INITIAL
Charter School
APPLICATION
for

Homer Forest School

FY 2023-2024

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
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Initial Charter School Application
Kenai Peninsula Borough School District

November 21, 2022

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Charter School Application – Initial

Please provide <u>narrative</u> responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

Section 1: Establishment of the Charter at the local level

i. Provide the primary purpose of the charter, how it will specifically differ from other educational options available in the community and the student population the charter hopes to attract. *AS 14.03.265(a)(1-3)*

ii. Provide evidence of the local school board approval of the new charter school marked as Appendix A. *AS 14.03.250(b)* ***N/A UNTIL AFTER LOCAL SCHOOL BOARD REVIEW***

iii. Provide evidence of the signed contract between the new charter school and the local school board containing all required elements marked as Appendix B. *AS 14.03.255(c)(1-14)* ***N/A UNTIL AFTER LOCAL SCHOOL BOARD REVIEW***

iv. Provide the charter schools' bylaws marked as Appendix C. *4 AAC 33.110(a)(4)*

v. Provide evidence of the formation of an Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where discussions regarding academic policies, bylaws, school administration, and school educational programming occurred. Mark as Appendix D. *AS 14.03.250(a), 4 AAC 33.110(a)(1)*

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

i. **Provide the primary purpose of the charter, how it will specifically differ from other educational options available in the community and the student population the charter hopes to attract.** ***AS 14.03.265(a)(1-3)***

Vision

A school where an outdoor environment is a classroom for all students and learning ignites a sense of wonder, stewardship, and curiosity.

Mission

HFS is an environment in which the majority of learning happens **away from screens and in the outdoors** and engages students in **meaningful experiences, rigorous academics, and authentic projects grounded in their community.** Positive collaboration takes place on the part of students, families, staff, educators, and the broader community to nurture an environment of lifelong learning.

The Homer Forest School Graduate

Homer Forest School strives to create an environment that is grounded in the definition of school equity as a space where every child gets what he or she needs in school, every day (Aguilar, 2013). Homer Forest School will equip students with the skills and tools they need in order to pursue a fulfilling life filled with choices. The following graduate attributes will guide the outcomes and experiences that students will have at Homer Forest School.

A student that attends Homer Forest School:

- Believes in themselves and their ability to learn and grow as citizens of the world
- Perseveres through challenges
- Assesses and takes appropriate risks
- Shows compassion and understanding for others
- Practices compassionate leadership
- Has skills to resolve conflict
- Asks questions and seeks answers to those questions
- Analyzes and solves problems utilizing various resources
- Finds joy in learning new information and expressing their interests
- Reads, writes and communicates effectively
- Uses numbers and math as a means of comprehending their world
- Has a deep respect for the scientific process
- Uses and appreciates storytelling as a vessel for culture
- Practices the kind of playful creativity which brings joy and solves problems
- Is adaptable, flexible and resilient
- Has the skills to spend their days in diverse environments
- Is tuned in to their natural surroundings through various skills such as listening, observing, critically thinking, problem solving
- Articulates a deep appreciation of their role within the ecosystem

Purpose

The purpose of Homer Forest School is to provide families in and around Homer, Alaska with an alternative, public school choice for their children, from Kindergarten through 8th grade, and that is grounded in the school day happening primarily while outdoors. Homer Forest School will provide its students with an opportunity to learn in diverse learning environments, through inquiry, exploration, investigation, and sharing. As a school inspired by Forest School philosophy, Homer Forest School provides the community with an outdoor-centric school choice. Additionally, Homer Forest School will engage students in research-based place and project-based learning, authentic community partnerships and experiences, and provide opportunities to engage in meaningful learning on a daily basis. An outdoor-centric approach to learning will offer students meaningful, hands-on, developmentally appropriate experiences that inspire learning and personal growth.

The School Day

The daily schedule at Homer Forest School reflects the type of learning environment that students will engage in. From the time they arrive to the time they leave for the day, each moment is curated in an intentional and authentic way that supports individual students' needs and strengths.

Homer Forest School consists of nine grade levels ranging from kindergarten to eighth grade. Kindergarteners spend one year with their teacher. Starting in Grade 1, a looping model is used where students spend two school years with their teacher before moving on to the next loop. One of the benefits of the looping model used at Homer Forest School is the development of strong relationships between individual teachers and students over multiple years, and to create an environment where student leaders can step up and thrive to support their younger peers.

Homer Forest School aspires to establish steady enrollment with a teacher-student ratio of 1:12, with a typical pod of 24 students learning together with 1-2 adults. The exception to this ratio is the Kindergarten pod which will consistently have a teacher: student ratio of 1:14, with 1 lead teacher. Teacher: Student Ratios refer to the ratio between the lead teacher of a pod and the number of students in that pod. This ratio does not include other support adults that will be consistently in learning spaces with students, including but not limited to special educators, instructional aides, and “float” teacher roles. At any given time in a school day, students may be in smaller group settings or larger class settings, depending on the instruction and learning experiences taking place. Class-size limits are only exceeded when permanent staff members, per union-negotiated agreements, elect to enroll their children in the school, or when the enrollment caps for each grade level are not met and those numbers are absorbed into other grade levels, with the input and advice of the APC. *An alternative option for enrollment in Year 1 is included in Section 3, part ii.*

In a community with a wealth of knowledge and educational opportunities for children of many ages, Homer Forest School hopes to offer a unique and effective way of engaging and educating young children in an outdoor-centric manner. Additionally, Homer Forest School will provide families with adolescents entering middle school years with an alternative choice. Apart from homeschooling, an alternative choice for 7th and 8th grade currently does not exist in this community. *Details of the grade level breakdowns and pedagogy, philosophy, and curriculum can be viewed in* ***Section 3: Education Program and Student Achievement.***

Values:

Homer Forest School will equip students with the skills that support them in becoming leaders, problem solvers, and contributing community members. Students and staff at Homer Forest School value:

- *Positive Leadership*
- *Skill-Building for Life*
- *Community Connection*
- *Compassionate Stewardship*

Outdoor play and place-based education are critical to raising future stewards of our community. We believe in minimizing technology K-3 and building relationships to ensure academic success. Most of all, we believe kids can and should spend the majority of their day outside! Content and curriculum are aligned with our values as Alaskans and global citizens and are grounded in local ecosystems, seasonality, history, and culture.

Homer Forest School's Goals:

- ***…for all students:***
    - *To have an opportunity to engage in meaningful learning in an outdoor environment*
    - *To have a sense of belonging and a space where they feel heard and seen for their unique self.*
    - *To have the opportunity to gain and practice conflict resolution skills that they will use for the rest of their lives.*
    - *To have the opportunity to connect and learn from nature*
    - *To believe in themselves and their ability to learn, care for others, and share their knowledge with their community.*
    - *To be responsible, responsive planetary stewards*
    - *To find wonder in many things*
    - *To foster and hold themselves, each other, and Planet Earth with the utmost respect*
    - *To learn lifelong, applicable skills*
    - *To approach life with a sense of inquiry and curiosity*

- ***…for families:***
    - *To have access to the choice of sending their child to an outdoor-centric public school*
    - *To feel welcome*
    - *To have the support they need to get outside*
    - *To have the support to establish boundaries with screens and technology in a fast-paced world*
    - *To have the support to nurture the individuality of each of their children in a school setting*
    - *To provide them with a place for learning and growth alongside their children*
    - *To be invited to be an integral part of the school community, philosophy, and practice*

- ***…for staff:***
    - *To be joyful and dedicated to the Educational Philosophy of Homer Forest School*
    - *To have access to the highest standard of professional development*
    - *To love their hours, days and years as educators at Homer Forest School*
    - *To have access to support, rest, and open lines of communication*
    - *To be valued and respected in their work, and compensated for their time*
    - *To be 'seen' as whole people, with their own hobbies, interests, families, friends, and lives outside of the school day*
    - *To have job-specific decisions made with the support of evidence and data*
    - *To engage in self-reflection*

- ***…for administrators:***
    - *To be confident in their leadership and role in carrying out the charter*
    - *To be open to learning, trying new things, and taking risks*
    - *To advocate for their staff, families, and students*
    - *To build bridges in the community that allow for pathways of accessibility to Forest School*
    - *To be held to the highest standard of leadership*
    - *To identify and cultivate all strengths, and encourage healthy growth for staff and students*
    - *To foster a working environment of cohesion based on respect for differences*
    - *To be engaged in professional development at the teacher level*
    - *To find avenues for personal and professional accountability*
    - *To engage in self-reflection*

- ***…for the community at large:***
    - *For Homer Forest School to share it's goals, mission, and work in a transparent and inviting manner*
    - *To be mutually beneficial in engaging with Homer Forest School students and projects*
    - *To be respected and valued in their time, work and efforts*
    - *To be open to help with existing projects and work, while HFS students learn alongside experts and community members*
    - *To recognize the appeal of learning in an outdoor-centric environment*

Educational Philosophy *that sets Homer Forest School apart:*

- ***Diverse Learning Environments -***
    - *Time Spent Outdoors:* Homer Forest School serves children from Kindergarten through 8th grade. Each day will start and end outside, and we strive to spend 70% of the week outside, as reflected in the daily schedule proposed *(see proposed schedule in **Section 2**),* taking into consideration inclement weather, children's safety, and individualized student needs. Each group of students will have a dedicated outdoor learning space and share outdoor communal spaces such as play areas and an outdoor classroom.
        - The outdoor learning environment is inspired by the Scandinavian Forest School philosophy. It focuses on nature and play-based learning for early-elementary students and complements that with a rigorous and high-quality project and place-based education, which is a pedagogy that will be incorporated into all grade levels.
        - The six core principles of Forest School, which will be integrated into the outdoor-centric model at Homer Forest School, are as follows:
            1. *Forest School is a long-term process of regular sessions outdoors.*
            2. *Forest School takes place in an outdoor environment to support the development of a lifelong relationship between the learner and the natural world.*
            3. *Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent, and creative learners.*
            4. *Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.*
            5. *Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.*
            6. *Forest School uses a range of learner-centered processes to create a community for development and learning. (Source: UK Forest School Association).*
    - *Indoor Focus Space:* Each learning pod will have a dedicated space indoors where they can learn alongside similar-age peers.
        - The indoor learning space provides an opportunity for individualized learning, group lessons (i.e Reader's and Writer's Workshop, storytime, direct teaching), 1-1 conferencing with the teacher, and collaborative learning. This space is typically utilized during the Flexible Learning blocks *(see proposed schedule in **Section 2**).*
    - *Intentional Groupings:* All students will have opportunities to learn alongside their same-age and mixed-age peers. Advisory groupings, Home Base groupings, and other intentional groupings allow for diverse interaction and learning throughout the school day.
        - These ideas are inherent in the school schedule - they are built into the fabric of the day-to-day for both adults and students at the school. See the school schedule in **Section 2 *(v.)*.**
        - There is evidence from studies that regular class time that takes place in an outdoor education setting has had positive effects on personal and social development, physical activity, academic achievement, and leadership skills (Becker et al., 2017)

- ***Research-Based and Mindful Use of Technology -***
    - Research shows that use of screen time among US adolescents is on the rise - during the COVID-19 pandemic, findings show that screen time use increased from 3.8 hours a day to 7.7 hours a day. Homer Forest School is intentional about the use of screens and technology - students will learn how to use technology as a tool for learning and life, will engage with technology on an in-depth and authentic level, and will have limited to no screen time in the early years of their schooling (Nagata et al., 2021).
    - Homer Forest School is built on the idea that learning will happen and technology can help, but it is not the essential means of this learning. Technology plays an important role in society today, however, how that technology is curated into a learning experience is as crucial. Following the lead of screen-time research, teachers will be supported in building lessons and curriculum that is aligned with state standards, is rigorous, and meets student needs, without the primary use of screens.
    - As students age through the program, they'll gain experience in using different types of technology in an authentic way - *for example, a middle schooler might have an opportunity to become well-versed in data collection technology while working on a field project with a local scientist. An elementary student might use a tablet to document their investigation project, while keeping detailed notes each step of the way. At the culmination of the investigation, the student could use technology to share their work with peers in another school in Alaska.*

- ***Accessibility and Inclusivity to the Outdoors***
    - It is integral to Homer Forest School's mission and vision to provide access to the natural world for all kids who choose to learn in the outdoor-centric environment. Therefore, accessibility and inclusivity to the outdoors are at the center of all decisions, from facility to expectations for families enrolling their child.
        - ***Gear:*** Gear, specifically the cost of gear, can be a challenge to many families that want to get their kids outdoors, particularly in Alaska's harsh climates. At Homer Forest School, we pledge to create accessible avenues for children to have gear that will keep them safe in an outdoor environment, as well as allow them to thrive and learn to their fullest potential. Lack of access to gear should not be a deterrence to families that are interested in Homer Forest School.
        - ***Access:*** Historically, families of lower socioeconomic status and families of color lack access to meaningful outdoor experiences. At Homer Forest School, we invite all interested families and their children to be a part of the school community and pledge to create outdoor environments that are safe, accessible, and inviting to all.
        - ***Individualized Support:*** Students with intensive and differing needs and abilities are afforded a multi-sensory learning environment that supports built-in intervention, improvement in symptoms manifestation, increased access to learning and retention of information, build confidence, self-esteem, and resilience among all participants at Homer Forest School (Bal & Kaya., 2020). See ***Section 3: part iv. Special Education Services*** for a more detailed plan.

- ***Supported Staff and Supportive Working Environment***
    - Homer Forest School values a working environment that is supportive of its staff, values continuous learning and reflection, and collaborative processes. “Management guru Peter Drucker is credited with saying that culture eats strategy for breakfast. But there's an additional truth: Strategy can create culture. An organizational culture must be envisioned, intentionally designed, and nourished. Without strategy, culture may never be born. Without structure, culture will be flimsy,” says Aguilar (2019). The work environment at Homer Forest School is strategically planned each year through a scaffolded Professional Development approach, focused on building culture and supporting long-term capacity. See Application Section 4: *Professional Development* for a detailed plan.
    - Staff will be given opportunities to collaborate, build, learn and grow as individual professionals and as a part of a collaborative group.
        - **Individual level support:** Homer Forest School strives to create an environment of “coaching”, where individual teachers and staff are supported in their growth and practice. Coaching expert Elena Aguilar describes coaching as a form of professional development, with a person who willingly engages in reflection and learning." Homer Forest School staff will be supported on an individual basis to engage in a process of growth in their practice through regular reflection, feedback, and action.
        - **Collaborative weekly learning:** In order to model the collaborative and constructivist nature of learning that students will engage in, staff will engage in weekly collaborative professional development sessions. Each week begins with a 55-minute session dedicated to ongoing staff professional development. The emphasis of this time is to build a sustained, positive, and growth-oriented workplace culture, execute a culture of collaborative learning, and provide time to align instruction with the goals of the charter.
        - **Sustained and relevant professional development:** Professional development and new learning opportunities will be aligned to the tenets of the Homer Forest School Educational Philosophy outlined here. Staff will engage in professional development that is timely, relevant and ongoing, with opportunities for implementation, feedback and reflection along the way.

- ***High-Quality Project-Based Learning and Meaningful Learning Experiences -***
    - Project-based learning (PBL) is a research-based pedagogy that is grounded in student inquiry, student choice, and skill-building such as critical thinking, problem-solving, and working with peers. Students work with guidance from their teachers toward a project end goal.
    - Place-Based Learning immerses students in a local place through history, culture, language, science, and other opportunities to experience different disciplines learned in school.
    - At Homer Forest School, **Place-Based Projects** will follow the rhythm of the seasons and the community which grounds students in their local and global culture and history, as well as the natural world.
        - *For example, younger students might start off the year focusing on a project such as “getting to know our forest classroom.” This simple introduction includes learning math and literacy and practicing problem-solving along the way as they also get to know their environment and their peers and teachers.*

        - *For older students, a project might focus on their relationship with food, and how we can grow and cultivate food to sustain our communities. They may work and visit with local farmers, gardeners, and other community members that are doing this important work.*
    - Teachers will be trained in designing and implementing high-quality projects. The following Project-Based Teaching Practices will be used as guidance to support teachers in creating these meaningful learning experiences: *the Project-Based Teaching practices include Alignment to Standards, Design & Plan, Engage & Coach, Assess Student Learning, Scaffold Student Learning, Manage Activities and Build the Culture (PBL Works, 2022).*
    - Students will learn disciplines such as reading, writing, math, and science through the lens of these quarterly projects, as they will be aligned to Alaska State Standards.
    - The standard of quality of Project-Based Learning experiences will be based on the Gold Standard Project Design Elements: *Aligned to Learning Goals, Authenticity, Sustained Inquiry, Student Voice and Choice, Public Product, Critique and Revision, and Reflection (PBL Works, 2022).*
        - *See Section 3.1 for a more detailed description of PBL at Homer Forest School*
        - *See Appendix F for example projects by grade level*

- ***Core Disciplines that Guide Teaching of the Alaska State Standards***
    - Academic rigor and instruction are valued at Homer Forest School, because of the evidence that there is a direct connection between rigorous and gold-standard instruction and students' own perceptions in their role as lifelong learners. Furthermore, our Core Disciplines create a meaningful and authentic context for learning (Barron & Darling-Hammon, 2008).
    - The Core Disciplines are thematic throughlines that guide the content that students learn in grades Kindergarten through 4th grade.
    - Homer Forest School's K-4 Core Disciplines are:
        - *Naturalist Studies*
        - *Storytelling*
        - *Creating with Nature*
        - *Community*
        - Through the lens of these 4 Core Disciplines, all subjects, skills, and content can be taught, practiced, and grounded in authentic and meaningful experiences.
        - ***Example****: Naturalist Studies in Grade K*
            - *Actions*: Nature journaling, guided and free play, nature walks, mapping projects, collecting artifacts from nature, and documenting as data
                - **What skills/standards do these address?** Practicing skills of reading and writing, being a scientist, taxonomy, scientific method, and mindfulness

- ***Integrated Social-Emotional Learning (SEL)***
    - *SEL Framework:* Social-Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring

decisions (Collaborative for Academic, Social, and Emotional Learning). SEL can also be an integral component of a constructivist learning framework such as PBL because a strong sense of social-emotional well-being ultimately allows students to take ownership of their learning and see themselves as capable students, leaders, and individuals with impact (Baines et. al., 2021).

- At Homer Forest School, SEL is taught in an integrative approach that supports students in developing SEL skills through their daily schedule, interactions, and behaviors. SEL is integrated into the daily schedule, is explicitly taught, and is built on collaborative partnerships between families, staff, students, and the community. The long-term vision of this integration is a lifelong impact on individual learning and development.

- ***Reciprocal Community Connection -***
  - As one of the values of the charter school, Community Connection is intentionally built out in the Education Program. Community Connection can be broken down into various spheres:
    - *Community Connection of Similar Values*
      - Homer Forest School acknowledges and honors the work done every day in the community by individuals and organizations with similar values to the school. By engaging in an open dialogue with these individuals and organizations, Homer Forest School hopes to be able to strengthen its own work and contribute shared knowledge back to the community.
    - *Community Connection through Projects*
      - Students at Homer Forest School engage in a variety of projects through the framework of Project-Based Learning (PBL). One of the Essential Elements of Gold Standard PBL is 'Authenticity.' Connecting with the community during a project builds authenticity into the curriculum. Whether it be a project where students are contributing to an ongoing project (i.e. citizen science data), or a project where students learn from a community member, Homer Forest School will explore the many ways that Community is an inherent part of all that students learn and do during the school day.
    - *Community Connection through Shared Programs*
      - Homer Forest School hopes to connect with existing programming in the community (i.e. day camps, experts-in-the-school, etc.) to support the learning that happens.
    - *Community Connection with an Open Door*
      - Homer Forest School's Open Door Classroom approach encompasses a pedagogy of learning and growth between staff, students, families, and invited community members.

Proof of Concept

Although "Forest Schooling" may sound like a new concept, Homer Forest School presents a developed and sound educational program that is grounded in proven Forest School practice and philosophy and research-based educational practices that have been found to be successful for student learning around the world for many years.

Forest Schools in the United States

The history of [Forest School] is rich and nuanced…generally speaking, Forest School took its start in Denmark, branching out to many Scandinavian countries, the UK, and eventually crossing the Atlantic, to North America. A mix of contributions from early childhood educators, philosophers, developmental psychologists, and the like; have all played a role in the growth, understanding, and development of Forest School across Western Societies in the last half century (Dean, 2019).

The first known "Forest School" in the United States is Cedarsong in Washington State. The founder opened the school in 2006 and began the Forest Kindergarten Association in 2018 to unite stakeholders here in the United States. However, before the name "forest school" took hold in the U.S., Environmental Education focused schooling played a role all across the country, such as the establishment of The North American Association of Environmental Education (NAAEE) in 1971 (Disinger, McCrea, & Wicks, 2001).

In recent years, Forest Schooling has become a popular way to denote nature-based, outdoor-centric education environments. A 2017 National Survey found Preschools or Kindergartens with nature-based or forest school education have increased 25-fold in the last decade (NAAEE, 2017). In addition to early elementary programs, public schools across the country are articulating the importance of proximity to nature and the outdoors in a school environment. For example, the mission of the Chattahoochee Hills Charter School in Georgia is to inspire all children to the highest levels of academic achievement through a rigorous curriculum that integrates the wonders of the natural world.

The COVID-19 pandemic has drawn a great detail of attention to the benefits of Forest School. Communities around the world are exploring forest schools as a viable, valid, and sustainable modality for the future of education. As we re-discover ourselves after navigating collective adversity with the pandemic, the vast research into forest school impact on a child's health and wellbeing continues to confirm that forest school, outdoor learning environments, and experiential learning sharply benefit the learner and can serve as a way to build resiliency as we reimagine education for the future.

Forest Schools, Place-Based Education, and Outdoor Education all fall within a similar theoretical framework that seeks to provide children with a holistic learning experience and bolsters a sense of self and community, based on advancements and a broader understanding of the early 1900's child psychologists and philosophers. A modality for education that has been on a steady incline for over 100 years, skyrocketing to contemporary education with the onset of the Covid-19 pandemic, Homer Forest School aims to encompass constructivist educational philosophy and best practices for teaching and learning in an outdoor environment.

Blended Learning Models

Blended Learning is a tried and tested model of merging the values of homeschool education with a strong school community. Examples of this model can be found at Trackers Forest School in Portland, Oregon, and locally in Alaska at Winterberry Charter School, and the newly approved Knik Cultural Charter School, in Anchorage, Alaska. *See Section 3: Education Program for a detailed proposal of Homer Forest School's Blended Learning Model.*

Student Population

We hope to attract a student body that reflects Homer's diverse population of year-round residents, families that work flexible jobs or rely on subsistence or other practices, families first entering the school-age years, and families that are looking for choice in the years to come.

Homer Forest School will admit students of any race, color, and national or ethnic origin and provide access to all the rights, privileges, programs, and activities offered or made available to students at our school.

Access and inclusivity are built into the foundation of the school through integrated SEL, trained special educators, continued professional learning opportunities for staff regarding interventions, special education services, and instruction, a schedule that supports collaborative and individualized learning opportunities, collaboration time for staff, and other systems that support students academically, behaviorally, cognitively, and emotionally.

The school will provide the necessary information regarding enrollment and what to expect as a student and family through outreach events, social media, local radio, and other communications.

At the time of this application submission, Homer Forest School Charter Council has collected 103 student names.

ii. **Provide evidence of the local school board approval of the new charter school marked as Appendix A.** ***AS 14.03.250(b)***

Evidence of local school board approval will not be available until after the initial submission of this application to the Local School Board on or before October 1, 2022.

iii. **Provide evidence of the signed contract between the new charter school and the local school board containing all required elements marked as Appendix B.** ***AS 14.03.255(c)(1-14)***

To be included in the final contract:

- Description of educational program
- Specific levels of achievement for the education program
- Admissions Policy and Procedures
- Administrative Policies
- Statement of Charter funding
- Method of accountability for receipts and expenditures
- Location and description of facility
- Name of teachers who by agreement will teach in the charter
- Teacher to student ratio
- Number of students to be served
- Term of contract (not to exceed 10 years)
- Termination Clause
- Statement of state and federal law compliance
- Exemptions or requirements included in contract

iv. **Provide the charter schools' bylaws marked as Appendix C.** ***4 AAC 33.110(a)(4)***

The Homer Forest School Charter Council (HFSCC), also known as the APC, adopted the bylaws marked as **Appendix C** on September 15, 2022. They are included in full as Appendix C.

v. **Provide evidence of the formation of an Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where discussions regarding academic policies, bylaws, school administration, and school educational programming occurred. Mark as Appendix D.** ***AS 14.03.250(a), 4 AAC 33.110(a)(1)***

The Homer Forest School Charter Council (HFSCC), also known as the APC, began meeting informally in February 2022 after the official intent to submit a Charter School Application was submitted to the local school district. The official bylaws were adopted on September 15, 2022 (see Appendix C). Evidence of this list, including qualifications and written minutes from past meetings, is marked as Appendix D.

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Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose		
Evidence of board approval		
Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program		
2. Specific levels of achievement for the education program		
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5. Statement of Charter funding		
6. Method of accountability for receipts and expenditures		
7. Location and description of facility		
8. Name of teachers who by agreement will teach in the charter		
9. Teacher to student ratio		

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
10. Number of students to be served		
11. Term of contract (not to exceed 10 years)		
12. Termination Clause		
13. Statement of state and federal law compliance		
14. Exemptions or requirements included in contract		
Evidence of bylaws		
Evidence of APC, including list of names/qualifications, meeting minutes		

Section 2: Organization and Administration

i. Provide information on how the charter school shall oversee the operation of the charter school to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who will be responsible and what mechanism(s) they will use. *AS 14.03.255(b)(2)*

ii. Provide the written administrative policy manual utilized by the charter marked as Appendix E. *4 AAC 33.110(a)(13)*

iii. Provide information on how the charter school will meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; including who will be responsible, what mechanism(s) they will use and how often contact(s) will take place. *AS 14.03.255(b)(3)*

iv. Provide information on how the charter school will meet the requirements of conferring with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals; including who will be responsible, what mechanism(s) they will use and if contact(s) will take place more frequently than once a year. *AS 14.03.255(b)(4)*

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

vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. *4 AAC 33.110(a)(12)*

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

i. **Provide information on how the charter school shall oversee the operation of the charter school to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who will be responsible and what mechanism(s) they will use.** ***AS 14.03.255(b)(2)***

Homer Forest School (HFS) is a K-8, outdoor immersive, place-based educational public charter school. Homer Forest School is governed by an Academic Policy Committee (APC), known as the Homer Forest School Charter Council (HFSCC), consisting of up 7 to 11 members. The Homer Forest School employs and manages a Principal/School Leader who, in turn, manages the faculty/staff, the day-to-day operations of the school, plans and implements the budget, and other duties as assigned by the HFS, or as required by law. The principal meets with the chair of the HFSCC on a regular basis and reports to the HFSCC at the monthly meetings.

In addition to governing and supervising all aspects of the school, the HFSCC fulfills the duties prescribed in AS 14.03.250 (Establishment of Charter Schools) and performs the following functions:

- Ensure the fulfillment of the mission of Homer Forest School as stated in the Homer Forest School Charter and the role as stated in the contract between the Local School Board and the School;
- Promote professional conduct in accordance with Kenai Peninsula Borough School District policies;
- Contract with a Type B certificated administrator;
- Delegate to the Principal those tasks deemed appropriate by the HFSCC and render to the Principal and/or Teacher-In-Charge opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by the contract with the Kenai Peninsula Borough School District and by law;
- Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the Principal or Teacher-In-Charge; and
- Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by the contract with the Kenai Peninsula Borough School District, applicable district policies and procedures and by law.

ii. **Provide the written administrative policy manual utilized by the charter marked as Appendix E.** ***4 AAC 33.110(a)(13)***

Homer Forest School will adhere to the KBPSD administrative policies required by law. The Principal will be selected, hired, evaluated, and removed by the authority of the Homer Forest School Charter Committee (APC).

The Homer Forest School does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The School's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for employment.

iii. **Provide information on how the charter school will meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; including who will be responsible, what mechanism(s) they will use and how often contact(s) will take place.** ***AS 14.03.255(b)(3)***

Grade-level pod teachers will keep timely and open communication with parents and guardians of students, utilizing in-person informal check-ins when possible, phone and email as the primary modes of communication. In addition, teachers share frequent updates to parents outlining projects, relevant lesson plans, and schedules for parent engagement.

Families will have multiple opportunities to remain in contact with their children(s)' teacher and school staff, and will be invited to participate in school events such as family-teacher conferences, student-led conferences and semester project exhibitions and celebrations. Families are also invited to volunteer for various school roles if their personal time permits.

iv. **Provide information on how the charter school will meet the requirements of conferring with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals; including who will be responsible, what mechanism(s) they will use and if contact(s) will take place more frequently than once a year.** ***AS 14.03.255(b)(4)***

The Homer Forest School Charter Council (APC) will meet monthly to discuss school related business. At least one time each year, the focus of the meeting will be on strategic and long-term planning and reflection, and focus on the committee's policies and goals for the school.

Further, the administrator and the school manager (secretary) of the charter school will act as ex-officio (non-voting) members of the APC, and at least 1 will attend to give a report at each monthly meeting. Therefore, contact will take place more frequently than once a year.

See Appendix C, Application Section 1, part iv. - *Article VI of Homer Forest School APC Bylaws, Sections 1 and 2,* where an in-depth description of the APC's role in the selection/removal of the principal/school leader, the duties and responsibilities of the hired administrator are described.

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

Homer Forest School generally follows the Kenai Peninsula Borough School District yearly calendar with some exceptions, including but not limited to: dates for mandated testing, dates for family-teacher conferences, student-led conferences, and school exhibitions and celebrations, and retains the flexibility to diverge from the the KPBSD calendar to accommodate a school specific need, such as for faculty training intensives. Annual waivers for the school calendar will be submitted on a timely basis as needed.

Kindergarten class begins 3-5 days after grades 1-8, which allows for a smooth and supportive transition of the previous year's Kindergarten students. The Kindergarten teacher supports the 1-2 teacher and her students from the previous year as they transition into a new environment.

