force, work, gravity, energy, potential energy, kinetic energy and friction.	P	5
<i>Social Studies</i>		
<b>HISTORY:</b> Through the study of Alaska native groups, students developed an understanding that history is a record of human experiences that links the past to the present and the future.	P	5
<b>GEOGRAPHY:</b> Through Alaska Native studies and Mystery Class, students made use of maps, globes, atlases and graphs to gather, analyze and report geographic information. Students explored hemispheres, longitude, latitude, the compass rose, continents, oceans and the equator.	P	5
<b>GOVERNMENT:</b> Students learned how societies define authority, rights and responsibilities by simulating court cases involving patent infringement and copyright violation.	P	4
<i>Skills for Healthy Life</i>		
<b>PHYSICAL EDUCATION:</b> Team Building/Cooperative Learning, eye-hand coordination.	P	4
<i>Arts</i>		
<b>ARTS/MUSIC:</b> Students created puppets and performed Alaska native tales. Students explored historical and cultural art through Japanese paper folding, Alaska native storytelling with Jack & Allison as well as the study of famous fine artists and their media (Monet, Michelangelo etc.). Students performed songs for community members.	P	5
<i>Foreign Language</i>		
<b>SPANISH:</b> Student prepared an autobiography in Spanish. Students explored how language, dance, food and art define specific cultures.	P	4
<i>Technology:</i>		
<b>TECHNOLOGY</b> Students used technology to locate, select and manage information by researching inventors/inventions & to explore ideas / solve problems in Mystery Class.	P	4

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## Third, Fourth Grade Language Arts: Writing 1st Semester

**Writing Highlights this semester:** Students explored a wide range of skills and topics in both creative fiction and non-fiction writing. During our Systems Theme we focused on the Daily 5 systems of Work on Writing and Word Work. Specific writing skills focused on were forming complete sentences, with a subject and a predicate. We covered editing for punctuation, spelling, and grammar. Students brainstormed a personal list of choice writing topics for their writing journals. During our theme on Transportation our writing focus included both the study of tall tales, poetry and story telling. Students learned how to use story maps to plan stories listing characters, character traits, setting, conflict and resolution. Plot sequencing and paragraph development were also a focus. We learned to use sensory details in our stories to make them 'come alive.' Writing structures and conventions were studied, including prefixes, suffixes, similes, alliteration, synonyms, homonyms and nouns, verbs and adjectives. Students have been learning word processing on the computer and can choose typing lessons to improve this skill during Daily 5. Above all, students have been building stamina and independence in writing.

### WRITING BENCHMARKS

**Fluency: TWW (Total Words Written)** September: 28 TWW January: Year End Goal 3<sup>rd</sup>-37 4<sup>th</sup>-45  
**Sequence: CWS (Correct Word Sequence)** September: 19 CWS January: Year End Goal 3<sup>rd</sup>-28 4<sup>th</sup>-37

### WRITING ACHIEVEMENT

#### **Writes about a topic**

Skills include: fluency in writing, writing in complete sentences, writing a focused paragraph with supporting details, and writing stories or compositions with a beginning, middle and end that have a setting, character, problem and solution.

**P**

#### **Writes for a variety of audiences**

Skills include: choosing the appropriate writing structure to match a purpose and an audience, using expressive language when responding to literature or writing own text, writing in a variety of fiction and non-fiction forms. (Letters and notes, recounts, stories, journals, poetry, journalism, etc.)

**P**

#### **Uses Structures and Conventions of Standard English to write and edit**

Skills include: writing a variety of both simple and complex sentences, identifying and correcting mistakes in spelling, punctuation, capitalization, and identifying and correcting grammatical mistakes.

**MP**

#### **Revises Writing**

Skills include: rearranging and adding details to improve focus and to support main ideas, giving/receiving appropriate feedback and using established criteria to review own and others work (peer conferences, checklists, scoring guides, or rubrics).

**MP**

#### **Documents Sources: title, author, source**

Skills include: giving credit for others' information by citing title and author.

**N/A**

#### **Uses Resources: dictionary, thesaurus, word processor and spell check (4<sup>th</sup> Grade Only)**

Skills include: looking up spelling or definitions in dictionary, using the word processor and spell check, and using the thesaurus to find synonyms for common words.

**P**

### WRITING EFFORT AND INDEPENDENCE

**Effort and participation** (Motivation, involvement, participation, initiative, working to potential)

**4**

**Self-Reliance** (Work completion, timeliness, accountability, responsibility)

**4**

**Cooperation and Collaboration** (Working in groups)

**5**

**Independence** (Productive, on-task, a good attitude)

**4**

**Homework Completion** ( on-time, best effort)

**4**

## 13. Teaching Method/Curriculum

### B. Monitor curriculum implementation and curriculum quality.

Although we do not directly follow the KPBSD curriculum schedule, we provide students with activities that address curriculum components and standards. For example, we do not "do" Alaska Studies in 6<sup>th</sup> grade, but we sprinkle Alaskan studies throughout our themes. When we are immersed in the *Transportation Theme*; we study transportation development in Alaska; during the *Culture Theme*, we explore Alaskan cultures with a webquest called RASIP; in *Habitat* we look at *Alaskan Habitats*; with *Currents* we map Alaskan rivers; and in *Structures* we look at the economic structure of the Permanent Fund.

Likewise, we look at curriculum implementation possibilities in each of the content areas, always integrating them into the theme. For example, in the *Structures Theme* we can address: word, sentence, paragraph and essay structure in writing; poetry and plot structure in literature; bridges, tessellations and geometry in Frank Lloyd Wright architecture; three branches of government in social studies; and landforms in earth science.

We use many tools to monitor curriculum quality and implementation including:

1. Initial yearly curriculum that is mapped to State Standards on a 4 year Theme rotation schedule.
2. At the end of each quarter we assess whether we have provided the intended opportunities to meet specific standards using information from Narrative Grade Reports; student, parent, teacher conferences; Balance Your Week sheets and quarter assessments to make decisions.
3. At the beginning of the quarter we adapt plans to address any deficiencies in providing activities to meet standards. We evaluate available resources and use planning tools to map out the quarter.
4. At the end of the year staff evaluates curriculum accomplishments and identifies strong and weak areas.
5. In May we complete the School Development Plan and evaluate our progress and adapt goals for the next year. We predict staff development needs for resources and workshops in new methods. In the past, we have participated in First Steps Reading, Science and Math Consortiums, Literacy Conference, Standards Based Education, Portfolio Assessment, State and National Charter School Conferences.
6. Parents and students complete district generated and APC generated surveys. We especially encourage participants to fill them out at conferences and the end of the year. We use the surveys to adjust emphasis and address priorities.

## **13. Teaching Method/Curriculum**

### **C. Curriculum Review and Revision**

Review and revision of curriculum are natural results of monitoring and implementing quality curriculum. We use the tools and methods for reviewing and revising curriculum as explained in the preceding sections. We also participate fully in opportunities provided by District and non-district Staff Development to improve our curricula and instruction. Some recent examples of this include training and incorporation of:

1. Quality Schools Tools
2. Marzano's Strategies
3. Time to Teach
4. Frameworks

#### **Evidence follows:**

- Surveys of teacher and school performance

*Fireweed Academy*  
**Student Survey of Teaching Performance**  
 2008/2009-School Year

Statement	Kiki	Kim	Stephanie	Mindy	Kris
1. I can talk to this teacher if I have a problem.	Yes 20 No Sometimes 15	Yes 23 No 1 Sometimes 7	Yes 10 No 2 Sometimes 19	Yes 1 No 2 Sometimes 5	Yes 15 No 1 Sometimes 18
2. I understand when this teacher explains things.	Yes 22 No Sometimes 13	Yes 22 No 0 Sometimes 9	Yes 18 No 0 Sometimes 13	Yes 6 No 0 Sometimes 2	Yes 24 No Sometimes 10
3. The teacher assigns just the right amount of homework.	Yes 25 No, too little 7 No, Too much 2	Yes 21 No, too little 6 No, Too much 4	Yes 18 No, too little 0 No, Too much 13	Yes 5 n/a 2 No, too little 1 No, Too much 1	Yes 27 No, too little 2 No, Too much 5
4. The teacher cares about me as an individual.	Yes 27 No 1 Sometimes 7	Yes 22 No 0 Sometimes 9	Yes 15 No 7 Sometimes 9	Yes 2 No 2 Sometimes 4	Yes 22 No Sometimes 12
5. The teacher explains homework clearly to me.	Yes 30 No Sometimes 5	Yes 19 No 0 Sometimes 12	Yes 16 No 3 Sometimes 12	Yes 5 n/a 1 No Sometimes 2	Yes 22 No Sometimes 12
6. My teacher expects me to do well.	Yes 33 No Sometimes 2	Yes 26 don't know 1 No 0 Sometimes 5	Yes 21 don't know 1 No 1 Sometimes 8	Yes 8 No 0 Sometimes 0	Yes 31 No 1 Sometimes 2
7. My teacher helps me understand and learn from my mistakes.	Yes 25 No Sometimes 10	Yes 20 No 2 Sometimes 9	Yes 15 No 7 Sometimes 9	Yes 5 No 1 Sometimes 2	Yes 27 No 2 Sometimes 5

*Comments from students about above questions for Mindy Hunter*

- I like Mindy Hunter.
- Let kids talk more.

