

Fireweed Academy



Homer, Alaska

Charter School Application

September 2016

Name of Charter School: Fireweed Academy

Date of Application:

September 15, 2016

District:

Kenai Peninsula Borough School District

School Contact:

Todd Hindman

Phone Number:

235-9728

E-Mail Address:

thindman@kpbsd.k12.ak.us

Table of Contents

1. Establishment of the Charter at the Local Level

Purpose & Need of the Charter

In the spring of 1996, the Fireweed Academy Group widely distributed a 52-question survey to gauge the educational interests of the community. After analysis of the returned surveys, several themes quickly emerged. In general, the respondents are interested in a program that is:

Hands-on and experiential.

Student participatory, in which discussion is emphasized and students have significant input into their learning environments.

Integrated across disciplines.

Along with the survey, a strong interest in the above themes has been repeatedly expressed by the community during other public outreach events. Such events include general informational meetings (March 27, October 16, December 17, 1996), regular weekly meetings, radio call-in talk shows (Public Radio KBBI's "Coffee Table: Fireweed Academy," March 13, October 16, 1996), and response cards attached to brochures distributed through local schools and businesses.

Fireweed Academy recognizes many different styles of learning. Many students do well in a traditional classroom, yet some students learn better when they have more control of their environment and when lessons are individualized and tied to real-world applications. To accommodate such students, the Fireweed Academy has established a program that implements the following teaching methods.

Theme Immersion

Socratic Practice

Motivational Growth Plans

Project-Based and Problem -Based Curricula

Experiential Learning

An educational program with the above concepts at its center requires a school with a dynamic and flexible structure; where teachers, mentors, and students tailor the schedule to fit the task or project at hand.

In addition, the community of Homer has the necessary resources to support an experiential, project-based program. With over 50 non-profit and governmental organizations, many with a strong educational component, there are significant opportunities for cooperation. We have collaborated with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, United States Department of Fish and Wildlife, the Cook Inlet Keeper, Center for Alaskan Coastal Studies, the Pratt Museum, Anchor Point and Homer Volunteer Fire Departments, and The Homer Foundation to provide authentic opportunities for our students and plan to expand these relationships in the future.

Appendix A Approval of Renewal by KPBSD

Appendix B Contract with KPBSD

FIREWEED ACADEMY CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Fireweed Academy Charter School, whose address is 995 Soundview Ave, Homer, Alaska 99603, hereinafter "Charter School", and the Kenai Peninsula Borough School Board, whose address is 148 North Binkley, Soldotna, Alaska 99669, hereinafter "School Board".

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District (hereinafter "School District") in conformance with Alaska Statute 14.03.250.290 and School District policies and procedures; and

WHEREAS, at its meeting dated December 5, 2016, the School Board reviewed and approved Charter School's application; and

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2017-2018 school year and continuing through the last day of school in the 2026-2027 school year.

1. **Educational Program:** Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.
2. **Achievement Levels:** Charter School's educational program shall meet the specific levels of achievement specified in the proposal.
3. **Admission Policies and Procedures:** Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter School shall adhere to the admissions policies and procedures specified in the proposal. Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law. The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.
4. **Administrative Policies:** Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee. Charter School shall adhere to Charter School administrative policies as specified in the proposal. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school

grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

5. **Funding:** School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska. All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district. No tuition shall be charged to Charter School students who reside in the district. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.
6. **Receipts and Expenditures:** Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.
7. **Facility:** Charter School shall be operated at the following two locations: West Homer Elementary, 995 Soundview Ave, and Fireweed K-2 at 813 East End Road, both in Homer, Alaska 99603.

KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the district.

Fireweed Academy agrees to pay utilities at a rate agreed upon on an annual basis.


8. **Teachers and Support Staff:** At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the charter school:
 - a) Administrator-Todd Hindman
 - b) Teachers as Budgeted
 - 1) Kim Fine- Kindergarten
 - 2) Betsy Vanek- Kindergarten/First
 - 3) Maureen Wilkinson First/Second
 - 4) Stephanie Zuniga- Third/Fourth/Fifth/Sixth
 - 5) Hannah Snow- Third/Fourth/Fifth/Sixth
 - 6) Jon Kulhanek- Third/Fourth/Fifth/Sixth
 - c) Secretary
 - d) Custodial staff
 - e) Other staff as required

Charter School shall promptly provide School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through district processes and that teachers must sign a written contract with School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all

provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

9. **Teacher-to-Student Ratio:** Charter School agrees to maintain the teacher-to- student ratio as defined in the charter school proposal approved by School District.
10. **Enrollment:** Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.
11. **Contract Term:** This contract shall be effective upon complete execution and shall terminate at the end of ten (10) academic years unless earlier terminated as provided elsewhere herein.
12. **Termination:** This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.
13. **Federal and State Use of Public Money:** The Charter school agrees to comply with all state and federal requirements for receipt and use of public money.
14. **Charter School Proposal:** The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on December 5, 2016. The undersigned agree this entire contract as specified herein.

Signed  Date 10/19/16 (For School District)

Signed _____ Date _____ (For Charter School)

Appendix C Fireweed Academy's APC Bylaws

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

ARTICLE I – APC Policy and Powers

The APC 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

The APC strives to have at least one parent and one staff member represented from each facility.

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 FWA.

4. A member may be reviewed for dismissal for excessive absences. Excessive absences are defined as more than three unexcused absences in any year.

5. The property, business and affairs of the school will be managed by the APC. The APC may exercise all powers of the FWA as provided by the State and Federal law, Kenai Peninsula Borough School District Board of Education policy and Bylaws.

6. One of the community representatives may be a parent of a student attending Fireweed Academy.

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 APC 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 one meeting 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 phone or internet with 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 meetings along, warns when allotted time is up, calls for tabling of an issue or extending time.

Secretary – keeps a written record of decisions made during each meeting, future agenda items and items to be included in the minutes, and distributes these minutes to all APC members and posts them to the website.

ARTICLE V – Subcommittees

APC subcommittees will be formed at APC meetings. The formation will be posted in the minutes 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 communicated to parents via email, prior to the meeting where 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.

Revised January 2012

Appendix D Academic Policy Committee Members & Meeting Minutes

FY17 Academic Policy Committee Members

Community Representatives

Lynn Kee: a new Fireweed APC member a parent of a first grade student at Fireweed Academy. Lynn owns and operates a small business in Homer and is also a Daisy Girl scout leader.

Term ends 10-18

Amber Niebuhr: a parent of two Fireweed students in 3rd grade and kindergarten, in addition to a preschooler who is a future student. A member of Fireweed's APC for two and a half years, and currently serves as the chair. Amber also volunteers as a local Girl Scout leader for the 3rd grade Brownie troop.

Chair Term ends 10-17

Parent Representatives

Crisi Mathews: parent of 4 FWA students (1 graduated, 3 current). Local business owner, real estate broker and land developer. Former Resource and 4th grade teacher, PTA Treasurer, Chair for Collegiate Student Oversight and Women's Group Coordinator. A local volunteer and serves on FWA Bylaws and PR Committees.

Term ends 10-17

Katie Henry: parent of two students at Fireweed, grades 1 and 3. Currently works part time as a photographer and has been a stay at home moms for 6 years. Kate and her husband had the opportunity to take their family on a six month road trip last year driving from Alaska to Baha, Mexico and back again.

Term ends 10-18

Student Representatives

Brandy McGee: parent of one FWA student; Bachelors of Science from Boston University's school of education in deaf studies; Previous employee of KPBSD for 4 years; Current Associate Director of Kenai Peninsula Housing Initiatives, a non-profit organization; Volunteer for Homer Little League for 2 years.

Term ends 10-18

Joey Kraszeski: parent of three FWA students (one current, one sophomore, and one high school graduate). Spring 2016 graduate - Masters of Environmental Science. New KPBSD substitute teacher/aid/secretarial - longtime FWA volunteer. Volunteer in support of local and state issues involving salmon streams and clean water issues. Volunteer Treasurer for Homer Mariners Swim Team.

Term ends 10-17

Staff Representatives

Maureen Wilkinson-appointed: Mo Wilkinson has lived in Homer for over 20 years. Her first teaching job in Homer was working at Fireweed as an aid in 2000. Mo's son went to Fireweed Academy. She worked at McNeil for 7 years and returned to Fireweed two years ago. She has worked at the Arts Council and was on the board of both the Soccer Association and Kachemak Swim Club. Mo has been involved in Homer Summer Arts Camp/Bluegrass Camp for over 10 years.

Term ends 10-18

Hannah Snow: 3rd year teacher at Fireweed Academy. She serves on the Kevin Bell Arena Homer Hockey Association board as an active member. Hannah helps coach ice breakers and hockey 101. She also supports and facilitates fundraising for hockey and school alike.

Term ends 10-17

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
January 11, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Crisi Mathews, Hannah Gustafson

Members absent: Kary Brinson, Garry Betley, Kate Henry, Hannah Snow, Amber Niebuhr

Committee Members Present:

Staff Present: Kiki Abrahamson- FWA Principal, Janet Bowen – Secretary Laura

Community Members Present: Laura Murphy, Razdolna school teacher

Public Comments: none

Meeting called to order at 4:57 pm

Motion: Crisi moved to approve the agenda, seconded by Jon and the motion passed with unanimous consent.

Motion: Crisi moved to approve the December 2015 minutes, seconded by Jon and the motion passed with unanimous consent.

Administrators Report: It is a very busy time at school with fieldtrips, speakers, School Improvement Plan, Student Growth maps, Link up is this Friday. Kiki reviewed the SIP progress, she is encouraging teaching staff to visit other classrooms. We are increase the quality of collaborations and aligning report cards with standards. All teachers will be using the same format which clearly shows the standards, clusters and domains.

Budget Committee: No report

Strategic planning reports:

Public Relations- Janet, Jon and Crisi reported that the PR group is making progress on the promo video. They have had one bid and have contacted 3 other folks. It may just be done in house. Chris Kulcheski volunteered to help with script writing and directing, Beka Thoning can do post production editing and Jon could film. They have a meeting scheduled tomorrow to talk about this.

Organizational Values- No report

One Campus Dream- No report

Strong leadership: No report

On the Bus: No report

Administrative review transition discussion: The APC wanted to know if a full time administrator was a requirement of the district, Kiki said no. but evaluations must be done by someone with a Type B Certificate. Evaluations take a lot of time with the new Rediker software. Kiki is interested in a .49 contract position with a flexible schedule. She would work more during the first semester, through the October count, then work on evaluations and then have a more sporadic schedule. Jon noted that if Kiki were to take a .49 position with Fireweed, he could still complete his mentorship with her. Kiki suggested the APC look at the difference between .49 employment vs a contract. She would charge her per diem rate. It would save on half her salary and her health benefit package. Kiki noted that other charter school administrator's salaries varied greatly, from \$65,000 to over \$100,000 for a .49 position. The APC asked Janet to find out when Kiki's contract is due.

The APC completed the December and January Site Council evaluation.

Motion: At 5:57pm Hannah G moved enter into an executive session, seconded by Crisi. Motion passed with unanimous consent.

Motion: at 6:29pm, Brandy moved to exit the executive session, seconded by Hannah G. Motion passed with unanimous consent and the APC meeting concluded.

The next APC meeting is Monday February 8, 2016

Submitted by Janet Bowen

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
February 8, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Crisi Mathews, Kary Brinson, Amber Niebuhr, Hannah Snow

Members absent: Garry Betley, Kate Henry, Hannah Gustafson, Kiki Abrahamson is out of town due to a family emergency

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, FWA teacher

Community Members Present: none

Public Comments: none

Meeting called to order at 4:30pm

Motion: Amber moved to approve the amended agenda (removing Admin report, Budget Committee report FY17 staffing and Admin Job Description), Jon seconded and the motion passed unanimously.

Motion: Crisi moved to approve the Jan 2016 minutes, seconded by Amber and the motion passed unanimously.

Strategic planning reports:

Public Relations- The committee is working on a movie night at the Homer Theater, to be sponsored by FWA and open to the public. We would show Jon's Life Cycle of the Sockeye Salmon film ahead of the scheduled film. Janet will check with the district to see if we can show a PG movie.

The Homer Tribune will be at Little Fireweed to interview kids about what we are doing. They were to come to Big Fireweed as well during Kiki's after school stem program but this will be rescheduled since Kiki is out of town

The PR committee would like to see the May Day celebration happen again, Jon thought that would work. Perhaps marimbas would play again-Janet will check. And Ukulele band, cake auction, etc.

Organizational Values- No report

One Campus Dream- Amber requested the budget committee to come up with a clear financial document.

Strong leadership: Amber reported 4 options, saying we had time to let staffing and budget fall into place. And Kiki will be around to assist. Also it was clarified that Kiki could mentor Jon regardless of her affiliation with KPBSD

-Hire a principal/teacher and let Kiki do staff evaluations. We would have to post this position.

-Kiki would take a .49 contract. We would not have to post this position, it is a change to her contract

-Contract with Kiki by the hour/day for specific services.

-A teacher would be given a stipend to do admin duties and contract for evaluations.