The Daily Schedule was intentionally designed to promote a diverse array of learning opportunities and social opportunities for Homer Forest School students. All students, K-8, experience the following environments during their daily schedule:

- *time spent outdoors*
- *flexible learning time*
- *time learning with their grade-level pods*
- *lunch*
- *free play/time*
- *time with same-age peers*
- *time with mixed-age peers*
- *integrated social-emotional learning time*

These priorities for how time is spent are broken down into the following environments:

Home Base: – CALM

- Built on the idea of "family" groups. A time for SEL, circle, and equity of voice between ages and teacher-students
- Takes place outside
- Daily
- Mixed-age, K-8

Advisory - FOCUSED

- Built on the idea of advisory groups. A time for students to connect with an adult and peers of a similar age group to themselves.
- A focus on learning - reflection on daily learning tasks and goals - *what are you learning? How is it going?*
- Goal-setting and peer support
- Preparation for family and student-led conferences, exhibitions, and celebrations

OWL - Outdoors When Learning – ACTIVE

- Project-based
- Standards-based
- A bulk of content and skills are taught during this time
- Students work towards individual or collaborative learning goals, projects, or tasks
- Learning is visible
- Opportunity to share their work
- Skills practice

- A block of the day suited for guest speakers and volunteers, field or community explorations, and group work

Flexible Learning Time: – FOCUSED

- Typically happens indoors
- A time for students to work independently, get individualized or small group support, or learn specific skills and put them to practice.
- Often a time to "zoom in" on the skills and content needed to complete ongoing projects.
- Emphasis on literacy skills and math skills

Free Play/Free Time – ACTIVE

- Child-led, Student-led
- Age-appropriate (unstructured/structured play)
- Outside

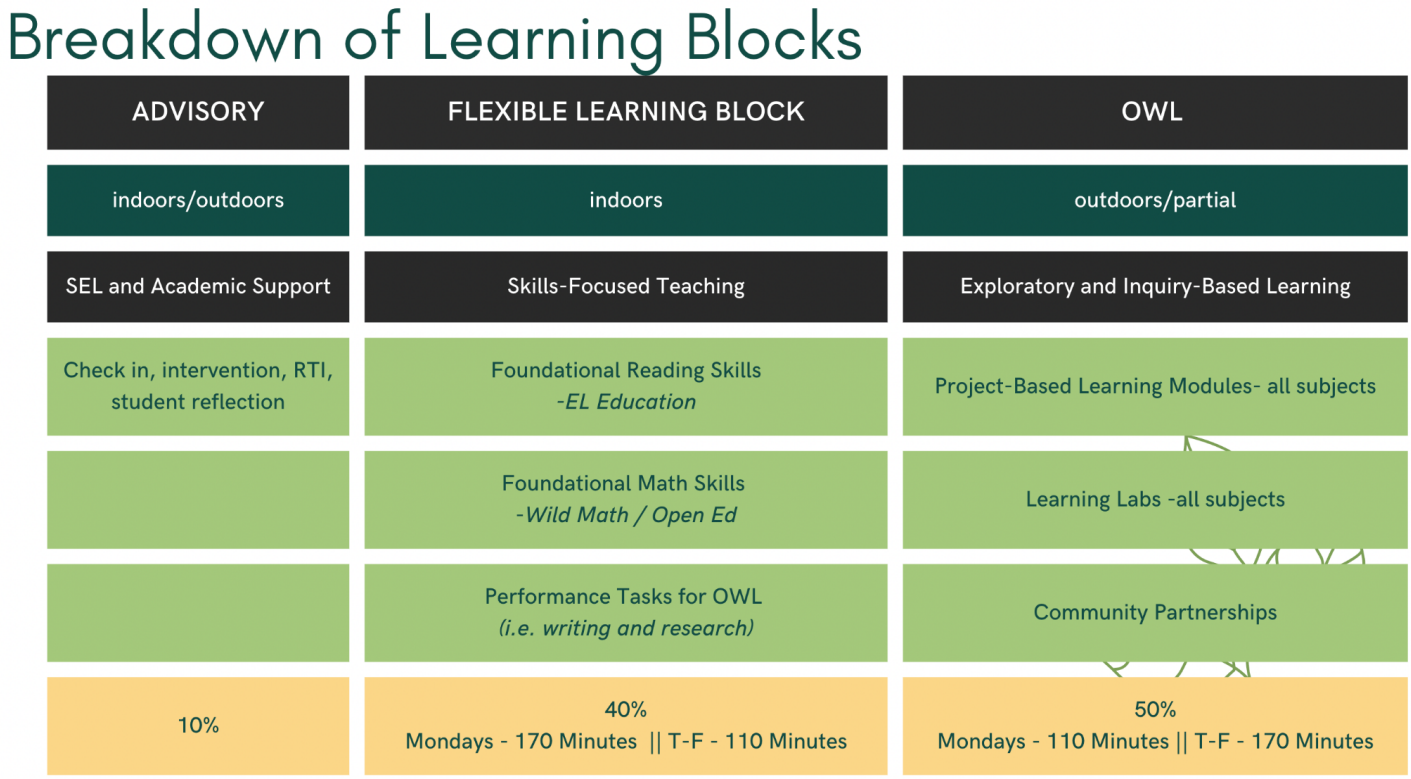
With these environments in mind, the following is the proposed daily schedule(s) for students. Schedule changes may arise due to facilities, inclement weather, and other conditions related to student and staff needs. Gray boxes denote teacher/staff work:

Daily Schedule

Tu - We - Th - F				Mondays	
TIME	**ACTIVITY**	**SEL**	**ACADEMIC LEARNING**	***Alternate Schedule:***	
8:00 am	Required Teacher Prep Time *(flex, can be used in AM or PM)*				
8:45 am *Start Time*	Free Play Outdoors Home Base + *Morning Snack*	♥ ACTIVE CALM		Late start for students.* *Students start at 9:30 am* Weekly Staff P.D. Block **8:45-9:25 am**	
9:30 am 60/ 40 split	Flexible Learning Block	♥ CALM + ◆ FOCUSED	*-reading instruction* *-indoor learning labs* *-writing practice* *-math instruction* *-work on performance tasks for OWL projects* **Format:** **-individualized or small group support** **-direct instruction** **-mini-lessons** **-stations**	-OWL Block	
11:20 am 1 hour	Free or Structured Play **Lunch (30 min)** *teachers off-duty except 1 time per week* Advisory	ACTIVE ♥ CALM	*-reflection* *-grade check-ins* *-support from adult and peers* *-SEL Work*	-Play **-Lunch (30 min)**	
12:20 pm	OWL Block	ACTIVE ◆ FOCUSED	*-reading, writing, math, social studies/history, sciences integrated into project work* *-outdoor learning labs and modules* *-outdoor project work, guests, trips/exploration, groups etc.*	-Flexible Learning Block	***Moveable Time:*** *These 2 blocks of time can be used with discretion for time with pods to do SEL work, prep for conferences, etc, as instructional time.*
3:10 pm	Home Base Play *until pickup*	♥ CALM ◆ FOCUSED		-Advisory /or/ Home Base	
3:30 pm *End Time*					
3:30 - 4:15 pm	-Required Teacher Prep Time *(flex, can be used in AM or PM)* -Staff Check-In Meeting on Wednesday *(lunch is prep)*				

In alignment with our philosophy for fostering an accessible school environment, the late-start time will be supported with before-school care for families that need to drop their children off at a consistent time. Furthermore, it is the commitment of Homer Forest School to provide before and after school care to the extent possible.

Below is a visual breakdown of the Academic Learning blocks depicted in the daily schedule above. A description of the programs listed in the visual can be found in ***Section 3:*** *Educational Program Overview*



vi. **If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community.** ***4 AAC 33.110(a)(12)***

For children in grades Kindergarten through 6th grade, there are multiple options for educational programs in the community at neighborhood elementary schools and homeschool programs, both in and out of KPBSD. However, Homer Forest School will be the only option that prioritizes a schedule focused on time spent outdoors. Currently, there is only one in-school alternative to HFS for children of middle school age (grades 7–8). While Homer Middle School shares similarities in mission, focusing on individuals' interests and potential, Homer Forest School instructional delivery differs greatly, prioritizing outdoor/nature-based instruction at the forefront of its program.

Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of administrative oversight		
Evidence of written administrative policy manual		
Description of regular parent and teacher contacts for continuous improvement		
Description of APC meeting(s) to monitor progress		
Description of school schedule and calendar		
Alternative options for students if no other educational program exists		

Section 3: Educational Program and Student Achievement

i. Provide a description of the educational program to be offered at the charter school. Information in this section should explicitly detail if the program is designed to meet the needs of students in a particular age group or grade level and/or meet the needs of students who will benefit from a particular teaching method or curriculum. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

ii. Provide a written plan that addresses the teacher-to-student ratio, including projected enrollment figures. *4 AAC 33.110(a)(16)*

iii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. *4 AAC 33.110(a)(6)*

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

v. Provide written objectives for program achievement desired by the charter. *4 AAC 33.110(a)(7)*

vi. Provide a description of the mechanisms for student assessment to be utilized in addition to those required by state law. *4 AAC 33.110(a)(5)*

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

i. **Provide a description of the educational program to be offered at the charter school. Information in this section should explicitly detail if the program is designed to meet the needs of students in a particular age group or grade level and/or meet the needs of students who will benefit from a particular teaching method or curriculum.** ***AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)***

At Homer Forest School, students engage in outdoor-centric learning, project and place-based education pedagogy, and relationship-based care that is grounded in systemic Social-Emotional Learning (SEL). Homer Forest School's educational program is grounded in the following Educational Philosophy (a more detailed description of each item listed can be found in Section 1: *Establishment of the Charter at the Local Level).*

- *Diverse Learning Environments*
- *Research-Based and Mindful Use of Technology*
- *Accessibility and Inclusivity to the Outdoors*
- *Supported Staff and Supportive Working Environment*
- *High-Quality Project-Based Learning and Meaningful Learning Experiences*
- *Core Disciplines that Guide Teaching of the Alaska State Standards*
- *Integrated Social-Emotional Learning (SEL)*
- *Reciprocal Community Connection*

Outdoor play and place-based education are critical to raising future stewards of our community. By minimizing technology in K-3 and building relationships within our school and our local community we can ensure academic success. Most of all, we believe kids can, and should get outside year-round in Alaska! A detailed description of our curriculum and educational program can be found below.

The Student Experience - Grade Level Breakdown:

Kindergarten:

Kindergarten at Homer Forest School is inspired by the growing community of "forest schools" across the United States and around the world. The Kindergarten program is grounded in some of the Core Elements of a Forest Kindergarten (American Forest Kindergarten Association):

- All-weather nature immersion time every day
- Child-led Learning and Play
- Inquiry-based Teaching Style
- Play and Place-based education
- Class sizes and Teacher: Student ratios that positively impact the individual learner

According to the UK's Forest School Association, Forest School has a developmental ethos shared by thousands of trained practitioners around the world, who are constantly developing their learning styles and skills to support new and imaginative learners. Its roots reach back to the open-air culture, *friluftsliv*, or free air life, seen as a way of life in Scandinavia where Forest School began.

Kindergarteners at Homer Forest School adapt to a daily rhythm and routine that supports their social, academic, and emotional learning level(s). A focus on open-ended play, relationship-based care, and developmentally appropriate boundaries and disciplines allow students to forge a lasting and positive relationship with the school day, early on. Academic foundations such as diverse approaches to literacy development, math practices, and inquiry into the natural world are directly grounded in the play-based experience.

First and Second Grade Pod:

First and Second Graders at Homer Forest School enter into their first looping pod where they will be with the same teacher for 2 consecutive years. During these 2 years, students engage in a structured schedule that prioritizes academic and social learning *while outdoors* (during O.W.L. block) and individualized and group intervention and instruction *(typically indoors)*. First and Second Graders at Homer Forest School form positive relationships with books and other forms of literacy, learn phonics and English Language strategies for reading, learn and practice math application in authentic contexts, engage in their first community-connect science and social studies experiences, find confidence in their artistic interests, and engage in their first year of quarter-long place-based projects - they are introduced to the core disciplines of *Naturalist Studies, Creating with Nature, Storytelling, and Community*. First and Second Grade teachers nurture their students to be confident in their independent learning abilities, and encourage students to ask questions and find answers to their questions. 1-2 Teachers are provided with support, time, and curriculum/project guides that emphasize skill and experience-based learning. They are also provided with coaching on building the culture of a student-led learning community.

Third and Fourth Grade Pod:

By 3rd grade, students are accustomed to the flow of the schedule, moving in and outdoors throughout the school day to maximize their learning experiences. At the end of 3rd grade, students will engage in their first Community Day, a culminating event to showcase project products, learning, and growth. Students in the 3-4 Pod also lead their first Student-Led Conferences at the end of the 3rd quarter, with the support of their teachers and advisors. Students in this pod continue to build their academic and social skills by practicing what they learn in authentic contexts, such as in their quarter-long Seasonal Learning pod projects. They also grow in their confidence and ability to speak to connect with the community, ask questions and find answers to their questions, and read independently. They begin to step up as leaders to their younger peers, helping to navigate social conflict, decision-making, and building a positive culture in a school community. 3-4 Teachers are provided with support, time, and curriculum/project guides that emphasize skill and experience-based learning. They are also provided with in-depth coaching on project design and facilitation.

Fifth and Sixth Grade Pod:

In 5th and 6th Grade, students demonstrate their well-versed experience in learning while outdoors, taking part in project-based learning, and learning in a multi-age setting. In this older pod, students will prepare to exhibit their individual and collaborative project work at the end of each semester, at Project Exhibit. They participate in Student-Led Conferences at the end of the 1st and 3rd Quarters, with the continued support of teachers and

advisors. Students will experience more opportunities to take their learning into the community, learn from experts and community members, and share their learning with those they are unfamiliar with. Academic content, while more rigorous, is still inherently connected to place and seasons, and becomes more interdisciplinary and complex *(for example, students might do a science, history, ELA, and math project, instead of focusing on each of these skills individually like in the lower grades).*

Middle School (Grades Seventh and Eighth):

As the only other alternative to a full-day middle school experience in the community, Homer Forest School's middle school provides a positive, supportive and rigorous environment for adolescent students in an extraordinarily important time in their lives. Middle School at Homer Forest School is a transition away from the K-6 experience - middle school students have an altered school schedule that guides their day. Although the core components of the schedule are still in place *(Outdoors While Learning (O.W.L. time), Flexible Learning Blocks, Pods, and Home Base),* the Middle School schedule emphasizes time spent in the community, time spent learning and working alongside experts, and time spent practicing and mastering skills. Seasonal Projects evolve from exploration of self and identity to exploration of self in the community. Place-based learning expands to encompass analysis and understanding of history and science in the context of place. Students become confident in their ability to find and analyze sources of information, communicate their ideas, and recognize and regulate their own emotional and social behavior in different situations. Finally, Middle School students reflect on their culminating experiences as students at Homer Forest School, compile their learning in a Learning Portfolio, and present a Portfolio Defense at the end of 8th grade, sharing their readiness to move on to High School.

Blended Program:

Homer Forest School aspires to house a Blended Learning option for families in Homer and surrounding communities. Families that choose to align with the vision and mission of Homer Forest School and are looking for a school community but are interested in an alternate school day schedule that emphasizes a family partnership have the option of enrolling in the HFS Blended Learning Program.

Our Blended Learning Program seeks to meet the needs of some of Homer's current homeschool community. 42.5% of families who completed the "Interest in Enrollment" form expressed interest in the blended model for learning. The Blended Learning Program will provide structure to students, families, and school staff; programming will help to build routines, set and communicate learning expectations and learning goals, ensure appropriate levels of synchronous instruction, and allow time for strong operational planning within our OWL schedule design.

In accordance with AS 14.03.040. Day in Session, blended learning students, with the support of their families and teacher, will be offered programming for four hours (in kindergarten, first, second, and third grade) and five hours (in grades four and up) a day. Programming includes but is not limited to morning and afternoon check-ins with peers and adults, Flexible Learning block, Outdoors When Learning (OWL) block, field experiences on and off campus, and/or programming designed specifically for the Blended Learning students

and their families. At the beginning of each quarter, the lead teacher will meet with each student and their family to develop a school program schedule that fits the rhythm and needs of that family.

Families will also receive curricular resources and materials to conduct learning in an at-home and community based environment. The Blended Learning option facilitates collective decision making. Teachers work with homeschool families to provide curriculum based on HFS standards and mission, in collaboration with the state standards and individual family needs. This collaboration encourages parent involvement, high levels of student engagement, and streamlines SEL and PBL experiences by providing socialization based on learner specific needs. The flow and approach to planning experiences for the Blended Learning Program follow the flow and rhythm of the schedule for regular-day students (i.e. time spent outside). Students and families in the Blended Learning Program are invited to participate in school-wide events such as Student-Led Conferences, Parent-Teacher Conferences, and End of Year Community Day. They are also given transparent information about district and state assessments, and are invited to participate or opt-out.

The program will be led by certified teachers based on grade level participation. In conjunction with full time students, teachers will be the primary coordinator and liaison between the families and the school. Additional training in collaborating and communicating effectively with families will be provided as professional development among teachers and staff.

The Blended Program is also a great option for families looking for a half-day Kindergarten program, as it allows them to access the structure of a school, with the flexibility of an at-home environment for part of the day.

ii. Provide a written plan that addresses the teacher-to-student ratio, including projected enrollment figures. ***4 AAC 33.110(a)(16)***

Homer Forest School's broad vision is to serve 115 students in Kindergarten through 8th grade. Taking into account in-depth discussions with the Local School Board and Charter Oversight Committee, community engagement, data collection and facility opportunities available for Year 1, Homer Forest School proposes the following model that would serve 76 students in Kindergarten through 4th grade.

Year 1 Proposed Model A: *76 students*

Kindergarten is the only grade level that is served as a single-grade group. Kindergarten will be capped at 14 students.

Subsequent grades will be grouped into pods: 1-2, 3-4, 5-6, and 7-8.

Enrollment capacity is:

- **Kindergarten**: 14 students - *14 per grade level, 1:14 Teacher: Student Ratio* - **1 lead teacher**
- **1-2:** 24 students - *12 per grade level, 1:24 Teacher: Student Ratio* **-1 lead teacher**
- **3-4:** 24 students - *12 per grade level, 1:24 Teacher: Student Ratio* **-1 lead teacher**
- **Blended Learning Program (K-8):** 14 students and up to the number of capped students above - **0.5 teacher**

Teacher: Student Ratios refer to the ratio between the lead teacher of a pod and the number of students in that pod. However, this ratio does not include other support adults that will be consistently in learning spaces with students, including but not limited to special educators, instructional aides, and "float" teacher roles. In addition to the lead general education teachers, this model is designed to support 1 full-time Special Education teacher, a full time aide, and to add grades 5-6 and 7-8 in the subsequent years.

At any given time in a school day, students may be in smaller group settings or larger class settings, depending on the instruction and learning experiences taking place. The only grade level that will consistently have a 1:14 teacher-to-student ratio at all times in a day is Kindergarten.

At the time of this application submission, 103 students are listed as interested in enrolling in the school.

Alternate Plans:

Model B: *Mid-Size - 90 total students*

Students will be grouped into pods: K-1-2, 3-4-5, 6-7-8

Enrollment capacity is:

- **K-1-2:** 30 students - *10 per grade level, 1:15 Teacher:Student Ratio* - **2 lead teachers**
- **3-4-5:** 30 students - *10 per grade level, 1:30 Teacher:Student Ratio* - **1 lead teacher**
- **6-7-8:** 30 students - *10 per grade level, 1:30 Teacher:Student Ratio* - **1 lead teacher**

In addition to the lead teachers, this model is designed to support 1 full-time Special Education teacher and 1 full-time Aide, who will support and balance the teacher:student ratios listed above. This model was developed as an alternate plan to the full enrollment Model C below.

Model C: *Broad Vision Full Enrollment - 115 students*

Students will be grouped into pods: K-1-2, 3-4-5, 6-7-8

Enrollment capacity is:

- **Kindergarten**: 14 students - *14 per grade level, 1:14 Teacher: Student Ratio* - **1 lead teacher**
- **1-2:** 24 students - *12 per grade level, 1:24 Teacher: Student Ratio* **-1 lead teacher**
- **3-4:** 24 students - *12 per grade level, 1:24 Teacher: Student Ratio* **-1 lead teacher**
- **5-6**: 24 students - *12 per grade level, 1:24 Teacher: Student Ratio* **-1 lead teacher**
- **7-8**: 24 students - *12 per grade level, 1:12 Teacher: Student Ratio* **-1 lead teachers**
- **Blended Learning Program (K-8):** 5 additional students and up to the number of capped students above - **1 lead teacher**

In addition to the lead teachers, this model is designed to support 2 full-time Special Education teachers and an aide

iii. **Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F.** ***4 AAC 33.110(a)(6)***

The following written instructional program provides an in-depth description of the various layers in which student experiences will happen on a daily basis. Homer Forest School will teach a program that is aligned to Alaska State Standards and Alaska Cultural Standards, with an emphasis on teaching lifelong literacy (reading, writing, speaking, listening, and math) skills.

Education Program Overview:

The following matrix provides a visual representation of the overlap between the various pedagogical and philosophical approaches adopted by Homer Forest School. Its purpose is to show the progression and depth of learning that takes place in the K-8 school experience. Each of the areas of the Matrix are built out in more detail in the Education Program Breakdown that follows.

<table>
<tr><th colspan="6">Homer Forest School Educational Program & Student Achievement Plan</th></tr>
<tr><td>WHO is Learning?</td><td>Kindergarten</td><td>1-2 Pod</td><td>3-4 Pod</td><td>5-6 Pod</td><td>7-8 MS</td></tr>
<tr><td>WHEN + WHERE?

What part of the school day does this primarily take place?</td><td colspan="5">Built into the Daily Schedule:
● Home Base -multi-age groupings
● Advisory -same-age groupings
● OWL - Outdoors When Learning -grade level pods
● Flexible Learning Time - -grade level pods
● Play</td></tr>
<tr><td>WHAT we learn</td><td colspan="5">Content and Skills based on:
-Alaska State Standards
-Alaska Cultural Standards
-Literacy Skills</td></tr>
<tr><td>HOW we learn

What types of learning experiences do students have?</td><td>Seasonal Learning Theme-Projects
Play</td><td>Through the lens of the Core Disciplines, learners engage in Seasonal Learning Project-Based Learning experiences

Skill Building - math, reading and writing

Integrated arts and music</td><td>Through the lens of the Core Disciplines, learners engage in Seasonal Learning Project-Based Learning experiences

Skill Building - math, reading and writing

Integrated arts and music</td><td>*Discipline-Focused Project-Based Learning experiences

Skill Building - math, reading and writing

Integrated arts and music</td><td>*Interdisciplinary Project-Based Learning / Community Partnership Projects

Skill Building - math, reading and writing

Integrated arts and music</td></tr>
<tr><td>Literacy Skills Focus</td><td colspan="2">“Learning to Read”
EL Education ELA Curriculum
-Reading Foundational Skills
-Learning Labs
-Modules (projects)</td><td colspan="2">“Reading to Learn”
EL Education ELA Curriculum
-Independent Reading
-Additional Work with Complex Text
-Reading and Speaking Fluency/GUM (grammar, usage, mechanics)
-Writing Practice
-Word Study and Vocabulary
-Modules (projects)</td><td>“Integrated and Interdisciplinary Literacy”
-content-based literacy
-Modules (projects)</td></tr>
<tr><td>Math Skills Focus</td><td colspan="2">Math Foundations during Flexible Learning Block
Wild Math Curriculum Grades K-2</td><td colspan="2">Math Skills during Flexible Learning Block
Wild Math Curriculum Grades 3-5
Emergent Math Problem-Based Learning Grades 3-6
Open-Up Math Curriculum Grade 6</td><td>Grade 7/8* Math + Integrated Math Skills in projects</td></tr>
</table>

					Open-Up Math Curriculum Grade 7-8 **8th Graders interested in Algebra I will be given correspondent or alternative opportunities to obtain the credit before high school*
How we KNOW we're learning: **Sowing/Sprouting/Growing (SSG) Skills Cycles rubric exists for each grade span and aligns with state standards - Appendix F for example*	-Sharing Work -Formative Assessments / Authentic feedback from teachers and peers -Student Showcase Opportunities (throughout the school year) -1st Grade Readiness Assessment	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -End of Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Student Showcase Opportunities (throughout the school year)	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -3rd quarter Student Led Conferences (SLC) -1st, 2nd, and 4th Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Community Day presentations (EOY)	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -1st and 3rd quarter Student Led Conferences (SLC) -2nd and 4th Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Project Exhibit (end of Sem.) -Community Day presentations (EOY)	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -1st and 3rd quarter Student Led Conferences (SLC) -2nd and 4th Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Project Exhibit (end of Sem.) -Community Day presentations (EOY) -8th-grade Portfolio Defense
ROOTS -connection to HFS Values	**Positive Leadership || Skill-Building for Life || Community Connection || Compassionate Stewardship**				
Professional Development for staff	○ See Section 6: Professional Development				
Graduate Profile for Student Achievement	*A Homer Forest School Graduate:* ● Believes in themselves and their ability to learn and grow as citizens of the world ● Perseveres through challenges ● Assesses and takes appropriate risks ● Shows compassion and understanding for others ● Practices compassionate leadership ● Has skills to resolve conflict ● Asks questions and seeks answers to those questions ● Analyzes and solves problems utilizing various resources ● Finds joy in learning new information and expressing their interests ● Reads, writes and communicates effectively ● Uses numbers and math as a means of comprehending their world				

	• Has a deep respect for the scientific process • Uses and appreciates storytelling as a vessel for culture • Practices the kind of playful creativity which brings joy and solves problems • Is adaptable, flexible and resilient • Has the skills to spend their days in diverse environments • Is tuned in to their natural surroundings through various skills such as listening, observing, critically thinking, problem solving • Articulates a deep appreciation of their role within the ecosystem

Core Disciplines and State Standards:

- Homer Forest School follows Alaska State Standards and Alaska Cultural Standards
- In K-4, HFS aligns the Alaska State Standards with HFS' Core Disciplines:
    - *Naturalist Studies*
    - *Storytelling*
    - *Creating with Nature*
    - *Community*
  - Through the lens of these 4 Core Disciplines, all subjects, skills, and content can be taught, practiced, and grounded in authentic and meaningful experiences that are place-based.
  - ***Example****: Naturalist Studies in Grade K*
    - *Actions*: Nature journaling, guided and free play, nature walks, mapping projects, collecting artifacts from nature and documenting as data
      - **What skills/standards do these address?** Practicing skills of reading and writing, being a scientist, taxonomy, scientific method, and mindfulness
- In 5-8, HFS aligns the traditional "subjects" taught through the Alaska State Standards with the various projects that students engage in.
  - ***Example:*** *5th grade Science + Math*
    - *Project:* Students might engage in a quarter-long water project, during breakup season, where they explore the Earth's various water reservoirs, starting in their own forest classroom. Looking for the answers to a Driving Question: *Where does all of our water go during Break Up?* Students would ask more questions, find answers to their questions through various forms of research, and work towards solving a problem or creating a product that demonstrates their learning. They would engage with community partners that engage with water reservoirs and systems daily, learn from experts, and conduct experiments outdoors to get comfortable with the scientific inquiry process. They would also apply mathematical modeling skills such as graphs and plot lines to demonstrate their scientific observations and conclusions.

Learning Content and Skills Through Projects:

Project-based learning (PBL) is a research-based pedagogy that is grounded in student inquiry, student choice, and skill-building such as critical thinking, problem-solving, and working with peers. Students work with guidance from their teachers toward a project end goal. The model of Project-Based Learning dates back to the

Problem-Based Learning environments in early Medical School practices, however, evidence as recent as 2021 argues for PBL as an evidence-based practice under ESSA (Every Student Succeeds Act).

Place-Based Learning immerses students in a local place through history, culture, language, science, and other opportunities to experience different disciplines learned in school.

At Homer Forest School, **Place-Based Projects** will follow the rhythm of the seasons and the community which grounds students in their local and global culture and history, as well as the natural world.

All students (K-8) will participate in high-quality projects. Projects will look different depending on the grade and group of students. Generally, projects are broken up by quarters and connect to and follow the seasons.

Examples:

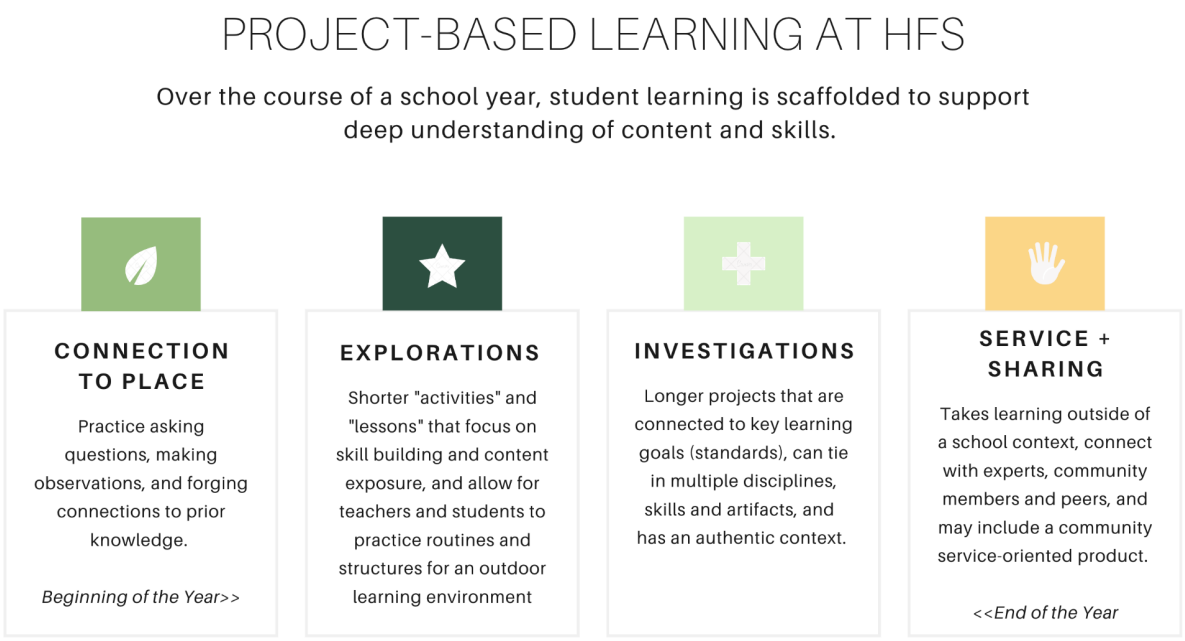
- *Younger students might start off the year focusing on a project such as "getting to know our forest classroom." This simple introduction includes learning math and literacy and practicing problem-solving along the way as they also get to know their environment and their peers and teachers.*
- *For older students, a project might focus on their relationship with food, and how we can grow and cultivate food to sustain our communities. They may work and visit with local farmers, gardeners, and other community members that are doing this important work. The final product might be a sharing of the food produced, results of experiments tested along the way, and art pieces that represent deeper learning and connection.*

Students will learn and apply disciplines such as reading, writing, math, and science through the lens of these quarterly projects, as they will be aligned to Alaska State Standards.

Teachers will be trained in designing and implementing high-quality projects. The following Project-Based Teaching Practices will be used as guidance to support teachers in creating these meaningful learning experiences: *the Project-Based Teaching practices include Alignment to Standards, Design & Plan, Engage & Coach, Assess Student Learning, Scaffold Student Learning, Manage Activities and Build the Culture.* The standard of quality of Project-Based Learning experiences will be based on the Gold Standard Project Design Elements: *Aligned to Learning Goals, Authenticity, Sustained Inquiry, Student Voice and Choice, Public Product, Critique and Revision, and Reflection*

Scaffolded Project-Based Learning:

Over the course of a school year, student learning will be scaffolded to support depth-of-learning. At the beginning of the year, projects may focus on getting to know a space or a place, learning to ask questions, and applying skills. Over the course of the year, projects will become explorations, taking 2-3 days, and then investigations, taking days or even weeks to complete. Students will be supported in sharing their learning along the way and at the culmination of a learning experience (*See visual below)*.



A unique aspect of Homer Forest School is its approach to science and social studies instruction. Other content areas are drawn upon to enhance and strengthen student understanding. This approach emphasizes our commitment to depth over breadth. This depth of instruction at Homer Forest School is also evident in the thematic integration of language arts, fine arts, social studies, and science. The materials used to teach content and curriculum will employ locally relevant materials at every opportunity.

Projects are typically a learning experience where students are working to answer a challenging problem or question, and in order to do so, they will be required to learn a set of learning goals, standards, and key understanding and skills. These learning goals, stated at the beginning of a project, are directly tied to content and performance standards that will be taught during a project. A project is made up of multiple opportunities to learn and practice content and performance standards and skills, be assessed in various ways, and demonstrate learning in multiple forms.