*Comments from students about above questions for Kim Fine*

1. She is very open and nice; she gets over stressed, but yes; most of the time; she talks to you when you have a problem; I've talked to her many times before; Kim is a good problem solver; sometimes she is too busy; I trust you(X2); I think Kim is a really, really nice teacher, she

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is very understanding (X2) and she's great at settling fights and I can talk to her about almost anything; I feel very comfortable with Kim(X2); because my family is good friends with Kim; she usually takes questions; I feel that Kim is the teacher that I can look up to, she is always wanting to help other people even if she's grumpy, she is my favorite teacher; I have bullies and she makes my life feel better.

2. She talks loud and clear(X3); I understand but sometimes she talks a little too much; always(X2); it sometimes gets confused and stumbled and stuck; she helps me when I have questions; always explains things clearly(X3); I can ask if I have questions; she says it two times so I understand
3. I want to be challenged more; I almost always get it done(X2); I really like L.A.; there's only 3 pgs.; I think that Kim understands that a lot of people have busy lives and assigns the right amount of homework no matter if they're busy or not; we don't get a lot of homework from Kim; right amount (X2) and usually fun; it's just not enough for me;
4. I've known Kim for a long time and she still cares about me and the class, she never hates me forever; in a good way; she is not only my teacher but my friend; always; most of the time; we both are very close and like to take and laugh; she knows me very well; Kim cares about all of the kids in the school like friends or family; others get a chance; she talks to me as an individual;
5. I get it on my own; it makes sense; people next to me are talking and I can't hear; she really tries; very good(X2); sometimes makes typos though; I know what to do!; always; definitely; loud and clear;
6. Usually; does not want to put pressure; I'm pretty good at L.A.; she wants for me to get it right; I think she expects everyone to do well; I know she does; all do; she thinks I am smart; she expects me to do well so I do;
7. she helps me; Kim has always helped me understand my L.A.; she understands I can do and make mistakes; we both make mistakes; she makes me feel confident and independent; most of the time

**Miscellaneous comments** Kim thanks for homework; Kim is a great teacher!(X2); she is a good teacher; sometimes Kim gets very frustrated and yells at us and makes me want to cry; she gets frustrated easily.

#### *Comments on above questions for Stephanie Zuniga*

1. I have a bully and she makes me feel better; sometimes she does not take questions; when she's grumpy I don't bother her; she is not as understanding because she's never had any kids; I'm usually private, I keep to myself most of the time; she always takes the other side, she does not like me; too strict and too many lectures; if it is a test, no, if it is something on the playground, yes; sometimes she is busy and I do not want to bother her; I feel tight whenever I have to talk to Stephanie because she seems to scare me; it's just I don't really think I can tell you all my problems;
2. sometimes it takes longer for me to understand; I understand you; she explains in good words(X2); most of the time but sometimes not; I just sometimes don't understand(X2); isn't always really clear; she is a good teacher; most of the time; I space out sometimes
3. I usually get it done right on time; just right; I feel good with this amount; 8 pages is good for me; I don't like homework and it makes it so I don't have enough time outside; I finish it pretty easily; when there are 2 pages of reading we shouldn't still have 8 pages; 6-8 pages is too much; it is easy; pretty good; because I have 3 siblings so it is hard and we have to do 8 pages of homework
4. I think she has favorites and I am not one of them; she does not care; I don't know why; she always blames everything I do wrong and right and always get in trouble when I wasn't doing anything wrong; sorts; sometimes I feel not wanted, like she cares for other people a little more than me; I'm not a mind reader!; other kids can get a chance; she seems like she really doesn't like me; I think so; she's one of my best friends;
5. I know what to do when I get it; when she's grumpy she does not explain clearly; she says it and sometimes I still don't get it; most of the time when I have questions she explains it on time; not unless there is an estimation page; I can understand well

6. she does want me to do my best; I'm not really sure; I want to be challenged more; a bit too strict; I think all teachers want all the students to do well; all math teachers do; I think she thinks I do bad; she wants us all to get all of our homework finished; because she thinks I am smart; she knows me to do my homework; she makes me feel confident
7. when I get in trouble she is not mad at me forever; she teaches me how to do better; she sometimes goes too fast when she is explaining things; she just makes fun of me; she can laugh at me for stupid mistakes I make and it's not very nice; I feel sometimes she is a little too harsh; sometimes she doesn't; she sometimes doesn't get my problem

**Miscellaneous Comments** I think Stephanie is a great teacher; I like Stephanie; Stephanie seems like she does not want her kids to be smart, she wants to be the smartest; she has favorites; Stephanie is very hypocritical, she makes fun of kids and then tells kids not to make fun of other kids; she is sometimes nice and fun; Stephanie makes around the world really fun.

**STATEMENTS: Kim and Stephanie**

1. Going to conferences is helpful: YES 16 NO-8 SOMETIMES - 7
2. I feel safe at school: YES 19 NO-2 SOMETIMES-9 n/a 1
3. I look forward to school each day: YES- 15 NO-4 SOMETIMES11 n/a 1

**Kiki and Kris**

1. Going to conferences is helpful: YES-17 NO-8 SOMETIMES -16
2. I feel safe at school: YES-37 NO- SOMETIMES -5
3. I look forward to school each day: YES-20 NO-4 SOMETIMES-19

*I tried to recreate these comments verbatim w/phonetic spelling!*

**Comments from the above three questions:  
Kiki/Kris forms**

**Helpful conferences:**

- NO, nothing to do with Fireweed, it is just that my parents don't care or don't show that they do.
- Sometimes it just feels like a presentation.
- Boring
- My parents already know what I do-I tell them
- helps me learn what I need to work on.
- I learn from them
- They are kind of pointless.

**Safety**

- Most kids feel safe at school.
- Sometimes emotionally I feel unsafe because of how sometimes teachers have time for me and sometime not so hard to know.

**Comments from the above three questions:**

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*Kim/Stephanie forms*

**Helpful conferences:**

- not always helpful
- always
- helps me know how I am doing too
- yes because I can tell my Mom about school
- we do not talk about the things I want to
- I get to show my work
- It helps the Moms and Dads learn what we do here

**Safety**

- In West Homer there is a teacher that is mean and I don't like her.
- Fireweed is very safe
- sometimes my friend is mean and gets me in trouble
- no one will hurt me
- not with Simon
- too safe
- the teachers do not help me, my friends are really mean at school
- I feel my friends will protect me
- sometimes my friends aren't safe physically but I don't want them to get in trouble.

**Look forward to school**

- I get up too early; sometimes I'm really tired
- yes because it's fun!
  - I don't like to, people call me smarty pants
  - Always on Fridays!
  - I don't like having to get up so early and not see my family until after school for 6 hours.