On the Bus: This committee has met and changes are being made. 2 staff meetings/month will include the entire staff. They are halfway done with prioritizing action items. And in-services have been focused on collaboration.

Enrollment report: February is open enrollment month. Janet reported that the current enrollment for FY17 is 86, this number changes daily. Ads have been placed in both newspapers, community announcements placed with KBBI, posters hung in town, out east end road and in Anchor Point. Info packets have been giving to Small Pond and HeadStart, a set has been set aside for Jeanes Learning yurt and more packets are going to daycare centers later this week. Friendly visitations are scheduled for the weeks of Feb 15 (for little Fireweed) and 22 (for Big Fireweed).

Motion: at 4:59pm, Amber moved adjourn, Jon seconded and the motion passed unanimously.

Note change: The next APC meeting is Monday March 7, 2016, one week earlier due to spring break.

Submitted by Janet Bowen

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
March 7, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Hannah Gustafson, Kary Brinson, Amber Niebuhr, Hannah Snow

Members absent: Garry Betley, Kate Henry, Crisi Mathews

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, FWA teacher, Kiki Abrahamson, Principal

Community Members Present: Joey and Solstice Kraszeski, Sheryl Sotelo

Meeting called to order at 4:30pm

Public Comments: Kim Fine reported back from her instructional day at Kaleidoscope. She brought back evaluation samples for teachers and the school that they use and she created a new draft PR flyer that included the why, what and how of our school with an illustration of what makes our school different (attached).

Motion: Amber moved to approve the amended agenda (putting Joey's comments first), Kary seconded and the motion passed unanimously.

Motion: Jon moved to approve the February 2016 minutes, seconded by Hannah and the motion passed unanimously.

Joey and Solstice spoke to the need to have more focus on spelling in the class room and with homework. They are expecting from the Fireweed Language Arts program, i.e. spelling, suffixes, prefixes, rules, etc. Joey would like to have an LA folder come home weekly like what goes home for math.

Administrators report: Structures expo was terrific, the kids worked hard and did great job with their interviews. West Homer Kids and teachers came and Superintendent Sean Dusek and School Board member Zen Kelly attended. April 4th is the next school board meeting and Kiki would like to take a few select kids up to Soldotna with Jon Kulhanek and have the kids present their models.

Kiki reported she received a \$3000 Alaska Learning Environments 2016 transformations grant for creating an outside data collection walkway. She is working with Coowe Walker on this project.

Kiki introduced Sheryl Sotelo, who has a type B certificate as well as a SPED certificate. She is available to work on a contract basis if needed.

Budget Committee-Kiki talked about the current budget and the error found in the rent at WHE

Strategic planning reports:

Organizational Values-no meeting

One Campus Dream-no meeting

Strong Leadership-no meeting

On the bus-no meeting but recent in-service was report card alignment.

Community relations: Jon and Janet reported that the committee is in the process of preparing a PR video for FWA. Chris Kulcheski (Director, Writer, Producer) and Beka Thoning (Editor) and Crisi Mathews are helping. The teachers will put forth a few names of kids who can be interviewed and will help them write their script. Parents will be asked to give testimonials.

Crisi has been trying to set up a 'movie night' hosted by Fireweed at the Homer Theater to promote Fireweed. Kiki and the APC feel maybe it should be more of a fundraiser so as to not appear self-promotional. Janet will call the theater and chat with them.

Janet will send email to LFW asking about a Mayday celebration

Staffing FY17 Suggestions...Kiki retires, cut interventionist position, cut .5 gen ed/.5 sped. Have someone do a contract of 1/2 time SPED. Or case management at .25 with a sped Aide.

Motion: Hannah G moved to create a survey committee to review the surveys that Kim brought. Hannah Snow 2nd and the motion passed. They will be responsible for getting the surveys to the right people with instructions.

Motion: at 6:05pm, Amber moved adjourn, Jon seconded and the motion passed unanimously.

The next APC meeting will be Monday, April 11th at 4:30 in room 103

Submitted by Janet Bowen

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
April 11, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Kary Brinson, Amber Niebuhr, Hannah Snow

Members absent: Garry Betley, Kate Henry, Crisi Matthews, Hannah Gustafson

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, FWA teacher, Kiki Abrahamson, Principal,

Community Members Present: Joey Krazeski

Meeting called to order at 4:35

Public Comments: Joey told the APC she would like to be a member and was unable to stay today, as she was not feeling well.

Motion: Brandy moved to approve the agenda, Kary seconded and the motion passed unanimously.

Motion: Jon moved to approve the April 2016 minutes, seconded by Brandy and the motion passed unanimously.

Administrators report: The School Board meeting was fabulous, Kiki took several kids and their structures projects with them and asked the board members to talk to the kids and had them use the rubric to interview the kids. Also show the earthquake movie that Jon and his kids made. Our students did a great job.

Budget Committee-Kiki talked about forward thinking in terms of staff cuts. We have dipped into the carry over by about \$30,000. If we hold the census for next year at 100, combined with staff cuts we should carry over the max amount next year.

Strategic planning reports:

Organizational Values-no meeting

One Campus Dream-no meeting

Strong Leadership-This group will work on the administrative evaluation from Rilke Schedule and tweak it to fit our needs, with their permission. The committee hopes to have this completed by the next month. They will look at student/teacher/ school evaluations as well.

On the bus-no meeting but they plan to talk about this after the next staffing discussion and at the next early release.

Community relations: Janet reported that the PR DVD is progressing, as are plans for the Mayday Celebration. She hoped that that the APC would attend.

Motion: Amber moved to accept Hannah Gustafson's resignation from the APC, 2nded by Hannah Snow and the Motion passed with unanimous consent.

Motion: Amber moved to accept the appointment of Joey Krasezki to the APC to fill Hannah Gustafson's seat, seconded by Kary and the motion passed with unanimous consent.

Staffing FY17: The district SPED director prefers that we advertise for the .25 SPED position. Kiki reported that the negotiated agreement states that we must advertise the positions before contracting it out. She recommends 2 full time SPED aides, one at each school. Sheryl Sotelo is interested in the .25 SPED position if it is not filled through the advertising process. A teacher can be the case manager to the SPED Aides.

School Improvement Plan: Last year we focused on constructivism and Kiki would like to focus FY17 on Vertical Alignment.

MISC: Janet was asked to include an Executive session in the May APC meeting to discuss Kiki's Contract.

Kiki reported that our Late/Tardy policy in the FWA Handbook is cumbersome and unwieldy and would like to change the parameters.

Motion: Amber moved to direct Kiki to revise the policy and the parent letter and make changes to the handbook. Hannah seconded and the motion passed unanimously.

Motion: Amber moved to adjourn at 5:44 pm, seconded by Brandy and the motion passed with unanimous consent.

The next APC meeting is Monday, May 9, 2016

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
May 9th, 2016

APC Members Present: Kary Brinson Amber Niebuhr, Jon Kulhanek, Brandy McGee

Members absent: Garry Betley, Kate Henry, Crisi Matthews, Joey Krazeski, Hannah Snow (3-5 Port Graham Field Trip)

Committee Members Present: none

Staff Present: Kim

Community Members Present: none

KPBSD Staff Present: District HR director Christine Ermold

Meeting called to order at 4:35pm

Public Comments: Kim reported that the Agaya field trip with the K-2 was a huge success. Also, May Day was a great success. It was a great way to see new Kindergarteners interested in the school. Both events were supported by community and parents.

Motion: Amber moved to strike the administrators report from the agenda, as Kiki was on the 3-5 Port Graham field trip, Kary seconded and the motion passed unanimously.

Motion: Jon moved to approve the amended agenda, Kary seconded and the motion passed unanimously.

Motion: Kary moved to approve the April 2016 minutes, Amber seconded and the motion passed unanimously.

Budget Committee:

Strategic planning reports:

Community Values – May Day was a great event, with around \$1500 raised by the cake auction and a couple hundred raised at the door. More exact numbers will be given by Janet when she returns.

Organizational Values – no meeting

One Campus Dream- no meeting

Strong Leadership-no meeting

On the bus – During the early release collaboration new staffing arrangements were discussed.

Discussion of Administrative Staffing: Christine Ermold, KPBSD HR Director
KPBSDS will not allow a retired administrator to work at .49. Due to an audit finding in 2011 KPBSD decided that they would continue to allow the practice, but moving forward they will no longer allow the practice.

Christine presented three possible options KPBSD would allow:

#1 Employ a full time principal

#2 Employ a full time principal/teacher

#3 Employ a .5 time principal (not retired, paying benefits)

We may have an MOA and contract out with someone for specific services.

She stated that the district won't allow an internship with a mentor in the same building, or employed by the same school. Later in the meeting she came back to say that scenario could be considered.

If the APC decided to contract Kiki to oversee evaluations, the Superintendent would need to approve that contract.

A person can teach full time while interning.

Christine gave a template for Kiki's extra pay to Amber, from a request several months ago.

Charter school principals do not pay into KPAA negotiated agreement. She doesn't know if it is an option to pay into the KPAA negotiated Agreement. Amber felt this was an issue between the principal and HR, not the APC.

Christine reviewed Section 4 of our contract with Kiki.

Motion: Amber moved to take a 10 minute break before we moved into Executive Session. Kary seconded, passed unanimously.

Into Executive Session: 5:33pm

Out of Executive Session: 6:04pm

APC directed the chair to send an email to Kiki explaining the 3 options we received from Christine and offering her 1st right of refusal.

Motion: Amber moved to remove the option of a .5 administrator if Kiki did not want that position. Kari seconded, passed unanimously.

Motion: Amber moved to adjourn. Kary seconded, passed unanimously. Meeting adjourned 6:09pm

Submitted by Brandy McGee

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Emergency Meeting
Approved Minutes
May 11, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Kary Brinson, Amber Niebuhr, Hannah Snow, Joey Kraszeski

Members absent: Garry Betley, Kate Henry, Crisi Matthews,

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, Kiki Abrahamson, Stephanie Zuniga, Betsy Vanek

Parents Present: Emily Springer

Community Members Present:

Meeting called to order at 6:03

Public Comments: Stephanie Zuniga commented that in the past the district has officered directives, she wondered if we can take or leave the suggestions. Can Kiki contract for evaluations, in services, etc., if so, then perhaps we should not hire a principal? If not, then she suggests the APC hires a FT principal. Stephanie wanted it noted that even with a full time principal, it is difficult with two facilities.

Kim Fine would like to see someone who would be an untethered principal/teacher, an instructional teacher, someone who would act as a leader/co-teacher, co-collaborator.

Comments from Kiki Abrahamson: Christine had mentioned that the new principal could go to the Leadership Academy but contracts start August 1. Kiki feels she should still go to the Leadership Academy. She cautioned the APC about accepting only district recommendations, if she had the school would not have existed. The charter is up for renewal next year. The SPED position is .25-certified positions. Kiki advises we advertise for a FT principal and we what we get. It must be advertised for 5 days and over a weekend, or until filled. The APC does not have to interview if they do not see anything they like. The APC can contract for specific tasks under an MOA with Kiki, or someone, i.e....in-services, teacher evaluations, etc. We have to interview three people, but if someone declines an interview, that counts.

Kary wants us to not hurry, we should discuss, digest, etc.

The APC recapped that they cannot hire a .49 administrator with/out Benefits if retired. They discussed what a contract/MOA would look like, specific to a task for a set amount of time. A temporary employee could be hired for specific services. The parameters of a principal vs a teacher/principal were discussed.

Motion: Brandy moved to create a list of questions to email to Christine Ermold, Kary seconded, the motion passed unanimously.

The questions are:

What restrictions are there in regards to an MOA? Is there a time limit on an MOA or a limit of MOA's we can have with a contractor?

2. If there was a contract what would protocol look like and how could the contract be paid? For example, if we were to contract out for someone to complete teacher evaluations.

Could you provide us with all the parameters regarding obtaining a contract license?

Motion: Hannah moves to advertise for a fulltime principal, Brandy seconded and the motion passed with unanimous consent.

The next special APC meeting is Monday, May 19, 2016 to screen resumes/candidates.

The leadership Academy is May 24 & 25th
Kary Brinson's staff party is May 23rd.

Motion: Brandy moved to adjourn, Amber seconds, and the motion passes with unanimous consent.

The meeting adjourned at 7:25pm

Submitted by Janet Bowen

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
May 23th, 2016

APC Members Present: Kary Brinson, Amber Nieburh, Jon Kulhanek, Brandy McGee, Joey Kraszeski, Hannah Snow

Members absent: Garry Betley, Kate Henry, Crisi Matthews,

Committee Members Present: none

Staff Present: Kim Fine

Community Members Present: none

KPBSD Staff Present: District HR director Christine Ermold (left at 4:00pm)

Meeting called to order at 3:41pm

Motion: Amber moved to go into executive session. Jon seconded.

