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PACE CCSD School Board Report — December 2025

Inservice November 19-20

I traveled to Anchorage in November and spent two days with the PACE team for a scheduled inservice. We spent the two days discussing PACE processes, statute governing correspondence schools, clarification of SLPs, and our direction moving forward. The days were long but productive and they went quickly!

We began with a discussion on PACE historically. We traced its origins as the Alternative High School, to PACE Alternative school with learning center support, to its current model as PACE Homeschool. Years ago, as a correspondence school, PACE was required to have a highly qualified teacher-of-record for each course taught. When the state removed that requirement, PACE teachers became responsible for monitoring and recording student progress. A major shift in this educational approach was adopted by the last superintendent. PACE embraced a homeschool model, requiring parents to deliver courses and evaluate progress. Contact teachers are to help develop each Individual Learning Plan (Student learning plan in PACE lingo), suggest instructional materials, assist with delivery and activity ideas, be available to answer family questions, approve reimbursement requests, and maintain monthly contact with families.

There are 10 passing references to “Home school” in Alaska educational statute and code. PACE, and other statewide “home schools,” are clearly operating under the state correspondence program regulations (4 AAC 09.040, 4 AAC 09.160, and 4 AAC 33.405 - 490) and statutes (Article 3, §14.04.300 - 320). The requirements for correspondence schools are outlined in 4 AAC 33.421 and all districts operating statewide correspondence schools must have a signed assurance on file with the state with a superintendent initialing each sub-section of the code.

If PACE were to shift back to a pure correspondence model, with teachers being responsible for delivery of coursework, ensuring completion of coursework, and assigning all activity grades, we would be the only district in the state to do so. I believe we would lose most of

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our families. Idea, the largest homeschool school in the state, is also operating under the provisions and requirements of 4 AAC 33.421.

Much of the remainder of our inservice was a discussion as to how we need to meet the intent of the law through our policies. For example, it is required that curricular materials are aligned to state standards. To meet this, we are reinstating the monthly curriculum review committee that used to exist. We are also looking at parent reimbursements with a critical eye. Physical Education classes that became a hodgepodge of activities during COVID are now being designed with a focus and an eye on fulfilling hour requirements and state standards.

Staff will be working on developing “Learning Crates.” This was something PACE had a number of years ago. The crate had a collection of recommended curriculum that was standard-aligned by grade level. When a family expressed interest in PACE but didn’t have an idea of what they wanted to do, teachers could grab a ready-to-go crate. We moved away from these because the majority of families who were enrolling with PACE knew what they wanted their curriculums to be. It was the feeling of staff that our family demographic is much different today and the crates would be a worthwhile time investment.

PowerSchool Transition

I have continued to work with Ryan Cockrem of Marcia Brenner Associates on a custom plug-in that would allow us to administer PACE via PowerSchool. The plugin would allow us to track family and student demographic information, grades, allotments, and student learning plans. Kyle Schneider joined me during our last meeting and offered some very valuable insights and suggestions. Our next meeting is December 15. After that meeting we should be able to begin beta testing with a handful of students.

2025-2026 Family Handbook Revision

While the PACE Family handbook was revised last year, it is in need of additional editing. There are several sections that contain conflicting or confusing information and other areas which are in need of expansion or elimination. I am currently in the process of reviewing and making revisions. I will share with staff when I have a rough draft. Because of the amount of formatting and content change, we are choosing to work collaboratively after the initial edit is complete. I have shared the revision plan with staff and all are on board.

Enrollment as of 12/4

Families: 262

Students (individual): 401

FTE: 387