**Questions regarding the school  
From Kim' and Stephanie's Sheets:**

**1. What do you like about your school**

- I know everyone and mostly I feel like I can be who I am, but also sometimes I can't.
- I like that they preface perfeshanal artests and thay let us be independent, that we intertwine 3-6 and we are a small school.
- we go on a lot of outings
- the teachers are firm but gentel. We have more than one teacher, we get outside a lot.

htl

- The teachers understand you almost all the time and they try to comfort you when you are having a bad day. They are all so funny and kind but they all keep the rules.
- We lerne when we go on felld trips and camping thay tech us and let us have fun at the same time.
- I like theme groups because you learn lots of things.
- I like that 3rd and 4<sup>th</sup> grade gets to work with 5<sup>th</sup> and 6<sup>th</sup> grade a lot. I like Fridays because we get to eat lunch the classroom and have recess with all grades mixed.
- I like the way the school is small and there isn't very many kids, and end of the year field trips.(X2)
- there are lots of boys
- P.E., recess, field trips (X4)
- I can play with the older kids
- I love that everyone exepts everyone for who they are and that we are different in our own special way than most schools and that the teachers are so nice.
- I lak fer treps and tetors samtaes I not andesten.
- felde trips, tribul consul
- I like to eat with all of the teachers instead of just my friends. I like how she lets us tip our storys. I like to experiment with all of the teachers in theme grups or project time.
- You let us be more dependent on out selves, or let us do more stuff on our own.
- Teaching is grand, I like the people here.
- Teachers are grate and nice.
- I really like our schedules and we do some really fun projects that I really enjoy. Love Fireweed!
- There are books to read and playing with older kids.
- We are verey matcher. I like tahat we are a little school. I love that the teachers are goofy! We are weard
- That we get to see every teacher every day.
- Big tris, active tetters, hing out ith 5 and 6 graders
- Mix grades
- It lets me loosen up before I would cry after getting homework wrong. Now I work hard and have fun!
- We don't have too much homework.

## 2. What do you want to change at your school

- Nothing (X4)
- More field trips(X2)
- It is perfect(X3)
- I want them to teach French
- Make shool expende

- More P.E.
- Best school in the world!
- the older kids to stop cussing
- Limit to one guest speaker every Friday
- I want to have K-8 in Fireweed!
- My friend population has been going down. I want more friends.
- Let the kids pick their own seats.
- Teachers are all nice.
- More mishin inposbul
- wos to mov for the nawo sa bad words
- If I could I would change that fireweed would have there own building. (X3)
- May not having so many conversations about Fireweed and West Horner competition but other than that I love fireweed and I don't want to leave.
- Expand to 7<sup>th</sup> grade
- No homework
- I want there to be no pencil thieves
- More theme groups
- More recess
- My be let us be more free and willd and lern more about the wolurd.
- Add 7<sup>th</sup> and 8th grade part of the building.
- I want P.E. to be a vote on what we will do
- Outdoor classis when it is sunny and worm.
- 5-6 are always together but never with 3-4
- Do more outdoorsy things with Kim and a lot moar art!
- I want to do more science. Also more writing projects and Fast Facts and more Around the World. I want it to be like in the portables, a better school where you learn more.

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**Questions regarding the school:  
From Kiki and Kris's Sheet**

**1. What do you like about your school?**

- In Kriases class, its like a whole other world. I pay attention every day or try to. She has this way of making everything funner and wayyy more interesting and if I had to choose 1 teacher to be with for the next 5 years, theres no doubt it would be her.
- Social time, loved, peace, friends
- I like that this school doesn't use tables. It takes lots of field trips. This school helps the community a lot.
- I like the teachers
- Well, I love everything. I like how much social time we have. And I like how the teachers aren't mean but have just enuff strictness that makes kids work. And I like the amount of kids, not too mutch, not too less.
- I like the fact that you can feel free-you let us go to the bathroom when wanted and I love the free writes because they let you express yourself and how you like to write. Fireweed rox the world.
- I feel it's learning in a fun way/
- I like the way things are taught, mixed grades and creative ways. I also like our multiple side activities: field trips, breaks, guest speakers and artists in the schools.
- I feel safe here.
- All the freedom we get, all of the teacher and their nice attitudes and working together.
- We learn things in a really fun way. We don't have desks. I like pretty much everything
- My friends, teachers, the way they teach
- That kiki is sometimes nice
- I get a good edication and I learn a lot from teachers being strict and very very nice.
  - That we can call our teachers by their first names. I feel like I know them better. The field trips. How the teachers take into account what we say. Projects-mystery class, green hour, etc. The assignments.
- I love that every Friday there is a different schedule and I love how we have tribal council allowing children to express there needs to everyone. It helps them feel better. I love that we aren't an ordinary school with desks and the ABC's on the walls. We are Fireweed academy and proud of it. Kiki is the best LA teacher, probly the best LA one in Homer and without her personally, Fireweed would be nothing.
- the style of teaching
- The teachers give you more freedom and ther more, well you can understand
- We learn in abstrack way that help is more then one way.
- The way the teacher teach, how we can go on a walk when we need/want to.
- It's diffent. Very diff rent. I love it.
- That we have more freedom here than other schools
- Using Miniplivs to expleny stuff
- People know everything and what they like. The teachers respond on a personal level.
- Teachers, alternative learning, hands on learning.
- I did not know about the charter fund thing tell we went to the LIO.
- It has pizzazz! It sticks out with amazing personality. I love this school.

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- I can feel like I had a fun day.
- I like hands on learning. It helps students understand new things.
- I like that we go out and explore and I think that helps.
- The activities and the fun and the freedom.
- Lots of field trips. More freedom in dress codes. Feel more connected with Kiki, Kim and Stephanie. Some teachers are very nice.
- I like that during recess the teachers talk to you instead of just being duty teachers.
- The hands on problems.

## 2. What do you want to change at your school

- nothing
- Good as it is.
- I would like to have all these people forever but that isn't possible.
- I think that we should change the fact that we can take home books that aren't our study guides because what if we take it home but don't take it back 2 school.
- For it to go onto High School
- More outdoor learning activities when the weather is super nice.
- I think that we should work in 5/6 mixed classes instead of just 5<sup>th</sup> and just 6<sup>th</sup>.
- Maybe have tribal council every 2 weeks.
- A little more grifs octions would be cool.
- For homework to be funr.
- Have a bigger scool and/or get are own building for a bigger scool.
- I would like to have the LA home work spread out in the week, not just all bunched up on Monday and Tuesday.
- I think we need to make the code of conduct bigger so that people who used to go here can still have there thumbprints on it and the new 3<sup>rd</sup> graders can too.
- make it a tiny bit more advanced
- FWA needs it's own building.
- Maby not have tribl consle every week
- More dicaplan for the Yahoos.
- Expand so that the younger kids can come here and so older kids and stay here.
- Sepprate from West Homer
- Younger kids not to think we get to do all the cool things. More interaction between all ages.
- expansion to k-12, own building , study hall, extra help for the kids who want it
- More writing assignments.
- teachers shouldn't make such a big deal about little things.
- I think it is cool to have spantainious fieldtrips but if we go to the beach without a coat and the teachers send everything by e-mail, it is hard to know when things are going to happen. Because you don't always check it. I think the teachers really do a good job of making school as fun as possible.
- Teachers used to have more one-on-one time with the students.

*Fireweed Acad*  
**Parent Survey of Teaching Performance**  
**2008/2009**

Circle the SA if you **SRONGLY AGREE** with the statement.  
**A** if you **AGREE** but not strongly.  
**U** if you are **UNDECIDED**.  
**D** if you **DISAGREE**.  
**SD** if you **STRONGLY DISAGREE**.

	Kiki Abrahamson					Kris Owens					Kim Fine					Stephanie Zuniga					Mindy Hunter				
1. The teacher communicates clearly.	SA 8	A 3	U 1	D	SD	SA 6	A 4	U 1	D 1	SD	SA 8	A 4	U 2	D	SD	SA 8	A 4	U 1	D	SD	SA 5	A 1	U 4	D 1	SD
2. The teacher provides helpful information during conferences	SA 7	A 1	U	D	SD 1	SA 7	A 3	U	D	SD	SA 8	A 1	U 2	D	SD	SA 7	A 3	U 1	D	SD	SA 2	A 1	U 4	D	SD
3. The teacher communicates my child's progress in a timely manner.	SA 3	A 4	U 1	D 1	SD	SA 3	A 6	U 1	D	SD	SA 7	A 3	U 1	D 1	SD	SA 7	A 5	U 2	D	SD	SA 2	A 2	U 3	D	SD 1
4. Teacher assigned Homework	JUST RIGHT 6 TOO LITTLE 4 TOO MUCH					JUST RIGHT 7 TOO LITTLE 1 TOO MUCH					JUST RIGHT 10 TOO LITTLE 2 TOO MUCH					JUST RIGHT 11 TOO LITTLE TOO MUCH					JUST RIGHT 2 TOO LITTLE TOO MUCH				
5. The students and teacher have a good working relationship with each other	SA 5	A 3	U 2	D	SD	SA 5	A 3	U 1	D	SD	SA 8	A 3	U 1	D	SD	SA 6	A 4	U 1	D	SD 1	SA 4	A 1	U 3	D	SD
						SA/A=1										D/SD=1									
6. The teacher is concerned about my child as an individual	SA 7	A 2	U 1	D	SD	SA 6	A 4	U	D	SD	SA 9	A 3	U 1	D 1	SD	SA 9	A 4	U 4	D	SD	SA 5	A	U 3	D	SD
											U/D=1					U/D=1									
7. The teacher helps me feel comfortable in contacting her/him	SA 8	A	U 1	D 1	SD	SA 5	A 2	U 2	D	SD	SA 10	A 1	U 1	D 1	SD	SA 8	A 3	U 1	D 1	SD	SA 4	A	U 3	D	SD 1
						A/U=1																			
8. The teacher addresses my concerns	SA 7	A 2	U	D	SD 1	SA 5	A 2	U 2	D	SD	SA 9	A 3	U 1	D	SD	SA 8	A 2	U	D	SD	SA 4	A	U 3	D	SD 1
																A/U=1									