Out of Executive Session: 5:08pm

Motion: Amber moved to adjourn. Brandy seconded, passed unanimously. Meeting adjourned 5:09pm

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
August 22, 2016

APC Members Present: Kary Brinson, Amber Niebuhr, Jon Kulhanek, Brandy McGee, Kate Henry, Crisi Matthews, Joey Kraszeski, Hannah Snow

Members absent: Garry Betley

Committee Members Present: none

Staff Present: none

Meeting called to order at 4:30pm

Public Comments: None

Motion: Brandy moved to approve the amended agenda, Jon seconded and the motion passed unanimously.

Approval of passed minutes: May 9th , May 11th , May 23rd and August 22, 2016

Motion to approve minutes was tabled until Janet researched which minutes needed approving.

Administrators report: Todd reported feeling encouraged to be working with a great staff. The budget we have to work with is based on 96 students, we currently have 104. He will talk with Laurie Olson more about the budget. Todd asked about how the charter renewal process works. Janet will find out when it is due to the district. Some members suspect December/January.

The school improvement plan is due next Monday. Todd and Jon will work on this.

Sally Burns is our .25 SPED teacher. She will be working with Sharlyn next week. BFW SPED aid position is still unfilled and was reopened. The Lease agreement with Dave Ritch at Little fireweed is coming due May 31, 2017.

Budget Committee: no report

Strategic planning reports: No report, Janet is to email Joey a copy

Community Relations PR – Need to work on PR video more, include film with Todd, AP campout. Then it can go to Bekka Thoning for editing. Discussed at the PAC meeting about the need to recruit up a volunteer coordinator. Janet will get the word out.

Organizational Values –no report

One Campus Dream- no report
Strong Leadership-no report
On the bus – no report

FY16 Survey Data: Amber collated and circulated the results of the monkey survey regarding our school and teachers. Janet is asked to see if she can print off the comments section from the surveys.

Shared facility: West Homer Principal Eric W and Todd are discussing the possibility of using the WHE library.

The open house will coincide with West Homers open house, September 8th. The harvest festival will be from 5-6 and the open house' meet 'n greet' will be 6-7.

Motion: Crisi moved to form a bylaws committee, seconded by Amber, motion passed with unanimous consent. The members will be Jon Kulhanek, Kate Henry and Crisi Mathews.

Charter Renewal plans: The APC is wondering if we can apply for a 10 year plan-Janet will find out.

Motion: Amber moved to create a Charter Renewal Committee, Kate seconds and the motion passes unanimously. The members will be Todd, Jon, Amber and Crisi.

Site Council Evaluation was updated for the month of August.

Motion: Amber moved to adjourn, Hannah seconded and the motion passes unanimously.

Meeting adjourns at 5:58pm

The next APC meeting is Monday, September 12th at 4:30pm

Submitted by Janet Bowen

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
September 14, 2016

APC Members Present: Kary Brinson via phone, Amber Niebuhr, Jon Kulhanek, Brandy McGee, Kate Henry, Crisi Matthews, Joey Kraszeski, Hannah Snow

Members absent: Garry Betley

Committee Members Present: none

Staff Present: Todd Hindman, Principal Janet Bowen, Secretary

Guests present: Lynn Kee

Meeting called to order at 4:30pm

Public Comments: None

Motion: Amber moved to approve the amended agenda (added the approval of past minutes), Jon seconded and the motion passed unanimously.

Motion; Brandy moved to approve May 9th, May 11th, May 23rd and August 22, 2016 minutes, seconded by Amber and the motion passed unanimously.

Administrators report: Todd is working on the charter renewal with Jon and Janet and is almost done, just waiting on a few financials from Laurie Olsen and an MOA with WHE. HE would like to personalize the membership list for the charter reapplication and requests a short personal blurb from each member.

No progress on the use of WHE library, Todd and WHE Principal have just been busy. They will continue to work on it.

FWA needs a volunteer coordinator, it has been advertised in the newsletters and in an email Janet sent out. Todd will also be having more contact with Families as soon as the renewal process is done.

Big FWA open house was well attended. LFW open hose is Thursday, September 29th. Anchor Point campout is this Thursday/Friday. Plans are going well.

There will be a transportation meeting this Monday evening at Homer High at 6pm. Next year we will be going to a 2 tier system with different start/end times for different schools. There will be a new transportation provider as well. Todd recommend parents and APC member attend. Also there will be a bus evacuation drill in the new future.

Todd will attend the admin meeting in Soldotna on September 28th.

Teachers have begun to use blended learning using technology. It is going very well and we will need more student laptops/computers.

Budget Committee: no report. Erik Niebuhr recommends that we not have monthly meetings unless something specific comes up. He feels that since he and Todd receive monthly financial reports, he is able to keep on top of the situation. Since we are looking into purchasing more student laptops, we will have a meeting this month. The committee will set a date.

Strategic planning reports:

Community Relations PR – Nov 3rd is movie night at the Homer Theater. We will show Zootopia and it will be a canned food event. Janet will call Shari Dougherty and let her know. This will be open to the public and we will fund the film with 710 money. We will show Jon's Salmon movie and possible our PR movie is it is ready.

Possible all school fundraising event for March, committee will meet and prepare a proposal.

Organizational Values –no report

One Campus Dream- Kary called the borough and left a message for Kelly Cooper who took Mako Haggarty's place. They are playing telephone tag and Kary would like to let her know about our facility needs and invite her to an APC meeting. Perhaps they have something to offer vs working with Dave Ritchie (private). It was suggested that no single person should be reaching out to a public official on behalf of the APC without direction from the APC. Amber asked Kary to hold off and will call a One Campus meeting to discuss how to proceed.

Strong Leadership-no report

On the bus – no report but they will have a meeting during the upcoming all staff meeting.

Bylaws committee: Crisi, Jon and Joey met today, working on a first draft. Crisis will write it up and email it to parents for feedback. Crisi asked if the APC could have school district emails, Janet will check.

APC Membership: Brandy McGee and Kate Henry would like to continue on with the APC. Jon Kulhanek would like to continue as a staff rep if no one from Little Fireweed wants to participate. This will be discussed at the next all-staff meeting. Kary wants to do whatever is best for the school. Hannah asked Kary if she would be willing to step down and serve on the one campus committee and Lynn Kee, mother of a 1st grade FWA student would be appointed to that community position. Kary said yes. Amber thanks Kary for all her years on the APC. Voting will be through a Survey Monkey that Janet will set up with Kate as interested in staying on and a write in spot. This will run for the first week of October.

Motion: Brandy moved to adjourn, Amber seconded and the motion passes unanimously.

Meeting adjourns at 5:40pm

The next APC meeting is Monday, October 10th at 4:30pm

Submitted by Janet Bowen

Administration of the Contract

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. A copy of the KPBSD Policy Manual is located in the Secretary's office and is used as a reference for staff and Academic Policy Committee members.

Control and supervision of the charter school is handled according to Charter School Law by our Academic Policy Committee. Monthly APC Meetings are held on the second Monday of each month. All staff, APC members, and interested parents and community members are invited to attend. At these meetings the APC reviews strategic planning, governance and organization, school operations and community relations.

Appendix E Administrative Policy Manual

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.

Academic Policy Committee Minutes

Refer to Appendix D beginning on page 11 for APC Minutes

School Schedules & KPBSD School Calendar

Little Fireweed Schedule

8:15-8:45	Homeroom / Morning Circles
8:45-10:15	Math / Literacy / Movement
10:15-10:35	Snack Break
10:35-10:55	Recess
11:00-12:00	Math / Literacy
12:00-12:30	Fireweed Reads!
12:30-12:55	Lunch
12:55-1:25	Recess
1:30-1:50	Writers Write!
1:50-2:45	Lit. Experiences & Explorations (M,F) / Theme Projects (T,W,Th)
2:45-3:00	Homeroom

Big Fireweed Schedule

8:30 – 8:45	Homeroom
8:50 – 9:50	Math
9:50 – 10:10	Snack Break
10:15 – 11:15	Language Arts
11:20 – 11:50	3rd, 4th Lunch / 5th, 6th Recess / Tribal Council (Friday)
11:50 – 12:20	3rd, 4th Recess / 5th, 6th Lunch / All Lunch (Friday)
12:25– 12:55	Reading Groups 3rd-6th / All Recess (Friday)
1:00 – 1:50	Theme Groups / Field Trips (Friday)
1:55 – 2:25	3rd, 4th P.E. / 5th, 6th Specials / Field Trips (Friday)
2:30 – 3:05	5th, 6th P.E. / 3rd, 4th Specials / Field Trips (Friday)
3:05 – 3:15	Homeroom

Kenai Peninsula Borough School District 2016-17 District Wide Calendar

C School Closes O School Opens
E End of Quarter CI PT Conference/Inservice
H Legal Holiday V Vacation Day
IW Inservice/Work ER Early Release Day

July 2016							August 2016							September 2016							October 2016								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	1	2	3	4	5	6						1	2	3							1		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22		
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29						
31																			30	31									
# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Student Days: _____														
# of Teacher Days: _____	# of Teacher Days: _____						# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Teacher Days: _____														
November 2016							December 2016							January 2017							February 2017								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2					1	2	3	1	2	3	4	5	6	7						1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
27	28	29	30	25	26	27	28	29	30	31	29	30	31	26	27	28													
# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Student Days: _____														
# of Teacher Days: _____	# of Teacher Days: _____						# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Teacher Days: _____														
March 2017							April 2017							May 2017							June 2017								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2						1	1	2	3	4	5	6						1	2	3			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30							
# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Student Days: _____														
# of Teacher Days: _____	# of Teacher Days: _____						# of Inservice Days: _____	# of Student Days: _____						# of Inservice Days: _____	# of Teacher Days: _____														

End of Quarter	Inservice Dates	Legal Holidays & Vacation Days
1st Quarter: 42 days	Teacher First: August 18	August 16, 17, 18, 19, 22
2nd Quarter: 39 days	Teacher Last: May 25	October 25
3rd Quarter: 41 days	Student First: August 23	December 22
4th Quarter: 48 days	Student Last: May 24	March 10
170 days	PT Conference/IS Days: October 23, 28 February 9, 22	May 25
Approved: 12/2/2015		Independence Day: July 4
Dist. of Ed. Approved: 11/17/2015		Labor Day: September 5
		Thanksgiving: November 24-25
		Winter Break: Dec 23-Jan 6
		Spring Break: March 11-17
		Vacation Day: Jan 16
		Material Day: May 29

● Start of Testing Window ● End of Testing Window
 (Contact School for actual dates of test implementation)

Alternative Education Options

Not Applicable

3. Education Program & Student Achievement

Education Program Narrative

Fireweed Academy was founded on the philosophical premise of education that addresses the whole child. Our Mission Statement reflects our ambition to provide diverse 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 families are more interested in instilling in their student(s) the abilities to solve problems, be creative, work in a group, and ask good questions than they are in test scores.

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 Community, Forces, Change and Conservation. 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. 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. The math program is enhanced with the use of the web-based ALEKS program for grades 3 – 6.

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. Students at Fireweed K2 participate in Morning Movement everyday. Other PE and Health objectives are built into the thematic program. We always welcome parent support in supplementing our PE program.

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 and have recently purchased 4 SMART boards a SMART Table. We have Dell PC computers, student lap-tops and iPads as well as digital and video cameras available for each classroom. 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 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 quarterly Theme Immersion Study.

Appendix F Written Instructional Program Addressing the State Content Standards & Alignment with State Assessments

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 connected to state curriculum standards. Through these methods we use relevant reading and writing assignments, and authentic activities and assessments that reflect student interest, passion 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 many subtopics, connected to all content areas, meets standards, reflects student interest/passion, addresses specific needs, and best utilizes 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 proven 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 to development competency and mastery as demonstrated by application to relevant and authentic situations.

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 assigned or a text of their choice. Coupled with literature circles and enrichment projects, these methods give students opportunities to refine and master skills and meet standards regardless of reading ability. For Writing Workshop, we use a large variety of mentor texts 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, aligned 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.

Narrative of Plans for Sped, CTE, GT, and Bilingual Students

Fireweed Academy charter school identifies and serves special education, gifted and bilingual students. If a special services student or student with a 504 Plan enrolls at Fireweed Academy, a review of the student's IEP or 504 Plan is conducted with the IEP/504 Team. The IEP/504 team then determines if Fireweed Academy can meet the student's individual learning needs via the methodology and curriculum materials available at the school. If the IEP/504 team determines that Fireweed Academy cannot adequately address the needs of the student the decision is disclosed to the parent at the meeting and documented in a Prior Written Notice. Notice to the parent includes a copy of the Procedural Safeguards. Fireweed Academy complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students

Since its inception, 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 and occupational therapists, and both Mildly Handicapped and Gifted & Talented special education teachers to identify, assist, assess, and monitor students who are at risk.

We have also collaborated on several occasions with our local Community Mental Health organization in intervention meetings to discuss, identify and provide services for students with emotional handicaps and behavior disorders.

Our school has an extremely diversified population. Although we serve students in grades K-6, 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 students with speech concerns or learning disabilities. Students are responding positively to our collaborative and more direct services. Some 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.

Additionally, we have also referred, assessed, identified and monitored several Gifted and Talented students each year. 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 particularly 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.