All projects are developed to meet the Alaska State Content and Performance Standards. Students in 3rd through 8th grade at Homer Forest School are formally assessed, like all other public school students, by the State of Alaska assessment every spring (see Assessment Section 3, *vi.)*. Homer Forest School will also use universal screening and progress monitoring assessments for reading fluency, reading comprehension, and other measures of academic progress, and a kindergarten skills assessment to help measure student progress and identify areas where targeted intervention is required. Data from standardized assessments are viewed in conjunction with classroom-based assessments and teacher observation to guide instructional decision-making. *See Appendix F Seasonal Project Examples*

Because K-8 is such a large age range, the flexible learning time (see proposed schedule) will be an integral daily allotted time used to support students in their individual learning needs - specifically literacy and math.

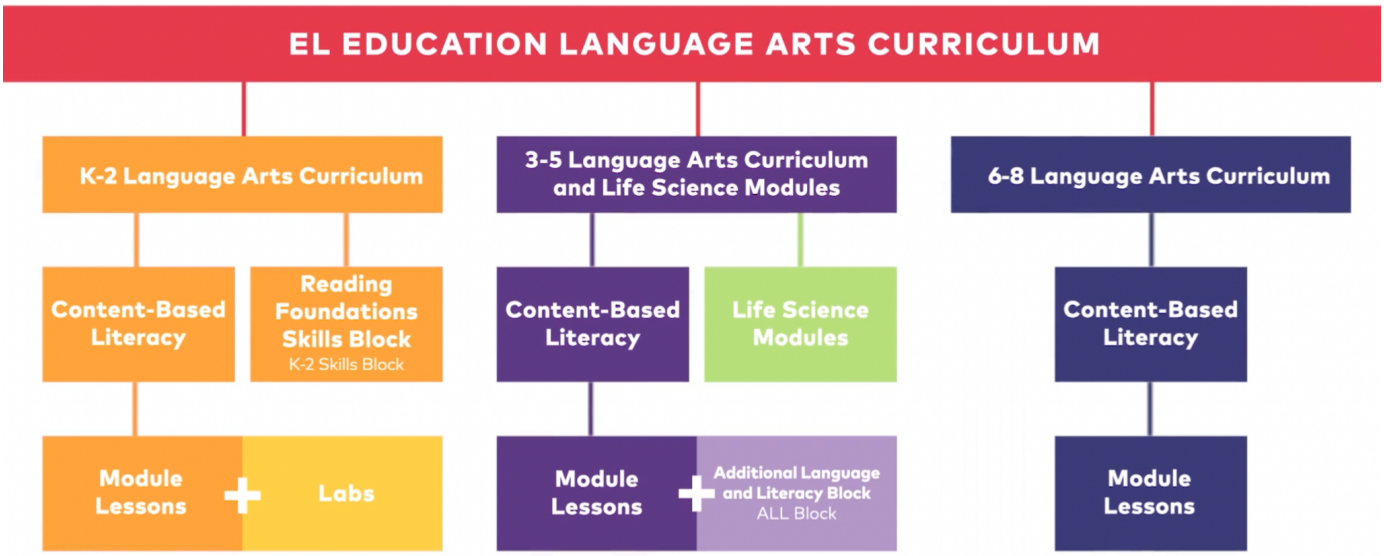
Literacy:

Many of the graduate profile attributes of a Homer Forest School student rely on students to be confident readers, writers, speakers, and listeners of words in all forms. This includes consistent access to diverse types of texts, stories, and experiences connected to the human experience around the globe, in written and spoken word.

In the younger grades, to align with brain development and the science of reading, students are focused on learning to read, with the intent of interacting with their home, school, and local environments. As students progress through the grades, the experience with literacy zooms out, with a focus on reading to learn, with a variety of diverse texts with a global perspective. Students will deepen their understanding of content and practice the complex levels of literacy as they become effective communicators.

Homer Forest School will take a comprehensive approach to teaching literacy skills in Kindergarten through 8th grade. According to Montgomery et al., a comprehensive program must include explicit, thorough treatment, on a daily basis of each of the following: phoneme awareness, phonics, and word study, vocabulary, fluency, and comprehension (2013). At Homer Forest School, Literacy instruction happens throughout the entire school day, and literacy is the backbone of Project-Based Learning. In addition to literacy integration in all aspects of the daily school schedule, students will receive daily, direct, skills-based instruction in reading, primarily during the Flexible Learning block *(See Section 2: Organization and Administration, part v. schedule for a visual breakdown)*. HFS will utilize the 3 major components of the EL Education literacy curriculum in its formative years. EL Education K-5 and 6-8 English Language Arts curriculum meets expectations as All-Green status on Ed Reports as High-Quality Curriculum (Ed Reports, 2022).

The following visual outlines the major components of the EL Education Language Arts program from grades K-8:



Source: EL Education

- **The EL Education Reading Foundations Skills Block** is a phonics-based curriculum grounded in reading science. It helps students crack the alphabetic code, become fluent readers, and, ultimately, comprehend text. The K-2 Reading Foundations Skills Block begins instruction at the Late Pre-Alphabetic phase to encompass the standards in Kindergarten, and teaches reading in microphases by cycle *(See Appendix F.7 for Sample Scope and Sequence)*
- **Learning Labs** support the project-based modules and provide content-based literacy instruction in an exploratory and hands-on way.
- **Project-Based Learning Modules** are content and topic-focused, weave reading, writing, communication, and research skills throughout, and support the application of skills learned in Skills Block. They are knowledge-building learning experiences that use trade books, authentic literature, and high-interest texts to support students in becoming critical thinkers and skilled readers and writers.

The EL program is aligned with the science of reading and Scarborough's Reading Rope. The Foundational Skills Block supports the bottom of the rope (Word Recognition), and the Learning Labs and PBL Modules support the top of the rope (Language Comprehension).

In addition to the EL Education program resources, which include scope and sequence for teaching foundational skills, labs, and modules, teachers and students will have access to leveled readers, leveled informational text databases, oral and written stories, audio and visual examples, and a diverse library of books to support student voice and choice. Students will receive literacy instruction in formats such as direct instruction of phonics, literature circles, Socratic Seminars, and Mini-Lessons. Mini-lessons allow for differentiated literacy instruction based on student needs and be responsive to diverse literacy skills. These formats are well suited for the

Flexible Learning block that typically takes place indoors. Literacy content will often, but not always, align with the project modules that students are focused on in the OWL (*Outdoors When Learning)* block.

Homer Forest School staff will consistently monitor individual student literacy skills with various diagnostic assessments including (but not limited to): phonics inventory, running records; word list reading; analysis of student work; observation and anecdotal notes; and student or family interviews or checklists about reading behaviors. Aimsweb or a similar diagnostic will be used to support intervention and instructional decisions.

Curriculum science is an ever-changing field, and Homer Forest School intends to keep a pulse on the available options in responsiveness to teacher and student needs. There are many reading curriculums available for literacy development. Any curriculum that Homer Forest School may choose in the future as a designated curriculum to support young learners in learning to read and write should take a well-rounded approach to literacy (reading, writing, speaking, *and* listening). If and when the hired administrator chooses to present a change in curriculum for decision, a majority vote of the Homer Forest School Charter Council (HFSCC) will be required for approval. A curriculum at Homer Forest School can be used as a supporting structure to the existing program, meant to bolster the understanding of student achievement through data collection and assessment. If and when a curriculum is selected, it should align with the educational philosophy tenets of the charter, be culturally and socially relevant to a student's life experiences, and be as flexible and adaptable as possible.

Mathematics

In order for students to receive timely and rigorous instruction in mathematics, Homer Forest School will utilize a multi-pronged approach to teaching and learning. In years 1-3 of operation, Homer Forest School will utilize math curricula and resources that align with its Educational Philosophy including Wild Math in K-5, Emergent Math in 3-8, and Open-Up Math Curriculum in 6-8 grade Math. HFS will prioritize programs that emphasize hands-on, technology-free instruction. HFS plans to utilize the district's pacing guides and Alaska State Standards in order to organize the grade-level learning progressions from Kindergarten to Eighth Grade. With this information, Skills Cycle Rubrics will be developed for each grade band, which helps to align Homer Forest School's philosophy for learning with the discipline (*see Appendix F.8: Skills Cycle Example K-1).* The Skills Cycle translates the grade-specific benchmarks into a growth-based progression and creates language to communicate consistently with families and students on student progress.

Homer Forest School will focus on developing high-quality, challenging and accessible mathematics education that focuses on a strong foundation of math skills that will contribute to a future of positive mathematics for young children (Stramel, 2021). It will do so by using the ten research-based recommendations for classroom practice as provided by the National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC):

1. Enhance children's natural interest in using mathematics to make sense of their world.
2. Build on children's background experience and knowledge.
3. Base instruction on knowledge of children's cognitive, linguistic, physical, and social-emotional development.
4. Strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.
5. Ensure a coherent curriculum that is compatible with sequences of important mathematical ideas.
6. Provide for children's deep and sustained interactions with mathematical ideas.
7. Integrate mathematics with other activities and other activities with mathematics.
8. Provide ample time, materials, and teacher support for children to engage in play where they explore mathematical ideas.
9. Use a range of experiences and teaching strategies to introduce mathematical concepts, methods, and language.
10. Support children's learning through thoughtful and continuous assessment.

A combination of direct teaching of skills, primarily during the Flexible Learning Block, and a consistent integration of math skills practice into the Outdoors When Learning Block will provide students with strong foundations and practice in mathematical skills and thinking. *See Section 2: Organization and Administration, part v. schedule for a visual breakdown.*

Both Wild Math, Emergent Math, and Open-Up Resources Math Curriculum meet core standards based on the Alaska State Standards. Illustrative Mathematics (the authors of Emergent Math and Open-Up) are rated as *All-Green* status for high-quality curriculum content on Ed Reports (2022). Foundation and the emergence of Math Concepts start with an interaction with one's surroundings. With a scaffolded approach to Mathematics,

the selected curriculums create a foundation in numeracy skills in the early years that are reinforced and built upon in the years that follow. According to Stramel (2021), play-based mathematical opportunities for young children can offer rich possibilities for developing and discovering mathematical concepts. “Play is a particular attitude or approach to materials, behaviors, and ideas and not the materials or activities or ideas themselves; play is a special mode of thinking and doing” (McLane, 2003, p. 11). This approach will be taken into consideration when developing mathematical lessons and experiences for students in the lower grades.

Wild Math and Emergent Math meet in third grade. With solid foundations in mathematics acquired in K-2, Third and Fourth Graders will engage in more Problem-Based Learning mathematics instruction. Emergent Math curriculum empowers students to engage and utilize the skills acquired in early grades and apply them to place value, multi-digit addition and subtraction, multiplication and division, fractions, measurement and data, time and money, geometry, patterns and algebra, and mathematical thinking. By fourth grade, students build their capacity to understand the mathematical context: what is being asked, asking questions, sharing their work, and understanding others’ work through orchestrating productive discussions, and other classroom practices that align with the educational program at Homer Forest School.

In the Fifth and Sixth grade pod, students learn and practice more complex numerical expressions, analyze patterns and relationships, grapple with data, and move from identifying shapes, lines, and angles to conceptualizing 3-dimensional figures to solve real-world math problems. By sixth grade, students move away from the Wild Math curriculum and learn ratios and proportions, the number system, expressions and equations, geometry and statistics, and probability through a problem-based lens.

In Grade 7 math, students encounter practice with scale drawings, proportional relationships, measuring circles, percentages, rational number arithmetic, expressions, equations and inequalities, geometric figures (angles, triangles, and prisms), and probability and sampling (Open-Up Math Curriculum Grade 7).

In Grade 8 math, students learn rigid transformations and congruence, slope, linear relationships, linear equations and systems, functions and volume, associations in data, exponents and scientific notation, and Pythagorean theorem and irrational numbers (Open-Up Math Curriculum Grade 8).

In addition to math-specific instruction that typically takes place during Flexible Learning Block, math skills will be aligned with student projects as much as possible. When refreshing project units each year, questions such as, *“How might we help students apply math concepts within this project? Are there authentic applications? If so, how will students do this? How will we know they have mastered the skills/concepts within the project? If not, is there anything we can add to the project that will strengthen student interests and/or authenticity to bring in more math?”* will be asked.

For a complete breakdown of the learning objectives for Mathematics, view Section 3: Educational Program, part v. Written Instructional Objectives.

For middle school students interested in taking Algebra I prior to enrolling in high school, correspondent or alternative opportunities will be made available during their 7th/8th-grade years as appropriate. The student's academic team (consisting of the student, HFS staff, and their family) will be involved in these decisions.

Homer Forest School staff will consistently monitor individual math skills with various diagnostic assessments including (but not limited to): Teacher designed formative assessments, teacher observation, and a standardized benchmark diagnostic such as Aimsweb to support intervention and instructional decisions.

If and when the hired administrator chooses to present a change in math curriculum for decision, a majority vote of the Homer Forest School Charter Council (HFSCC) will be required for approval. A curriculum at Homer Forest School can be used as a supporting structure to the existing program, meant to bolster the understanding of student achievement through data collection and assessment. If and when a curriculum is selected, it should align with the educational philosophy tenets of the charter, be culturally and socially relevant to a student's life experiences, and be as flexible and adaptable as possible.

Integrated Arts, Music, and "Elective":

Electives are typically taught as a separate course. At Homer Forest School, students will have opportunities to engage in diverse arts and music experiences. These experiences are integrated into the projects that students engage in *(see Appendix F for an example project).* Integrated arts and music allow for the school to also engage with community programs and community members offering programs for children

Social-Emotional Learning:

At Homer Forest School, Social-Emotional Learning (SEL) is taught in an integrative approach that supports students (and staff) in developing SEL skills through their daily schedule, interactions, and behaviors. Homer Forest School will rely heavily on the resources provided by *The Collaborative for Academic, Social, and Emotional Learning (CASEL),* an organization that leads the SEL movement for schools around the country. Homer Forest School has adopted the definition used by CASEL for the purpose of a common understanding of SEL: *Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2022).*CASEL supports SEL development at the systemic level. Homer Forest School will build an SEL environment that includes integration of SEL into the daily school schedule, integration of SEL into Project-Based Learning Pedagogy, integration of SEL in collaboration with families, and a Supportive Discipline Plan that supports SEL development and equitable and fair support of student behaviors.

The following is a breakdown of Homer Forest School's SEL Framework. This framework is based on CASEL Foundations Indicators of Schoolwide SEL, and can be adapted, changed, and improved to fit the needs of the school staff, students, and community.

- **SEL Integrated with Daily School Schedule**
    - See Section 2 (v.) for a full schedule with SEL indicators.
- **Integration into Project-Based Learning Pedagogy and Framework**

    - In alignment with Student Voice and Choice, an important tenet of Project-Based Learning, students at Homer Forest School will be given multiple informal and formal opportunities for their voices to be heard and to engage in decision-making. Additionally, PBL engages community partnerships in a mutually beneficial, supportive, and aligned way, builds supportive school and classroom climates, and supports reflective practice, all important aspects of SEL integration.
- **Integration of SEL in Collaboration with Families**
    - Homer Forest School values authentic family partnerships, engaging families beyond "information-telling", celebrating a positive school climate and learning, and supporting students and their families in times of need. Open lines of communication will be established from Day 1 to support this integration and collaboration.
- **Supportive Discipline Plan:**
    - According to CASEL's Guide to Schoolwide SEL, an indicator of effective Schoolwide SEL is **Supportive Discipline:** *Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.* The aim of Homer Forest School's Student Support and Discipline System is to recognize, engage, educate and grow from discipline-specific incidents, and to equitably and fairly support students and staff in a timely manner.

Aspiring Local Community Partnerships:

In alignment with its Educational Philosophy tenant: *Reciprocal Community Partnerships,* Homer Forest School aspires to develop long-lasting and mutually beneficial relationships with the community's existing organizations and experts. The following are some of the organizations that HFS aspires to collaborate with to deepen student learning experiences:

Kachemak Bay Environmental Education Alliance (KBEEA): The KBEEA, founded in 2000, is made up of a group of local organizations that are commonly united in supporting environmental, coastal and cultural education for the youth around Kachemak Bay. KBEEA meets twice a year to discuss programming and collaborate on joint offerings. The Mission of KBEEA aligns strongly with Homer Forest School's vision for learning: *We, the Kachemak Bay Environmental Education Alliance are united in our efforts to educate and inspire individuals and the Kachemak Bay community to actively participate in environmental stewardship as integral elements of a healthy sustainable ecosystem.* Homer Forest School aspires to find ways to collaborate with the existing work that KBEEA is doing in Homer and surrounding communities regarding environmental education. Specifically, KBEEA's work in building the capacity of educators to teach environmental education is of great interest- for example, KBEEA's annual "Master Naturalist" training would be a great asset to the professional development of Homer Forest School staff.

The Center for Alaskan Coastal Studies (CACS): CACS' mission is to foster responsible interaction with our natural surroundings and to generate knowledge of the unique marine and coastal ecosystems of Kachemak Bay through science-based environmental education and stewardship. Homer Forest School aligns to their goals of science-based education, place-based ecology and stewardship, and aspires to find ways to collaborate with their immense educational opportunities currently catering to the community year-round.

Kachemak Bay National Estuarine Research Reserve (KBNERR): The Kachemak Bay National Estuarine Research Reserve (KBNERR) is part of a national network of 29 reserves that are supported through the National Oceanic and Atmospheric Administration (NOAA) and the University of Alaska. Local scientists are

engaged in exciting and cross-cutting research projects that are directly connected to students' lives and homes. The potential for partnership and learning from the expertise of the reserve is an exciting prospect.

Alaska Maritime National Wildlife Refuge: The mission of the Wildlife Refuge is to conserve, protect, and restore the diverse lands, waters, wildlife, and cultural resources of the Refuge through excellence in education, outreach, and a program of scientific research on marine resources. Locally, the refuge operates at Islands and Oceans Visitor's Center and offers the community many educational opportunities and sharing of expertise.

Pratt Museum: The Pratt Museum's mission is to strengthen relationships between people and place through stories relevant to Kachemak Bay. The Pratt's unique access to the artifacts, stories and wealth of knowledge of people in Kachemak Bay is an incredible opportunity for students to learn about first and second hand sources, community history and legacy, and the way in which stories play a role in our understanding of the world.

Alaska Department of Fish & Game (ADF&G): ADF&G provides educators in Alaska with a large array of opportunities to deepen student learning experiences. From hunter and trapper education courses, The Alaska Wildlife Curriculum, to Salmon in the Classroom, there are many existing resources that are aligned with Homer Forest School's educational program.

TRAILS (Total Recreation and Independent Living Services) - Homer Forest School aspires to connect and learn from the work of TRAILS, A program of Homer's Independent Living Center. TRAILS works in the community to provide accessibility to the outdoors to seniors and individuals with disabilities. Their expertise in accessibility trail maintenance, and programming that supports equitable access to the outdoors is aligned to the HFS vision for accessibility and inclusivity in the outdoors.

Nationally Recognized Resources and Certifications:

National Geographic Educators and Explorers: The National Geographic Educators and Explorers Programs is National Geographic's investment in a diverse, global community of changemakers. Homer Forest School teachers will be given opportunities to enroll in National Geographic Educator courses, become certified National Geographic Educators through the virtual training program, and be involved in National Geographic's Explorer opportunities. National Geographic Explorers' focus on stewardship of ocean, land, wildlife, history, culture, and human ingenuity provides a global, place-based lens that aligns with Homer Forest School's vision for students.

Nature Conservancy: The Nature Conservancy is a global environmental nonprofit working to create a world where people and nature can thrive. The Nature Conservancy's Nature Lab is an excellent resource for teachers and students. By utilizing the Nature Lab curriculum resources, teachers can supplement projects with hands-on lessons that are aligned with learning goals and standards. The Nature Lab also provides an opportunity for technology to be used in learning to *deepen* understanding, such as how to collect data, or hearing from a science expert in a field who lives further away, or finding a virtual field trip to better understand the place that students' live in.

American Forest Kindergarten Association: The United States leading body in Forest School education, The American Forest Kindergarten Association advances the Forest Kindergarten model through education, advocacy, and collaboration.

Forest School Association United Kingdom: Although based outside of the United States, the UK's Forest School Association acts as an organized body that helps to guide the language and common understanding of what Forest School education can look like. The Forest School Association is the professional body and UK

wide voice for Forest School, promoting best practice, cohesion and ‘quality Forest School for all’. Homer Forest School hopes to tap into the wealth of knowledge, expertise and training materials available for Forest Schools.

Antioch University Inside-Out: A network of educators and educational institutions throughout the U.S. with the goal of supporting, connecting and partnering with others; to confidently, safely and joyfully venture outdoors with children and to teach and learn with nature. Professional development opportunities are often available to educators and parents to learn more about nature-based education.

International Hunter Education Association (IHEA): The IHEA is the professional hunter education association affiliated with the Association of Fish and Wildlife Agencies and the 50 state fish and hunter education programs. The programs employ 55,000 instructors, many of whom are volunteers, that teach hunting and shooting safety and responsibilities throughout the United States. Homer Forest School students live in a place where hunting of all sorts is a part of the fabric of the community, history and place they live. It is important to have access to resources that open up opportunities for safe enjoyment and access of the outdoors. Since 1949, almost 40 million students have completed hunter education courses that cover firearm safety, bowhunting, wildlife management, field care of game, responsible hunting, landowner relations, wildlife identification, and much more.

National Oceanic and Atmospheric Association (NOAA): NOAA’s mission is to understand and predict changes in climate, weather, ocean, and coasts, to share that knowledge and information with others, and to conserve and manage coastal and marine ecosystems and resources. Their focus on education provides educators and schools with opportunities to apply for relevant grants, access curriculum and professional development, tap into large data sets for student projects, and more.

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

Homer Forest School will use a full-inclusion model that blends students in age and ability in order for students to learn to support each other in daily rhythms and various environments. In the current proposed budget, Homer Forest School plans to open with 2 full-time certified Special Education teachers.

Performance standards and assessments as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English learning difficulties will be defined appropriately on a case-by-case basis according to KPBSD policy. Homer Forest School will deliver special education services that comply with KPBSD policy and state and federal law. All students with disabilities whose least restrictive environment includes HFS's educational setting will be provided services, accommodations, and modifications as set forth in an IEP or plan through Section 504 of the Americans with Disabilities Act (504). Students determined by an IEP or a 504 plan that need a more restrictive setting than HFS will be served in their least restrictive environment as determined by their IEP Team.

HFS does not plan to offer specific vocational education classes at this time.

Student Team Makeup: A student's team is made up of an administrator, the student's teachers, parents/guardians of the students, the student (by choice of student and family), and any other appropriate individuals that may be able to add to the scope of understanding of a child's strengths and needs.

Student Support Team: If a student shows signs of needing intensive or additional support beyond the scope of what is offered in general education, a student's team can come together at any time and begin to build a picture of the student's strengths and needs. The team would determine what data can be collected to inform the next steps.

Supporting Staff: Accommodating student needs will be an inherent part of quality instruction at Homer Forest School. Staff will be routinely trained, supported, and given time to plan for scaffolds in their instruction, and to build in accommodations and modifications into their daily learning experiences.

At this point in the charter formation, Homer Forest School will not serve pre-K or pre-K Special Education. However, upon District approval, Homer Forest School aspires to include pre-K, and pre-K Special Education, along with programs before and after-school programs that align in partnership with Homer Forest Schools' mission and vision, in order to create full access for Homer's working families.

v. Provide written objectives for program achievement desired by the charter. *4 AAC 33.110(a)(7)*

At Homer Forest School, we approach academics in a unique way. Because we believe that learning new skills and knowledge can happen in all sorts of environments, we treat the outdoors as our primary classroom. Therefore, learning might "look" different from a traditional classroom. Regardless, the educational program presented in the above sections is grounded in sound pedagogical practices, aligned to Alaska State Standards and Cultural Standards, and is a program where students will thrive and see growth in learning. The Homer Forest School Graduate Profile (*Section 1.1)* outlines the written objectives for student achievement. When students leave the program in grade 8, they will:

- Believe in themselves and their ability to learn and grow as citizens of the world
- Persevere through challenges
- Assess and take appropriate risks
- Show compassion and understanding for others
- Practice compassionate leadership
- Have skills to resolve conflict
- Ask questions and seeks answers to those questions
- Analyze and solve problems utilizing various resources
- Find joy in learning new information and expressing their interests
- Read, write and communicate effectively
- Use numbers and math as a means of comprehending their world
- Have a deep respect for the scientific process
- Use and appreciate storytelling as a vessel for culture
- Practice the kind of playful creativity which brings joy and solves problems
- Be adaptable, flexible and resilient
- Have the skills to spend their days in diverse environments
- Be tuned in to their natural surroundings through various skills such as listening, observing, critically thinking, problem solving

Students will be given every opportunity to be successful in reaching these goals through the intentional design of the education program.

The following is a summary of the written objectives for program achievement at Homer Forest School. Written objectives are aligned to the Alaska State Standards, and therefore detailed objectives can be viewed at the Alaska State Standards. Supporting documents for these written instructional objectives can be found in *Appendix F.*

Literacy -

- *Reading Foundational Skills for K-5-*
    - *Kindergarten and First Grade:* learning objectives focus on student understanding of print concepts, phonological awareness, phonics and word recognition, and fluency. *Complete breakdown of objectives in Appendix F.14.*
    - *Second, Third, Fourth and Fifth Grade:* learning objectives focus on student mastery of phonics and word recognition, and fluency. *Complete breakdown of objectives in Appendix F.14.*

    - *Supporting documents:*
        - EL Education Kindergarten EXAMPLE Scope and Sequence document (Appendix F.7)
        - Alaska State Standards for Reading Foundational Skills (Appendix F.14)
- *English Language Arts -*
    - *Reading -*
        - *Key Ideas and Details*
            - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
            - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
            - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
        - *Craft and Structure*
            - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
            - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
            - Assess how point of view or purpose shapes the content and style of a text.
        - *Integration of Knowledge and Ideas*
            - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
            - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
            - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
        - *Range of Reading and Level of Text Complexity*
            - Read and comprehend a range of complex literary and informational texts independently and proficiently.
        - *Supporting documents:* Alaska State Anchor Standards for K-12: Reading
    - *Writing -*
        - *Text Types and Purposes*
            - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
            - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
            - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
        - *Production and Distribution of Writing*

            - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
            - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
            - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
        - *Research to Build and Present Knowledge*
            - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
            - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
            - Draw evidence from literary or informational texts to support analysis, reflection, and research.
        - *Range of Writing*
            - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
        - *Supporting documents:* See Alaska Anchor Standards for K-12: Writing
    - *Speaking and Listening -*
        - *Comprehension and Collaboration*
            - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
            - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
            - *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*
        - *Presentation of Knowledge and Ideas*
            - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
            - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
            - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
        - *Supporting documents:* See Alaska Anchor Standards for K-12: Speaking and Listening
    - *Language -*
        - *Conventions of Standard English*
            - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
            - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        - *Knowledge of Language*

            - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
        - *Vocabulary Acquisition and Use*
            - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
            - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
            - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
        - *Supporting documents:* See Alaska Anchor Standards for K-12: Language
- *Mathematics* -
    - Content - *A complete breakdown of the learning objectives can be viewed in Appendix F.*
        - Kindergarten - First Grade
            - Students will gain an understanding of counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data and geometry.
        - Second Grade
            - Students will deepen their learning and practice of operations and algebraic thinking, number and operations in base ten, measurement and data and geometry.
        - Third Grade - Fifth Grade
            - Students will deepen their learning and practice of operations and algebraic thinking, number and operations in base ten, number and operations with fractions, measurement and data, and geometry.
        - Sixth-Eighth Grade Math
            - Students gain an understanding and practice of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability.
        - *Supporting documents:* Alaska State Standards for Mathematics
    - *Mathematical Practice*
        - Make sense of problems and persevere in solving them
        - Reason abstractly and quantitatively
        - Construct viable arguments and critique the reasoning of others
        - Model with mathematics
        - Use appropriate tools strategically
        - Attend to precision
        - Look for and make use of structure
        - Look for and express regularity in repeated reasoning
            - *Supporting documents:* Alaska State Standards for Mathematical Practice

- Kindergarten students will gain an understanding of counting and cardinality, place value, patterns, symmetry, beginning addition and subtraction, measurement and data, and geometry.
- First grade students will gain an understanding of numbers and place value, patterns, addition and subtraction facts, advanced addition and subtraction, measurement and data, time and money, and geometry.
- Second grade students will learn and practice multi-digit addition and subtraction, multiplication, fractions, measurement, time and money, graphs and data, and geometry.
- Third grade students will
- Fourth grade students will
- Fifth grade students will
- *Supporting documents:* Alaska State Standards for Mathematics

- *Integrated Social Studies and Arts -*
  - *Social Studies* - The study of various relevant, contextual and aligned topics and the practice of *Historical Inquiry Anchor Standards.*
    - Students will demonstrate an understanding of the interaction between people and their physical environment
    - The student demonstrates an understanding of
    - the historical rights and responsibilities of Alaskans
    - The student demonstrates an understanding of the discovery, impact, and role of natural resources by
    - The student demonstrates an understanding of the chronology of Alaska history
  - *Arts -*
    - *CREATE -*
      - *Generate and conceptualize artistic ideas and work*
      - *Organize and develop artistic ideas and work*
      - *Refine and complete artistic work*
    - *RESPOND*
      - *Recognize and analyze artistic works, including those from diverse cultural traditions*
      - *Interpret intent and meaning in artistic work*
      - *Apply criteria to evaluate artistic work*
    - *CONNECT*
      - *Relate, synthesize and express both knowledge and personal experiences as a way to participate in the arts*
      - *Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding*
    - *PRESENT*
      - *Select, analyze and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production*
      - *Develop and refine artistic work for performances, presentations and/or productions*
      - *Perform, present, and/or produce artistic work*

    - *Supporting documents:* Alaska State Anchor Standards for Arts, Alaska Content and Performance Standards 5th Edition, and Alaska Cultural Standards
- *Integrated Science*
    - Kindergarten students will study various scientific topics such as force, ecosystems, weather and climate. They will…
        - Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
        - Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
        - Use observations to describe patterns of what plants and animals (including humans) need to survive.
        - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
        - Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
        - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
        - Make observations to determine the effect of sunlight on Earth's surface.
        - Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
        - Use and share observations of local weather conditions to describe patterns over time
        - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
    - First grade students will study various scientific topics such as light and sound waves, structure and function, and patterns in space systems. They will…
        - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
        - Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated
        - Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
        - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
        - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
        - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
        - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
        - Use observations of the sun, moon, stars, and tides to describe patterns that can be predicted.
        - Make and graph observations at different times of year to relate the amount of daylight to the time of year, and graph findings.

- Second grade students will study various scientific topics such as structure and properties of matter, interdependent relationships in ecosystems, earth's systems, and practice engineering design skills. They will…
    - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
    - Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
    - Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
    - Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
    - Plan and conduct an investigation to determine if plants need sunlight and water to grow.
    - Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
    - Make observations of plants and animals to compare the diversity of life in different habitats
    - Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
    - Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
    - Develop a model to represent the shapes and kinds of land and bodies of water in an area.
    - Obtain information to identify where water is found on Earth and that it can be solid or liquid.
    - *Engineering Design:*
        - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
        - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
        - Analyze and discuss data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
- Third grade students will study various scientific topics such as forces and interactions, environmental impacts in ecosystems, life cycles and traits, weather and climate, and practice engineering design. They will…
    - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
    - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
    - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
    - Define a simple design problem that can be solved by applying scientific ideas about magnets.
    - Construct an argument that some animals form groups that help members survive.

        - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
        - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
        - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
        - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
        - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
        - Use evidence to support the explanation that traits can be influenced by the environment.
        - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
        - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
        - Obtain and combine information to describe climates in different regions of the world.
        - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
        - *Engineering Design:*
            - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
            - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
            - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
    - Fourth grade students will study various scientific topics such as energy, waves, structure and function, earth's systems, and practice engineering design. They will…
        - Use evidence to construct an explanation relating the speed of an object to the energy of that object.
        - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
        - Ask questions and predict outcomes about the changes in energy that occur when objects collide.
        - Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
        - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
        - Develop and use a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
        - Generate and compare multiple solutions that use patterns to transfer information.

        - Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
        - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
        - Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
        - Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
        - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
        - Analyze and interpret data from maps to describe patterns of Earth's features.
        - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
        - *Engineering Design:*
            - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
            - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
            - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
    - Fifth grade students will study various scientific topics such as forces of matter, matter and energy in ecosystems, earth's systems, space systems, and practice engineering design. They will…
        - Develop and use a model to describe that matter is made of particles too small to be seen.
        - Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
        - Make observations and measurements to identify materials based on their properties.
        - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
        - Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.
        - Support an argument that plants get the materials they need for growth chiefly from air and water.
        - Develop and describe a model that describes the movement of matter among plants, animals, decomposers, and the environment.
        - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere (water), cryosphere (ice), and/or atmosphere interact.
        - Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
        - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

- Support an argument that the gravitational force exerted by Earth on objects is directed toward the center of the Earth.
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, daily appearance of the moon, and the seasonal appearance of some stars in the night sky.
    - *Engineering Design:*
        - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
        - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
        - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

- *Middle School Science - 6th, 7th and 8th grade*
    - *Physical Science* - The study of scientific topics such as structure and properties of matter, chemical reactions, forces and interactions, energy, waves and electromagnetic radiation. Students will…
        - Develop models to describe the atomic composition of simple molecules and extended structures.
        - Collect information that supports the idea that synthetic materials come from the use of natural resources, and analyze the positive and negative effects of use and development of synthetics on society.
        - Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
        - Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
        - Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
        - Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
        - Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
        - Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
        - Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
        - Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- Qualitatively and quantitatively describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

■ *Life Science* - The study of scientific topics such as structure and function, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, growth, development and reproduction of organisms, and natural selection and adaptation. Students will…

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- Use an evidence-based argument to support an explanation for how characteristic behaviors and/or structures of organisms affect the probability of their successful reproduction.
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
- Construct and present an evidence-based explanation of how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

■ *Earth and Space Science* - The study of scientific topics such as space systems, history of Earth, Earth's systems, weather and climate, and human impacts. Students will…

- Develop and use a model to explain how the positions of the Earth-Sun-Moon in a system and the cyclic patterns of each cause lunar phases and eclipses of the sun and moon.
- Develop and use a model to explain how the seasons occur.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze data to determine scale properties of objects in the solar system.
- Construct and explain, using evidence from rock strata, how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct and present an evidence-based explanation of how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Construct an evidence-based explanation for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

■ *Middle School Engineering Design Practices* -

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develop a model to generate data for repetitive testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

○ *Supporting documents: K-12 Science Standards for Alaska*

The following points of focus directly connect back to the multiple opportunities that students will receive to practice, be assessed on, and grow in the objectives listed above.

- **Daily Schedule Reflects Time Spent Outside:** Homer Forest School's schedule is designed to support a day of learning where much of the day takes place in an outdoor learning environment at all times of the

school year. Core learning experiences take place outdoors, and student access to moving in and out of learning spaces is key. Accessibility and inclusivity to this outdoor environment are taken into consideration, and in the event that a child faces challenges to learn outdoors, multiple avenues will be explored to meet the needs of students to achieve that core learning principle.
    - **Learning Labs -** Exploratory, hands-on, content and topic specific learning *(See Appendix F.8 for example Learning Lab)*
    - **Project Based-Learning Modules** - knowledge building and skill application take place during OWL Block. Projects are standards-based and students complete performance tasks aligned to standards that culminate in a public product. *(See Appendix F.9 for example module)*
- **Core Disciplines Grounded in Place (K-4)**
    - In Kindergarten through 4th Grade, the 4 Core Disciplines, *Naturalist Studies, Storytelling, Creating with Nature, Community,* are the lens in which all subjects and skills are experienced and learned.
    - Rubric: *Staff developed Core Disciplines Guidance Tool for subject integration*
- **Seasonal Projects Grounded in Place (K-8)**
    - Quality Project-based Learning design that is grounded in authentic projects of place is the cornerstone of learning at Homer Forest School.
    - Rubric: *Staff developed Project Quality Tool for Homer Forest School*
- **Skill-Based Learning and Assessment:** "Standards" of learning do not have a specific deadline, rather, they are approached as "skills" that can be practiced over and over, each time building confidence and depth of understanding. Skills "cycle" over time and with each iteration of growth, students gain a deeper understanding or ability to practice a skill. Clear skill-based assessments allow for clear communication of growth over time.
    - **Skill Cycles Rubric:** With all skills, practice helps us to get better over time, and learn even newer things along the way. The Skill Cycles is a tool for Homer Forest School teachers and staff to check in with what different children might be doing at various stages of practicing a skill. Although it reads similar to a rubric, it is meant to be a tool for feedback and information, versus a grading tool. A student might fall anywhere in the cycle and will have opportunities to flourish in an appropriate and individualized way. Skill Cycles Rubrics are refined each year by teachers and staff and are used to communicate with families, write Quarterly Narratives, and develop support plans for students.

Outline of a Skill Cycle ↻

Skill	*The skill in action*	
Sowing	***Sprouting***	***Growing***
An example of what a student might be doing if they are just beginning to learn the skill	*An example of what a student might be doing if they are practicing and getting better*	*An example of what a student might be doing if they are showing confidence and depth of understanding, due to multiple opportunities and exposure*

Example Skill Cycle:

Interact	*Engage in dramatic, imaginative play and wordplay*

Sowing	Sprouting	Growing
Parallel play - i.e. cooking in the kitchen together	Collaborative play - i.e. making a birds nest together	Repetition and Depth in play - i.e. child comes back to the same play scheme each day and rebuilds and adds on.

**See Appendix F for a full example of a Kindergarten-1st Grade Standards-Aligned Skills Cycle Rubric*

vi. **Provide a description of the mechanisms for student assessment to be utilized in addition to those required by state law.** ***4 AAC 33.110(a)(5)***

Homer Forest School aims to provide a holistic, whole-child approach to assessment: a combination of formative and summative assessments, teacher-created performance and content assessments, school-wide demonstrations of learning, social learning assessment(s), and standardized academic assessments (including State Testing) will be utilized.

Assessment Breakdown:

- **Academic Content:**
  - ***Teacher-created formative assessment:*** *Teachers use formative assessment on a daily basis, from quick checks-for-understanding to more formal assessments such as rough drafts of writing and prototypes. Formative assessments are used to inform instruction and inform the student of how they are progressing in their mastery of content or skills/completion of a task.*
  - ***Teacher-created summative assessment:*** *Teachers create summative assessments that include performance-based opportunities to demonstrate mastery of content and skills (i.e. projects), tests, presentations, showcases, etc. Summative assessments are standards-based and aligned to the content and skills set out as Learning Goals in a project or unit.*
  - ***Learning Portfolio:*** *Each quarter, students will compile various artifacts of learning, reflect on their learning experiences, and document and store them in their learning portfolio. Learning portfolios will move up with the student throughout their entire schooling years at HFS and will be used as a tool for preparing for the 8th-grade portfolio defense.*
  - ***State-wide Summative Testing:*** *Homer Forest School students will participate in state-wide assessments as outlined by KPBSD.*
    - *Alaska System of Academic Readiness (AK STAR)*
      - *English Language Arts*
      - *Math*
      - *Grades 3, 4, 5, 6, 7, 8*
      - *One Time Per Year*
    - *Alaska Science Assessment*
      - *Science*
      - *Grades 5 and 8*
      - *One Time Per Year*
  - ***Standardized Reading/Math Assessment:***
    - *Students will take periodic benchmark tests using Aimsweb, NWEA Map Growth, or similar standardized benchmark assessment.*
  - ***1st Grade Readiness Assessment:*** *At the end of Kindergarten, students will move through various assessments that target their development in Hands, Mind, and Heart. This assessment*

views the child holistically in their readiness for school. Because the transition from Kindergarten to the 1-2 pod is a big leap for students, families are invited to participate in dialogue about their student's strengths and needs. The Readiness Assessment provides data and language for this dialogue. This assessment will be used alongside the results of the State-wide Academic Development Profile (ADP).

- **Assessment Tools:**
  - Teacher-created rubrics: *Teachers create standards-based or skills-based rubrics to assess summative assessments. These rubrics are used throughout a learning experience to provide feedback to a student and to communicate the criteria for a project or assignment.*
  - Sowing-Sprouting-Growing (SSG) Skills Cycles Rubrics: *Each grade-span pod has a Skills Cycles rubric that is aligned with the Alaska State Standards. Teachers will use these rubrics to gauge individual student growth and learning over the course of the year and to communicate with families on the progress and needs of a student.*
  - Quarterly Narratives (written by the teacher): *Using the Skills Cycles rubrics, formative and summative assessments, and teacher observation over the course of a quarter, teachers will craft genuine and personal quarterly narratives that "sum up" a student's quarterly learning experience. These quarterly narratives are given to families at the end of each quarter.*

- **Social-Emotional Learning:**
  - ***Social-Learning Profile:*** *At the beginning, middle, and end of the year, students will contribute to their social-learning profile by answering questions about their temperaments, work styles, and identity. These profiles help students and staff make informed decisions to improve the student learning environment.*

  - **Assessment Tools:**
    - CASEL Rubric: *Homer Forest School will utilize the CASEL Rubric for Schoolwide SEL to reflect and evaluate social-emotional learning in the classroom, SEL integration into the curriculum, relationships with families, and the school's Supportive Discipline Plan.*
    - Quarterly Narratives: *As a part of the quarterly narratives sent home to families each quarter, teachers will include references to SEL competencies and observations made about students' social-emotional development in relation to learning.*

- **School Values + Student Growth:**
  - ***Family-Teacher Conferences:*** *At the end of Quarter 2 and Quarter 4, families of all students (K-8) are invited to participate in a Family-Teacher Conference (a parent-teacher conference that includes the student and is led by a teacher).*
  - ***Student-Led Conferences:*** *At the end of Quarter 1 and Quarter 3, students in grades 3-8 lead their families through a Student-Led Conference to showcase their learning, reflect on areas of growth, and advocate for themselves as learners.*
  - ***Community Day (EOY):*** *At the end of the school year, all students (K-8) plan and participate in Community Day, a celebration of project work, learning, and school values.*
  - ***Project Exhibit (End of Semester 1):*** *At the end of semester 1, students in grades 3-8 present their semester 1 project work at a Project Exhibit, an event open to community members and families.*
  - ***8th Grade Portfolio Defense:*** *In their 8th-grade year at Homer Forest School, students take a look back at their education and create a collection of artifacts and work that highlights their moments of pride, growth as learners, and goals for the future. They prepare a presentation to "defend" their readiness for high school.*

Assessment by Age Group:

Kindergarten	1-2 Pod	3-4 Pod	5-6 Pod	7-8 MS
-Sharing Work -Formative Assessments / Authentic feedback from teachers and peers -Student Showcase Opportunities (throughout the school year) -1st Grade Readiness Assessment/*ADP*	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -End of Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Student Showcase Opportunities (throughout the school year)	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -3rd quarter Student Led Conferences (SLC) -1st, 2nd, and 4th Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Community Day presentations (EOY) **Alaska System of Academic Readiness (AK STAR) in ELA/Math*	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -1st and 3rd quarter Student Led Conferences (SLC) -2nd and 4th Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Project Exhibit (end of Sem.) -Community Day presentations (EOY) **Grade 5: Alaska Science Assessment* **Alaska System of Academic Readiness (AK STAR) in ELA/Math*	-Formative Assessments / Feedback from teachers and peers -Summative Assessments: *Work compiled in Learning Portfolio -SSG Skills Cycles -1st and 3rd quarter Student Led Conferences (SLC) -2nd and 4th Quarter Family-Teacher Conferences -Quarterly Narratives (written by teacher) -Project Exhibit (end of Sem.) -Community Day presentations (EOY) -8th-grade Portfolio Defense **Grade 8: Alaska Science Assessment* **Alaska System of Academic Readiness (AK STAR) in ELA/Math*

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program		
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system		
Evidence of written plan to address PTR and projected enrollment		
Description of plans for serving special education, vocational education, gifted and bilingual students		
Evidence of written objectives for program achievement		
Description of the mechanisms for student assessment in addition to those required by state law		

Section 4: Professional Development

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

Professional development is an integral part of the workplace at Homer Forest School. Staff will be provided with both required and optional professional development activities throughout the school year and in the summer months. Gladwell (2008) calculates that it takes about seven years of deliberate practice in a workplace to master a complex skill - Homer Forest School believes in the idea that teachers and administrators "want professional development in order to improve their craft, be more effective, implement new skills and see students learn more" (Aguilar, 2013). Professional development will be mirrored to model the philosophy for education that students will experience at Homer Forest School, inviting inquiry, collaboration, reflection, and outdoor learning time to the maximum degree.

One of the tenets of Homer Forest School's Educational Philosophy is a *Supported Staff and Supportive Working Environment.* In order to support staff as individual people and as a collective group of professionals learning and growing together, professional development will be scaffolded in the following way.

Professional development decisions are ultimately made by the Academic Policy Committee (APC) and/or the School Leader (Hired Principal), however, all Professional Development is organized into 3 approaches, with the following guidance of topics to align with the charter. Furthermore, new teachers that join the staff will be required to go through HFS onboarding and training.

Professional Development Framework at Homer Forest School

Types of Professional Development at HFS:	**Weekly Staff P.D.**	**Special Focus**	**New-Teacher Onboarding**
When:	*Every Monday from 8:45-9:25 am*	*Typically during summer breaks, beginning and end of terms, other school breaks*	*3 days (typically prior to start of school for teachers, determined by APC/SL)*
Attendees:	*All Staff*	*All Staff*	*All new teachers* *Veteran teachers invited*
Topical Focus*: **subject to change, aligned with Charter*	*Charter Implementation* *OWL Block PD* *Student Assessment Literacy*	*Project-Based Learning* *Local, Community Based Learning + Networking* *Deeper Learning* *Forest-School Education* *Elementary Literacy* *SEL* *Wilderness First Responder/Outdoor Safety Focused Training, Hunter Education, First-Aid, CPR, etc.* *Other, related to Charter*	*Community Building* *Project and place-based learning* *Educational Program* *Introduction to the Charter*
Led By:	*School Leader*	*Consultants, Hired*	*School Leader*

	Teachers	*Trainers, Local Community Experts*	*Support from Current Staff*
Emphasis On:	*School Routines* *Individual Students*	*Personal and Collaborative Teaching Practice*	

Weekly Staff Professional Development:
Each week begins with a 55-minute session dedicated to ongoing staff professional development. The emphasis of this time is to build a sustained, positive, and growth-oriented workplace culture, execute a culture of collaborative learning, and provide time to align instruction with the goals of the charter. Additionally, the hope is to provide dedicated time to support teachers in building their capacity, sharing knowledge, and reflecting on their practice as Homer Forest School educators. The weekly session will be led by the Principal or a staff member designated by the administrator. Many of the Special Focus Professional Development topics below will be incorporated into the weekly sessions as ongoing, sustained support. A schedule for Professional Development topics will be shared with staff prior to the beginning of the semester, and the weekly agenda will be shared prior to the upcoming week.

Special Focus Professional Development: *The purpose of special focus professional development is to ensure that teachers are receiving timely, sustained support in creating and implementing learning experiences for their students that are aligned with the goals of the charter.*

- *Project-Based Learning (PBL):*
    - *Project Design:* Homer Forest School staff will engage in professional development that builds a teacher's capacity to design high-quality project-based learning experiences for students.

    - *Project Facilitation (Becoming a Project-Based Teacher):* Homer Forest School staff will receive professional development that builds teacher capacity to facilitate projects in diverse environments. Facilitation of project-based learning differs from project design by emphasizing a focus on classroom environment, student learning and outcomes, and teacher reflection.

    - PBL professional development will be facilitated at the school level (principal or teacher-leader led), the local level (charter council or local expert involvement), and/or the national level (training with a nationally known organization). PBL professional development will be ongoing and be a crucial component of a teacher's reflection and growth of their practice as Homer Forest School staff.

- *Local, Community-Based Learning + Networking:* When available and appropriate, local community members and experts will be invited to share their knowledge and work with staff. Staff will be supported in building this new learning into the curriculum, projects, and student experiences.

- *Deeper Learning:* The Deeper Learning network is a national network of schools, school leaders, educators, and students that believe in school as a place where meaningful and deep learning experiences can take place in a student-led manner. It is the goal of the Charter Council to be able to support Homer Forest School staff in engaging in available professional development, such as attendance at the annual Deeper Learning conference, engagement in the What School Could Be network, and access to materials and resources to build their capacity for creating a school of deeper learning.

- *Outdoor-Centric Education:* In order to support the Forest School experience, staff will participate in a variety of outdoor-centric educational experiences such as engaging with local non-profit organizations who prioritize environmental education (i.e. participating in the local "Master Naturalist" training with Kachemak Bay Environmental Education Alliance), attending forest school, nature-based education, and outdoor learning webinars and conferences, and inviting local and regional experts in specific content areas to share their expertise with staff.

- *Elementary Literacy:* Teachers will be supported in building their capacity for teaching students how to read, including breaking down the English language, phenomic awareness and other phonics-specific strategies, incorporating diverse reading materials into student learning experiences, and obtaining materials desired for building a culture of literacy at Homer Forest School. Literacy professional development will be led at the school level by the Principal and/or teacher leaders.

- *Social Emotional Learning (SEL):* Homer Forest School staff will engage in professional development that helps to build a systemic system for SEL, in alignment with CASEL's rubric for Systemic SEL *(See Appendix F.9 CASEL Rubric for Systemic SEL).* School staff will also have input on the school's Supportive Discipline Plan, and receive support in integrating SEL into student projects. SEL professional development will be led at the school level in Year 1.

- *Outdoor Preparation Training:*
    - *Wilderness First Responder or similar safety certification:* Staff members will have opportunities to engage in certification for safety and emergency response in an outdoor environment.
    - *Hunter Education:* Staff members will have opportunities to engage in Hunter Education courses with the Alaska Department of Fish and Game annually.
    - *First-Aid and CPR:* All staff members will have an up-to-date First-Aid and CPR certificate. Staff will be given multiple opportunities to maintain their up-to-date status throughout a school year.

New Teacher Onboarding:
Each school year, Homer Forest School's new hires will be asked to attend new teacher onboarding (typically 3 days prior to the start of the school year, as determined by HFSCC and the Principal). New Teacher Onboarding will be led by the Principal, members of the HFSCC, and any current Homer Forest School staff who are interested in being involved. The focus of the 3 days is to familiarize new hires with the Homer Forest School charter, the current educational program, and the school's systems of operation. Additionally, new hires will begin to build a community of collaborative learning.

***

The Academic Policy Committee (APC) and/or the School Leader (Hired Principal) will determine the Professional Development necessities and decisions for Homer Forest School. This includes all professional development that is offered or required by KPBSD, which the APC and/or School Leader may make available to teachers at Homer Forest School if it aligns with the school's vision, mission, and educational program.

Any Professional Development that requires school funds to be used would be approved by the APC. Homer Forest School will accept grants and donations to help pay for costly Professional Development opportunities. An ongoing fund will be kept as a line in the school budget, and these funds will roll over on an annual basis.

All professional development materials will be retained as the intellectual property of the individual(s) that design said professional development. For example, if a teacher is running a teacher-led professional development session with fellow teachers, the work that is shared during this time is the intellectual property of

that teacher, whether they remain an employee of the school or not. Under no circumstances does the intellectual property revert to KPBSD.

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development		

Section 5: Facility

i. **Provide information on the location for the charter school, a description of the facility, and lease information. Information in this section should include a description of the process used by the school and district to comply with the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school.** ***AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)***

Our facilities committee extensively researched options in the Homer area. The properties we are pursuing remain within the cost of our facilities budget and provide existing facilities that would be fitting for our school's vision in its formative years.

Although the committee has pursued and seen potential in numerous properties in the Homer area, one facility and community partnership shows the most promise and stability for the years to come. Included in this application is a letter of support from the Center for Alaskan Coastal Studies (CACS) to show the commitment to a future partnership with Homer Forest School.

CACS is a local nonprofit whose core purpose and values overlap with the vision and mission of the Homer Forest School. The property of interest is the "A Frame" property adjoining the Carl E. Wynn Nature Center, located on Skyline Drive in Homer, Alaska. CACS and HFS are currently planning the new construction of a shared campus. The vision is to design and build a campus environment that can meet the needs of the full scope of Homer Forest School - 115 students in K-8 grade, and CACS.

HFS will engage in a lease with CACS at an estimated cost of $4,000 per month, and contribute an estimated amount of $1,000/per month for energy and $1,000/per month for maintenance. Due to the fluctuating costs of energy, $30,000 has been budgeted in the projected budget (Appendix I). The projected numbers are based on current costs for similar or alike facilities and are a generous estimate for Year 1.

The facilities committee is in communication with the District Director of Planning and Operations, Kevin Lyon. During a site visit, he provided valuable feedback by clarifying District requirements and standards for a facility. Our Facilities Committee researched the Universal Building Code Schedule E to determine the baseline features our facility needs to have to operate. Moving forward in our partnership with CACS, key aspects such as square footage requirements, fire sprinkler systems, and bathroom fixtures, will all factor into the design and/or modification of existing or new buildings on CACS land.

For any lease we enter into, whether private or for district facility use, we will request the first right of refusal. We will abide by the processes detailed in the lease contract and the Alaska State Statutes should the first right of refusal situation arise.

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

The partnership with CACS will enable Homer Forest School to actualize our long-term vision of building a facility tailored to the unique needs of a Forest School. Our ideal facility will be designed from scratch and built to State Educational Code using the smallest footprint possible. Our initial 2-year plan is to lease existing land and small building space from CACS.

Working with CACS will enable us to defer maintenance responsibility to that organization. We will abide by CACS preventative maintenance plan and work closely with the leaseholder to take care of the buildings and property. This is an ethic we also wish to share with and impart to the children - that stewardship of resources is a community job.

Our year one budget of $70,000 for facilities will allow for lease expenses. The new campus build, in collaboration with CACS, will be funded by the organization's existing funding streams. Having a campus that provides enough space, as well as intimacy and connection amongst the student population and staff, and to the outdoor environment, is central to our mission.

CENTER FOR
ALASKAN
COASTAL STUDIES
explore • connect • protect
HOMER, ALASKA

10/25/2022

Elizabeth Trowbridge
Executive Director
Center for Alaskan Coastal Studies
708 Smoky Bay Way
Homer, AK 99603

Kenai Peninsula School District
148 N. Binkley St.
Soldotna, AK 99669

Re: Homer Forest School Facility Lease

Dear KPBSD School Board,

I am writing on behalf of the Center for Alaskan Coastal Studies, a longtime non-profit in Homer. Since 1982 CACS has promoted learning outdoors and much of our programming is dedicated to youth education. I'm writing to express my support for Homer Forest School and the model of Outdoor education they propose.

I was approached by the Charter Council of Homer Forest School this year about potentially leasing the new Wynn Visitor Center at 62890 Skyline Drive or various other CACS properties. The building was recently renovated and sits on an 80-acre parcel of land owned by the CACS. As of August 2022, this location has housed an outdoor preschool serving 24 children who spend the majority of their time outside on the grounds and exploring surrounding trails.

Our vision for our acreage on Skyline includes a "campus" type environment to promote our outdoor education programs, support community trail use, and house seasonal staff. We have plans to build more buildings in the coming years and are very interested in supporting the Homer Forest School.

Please consider this an official letter of interest.

Sincerely,

Elizabeth Trowbridge
beth@akcoastalstudies.org

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable		
Evidence of a written facility plans		

Section 6: Admission

i. **Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring equal and bias-free access to all eligible students. Mark as Appendix G.** ***AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)***

Homer Forest School welcomes any student whose families choose the school as the appropriate and right fit for their child. Homer Forest School honors the versatile choices for education opportunities in this vibrant community and encourages families to find the right fit. When families submit an intent to enroll their child, they will be given transparent information about the charter, educational programs, school schedule, and student and family experience, and will be provided with opportunities to experience and observe the school, and ask questions, prior to making a decision. Opportunities such as school gatherings, presentations, school tours, optional reading and informational flyers, and other materials posted electronically and physically, will be made available to families. Families will be invited to learn alongside their children as they enroll in a unique schooling experience that may differ from their traditional expectations. If the number of families that submit an intent to enroll exceeds the enrollment capacity, Homer Forest School will open a public lottery on a specific date. *See Appendix G: Non-Discrimination Policy and Appendix H: Enrollment and Lottery Process.*

ii. **Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Mark as Appendix H.** ***AS 14.03.265(b) Admission, 4 AAC 33.110(a)(17)***

Charter Schools of the Kenai Peninsula Borough School District are public schools that comply with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity. Any family with a child that will enroll in Kindergarten through the 8th grade during an operational year of the charter school is invited to, and able to, submit an intent to apply form (physically or online). If the number of applicants exceeds the school's capacity, applicants whose families submit an intent to enroll their child(ren) will be enrolled in a public lottery, upon which if their name(s) is drawn, the applicant and their family can make a choice of whether they will choose to attend Homer Forest School.

A deadline from the public lottery to the decision date will be provided. After this deadline, if there are remaining spots open, a waiting list will be activated until all spots are filled. If the bottom of the waiting list is reached and there are still spots remaining, an open application will be reactivated with the same intent to enroll form available online and in person.

Eligibility

Grade Level Placement

Homer Forest School is open, based on available space, to any student in the Kenai Peninsula Borough School District who is eligible for the grade levels we serve, as demonstrated through a record of successful completion of the previous grade level.

Students with Special Needs

Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school upon selection in the lottery and provide timely access to relevant documents. Parents will meet with the Homer Forest School staff to determine the services needed for their child. Homer Forest School uses a full inclusion model for students with special needs.

In order to ensure that appropriate services are provided, for all incoming students, HFS will review student records in order to determine whether the student is receiving or has received supplemental, special education,

or 504 services. A transition meeting may be requested prior to enrollment in order to ensure that adequate services can be provided.

Homer Forest School seeks to recruit and enroll a diverse group of students that reflects the vibrant community of Homer. Homer Forest School hopes to support families that are seeking a strong, collaborative relationship with the school and school community and aims to work with families that may have unique needs or seasonal working schedules. Homer Forest School and Homer Forest School Charter Council will utilize in-person meeting settings such as cafes, libraries, and museums, social media, web presence, email, community events, daycare groups and centers, local churches, and local organizations to share information, answer questions, develop relationships, and support Homer families in learning about Homer Forest School. All efforts will be made to make information widely available in the Homer community.

See Appendix H for the complete Enrollment and Lottery Process.

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures		
Evidence of a written student recruitment process, including plans if applicants exceed capacity		

Section 7: Fiscal

i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

Summary

Homer Forest School's projected budget, included as Appendix I, reflects the school's plan to operate as a financially sustainable and sound program. A projected budget for the proposed model for Year 1 (76 students) and the full model (115 students) is presented side by side. The budget will allow us to accomplish our mission and vision and covers not only the bare necessities of running a school, but a wide range of line items - including funding for outdoor learning (including but not limited to extra gear, accessibility structures, and materials for outdoor learning spaces), instructional supplies, professional development, and operational needs - that will allow the school to flourish in its early years.

Revenue Streams

The primary revenue stream for funding is student enrollment. The bulk of funding provided to Homer Forest School from KPBSD is projected based on the Base Student Allocation (BSA) of $5,930 per student. Homer Forest School is eligible for additional ADM multipliers such as school size, district cost factor, and special needs. With a model that projects a student enrollment cap of 76 students in Year 1, and less than a 4% indirect cost rate, this leaves $923,342.48 as funds for school operations. Additionally, we would be eligible for $38,000.00 in Grant Startup monies for our first year of operation. The projected budget included reflects a budget that stays within these limits.

When the school increases enrollment to its full vision of 115 students, the projected revenue will increase based on the BSA at that time.

Expenses

The largest expense for the school will be personnel. The proposed budget for Year 1 outlines a plan to support 1 administrator/teacher and 4 teachers. Salaries were estimated based on current collective bargaining salary schedules, and estimates using calculations provided by the District Director of Finance to determine employee benefits. With these projected costs, $708,785.46 of the operating funds available based on the BSA calculations will be expensed to pay personnel.

In addition to personnel, the proposed budget includes Professional and Technical Services expenses, creating a healthy fund of money to compensate teachers in the early year(s) of the charter to attend inservice and have added duty and special projects. This is a financial strategy as well as an alignment with a workplace culture of valuing knowledge and time. Additionally, a fund for paying substitute teachers and providing professional development is included in the proposed budget.

Student experiences, such as off-campus field trips and excursions, play an important role in the learning experience at Homer Forest School. Therefore, a separate expense line item is included for student and staff travel. The six detailed funds listed under Supplies, Materials, and Media align with the charter's Educational

Philosophy (see Section 1: Charter). Strategically placed funding will allow the school to thrive and see the charter school vision come to life in Year 1.

Finally, the estimated facility rent cost based on the Homer Forest School Charter Council's (HFSCC) facility plans at this time is $40,000 ($4,000/month). We anticipate higher facility costs in year 1 and have, therefore, budgeted $70,000 during our initial year. *See Section 5: Facility* for more information on the current prospects and progress of the facility search.

ii. **Provide information on how the charter school will keep financial records, including who will be responsible, what mechanism(s) they will use and how often financial oversight will take place.** ***AS 14.03.255(b)(1)***

The principal is responsible for the financial management of Homer Forest School. The Principal and/or the School Manager and/or his/her school representative designee presents an updated ledger itemizing all income, expenses, and budget transfers since the prior period to the HFSCC (APC) at each regular monthly meeting. At any time the HFSCC can enact a full or partial independent internal audit of the school's finances. In this way, the HFSCC holds the acting Principal accountable for maintaining a healthy, balanced budget.

Financial oversight takes place on a monthly basis, each time the Principal and School Manager present the updated ledger to the Council. However, the HFSCC maintains the power to enact more stringent financial oversight or controls at any time.

iii. **Provide a description of the method by which the charter school will account for receipts and expenditures.** ***AS 14.03.255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)***

The Principal and/or School Office Manager will be the recordkeeper for all receipts and expenditures and will keep a detailed ledger of all expenses and maintain a healthy budget. A financial accounting software utilizing double-entry accounting methods will be utilized and reconciled against bank statements monthly. User permissions and editing capabilities will be limited to the School Manager and the Principal. Access to these records is granted confidentially to any member of the HFSCC upon request for review. Budget information and reporting to KPSBD will be as per requirements in a timely manner and in accordance with district policies and standards.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Written budget summary and financial plan		
Description of how financial records will be kept		
Description of accountability for receipts and expenditures		

Section 8: Transportation

i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. *4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

Homer Forest School is committed to offering transportation in collaboration with KPBSD, in a limited form, if the finalized facility site for the school coincides with existing bus routes. In the case that bus routes are limited in the area, other systems such as van transportation and carpooling will be promoted and up for discussion. The KPBSD transportation guidelines for regular education are included in Appendix J.

In line with Homer Forest School's commitment to providing an equitable and accessible outdoor-centric public school option for families in the Homer area, in addition to the existing bus routes, Homer Forest School's APC will continue to work towards finding a system to support school transportation needs.