**Comments on topics not addressed in the above survey.**

- Homework is a common problem for creating family stress. It also takes away from family time.
- Only issues with teachers are when my son gets mad at himself. Need better office staff (just kidding, we love Janet)
- Kiki not present for 1<sup>st</sup> P/T conference-was away much of the year due to understandable family reasons and also administrative meetings, I fell that my child lost out on her great teaching this year. We also fee that the amount of structured homework has not prepared him for what lies

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ahead in Jr. H We figured no news was good news. Student led conferend ( ) great but sometimes left us wondering exactly how well ( )  
child was actually doing....report cards explain more, which is great.

-We are so happy with this positive nurturing, safe education our child has received this year, the boundaries are clear, the imagination is high.  
The rumpus was tremendous for our child.

-My Child felt Kiki was often too busy or distracted with other matters ie meetings about school. Appreciate Kiki's work to keep school viable,  
but it takes away from teaching energy. Too bad!

-Kiki called when she was concerned about my child and wanted to discuss it. Sure appreciated that.

*Fireweed Academy*  
**Parent Survey of School Performance-Results**  
School Year 2006/07

Circle SA if you **STRONGLY AGREE** with the statement.  
 A if you **AGREE** but not strongly.  
 U if you are **UNDECIDED**.  
 D if you **DISAGREE**.  
 SD if you **STRONGLY DISAGREE**.

**Comments**

- |   |                      |
|---|----------------------|
| 1. Our school is doing a good job in teaching students the language arts (reading, writing, grammar, etc.)          | SA A U D SD<br>3 2 1 |
| 2. Our school is doing a good job in teaching students mathematics.   | SA A U D SD<br>4 2   |
| 3. Our school is doing a good job in teaching students the sciences.  | SA A U D SD<br>3 2 1 |
| 4. Our school is doing a good job in teaching social studies (history, geography, government, etc.).                | SA A U D SD<br>2 3 1 |
| 5. In much of their course work students see a relationship between what they are studying and their everyday life. | SA A U D SD<br>5 1   |
| 6. The total education program offered to students is of high quality.  | SA A U D SD<br>4 2   |
| 7. Reports concerning our students progress are adequate.   | SA A U D SD<br>4 1 1 |
| 8. Parents are informed of educational policies.  | SA A U D SD<br>3 2 1 |
| 9. The concerns of parents are reflected in decisions affecting our school.   | SA A U D SD<br>2 2 2 |
| 10. Our students are motivated to do their best work.   | SA A U D SD<br>3 3   |
| 11. The morale of students is good.   | SA A U D SD<br>3 3   |
| 12. School rules and regulations affecting students are reasonable.   | SA A U D SD<br>4 2   |
| 13. Our school's program helps students understand, get along with, and respect one another.                        | SA A U D SD 1<br>2 3 |
| 14. Discipline situations are handled in a professional and timely manner.  | SA A U D SD<br>1 3 1 |

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*Fireweed Academy*  
**Parent Survey of School Performance**  
-continued-

General Comments on front page of survey regarding (question #)

1. What you do like most about the Fireweed Academy?

That my kids love it!

Thematic units, celebrations with families and friends, connected learning, exciting programming, guest teachers and visitors, collaborative learning among kids, community of feeling and caring.

Kids taught in a wholistic manner. They are encouraged to see the big picture and taught about interrelationships and connections. I like that they are exposed to adults/professionals in the community who are making real life applications of what they are learning about. Also like the multi-age approach with some of the projects.

Lack of chairs in rows, teachers are "down to earth", kids love going to school.

2. What would you like to see changed or improved at your school?

I, like everyone else, would love to see Fireweed find a facility that meets its needs without all the controversy.

Relax the pace a bit. Work with kids to develop a more established system for dealing with interpersonal disputes that give the kids a process and tools. More cross age interaction. Get Kiki back in the classroom! Keep the class size down!!! It seems to be inching up slowly.

That as more and more grades and students are added that the quality of teaching (teacher focus and attention) remain high. The overall atmosphere of the school has changed and seems just a bit more scattered and overwhelmed.

I would like to see more focus on some of the basics in math and L.A. I really like the problem solving approach in math, but feel there are gaps in some of the basic computation and concepts that hinder some of the problem solving applications. Likewise it seems that grammar takes a back seat in L.A. and while I agree that the focus should be on getting students involved in the writing process I feel more attention should be given to language structure.

Keep up on the phys. exercise. More contact with animals, as in learning about living w/ the moose and bears and developing compassion for other living creatures. Growing trees, or learning to grow a garden, winter garden.

*Fireweed Academy*  
**Student Survey of Teaching Performance**  
 2007/2008-School Year

Statement	Kiki	Kim	Stephanie	Kris
1. I can talk to this teacher if I have a problem.	Yes 19 No Sometimes 17	Yes 17 No 1 Sometimes 16	Yes 14 No 5 Sometimes 14	Yes 14 No 1 Sometimes 22
2. I understand when this teacher explains things.	Yes 25 No Sometimes 11	Yes 17 No Sometimes 16	Yes 15 No 1 Sometimes 17	Yes 19 No Sometimes 17
3. The teacher assigns just the right amount of homework.	Yes 18 No, too little 15 No, Too much 3	Yes 27 No, too little 1 No, Too much 6	Yes 20 No, too little No, Too much 13	Yes 30 No, too little 2 No, Too much 3
4. The teacher cares about me as an individual.	Yes 31 No 1 Sometimes 4	Yes 25 No Sometimes 10	Yes 19 No 3 Sometimes 11	Yes 31 No Sometimes 5
5. The teacher explains homework clearly to me.	Yes 23 No 2 Sometimes 12	Yes 18 No Sometimes 14	Yes 23 No 2 Sometimes 9	Yes 19 No 1 Sometimes 16
6. My teacher expects me to do well.	Yes 34 No Sometimes 2	Yes 30 No Sometimes 4	Yes 29 No Sometimes 2	Yes 32 No Sometimes 4
7. My teacher helps me understand and learn from my mistakes.	Yes 26 No 1 Sometimes 10	Yes 27 No Sometimes 6	Yes 24 No 3 Sometimes 6	Yes 25 No Sometimes 11

**STATEMENTS: Kim and Stephanie**

- |  |
|--|
| 1. Going to conferences is helpful: YES- 13 NO- 3 SOMETIMES - 15   |
| 2. I feel safe at school: YES- 22 NO- 5 SOMETIMES - 4              |
| 3. I look forward to school each day: YES- 11 NO- 1 SOMETIMES - 19 |

**Kiki and Kris**

- |   |
|---|
| 1. Going to conferences is helpful: YES- 13 NO- 7 SOMETIMES - 14  |
| 2. I feel safe at school: YES- 27 NO- 2 SOMETIMES - 6             |
| 3. I look forward to school each day: YES- 12 NO- 4 SOMETIMES- 20 |

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**GENERAL COMMENTS FROM FRONT PAGE –**

**1. What do you like about your school?**

I like how we learn and still have fun. I like the stories.

I really like getting to change teachers because you can experience how it feels to be with different people and learn about them. Also how we try to help if there is a problem. And when we go on field trips we learn fun games.

I like how we have lots of projects and it is nice we have theme groups and all the great field trips and how we swap for theme groups.