We conduct monthly intervention meetings to collaborate, identify and support students with varying learning differences and challenges. These meetings bring together the team of professionals working with these students or that possess the expertise needed to provide a successful education program for students in need. This includes: the school administrator, regular education teachers, Special Education coordinator, Special Education aides, school psychologist, and when warranted, the school speech & occupational Therapists.

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 intervention plans, and monitored medication effects.

ASPI Star Rating

ASPI Rating: **** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013** School Grade Span

School District: **Kenai Peninsula Borough School District** School: **Fireweed Academy** KG - 6

Participation Rate Grades 3-10	Number Enrolled 58	Number Tested 58	Participation Rate 100%	Met Participation Rate Yes	Points None, acts as a trigger to achievement denominator.
-----------------------------------	-----------------------	---------------------	----------------------------	-------------------------------	---

K-8 Performance							Points	Weighting	ASPI Points
Academic Achievement	Reading		Writing		Math		86.00	0.35	30.10
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	53	91%	46	84%	48	84%			
School Progress (Subgroup must have 5+ students to be considered)	Growth All 100.00	Growth-AK Native N/A	Growth-Econ Dis 97.46	Growth-w/Disabilities 100.00	Growth-LEP N/A		99.75	0.4	39.90
Attendance Rate	90.55%						80.00	0.25	20.00
Total K-8 Points							1.00		90.00

9-12 Performance							Points	Weighting	ASPI Points
Academic Achievement	Reading		Writing		Math		N/A	0	0.00
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	N/A	N/A	N/A	N/A	N/A	N/A			
School Progress (Subgroup must have 5+ students to be considered)	Growth All N/A	Growth-AK Native N/A	Growth-Econ Dis N/A	Growth-w/Disabilities N/A	Growth-LEP N/A		N/A	0	0.00
Attendance Rate	N/A						N/A	0	0.00
Graduation Rate	4 Year N/A		5 Year N/A				N/A	0	0.00
College Career Readiness	N/A						N/A	0	0.00
WorkKeys Participation	N/A						N/A	0	0.00
Total 9-12 Points							0.00		0.00

^ - Results are suppressed to protect individual confidentiality.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Printed 09/05/2013

K-8 Enrollment Ratio:	1.00
9-12 Enrollment Ratio:	0.00

ASPI Score	90.00
-------------------	--------------

ASPI Rating: **** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014** Printed 9/3/2014

School District: **Kenai Peninsula Borough School District** School: **Fireweed Academy** School Grade Span
KG - 6

Participation Rate Grades 3-10	Number Tested 45	Number Enrolled 47	Participation Rate 95.74%	Met Participation Rate Yes	Points None, acts as a trigger to achievement denominator.
-----------------------------------	---------------------	-----------------------	------------------------------	-------------------------------	---

K-8 Performance										Points	Weighting	ASPI Points
Academic Achievement	Reading			Writing			Math			89.31	0.35	31.26
	Count Proficient	Count Tested	Pct Proficient	Count Proficient	Count Tested	Pct Proficient	Count Proficient	Count Tested	Pct Proficient			
	40	43	93.02%	39	43	90.70%	38	45	84.44%			
School Progress (Subgroup must have >5 students to be considered)	Growth All 100.00	Growth-AK Nat N/A	Growth-Econ Dis 100.00	Growth-w/Disabs 100.00	Growth-LEP N/A					100.00	0.4	40.00
Attendance Rate	91.80%									80.00	0.25	20.00
Total K-8 Points										1.00		91.26

9-12 Performance										Points	Weighting	ASPI Points	
Academic Achievement	Reading			Writing			Math			N/A	0	0.00	
	Count Proficient	Count Tested	Pct Proficient	Count Proficient	Count Tested	Pct Proficient	Count Proficient	Count Tested	Pct Proficient				
	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A				
School Progress (Subgroup must have >5 students to be considered)	Growth All N/A	Growth-AK Nat N/A	Growth-Econ Dis N/A	Growth-w/Disabs N/A	Growth-LEP N/A					N/A	0	0.00	
Attendance Rate	N/A									N/A	0	0.00	
Graduation Rate	4 Year N/A		Cohorts - 4 Yr N/A		5 Year N/A		Cohorts - 5 Yr N/A				N/A	0	0.00
College Career Readiness	N/A									N/A	0	0.00	
WorkKeys Participation	N/A									N/A	0	0.00	
Total 9-12 Points										0.00		0.00	

^ - Results are suppressed to protect individual confidentiality.
* - All eligible students are counted when Participation Rate is not met.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	101	K-8 Enrollment Ratio:	1.00
9-12 Enrollment Count:	0	9-12 Enrollment Ratio:	0.00

ASPI Score	91.26
-------------------	--------------

State Assessments

Fireweed Academy has progressed toward its academic goals. The academy exists to fulfill students' academic and developmental needs. Performance standards are evaluated using both objective and subjective assessment tools. Multiple assessments are used to document student achievement such as standardized tests, anecdotal record keeping, student portfolios, presentations and report cards.

Alaska SBA/AMP scores are comparable to or better than those of other public schools in the district, and individual students tend to maintain or improve their levels of performance on the SBA/AMP when compared to previous years.

Fireweed Academy students are monitored throughout the school year through the use of the AIMSweb for reading and language.

Students at the academy exhibit a wide range of ability. Guided by curriculum and instructional assessment data, teachers meet regularly with the parent advisory committee to adjust content and class offerings. Also, close coordination between the teacher and parent provides the opportunity for each student to learn at his or her individual pace. Curriculum is leveled and can further be modified to assure that a student is appropriately challenged according to his or her needs.

The KPBSD Report Card to the Public documents the results of the Alaska SBA/AMP testing. Copies of the results are included with this.

Fireweed 2012-2013 SBA Assessments

2012-2013 Standards Based Assessments (SBA)

Reading											
All Grades	Grade 3		Grade 4		Grade 5		Grade 6				
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	25	43.10%	28	48.28%	1	1.72%	4	6.90%	58	100.00%	
Male	14	40.00%	18	51.43%	1	2.86%	2	5.71%	35	100.00%	
Female	11	47.83%	10	43.48%	0	0.00%	2	8.70%	23	100.00%	
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%	
Caucasian	24	46.15%	25	48.08%	1	1.92%	2	3.85%	52	100.00%	
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	
Economically Disadvantaged	11	39.29%	13	46.43%	1	3.57%	3	10.71%	28	100.00%	
Not Economically Disadvantaged	14	46.67%	15	50.00%	0	0.00%	1	3.33%	30	100.00%	
Students With Disabilities	2	16.67%	6	50.00%	0	0.00%	4	33.33%	12	100.00%	
Disabled With Accommodations	1	10.00%	6	60.00%	0	0.00%	3	30.00%	10	100.00%	
Students Without Disabilities	23	50.00%	22	47.83%	1	2.17%	0	0.00%	46	100.00%	
Not Limited English Proficient	25	43.10%	28	48.28%	1	1.72%	4	6.90%	58	100.00%	
Migrant Students	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	5	100.00%	
Not Migrant Students	21	39.62%	27	50.94%	1	1.89%	4	7.55%	53	100.00%	

Writing

All Grades										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	16	29.09%	30	54.55%	9	16.36%	0	0.00%	55	94.83%
Male	9	25.71%	19	54.29%	7	20.00%	0	0.00%	35	100.00%
Female	7	35.00%	11	55.00%	2	10.00%	0	0.00%	20	86.96%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	15	30.61%	27	55.10%	7	14.29%	0	0.00%	49	94.23%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	6	23.08%	15	57.69%	5	19.23%	0	0.00%	26	92.86%
Not Economically Disadvantaged	10	34.48%	15	51.72%	4	13.79%	0	0.00%	29	96.67%
Students With Disabilities	0	0.00%	5	45.45%	6	54.55%	0	0.00%	11	91.67%
Disabled With Accommodations	0	0.00%	4	44.44%	5	55.56%	0	0.00%	9	100.00%
Students Without Disabilities	16	36.36%	25	56.82%	3	6.82%	0	0.00%	44	95.65%
Not Limited English Proficient	16	29.09%	30	54.55%	9	16.36%	0	0.00%	55	94.83%
Migrant Students	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Migrant Students	14	28.00%	27	54.00%	9	18.00%	0	0.00%	50	94.34%

Mathematics

All Grades										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	26	45.61%	22	38.60%	4	7.02%	5	8.77%	57	98.28%
Male	17	48.57%	12	34.29%	2	5.71%	4	11.43%	35	100.00%
Female	9	40.91%	10	45.45%	2	9.09%	1	4.55%	22	95.65%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	25	49.02%	19	37.25%	3	5.88%	4	7.84%	51	98.08%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	10	37.04%	13	48.15%	2	7.41%	2	7.41%	27	96.43%
Not Economically Disadvantaged	16	53.33%	9	30.00%	2	6.67%	3	10.00%	30	100.00%
Students With Disabilities	2	16.67%	6	50.00%	1	8.33%	3	25.00%	12	100.00%
Disabled With Accommodations	1	10.00%	5	50.00%	1	10.00%	3	30.00%	10	100.00%
Students Without Disabilities	24	53.33%	16	35.56%	3	6.67%	2	4.44%	45	97.83%
Not Limited English Proficient	26	45.61%	22	38.60%	4	7.02%	5	8.77%	57	98.28%
Migrant Students	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Migrant Students	24	46.15%	19	36.54%	4	7.69%	5	9.62%	52	98.11%

Science

All Grades		Grade 4									
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	6	42.86%	5	35.71%	2	14.29%	1	7.14%	14	100.00%	
Male	5	50.00%	4	40.00%	1	10.00%	0	0.00%	10	100.00%	
Female	*	*	*	*	*	*	*	*	4	100.00%	
Caucasian	6	46.15%	5	38.46%	1	7.69%	1	7.69%	13	100.00%	
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	
Economically Disadvantaged	3	42.86%	3	42.86%	1	14.29%	0	0.00%	7	100.00%	
Not Economically Disadvantaged	3	42.86%	2	28.57%	1	14.29%	1	14.29%	7	100.00%	
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	
Students Without Disabilities	5	45.45%	5	45.45%	1	9.09%	0	0.00%	11	100.00%	
Not Limited English Proficient	6	42.86%	5	35.71%	2	14.29%	1	7.14%	14	100.00%	
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%	
Not Migrant Students	5	41.67%	4	33.33%	2	16.67%	1	8.33%	12	100.00%	

KPBSD 2012-2013 SBA Assessments

2012-2013 Standards Based Assessments (SBA)

Reading

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2385	44.49%	2320	43.28%	499	9.31%	157	2.93%	5361	98.60%
Male	1090	40.49%	1189	44.17%	321	11.92%	92	3.42%	2692	98.25%
Female	1295	48.52%	1131	42.38%	178	6.67%	65	2.44%	2669	98.96%
African American	8	33.33%	12	50.00%	2	8.33%	2	8.33%	24	100.00%
Alaska Native/American Indian	164	27.56%	299	50.25%	98	16.47%	34	5.71%	595	98.51%
Asian/Pacific Islander	41	41.00%	38	38.00%	16	16.00%	5	5.00%	100	97.09%
Caucasian	1924	47.27%	1719	42.24%	330	8.11%	97	2.38%	4070	98.69%
Hispanic	89	41.78%	98	46.01%	21	9.86%	5	2.35%	213	97.26%
Two or More Races	159	44.29%	154	42.90%	32	8.91%	14	3.90%	359	98.90%
Economically Disadvantaged	765	33.98%	1086	48.25%	299	13.28%	101	4.49%	2251	98.34%
Not Economically Disadvantaged	1620	52.09%	1234	39.68%	200	6.43%	56	1.80%	3110	98.79%
Students With Disabilities	100	12.02%	347	41.71%	257	30.89%	128	15.38%	832	98.35%
Disabled With Accommodations	56	8.47%	260	39.33%	229	34.64%	116	17.55%	661	100.00%
Students Without Disabilities	2285	50.45%	1973	43.56%	242	5.34%	29	0.64%	4529	98.65%
Limited English Proficient	11	7.97%	84	60.87%	33	23.91%	10	7.25%	138	97.87%
Not Limited English Proficient	2374	45.45%	2236	42.81%	466	8.92%	147	2.81%	5223	98.62%
Migrant Students	109	38.79%	142	50.53%	24	8.54%	6	2.14%	281	98.94%
Not Migrant Students	2276	44.80%	2178	42.87%	475	9.35%	151	2.97%	5080	98.58%