References: AS 14.09.010 (e)(1-3)(f)(g) Transportation, 4 AAC 33.110 Charter School application and review procedure, 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation		

Homer Forest School
Charter Council Bylaws

Adopted by the HFS Charter Council on September 15, 2022
Homer, Alaska

TABLE OF CONTENTS

ARTICLE I
Name, Office, Fiscal Year, and Governance

SECTION 1. Name. The name of the organization shall be Homer Forest School.

SECTION 2. Office. The principal office shall be at the facility of Homer Forest School located in Homer, Alaska.

SECTION 3. Fiscal Year. The fiscal year of Homer Forest School shall coincide with the fiscal year of the Kenai Peninsula Borough School District (July 1 - June 30).

SECTION 4. Governance. Homer Forest School is governed by an academic policy committee known as the Homer Forest School Charter Council (HFSCC).

ARTICLE II
Homer Forest School Charter Council (HFSCC)

SECTION 1. General Powers. Homer Forest School shall have an academic policy committee, hereinafter referred to as Homer Forest School Charter Council **("HFSCC"),** which is the sole governing body designated to oversee and supervise all aspects of the School. No members of the HFSCC shall represent or act in his/her own in the name on behalf of the HFSCC unless so authorized by these bylaws or by resolution of the HFSCC. The HFSCC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et secr, and as set forth in these Bylaws, and shall perform the following functions, including, but not limited to:

A. Ensure the fulfillment of the mission of Homer Forest School as stated in the Homer Forest School /Kenai Peninsula Borough School District contract;

B. Oversee the academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;

C. Promote professional conduct in accordance with Kenai Peninsula Borough School District policies;

D. Contract with a Type B certificated administrator, and enforce, revise, restructure,terminate and make determinations about said contract;

E. Delegate to the Principal those tasks deemed appropriate by the HFSCC and render to the Principal and/or Teacher-In-Charge opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law;

F. Review contracts;

G. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the Principal or Teacher-In-Charge; and

H. Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by law.

SECTION 2. Members of the Homer Forest School Charter Council

The number of HFSCC members constituting the entire board shall be between seven (7) to eleven (11) voting members. In the first three years of the schools operation, two (2) to five (5) shall be a parent of the students currently enrolled in the school; one (1) of the members shall be a teacher then under contract to the School; one (1) of the member(s) shall be a community at-large position. Once these minimum required seats are filled, the remaining seats may be filled by any interested individual from any category. Seat numbers or optional seats may be added as required, determined by the APC, after year three of the charter's operation.

Teachers and other staff members who are then under contract to the School and who also are parents of one or more children enrolled in the School shall be eligible only for the teacher/teacher's aide HFSCC positions, not the parent HFSCC positions, nor the community at-large position.

The Principal or Acting Principal and the administrative assistant then under contract to the School shall be perpetual "ex officio" members of the HFSCC, but shall have no vote.

SECTION 3. Term. The term of all elected members of the HFSCC shall be as follows: when operating with seven (7) members, three (3) members will hold a term of one (1) year; two (2) members will hold a term of two (2) years; and two (2) members will hold a term of three (3) years. The remaining four (4) open seats can be delegated a term between one (1) and three (3) years upon member election.

It is the goal of these Bylaws that at any regular election one half of the non-appointed seats are on the ballot for reelection. If at any time this balance is not maintained, the HFSCC may extend (but not shorten) the term of any HFSCC member(s) until this balance is achieved. A majority vote of the full HFSCC, not simply a majority of a quorum, shall be required to extend any term.

*At the request of the Kenai Peninsula School District, the original founding members (seats E-G) shall be on the board for the first five years of the school's operation. After this time, those seats will be up for election, one seat per year (see schedule below). The HFSCC positions as of the date of adoption of these bylaws shall consist of the following seats for the terms indicated:

Seat Name Up for Election In **2022**
Seat A (faculty)
Seat B (parent)
Seat C (community at-large)
Seat D (parent)
Seat E (founding member)
Seat F (founding member)
Seat G (founding member)
Seat H (open seat)
Seat I (open seat)
Seat J (open seat)
Seat K (open seat)

Election Schedule by School Year

- Seat A/Teacher. Elected. One-year term. (Scheduled elections: 2022, 2023, 2024, 2025)
- Seat B/Parent. Elected. One-year term. (Scheduled elections: 2022, 2023, 2024, 2025)
- Seat C/Community at-large. Elected. One-year term. (Scheduled elections: 2022, 2023, 2024, 2025)
- Seat D/Parent. Elected. Two-year term. (Scheduled elections: 2022, 2024, 2026, 2028)
- Seat E/Founding Member. Elected. Three-year term (Scheduled elections: 2022, 2025, 2028, 2031 - *Founding Member moves to "Open Seat after five years")*
- Seat F/Founding Member. Elected. Three-year term (Scheduled elections: 2022, 2025, 2028, 2031 - *Founding Member moves to "Open Seat after five years")*
- Seat G/Founding Member. Elected. Two-year term (Scheduled elections: 2022, 2024, 2026, 2028 - *Founding Member moves to "Open Seat after five years")*
- Seat H/Open Seat.. Elected. Term Length Negotiable (1-3 years)
- Seat I/Open Seat. Elected. Term Length Negotiable (1-3 years)
- Seat J/Open Seat. Elected. Term Length Negotiable (1-3 years)
- Seat K/Open Seat. Elected. Term Length Negotiable (1-3 years)

SECTION 4. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the HFSCC may serve.

SECTION 5. Vacancies. Any vacancy occurring on the HFSCC shall be filled by majority vote of the remaining members of the HFSCC, not simply a majority of a quorum. The replacement member of the HFSCC shall be elected for the unexpired term of his/her predecessor in office.

SECTION 6. Compensation. Members of the HFSCC shall not receive any salaries for their services

SECTION 7. Resignation. Any HFSCC member may resign at any time by giving written notice to the Chair or Secretary of the HFSCC. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 8. Attendance. HFSCC members are expected to attend all regular monthly HFSCC meetings. Although absences at times cannot be avoided, the HFSCC may remove any HFSCC member who misses two (2) meetings during an academic year (August – May). See Section 10: Removal.

SECTION 9. Conflict of Interest. Service on the HFSCC is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. To avoid conflict of interest, expecting the two teacher and one teacher/staff HFSCC positions, no voting member of the HFSCC shall be a paid staff member of the School, inclusive of the Principal and any other person who receives any monetary compensation from the School.

SECTION 10. Removal. HFSCC members are expected to conduct themselves in accordance with the HFSCC Code of Ethics, the HFSCC Member Agreements, the Open Meetings Act, and these bylaws. Failure to do so may result in removal from the HFSCC. Removal shall require a majority of the full HFSCC, including the HFSCC member who is subject to removal, not simply a majority of a quorum.

ARTICLE III
Elections

SECTION 1. Elections Committee. In January of each year, the Chair of the HFSCC shall appoint an Elections Committee of three (3) persons. One person shall be a parent member of the HFSCC, one person shall be another member of the HFSCC, and one person shall be a parent of a student enrolled in the School but who is not a member of the HFSCC. None of the members can be on the ballot for HFSCC positions. The Elections Committee shall oversee the election process for positions on the HFSCC. The Elections Committee shall do the following:

A. Solicit and accept applications for candidates for parent, teacher, or staff membership to the HFSCC;

B. Solicit and accept nominations from eligible voters for candidates for the community at-large member position on the HFSCC;

C. In its discretion, nominate individuals who have not submitted an application as candidates for positions on the HFSCC;

D. Make available within the School office copies of any statements any candidate chooses to submit to the nominating committee or to the parents, students, or personnel;

E. May establish a forum for public introduction of each candidate;

F. Prepare a secret ballot listing the candidates, plus a space for write-in candidates;

G. Distribute and collect the secret ballots and otherwise oversee the election so that it is conducted in a fair manner;

H. Advise the candidates and the HFSCC of the election results;

I. Prepare a report stating the results of the election. This report shall be kept at the principal office of the School and be made available for review by interested parents, teachers, or staff members of the School.

SECTION 2. Eligibility to Vote. Only parents or legal guardians of students enrolled in the School on the day of the election, the Principal, teachers, teachers, aides, School staff employed by the Kenai Peninsula School District, each with a current contract for the School which is effective on the date of the election, are eligible to vote in elections. Status as a parent/guardian will be determined from the Student Management System (SMS) forms of currently enrolled students by 4pm five days prior to the election. Each eligible voter may vote once per open position. The Elections Committee shall be responsible for monitoring voter eligibility and resolving any disputes involving the casting of ballots.

SECTION 3. Casting of Ballots. Voting may occur in three ways:

(1) at any time during the date of the annual meeting up until the time of the annual meeting, by obtaining from and submitting to the School office the secret ballot prepared by the Elections Committee, (2) by completing the secret ballot in person at the annual meeting, or (3) by absentee ballot completed according to procedures established by the Elections Committee.

A. Write-in candidates may be added to the secret ballot by any voter.

B. Proxy, facsimile, e-mail, or other methods of voting not expressly authorized above are not permitted or valid.

C. All eligible voters, as defined in ARTICLE III, SECTION 2 above, may vote for parent positions on the HFSCC.

D. Only School staff may vote for teacher positions on the HFSCC.

ARTICLE IV
Officers of the Homer Forest School Charter Council

SECTION 1. Officers. The officers of the HFSCC shall be Chair, Vice-Chair, Past Chair, Secretary, and Treasurer, each of whom must simultaneously be a member of the HFSCC. The HFSCC may elect or appoint such other officers, including one or more coordinators, as it shall deem desirable, to have the authority and perform the duties prescribed, from time to time, by the HFSCC.

SECTION 2. Election and Term of Office. The term of all officers of the HFSCC shall be one (1) year. The officers of the HFSCC shall be elected annually by a majority of a quorum of the HFSCC at the first regular meeting following the annual meeting of the HFSCC. If the election of officers shall not be held at such a meeting, elections shall be held as soon thereafter as conveniently may be held.

SECTION 3. Sequence of Chair Offices. The Vice-Chair shall be Chair-elect. The Chair shall be Past Chair-elect. The Past Chair is not excluded from holding other offices. The Vice-Chair, Chair, and Past Chair of the HFSCC may present a unanimous request to remain in their respective offices instead of rotating. This request must be approved by a majority of a quorum of the HFSCC at the first regular meeting following the annual meeting of the HFSCC. If the consideration of the Chair officers' request shall not be held at such meeting, it shall be considered as soon thereafter as convenient. If the request of the Chair officers is approved, this constitutes election to office.

SECTION 4. Removal. Any officer elected or appointed by the HFSCC may be removed from office (but not from the HFSCC) by a majority vote of the full HFSCC whenever in its judgment the best interests of the School would be served thereby.

SECTION 5. Vacancies. A vacated office may be filled by a majority vote of the full HFSCC, not simply the majority of a quorum, for the unexpired portion of the term.

SECTION 6. Chair. The Chair shall be a founding member of the HFSCC (for the first five years of the Council's existence, and thereafter may be elected from the body of members) and shall be the presiding officer at all meetings of the HFSCC. The Chair shall set the HFSCC meeting agenda in coordination with the Principal and the other governance bodies. The Chair is the point of contact for the HFSCC and responsible for communication with the School community on HFSCC actions. The Chair shall facilitate action through consensus. The Chair shall have such authority and perform such duties as shall be directed by the HFSCC from time to time. Upon completion of the one (1) year term, the Chair serves as Past Chair for the following one (1) year.

SECTION 7. Vice-Chair. The Vice-Chair shall be a founding member of the HFSCC (for the first five years of the Council's existence, and thereafter may be elected from the body of members). The Vice-Chair shall orient all newly elected or appointed members of the HFSCC and provide them with copies of these Bylaws, the HFSCC Code of Ethics, the HFSCC Member Agreements, and other materials the Vice-Chair deems relevant. The Vice-Chair shall serve as timekeeper in meetings of the HFSCC. In the absence of the Chair, or in the event of their death, inability or refusal to act, the Vice-Chair or other HFSCC member designated by the Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice-Chair shall perform such other duties as from time to time may be assigned to him/her by the HFSCC. Upon completion of the one (1) year term, the Vice-Chair serves as Chair for the following one (1) year.

SECTION 8. Past Chair. The Past Chair shall be a founding member of the HFSCC. The Past Chair shall observe HFSCC group and individual adherence to establish policy and procedure. The Past Chair shall maintain a system of accountability within the HFSCC. The Past Chair shall provide ethical oversight during

HFSCC meetings. In the absence of the Past Chair, or in the event of their death, inability or refusal to act, the Chair or other HFSCC member designated by the Chair shall perform the duties of the Past Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Past Chair. Any Past Chair shall perform such other duties as from time to time may be assigned to them by the HFSCC.

SECTION 9. Secretary. The Secretary shall maintain public access to all HFSCC documents including these Bylaws, the HFSCC Code of Ethics, the HFSCC Member Agreements, reports, policy and procedure documents, and meeting agendas and minutes in computer files and/or one or more books provided for that purpose. The secretary shall see that all notices and agendas are duly given and posted in accordance with the provisions of these Bylaws or as required by law. The secretary shall keep an updated list of the mailing address, e-mail address, and telephone numbers of each member of the HFSCC. The secretary shall maintain a record of appointments, elections, and term rotations of all HFSCC members, and in general perform such other duties as from time to time may be assigned to him/her by the HFSCC.

SECTION 10. Treasurer. The Treasurer shall cause to be completed the audits specified in ARTICLE IX, SECTION 3 of these Bylaws. The Treasurer shall inform the HFSCC of current issues and national trends in charter school funding. The Treasurer shall seek and report on potential revenue sources for the School.

ARTICLE V
Ex-Officio Members

SECTION 1. Principal/School Leader. The Principal/School Leader, or Teacher-In-Charge, shall provide a report to the HFSCC of all programmatic, personnel, or policy issues at every regular meeting. Each October, the Principal and the Treasurer shall present to the HFSCC the annual budget for the forthcoming year that has been prepared by the Administrative Assistant, and shall ensure that it justly supports the mission and goals of the School.

SECTION 2. School Manager. The School Manager presents budget updates at every regular meeting. The school manager provides support for the HFSCC through distributing agendas and reports, compiling minutes, and collaborating with the Treasurer. Each October, the School Manager shall prepare the HFSCC the annual budget for the forthcoming year to present to the HFSCC. In the event that the School Manager is not able to attend and present an update at a regular meeting, the Principal/School Leader shall present the update.

ARTICLE VI
Meetings

SECTION 1. Annual and Regular Meetings. The HFSCC hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et secr. ("The Act"). All meetings shall be conducted and all notices and agendas posted in accordance with the Act. If any portion of these Bylaws are more specific than the Act, then that portion of these Bylaws shall control over the Act, unless prohibited by law.

The annual meeting of the HFSCC shall be held in February of each calendar year; specific date and time will be determined by APC member availability. HFSCC's annual meetings agenda addresses the election/re-election members of the HFSCC, renewal of the Code of Ethics and Member Agreements, and for the transaction of such other business as may come before the meeting. If the annual meeting or election of membership to the HFSCC shall not be held on the day designated herein for any annual meeting and election, the HFSCC shall cause the annual meeting and election to be held at a special meeting as soon thereafter as conveniently may be held. The HFSCC shall also hold regular meetings typically monthly but at least four (4) times a year. Parents, teachers, and staff members of the School are hereby invited to such meetings.

SECTION 2. Special Meetings. Special meetings of the HFSCC may be called by the Chair, Principal, or any three members of the HFSCC.

SECTION 3. Place of Meetings. The HFSCC may designate any place within the City of Homer or surrounding areas as the place of meeting for any annual meeting, regular meeting, or special meeting. If no designation is made, the place of meeting shall be at the School.

SECTION 4. Notice of Meetings. Notice of annual, regular, or special meetings stating the place, day, and hour of any meeting shall be delivered, either personally, by mail, by facsimile, or by e-mail, to each member of the HFSCC not less than one (1) day before the date set for such meeting. In addition, at least twenty-four (24) hours prior to each meeting, notice of and the agenda for each meeting shall be posted at the School. New issues not posted on the agenda may nonetheless be raised, discussed, and voted upon at any meeting.

SECTION 5. Informal Action by Members. Any action that otherwise may be taken at any meeting of the HFSCC may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed and unanimously agreed upon in writing or e-mail by 100% of the members of the HFSCC entitled to vote with respect to the subject matter thereof.

SECTION 6. Quorum. Greater than fifty percent (50%+1) of the voting members of the HFSCC constitutes a quorum. Telephonic participation is permitted.

SECTION 7. Manner of Acting. The act of a majority of the members of the HFSCC at a meeting at which a quorum is present either in person or telephonically shall be the act of the HFSCC, unless the act of a greater number is required by law or by these Bylaws.

SECTION 8. Executive Sessions. All regular and special meetings of the HFSCC shall be open to the public, except that, upon a vote of a majority of the members present, an executive session may be held to discuss matters including but not limited to:

1. Financial transactions;

2. Reputation and character;

3. Issues confidential by law; and

4. Confidential records.

The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the HFSCC or permitted by law may be present during the executive session. Unless invited or permitted by law, no teacher/other staff HFSCC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no teacher/other staff HFSCC member shall be entitled to vote on any such issue in public session. The HFSCC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or any other final action, be approved at any session which is closed to the general public. Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary, or designee, of the HFSCC shall maintain topical minutes of all executive sessions.

SECTION 9. No Proxies. Members of the HFSCC may not vote by proxy.

SECTION 10. Action by Consensus. While provisions for majority voting are made within these bylaws, it is the intent of the HFSCC to act through consensus at its meetings to the maximum possible extent. Majority voting will only be used when attempts at consensus have proven futile or if a decision is time sensitive. The agreement of the total number of voting members of the HFSCC present at a meeting, minus two, would be required to agree to suspend action by full consensus.

ARTICLE VII
Principal/School Leader

SECTION 1. Selection/Removal. The Principal/School Leader shall be selected by the HFSCC. Removal of the Principal will require a majority vote of the full HFSCC when in its judgment the best interest of the School would be served hereby.

SECTION 2. Duties and Responsibilities. The Principal shall have those day-to-day management and other duties as assigned and delegated by the HFSCC, or as required by law. With the advice of the HFSCC, the Principal shall select, appoint, or otherwise supervise employees of the School. The Principal shall see that all policies, orders, and resolutions of the HFSCC are carried into effect. Upon delegation by the HFSCC, the Principal/School Leader shall:

1. Maintain financial records of the School;

2. Manage the day-to-day operation of the School to ensure that the terms of the contract are met;

3. Meet regularly with parents and with teachers of the School to review, evaluate, and improve operations of the School;

4. Meet with the HFSCC regularly and often to monitor progress in achieving the HFSCC's policies and goals;

5. Submit appropriate information as required by the School District, Department of Education or Federal and State Agencies;

6. Submit for approval or disapproval to the HFSCC all significant policy and financial decisions that may have a substantial impact upon the School, and;

7. Ensure the fidelity of the charter to the extent possible.

ARTICLE VIII
Committees

SECTION 1. Standing Committees. The HFSCC has the following standing committees to pursue a specific charge assigned by the HFSCC:

1. Election Committee. This committee is described in Article 3 of these bylaws.

2. Legislative Policy Committee. This committee lobbies on behalf of the School and Charter Schools. This committee communicates with the School community on legislative issues of relevance to the health and wellbeing of the School.

3. Facility Committee. This committee manages the process of finding, funding and maintaining an appropriate facility for the School.

Members of standing committees are approved by the HFSCC from a list of volunteers who are parents of children attending the School, community members at large, the Principal, teachers, or other staff members. Standing Committees must be chaired by a HFSCC member. The HFSCC, by resolution adopted by a majority of a quorum of the HFSCC, may designate and appoint additional standing committees as deemed necessary by the HFSCC.

SECTION 2. Special Committees. The HFSCC, by resolution adopted by a majority of a quorum of the HFSCC, may designate and appoint one or more special committees to perform specific tasks assigned by the HFSCC. Members will be selected by the HFSCC from a list of volunteers who are parents of children attending the School, community members at large, the Principal, teachers, or other staff members. Special committees are dissolved upon completion of the assigned task, at the end of the appointed term, or by resolution adopted by a majority of a quorum of the HFSCC.

SECTION 3. Instruction and Responsibility. Each committee shall be clearly instructed as to the length of time each member is being asked to serve, the service the HFSCC wishes each committee to render, the extent and limitations of responsibility, the resources the HFSCC will provide, and the approximate dates on which the HFSCC wishes to receive reports. Recommendations of special advisory committees shall be based on research and fact and shall be advisory to the HFSCC.

SECTION 4. HFSCC Powers and Prerogatives. All recommendations of a committee must be submitted to the HFSCC for official action. The HFSCC shall have the power to dissolve any committee and shall reserve the right to exercise this power at any time during the life of any committee.

SECTION 5. Meetings. Special committees to the HFSCC shall comply with the requirements concerning public meetings that are specific in ARTICLE V, SECTION 4, Notice of Meetings, above.

ARTICLE IX
Contracts, Checks, Deposits, Funds and Accounting

SECTION 1. Contracts. The HFSCC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the School. The HFSCC may delegate this authority, either in specific instances or in general, to the Principal or his/her designee, or to any officer of the HFSCC.

SECTION 2. Bank Accounts, Checks, Withdrawals, Etc. All School monies not held by the District shall be deposited in a bank account(s) in the name of the School. Signatories on any such accounts shall be the Principal and the HFSCC officers. Withdrawals or transfers from any and all District monitored school funds, bank accounts, budget transfers, and any expenditures over five hundred dollars shall be approved by both the HFSCC Treasurer and the Principal, with HFSCC approval obtained for all major expenses and budget changes. Any expenditures or changes in the budget less than five hundred dollars require only the approval of the Principal.

SECTION 3. Accounting. The Principal or his/her designee shall present to the HFSCC at each regular monthly HFSCC meeting a ledger itemizing all income, expenses and budget transfers since the prior HFSCC regular monthly meeting, and copies of all accompanying bank account statements. The HFSCC may at any time initiate a full or partial independent audit of School monies.

ARTICLE X
Indemnification

SECTION 1. Indemnification. The School may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless and indemnify all current and former members of the HFSCC, all persons who at the request of the HFSCC have acted or not acted, and all persons currently or previously employed by the School, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an HFSCC member or officer, at the request of the HFSCC have acted or not acted, or being or having been an employee of the School, when that person has acted within the course or scope of his or her duties to the School. Indemnification shall be provided by a majority vote of a quorum of the HFSCC, on a case-by-case basis.

ARTICLE XI
Discrimination

SECTION 1. Discrimination. The HFSCC shall not discriminate in its' membership nor in the governance of the School on the basis of: Race, Religion, National Origin, Color, Gender, Gender Expression, Sexual Orientation, Pregnancy, Parenthood, Physical Disability, Mental Disability, Marital Status, Age nor on the basis of any other characteristic that is prohibited by federal, state, and/or local law.

ARTICLE XII
Amendments to Bylaws

SECTION 1. Amendments. These Bylaws may be altered, amended, or repealed and new bylaws may be adopted by a two-thirds vote of the HFSCC who are present at any regular meeting (where a quorum is present), provided that the proposed change in the Bylaws has been submitted in writing to all of the members of the HFSCC, posted publicly in the School's office, and distributed in writing to the school community at least one (1) week prior to the meeting at which the proposed change will come up for a vote. Proposed changes to the Bylaws may be submitted by any member of the HFSCC, by parents with students currently enrolled in the School, or by the Principal, Teacher-In-Charge, teachers, or staff each then under contract with the School, for consideration by the HFSCC.

Date Adopted: **September 15, 2022**

Hanna Young _____ Chair

Kay Sturm _____ Vice Chair

Savanna Paladino _____ Secretary

Jeanne Anderson _____ Member

Dave Kaufmann _____ Member

Angela Head _____ Member

Travis Brown _____ Member

_____ Member

_____ Member

_____ Member

APPENDIX A

Current Homer Forest School Charter Council Membership

Current Seat Holder	Seat ID	Title/Position	Term	Election Schedule
Vacant until start of school	A	Teacher	1 year	2023
Vacant until start of school	B	Parent	1 year	2023
Angela Head *(Founding Member)*	C	Community At-large	1 year	2023
Vacant until start of school	D	Parent	2 years	2024
Hanna Young *(Founding Member)*	E	Founding Member / **Chair**	3 years	2025
Kay Sturm *(Founding Member)*	F	Founding Member **/Vice-Chair**	3 years	2025
Savanna Paladino *(Founding Member)*	G	Founding Member / **Secretary**	2 years	2024
Jeanne Anderson *(Founding Member)*	H	Open Seat /**Treasurer**	2 years	2024
Dave Kaufmann *(Founding Member)*	I	Open Seat	1 year	2023
Travis Brown *(Founding Member)*	J	Open Seat	1 year	2023
Vacant	K	Open Seat	1 year	2023

Appendix D
APC List, Qualifications, and Minutes

D.1 Current Homer Forest School Charter Council (APC) Membership

Current Seat Holder	Seat ID	Title/Position	Term
Vacant until start of school	A	Teacher	1 year
Vacant until start of school	B	Parent	1 year
Angela Head *(Founding Member)*	C	Community At-large	1 year
Vacant until start of school	D	Parent	2 years
Hanna Young *(Founding Member)*	E	Founding Member / **Chair**	3 years
Kay Sturm *(Founding Member)*	F	Founding Member **/Vice-Chair**	3 years
Savanna Paladino *(Founding Member)*	G	Founding Member / **Secretary**	2 years
Jeanne Anderson *(Founding Member)*	H	Open Seat /**Treasurer**	2 years
Dave Kaufmann *(Founding Member)*	I	Open Seat	1 year
Travis Brown *(Founding Member)*	J	Open Seat	1 year
Vacant	K	Open Seat	1 year

D.2 APC Member Qualifications

Hanna Young [Chair]
Hanna Young is a mother and educator, born and raised in Anchorage, Alaska. She is the owner and lead teacher at Tiny Trees Early Childhood Lifeways Program in Homer, Alaska. She is the former Executive Director of Kachemak Kids Early Learning Center and a former teacher at Homer Headstart. She is a community member of the Paul Banks Elementary Site Council. She is passionate about supporting families in the journey of parenting and facilitates Simplicity Parenting and Soul of Discipline courses.

Kay Sturm [Vice Chair]
Dr. Kay Sturm is a mother, educator and resident of Anchor Point, Alaska. She supports schools and teachers nationally in Project-Based Learning (PBL), school systems development, and long-term strategic planning. She is a certified K-12 Special Education teacher and taught Middle School and High School. She earned her Doctorate of Educational Leadership from the University of Southern California in 2017 with a focus on Facilitating Meaningful Learning in a PBL Environment.

Savanna Paladino [Secretary]
Savanna Paladino has 20 years of experience working in early childhood education with a special focus on Social Emotional Learning and has spent the last 5 years caring for children under the Forest School/Outdoor Learning modalities. With an Associate's Degree as an Education Practitioner, and Bachelor's of Science in Psychology, she is passionate about education and has a deep understanding of the profoundly enriching impact that nature based learning has on a child's educational experiences.

Jeanne Anderson [Treasurer]
Jeanne Anderson has lived in Homer for 9 years with her husband and two children. She owns K-Bay Kids LLC which provides pediatric occupational therapy services on the Kenai Peninsula. She loves being outside and instilling the value of an outdoor education in her own children as well as in her community.

David Kaufmann
David Kaufmann is a potter, father, and partner. He taught nearly a decade of high school art before rearranging life with a larger emphasis on making with his hands. He holds an MFA in Ceramics from SUNY New Paltz where he practiced creative problem solving, intellectual stretching, and the art of giving and receiving feedback. David lives in Fritz Creek, AK where he and his partner, Willow Jones, raise their two children and cultivate animal and vegetable abundance in addition to both of their handmade pursuits.

Travis Brown
Travis Brown is a father who lives and was raised in Homer, Alaska. He graduated from Western Washington University with a Bachelor of Arts in Urban Planning and Environmental Policy. He has worked for the City of Homer for over 10 years in several roles including public safety and community development and served on a board of directors for the Homer Hockey Association. He spends time skiing, playing & refereeing hockey in the winter and fishing & gardening in the summer.

Angela Head
Angela Head is a mother of three and business owner in Homer, AK. She received her degree in Zoology from Northern Arizona University. After a brief and non-successful stint in grad school and some solo world travel, she ended up as a National Marine Fisheries Observer on commercial fishing boats in Alaska. Stewardship of our resources is a value she feels strongly about. She believes in educating little people outside whenever possible to foster a love and connection to Earth and its people.

D.3 APC Meeting Minutes

1. **Charter School Interest Meeting - February 7, 2022**

Minutes

Charter School Interest -February Meeting
Send this resource document

Community/Teachers:
Kay
Hanna
Mallory
Maggie
Kevin

Parents:
Jasmine and Loui Marer
Mary Samuel
Jeanne Anderson
Britni Siekaniec (Previously Enrolled have a kinder and first grade now)
Savanna Paladino
Angela and Wes Head
David Kaufmann (not currently enrolled)
Sue and Travis (not currently enrolled have a 3-year-old)

Future (not February):
Kyle Darbonne
Joanna Fonkert

Agenda:

- Welcome - Who's Here
- What is a charter school and what does it take to start one?
- 3 min. Envision - reflect and share - *what does this school bring to the community?*
- Level of interest survey (need names for the Academic Policy Committee)
- **Next meeting: delegation of charter application tasks**

Resources to pass on to families to get started -

-Charter Statutes in Alaska/General State of Alaska info
-Examples of charter schools (in and out of state)

- **Kenai Peninsula -** more info about charters/links to all of the documents
  - Soldotna Montessori
  - Aurora Borealis
  - Kaleidescope School (Kenai) - link to charter document
  - Fireweed Academy - only other charter school in Homer

- **Other -**
    - Anchorage STrEaM Academy
    - Birchtree Charter School (Palmer)- link to charter document
    - SEEQS Charter School (Honolulu, HI - Kay's former school)
    - DreamHouse Ewa Beach (Honolulu, HI)

Information Provided to Participants

Resources to get started/oriented with what a charter is and does -

-(Added) Guidance from DEED
-(Added) Template for Initial Application to the State
-Charter Statutes in Alaska/General State of Alaska info
-Examples of charter schools (in and out of state)

- **Kenai Peninsula -** more info about charters/links to all of the documents
    - Soldotna Montessori
    - Aurora Borealis
    - Kaleidoscope School (Kenai) - link to charter document
    - Fireweed Academy - only other charter school in Homer
- **Other -**
    - Anchorage STrEaM Academy (Anchorage, AK) - *Kay worked w/ staff and facilitated 5 year strategic plan*
    - Birchtree Charter School (Palmer, AK)- link to charter document - *Tiny Trees teacher Mary worked here*
    - SEEQS Charter School (Honolulu, HI - *Kay's former school)*
    - DreamHouse Ewa Beach (Honolulu, HI - *Kay helped in charter implementation)* - link to charter doc

2. Charter School Intent Follow-Up Meeting - April 15, 2022

Facilitators: Kay Sturm and Hanna Young
Notetaker: Angela Head

Agenda: 8:00 pm - 9:15 pm

- (10 min) Welcome + Introductions
- (15 min) Overview of application and deadlines
- (30 min) APC Transition to Breakouts
- (20 min) Committee Q/A and Next Steps

Important Links:

- Deadlines and Progress
- Full Charter Application Template
- Charter School Regulations
- Alaska Statutes for Charter Schools
- FAQS 1 and FAQS 2
- Current Negotiated Teacher Contract

Meeting Minutes:

Homer Forest School Interest Meeting 4/13/22 8:00 pm AK TIME
Members in attendance

Angela Head Volunteered to take notes and record relevant information which will be formatted to required Minutes format at a later time.