I can feel free and not cooped up, smashed behind a desk. We have creative projects and sometimes we get to pick what we do.

Do a lot of fun stuff and switch rooms and have very nice teachers.

Teachers, all the math, L.A. homework.

Field trips (several times)

Theme groups (several times)

Reading Naturally is fun.

Different from other schools.

Switch rooms. (several times)

Guest speakers. (several times)

I like that we are a big writing school.

Small school, easy to make friend. Love writing.

Cells under a microscope.

Teacher student ratios small so better interaction. Fun projects like ECDCICA nature science.

Lit. study guides.

You can make choices and be independent.

You can have fun and be wired and the teachers aren't too strict.

I love my school and will respect it and protect it.

Teachers respect and consider our opinions.

Don't have to sit at a desk and learn out of a book.

Learn hands on.

Teachers are all cool to me and so are Janet and Carla.

Lunch together on Fridays

People care about what I think, I don't feel alone, everyone like me for who I am.

Not having to call teachers Mrs. or Miss

**2. What do you want to change at your school?**

Nothing. (several times)

Get to see 5-6 more often. (several times)

More art projects(several times)

I think we should change the meanness and the fighting with West Homer.

I hate how it is always us against West Homer. I wish there was a system for working out our problems, and some way to tell the teachers they are being mean without being afraid of getting in trouble.

No way of dealing with someone annoying you.

More time for reading, art. Shorter tribal council.

More room, a sustained silent work time.

Some kids are mean and I want them to stop.

Math and people because sometimes the kids are mean.

More sports.

More space to work. I feel awkward in the lunch room.

One big writing project from beginning of year to end.

Too many people, should get smaller not bigger. More with animals.

More room.

More science and ssr.(several times)

More fun science experiments.

Don't like that you have to ask to bring cards, yo-yos, and other toys.

Change P.E. times because I am to worn out from the weekend to be good on Mondays.

Change schedule around sometimes

More math in the morning.

Our own building.

The curriculum. I could teach myself better at home then at this school. This is a terrible curriculum, this school needs to teach students more useful things.

More choices for P.E. and more freedom on smaller field trips.

More homework, people get overwhelmed when they get to middle school and there is more work than they are used to.

More whole group activities.

Computers more isolated.

No more youth court, tribal council, no code of conduct. (several times)

Expand to K-12

We should have 7<sup>th</sup>-8<sup>th</sup> grade. More after school activities. More Salsa dance and stuff like that.

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**GENERAL COMMENTS FROM FRONT PAGE -**

**From Kim's Sheets:**

I like how Kim is funky and likes farting machine.

She is very good to me and feels like a mom sometimes. She helps me with my school problems and tries to find solutions. Coolest teacher on Earth.

She helps me with my problems with other people.

Lets us learn in fun ways.

She is nice.

There is a lot going on in my family and I can always depend on Kim.

Loses temper a little too much sometimes. And she spoils Molly all the time. I think sometimes she is a hypocrite.

Raises voice to much

Seems a bit stressed and irritated.

**GENERAL COMMENTS FROM FRONT PAGE -**

**From Stephanie's Sheets:**

Steph. is strict with us, which is sometimes good but sometimes it is way to much.

I like how Steph. does not give up on us.

She is happy.

She helps with a lot of my problems.

Should partner a 3<sup>rd</sup> grader with a 4<sup>th</sup> grader.

Good teacher.

Best math teacher I ever had.

She can be a bit harsh. She could lighten up a little.

Singles out students and makes them feel bad.

To many lectures and yells to much.

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***Questions regarding the school:  
From Kiki's Sheet***

I like how Kiki is a principal and yet still a teacher.  
She is very funny and lets us go to her house for fantastic parties at the end of the year.  
Not afraid to tell you when your work is bad. She is good about trusting kids. She pushes me to do better.  
She is always there for me, I can always count on her.

***Questions regarding the school:  
From Kris's Sheet***

I like how Kris teaches us about space and more.  
Very good teacher.  
I like how Kris really pushes you and keeps making you do it til you get it. I also like how she guides you through school with a firm but gentle hand.  
Building paper rockets was fun.  
I like the mail box so I am not afraid to ask questions.

Sometimes I am afraid you will yell at me.

- 1. What do you like about your school?**
- 2. What do you want to change at your school?**

***Questions regarding the school:  
Carla***

She helps a lot and she is super duper nice and she helps us understand stuff.

*Fireweed Academy*  
**Parent Survey of Teaching Performance**  
 2006/2007

Circle the SA if you **STRONGLY AGREE** with the statement.  
 A if you **AGREE** but not strongly.  
 U if you are **UNDECIDED**.  
 D if you **DISAGREE**.  
 SD if you **STRONGLY DISAGREE**.

	Kiki Abrahamson	Kris Owens	Kim Fine	Stephanie Zuniga
1. The teacher communicates clearly.	SA A U D SD 3 1	SA A U D SD 3 1	SA A U D SD 4 1	SA A U D SD 4
2. The teacher provides helpful information during conferences	SA A U D SD na 3	SA A U D SD na 2 1	SA A U D SD 4	SA A U D SD 2 1
3. The teacher communicates my child's progress in a timely manner.	SA A U D SD na 3 1	SA A U D SD na 2 2	SA A U D SD 1 3	SA A U D SD 2 1
4. Teacher assigned Homework	JUST RIGHT 3 TOO LITTLE 1 TOO MUCH	JUST RIGHT 3 TOO LITTLE 1 TOO MUCH	JUST RIGHT 4 TOO LITTLE TOO MUCH	JUST RIGHT 2 TOO LITTLE TOO MUCH 1
5. The students and teacher have a good working relationship with each other	SA A U D SD na 4	SA A U D SD 2 2	SA A U D SD 3 1	SA A U D SD 1 1 1
6. The teacher is concerned about my child as an individual	SA A U D SD 3 1	SA A U D SD 2 2	SA A U D SD 4	SA A U D SD 4
7. The teacher helps me feel comfortable in contacting her/him	SA A U D SD 4	SA A U D SD na 3 1	SA A U D SD 4	SA A U D SD 3 1
8. The teacher addresses my concerns	SA A U D SD 4	SA A U D SD 3	SA A U D SD 3 1	SA A U D SD 4

**Comments on topics not addressed in this survey.**

If you have a child who has a hard time adapting to working on his own, he has not done well!

Great job everyone!

My child's short comings & difficulties in class and with school work came to light & were addressed the last 2 months of school, when they should have been addressed earlier. We believe that the whole issue with Fireweeds expansion took time and energy away from quality instruction in the classroom this year.

Sometimes the somewhat harsh personality of the teachers hinders communication between student & teacher. Students are sometimes intimidated about asking questions. This is not a serious problem, but something I wanted to bring attention to.

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Fireweed teachers are full of exciting activities and curriculum. My child really enjoys science projects with Kris, Kim, and Stephanie. We appreciate the different styles and personalities of the teachers.

**Kris:** Daughter loves theme groups, says they are really fun. On occasion has expressed discomfort around Kris's unpredictable moods or "eruptions"

**Kim:** Daughter sometimes uncomfortable when Kim "gets it wrong and make someone cry"

**Steph:** Daughter sometimes uncomfortable when Steph. "singles out one child then we all feel bad"

**Kiki:** We hope that someday the administrative tasks settle down for Kiki and that she can relax and become more available to the "right now" kids and program. Her "absence" is noticeable and affects the quality of the overall program. Perhaps there is another way to "fight the fight" and allow Kiki to teach our children again.