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1257	23.41%	3257	60.65%	732	13.63%	124	2.31%	5370	98.77%
Male	503	18.62%	1629	60.29%	482	17.84%	88	3.26%	2702	98.61%
Female	754	28.26%	1628	61.02%	250	9.37%	36	1.35%	2668	98.92%
African American	3	13.04%	18	78.26%	2	8.70%	0	0.00%	23	95.83%
Alaska Native/American Indian	76	12.75%	347	58.22%	144	24.16%	29	4.87%	596	98.68%
Asian/Pacific Islander	24	23.53%	61	59.80%	11	10.78%	6	5.88%	102	99.03%
Caucasian	1021	25.06%	2477	60.79%	504	12.37%	73	1.79%	4075	98.81%
Hispanic	46	21.40%	133	61.86%	29	13.49%	7	3.26%	215	98.17%
Two or More Races	87	24.23%	221	61.56%	42	11.70%	9	2.51%	359	98.90%
Economically Disadvantaged	375	16.62%	1371	60.77%	428	18.97%	82	3.63%	2256	98.56%
Not Economically Disadvantaged	882	28.32%	1886	60.57%	304	9.76%	42	1.35%	3114	98.92%
Students With Disabilities	48	5.73%	413	49.28%	310	36.99%	67	8.00%	838	99.05%
Disabled With Accommodations	17	2.53%	317	47.10%	280	41.60%	59	8.77%	673	100.00%
Students Without Disabilities	1209	26.68%	2844	62.75%	422	9.31%	57	1.26%	4532	98.71%
Limited English Proficient	9	6.47%	71	51.08%	51	36.69%	8	5.76%	139	98.58%
Not Limited English Proficient	1248	23.86%	3186	60.91%	681	13.02%	116	2.22%	5231	98.77%
Migrant Students	46	16.31%	186	65.96%	47	16.67%	3	1.06%	282	99.30%
Not Migrant Students	1211	23.80%	3071	60.36%	685	13.46%	121	2.38%	5088	98.74%

Mathematics

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2087	38.84%	2143	39.88%	718	13.36%	425	7.91%	5373	98.82%
Male	1034	38.25%	1051	38.88%	386	14.28%	232	8.58%	2703	98.65%
Female	1053	39.44%	1092	40.90%	332	12.43%	193	7.23%	2670	99.00%
African American	6	26.09%	10	43.48%	6	26.09%	1	4.35%	23	95.83%
Alaska Native/American Indian	153	25.63%	245	41.04%	108	18.09%	91	15.24%	597	98.84%
Asian/Pacific Islander	33	32.04%	37	35.92%	18	17.48%	15	14.56%	103	100.00%
Caucasian	1687	41.40%	1612	39.56%	500	12.27%	276	6.77%	4075	98.81%
Hispanic	65	30.23%	98	45.58%	31	14.42%	21	9.77%	215	98.17%
Two or More Races	143	39.72%	141	39.17%	55	15.28%	21	5.83%	360	99.17%
Economically Disadvantaged	703	31.06%	918	40.57%	388	17.15%	254	11.22%	2263	98.86%
Not Economically Disadvantaged	1384	44.50%	1225	39.39%	330	10.61%	171	5.50%	3110	98.79%
Students With Disabilities	102	12.17%	297	35.44%	222	26.49%	217	25.89%	838	99.05%
Disabled With Accommodations	51	7.68%	228	34.34%	191	28.77%	194	29.22%	664	100.00%
Students Without Disabilities	1985	43.77%	1846	40.71%	496	10.94%	208	4.59%	4535	98.78%
Limited English Proficient	11	7.80%	59	41.84%	40	28.37%	31	21.99%	141	100.00%
Not Limited English Proficient	2076	39.68%	2084	39.83%	678	12.96%	394	7.53%	5232	98.79%
Migrant Students	102	36.04%	120	42.40%	46	16.25%	15	5.30%	283	99.65%
Not Migrant Students	1985	39.00%	2023	39.74%	672	13.20%	410	8.06%	5090	98.78%

Science

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	227	35.19%	215	33.33%	144	22.33%	59	9.15%	645	94.30%
Male	122	36.53%	113	33.83%	67	20.06%	32	9.58%	334	93.82%
Female	105	33.76%	102	32.80%	77	24.76%	27	8.68%	311	94.82%
African American	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	12	21.43%	14	25.00%	17	30.36%	13	23.21%	56	91.80%
Asian/Pacific Islander	3	23.08%	3	23.08%	4	30.77%	3	23.08%	13	100.00%
Caucasian	189	38.03%	170	34.21%	100	20.12%	38	7.65%	497	94.13%
Hispanic	6	25.00%	10	41.67%	7	29.17%	1	4.17%	24	96.00%
Two or More Races	16	31.37%	16	31.37%	15	29.41%	4	7.84%	51	96.23%
Economically Disadvantaged	82	27.24%	98	32.56%	80	26.58%	41	13.62%	301	95.86%
Not Economically Disadvantaged	145	42.15%	117	34.01%	64	18.60%	18	5.23%	344	92.97%
Students With Disabilities	16	13.33%	28	23.33%	41	34.17%	35	29.17%	120	93.75%
Disabled With Accommodations	5	6.02%	16	19.28%	29	34.94%	33	39.76%	83	100.00%
Students Without Disabilities	211	40.19%	187	35.62%	103	19.62%	24	4.57%	525	94.42%
Limited English Proficient	0	0.00%	3	12.00%	14	56.00%	8	32.00%	25	100.00%
Not Limited English Proficient	227	36.61%	212	34.19%	130	20.97%	51	8.23%	620	94.08%
Migrant Students	4	12.50%	8	25.00%	13	40.63%	7	21.88%	32	100.00%
Not Migrant Students	223	36.38%	207	33.77%	131	21.37%	52	8.48%	613	94.02%

Fireweed 2013-2014 SBA Assessments

2013-2014 Standards Based Assessments (SBA)

Reading

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	29	67.44%	11	25.58%	2	4.65%	1	2.33%	43	91.49%
Male	17	65.38%	6	23.08%	2	7.69%	1	3.85%	26	92.86%
Female	12	70.59%	5	29.41%	0	0.00%	0	0.00%	17	89.47%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	28	71.79%	10	25.64%	1	2.56%	0	0.00%	39	90.70%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	14	60.87%	7	30.43%	1	4.35%	1	4.35%	23	95.83%
Not Economically Disadvantaged	15	75.00%	4	20.00%	1	5.00%	0	0.00%	20	86.96%
Students With Disabilities	1	20.00%	2	40.00%	1	20.00%	1	20.00%	5	83.33%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	28	73.68%	9	23.68%	1	2.63%	0	0.00%	38	97.44%
Not Limited English Proficient	29	67.44%	11	25.58%	2	4.65%	1	2.33%	43	91.49%
Migrant Students	4	66.67%	1	16.67%	1	16.67%	0	0.00%	6	100.00%
Not Migrant Students	25	67.57%	10	27.03%	1	2.70%	1	2.70%	37	90.24%

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6						
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	19	44.19%	20	46.51%	4	9.30%	0	0.00%	43	91.49%
Male	8	30.77%	14	53.85%	4	15.38%	0	0.00%	26	92.86%
Female	11	64.71%	6	35.29%	0	0.00%	0	0.00%	17	89.47%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	19	48.72%	18	46.15%	2	5.13%	0	0.00%	39	90.70%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	8	34.78%	13	56.52%	2	8.70%	0	0.00%	23	95.83%
Not Economically Disadvantaged	11	55.00%	7	35.00%	2	10.00%	0	0.00%	20	86.96%
Students With Disabilities	1	20.00%	2	40.00%	2	40.00%	0	0.00%	5	83.33%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	18	47.37%	18	47.37%	2	5.26%	0	0.00%	38	97.44%
Not Limited English Proficient	19	44.19%	20	46.51%	4	9.30%	0	0.00%	43	91.49%
Migrant Students	3	50.00%	2	33.33%	1	16.67%	0	0.00%	6	100.00%
Not Migrant Students	16	43.24%	18	48.65%	3	8.11%	0	0.00%	37	90.24%

Mathematics

All Grades	Grade 3	Grade 4	Grade 5	Grade 6						
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	26	57.78%	12	26.67%	3	6.67%	4	8.89%	45	95.74%
Male	16	59.26%	7	25.93%	1	3.70%	3	11.11%	27	96.43%
Female	10	55.56%	5	27.78%	2	11.11%	1	5.56%	18	94.74%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	25	60.98%	11	26.83%	2	4.88%	3	7.32%	41	95.35%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	12	52.17%	7	30.43%	3	13.04%	1	4.35%	23	95.83%
Not Economically Disadvantaged	14	63.64%	5	22.73%	0	0.00%	3	13.64%	22	95.65%
Students With Disabilities	1	14.29%	2	28.57%	1	14.29%	3	42.86%	7	87.50%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	25	65.79%	10	26.32%	2	5.26%	1	2.63%	38	97.44%
Not Limited English Proficient	26	57.78%	12	26.67%	3	6.67%	4	8.89%	45	95.74%
Migrant Students	4	66.67%	1	16.67%	0	0.00%	1	16.67%	6	100.00%
Not Migrant Students	22	56.41%	11	28.21%	3	7.69%	3	7.69%	39	95.12%

Science

All Grades		Grade 4									
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	4	44.44%	2	22.22%	1	11.11%	2	22.22%	9	81.82%	
Male	*	*	*	*	*	*	*	*	4	80.00%	
Female	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	5	83.33%	
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%	
Caucasian	4	57.14%	1	14.29%	1	14.29%	1	14.29%	7	77.78%	
Economically Disadvantaged	4	57.14%	2	28.57%	0	0.00%	1	14.29%	7	100.00%	
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	2	50.00%	
Students With Disabilities	*	*	*	*	*	*	*	*	3	75.00%	
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	
Students Without Disabilities	4	66.67%	0	0.00%	1	16.67%	1	16.67%	6	85.71%	
Not Limited English Proficient	4	44.44%	2	22.22%	1	11.11%	2	22.22%	9	81.82%	
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%	
Not Migrant Students	3	42.86%	2	28.57%	1	14.29%	1	14.29%	7	77.78%	

KPBSD 2013-14 SBA Assessments

2013-2014 Standards Based Assessments (SBA)

Reading											
All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10			
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	2370	45.84%	2217	42.88%	448	8.67%	135	2.61%	5170	98.97%	
Male	1076	41.24%	1170	44.84%	276	10.58%	87	3.33%	2609	99.05%	
Female	1294	50.53%	1047	40.88%	172	6.72%	48	1.87%	2561	98.88%	
African American	6	33.33%	10	55.56%	1	5.56%	1	5.56%	18	100.00%	
Alaska Native/American Indian	153	27.52%	286	51.44%	88	15.83%	29	5.22%	556	99.11%	
Asian/Pacific Islander	39	44.83%	30	34.48%	16	18.39%	2	2.30%	87	98.86%	
Caucasian	1879	48.58%	1616	41.78%	289	7.47%	84	2.17%	3868	98.85%	
Hispanic	94	43.93%	100	46.73%	16	7.48%	4	1.87%	214	99.53%	
Two or More Races	199	46.60%	175	40.98%	38	8.90%	15	3.51%	427	99.77%	
Economically Disadvantaged	766	35.66%	1041	48.46%	251	11.69%	90	4.19%	2148	99.26%	
Not Economically Disadvantaged	1604	53.08%	1176	38.91%	197	6.52%	45	1.49%	3022	98.76%	
Students With Disabilities	93	11.06%	399	47.44%	246	29.25%	103	12.25%	841	98.82%	
Disabled With Accommodations	40	5.97%	316	47.16%	217	32.39%	97	14.48%	670	100.00%	
Students Without Disabilities	2277	52.60%	1818	42.00%	202	4.67%	32	0.74%	4329	99.06%	
Limited English Proficient	13	7.98%	85	52.15%	49	30.06%	16	9.82%	163	100.00%	
Not Limited English Proficient	2357	47.07%	2132	42.58%	399	7.97%	119	2.38%	5007	98.93%	
Migrant Students	103	37.18%	140	50.54%	31	11.19%	3	1.08%	277	100.00%	
Not Migrant Students	2267	46.33%	2077	42.45%	417	8.52%	132	2.70%	4893	98.91%	

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1379	26.68%	2989	57.83%	693	13.41%	108	2.09%	5169	98.97%
Male	557	21.35%	1510	57.88%	462	17.71%	80	3.07%	2609	99.05%
Female	822	32.11%	1479	57.77%	231	9.02%	28	1.09%	2560	98.88%
African American	3	16.67%	12	66.67%	3	16.67%	0	0.00%	18	100.00%
Alaska Native/American Indian	91	16.34%	314	56.37%	135	24.24%	17	3.05%	557	99.29%
Asian/Pacific Islander	18	20.69%	51	58.62%	15	17.24%	3	3.45%	87	98.86%
Caucasian	1101	28.47%	2241	57.95%	450	11.64%	75	1.94%	3867	98.82%
Hispanic	48	22.43%	135	63.08%	26	12.15%	5	2.34%	214	99.53%
Two or More Races	118	27.70%	236	55.40%	64	15.02%	8	1.88%	426	99.53%
Economically Disadvantaged	415	19.35%	1274	59.39%	393	18.32%	63	2.94%	2145	99.12%
Not Economically Disadvantaged	964	31.88%	1715	56.71%	300	9.92%	45	1.49%	3024	98.86%
Students With Disabilities	56	6.65%	403	47.86%	322	38.24%	61	7.24%	842	98.94%
Disabled With Accommodations	21	3.13%	316	47.09%	279	41.58%	55	8.20%	671	100.00%
Students Without Disabilities	1323	30.58%	2586	59.76%	371	8.57%	47	1.09%	4327	99.02%
Limited English Proficient	11	6.75%	83	50.92%	61	37.42%	8	4.91%	163	100.00%
Not Limited English Proficient	1368	27.33%	2906	58.05%	632	12.62%	100	2.00%	5006	98.93%
Migrant Students	51	18.41%	190	68.59%	35	12.64%	1	0.36%	277	100.00%
Not Migrant Students	1328	27.15%	2799	57.22%	658	13.45%	107	2.19%	4892	98.91%