Kay introduction and background.

Hanna introduction and background

-Intent to enroll was submitted in February for a _____ school with ____ objectives. Met with Superintendent in April and it was positive to move forward with an application.

Participants share via chat whether educators, parents, or community members

Kay: Sharing what this work looks like in depth. Grown from a desire from families and informal meetings. Today the work really begins, the objective of this meeting is to find people to build this idea out

What is your role in being here today? Why are you here today? What can you contribute to this project? This is a big endeavor and we do need people who can and will dedicate themselves and their skills.

The different groups that will come out of todays meeting.

Overview of the application, please think about where your role can be in the process.

The rest of the time tonight will be working in committee groups, digging into application sections, asking questions and trying to move forward in finding answers together.

*11:00 minutes **Kay** shares screen need to get that info from recording applicaton deadline*

Kay shares a chart detailing areas of detail of where to start breaking down the application into workgroups. Participants take a moment to review (enter into minutes chart),
Kay walks us through all the sections explaining more and emphasizes the importance of the Charter document, budget, facilities, etc

Kay gives participants a moment to reflect on the categories and ask general questions

“What is the scale of this project”

Hanna: We went to superintendent with a rough grouping of 72 kids, K-8, two grades per band. However after we looked at numbers and budgeting teacher salaries in...we are not sure what is realistic. Our goal is to have individualized learning but we need to work with a budget.

Kay: Multi-grade was part of the intentional design of our mixed-age learning model as well as low student teacher ratio. Another important consideration is prioritizing special education educators and aids as part of the model. Utlimately trying to create a model that will touch on smaller student: teacher ratio, individualized support during school day, mixed age learning

“What are enrollment numbers”

Hanna: Goal right now is to maintain a “small” school status by district definition to be successful

“Is budget set already by school district or created by the charter?”

Kay: The basis of how the budget begins is BSA - $ per student. Obvioulsy a lot of things to learn about how to increase funding – grants, etc. First step will be really learning the system, then what's the ideal model, then how do we make that happen

Two documents are shared in the chat, enter into the meeting minutes

“Doesn't choosing a facility hinge on how the growth plan looks for the next few years? Are you going to have to expand the numbers?”

Kay: It will have to be a range of students, currently 70-90 students but the answer will come in next few weeks. The constant communication between committees will be critical since the overlap is totally inevitable.

Kay introduces breakout rooms so that people can start diving into the information, come back to the main group to hear questions from the committee rooms. But feel free to move around to the various committee rooms to learn about multiple ones.

Kay invites anyone not ready to commit to committee work to go ahead and log off but to stay in touch for future involvement.

Kay shares drive, access to a google drive folder with the essence of the application. This is where we will put all the work we are doing so that it can be pulled together at the end. Kay gives brief overview of how she has set up the google drive.

Go into the room, look over information, and jot down questions. Come back to the main Zoom meeting to ask questions as a group.

8:34 – Come back at 8:50 to duscuss questions that arose as a group

“Does the borough cover expenses renting a space?”

- No, you are entirely responsible for generating revenue to cover the overhead of the facilities

8:56 – I stopped recording participating on **Maura's** questions

“What are the legal avenues we can pursue to increase the budget upper ceiling? Can we write grants? Can we fundraise outside a normal PTO?

3. APC Work Meeting - August 28, 2022

Facilitators: Kay Sturm and Hanna Young
Notetaker: Kay Sturm
Location: Wynn Nature Center Visitor's Center / Tiny Trees
Time: 12:00 pm - 3:00 pm

Agenda

1. 15 minutes - Welcome + Getting Back into the Application Headspace - **whole group**
2. 25 minutes - Discussion and Decisions - charter timeline proposal - **whole group**
3. 20 minutes - APC whole group decisions - the adoption of bylaws - **whole group**
4. 90 minutes - Working Groups - *you'll have a chance to opt into a working group to get some deep work done on a specific section of the application* ***- think about in advance which group you want to join (see below)***
5. 25 minutes - HFS Goal Brainstorm (for Section 1) - **whole group**

Working Groups:
Group 1 - Budget Draft Review Review
Group 2 - Education Program Section Review
Group 3 - Facility Discussion and Draft

Prep Work:

- ***Read Section 1 of the Charter*** *(leave comments on google document - optional) - HERE*
- ***Read the ByLaws Draft for the APC -*** *(these will be adopted on Sunday - bring your feedback for discussion) - HERE*

Meeting Attendees:

- Kay Sturm
- Hanna Young
- Angela Head
- Savanna Paladino
- Jeanne Anderson
- Dave Kaufmann
- Hayley Walters
- Heather Kallevig

Meeting Minutes:

1. 12:15 pm - 12:25 pm **Opening**
    a. Kay welcomes group, group sits in circle
    b. Individual introductions - name, role/something about yourself
    c. Partner share - turns to person next to them and shares what they are looking forward to learning and discussing today
2. 12:25 pm - 1:00 pm Discussion
    a. Kay: Starts off by sharing that the application draft 1 is completed. Still much work to do but the goal of submitting by October 1 to the Local School Board is attainable. Today is about getting immersed in the application, giving feedback, and determining what the timeline / next steps are.
    b. Timeline discussion: Submitting by October 1 was the goal, and today we will determine whether the group feels that is a good decision. One internal discussion that has begun is that October 1 submission

does not imply the opening date for the school. As the APC (charter council) comes together officially this month, the work truly begins in determining our non-negotiables prior to opening a school

c. Savanna: introduces the APC bylaws draft. The draft is open for discussion and feedback prior to adopting
    i. Discussion on terms: group has a discussion on what length of term would be most suitable and in the best interest of the sustainability of the APC
    ii. Changes will be made to draft document
    iii. Tabled: adoption of bylaws, until next online meeting (scheduled for September 18, 2022)

3. 1:00 pm - 2:25 pm Working Groups
    a. Broke into 2 groups by choice for work time -
        i. *Facility discussion and work on application section:* Angela Head, Dave Kaufmann, Hanna Young, Savanna Paladino
        ii. *Education Program application feedback section:* Kay Sturm, Jeanne Anderson, Heather Kallevig, Hayley Walters
        iii. Debrief: Partner share to debrief the work done in both groups
4. 2:25 pm - 2:50 pm Charter Council Decisions
    a. Unanimous opinion to submit the application to Local School Board on October 1
        i. See next steps
    b. Tabled and scheduled adoption of bylaws to online meeting in 2 weeks *(scheduled for September 18, 2022)*

Action Items/Next Steps:

- Schedule and send invite for next online meeting (Kay)
- Clean up and resend Bylaws draft to CC (Savanna/Kay)
- Contact President Zen Kelly of LSB (Hanna)
- Draft an introduction letter to LSB (Kay)
- Determine steps for submission of application (Kay/Hanna)
- Complete Facility Section of application and reach out to necessary contacts (Angela, Dave, Savanna, Hanna)
- Complete Education Program sections with new feedback (Kay)
- Compile all sections of the application for review

4. APC Meeting - September 15, 2022

Facilitators: Kay
Notetaker: Hanna
Location: Zoom (Online)
Time: 8:00 - 9:00 pm

Agenda

1. Welcome
    a. 1 -Review and Adopt Bylaws
    b. 2 -Officer Elections
    c. 3 -LSB Submission Next Steps and Application Review
2. Next Steps + Closing

Prep for the meeting:

1 - BYLAWS REVIEW - As promised, *HERE* are the most updated Bylaws. Savanna and I took into consideration the feedback and discussion from our Sunday work meeting, as well as guidance from others. Please review the draft and leave any final feedback by Tuesday, September 13. We will come to the meeting with a draft that is as final as possible and ready to be voted on.

2 - NOMINATIONS - The second agenda item is to elect the 4 officers - Chair, Vice-chair, Treasurer, and Secretary. Please take a few minutes to complete this form with your nominations. Obviously, we don't have a definite list of members yet, but please use your working knowledge of those involved to make preliminary nominations! This will speed up the elections immensely - do not hesitate to nominate yourself! That is how we will know you are interested. The nomination form is anonymous.

Attachments:

-Bylaws Draft

-Nominations Form

-LSB Intro Letter

Meeting Attendees:

- Dave Kaufmann
- Travis Brown
- Savana Paldino
- Hanna Young
- Kay Strum
- Heather Kellavig
- Hayley Walters
- Angela Head
- Jeanne Anderson

Meeting Minutes:

A. Agenda Approval: Minutes from 8/28/22

-8:22pm Kay moves to approve minutes from 8/2822 Hanna Seconds- Minutes approved

B. Orders of Business:

1. Unfinished Business -
    a. None
2. New Business -
    a. (7 minutes) Icebreaker

The 3-2-1 Share - Pick any row

Your Name	Name 3 Strengths	Name 2 "Toughies"	Name 1 thing you are excited to contribute to this group
Dave Kaufmann	Writing/editing, Listening, Boiling down ideas	Making decisions, Managing time	Helping to focus the vision
Angela Head	Perserverance, empathy, critical thinking	Details, overcommitting	Elbow grease! Willing to do tasks that others don't like as much
Joe Kallevig	Facilities knowledge, construction, engineering	Hours in the day	Helping with facilitiies
Hanna Young	Big Dreamer, decisive, deep understanding of how children learn	Confidence in decisions, writing	Creating a space for children to thrive, 110% confidence in this school opening
Savanna Paladino	Perspective taking, Sensitive to individual experience, validating, high levels of openness, I like challenges!	Insecurities in my potential, discounting myself and my skill set, needing direction	Challenging my insecurities so that I can share my experience and skills with HFS
Hayley Walters	Creative thinking, charter experience	Writing, time management	Joy of learning and teaching
Kay Sturm	Big picture thinking, organizing and synthesizing many ideas, keeping it calm	Wanting to please many perspectives/opinions, wanting to apply ALL of the ideas	Confidence in our vision - we can do this and we can do it well!
Heather Kallevig	Educator background, passionate, works with enthusiasm	Managing all my projects, staying alert in the evening :)	Experience in similar and different education settings

b. (5 minutes) Timeline/Updates
    i. Call from Asst. Superintendent on 9/13
    ii. Request for materials submission before 9/21 and meeting proposal on 9/27
    iii. Final application submission goal: Sunday 9/18
        1. Work Time Zoom Room from 2-5 (*optional*)

8:25 pm Angela shared about her introduction to the school board meeting. It was well received and the school board is very excited about it!

Kay got a call from the Vice superintendent, have to meet the board policy. The deadline is September 27th, which is when the charter committee meets, it includes the charter principals. We will do a presentation at the meeting. Documents have to be submitted one week before the meeting on September 27th.

Any thoughts or questions about that new process? No one had any

Kay offered a zoom work room for Sunday 2-5 pm, all notes and feedback need to be given before Sunday.

c. (10 min.) Review and Discuss Bylaws

8:28 pm By-Laws- discussed eligibility/voting clarification.

Code of Ethics discussion, a workgroup as an APC to create our own Code of Ethics. What does it mean to be a principal at HFS? How do we create a hiring process that works for our school?

8:44 pm Does anyone have any questions about the bylaws as written this evening?
Angela- Indemnification section question
How easily can we make changes to the by laws?
Process of re-Mediation in the bylaws?
Third-party training to work as a board
Send to Lindsay or a Lawyer
Re-visit these

d. Adopt Bylaws

8:55 pm Hanna moved to adopt the bylaws
Jeanne Second the adoption
Kay Sturm called for a vote on the bylaws

From Angela Head to Everyone:

ya

yay!

From Savanna Paladin... to Everyone:

ya

From hayley to Everyone:

yay

From Kay Sturm to Everyone:

yay

From Heather Kallevi... to Everyone:

Yay

From Willow Jones to Everyone:

Yea

From Me to Everyone:

yay

From Jeanne's iPhone... to Everyone:

Yay!

From Travis to Everyone:

yea

e. Process for Signature on Bylaws

f. Seat Elections

Current Seat Holder	Seat ID	Title/Position	Term
Vacant	A	Teacher	1 year
Vacant	B	Parent	1 year
Angela Head	C	Community At-large	1 year
Vacant	D	Parent	2 years
Hanna Young	E	Founding Member / **Chair**	3 years
Kay Sturm	F	Founding member **/Vice-Chair**	3 years
Savanna Paladino	G	Founding member **/ Secretary**	2 years
Jeanne Anderson	H	Open Seat /Founding Member **/Treasurer**	2 years
Dave Kaufmann	I	Open Seat	1 year
Travis Brown	J	Open Seat	1 year
Heather Kallevig	K	Open Seat	1 year

8:56 pm Seat Selection-
positions that don't align yet are teacher and parent we leave them vacant
Elect officers first?
Kay and Angela shared their conflict of interest related to serving on the Friends of Homer Forest School non-profit board.

g. Officer Elections

Nominations -

Chair	Vice Chair	Secretary	Treasurer
Hanna Young********			
	Jeanne Anderson	Savanna Paladino********	Jeanne Anderson*********
Savanna Paladino*	Savanna Paladino*	Jeanne Anderson	
	Kay Sturm********		

9:05 Jeanne motioned to vote, Hanna Seconded
We voted
Kay Announces The Vote
Chair- Hanna Young
Vice Chair- Kay Sturm
Secretary- Savanna Paladino
Treasurer- Jeanne Anderson

9:20 Filling the rest of the open seats in our APC

1-3 years upon member election, the member can choose the open seat term

ALL spots are filled!

h. Next Steps

9:27 pm any additional questions?

We will collect signatures online and in-person Fri/Saturday

Next meeting- team building, grounding

The next step get application in by Sunday

Meeting Adjourned

Next Meeting: IN PERSON RETREAT

- Code of Ethics/Team Building/Working Agreements
- Board structures, roles and processes

Action Items/Next Steps:

- Collect Signatures for Bylaws
- Submit Charter Application
- Present to Oversight Committee on 9/27
- Schedule next APC meeting

DATE: Tuesday, October 4th **Meeting Minutes**

Facilitators: Kay
Notetaker: Savanna
Location: Zoom (Online)
Time: 8 pm

Agenda

1. Welcome
   a. Review and approve September Meeting Minutes.
   b. Go over the Roles and Responsibilities of our titles.
   c. Board Development Next Steps
   d. Update from Charter Committee Meeting.
      i. Enrollment interest form update
      ii. Community Engagement Plan (no votes, just updates and ideas)
      iii. Facility Update (no votes, just updates and ideas)
   e. Actions before next Board Mtg.
      i. Bio photos
      ii. Committee Work
   f. APC only has 8 members is this a voting issue?
   g. Sign Up for Tasks / deadlines / committees

Community Engagement	Facility	Board Development	Curriculum Revisions
Angela Head Jeanne Anderson Hanna Young Savanna?	Travis Brown Kay Sturm Angela Head Dave Kaufmann Hayley Walters	Savanna Paladino	Kay Sturm Hanna Young Savanna Paladino Dave Kaufmann

2. Next Steps + Closing
3. Move to Committee Work Time
   a. Facility
   b. Community Engagement
      i. Social Media/News
      ii. Demonstration of Need
      iii. Informational Meetings

Meeting Attendees:

- XHanna Young
- XHeather Kallevig
- XKay Sturm
- XDave Kaufman
- XSavanna Paladino
- XTravis Brown
- XAngela Head
- XJeanne Andreson
- XHayley Walters

Meeting Minutes: Notes

Agenda

4. Welcome
    a. Review and approve September Meeting Minutes. (Approved motion, Angela, second Hanna)
    b. Go over the Roles and Responsibilities of our titles. (Equitable and separate from larger committee participation and involvement)
    c. Board Development Next Steps: Table until December: set the culture by prioritizing professional development, availability calendar (Angela), resources and potential trainings (Savanna)
    d. Update from Charter Committee Meeting - Kay/Angela; Met with Kari to determine what is still missing: **1. Facility**-MUST FIND, commitment, lease in hand. CC Kari in with facilities questions and discussion for advocacy. Facility to start with, adjust to what works for now. Questions for the district: Property owner/trust agreements and liability/insurance. Charter schools must get insurance protecting the property. Jeanne, contact Kachemak Community Center, dialogue and script for potential landlords. **2. Demonstrating need**, what is the board looking for? Submission; names of families, where they go to school, where they live. **3. Hurdle**, Niko charter school - distance ourselves from this school.
        i. Enrollment interest form update
        ii. Community Engagement Plan: Please join in for community engagement - pitch as community collaboration. Calendar for posts and features, videos, information, in person meetings?
        iii. Facility Update (no votes, just updates and ideas)
    e. Actions before next Board Mtg.
        i. Bio photos
        ii. Committee Work
        iii.
    f. APC only has 8 members is this a voting issue? Table until November - Kay/Seconded Hanna
    g. Sign Up for Tasks / deadlines / committees: Next week reconvene to check in with prospective groups.

5. Next Steps + Closing
6. Move to Committee Work Time
    a. Facility - specific questions, Sharing space in current school? Indoor and outdoor space mirror mission, age appropriate, quote minimal square footage, appropriate bathrooms, a couple grades at a time inside/outside rotation. Pursue Pratt, The specs from the borough (angela) - sharing borough land, middle school?
    b. Community Engagement - needed, 2 in person meetings1 in Homer @ library/ninilchik tribal council/Pratt Museum?. Flyers. Radio and Newspaper, in person survey (Hanna/Jeanne).
        i. Social Media/News
        ii. Demonstration of Need
        iii. Informational Meetings

Appendix F
Written Instructional Program

- *Appendix F.1* Framework of a High-Quality Project
- *Appendix F.2* Seasonal Projects Overview
- *Appendix F.3* Core Disciplines
- *Appendix F.4* Project Example 1 (Grades 1-2)
- *Appendix F.5* Project Example 2 (Middle School)
- *Appendix F.6* Project Rubric Example
- *Appendix F.7* EL Education Sample Scope and Sequence for Kindergarten
- *Appendix F.8* EL Education Sample Learning Lab for Grade 1
- *Appendix F.9* EL Education Project Module Scope and Sequence Example for Grade 2
- *Appendix F.10* Emergent Math Problem-Based Learning Curriculum Map Example Grade 5
- *Appendix F.11* Open-Up Math 6-8 Scope and Sequence Breakdown
- *Appendix F.12* Daily Lesson Plan Example
- *Appendix F.13* Skills Cycle K-1 Example
- *Appendix F.14* Alaska Reading Foundational Standards K-5
- *Appendix F.15* Alaska Overview of Math Standards
- *Appendix F.16* CASEL Rubric for Systemic SEL

Appendix F.1 **Framework of a High-Quality Project**

Homer Forest School's Framework of a High-Quality Project

ESSENTIAL or DRIVING QUESTION:		**CONNECTION TO PLACE**	
PROJECT OVERVIEW:	In this project, students will…	**KEY VOCABULARY**	
FINAL PRODUCT(S) *Aligned to Learning Goals Below*			
LEARNING GOALS / STANDARDS		**ASSESSMENT TOOLS**	
SELECTED KEY SKILLS:	• Example: *Collaboration*		
SELECTED KEY CONTENT & PERFORMANCE: Source: *Alaska State Standards*			
KEY STUDENT MILESTONES: *Clear student goals for each phase of a project*			

Appendix F.2 Seasonal Projects

Seasonal Learning -

At Homer Forest School, the seasons play a big role in what the children are learning at any given time. When students engage in our key framework of Project-Based Learning, they do so through the lens of the seasons. Although the following are flexible and subject to change *(just like the weather and the seasons),* they provide a guide for how and what children learn at Homer Forest School. Assessment of these projects is aligned with the Learning Goals set out at the beginning *(see Homer Forest School's Framework for High-Quality Projects)* and is formative (throughout the project) and summative.

Project-Based Learning in the Early Years:

Fall Forest - Discovering our Forest Classroom

The beginning of the school year starts off by taking time to get to know our forest classroom. Children get to know each other, become comfortable sharing and listening, practice positive community language and learn spatial awareness within their learning environment. As the temperatures drop and the days get shorter, children practice layering to be outside during all sorts of weather. They practice being naturalists and observe the change of the season and the quieting of wildlife, noticing the changes in the bird patterns, the leaves, and even spotting a moose in their classroom from time to time. Autumn is also the time for harvest which students practice in both cultivated and wild settings. By the end of the fall season, children will have mapped out their outdoor classroom space, personalized their Morning Meeting circle, and begun to make their school a community.

Winter - Moving to the Rhythm

The long months of winter are an inviting time for storytelling, music, and performances. As the children become more comfortable with one another, they begin to realize the endless opportunities that an Alaskan winter provides! Free play often turns the forest into a maker space or an impromptu experiment, and days with lots of snow are especially exciting. On especially cold days, indoor time for reading, number practice, and projects, like sewing is cherished, The children help their community out daily by setting up and cleaning up at snack and lunch, and spend mornings and afternoons in a nurturing, playful environment. The slower rhythm of the winter months is a time for learning, reflection, and growth in our forest classrooms. Winter projects tend to focus on self and independent learning skills.

Spring Forest - Waking Up to Spring Sounds

Winter blends into Spring, and the first change that the children notice are the sounds of the birds! As nature wakes back up and the days grow sunnier and longer, the opportunity for nature-based learning grows. In the spring forest, children practice numbers and handicraft skills by helping to get ready for the spring planting season, tend to their outdoor classrooms, and travel further on nature and neighborhood walks during their weekly field trip days. Water's fascinating transition from solid back to liquid is also ripe for experiments and learning opportunities.

Summer - Exploring the Forest and Beyond

The final days of school bring the sweetness of Alaskan summers - long days, sunlight, and big blooms. Children experience all that the forest and nature have to offer by practicing materials gathering, harvests, cooking, and more. Reading, writing, and number practice come to life in the outdoor classrooms, and the community feels more like a family than ever before. Projects focus on community engagement and inviting others into our community to share our learning. Students prepare to present their project work and creations at the school's annual Community Day.

Project-Based Learning in the Middle Years (5-8):

In the Middle Grades, students move away from learning all standards and skills through the lens of the Core Disciplines, and begin to engage in more interdisciplinary and rigorous project-based learning. Projects are designed by Homer Forest School staff and revised on a yearly basis. The following are example project descriptions that students might engage in. Projects would follow Homer Forest School's Framework of a High-Quality Project (*Appendix F.1).*

Fall - End of the Run

What marks the end of a season?

In this project, students focus on the end of the salmon run and the cycles of closure and decay that occur at the end of the season. Studying the cycles of the salmon run, mushroom, plant decay, and other natural occurrences, students practice observation, data collection, and descriptive literacy skills. In addition to a scientific lens, this project lends itself to interdisciplinary opportunities for art, and fictional stories that depict "cycles". The project will allow students to engage in personal narrative and reflection and learn from local naturalists, scientists, and experts. Students will work towards a final product that includes a written component, a creative component, and a depiction of data.

Winter - Structural Tendencies

Why do humans build structures?

What makes a "good" structure? This project focuses on the history of humanity, and the inclination of humans to build structures as a living legacy. Students will practice skills such as independent research, interviewing, mathematical modeling, and presentation and communication. Students can engage with local business owners who work in structural development, practice and explore structures within the forest classroom, and model and propose structures that work towards answering the Driving Question.

Spring - Food

Where does our food come from?

This project emphasizes the skills of long-term planning, student choice, and collaboration. Students study the evolution of seeds and agriculture over time, learn the biology of where their food comes from, and work together to plan and produce food for their school community. The project will allow students to exercise their choice and voice while balancing the needs of others in their class.

Summer - Ultimate Adventure

What is my ultimate adventure?

In this project, students have an opportunity to work towards an independent final product, while working on the skills of giving and receiving feedback from their peers. As summer approaches, students have an opportunity to reflect on their own ultimate adventure, whether it means traveling far away or staying close to home. They will do extensive research from multiple lenses: long-term planning, impact, and cost evaluation, and personal narrative reflection. They will learn and apply mathematics, scientific reasoning and analysis, and literacy skills to their final proposals for their ultimate adventure.

K-4 Core Disciplines

At Homer Forest School, we approach early elementary academics in a unique way. Because we believe that learning new skills and knowledge can happen in all sorts of environments, we treat nature as our classroom. So what does learning **look like** at Homer Forest School?

The following are the Core Disciplines that Kindergarten - Fourth Grade children experience. By focusing on these Core Disciplines throughout the year, we ensure that children are practicing academic skills such as literacy, numbers, science, and socio-emotional and interpersonal behaviors, aligned with Alaska State Standards.

<table>
<tr><th colspan="2">How we learn what we learn</th></tr>
<tr><td>Naturalist Studies

Examples: Nature journaling, guided and free play, nature walks, mapping projects, collecting artifacts from nature and documenting as data, hunter and forager education.

➢ What skills do these address? Practicing skills of reading and writing, being a scientist, taxonomy, scientific method, and mindfulness
○ What State Standards do these align with? English Language Arts, Science, Math, Art, and the school's SEL Focus</td><td>Storytelling

Examples: Music, playacting, listening and telling stories, physical health, guided and free play

➢ What skills do these address? Practicing skills of reading and writing literacy, community stewardship, presentation, and socio-emotional development.
○ What State Standards do these align with? English Language Arts, Social Studies, Music, Art, and the school's SEL Focus</td></tr>
<tr><td>Creating with Nature

Examples: Building, handcraft, sewing, materials sourcing, harvesting

➢ What skills do these address? Practicing skills of basic measurements, math shapes, plant identification and taxonomy, fine and gross motor skills
○ What State Standards do these align with? Physical Activity, Math, Science, Art, and Literacy</td><td>My Community

Examples: Being a community helper, being a friend, taking care of my school, taking care of the environment, setting up my learning space, and learning and practicing languages, music and art

➢ What skills do these address? Practicing skills of empathy, being a helper, conflict negotiation, communication, and socio-emotional development
○ What State Standards do these align with? English Language Arts, Social Studies, Math, Music, Art, and the school's SEL Focus</td></tr>
</table>

Appendix F.4 Project Ex. 1 (Grades 1-2)

Example Project: Mapping My Surroundings

<table>
<tr><td>ESSENTIAL or DRIVING QUESTION:</td><td>How can we use a map to share what we do every day?</td><td>CONNECTION TO PLACE</td><td>Grounds students in their new learning environment</td></tr>
<tr><td>PROJECT OVERVIEW:</td><td>In this project, students will learn about the power of maps, learn how we use maps in our daily lives, and will create a map of their own outdoor learning environment.</td><td colspan="2" rowspan="2">KEY VOCABULARY

Map
Key
Directions
Place Names
Scale</td></tr>
<tr><td>FINAL PRODUCT(S)

Aligned to Learning Goals Below</td><td>-Map(s) created in different mediums
-Tour Guide Script
-Tour</td></tr>
<tr><td colspan="2">LEARNING GOALS</td><td colspan="2">ASSESSMENT TOOLS</td></tr>
<tr><td>SELECTED KEY SKILLS:</td><td colspan="2">• Spatial awareness
• Collaboration
• Communication</td><td>-Mentor texts: a variety of maps to explore, examples of stories where maps and directions and place names are featured
-Criteria for individual map + rubric (include specific math skills)
-Tour Guide rubric
-Skills Cycle Rubric for Gr. 1-2</td></tr>
<tr><td>SELECTED KEY CONTENT & PERFORMANCE:

Source: Alaska State Standards</td><td colspan="3">MATH
• (Math) Model with Mathematics
• (Math) 1.OA.9. Identify, continue, and label patterns (e.g., aabb, abab). Create patterns using numbers, shapes, sizes, rhythms, or colors.
• (Math) 1.OA.1. Use addition and subtraction strategies to solve word problems (using numbers up to 20), involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, using a number line (e.g., by using objects, drawings, and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem.
• (Math) 1.OA.6. Add and subtract using numbers up to 20, demonstrating fluency for addition and subtraction up to 10.
• (Math) 1.MD.1. Measure and compare three objects using standard or non-standard units.
• (Math) 1.MD.7. Organize, represent, and interpret data with up to three categories. Ask and answer comparison and quantity questions about the data.
• (Math) 1.NBT.4. Add using numbers up to 100 including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10.
• (Math) 1.G.3. Partition circles and rectangles into two and four equal shares. Describe the shares using the words halves, fourths, and quarters and phrases half of, fourth of, and a quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing (break apart) into more equal shares creates smaller shares.

LANGUAGE ARTS
• (ELA) 1.SL.1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups.
• (ELA) 1.SL.6. Produce complete sentences when appropriate to task and situation.
• (ELA) 1.RI.5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.
• (ELA) 1.RI.9. Identify basic similarities in and differences between information presented in two texts on the same topic</td></tr>
</table>

KEY STUDENT MILESTONES: *Clear student goals for each phase of a project*	**Explore -** Get to know the outdoor spaces, start using place names of places, create visual symbols and images that are easily recognized and "read", explore existing maps to think about "what is a map?"	**Build a Map -** Identify a space for the nature map Identify and collect map materials. Build a map made from nature that represents the layout of the forest school. **Go Beyond -** Walking field trips go beyond the "classroom" borders. Using the new mapping terminology, students get a sense of what else is out there, and what questions they have.	**Get Specific -** Using mathematical modeling and number/shape/ patterns, students take the class map and create an individual map to demonstrate their math and literacy skills. They'll have a variety of mediums to choose from, and criteria to follow.	**Tour Guide -** Practice communication skills, create a variety of differentiated "tour guide scripts", practice taking their peers on a tour of their spaces using the map they created, and take their family on a tour at family-teacher conferences.

Appendix F.5 Project Ex. 2 (Middle School)

Example Project: The Slow Down

<table>
<tr><td>ESSENTIAL or DRIVING QUESTION:</td><td colspan="2">How can we live in harmony with our outdoor learning space?</td><td>CONNECTION TO PLACE</td><td>Grounds students in their new learning environment</td></tr>
<tr><td>PROJECT OVERVIEW:</td><td colspan="2">In this project, students will create a nature journal that documents their observations of their environment in connection to human behavior, and write a short narrative story for a younger audience.</td><td colspan="2" rowspan="2">KEY VOCABULARY

Observation
Data
Nature
Narrative</td></tr>
<tr><td>FINAL PRODUCT(S)

Aligned to Learning Goals Below</td><td colspan="2">-Nature Journal
-Data Depiction/Display
-Narrative Story for Younger Peers</td></tr>
<tr><td colspan="3">LEARNING GOALS</td><td colspan="2">ASSESSMENT TOOLS</td></tr>
<tr><td>SELECTED KEY SKILLS:</td><td colspan="2">• Reflection
• Mindfulness
• Observation
• Creativity</td><td colspan="2">-Narrative Writing Rubric
-Nature Journal Check-In/Personal Reflection Rubric (Single-Point)
-Peer Feedback Protocols (i.e. Charette)
-Mentor Texts: Example narratives for age group audience
-Example Nature Journals</td></tr>
<tr><td>SELECTED KEY CONTENT & PERFORMANCE:

Source: Alaska State Standards/ KPBSD Curriculum</td><td colspan="4">• (ELA) Write Narrative Texts Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
• (ELA) Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• (ELA) Develop and Strengthen Writing With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
• (ELA) Research Projects Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
• (Visual Arts) Stretch, Explore, and Envision Students are expected to try new things, to explore, and take risks. Students are taught to generate mental images that will help guide their work and use their imagination, to think of new ideas and forms, and capitalize on their mistakes
• (Practice of Science) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
• (Math) MP.1. Make sense of problems and persevere in solving them.
• (Math) MP.4. Model with mathematics.
• (Physical Activity) Outside every day!</td></tr>
<tr><td>KEY STUDENT MILESTONES:

Clear student goals for each phase of a project</td><td>Documentation in Modern Day -
Explore ways of documenting the “day to day” in modern-day society. Introduce the</td><td>In the Data -
Learn about what data is, the impact that data visuals can have on people’s emotions and opinions, and</td><td>Narrative Writing -
Go through the writing process from brainstorming to planning, to multiple drafts, to</td><td>Milk and Coffee -
Students experience how different audiences require different forms of communication. Using their different artifacts</td></tr>
</table>

	‘Slow Down Journal”. Explore nature journals and ethnobotany studies as mentor texts.	brainstorm/decide what data should be collected in their Slow Down Journal.	presentation - as students develop a narrative story for their younger peers based on the nature journal data collections.	(data depictions and narrative stories), students host their final audience(s) for a sharing of work and reflect on the different forms of communication they employed when speaking with adults versus younger peers.