*Fireweed Academy*  
**Student Survey of Teaching Performance**  
 2006/07-School Year

<b>Statement</b>	<b>Kiki</b>	<b>Kim</b>	<b>Stephanie</b>	<b>Kris</b>
1. I can talk to this teacher if I have a problem.	Yes 17 No 2 Sometimes 10	Yes 19 No 0 Sometimes 11	Yes 17 No 3 Sometimes 10	Yes 16 No 0 Sometimes 14
2. I understand when this teacher explains things.	Yes 20 No 0 Sometimes 9	Yes 20 No 0 Sometimes 11	Yes 8 No 1 Sometimes 22	Yes 18 No 0 Sometimes 12
3. The teacher assigns just the right amount of homework.	Yes 20 No, too little 0 No, Too much 2	Yes 23 No, too little 4 No, Too much 1	Yes 23 No, too little 1 No, Too much 5	Yes 15 No, too little 8 No, Too much 7
4. The teacher cares about me as an individual.	Yes 25 No 1 Sometimes 3	Yes 24 No 0 Sometimes 4	Yes 20 No 2 Sometimes 8	Yes 25 No 0 Sometimes 4
5. The teacher explains homework clearly to me.	Yes 20 No 0 Sometimes 9	Yes 24 No 0 Sometimes 6	Yes 14 No 1 Sometimes 15	Yes 25 No 0 Sometimes 5
6. My teacher expects me to do well.	Yes 25 No 1 Sometimes 3	Yes 25 No 0 Sometimes 5	Yes 24 No 1 Sometimes 4	Yes 25 No 0 Sometimes 5
7. My teacher helps me understand and learn from my mistakes.	Yes 22 No 1 Sometimes 6	Yes 25 No 0 Sometimes 6	Yes 22 No 2 Sometimes 6	Yes 25 No 0 Sometimes 5

**STATEMENTS: Kim and Stephanie**

1. Going to conferences is helpful: YES-16 NO- 5 SOMETIMES - 10
2. I feel safe at school: YES-25 NO- 1 SOMETIMES - 5
3. I look forward to school each day: YES-20 NO- 1 SOMETIMES - 9

1. Going to conferences is helpful: YES- 10 NO- 11 SOMETIMES - 18
2. I feel safe at school: YES-34 NO-1 SOMETIMES -4
3. I look forward to school each day: YES-8 NO-3 SOMETIMES -29

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**GENERAL COMMENTS FROM FRONT PAGE -**

**From Kim's Sheets:**

- (1) Yes, she is a person you can talk to. She Answers my questions! She is nice. Teachers can always help me. Beacas Kim is nice wen I need help. I feel I can be open.
- (2) I drift off sometimes. Gets clear as the sky. She explains things well. She can mumble. I listen and I understand.
- (3) We don't have much homework. If I don't get the homework I don't think it is the rite amount. But wear smithing is kind a hard. I can just zip through it.
- (4) I hope. She treats me as if I were her kid. I (heart shape) Kim for caring about me! This is the thing I like most about teachers. I think. She talks to me alone to explain.
- (5) every week. If I don't get it I ask her. Personification is confusing. I clearly understand all of what she says.
- (6) But I don't always. Sometimes I don't turn in my homework? \* student. I think. I do well, she's happy.
- (7) yes, clearly. She helps me learn from my mistakes by teaching me. Mistakeks for pucuwahon is esy to ceract. Defuditly.

**Questions regarding the school:**

1. **What do you like about your school?:** My Frens dan the teechr. I like that it is small. I like that we can be able to run around and play and hav fun. I like the way the school works well together. The reading time and math time. The people, the teachers. All of the teachers are ready to start the day and they anser all of my questions every day. If I have a problem my friends and teachers will help. it is a small school with nice people. If I am feeling abd my frindes cheer me up and my teachers comfort me. It's smaller then other schools. we take a lot of feldtrips. A lot of people are nice. The teachers and the tings we can do. The way the techers do a asiments it is hard but fun. I enjoy that we get more hands-on experince on earth science, literacy, etc. And also it is very easy to talk to one of the teachers here. p.e and S.S.R. It is more free that any other schoole like how they don't yell at you about any thing and how we are a whol intire class room basikley and how I can see all my friends in the other grades. I like at school...The hill on theplayground, the bright lights inare classroom, the people in are school. all the bookds we have, P.E. and all are teachers. We have times with the elders (6 ,5 graders) and all of the cute boys & crushis too! ME. It is really fun.
2. **What do you want to change at your school?** Mor prisey in the bathrum. I want school to be longer. no potw's. I think we should mix the grades a little more because I still don't know some 5<sup>th</sup> and 6<sup>th</sup> graders. The reading time, we need more time, we need more time to read. Have descks have folders. I think we should be bigger vridy of kids every day. I don't like people meing mean and talking secirtly about other people/ If someone was gone and they mist something go over it with them. nothing. When I get up at 7:00 I get relly tired and it is hard to think in school. I would like to have responding sheets for socil studies instead of literacy circles. Other than that not anything. More S.S.R. I think it is just right. I want to change at school.....bullies, more art and...fighting about the couch. To have more time with the olders (6,5 graders) more reading /writing, reading to the olders too! To have a field tripe to the rope tow.

**GENERAL COMMENTS FROM FRONT PAGE -**

**From Stephanie's Sheets:**

- (1) I have had problem and talked to her. I feel bad. All ways. It matter what kind of problem. Becas she can help a lot. I can reliy on her. I feel comfratble talking.
- (2) Sometimes there (?) but I get it from the other kids. If I have done it before. But sometimes I am not listening. She can mumble. She doe it well. She talks clearly.
- (3) Just right. I turn in homework. Sometimes my opion changes. OK. I finnish it in time.
- (4) I think? If I get my homework done on time. I feel bad sometimes. She helps me but alone.
- (5) They explain the potw to me every week. I listen well. She talks clearly
- (6) But I am not always straight good. "I expect you to have it in on time"! She is happy when it is done.
- (7) Yes, am clear. Sometimes she makes me feel bad (sad face). Yes she explains well.

1. **What do you like about your school?** It is fun and incoriging. I like the felde trips and the home room time. That you get to just have opcins and not you have to do that and you can just be your self. Ist a great and nice scool. Kids do not hurt others in Fireweed. It's speshil. There is plenty of free time. I like our school because you can be your self and like if you have a bad hair day they don't really care. But my favorite part is the education and I love to write any other school dose not write enough and this school let's me write a lot. That's the cool thing. I like how we do so many activaties, examples (Friday we always do something speshel). I like the teachers. I like having the snack brack. I like having the spring feald trip. I like having lunch with West Homer. We go on cool feald trips that lots of other schools do not go on. I fel that we stik together and help anyone in ned. I like how we do a lot of field trips, it's not 2 field trips every month. Everything I like that it is a smaller school so we can go different places and that we can see evry teacher. What I like about the skcool is we git little howm work.
2. **What do you want to change at your school?** I want to change the school so it would have reses for 35 minets and 9 pages of stilpower for the school. Nothing, it is perfect!!! I don't think there is anything I want to change. More 3/4<sup>th</sup> itration with 5/6<sup>th</sup>. Sum Time Skool is boring.I want to hve a little lounger sustand silant reading. Mabe flip flop the sceguel. I dont think there isn't any thing to change I like it the way it is. More whole group time. Where we do our school. Be with each teacher each day. To do more teeralatons (?) and jeo bords. and more fast rits. Nothing. More filed trips and to go to the rope tow with the school.

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**Questions regarding the school:**

**From Kiki's Sheet**

- 1. What do you like about your school?** I like the slack 'freedom'. That there is an hour of freedom in the middle. I also like social studies a lot because I love to write fiction stories. I really like writing. A lot of recesses. The projects and the field trips and recess. Math bowl, field trips, more homework. Toilets, fieldtrips, POTW, Scillpower. I like Field trips. I like ythe big hill behind the school, it's fun to play on. My teachers help me lean as an individual. They expect my best. Hands on, field trips (Spring). Freedom, we're still sorta together. I like how free to express, we are more so than West Homer at least. fild trips. There are lots of exiting teachers and kids. I love school. That it's different and we aren't like all the other schools. All the guest speakers and field trip. Everything ecsept trible council.
- 2. What do you want to change at your school?** No more lunch recess!!! No intercom. And each lunch recess time should be doubled. Less homework, even more recesses, even more longer recesses, intercom. I want more writing asinments and have our own skool. Stephanie. Move out of WHE, Stephanie. I don't know, more 5/6<sup>th</sup> times and field trips for 5/6. The intercom. I like writing stuff on the computer, more! Go out of WHE. Stephanie. More time with the younger kids, more than theme groups. Lunch in the classrooms! Pencil jar in Kiki's room, New building. 5ht 6<sup>th</sup> field trip (spring) or 6<sup>th</sup> field trip, have our won building, eat lunch win classrooms everyday. new space, more field trips. less people, like cut it in half. More field trips like there used to be. Take away tribal council. Less recess in winter. no changing buildings anymore. no Speches. Maybe less kids? The lunch/recess layout. Trible council.