Mathematics

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2136	41.35%	1918	37.13%	670	12.97%	442	8.56%	5166	98.89%
Male	1076	41.24%	923	35.38%	355	13.61%	255	9.77%	2609	99.05%
Female	1060	41.45%	995	38.91%	315	12.32%	187	7.31%	2557	98.73%
African American	3	16.67%	11	61.11%	3	16.67%	1	5.56%	18	100.00%
Alaska Native/American Indian	162	29.08%	195	35.01%	122	21.90%	78	14.00%	557	99.29%
Asian/Pacific Islander	30	34.48%	30	34.48%	18	20.69%	9	10.34%	87	98.86%
Caucasian	1688	43.72%	1417	36.70%	456	11.81%	300	7.77%	3861	98.65%
Hispanic	75	34.88%	98	45.58%	21	9.77%	21	9.77%	215	100.00%
Two or More Races	178	41.59%	167	39.02%	50	11.68%	33	7.71%	428	100.00%
Economically Disadvantaged	695	32.39%	866	40.35%	329	15.33%	256	11.93%	2146	99.17%
Not Economically Disadvantaged	1441	47.72%	1052	34.83%	341	11.29%	186	6.16%	3020	98.69%
Students With Disabilities	116	13.81%	290	34.52%	214	25.48%	220	26.19%	840	98.48%
Disabled With Accommodations	63	9.35%	232	34.42%	187	27.74%	192	28.49%	674	100.00%
Students Without Disabilities	2020	46.69%	1628	37.63%	456	10.54%	222	5.13%	4326	98.97%
Limited English Proficient	19	11.59%	74	45.12%	40	24.39%	31	18.90%	164	100.00%
Not Limited English Proficient	2117	42.32%	1844	36.87%	630	12.59%	411	8.22%	5002	98.85%
Migrant Students	104	37.55%	126	45.49%	36	13.00%	11	3.97%	277	100.00%
Not Migrant Students	2032	41.56%	1792	36.65%	634	12.97%	431	8.82%	4889	98.83%

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts										
All Grades	Grade 3	Grade 4	Grade 5	Grade 6						
Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	9	20.00%	19	42.22%	12	26.67%	5	11.11%	45	91.84%
Male	2	7.41%	10	37.04%	11	40.74%	4	14.81%	27	90.00%
Female	7	38.89%	9	50.00%	1	5.56%	1	5.56%	18	94.74%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	8	20.00%	17	42.50%	12	30.00%	3	7.50%	40	90.91%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	3	16.67%	8	44.44%	5	27.78%	2	11.11%	18	94.74%
Not Economically Disadvantaged	6	22.22%	11	40.74%	7	25.93%	3	11.11%	27	90.00%
Students With Disabilities	1	14.29%	2	28.57%	1	14.29%	3	42.86%	7	77.78%
Students Without Disabilities	8	21.05%	17	44.74%	11	28.95%	2	5.26%	38	97.44%
Not Limited English Proficient	9	20.00%	19	42.22%	12	26.67%	5	11.11%	45	91.84%
Migrant Students	0	0.00%	2	40.00%	2	40.00%	1	20.00%	5	100.00%
Not Migrant Students	9	22.50%	17	42.50%	10	25.00%	4	10.00%	40	90.91%
Not Active Duty Parent/Guardian	9	20.00%	19	42.22%	12	26.67%	5	11.11%	45	91.84%

2014-2015 Standards Based Assessments (SBA)

Science										
All Grades	Grade 4									
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Male	3	42.86%	4	57.14%	0	0.00%	0	0.00%	7	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Not Economically Disadvantaged	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	6	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	4	50.00%	4	50.00%	0	0.00%	0	0.00%	8	100.00%
Not Limited English Proficient	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Not Migrant Students	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Not Active Duty Parent/Guardian	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts										
All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	302	5.96%	1887	37.25%	1920	37.90%	957	18.89%	5066	95.98%
Male	126	4.85%	853	32.83%	1018	39.18%	601	23.13%	2598	95.90%
Female	176	7.13%	1034	41.90%	902	36.55%	356	14.42%	2468	96.11%
African American	0	0.00%	5	23.81%	13	61.90%	3	14.29%	21	100.00%
Alaska Native/American Indian	8	1.58%	119	23.56%	216	42.77%	162	32.08%	505	97.87%
Asian/Pacific Islander	3	3.75%	25	31.25%	29	36.25%	23	28.75%	80	98.77%
Caucasian	264	7.04%	1478	39.40%	1392	37.11%	617	16.45%	3751	95.66%
Hispanic	6	2.69%	82	36.77%	92	41.26%	43	19.28%	223	96.12%
Two or More Races	21	4.32%	178	36.63%	178	36.63%	109	22.43%	486	96.24%
Economically Disadvantaged	71	3.43%	660	31.91%	814	39.36%	523	25.29%	2068	97.04%
Not Economically Disadvantaged	231	7.71%	1227	40.93%	1106	36.89%	434	14.48%	2998	95.30%
Students With Disabilities	10	1.15%	87	10.05%	324	37.41%	445	51.39%	866	96.76%
Students Without Disabilities	292	6.95%	1800	42.86%	1596	38.00%	512	12.19%	4200	95.87%
Limited English Proficient	0	0.00%	17	8.99%	60	31.75%	112	59.26%	189	99.47%
Not Limited English Proficient	302	6.19%	1870	38.34%	1860	38.14%	845	17.33%	4877	95.87%
Migrant Students	7	2.63%	91	34.21%	110	41.35%	58	21.80%	266	99.25%
Not Migrant Students	295	6.15%	1796	37.42%	1810	37.71%	899	18.73%	4800	95.85%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	302	5.96%	1884	37.21%	1920	37.92%	957	18.90%	5063	95.98%

2014-2015 Standards Based Assessments (SBA)

Science										
All Grades	Grade 4	Grade 8	Grade 10							
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	194	32.17%	193	32.01%	164	27.20%	52	8.62%	603	93.78%
Male	108	34.29%	92	29.21%	89	28.25%	26	8.25%	315	94.03%
Female	86	29.86%	101	35.07%	75	26.04%	26	9.03%	288	93.81%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	10	16.95%	17	28.81%	18	30.51%	14	23.73%	59	96.72%
Asian/Pacific Islander	1	12.50%	2	25.00%	2	25.00%	3	37.50%	8	88.89%
Caucasian	157	35.36%	143	32.21%	114	25.68%	30	6.76%	444	94.07%
Hispanic	2	10.00%	9	45.00%	8	40.00%	1	5.00%	20	86.96%
Two or More Races	24	33.80%	22	30.99%	22	30.99%	3	4.23%	71	94.67%
Economically Disadvantaged	43	17.34%	92	37.10%	84	33.87%	29	11.69%	248	96.12%
Not Economically Disadvantaged	151	42.54%	101	28.45%	80	22.54%	23	6.48%	355	92.21%
Students With Disabilities	19	15.57%	27	22.13%	45	36.89%	31	25.41%	122	96.06%
Disabled With Accommodations	8	9.76%	13	15.85%	34	41.46%	27	32.93%	82	100.00%
Students Without Disabilities	175	36.38%	166	34.51%	119	24.74%	21	4.37%	481	93.22%
Limited English Proficient	0	0.00%	5	15.63%	19	59.38%	8	25.00%	32	91.43%
Not Limited English Proficient	194	33.98%	188	32.92%	145	25.39%	44	7.71%	571	93.91%
Migrant Students	2	9.52%	6	28.57%	12	57.14%	1	4.76%	21	100.00%
Not Migrant Students	192	32.99%	187	32.13%	152	26.12%	51	8.76%	582	93.57%
Not Active Duty Parent/Guardian	194	32.17%	193	32.01%	164	27.20%	52	8.62%	603	93.78%

Narrative of Addressing the Needs of Students Not Achieving At a Level of Proficiency

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

Differentiating instructional methods to support student achievement

Dynamic grouping and cooperative learning to pair students with mentors.

Utilize student passion and interests to increase student engagement and commitment.

Conferences with parents, discuss test results, strengths and weaknesses, and provide specific goals and activities to facilitate progress.

Utilize QSI funds for after school workshops.

Provide additional skills building and practice materials.

Provide extra assistance with test taking.

Collaborate with the intervention teams and Special Education Staff of WHE to assess and monitor all students.

Utilize the web-based ALEKs program for math assessment & remediation.

Narrative of School/Classroom Assessments

Using clear criteria, Fireweed Academy maps each quarter's content and process lessons to State of Alaska content and performance standards. 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 and methodologies.

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.

A prior focus on Marzano's strategy for Generating Hypotheses is still in practice, and each teacher actively works 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 including student participation in reviewing the Alaska ELA and Math Standards so that students can have ownership of, and participate in the development of individual learning outcomes.

4. Professional Development

Narrative of Staff Development Activities

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

In FY15 and16, professional development activities centered around providing differentiated instruction, effective collaboration, refining and implementing the School Improvement Plan, understanding components and implementation of the Student Growth Map processes, developing vertical curricular alignment across grade levels, understanding the Teacher Evaluation System, aligning Student Progress Reports to the standards and developing consistency between K-2 and 3-6 report cards, and creating a shared definition of assessment scores used by all staff on Student Progress Reports. In

In FY 17, the School Improvement Plan will continue to focus on collaboration in order to help guide the vertical alignment of the school's curriculum. This focus will be enhanced by the development of lessons utilizing Canvas to support the district's initiative of Blended Learning. The use of technology will benefit the school's students and its curriculum in a number of ways. Students will be more engaged and will take ownership in setting their personal academic goals. Classroom discussions will be enhanced, as students reflect on peer responses. Developing lessons collaboratively will be easier using Canvas, especially between the two buildings, which in turn will help with vertical alignment of the curriculum.

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: LFW K-1-2 team

Date: Oct. 28, 2015

Meeting Time: 1:30 PM

Finish: 2:40 PM

Question to be directly addressed in this meeting:

_____ What do students need to know and be able to do?

_____ How will we know if they know it?

_____ What will we do if the student does not get it?

_____ What will we do if the student already knows it?

Agenda for this meeting:

1. Theme Group Planning/Intro

2. Workshops planning

3. Field trip planning

Time Allotment:

30 Minutes

20 Minutes

Remainder of time

Members Present and Roles:

Jon: Recorder

Betsy: Time keeper

Kim: Keeps us on track with agenda

Team Members Absent (reason):

Team Meeting Notes (Type in below this line):

Meeting Notes – Theme Group Planning/Explorations>>Workshops/Field Trips

We discussed the introduction to the habitat theme, set order of group leading each week and discussed what each group's focus would be. We also decided on a two week rotation rather than every week to accommodate subs and a flow of the project work involved with the theme studies.

Explorations will become Workshops. We discussed a two week duration for each and set the protocols for signing kids up, what the first round would be and the commitment to the two days each week that you sign up for.

We discussed field trip options from now until Dec. break. Each of us will make contact re: swimming, bowling, Movie Theater.

Challenges and Strategies to Help Students Succeed

Clear information/expectation surrounding the changes in duration, structure, etc. of explorations and theme groups

Developing protocols for 'Workshops' to ensure good group composition and distribution, and student commitment for the duration.

Next Steps

Create and print a 'Workshop sign-up ballot' w/ 1st/2nd/3rd choice slots
Check on field trip availability
Plan/prep for Workshops - student poll on Mondays at snack

Questions or Needs from the Team	Who will get an answer:
1. Assess how 'Workshops' are working – needs?	ALL
2. Do we like the two week theme rotation?	ALL
3. Field trip planning and coordination progress?	ALL

Team Meeting Decisions/Agreements:

1. Each member will research a field trip and lead dog if successfully set up
2. T/W/Th reading and theme intro schedule established
3. Theme group focus discussed and balanced for content – science/social studies/etc.

Agenda for Next Meeting: TBD based on then-current need

1. _____
2. _____
3. _____

Roles for Next Meeting: TBD

Facilitator:

Time Keeper:

Note Taker/Poster:

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: 6th

Date: November 25, 2015

Meeting Time: Start 2:20 p.m.

Finish: 3:15 p.m

Question to be directly addressed this meeting:

What do students need to know and be able to do? (Understand the intent of a question)

How will we know if they know it? (test performance and data collection)

What will we do if the student does not get it? (re-teach, coach and review the material with them)

What will we do if the student already knows it? (praise the lord)

Agenda for this meeting:

Time Allotment:

1. Article review
2. Develop strategies

Members Present and Roles:

Team Members Absent (reason):

David _____

Kris _____

Team Meeting Notes (Type in below this line):

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan

Reviewing student work with the following in mind:

Reading strategies for math and reading to learn

Previewing a problem or question and determining the intent or question

Building background by activating prior knowledge

Summarizing by retelling the plot or main idea of a problem.