Appendix F.6 Project Rubric Example

Example Project Rubric: The Slow Down (Middle School)*

Standard/Content/ Skill Being Assessed	Feedback for Improvement	Succeeding - Proficient	Feedback Where Work Exceeds the Standard
Skills			
Practices being conscious or aware of something. **(Mindfulness)**		*Teacher/Class determines standard for proficient "Mindfulness" here.*	
Notices perceives and documents. **(Observation)**		*Teacher/Class determines standard for proficient "Observation" here.*	
Reflects on project process and new learning throughout the project. **(Reflection)**		*Teacher/Class determines standard for proficient "Reflection" here.*	
Generate and express new ideas; Seek feedback and take action on new ideas. **(Creativity)**		*Teacher/Class determines standard for proficient "Creativity" here.*	
Notes of Evidence:			
SCIENCE			
Practice of Science		-I applied scientific principles and practices in developing the data collection component of my nature journal -My final data depiction/visual aligns with the data I collected in my journal. ***Notes of Evidence:***	
ELA			
Writing Narrative Text		-My narrative has an engaging context and point of view and introduces a narrator and/or characters. -My narrative uses dialogue, pacing, and description to develop experiences, events, and/or characters. -My narrative uses a variety of transitions and phrases to shift from one-time frame or setting to another. -My narrative uses descriptions and sensory words to convey experiences,	

		actions, or events. -My narrative provides a conclusion that follows the events. ***Notes of Evidence:***	
Writing		-When writing in a variety of contexts, I produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. ***Notes of Evidence:***	
Develop and Strengthen Writing		-I displayed evidence of a writing process including planning, revising, editing, rewriting, or trying a new approach -My writing matches the audience I am trying to address. -I engaged in the feedback opportunities provided by adults and my peers. ***Notes of Evidence:***	
Research		-I conducted a short research project to answer a question. -When researching, I used several different resources. -I generated additional related, focused questions that allow for further research and investigation. ***Notes of Evidence:***	
MATH			
Mathematical Sense		-I work to make sense of mathematical problems in my environment, and persevere in solving them. ***Notes of Evidence:***	
Modeling		-I use the data and information collected throughout the journaling process and create a way to depict the data in a visual way. -The data visual communicates the information effectively.	

		Notes of Evidence:	
ARTS			
Stretch, Explore, and Envision		-I tried new things, explored, and took risks in the production of my final artifact. -I shared my reflection on how I used my imagination, made mistakes, and grew throughout the process of developing my work. ***Notes of Evidence:***	
PHYSICAL ACTIVITY			
Outside and Active		***Notes of Evidence:***	

**Single Point Rubric*

Kindergarten Scope and Sequence: Year-at-a-Glance

What Are We Teaching in our Kindergarten Skills Block Curriculum?

What do the standards say?

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Kindergartners are expected to show increasing awareness and competence in hearing and producing sounds in spoken words (i.e., syllables, onsets, rimes, and individual phonemes). This skill (phonological awareness) is the foundation on which they will begin to form mappings (connections) between phonemes (sounds) in individual words and the graphemes (letter or letters) that represent them as they learn to read and spell the words.

They can identify words that **rhyme** when they hear them and can offer additional rhyming words of their own. They become aware of and competent with hearing and manipulating the **"beats" or "stresses" (syllables) in words** to construct and deconstruct spoken words.

They can manipulate each single sound in spoken **consonant-vowel-constant (cvc) words** containing three sounds (e.g., "cat" "coat"), including adding or substituting sounds to make a new word.

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
Kindergarteners begin to map phonemes (sounds) to graphemes (letter or letters). They can look at letters and say their sounds. They recognize that vowels have two sounds and can make those sounds. They can read common high-frequency words with automaticity. They can also analyze words that are spelled similarly and determine the sounds that differ.

RF.4 Read emergent-reader texts with purpose and understanding
Kindergarteners begin to read emergent-reader texts.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Kindergarteners are expected to use knowledge of letters and sounds to write words with consonants and short vowels. They are phonetic spellers of simple words. They use a capital letter for the first word in a sentence and recognize and name ending punctuation.

Phases of Spelling and Word Acquisition, Module Summaries, and the Kindergarten Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
Phase Range	Pre-Alphabetic–Early Partial Alphabetic		Early to Middle Partial Alphabetic	Middle to Late Partial Alphabetic
Module Summaries	A key characteristic of primary learners is that they use stories to construct meaning. The story of "The Search for Names" is revealed to students at the start of Module 1. This story becomes an anchor text for letter identification as students accompany the young protagonists on a quest that reveals the names of creatures and objects that the protagonists encounter (resulting in letter mnemonics and knowledge that a letter represents a sound) over the course of Modules 1 and 2. Through this and other shared oral and written texts, students develop: • Letter identification (name, sound, formation) • Intonation and rhythm of speech • Oral syllables, rhyming, and phoneme identification and production • Basic concepts of print In Module 2, the broader phonological awareness instruction begins to shift towards phonemic awareness (i.e., phonemic segmentation and blending) in preparation for the explicit decoding and encoding work in Modules 3 and 4.		Modules 3 and 4 signal an important shift toward even more explicit mapping of graphophonemic connections. In these modules, students continue to develop phonemic segmentation and blending to decode and encode short vowel words with two and three phonemes (including consonant digraphs). By the end of Module 4, they are introduced to long vowel sounds. While shared oral and written texts continue, students begin to take on more independence with text via student Decodable Readers. This reflects another key characteristic of primary learners—they seek independence and mastery.	
Scope & Sequence i.e., patterns introduced	C1: "a," "t" C2: "h," "p" C3: "n," "c" C4: "m," "r"	C5: "v," "s" C6: "g," "i" C7: "l," "d," "f" C8: "k," "y" C9: "x," "q," "u" C10: "b," "o," "w" C11: "j," "e," "z"	C12: "sh," "ch," "th" C13: /a/ words C14: /i/ words C15: /u/ words C16: /o/ words C17: /e/ words C18: compares all short vowel words	C19: reviews all short vowels and digraphs C20: reviews short vowels, specifically /a/ and /i/. Introduces decoding and encoding words with "–an" and "–am" spelling patterns. C21: reviews short vowels, specifically /u/ and /e/. Introduces "–ank" and "–ink" in spoken words. C22: reviews short vowels, specifically /o/. Introduces decoding words with double final consonants. C23: introduces long vowels in spoken words, specifically /ā/ and /ī/. C24: introduces long vowels in spoken words, specifically /ō/, /ū/, and /ē/. C25: introduces r-controlled vowels in spoken words.

Note: Refer to the Kindergarten Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
CREATE LAB	**Learning Target:**	**Learning Target:**	**Learning Target:**	**Learning Target:**
Guiding Question: How can I create a realistic drawing of a tool?	I can use different kinds of lines to draw tools.	I can use different kinds of lines to draw tools.	I can use lines and texture to create detailed drawings of tools.	I can create a final drawing of a "tool I use" in my life as a first-grader.
Summary of Lab: In the Create Lab, students create tool drawings that become more realistic as they learn how to use artistic skills and concepts such as shape, lines, texture, and size.	**Purpose of Launch Stage:** • Students recognize the various types of lines that make a tool. • Students become familiar with the materials they will use in the Create Lab.	**New in This Stage of the Lab:** • Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.	**New in This Stage of the Lab:** • Students learn the skill of adding texture to a drawing to create detailed drawings of tools. • Students have access to colored pencils, crayons, or markers to use color to create more detailed drawings.	**New in This Stage of the Lab:** • Students use all they have learned about drawing a tool to create their best final product to share with an audience. • Students learn the concept of size and use size in their tool drawings. • Students use all the art skills and concepts they have learned (lines, textures, and size), the Tool Drawing Criteria List anchor chart, and peer feedback to complete a final drawing.
Connection to Module Lessons: Students build on their knowledge of tools and work as they draw a realistic tool using artistic skills and concepts such as line, shapes, details, and textures.				
ENGINEER LAB	**Learning Target:**	**Learning Target:**	**Learning Target:**	**Learning Target:**
Guiding Question: How can I use classroom tools to create my own magnificent thing?	I can use classroom tools and materials responsibly.	I can use classroom tools and materials responsibly.	I can use classroom tools to re-create a magnificent thing from a picture.	I can create a magnificent thing to be used in my own life.
Summary of Lab: In the Engineer Lab, students use a variety of classroom tools and materials to design and create a magnificent thing that fills a need or want. **Connection to Module Lessons:** Students build on their knowledge of tools and work collaboratively to create a magnificent think that fills a want or need. The module text, *The Most Magnificent Thing,* serves as the inspiration for this Engineer Lab.	**Purpose of Launch Stage:** • Students explore "found" or everyday materials they will use to build their own magnificent thing.	**New in This Stage of the Lab:** • Students have a greater degree of independence, both in their work in the Lab and in their movement during Lab time.	**New in This Stage of the Lab:** • Students work to create, or re-create, various everyday objects based on pictures. This pushes students to think about the components of objects that they may not consider on their own (e.g., hinges on a box). • Students work with a partner to design and build an object. • Students have access to a greater range of materials.	**New in This Stage of the Lab:** • Students use their imagination to create something magnificent of their own. • Students think of an authentic need or want from their life, and then use classroom tools and materials to build it. • Students use all they know about building with classroom tools and materials, the Magnificent Thing Criteria anchor chart, and peer feedback to complete a final object.

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
EXPLORE LAB	**Learning Targets:**	**Learning Targets:**	**Learning Target:**	**Learning Target:**
Guiding Question: What's the best tool for the job?	I can build a boat that floats and holds pennies. I can collaborate with a partner in the design and building process.	I can build a boat that floats and holds pennies. I can collaborate with a partner in the design and building process.	I can choose the best tool to complete a job.	The Explore Lab does not go to the Choice and Challenge stage in this module.
Summary of Lab: In the Explore Lab, students engage in a variety of activities in which they explore how different tools are used. The Explore Lab culminates in a design challenge in which students select the best tool for the job.	**Purpose of Launch Stage:** • Students are immersed in a design challenge that encourages them to work collaboratively and think creatively. • Students are prepared for future Explore Lab experiences in which they must collaboratively solve design challenges.	**New in This Stage of the Lab:** • Students are challenged to build a boat that can hold as many pennies as possible. • Students engage in a multiday design process of "plan, do, review" with a partner.	**New in This Stage of the Lab:** • Students complete a design challenge to transfer a substance between two containers. • Students have a variety of tools to choose from and must reason about which tool is best for the job.	
Connection to Module Lessons: Students build on their knowledge of tools and work as they explore how different tools can be used to solve a design challenge and determine the best tool for the job.				

	Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage
IMAGINE LAB	**Learning Target:**	**Learning Target:**	**Learning Target:**	**Learning Target:**
Guiding Question: How can I use my imagination to create a world of play for myself and others?	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.	I can show respect for Lab materials and my peers.
Summary of Lab: Students create a world of play as they explore the different materials available in the Imagine Lab.	**Purpose of Launch Stage:** • Students are given time to explore the various materials they will use in the Imagine Lab and begin to formulate ideas on how they might use these materials in the future.	**New in This Stage of the Lab:** • All Imagine Lab materials are now in one space. Students are able to choose which materials they use as they participate in the Imagine Lab.	**New in This Stage of the Lab:** • Students are encouraged to use the Imagine Lab as space to reenact or incorporate characters and ideas they have encountered in the module lesson texts.	**New in This Stage of the Lab:** • The Imagine Lab intentionally remains unchanged to promote student independence and allow teachers to strategically focus their attention on the Engineer and Create Labs.
Connection to Module Lessons: Students are encouraged to reenact stories or incorporate characters and ideas from the module lesson texts as the engage in a shared world of play.				

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	Learning through Science and Story	Researching to Build Knowledge and Teach Others	Contributing to the Community
Title	Schools and Community	Fossils Tell of Earth's Changes	The Secret World of Pollination	Providing for Pollinators
Description	In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin by exploring the module-guiding question—"What is school, and why are schools important?"—through a variety of literary and nonfiction texts about schools. Students then build on this understanding by learning about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. This leads students to consider the similarities and differences between their own school and some of the schools they have read about. They use their learning to produce an informational book detailing these similarities and differences, and what makes school important overall in a short book titled "The Most Important Thing about Schools."	In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by exploring the guiding question: "What do paleontologists do?" Students learn about Mary Anning, a famous fossil hunter. Students are introduced to the skill of answering selected response questions in this module and are taught how to read and answer questions in this format. Students then build knowledge about fossils and how they are formed in order to learn more deeply about how fossils show evidence of the changes that have occurred on earth over time. Finally, they take on the role of author as they create an illustrated narrative about a paleontologist discovering a fossil.	In this module, students build their research skills and science knowledge through a study of plants and pollinators. They discover this "the secret world" of plants and pollinators by first building their knowledge of plants, their needs, and their life cycle through reading, observing, conducting experiments, and discussing their findings. Students then move on to research the role of insect pollinators in helping plants grow and survive. Their research skills are built through both whole group and supported small group research on insect pollinators. They use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process. Finally, they extend and apply their understanding of pollination and pollinators through the preparation of a poster and an oral presentation of their learning about the "secret world of plants and pollinators." *Note: Module 3 lays the foundation for the work in Module 4: In Module 3, students build deep knowledge about the scientific topic of living things, and pollinators, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.	In this module, students build on their scientific knowledge of pollinators from Module 3, to consider how they can contribute to the protection these important creatures in their own community. Students begin by exploring what it means to contribute to a community by reading folktales and fables featuring fictional pollinator characters. They analyze how these characters overcome challenges and contribute to a better world. They then move on to study the dangers facing two real pollinators: bats and butterflies. Using informational texts, students hone their research skills as they learn to form an opinion based on evidence in a text. Students then write an opinion piece about why people should protect butterflies. Finally, students contribute to the protection of butterflies in their own community by creating a wildflower seed packet with original artwork and writing. The seed packet includes a high-quality scientific drawing, a polished written piece that explains the reasons butterflies should be protected, and a call to action for protecting butterflies through planting native wild flowers. Students present their performance task, along with a reflection on their work and learning, in a culminating celebration.

	Module 1	Module 2	Module 3	Module 4
Texts[1]	• ***Off to Class: Incredible and Unusual Schools around the World,*** **Susan Hughes** (RI, 950; six per classroom) • ***The Dot,*** **Peter H. Reynolds** (RL, AD500; six per classroom) • ***The Important Book,*** **Margaret Wise Brown** (P, AD580L; one per classroom) • ***The Invisible Boy,*** **Trudy Ludwig** (RL, AD680; six per classroom) • **"The Magic Bow."** 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • **"What Does School Mean to You?"** 2016. Written by EL Education for instructional purposes. (RL, six per classroom; included in the module materials) • **"Readers Theater Script: Boat School."** 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials) • **"Readers Theater Script: Rainforest School."** 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials) • **"Readers Theater Script: Tent School."** 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials)	• ***Curious about Fossils,*** **Kate Waters** (RI, NC780; one per classroom) • ***Fossils,*** **Ann O. Squire** (RI, 1010, six per classroom) • ***Fossils Tell of Long Ago,*** **Aliki** (RI, 480, one per classroom) • ***Paleontology: The Study of Prehistoric Life,*** **Susan Heinrichs Gray** (RI, 860, one per classroom) • ***Stone Girl, Bone Girl,*** **Laurence Anholt** (RL, 520, six per classroom) • **"The *Maiasaura* Dig: The Story of Dr. Holly Woodward Ballard,"** 2018. Written by EL Education for instructional purposes (RI, 890, one per student) • ***The Dog That Dug for Dinosaurs,*** **Shirley Raye Redmond** (RL, 620, one per student) • **"Digging Up the Past."** 2016. Written by EL Education for instructional practices. (RI; included in the module materials) • **"Fossils and the Earth Long Ago."** 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) • **"Other Types of Fossils."** 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)	• ***From Seed to Plant,*** **Gail Gibbons** (RI, 660; one per pair) • ***Plant Secrets,*** **Emily Goodman** (RI, AD720; one per classroom) • ***Seed to Plant,*** **Kristin Baird Rattini** (RI, 400, one per student) • ***What Is Pollination?,*** **Bobbie Kalman** (RI, IG830; one per pair) • **"Forever Grateful, Flies and Wasps!"** 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • **"Merci Beaucoup, Bees!"** 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • **"¡Muchas Gracias, Butterflies and Moths!"** 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • **"Thanks a Bunch, Beetles!"** 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials)	• ***A Place for Bats,*** **Melissa Stewart** (RI, 920; one per pair) • ***A Place for Butterflies,*** **Melissa Stewart** (RI, 980; one per student) • ***A Lizard and the Sun,*** **Alma Flor Ada** (RL, AD580; one per classroom) • ***Hey, Little Ant,*** **Hannah & Philip Hoose** (RL, NP; six per classroom) • ***The Ant and the Grasshopper,*** **Diane Marwood** (RL, 560, one per student) • ***The Little Hummingbird,*** **Michael Yagulanaas** (RL, AD550; one per classroom) • **"Bunnyyarl the Flies and Wurrunnannah The Bees."** 2017. Adapted and written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • **"Bats' Roosts in Danger!"** 2017. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials) • **"Help Protect Butterflies."** 2017. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials) • **"The Ants and the Grasshopper."** 2017. Adapted and written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • **"The Bear and the Bee"** 2016. Written by EL Education for instructional purposes. (RL, one per classroom; included in the module materials)
Lexile®	In Modules 1 and 2, students consistently hear complex texts read aloud—typically two or three grade levels above their independent reading level—to practice building higher-level comprehension skills. In Modules 3 and 4, students continue to hear complex text read aloud, while also reading complex text (within their grade band's Lexile range of 420L–820L) with greater independence[3]. Note that this shift is reflected in Lexile levels seen above.			

[1] Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

[2] Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

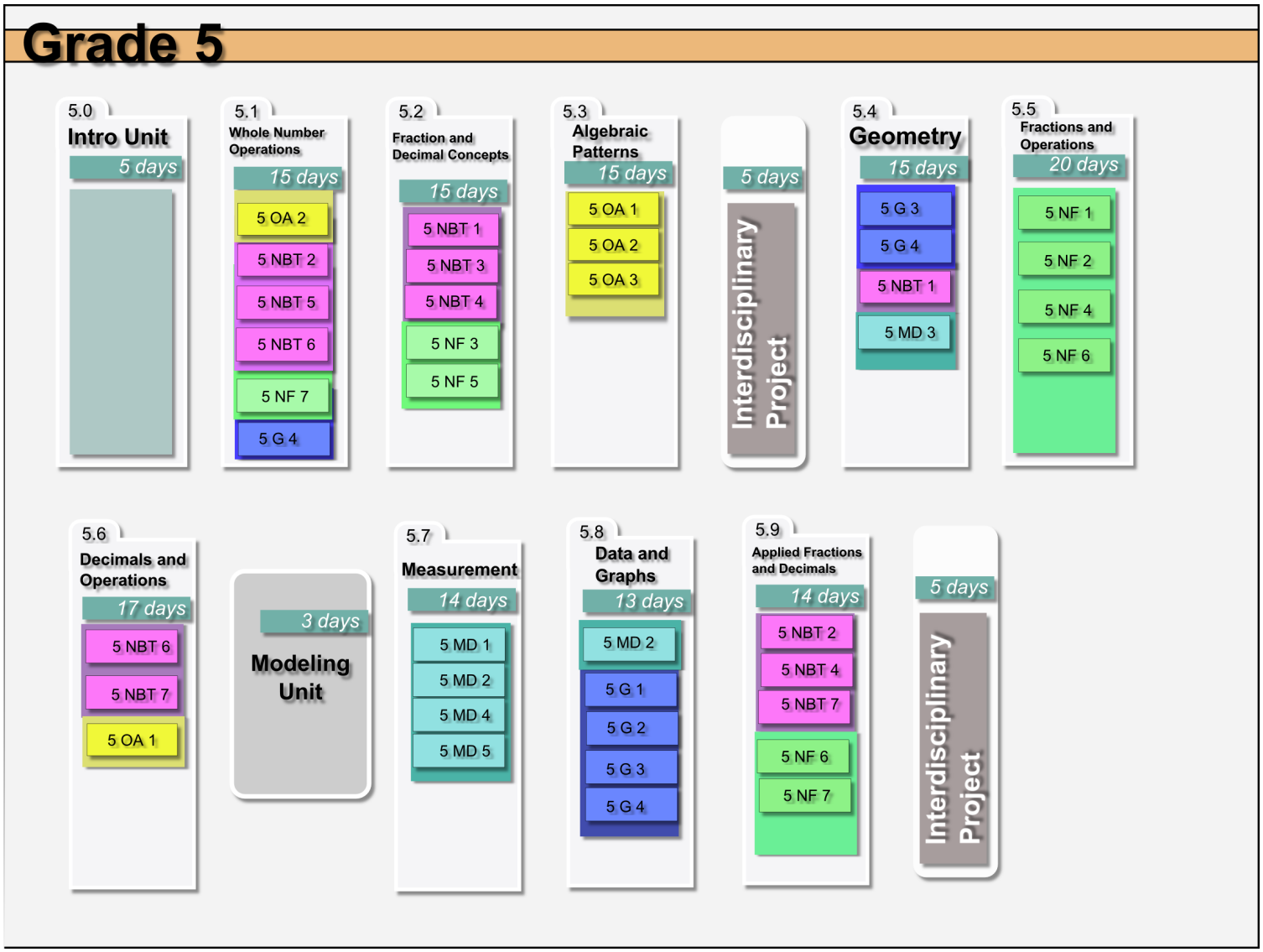
	Module 1	Module 2	Module 3	Module 4
Performance Task	**Product:** "The Most Important Thing about Schools" **Format:** Informational book **CCSS:** W.2.2, W.2.5, L.2.2	**Product:** Illustrated Narrative about Discovering a Fossil **Format:** Illustrated Narrative **CCSS:** W.2.3, W.2.5, L.2.1d, L.2.2, SL.2.5	**Product:** The Secret World of Plants and Pollinators **Format:** Poster and oral presentation **CCSS:** W.2.5, W.2.7, SL.2.4	**Product:** Wildflower Seed Packet **Format:** Opinion writing and drawing **CCSS:** W.2.1, W.2.2, W.2.5, W.2.6

Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	**Title:** Writing in Response to *The Invisible Boy* **Format:** Short constructed response **CCSS**: RL.2.1, RL.2.3, RL.2.7	**Title:** Answering Questions about a Literary Text **Format:** Selected response and short constructed response **CCSS**: RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2	**Title:** Using Strategies to Read Informational Text **Format:** Selected response and short constructed response **CCSS**: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, L.2.4e.	**Title:** Reading, Comparing and Contrasting, and Creating a Videobook of Stories **Format:** selected response, short constructed response and videobook **CCSS**: RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.9, SL.2.2, SL.2.5
Unit 2	**Title:** Reading and Writing about Schools around the World **Format:** Close read-aloud with short constructed response and extended response **CCSS**: RI.2.1, W.2.2	**Title:** Answering Questions about an Informational Text **Format:** Selected response and short constructed response **CCSS**: RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, L.2.4a, L.2.4c	**Title:** Drafting a New Informational Paragraph, Part I and Part II **Format:** Scaffolded writing **CCSS**: W.2.2, W.2.7, W.2.8	**Title:** Reading and Writing Opinions **Format:** Selected response, short constructed response, and scaffolded writing **CCSS**: RI.2.1, RI.2.2, RI.2.8, RI.2.9, W.2.1
Unit 3	**Title:** Responding to Text through Speaking and Listening **Format:** Small group collaborative conversation (discussion protocol) **CCSS**: SL.2.1b, SL.2.c	**Title:** Writing a Narrative about Discovering a Fossil **Format:** Scaffolded writing **CCSS**: W.2.3, W.2.5, L.2.1d, L.2.2	**Title:** Oral Presentations **Format:** Speaking and listening **CCSS**: SL.2.4	**Title:** Presentation and Reflection on Habits of Character, Work, and Learning **Format:** Oral presentation **CCSS**: SL.2.1a, SL.2.1b, SL.2.6

CCSS PrBL Curriculum Map: Grade 5

The following sample Problem Based Learning (PrBL) curriculum map is modeled after the scope and sequence shown below. Each of the tasks are mapped to the Common Core State Standards and can be found online. Note that this curriculum map only outlines the problem progression and does NOT address student-centered scaffolding, which is a crucial aspect of an effective math classroom. For student-centered scaffolding ideas and sample tasks, go here.



Grade 6-8
Open-Up Resources
Curriculum Pacing Guide

	Grade 6	Grade 7	Grade 8
week 1	Unit 1 Area and Surface Area (21-22 days)	Unit 1 Scale Drawings (13-15 days)	Unit 1 Rigid Transformations and Congruence (20 days)
week 2			
week 3			
week 4		Unit 2 Introducing Proportional Relationships (17 days)	
week 5	Unit 2 Introducing Ratios (19 days)		Unit 2 Dilations, Similarity, and Introducing Slope (15 days)
week 6			
week 7			
week 8		Unit 3 Measuring Circles (11-13 days)	Unit 3 Linear Relationships (17 days)
week 9	Unit 3 Rates and Percentages (18-19 days)		
week 10			
week 11			
week 12		Unit 4 Proportional Relationships and Percentages (17-19 days)	Unit 4 Linear Equations and Linear Systems (18 days)
week 13			
week 14	Unit 4 Dividing Fractions (20 days)		
week 15		Unit 5 Rational Number Arithmetic (19 days)	
week 16			
week 17			Unit 5 Functions and Volume (25 days)
week 18	Unit 5 Arithmetic in Base Ten (16-18 days)		
week 19			
week 20		Unit 6 Expressions, Equations, and Inequalities (25 days)	
week 21			
week 22			Unit 6 Associations in Data (12-13 days)
week 23	Unit 6 Expressions and Equations (18-20 days)		
week 24			

	Grade 6	Grade 7	Grade 8
week 25			
week 26	Unit 7 Rational Numbers (20 days)	Unit 7 Angles, Triangles, and Prisms (19 days)	Unit 7 Exponents and Scientific Notation (18 days)
week 27			
week 28		Unit 8 Probability and Sampling (20-22 days)	Unit 8 Pythagorean Theorem and Irrational Numbers (17 days)
week 29			
week 30	Unit 8 Data Sets and Distributions (21 days)		
week 31			
week 32			
week 33			Unit 9 Putting It All Together (0-10 days)
week 34	Unit 9 Putting It All Together (0-18 days)	Unit 9 Putting It All Together (0-13 days)	
week 35			
week 36			

Appendix F.12 Daily Lesson Plan Example

Interactive Daily Teacher Planner (Example)

Date	Key Themes	High Tide || Low Tide	Weather

Did I notice anything this morning about my surroundings that I want to draw attention to with the children?

Rhythms	Activity notes, milestones, who to check in with...		
Drop-Off			
Morning Play			
Home Base			
Flexible Learning Time	Conferencing With	Small Group Focus	**Remember to...**
Lunch / Play			
Advisory			
PM OWL Block			
PM Home Base			
Pick Up			

How did today go? Notes for tomorrow...

Appendix F.13 Skills Cycle K-1 Example

Speaking, Sharing, Storytelling, Letters, Reading with **Literacy Development (ELA)**

MILESTONE: Interact

- Engage in dramatic imaginative play and wordplay

Sowing	*Sprouting*	*Growing*
A child plays a game of tag during play	*Learns a new form of tag based on his understanding of regular tag*	*Plays and starts a new game and explains the rules to her peers.*

MILESTONE: Recognize

- (K) Recognize and name the letters of the alphabet
- (1st) Recognize vowels, consonants and word families

Sowing	*Sprouting*	*Growing*
Recognizes his name written on his cubby	*A child might say, "oh that sounds like my name!" while listening to a story.*	*Reads out boat names in the boatyard and names of stores during field trip day*

MILESTONE: Storytell

- (K) Use notes, drawing and listening skills to recount events from the past
- (1st) Using drawings, labels, and sentences, tells stories

Sowing	*Sprouting*	*Growing*
When asked, what did you do today, a child shares some details about their day, starting with what they ate for breakfast.	*When asked to recall the events of their weekend, a child shares a story of something that occurred or a sequence of events that they experienced.*	*A child might retell a story that they heard their teacher tell before, remembering key details, or draw/write this story out during journaling time.*

MILESTONE: Read

- (K) Actively participate in independent and shared reading time
- (1st) Choose and read books at their level and show their understanding in different ways

Sowing	*Sprouting*	*Growing*
A child has a favorite book that they can name and pick out.	*A child retells the plot from her favorite book using the pictures in the book.*	*Using the picture clues in a book, a child sounds out words.*

MILESTONE: Communicate

- (K) Communicate an idea through drawing or writing
- (1st) Understand and explain the purpose or message of a story

Sowing	*Sprouting*	*Growing*
A child listened to a story about a leprechaun trap and drew the trap afterwards	*Explains the reasoning for the leprechaun trap drawing, using details from the story she heard.*	*Builds a leprechaun trap model based on the story, but alters it based on his needs.*

MILESTONE: Socialize

- Share experiences and socialize with peers and adults

Sowing	*Sprouting*	*Growing*
During play, a child acknowledges his peers and his teachers when spoken to.	*When greeted by an adult in the morning, a child stops what she is doing to respond or acknowledge the greeting (verbal or non-verbal).*	*During drop-off, a child engages in, or initiates, conversations and plays with peers or adults.*

Numbers, Patterns and Time with **Literacy Development (Math)**

MILESTONE: Count

- (K) Count numbers between 0 and 10
- (1st) Count numbers beyond 100, skip count and count forwards and backwards

Sowing	***Sprouting***	***Growing***
Counts along with the class using the outdoor number line	*Counts to 30 when waiting for her turn on the tire swing*	*He heard his friend make a mistake when counting, and he helps correct them*

MILESTONE: Identify

- (K) Recognize numbers when I see them
- (1st) Name place values and values of number digits

Sowing	***Sprouting***	***Growing***
*When asked how old she is, a child might say "I am **this** many" and correctly identify her age.*	*When getting ready for lunch, a child identifies the day of the week based on the food. He might say, "We are eating oats today so it is the 3rd day of the week"*	*When recounting their weekends, a child uses numbers to tell the details of a story, for example, "I picked 20 blueberries... 10 on one bush and 10 on another". They might also use symbols, sign language or another language to identify numbers.*

MILESTONE: Understand Patterns

- (K) Compare quantities and understand how objects are represented by numbers
- (1st) Recognize and label number patterns

Sowing	***Sprouting***	***Growing***
A child might be able to look at different objects (mushrooms, trees, puddles, etc.) and guess which one is bigger/smaller	*A child might measure their friends, mushrooms, puddles, trees, etc. and state which ones are bigger/smaller*	*A child might be able to measure their friends, mushrooms, puddles, trees, etc. and state the difference in measurements using numbers*

MILESTONE: Add and Subtract

- (K) Put together and take away numbers
- (1st) Put together and take away numbers (adding and subtracting) and conceptualize the meaning of a problem

Sowing	***Sprouting***	***Growing***
A child might notice, "she has more crackers than me!"	*A child might notice and say, "she has 7 crackers and I only have 5"*	*A child might notice the difference in crackers and say, "I need 2 more crackers to have the same amount as her"*

MILESTONE: Understand Shapes

- (K) Know and tell about shapes
- (1st) Build shapes and use manipulatives to make shapes

Sowing	***Sprouting***	***Growing***
Sees a rectangle made out of blocks and asks, "what is that?"	*Sees that shape and says, "that's a rectangle!"*	*Uses the same blocks to make a new shape, such as a moose shape out of square blocks.*

MILESTONE: Measure

- (K) Practice using basic measuring tools (i.e. measuring cups and a ruler)
- (1st) Compare lengths and determine how many units long an object is

Sowing	***Sprouting***	***Growing***
Listens to or reads the poem "If you were one inch tall" and learns about the inch.	*A child holds a ruler to measure if a puddle is more or less than 1 inch.*	*Guesses her height in inches and then checks her guess by measuring.*

Observing, Asking Questions, Making Educated Choices with **Science**

MILESTONE: Observe

- Observe nature through the five senses

Sowing	*Sprouting*	*Growing*
A child might say, "Wow! Look at those eagles!"	*A child might say, "Why are there so many eagles? Something must be going on today..."*	*A child might say, "I can tell they are juveniles...it's springtime and the eagles are having babies."*

MILESTONE: Ask

- Ask questions about things I observe

Sowing	*Sprouting*	*Growing*
A child might hear spruce cones falling on a rock and ask, "what's that sound?"	*A child might ask, "how does ice form?" when they see newly formed icicles hanging from the roof.*	*A child might see if the environment can be altered, asking, "if I add a clothespin to the balloon, will it still float?"*

MILESTONE: Understand

- (K) Learn about animals and plants
- (1st) Learn about the structure and function of living and nonliving things (i.e. plants and animals)

Sowing	*Sprouting*	*Growing*
A child might point out the mushrooms growing after learning about mushrooms.	*A child might notice the details of a mushroom ("this one has gills!")*	*A child might know how to find a guidebook for mushrooms and get help using it to identify a mushroom they found.*

MILESTONE: Collect

- Gather information and data from observations

Sowing	*Sprouting*	*Growing*
While out foraging for berries, a child might get poked by devil's club.	While out foraging, a child might avoid the devil's club because he was poked by it in the past.	A child might engage in safe harvesting and bark stripping from devil's club and make a connection to having watched birds eat devil's club berries without getting poked.