**Questions regarding the school:  
From Kris's Sheet**

**1. What do you like about your school?** Field trips, guests, Kiki, Kris, Stephanie, Kim. It is very fun with all the cool kids and teachers. We have people come in and do fun activities as we learn. It's small and easy, most of the people are nice, I love my teachers. Everything. Field Trips. Math bowl, mind of mazes and when we just do easy math. It's cool and fun. The teachers, all the field trips, guest speakers. The guest and field trip selection. The wide array of subjects. That we get to take a lot of field trips. We call the teachers by their name. Everyone is chillin about things and it's cool. Cool field trips too. We have less rules and stuff. The teachers are cool and nice. We have a lot of field trips. I like that there are a lot of cool guests. I like art so I want art to happen again next year. All the guest speakers and field trips. All the fun field trips. Everything. I like that we go on so many field trips and that everyone is so close to everyone else. 90% of everything! (Mostly) I like how many field trips we take and how many speakers we get and of course the teachers.

**2. What do you want to change at your school?** Kiki's room be warmer and not to be with West Homer. build a new fireweed. NO CONFRENCES (I wish we did not have them), Tribble council. Some of my best friends are in different homerooms. We have are one little school, or we eat seprit from West Homer. nothing. No Speeches. Not really. Stephanie. Stepinee. Kiip kiki's room worm,, to learn cusif. West Homer speakers giving their news to us. move to a place close to the beach. Nothing. Less people. I want a bigger place. The lunch recess schule (?) Make Kiki's room hotter and move out of West Homer. Nothing. Nothing. It's perfect already! (NOTHING!) The place were in (get a place by the beach)

*Fireweed Academy*  
**Parent Survey of Teaching Performance**  
 2006/2007

Circle the SA if you **STRONGLY AGREE** with the statement.  
**A** if you **AGREE** but not strongly.  
**U** if you are **UNDECIDED**.  
**D** if you **DISAGREE**.  
**SD** if you **STRONGLY DISAGREE**.

	Kiki Abrahamson	Kris Owens	Kim Fine	Stephanie Zuniga
1. The teacher communicates clearly.	SA A U D SD 9 9 0 1 0	SA A U D SD 8 8 1 1 0	SA A U D SD 7 4 2 1 0	SA A U D SD 6 7 0 1 0
2. The teacher provides helpful information during conferences	SA A U D SD na 7 6 2 0 0 3	SA A U D SD na 7 6 1 2 0 3	SA A U D SD 6 3 1 2 1	SA A U D SD 4 5 1 2 1 0
3. The teacher communicates my child's progress in a timely manner.	SA A U D SD na 5 6 2 0 1 0 3	SA A U D SD na 6 5 1 2 0 3	SA A U D SD 4 5 1 2 1	SA A U D SD 4 6 1 1 0
4. Teacher assigned Homework	JUST RIGHT 10 N/A 2 TOO LITTLE 2 TOO MUCH 1	JUST RIGHT 10 TOO LITTLE 1 TOO MUCH 2	JUST RIGHT 8 TOO LITTLE 2 TOO MUCH 1	JUST RIGHT 9 TOO LITTLE 0 TOO MUCH 2
5. The students and teacher have a good working relationship with each other	SA A U D SD na 13 4 1 0 0 1	SA A U D SD 11 3 2 2 0	SA A U D SD 10 3 0 3 0	SA A U D SD 7 4 2 2 1
6. The teacher is concerned about my child as an individual	SA A U D SD 13 5 0 0 0	SA A U D SD 9 8 1 1 0	SA A U D SD 12 2 1 0 0	SA A U D SD 8 4 3 0 0
7. The teacher helps me feel comfortable in contacting her/him	SA A U D SD 9 7 0 1 0	SA A U D SD na 6 8 2 2 0 1	SA A U D SD 8 5 1 0 0 1	SA A U D SD 6 5 2 2 0
8. The teacher addresses my concerns	SA A U D SD 8 9 0 0 1	SA A U D SD 5 9 2 1 0	SA A U D SD 6 5 1 1 1	SA A U D SD 6 5 3 0 0

**Comments on topics not addressed in this survey.**

-Students eagerly learn from the two experienced "fireweed" teachers and have a more difficult time embracing and learning from the newer "Fireweed" recruits. Both Kiki and Kris command respect and motivate learning through appropriate interaction with students. Our student has struggled with Kim's approach and now with Stephanie's as well (has to do with attitude and delivery style). We hope it is the "first years" settling into the program or the teachers and will pass for future students. The approach and style of the school works well for our family and we appreciate the alternative approach in a small community.

-With Stephanie and Kim, many times a particular issue is not addressed until I bring it up. For example, I asked them if neatness could be considered with the invention program. Then the issue of my child doing sloppy work is brought up. Why wasn't I aware of this before and why aren't we all working on this and asking this of my child? It seems that not until I bring this up is it an issue. Also, I encourage my child to ask the teachers questions. Many times he says "they're too busy". With a teacher/pupil ratio of 16:1, this is unacceptable.

-I didn't comment on Kiki and Kris because I haven't really seen much interaction as my child is in 3<sup>rd</sup>/4<sup>th</sup> BUT I have seen as a passing bystander interaction with Kris and Kiki and older kids and I look forward to my child being a part of their class next year. You guys are all great, you too Carla!

-OK, 1. I wish there was one non-student driven meeting a year to discuss progress. I love having the students present/participate, but I notice that one-on-one conferences only happen when a student is having issues-sort of singling out. Sorry, I know this is more work for you but I think there are things parents would say more freely without the kids there. 2. Fireweed is a wonderful, unique and outside the box. STOP TRYING SO HARD>I feel the continual flow of non-stop special events can be over the top, for parents, students AND teachers! Your baseline instruction is already unique and challenging. I'm not saying all the extras should go, just simplify a little.

-I heard a couple of parents and students about Kris blowing her top. Although her temper has not yet been directed at my child, this still concerns me as it affects the school climate. Regarding homework from Kiki--when it rains, it pours. Monday homework can take well over an hour. I'd rather have a little each night.

-Regarding Kris-I am in little contact with her generally but our child very much enjoys and learns from theme groups. Kim's more, what the word? Touchy-Feely (not in a bad way, not creepy either!) which is a nice buffer for the kids when they are fragile...although she seems firm enough when need be. Stephanie has proven to be an all around great teacher!

-I would like to commend Stephanie's handling of the playground brawl (involving my son)-she gave those kids some tools to help deal with that type of situation which apparently set off the fighting. She went to the source of the problem. My son spoke highly of the activities for team building. She made learning fun. Now his attitude is positive. Thank you, Stephanie, for making Fireweed an even more awesome place for these children.

-Thank you for all the extra time you put into making the Fireweed program so successful!

-I would rather see one or two projects worked on at once and completed before more are piled on. I would like to see more handwritten work and less computer use.

-I have had little to know contact with Kim Fine or Stephanie Zuniga. It has to do with my Childs age and time spent with these teachers. I am pleased at how the school has grown for the children by the 'professional reactions' of the teachers. The children have experienced breaking new ground as far as a learning style. I'm in hopes for those who choose the school could go up further grades. I am so proud of the growth of my daughter in Fireweeds learning program. She has learned she can create the consequences she wants through trying.

-Once again I feel that Kris can be mean to children. This continues. I have given my student tools to deal with his feelings when Kris is inappropriate, yelling, calling names or just blowing her top. She just keeps on. I feel disappointed that this has been allowed to continue year after year. Why? Yet Kris is good with math. I like her enthusiasm and creativity around math and she is great in this area. Re: homework-it seems to rule our lives. Mostly because my student is involved in after school activities 3x/week. Not much time left after homework for relaxation with the family. Re: ...there seems to be no consequences and little to no communication if my student doesn't do his work.

-My only concern with Fireweed is in some situations boys (and probably girls but I am not sure) 'float' through homework and projects knowing they can get away with not doing it. Knowing they can correct it in class and there doesn't seem to be consequences. I fear that if a particular student is more labor intensive that he may have more of an opportunity to 'skate' by without applying himself because he isn't being pushed. I am sensitive to the teachers position on this too because it is so much easier to focus on the kids that are easier to manage.

### **13. Teaching Method/Curriculum**

#### **D. Effective intervention with students who are at risk.**

Since its inception, Homer Charter School/Fireweed Academy has attracted students considered at risk. We have attracted many students from private and home school settings who have needed extra time, patience, attention and a variety of teaching methods. We work closely with the district psychologist, speech therapist, and have hired our own Resource teacher to identify, assist, assess, and monitor students who are at risk using inclusive practices as much as possible.