Explicit scaffolding experience.

Challenges and Strategies to Help Students Succeed

Determining weak areas

Teaching the process

Skill level of students

Differentiation of instruction

Have students read a problem and instead of solving it determine what the problem is asking,

What steps they need to take and how they would go about solving it.

Next Steps

Questions or Needs from the Team

1. Folders needed
- 2.
- 3.

Who will get an answer:

Kris

Team Meeting Decisions/Agreements:

- 1.
- 2.
- 3.

Agenda for Next Meeting:

- 1.
- 2.
- 3.

Roles for Next Meeting:

Facilitator: David

Time Keeper:

Note Taker/Poster: Kris

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: Hannah and Stephanie

Date: 11/25/2015

Meeting Time: Start 1:55

Finish: 3:20

Question to be directly addressed this meeting:

What do students need to know and be able to do?

How will we know if they know it?

What will we do if the student does not get it?

What will we do if the student already knows it?

Agenda for this meeting:

Time Allotment:

- 1. horizontal alignment for 3rd and 4th grade 1.5 hours
- 2.

Members Present and Roles:

Team Members Absent (reason):

Stephanie

Hannah

Team Meeting Notes (Type in below this line):

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan

We have identified the students in the 3rd grade who are consistently low in math and language arts assessments and data. We looked at the monthly math assessments (M-COMP, M-CAP), Read Naturally reports, and beginning of the year R-CBM. We confirmed that these students are all in or in need of tier 1 intervention. It has been assessed that they have made gradual gains, but are still below targets and grade level expectations.

In the 4th grade we have identified students in problem areas and compared their scores for horizontal alignment. Unlike in 3rd grade we have noted that there isn't as much of or a consistent horizontal line in the data and assessments. Outside of one student who has an IEP.

Challenges and Strategies to Help Students Succeed

In third grade a group of students who have been identified as below or well below grade level in math and language arts are participating in a small group intervention for reading and writing. They have also begun or will begin participating in IXL for a math intervention program.

With the one student in 4th grade that has been identified as consistently well below grade level in core subject areas is also a part of intervention with Read Naturally and

IXL. This student also has an IEP and work one-on-one with the sped. Teacher. He also has Occupational Therapy minutes which are met twice a week with the OT teacher.

Next Steps

Now that we have identified the 3rd grade students who are consistently below in both math and language arts we will begin working on math word problems with them. Utilizing writing and reading skills to write their own math word problems and then practice solving the problem. The hope is that this will allow for horizontal alignment to happen. That on both their reading and math assessment we will see growth. We will also add a new identified student that is already in reading and writing intervention to be added to IXL math intervention.

Questions or Needs from the Team

Who will get an answer:

- 1.
- 2.
- 3.

Team Meeting Decisions/Agreements:

- 1.
- 2.
- 3.

Agenda for Next Meeting:

- 1.
- 2.
- 3.

Roles for Next Meeting:

Facilitator: Stephanie

Time Keeper:

Note Taker/Poster: Hannah

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: Jon, Hannah, Stephanie

Date: 5/4/16

Meeting Time: Start 2:10 p.m.

Finish: 3:30 p.m.

Question to be directly addressed this meeting:

_____ What do students need to know and be able to do?

_____ How will we know if they know it?

_____ What will we do if the student does not get it?

_____ What will we do if the student already knows it?

Agenda for this meeting:

Time Allotment:

1. Analyzing AimsWeb data

2.

Members Present and Roles:

Team Members Absent (reason): Jon

Kulhanek _____

Hannah Snow _____

Stephanie Zuniga _____

Team Meeting Notes (Type in below this line):

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan

AimsWeb Data

Challenges and Strategies to Help Students Succeed

The goal of this collaboration meeting is to analyze and assess the AimsWeb data for the 2nd-6th grade students to assess needs. We will be looking at a general plan and action for next year to meet student’s needs.

Next year we will have three teachers, 57 students, and 4 grade levels;

3rd – 22 students

4th – 8 students

5th – 16 students

6th – 11 students

This proves to be a challenge as to how to split the students up for them to be successful and move along the learning continuum. Within these grade levels we also have a variety of needs to meet (emotional, academic, social).

We've discussed having mixed grade levels and teaching all language arts and then all math classes at the same time. The math time would be a math emphasis incorporating language arts components. ELA would be also incorporate other subject areas for a cross curricular approach. This model could also help break the dynamics of grade level social and emotional needs.

Next Steps

Map out the standards. Look at the assessments and analyze the data to put them in appropriate groupings for the learning continuum.

Propose a day to meet to further discuss and meet.

Questions or Needs from the Team

1. Administration input
- 2.
- 3.

Who will get an answer:

Jon

Team Meeting Decisions/Agreements:

1. Meet on May 20th for further discussion and meeting
- 2.
- 3.

Agenda for Next Meeting:

- 1.
- 2.
- 3.

Roles for Next Meeting:

Facilitator: Kiki

Time Keeper: Stephanie

Note Taker/Poster: Hannah

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment **Collaborative Culture** **Focus on Results**

Team: Mo, Betsy, Sharlyn

Date: 9-14-16

Meeting Time: Start 1:45

Finish: 3:30

Question to be directly addressed this meeting:

- _____ What do students need to know and be able to do?
- _____ How will we know if they know it?
- _____ What will we do if the student does not get it?
- _____ What will we do if the student already knows it?

Agenda for this meeting: _____

Time Allotment: _____

- 1. Field trips _____
- 2. Interventions _____
- 3. Theme Groups _____

Members Present and Roles:

Maureen Wilkinson _____
Betsy Vanek _____
Sharlyn Young _____

Team Members Absent (reason):

Kim Fine (Leave)

Team Meeting Notes:

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan
<p>Looked at Aimsweb testing data and determined which students were in need of intervention service, which student to address at future I-Team meetings, and where, when and with who those interventions would take place.</p> <p>Updated calendar with quarterly schedule of theme group rotations, upcoming field trips based on our quarterly theme of community. Reviewed ‘community’ lesson plans.</p> <p>Coordination of field trips related to community.</p>
Challenges and Strategies to Help Students Succeed
<p>Challenges to student success were discussed using Aimsweb data. Challenges included scheduling, locating materials for interventions and making sure specific student academic needs were being addressed.</p> <p>Strategies for student success were also discussed in using Aimsweb data. Intervention strategies and schedules were set using this data.</p>
Next Steps
<p>With the setting of a solid intervention plan and schedule for students, student growth can be addressed at future staff meetings and I-team meetings.</p>

Questions or Needs from the Team answer:

1. Investigate intervention materials
2. _____
3. _____

Who is Responsible to get an

- Maureen Wilkinson
- _____
- _____

Team Meeting Decisions/Agreements:

1. Intervention plan for intervention students
2. _____
3. _____

Agenda for Next Meeting:

1. _____
2. _____
3. _____

Roles for Next Meeting: TBD

- Facilitator: _____
- Time Keeper: _____
- Note Taker/Poster: _____



Fireweed Academy
In-Service
Location: Room 103
Date: Tuesday, August 16, 2016

KPBSD – Working to develop productive, resp
 successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:30	Meet & Greet	
8:30 – 9:00	Check-In	Staff
9:00 – 9:30	Introduction: Who I am and what I believe	Todd Hindman
9:30 – 10:30	Review: Mission Statement / Strategic Plan	Staff
10:45 – 11:30	Report: Summer Leadership Academy	Jon Kulhanek / Hannah Snow
11:30 - 12:00	Lesson Plans	Todd Hindman
Afternoon	½ Work Day	



**Fireweed Academy
In-Service
Location: Room 103
Date: Wednesday, August 17, 2016**

KPBSD – Working to develop productive, resp
successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:30	Meet & Greet	
8:30 – 8:40	Check-In	Staff
8:40 – 8:55	AESOP / Sick Leave Procedures	Janet Bowen
9:00 – 9:30	Nurse Services	Laura Peek
9:30 – 10:30	House Keeping: Yearly Reminders	Todd Hindman
10:45 - 12:00	Building Level Meetings	Staff
12:00 – 12:45	Lunch	
12:45 – 3:15	Mandatory Training Modules	Canvas
3:15 – 3:30	Debrief	Todd Hindman



Fireweed Academy
In-Service
Location: Room 103
Date: Thursday, August 18, 2016

KPBSD – Working to develop productive, resp
 successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:30	Meet & Greet	
8:30 – 8:40	Check-In	Staff
8:40 – 9:00	Housekeeping Items	Todd Hindman
9:00 – 10:15	KPBSD Video Presentation	Mr. Arness, Sean Dusek, John O’Brien
10:30 – 11:00	KPBSD Video Presentation Debrief	Todd Hindman Eric Waltenbaugh
11:00 - 12:00	Effective Instruction Process Training	Todd Hindman
12:00 – 12:45	Lunch	
1:00 – 2:15	Session # 1: Canvas Integration Presentations	KPBSD Certified Staff
2:15 – 3:30	Session # 2: Canvas Integration Presentations	KPBSD Certified Staff



Fireweed Academy
In-Service
Location: Room 103
Date: Friday, August 19, 2016

KPBSD – Working to develop productive, resp
 successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:20	Meet & Greet	
8:30 – 12:00	LFW: Building Level Meeting	Staff
8:30 – 9:30	BFW: EAP with WHE Staff	Eric Waltenbaugh
9:30 – 11:00	PBIS with WHE Staff	Eric Waltenbaugh
11:00 – 12:00	Building Level Meeting	Staff
12:00 – 12:45	Lunch	
12:40 – 3:30	½ Work Day / Meet the Teacher	



*KPBSD – Working to develop productive
prepared to be successful in a dynamic world.*

**Fireweed Academy
In-Service
Location: Room 104
Date: Friday, October 21, 2016**

AGENDA

Time	Topic	Speaker
8:00 - 8:15	Meet & Greet	
8:15 – 8:30	Check-In	Staff
8:30 – 10:00	Competency-Based Education Horizontal Curriculum Alignment	Jon Staff
10:00 – 10:15	Break	
10:15 – 11:45	Competency-Based Education Horizontal Curriculum Alignment	Jon Staff
	Pot Luck Lunch with West Homer Elementary	
Afternoon	½ Work Day	

5. Facilities

Fireweed Academy is currently housed in two facilities. The 3rd-6th-grade program occupies five rooms in a shared facility with West Homer Elementary, and the Kindergarten-2nd grade program is housed in a private, leased facility. As we plan to increase in enrollment in the coming years, we plan to expand our facility use to include additional space in West Homer Elementary and potential expansion our K-2 space through yurt or other portable classroom buildings. A long-term goal of Fireweed Academy is to house our entire Kindergarten-6th grade in one facility. We remain open to the many possible configurations and spaces that would help us to achieve this goal.

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. This is an effective use of space and taxpayer dollars. Each year a new Memorandum of Agreement is negotiated between Fireweed and the district.

We also built a storage shed that is located next to West Homer Elementary.

MOA Shared Facility

MEMORANDUM OF AGREEMENT
Sharing a Facility 2017-2018
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 for the 2017-2018 school year, renewable through the 2026-2027 school year.

Room Usage and Operational Costs

The District will provide 4 classrooms at West Homer Elementary School.

The District will provide Room 214 for an office area/library at West Homer Elementary School for the school year.

Fireweed Academy will pay the District each year for In-Kind Services and Rent, determined in the following manner: Fireweed will pay for a proportional share of In-Kind Services costs determined by dividing the school's Adjusted Average Daily Membership (AADM) by the total KPBSD AADM and multiplying by the cost of appropriate In-Kind Services. Rent will be charged for use of Fireweed's share of the West Homer Elementary building at the rental rate times the AADM. (In FY17, the rental rate was \$600 per AADM). To provide for continuity in budgeting, estimated costs will be booked in the accounting system in the current year, based on the prior fiscal year actual expenditures. The following fiscal year, an adjustment to "true-up" the actual costs will be posted. This will allow Fireweed Academy to rely on budget estimates and at year-end when calculating possible carry-over of funds.

Fireweed Academy will pay the District each year for approximately \$50,100 to cover the pro-rated operational cost associated with sharing a district facility each school year (utilities, shared staff, shared supplies, etc.) The estimate below is based on the FY16 actual expenditures.

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

To provide for continuity in budgeting, estimated costs will be booked in the accounting system in the current year, based on the prior fiscal year actual expenditures. The following fiscal year, an adjustment to "true-up" the actual costs will be posted. This will allow Fireweed Academy to rely on budget estimates and at year-end when calculating possible carry-over of funds.

Common Areas: Use and scheduling of the library, gym, and music room will be pro-rated according to the percentage of students attending Fireweed Academy (96) compared to the West Homer Elementary School (235) population. The enrollment projections for 2016-2017 indicate the pro-rated amount is West Homer -71% and Fireweed -29%.