MILESTONE: Predict

- (K) Observe seasonal changes and make daily choices based on the weather
- (1st) Observe seasonal changes and natural cycles and make predictions (i.e. sunrise and sunset)

Sowing	*Sprouting*	*Growing*
On a cold day, a child might make comments such as "I'm cold!" or "It's icy!" and ask to go inside.	*A child might predict that they are going to be cold because their parents had them dress in extra layers today.*	*On a cold day, a child might ask to change her gloves because "they're wet and cold".*

Movement and Awareness through **Physical Development**

Aware of Body Movements (Gross Motor Skills)

- (K) Moves fluidly around obstacles (starting, stopping, jumping over small objects)
- (1st) Moves with coordination (running, skipping, galloping, spinning)

Sowing	***Sprouting***	***Growing***
Climbs steps without alternating feet	*Climbs steps by alternating feet*	*Skips or runs up the steps*

Care for Self

- Actively seeks out what they need to complete a task or care for themselves

Sowing	***Sprouting***	***Growing***
A child gets her clothes out of their cubby but needs adult assistance in getting ready to go outside	*Asks for help with the zipper when getting independently dressed to go outside*	*A child gets himself dressed independently to go outside*

Aware of Body in Space (Spatial Awareness)

- Mastering skills of body awareness through the practice of self-confidence, testing limits, and following rules for safety

Sowing	***Sprouting***	***Growing***
Watches peers climb trees and plays at the base of them	*Begins to explore tree climbing through play*	*Forsees the danger of a falling branch and chooses to climb a different tree*

Present and Calm

- Seeks out time and space to be present and calm with limited adults direction

Sowing	***Sprouting***	***Growing***
Sits at lunch for a short period of time and finishes eating.	*Sits at lunch for 10 or more minutes eats and engages in some socialization.*	*A child sits at lunch for 20 or more minutes, eating and socializing with peers.*

Use of Hands (Fine Motor Skills)

- Skillfully uses all parts of the hand to complete a variety of tasks

Sowing	***Sprouting***	***Growing***
When playing with playdough, a child forms a shape and says, "I made a snowman!"	*When playing with playdough, a child shapes the form of a snowman and adds some detail like buttons and a nose.*	*A child uses playdough to manipulate a detailed scene for the snowman he shaped.*

Play, Communication and Empathy through **Social and Emotional Development**

MILESTONE: Playing with peers

- Play and work in different group settings as a teammate and leader

Sowing	*Sprouting*	*Growing*
During drop-off, a child smoothly transitions to playing with peers.	*A child asks a friend for help building a roof on the fort, and together, they carry a log to the fort.*	*There is adaptation and flexibility in play. For example, a child hears peers talking about building a roof for the fort, and offers input based on what was said.*

MILESTONE: Independent play

- Play and work independently

Sowing	*Sprouting*	*Growing*
During play, a child goes off and independently plays on their own.	*A child expresses her personal interests during play, for example, looking at a patch of mushrooms on her own.*	*A child chooses to play alone, moving away from the group to start new play using his imagination.*

MILESTONE: Solving conflict

- Practices strategies for solving disagreements with peers

Sowing	*Sprouting*	*Growing*
A child expresses their disagreements and might say, "I don't like that! Don't do that!"	*By saying, "Stop taking my stick!", a child might be able to articulate the problem.*	*A child might be able to talk to his peers and choose a solution to their disagreement.*

MILESTONE: Discuss

- Discusses various topics in a structured, group setting

Sowing	*Sprouting*	*Growing*
A child answers questions in a group setting, such as during Rose, Bud and Thorn. They can also wait their turn while others are speaking.	*During Rose. Bud and Thorn, a child actively listens to his peers and recalls what they shared.*	*Hearing someone else talk about their weekend at the Rope Tow, a child might add on and say, "I also went to the Rope Tow this weekend!" instead of repeating the same line.*

MILESTONE: Empathize

- Able to empathize with peers

Sowing	*Sprouting*	*Growing*
A child asks, "what's wrong?" when they see someone get hurt during play.	*A child asks, "are you okay?", checking on their peer when they get hurt during play.*	*A child asks, "How can I help you? Do you need a hug?" when they see that their peer needs support.*

MILESTONE: Problem Solve

- (K) Works with others to solve a problem
- (1st) Creatively thinks about/suggests multiple solutions to a problem

Sowing	*Sprouting*	*Growing*
Identifies a problem, such as wanting the play kitchen moved. *Might ask an adult for help in solving the problem.*	*Finds peers to help solve the problem and asks for help: "can you help me move this?"*	*A child might say, "could we drag the play kitchen to the wagon with a rope?" when brainstorming ways to solve the problem with peers. They might also come up with a plan.*

Reading Standards: Foundational Skills K-5

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	**Grade 1 students:**
Print Concepts	**Print Concepts**
1. Demonstrate understanding of the organization and basic features of print.	**1.** Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	**Phonological Awareness**
2. Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).	**2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Standards: Foundational Skills K-5

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
Phonics and Word Recognition	**Phonics and Word Recognition**	**Phonics and Word Recognition**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	**Fluency**	**Fluency**
4. Read emergent-reader texts with purpose and understanding.	**4.** Read with sufficient accuracy and fluency to support comprehension.	**4.** Read with sufficient accuracy and fluency to support comprehension.
	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition*	**Phonics and Word Recognition***	**Phonics and Word Recognition***
3. Know and apply grade-level phonics and word analysis skills in decoding words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	**Fluency**	**Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.	**4.** Read with sufficient accuracy and fluency to support comprehension.	**4.** Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

***There are no foundational skills 1 and 2 for grades 3-5.**

Overview of Mathematical Content Standards

Kindergarten	Grade 1	Grade 2
Counting and Cardinality • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers. **Operations and Algebraic Thinking** • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. • Identify and continue patterns. **Number and Operations in Base Ten** • Work with numbers 11–19 to gain foundations for place value. **Measurement and Data** • Describe and compare measurable attributes. • Classify objects and count the number of objects in categories. • Work with time and money. **Geometry** • Identify and describe shapes. • Analyze, compare, create, and compose shapes.	**Counting and Cardinality** • Know ordinal names and counting flexibility. • Count to tell the number of objects. • Compare numbers. **Operations and Algebraic Thinking** • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract up to 20. • Work with addition and subtraction equations. • Identify and continue patterns. **Number and Operations in Base Ten** • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. **Measurement and Data** • Measure lengths indirectly and by iterating length units. • Work with time and money. • Represent and interpret data. **Geometry** • Reason with shapes and their attributes.	**Operations and Algebraic Thinking** • Represent and solve problems involving addition and subtraction. • Add and subtract up to 20. • Work with equal groups of objects to gain foundations for multiplication. • Identify and continue patterns. **Number and Operations in Base Ten** • Understand place value. • Use place value understanding and properties of operations to add and subtract. **Measurement and Data** • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data. **Geometry** • Reason with shapes and their attributes.

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide up to 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic. **Number and Operations in Base Ten** • Use place value understanding and properties of operations to perform multi-digit arithmetic. **Number and Operations—Fractions** • Develop understanding of fractions as numbers. **Measurement and Data** • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	**Operations and Algebraic Thinking** • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns. **Number and Operations in Base Ten** • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic. **Number and Operations—Fractions** • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions. **Measurement and Data** • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit and involving time. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.	**Operations and Algebraic Thinking** • Write and interpret numerical expressions. • Analyze patterns and relationships. **Number and Operations in Base Ten** • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. **Number and Operations—Fractions** • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **Measurement and Data** • Convert like measurement units within a given measurement system and solve problems involving time. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **Geometry** • Graph points on the coordinate plane to solve real-world and mathematical problems.

Grade 3	Grade 4	Grade 5
Geometry • Reason with shapes and their attributes.	**Geometry** • Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	• Classify two-dimensional figures into categories based on their properties.

Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships • Understand ratio concepts and use ratio reasoning to solve problems. **The Number System** • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers. **Expressions and Equations** • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables. **Geometry** • Solve real-world and mathematical problems involving area, surface area, and volume. **Statistics and Probability** • Develop understanding of statistical variability.	**Ratios and Proportional Relationships** • Analyze proportional relationships and use them to solve real-world and mathematical problems. **The Number System** • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. **Expressions and Equations** • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. **Geometry** • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. **Statistics and Probability** • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations.	**The Number System** • Know that there are numbers that are not rational, and approximate them by rational numbers. **Expressions and Equations** • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. **Geometry** • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. **Statistics and Probability** • Investigate patterns of association in bivariate data. **Functions** • Define, evaluate, and compare functions. • Use functions to model relationships between quantities.

Grade 6	Grade 7	Grade 8
• Summarize and describe distributions.	• Investigate chance processes and develop, use, and evaluate probability models.	

Build Awareness, Commitment, and Ownership

Note your school's progress and needs in these areas:	1	2	3	4
SEL Team	An SEL team is in the initial stages of development.	An SEL team meets occasionally with few structured roles and responsibilities.	An SEL team meets regularly with designated roles and and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	An SEL team, with designated roles and responsibilities, meets at least monthly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.
Foundational SEL Learning Opportunities	Foundational SEL learning opportunities are not yet provided.	Foundational SEL learning opportunities have been provided to some key stakeholders (staff, families, and community partners). Members of the school community have a general understanding of SEL and its impact on students' development.	Foundational SEL learning opportunities have been provided for school staff, families, and community partners but are not yet offered annually. Many members of the school community can discuss SEL's importance and its impact on students' development.	Foundational SEL learning opportunities are provided for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.
Two-Way Communication	Two-way SEL communications between the SEL team and all stakeholders have not yet been planned.	Some structures to support two-way SEL communications between the SEL team and all stakeholders are in place, but are not yet used in ways that are consistent.	The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers.	The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers. The SEL team regularly reviews whether communications are effective at engaging stakeholders in schoolwide SEL.

FOCUS AREA 1B RUBRIC

Create a Shared Plan

Note your school's progress and needs in these areas:	1	2	3	4
Shared Vision	A shared vision for schoolwide SEL has not yet been developed.	The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.	The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL that has been communicated to the entire school community.	The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.
Planning	The SEL team is beginning to assess needs and resources.	The SEL team has assessed needs and resources, and begun identifying S.M.A.R.T.I.E. goals and action steps.	The SEL team has assessed needs and resources, abd developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership.	The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership. This plan is fully integrated with other schoolwide priorities and plans. The team reviews their goals and the plan regularly to monitor implementation and make necessary adjustments.
Resources	Funding for schoolwide SEL has not yet been discussed and prioritized.	The SEL team is identifying funding and resources to support schoolwide SEL.	There is a one-year budget for SEL resources that includes funding for professional learning and materials needed to support SEL instruction. The school has allocated staff time for engaging in SEL-related activities including professional learning.	There is a stable long-term budget for SEL resources, including professional learning, materials, and staffing. The school has allocated staff time for engaging in SEL-related activities including professional learning.

FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

Note your school's progress and needs in these areas:	1	2	3	4
Professional Learning to Strengthen Staff Expertise	Staff do not yet engage in high-quality SEL-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL.	Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students.	Staff engage in high-quality professional learning multiple times throughout the year to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students. These professional learning opportunities are aligned to the school's SEL goals and scaffolded to support staff based on their roles and current knowledge of SEL.	Staff engage in high-quality and ongoing professional learning, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students; are aligned to the school's SEL goals; and scaffolded to support staff based on their roles and current knowledge of SEL. The SEL team collects staff feedback to shape an effective approach to ongoing support and coaching.
Adult SEL and Cultural Competence	Staff do not yet have opportunities to reflect on and develop their own social, emotional, and cultural competencies.	Meaningful opportunities for staff to develop their own social, emotional, and cultural competencies are offered at least once per year.	Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are available multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.	Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are built into regular staff meetings and part of the school's overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The SEL team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.
Staff Collaboration	Staff do not yet have opportunities to build collaborative relationships.	Staff have dedicated time for collaboration, and have developed norms or shared agreements to guide collaboration.	The SEL team and school leadership regularly reviews their approach for fostering community, shared purpose, and collaboration among staff. Staff have dedicated time for collaboration. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.	The SEL team and school leadership intentionally foster a sense of community and shared purpose among staff, including using data on staff perceptions to improve the work climate. Staff have dedicated time to learn from each other, share best practices, and collaboratively problem-solve around SEL implementation challenges. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.
Staff Modeling of SEL	Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions.	The SEL team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, students, families, and community partners. Staff efforts and contributions are sometimes acknowledged.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners. School leaders and the SEL team have built supportive relationships with staff and regularly acknowledge staff efforts and contributions.

FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:	1	2	3	4
Supportive Classroom Environment	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.	Some teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students. Shared agreements are collaboratively developed and modeled by most adults and students.	Teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices.
Explicit SEL Instruction	The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.	Some students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally approriate and culturally responsive instruction.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally approriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally approriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.
SEL-Integrated Instruction	Teachers have not yet prioritized the integration of SEL into instruction.	SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.	SEL standards/goals are clearly embedded in academic learning. All teachers use classroom discussions and collaborative structures to engage students. Teachers encourage students to connect their perspectives and experiences to instruction.	SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they're learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction.

FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:	1	2	3	4
Cultural Responsiveness	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context.	Leadership and staff are familiar with students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural differences.	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.
School Climate	The SEL team has not yet prioritized school climate efforts.	The SEL team is beginning to plan school climate improvement efforts. Schoolwide norms and shared agreements have been collaboratively developed and aligned to the school's SEL vision.	The SEL team meets regularly to plan school climate improvement efforts and is beginning to collect climate data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.	The SEL team regularly assesses climate (through observational data, surveys, etc.) and meets regularly to plan improvement efforts based on data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.
Evidence-based SEL Programs and Practices	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strengths.	The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	The school is implementing with fidelity an evidence-based SEL program and practices across some grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students.	The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning.
Student Voice and Engagement	Students do not yet have opportunities to take on leadership and decision-making roles.	Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements.	Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.	Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community.

FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:	1	2	3	4
Student Support	A continuum of supports is not yet available to students.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities.	The school provides a continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and and initiatives with schoolwide SEL goals and priorities.	The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.
Discipline Policies and Practices	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL.	Discipline policies and practices are being reviewed for their alignment with SEL. Data have been reviewed to determine if policies and practices have been applied equitably.	The school has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably.	Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.
Family Partnerships	School staff do not yet communicate with families about SEL.	School staff provide updates to families about the school's efforts to promote SEL for students.	School staff regularly communicates with and invites feedback from families about the school's efforts to promote students' SEL.	School staff have multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.
Community Partnerships	The school has not yet developed community partnerships to support schoolwide SEL.	The school has developed community partnerships that support schoolwide SEL. Community partners and schools have begun to become familiar with one another's approach to SEL.	The school has developed community partnerships that support schoolwide SEL. Community partners and schools are familiar with one another's approach to SEL and are working to align priorities, language, and practices across settings.	The school has developed strategic and aligned community partnerships to support schoolwide SEL. The school and community partners are familiar with one another's approach to SEL and have worked to align and integrate supports where possible. These partnerships lead to increased student and family access to a broad range of community services and expand the professional learning opportunities for SEL.

FOCUS AREA 4 RUBRIC

Practice Continuous Improvement

Note your school's progress and needs in these areas:	1	2	3	4
Resources to Drive High Quality Continuous Improvement	The SEL team does not yet use implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff do not yet have the time and skills necessary to engage in cycles of continuous improvement.	The SEL team has begun to use some implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are developing the skills necessary to engage in cycles of continuous improvement.	The SEL team uses a full range of implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff have the time and skills necessary to engage in cycles of continuous improvement.	The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are highly-skilled at data reflection and planning, and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement.
Systems to Promote Continuous Improvement	The SEL team has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.	The SEL team is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.	The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform school-level decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis.	The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.

Appendix G

Homer Forest School Non-Discrimination Policy

Homer Forest School will admit students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally offered or made available to students at our school and does not discriminate on the basis of race, color, and national or ethnic origin in administration of our educational policies, admissions policies, and extracurricular and other school-administered programs, or any other area as defined by law.

Appendix H
Enrollment and Lottery Process

Homer Forest School Enrollment and Lottery Process

Charter Schools of the Kenai Peninsula Borough School District are public schools that comply with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity.

Homer Forest School will admit students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally offered or made available to students at our school and does not discriminate on the basis of race, color, and national or ethnic origin in administration of our educational policies, admissions policies, and extracurricular and other school-administered programs, or any other area as defined by law.

The enrollment process is as follows:

1. Any family with a child that will enroll in Kindergarten through the 8th grade during an operational year of the charter school is invited to, and able to, submit an intent to apply form (physically or online). Intent to enroll forms for the following school year are accepted from September 1 to March 1 of any given school year.
    a. *If the number of applicants exceeds the school's enrollment capacity, applicants whose families submit an intent to enroll their child(ren) will be enrolled in a public lottery,*

2. The date of the public lottery will be announced through a variety of public access points, such as district announcements, local radio, social media, and website news.

3. Prior to the lottery (and the cut-off date _____), each applicant is assigned a random number.

4. A double-blind lottery will be held prior to the public lottery and numbers will be drawn, by grade level. Students will be assigned to available spots in the order in which they are drawn.

5. If there are more applicants than available spots, students will be placed on a waitlist in the order of the number they were assigned.

6. Families will be asked to give confirmation of their enrollment by three weeks after the lottery date. This exact date will be announced at the public lottery.
    a. After this deadline, if there are remaining spots open, the waiting list will be activated until all spots are filled.
    b. If the bottom of the waiting list is reached and there are still spots remaining, an open application will be reactivated with the same intent to enroll form available online and in person.

Homer Forest School seeks to recruit and enroll a diverse group of students that reflects the vibrant community of Homer. Homer Forest School hopes to support families that are seeking a strong, collaborative relationship with the school and school community and aims to work with families that may have unique needs or seasonal working schedules. Homer Forest School and Homer Forest School Charter Council will utilize in-person meeting settings such as cafes, libraries, and museums, social media, web presence, email, community events, daycare groups and centers, local churches, and local organizations to share information, answer questions, develop relationships, and support Homer families in learning about Homer Forest School. All efforts will be made to make information widely available in the Homer community.

Homer Forest School - Projected Budget for Year 1 Model - Updated November 19, 2022				
OBJECT	**DESCRIPTION**	**YEAR ONE**	**YEAR TWO**	NOTES
	SubTotal Personnel	**$708,785.46**	**$1,154,025.92**	
3100	Certificated Salaries			
	Teachers	$296,556.00	$593,112.00	
	Admin	$110,000.00	$110,000.00	
	Counselor			
3200	Non-Certificated Salaries			
	Aide	$40,000.00	$40,000.00	
	Office Manager	$25,000.00	$25,000.00	
3500	Employee Benefits	$237,229.46	$385,913.92	
4100	**Professional and Technical Services**	**$27,700.00**	**$35,900.00**	
	Teacher Special Projects	$4,200.00	$8,400.00	Assuming 3 days per year per teacher at a day rate of $350.00
	Added Duty Days	$6,000.00	$10,000.00	
	Professional Development and Contracted Services	$5,000.00	$5,000.00	
	Sub Teacher Certified	$2,500.00	$2,500.00	
	Sub Teacher Classified	$10,000.00	$10,000.00	
4200	**Staff Travel**	**$5,000.00**	**$8,987.04**	
4250	**Student Travel**	**$5,000.00**	**$10,000.00**	
	Field Trips/Community Outings			
4300	**Utility Services**	**$19,000.00**	**$19,000.00**	
	Facility Maintenance	$15,000.00	$15,000.00	
	Contracted Services	$1,000.00	$1,000.00	
	School Communications	$3,000.00	$3,000.00	School internet, teacher walkie talkies, central phone line
4350	**Energy**	**$30,000.00**	**$30,000.00**	
4400	**Other Purchased Services**			
4500	**Supplies, Materials, Media**	**$18,750.00**	**$18,750.00**	
	Outdoor Learning Fund	$5,000.00	$5,000.00	Gear Support, Supplies/Materials for Outdoor Learning Spaces
	Student Experiences and Learning	$10,000.00	$10,000.00	Project Materials, Core Discipline Materials, Curriculum Supports, etc.
	Social Emotional Learning	$1,000.00	$1,000.00	
	Community Fund	$750.00	$750.00	
	Miscellaneous Teaching Supplies	$1,000.00	$1,000.00	
	Office Supplies	$1,000.00	$1,000.00	
4900	**Other Expenses**	$29,107.02		
4900	**Other Expenses - Additional Allowable**	**$70,000.00**	**$40,000.00**	
	Estimated Facility Cost			

4950	**Indirect Costs**			
5100	**Equipment**			
	Equipment and Technology	$10,000.00	$10,000.00	
	Total Expenses	**$923,342.48**	**$1,326,662.96**	
	Projected BSA	**$923,342.48**	**$1,326,662.96**	

KPBSD TRANSPORTATION GUIDELINES
REGULAR EDUCATION ROUTES

MISSION

The Kenai Peninsula Borough School District Transportation Department strives to improve student achievement by providing safe, timely, and cost effective transportation for all eligible students in accordance with federal, state, and local laws as well as KPBSD policies and guidelines.

Please contact the KPBSD Transportation Department at 907-714-8834 or the KPBSD web site, "www.kpbsd.k12.ak.us" for additional information concerning bus service.

I. General Information

School districts in the state of Alaska are not required by federal or state law to offer bus transportation to regular education students.

Parents are responsible for their students at the bus stop.

The primary intent of Pupil Transportation Services is to provide home-to-school-to-home service for eligible students on approved routes. Bus stops will not be added to pick up or drop off students at parent/guardian/student place of employment, medical/dental offices and/or counseling centers.

Students enrolled from out-of-attendance area are required to furnish their own transportation per School Board Policy 5116.

Bus service may be provided to and from licensed daycare centers (Boys & Girls Club, Creative Play, private in-home, etc.) if the daycare operation is located along an existing route and the stop can be made safely.

> Students must be enrolled clients of the daycare center to use the daycare stop. Upon exiting the bus, students must enter the daycare building and the bus driver must be acknowledged by daycare personnel.

Grade K students must be escorted to the bus in the morning and met at the bus door in the afternoon by their parent/guardian, approved alternate (middle school or older sibling, aunt/uncle, grandparent, etc.), or may be escorted directly from the bus by a sibling in Grade 4 or higher. No drops will be made at day care facilities that do not have personnel available to meet the child at the bus.

If your kindergarten student is not met at the bus or the driver perceives a danger at the bus stop that prevents your older child being let off the bus at that time – the following "Safe Haven" procedure will be followed.

Driver will notify dispatch who the child is and where they should have gotten off at. They will keep the child on board and continue with the run.

Dispatch will make every reasonable effort to contact you at your primary or first designated emergency contact phone number before the bus is finished with the run.

If they cannot speak with an adult to arrange a place to meet, we will transport the child to the Boys & Girls Clubhouse nearest their school* for Safe Haven shelter.

You are responsible for contacting the Clubhouse and picking up your child before 6:PM.

Kenai Club@ Aurora Borealis Charter School (398-2370) for students from Kaleidoscope and Mtn. View; also *K-Beach students from Rt. 25 and Rt. 30.

Soldotna Club @ Redoubt Elem (260-4542) for Redoubt Elem, Soldotna Elem, Soldotna Montessori, Sterling Elem; also *K-Beach students from Rt. 35, Rt. 37 and Rt. 39.

Kasilof Club @ Tustumena Elem (260-1361) for Tustumena students and *K-Beach students from Rt. 44.

Seward Club @ Seward Elem (224-7001) for Seward and Moose Pass students.

Nikiski Club @ Nikiski North Star (776-2668) for Nikiski North Star students.

Bus service may be provided to KPSAA-sponsored activities under the supervision of school personnel if the venues are located along existing routes and transport does not impact the timing of or add to the cost of the bus routes. Transport to such venues will be on a space-available basis and must have the prior approval of the KPBSD Transportation Supervisor. No other 'campus to campus' transport will be allowed at the end of the school day.

Bus passes to alternate stops must be obtained from the school office under the guidelines established by each building regarding method of notice and timeline. Since a bus pass cannot create a stop, the requested location must be an already approved and active stop.

A bus pass being issued is NOT a guaranteed ride for your child. If the number of bus passes for a given route create an overload on the bus, all bus pass holders will be asked to disembark the bus and find alternate means to their destination.

Bus service may be provided to students attending private schools and charter schools when the service can be provided on established bus routes, seating is available, and there is no added cost to the District.

Students should be at their bus stop at least five minutes prior to the scheduled stop time. Buses may arrive five minutes past the scheduled stop time before being considered late.

If the District is unable to meet student transportation needs, parents/guardians should consider private transportation options.

II. Establishment and Relocation of Bus Stops

Distance between stops. The District attempts to locate stops in areas with 45 mph or higher speed limits at least 500' apart. For 35 – 45 mph, we attempt at least 300' between stops. Under no circumstances are stops located less than 100' apart – the minimum distance required for activation of the student load lights.

Location. The preferred location of school bus stops is at intersections which serve an entire neighborhood rather than individual driveways.

Visibility. On highways where the speed limit is forty-five (45) mph or more, bus stops will be avoided on a curve or hill where visibility is not at least five hundred (500) feet. Other roads and highways require three hundred (300) feet minimum visibility.

Waiting area. Stops which have a safe location off the roadway for students to wait for the bus are preferable. Where practicable, stops on "in and out" roads with moderate to high traffic volume may be designated right-hand only stops.

Grade. Bus stops will be located on flat ground whenever possible.

Street lights. Where practicable, school bus stops will be located in close proximity to street lights.

Width of street. School bus stops will be located only in areas where streets are wide enough to safely board and discharge students.

III. Establishment of Regular Routes

Regular pupil transportation routes are established as needed if funding is available. The following are the ***primary minimums*** to be considered for establishment of a route.

Eight (8) or more pupils reside more than one and one-half (1.5) miles from the school to be served by the route.

The roads receive all-weather maintenance from a publicly funded agency (no private or privately maintained roads).

There is adequate turn-around space, if required.

Routes will not be added on roads with a 10 % or higher incline as measured by State or Borough road departments.

The road must be wide enough to accommodate two-way traffic with enough room for bus doors to open and passengers to enter or exit safely.

Curves that require encroachment into the oncoming lane of traffic are unacceptable.

Steep embankments/drop off along road edge may require further evaluation.

IV. Extension of Regular Routes

The District may extend an existing regular route if funding is available, and

The extension meets all of the road criteria described in Section III., and

The extension is more than one (1) mile one way from the existing route and will serve eight (8) or more pupils, and the extension serves a minimum of one (1) student per mile.

Route extensions apply only during the school year in which they are established and are subject to annual review.

V. Deletion of Regular Routes or Route Segment

The District will discontinue service to all or part of a route when funding or scheduling will not allow the District to cover the cost of running the segment or the entire route.

The District will discontinue service to all or part of a route when the number of pupils falls below the following thresholds:

For an existing segment or route - when 6 (six) or fewer pupils have been transported for a period of two (2) consecutive months.

For a route extension - when pupils transported falls below one (1) student per mile or less during two (2) consecutive months.

The District will discontinue service to all or part of a route when roads are not regularly maintained or are deemed impassable and/or dangerous due to terrain changes or dangerous weather.

VI. Student Conduct

School Board Policy

BP 5131.1 Bus Conduct. “Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver will be sufficient reason for a student to be denied transportation. The Superintendent will inform parents/guardians and students regarding regulations related to bus conduct, bus driver authority, and the suspension of riding privileges.”

BP 3542 Authority of School Bus Drivers. “Students transported in a school bus shall be under the authority of and responsible directly to the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus.”

Bus rules. Because the behavior of school bus passengers can affect their safety and the safety of others, the following rules apply at all times when students are riding a school bus, *including field trips and other special trips*.

1. By boarding a bus, students agree to follow the directions of the driver and/or bus monitor. Promptly. Courteously. Every Time.
2. Arrive at the bus on time and keep hands, feet, books and all personal objects to themselves.
3. Go directly to, and remain seated in, their assigned seat until the bus comes to a complete stop at the students' destination.
4. Only administrator approved service animals are allowed on buses.
5. Skis, poles, hockey sticks, skateboards, scooters and sharp-edged objects are not permitted on the school bus. Students may not have in their possession any object not allowed in the school building or on the grounds.
6. Students must use classroom or lower voice volume at all times. Driver must be able to hear the two way radio for emergency contact and emergency vehicle sirens outside the bus. No swearing, rude gestures or demeaning remarks.
7. No eating or drinking on the bus.

Sanctions for bus rule violations.
Riders who fail to comply with the rules will be reported to the school principal who will determine the severity of the misconduct and take action accordingly.

In all instances of misconduct, the rider and the parent/guardian will be given notice and warning. In the case of severe violation or repeated offenses, the rider may be denied transportation for a period of time to be determined by the principal, up to the remainder of the school year.

Drivers will not deny transportation except as directed by the principal.