Fireweed Academy has been designated as a Title I school for the past two years. We are especially proud that the demographics of our school reflect the demographics of our community. With Title I funds, Fireweed provides additional instruction for students in the primary grades.

We collaborate regularly with our local Community Mental Health organization in intervention meetings to discuss, identify and provide services for students with emotional handicaps and behavior disorders.

In using data to drive curricula and instructional decisions we have adapted and developed several tools to track student progress and highlight strengths and weaknesses.

#### **Evidence Follows:**

- GLE and SBA tracking Blueprints
- Standards Based classroom data collection sheets







	<b>Reading Standards /GLE 1st</b>	<b>Fall 2011 CBM: (Target: );</b>	
<b>2.1</b>	<b>Uses Strategies to decode and comprehend vocabulary</b>		
	<p>[1] 1.1.1 Given spoken words or sounds:</p> <ul style="list-style-type: none"> <li>• identifying initial, middle, and final sound in 1-syllable words;</li> <li>• blending 3-4 phonemes into a whole word;</li> <li>• segmenting 3 and 4 phonemes in 1-syllable words;</li> <li>• distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs)</li> </ul> <p>[1] 1.1.2 Reading regularly spelled one syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), digraphs, long and short vowel patterns</p> <p>[1] 1.1.3 Reading high frequency words</p> <p>[1] 1.1.4 Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles)</p> <p>[1] 1.1.5 Identifying the meaning of new vocabulary; using new vocabulary in context</p> <p>[1] 1.1.6 Self-monitoring and self-correcting while reading (e.g., recognizing when there is a mismatch and using other strategies to correct)</p> <p>[1] 1.1.7 Demonstrating understanding of concepts of print including</p> <ul style="list-style-type: none"> <li>• one-to-one matching;</li> <li>• return sweep when reading;</li> <li>• meaning of ending punctuation;</li> <li>• capital and lower case letters</li> </ul>		
<b>2.2</b>	<b>Comprehends literal and inferred meaning</b>		
	<p>[1] 1.2.1 Answering who, what, where, and when questions after listening to or reading a story</p> <p>[1] 1.2.2 Generating questions to clarify meaning</p> <p>[1] 1.2.3 Making and verifying predictions based on information from the story</p> <p>[1] 1.2.4 Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)</p>		
<b>2.3</b>	<b>Reads text aloud w. fluency, expression, punctuation</b>		
	[1] 1.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print (e.g., bold, all capital letters) at a pace similar to own speech		

<b>2.4</b>	<b>Restates and summarizes text</b>		
	[1] 1.4.1 Retelling or dramatizing a story after reading it [1] 1.4.2 Restating information after listening to text*		
<b>2.5</b>	<b>Understands and identifies main idea</b>		
	Identifies main idea and supporting details. Locates information to answer questions;		
<b>2.6</b>	<b>Follows Written Directions</b>		
	1) 1.6.1 Following two-step oral directions to complete a task [1] 1.6.2 Following symbol, icon, or written directions to complete a task		
<b>2.7</b>	<b>Understands the concept of Genre</b>		
	[1] 1.7.1 Identifying fiction, non-fiction, and poetry [1] 1.7.2 Identifying use of rhyme in text*		
<b>2.8</b>	<b>Analyzes literary elements and devices: Plot, setting, character, point of view</b>		
	[1] 1.8.1 Identifying problem and solution, main characters, and setting (where and when) in fiction		
<b>2.9</b>	<b>Differentiate between fact and opinion</b>		
	Express opinions related to text and support opinion w/evidence text.		
<b>2.10</b>	<b>Understand the concept of Theme</b>		
	Identify author's stated or implied message, theme, or purpose; Connect themes in various texts, and to personal experiences		
<b>2.11</b>	<b>Identify cultural influences</b>		
	[1] 1.11.1 Recognize that stories originate in various cultures		

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	<b>Writing Standards/GLE 1<sup>st</sup>/2<sup>nd</sup></b>	<b>Fall 2011 CBM: TWW, WSC, CWS.</b>	
	<b>Journal</b>		
<b>2.1</b>	<b>Writes about a topic</b>		
	[1] 1.1.1 Writing a complete sentence with a subject and a predicate [1] 1.1.2 Writing about a single topic using drawings and a minimum of three complete sentences [1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing		
<b>2.2</b>	<b>Writes for a variety of audiences:</b> [1] 1.2.1 Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists) [1] 1.2.2 Writing a variety of responses to text (e.g., response logs, journals)		
<b>2.3</b>	<b>Uses Conventions : Capitals, punctuation, spelling, grammar</b> [1] 1.3.1 Writing first name and last name with initial capitals and lowercase letters [1] 1.3.2 Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation) [1] 1.3.3 Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words) [1] 1.3.4 Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) [1] 1.3.5 Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support [1] 1.3.6 Producing legible handwriting with correct spacing, letter formation, and pencil grip		
<b>2.4</b>	<b>Revises Writing:</b> [1] 1.4.1 Working with peers or teacher to rearrange and/or add supporting details to improve clarity [1] 1.4.2 Giving and/or receiving ideas and suggestions about writing and responding appropriately		
<b>2.5</b>	<b>Documents Sources:</b> [1] 1.5.1 Identifying sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.)		

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### **13. Teaching Method/Curriculum**

#### **E. Addressing the needs of student with educational disabilities.**

Our school is blessed with an extremely diversified population. Although we serve students in grades 3- 7, their abilities range from grades K – 12. Many parents have chosen our program because it addresses the needs of students with disabilities without labeling them, or setting them apart from other students. We have several parents who have chosen to decline special education services, because they are confident that the needs of their children are being met. We consider every student gifted in some way, and this attitude has spread to the students. These students have especially benefited from the differentiated curriculum inherent in the Theme Immersion model, problem and project based learning, visual math, reading and writing workshop.

Each year we have intervened and monitored several students with speech concerns or learning disabilities. Students are responding positively to our collaborative and more direct services. Several parents who refused special education services in the past have now agreed to special education services. We have also collaborated with special summer tutors and programs for students with reading difficulties.

We have also referred, assessed, identified and monitored several students who qualify for the Gifted and Talented program. These students have benefited from enrichment opportunities provided through collaboration. Fireweed Academy does not participate in a pull out program to serve Gifted and Talented students because we want to prevent the development of elitist attitudes. These students especially benefit from the authentic learning experiences and the opportunities to make choices and direct their own learning that Fireweed Academy offers to all of its students.

Over the years we have had yearly intervention meetings for specific students with professionals from Community Mental Health. Through these meetings we have identified strengths and weaknesses, generated behavior plans, and monitored medication effects.

Students with educational disabilities are served through both inclusive and pull-out services at Fireweed. Staff collaborates to ensure modifications or differentiation of instruction and assessment are addressed in order to meet students' needs. If a student with an existing IEP or 504 Plan enrolls at Fireweed, a review of the student's IEP or 504 Plan is conducted by the IEP or 504 team. This past year we have successfully addressed the needs of several students with significant disabilities and plan to continue to provide these services.

Fireweed complies with district, state and federal laws and statutes regarding students with special needs.

**F. Up to this point, we have had only two students with Limited English Proficiency, and their needs were met in the classroom.**

## **14. Collective Bargaining**

### **Collective Bargaining Agreement between KPBSD and KPEA**

Certified staff employed at Fireweed Academy are covered under the Collective Bargaining Agreement between the Kenai Peninsula Borough School District and the Kenai Peninsula Education Association.

### **Collective Bargaining Agreement between KPBSD and KPESA**

Support staff employed at Fireweed Academy are covered under the Collective Bargaining Agreement between the Kenai Peninsula Borough School District and the Kenai Peninsula Educational Support Association.

### **Written Narrative Regarding Exemptions/Waivers**

The employees of Fireweed Academy are subject to all provisions of the collective bargaining agreements enforced by the Kenai Peninsula Borough School District. There are no waivers or exemptions to these agreements.

## **15. Contract Termination**

### **Charter School Termination Clause**

The Kenai Peninsula Borough School District School Board reserves the right to terminate this contract for failure of Fireweed Academy to meet educational goals or fiscal management standards or for other good cause.

#### **Evidence includes:**

- Fireweed Academy Charter School Contract located in section 2 **Law Provisions**