Gym- ten 30 minute periods per week (5 hours)

Music Room- ten 30 minute periods per week (5 hours)

Art- the equivalent of ten 30 minute periods per week or 8 weeks per year

Other - Fireweed and West Homer will work cooperatively to accommodate special events by either program in these shared spaces

Fireweed Academy Administrator

Administrator responsibilities involve the management of all daily operations of Fireweed Academy. Student achievement will match or exceed District goals and State standards. 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.

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.

The APC agrees to compensate the current district Administrator \$1500 for completion of tasks associated with shared facilities including employee evaluations, Critical Incident and other required inservice training, scheduling of duties and shared space, and conflict resolution.

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:

Custodial services: Fireweed Academy agrees to hire a 3.5 hour per day custodian who will be under the direction and supervision of the head custodian and principal at West Homer Elementary. The West Homer Elementary principal will seek input from the charter school administrator.

Specialists: Fireweed Academy APC may consider supporting a shared librarian once our budget has been confirmed by the district. The librarian will be under the direction and supervision of the principal at West Homer Elementary. The West Homer Elementary principal will seek input from the charter school administrator. The supplies and equipment needed for each of these programs may be shared with all students of both schools. As of September 2016, Fireweed does not share any specialists.

Repair costs will be shared at a rate agreed upon by both schools at the time of needed repair.

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.

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.

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, 2017 and ending June 30, 2018, with the option to renew each year for the period through June 30, 2027 as long as the charter school is in good standing with the state and the school district.

Todd Hindman, Fireweed Academy Principal

Date

Dave Jones, KPBSD Assistant Superintendent

Date

Schematic Diagram of Facilities

West Homer Elementary

WEST HOMER ELEMENTARY
GROUNDS MAP Revised: 08/05/2016



Lease Agreement

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

Greetings Dave,

May 24th, 2013

On May 24th, we held a meeting to renew the Lease for the Little Fireweed Building. In attendance were Kiki Abrahamson, Administrator; Janet Bowen, Administrative Assistant; Kary Brinson, Academic Policy Committee Representative; and Dave Ritchie, Owner.

We agreed to extend the lease with these minor changes:

- 1: Fireweed's address is now 995 Soundview, Suite 2, Homer, Alaska
- 2: Under Item 3. Term. The second line should read Lessee has the right to 2 additional lease periods of five years each.
- 3. Under Item 4:
 - Lot 1:
Term 2 June 1, 2013 to May 31st, 2017 \$4,400/month, sales tax exempt
 - Lot 2:
Term 2 June 1, 2013 to May 31st, 2017 \$10/month, sales

Delete last paragraph beginning with: *After the initial three year lease ...three prior years.*

- 4. Under Item 21:
 - Correct Fireweed address
 - Delete Trudy Ritchie (deceased) from address, email address and signature authority

Kiki Abrahamson, Administrator: *Kiki Abrahamson 5/24/2013*
 Janet Bowen, Administrative Assistant: *Janet Bowen 5/24/13*
 Kary Brinson, Academic Policy Committee Representative: *Kary Brinson 5/24/2013*
 Dave Ritchie, Owner: *David W. Ritchie 05/24/13*

Narrative of Facility Plans and Projected Growth

Fireweed Academy is currently housed in two facilities. The 3rd-6th-grade program occupies five rooms in a shared facility with West Homer Elementary, and the Kindergarten-2nd grade program is housed in a private, leased facility. We have also built a storage shed that is located next to West Homer Elementary. As we plan to increase in enrollment in the coming years, we plan to expand our facility use to include additional space in West Homer Elementary and potential expansion our K-2 space through yurt or other portable classroom buildings. A long-term goal of Fireweed Academy is to house our entire Kindergarten-6th grade in one facility. We remain open to the many possible configurations and spaces that would help us to achieve this goal.

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 Elementary as well as the projections for the next two years indicate that the combined population of the two schools has not exceeded 70% and is not projected to exceed 81%. This is an effective use of space and taxpayer dollars. Each year a new Memorandum of Agreement is negotiated between Fireweed and the district.

Enrollment History

Grade level	2011-12	2012-13	2013-14	2014-15	2015-16
K	26	9	24	12	13
1	20	27	12	26	9
2	8	14	23	13	21
3	17	11	13	18	11
4	17	14	11	10	15
5	19	14	12	10	12
6	23	19	13	14	9
Totals	130	108	108	103	90

Enrollment Projection

Fireweed Academy's growth and enrollment projection is based on current enrollment numbers and a goal of having an enrollment of 20 students at each grade level. The Kenai Peninsula Borough School District requires a projected enrollment for the following school year October 1st. 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, if at all possible.

Recruitment plan for the next five years.

Grade level	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
K	21	20	20	20	20	20
1	15	21	20	20	20	20
2	9	15	21	20	20	20
3	21	9	15	21	20	20
4	10	21	9	15	21	20
5	15	10	21	9	15	21
6	13	15	10	21	9	15
Totals	104	111	116	126	125	136

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. The school expects that we will continue to attract 20 new students into the kindergarten each school year. We will continue to recruit students to fill out enrollment numbers in grade levels that do not have a full enrollment of 20 students.

The current facilities will be adequate for the enrollment projections over the next five years.

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 classrooms. Most serious inquiries are the result of word of mouth contacts. We have also boosted enrollment through the following avenues: Fireweed Academy Informational Brochure, advertisements in the newspapers and radio, an Open House in April to generate interest for the following school year and With visitations throughout the school year for interested families, especially in the Spring.

6. Admission Procedures

Appendix G 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 last day of February. If more student apply than we have space, a lottery will be held the last week of March.

Notification: Parents/Guardians will be notified of acceptance by the 1st Friday of April. Parents will have three days to confirm their intention to enroll.

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 last day of February's initial enrollment deadline. Applications for enrollment will be dated and accepted on a first come first served bases.

Notification: Will be made the following week.

Registration: Parents will have until the first day of school to register and provide proof of immunization.

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)

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.

Appendix H Lottery Procedures Enrollment & Waiting List History

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.

There has not been a waiting list during the last renewal period.

7. Fiscal

Appendix I Budget Summary and Financial Plan

ESTIMATED FUNDING - FIREWEED CHARTER SCHOOL
FY17

FY17 Preliminary Revenue Calculation - 12/22/16
Adjusted for Intensive Needs

Variables:

FTE Enrollment	THIS FORMULA CHARTER SCHOOL UNDER 150	98,000
Is program funded as a separate school per statute (Yes or No)		Yes
ADM if funded as separate school		-
ADM if funded as included in largest school (per statute)		-
Intensive service students (as included in FTE enrollment)		-
Correspondence students (not included in FTE enrollment)		-

Estimated State Foundation Funding

FTE Enrollment		96,000
ADM as adjusted for school size (1.45 * ADM)		139,200
ADM as adjusted for district cost factor (*1.171)		163,003
ADM as adjusted for special needs (*1.2)		195,604
ADM as adjusted for HS Vocational Education (*1.015)		198,538
ADM adjustment for intensive service counts (x13)	0	-
ADM adjustment for correspondence students		-
Adjusted ADM		198,538
Base student allocation		\$ 5,880
Estimated State Foundation Funding (Basic Need)		\$ 1,187,408

Quality Schools Funding

Quality schools funding per adjusted ADM	\$ 18.00	
Adjusted ADM	198,538	\$ 3,177

Total Estimated Revenue Per Capita Funding

			\$ 1,170,578
FY17	Less indirect cost rate *	%	\$ 46,022
		0.0400	
	Funds available for operation		\$ 1,126,557

* 3.85% was FY16 indirect Cost rate, preliminary FY17 rate is 4.71%
Charter schools are capped at 4%

Additional Allowable to Charter Schools Per HB 278

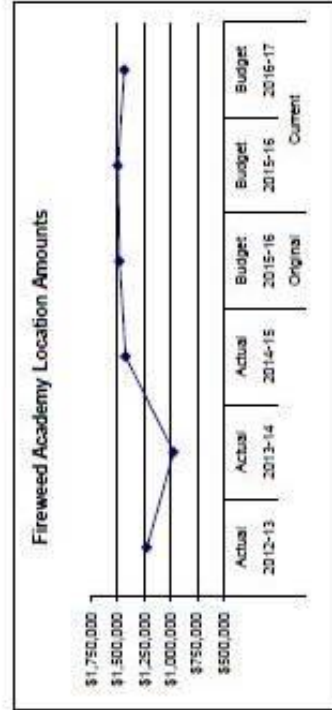
FY 17		Foundation Revenue	\$ 1,187,408
Est Borough Support FY17	\$48,238,432	Additional Allowable	\$288,826
Required Contribution	\$24,344,153	Total Revenue FY17	\$ 1,434,028
Additional Allowable Support	\$23,894,279		
Total District Adjusted ADM	17,792.50		
Increase Per Adjusted ADM	\$1,342.94		
Fireweed AADM	198,538		
Additional Allowable	\$288,826.00		

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
2016 - 2017 Budget**

Date: 07/11/16

Fund: 100 General Fund - Expenditures
Location: 68 Fireweed Academy Charter

2012-13 Actual	2013-14 Actual	2014-15 Actual	Account Description	Original 2015-16 Budget	Current 2015-16 Budget	2016-17 Budget	Change	% Of Change
\$ 601,081	\$ 495,725	\$ 610,206	3100 Certificated Salaries	\$ 583,329	\$ 613,630	\$ 497,164	\$ (116,466)	(19)
142,354	80,798	127,395	3000 Non-Certificated Salaries	119,355	147,988	124,211	(23,777)	(16)
313,970	226,459	317,338	3500 Employee Benefits	349,511	357,548	333,160	(24,386)	(7)
<u>1,057,405</u>	<u>802,982</u>	<u>1,054,939</u>	Subtotal - Personnel Services	<u>1,052,195</u>	<u>1,119,166</u>	<u>954,535</u>	<u>(164,631)</u>	<u>(15)</u>
869	-	4,390	4100 Professional and Technical Services	-	1,500	-	(1,500)	-
522	763	6,437	4200 Staff Travel	-	2,524	-	(2,524)	100
100	5,173	15,545	4050 Student Travel	-	10,412	-	(10,412)	-
6,812	6,776	5,994	4300 Utility Services	3,300	5,400	3,300	(2,100)	(39)
51,079	42,608	32,485	4350 Energy	68,000	38,340	66,000	29,660	77
61,727	55,830	197,683	4400 Other Purchased Services	59,670	244,715	59,670	(185,045)	(76)
15,522	10,665	38,784	4500 Supplies, Materials, and Media	12,773	19,574	12,566	(6,986)	(36)
-	600	600	4900 Other Expenses	3,408	600	27,466	26,866	4,478
-	-	-	4900 Other Expenses - Additional Allowable	237,625	-	265,625	265,625	100
25,667	45,252	48,372	4950 Indirect Costs	46,281	41,362	45,022	3,660	9
<u>162,298</u>	<u>167,667</u>	<u>350,290</u>	Subtotal - Other	<u>431,057</u>	<u>364,427</u>	<u>482,669</u>	<u>118,242</u>	<u>32</u>
4,279	-	19,813	5100 Equipment	-	14,142	-	(14,142)	(100)
<u>\$ 1,223,982</u>	<u>\$ 970,649</u>	<u>\$ 1,425,042</u>	Location Totals	<u>\$ 1,483,252</u>	<u>\$ 1,497,735</u>	<u>\$ 1,437,204</u>	<u>\$ (60,531)</u>	<u>(4)</u>



Fireweed Academy, formerly known as Homer Charter School, is located in Homer, Alaska. It is housed at two sites: West Homer Elementary School and 813 East End Road. Homer is located on the north shore of Kachemak Bay on the southwestern Kenai Peninsula, at the southernmost point of the Sterling Highway. Fireweed Academy enrolls students in grades K-6.

Signed Assurance

Charter Schools Assurance Page

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

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

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

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

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

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

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Fireweed Academy Charter School

Name of Superintendent: Sean Dusek

Signature of Superintendent:  Date: 9/14/2016

8. Transportation

Appendix J District Charter School Transportation Policy

BP 3540 Business & Instructional Support: Transportation

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

To provide maximum safety for students while being transported between home and school and on school-sponsored trips.

To promote desirable student behavior and respect for traffic safety.

To provide assistance and transportation for students with disabilities.

To provide transportation for field trips.

KPBSD shall provide transportation services to students attending KPBSD charter schools as follows:

Charter school students living within the attendance area of the neighborhood school where the charter school is housed shall be provided transportation services on the same basis as all students in the district who reside within the attendance area of the neighborhood school they attend.

Charter school students living outside the attendance area of the charter school they attend shall be provided transportation services on a space available basis along the regular routes that the students attending schools in an attendance area in the district are currently being transported.

If a charter school declines pupil transportation services, no funding allocation will be made by the district.

(cf. [3313](#) – Contracts)

(cf. [3541.5](#) – Alternative Transportation Arrangements)

(cf. [6182](#) – Secondary Boarding Program)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.09.030 School buses

14.30.347 Transportation of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Program

