

**Qargi Academy**

A Proposed Charter School FY2021

Respectfully submitted by Mark and Emily Roseberry on behalf of the Founding Team

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## Section 1: Establishment of the Charter at the Local Level

1. *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)*

Qargi Academy Charter School is a public school that serves secondary students 9TH-12TH in all 8 North Slope villages. Qargi Academy's educational program is intended to serve Alaska Native and Native American students and their families who reside on the North Slope. Qargi Academy helps alternative students, students who have dropped out, disenfranchised students, unmotivated students and homeschool students who may have challenges in attending their village schools to attend school. Qargi Academy's program emphasizes the local Iñupiaq language and culture with an academic program designed to meet all academic standards through an innovative, holistic approach that supports learning through technology. Further, Qargi Academy provides alternative school choice for all North Slope students and especially for village students outside of Barrow. The school will welcome and serve any student who applies regardless of ethnicity, race, language or gender and will be considered equitably in the random selection process. This initial outreach to the students identified above would capture additional Base Student Allocations, offer rigorous academics, Iñupiaq character development, and a commitment to community necessary for career, college success and a positive, productive life course. The vision of Qargi Academy is that North Slope Borough students have access to a quality education, gaining knowledge and skills to prepare them to be contributing citizens in a society with a thriving Iñupiaq language and culture. Qargi Academy's Mission is to provide access to quality education through virtual learning and community based Iñupiaq language and culture projects.

The Qargi Academy will have two main specific focus areas: core academic foundations and the Iñupiat language and culture. The core academics will be supported through a virtual curriculum and virtual teachers which will prepare our students for life on the North Slope, career readiness and build 21<sup>st</sup> century skills necessary for them to be competitive in the new economy. The Iñupiaq language and culture will be supported by the Iñupiaq learning framework and Iñupiaq knowledge systems will prioritize the Iñupiaq language and culture, cultural studies, and Iñupiaq character and values development. Barrow currently hosts one alternative school, Kiita for Barrow students.

The Qargi Academy is different from the traditional education that is currently being offered. In the traditional classroom, students are funneled into a room according to a bell schedule. The teacher typically has a time of direct instruction and then the students are expected to fill in a worksheet or research a topic of practice the concept being taught. Students are in the class for approximately 55 minutes before they stop and transition to another class for another class period. This is typically done for 7 periods. In the traditional classroom, very little experiential learning is available and even less cultural integration. The current education model is based on the amount of time students spend in direct contact with the classroom teacher. For instance, students who are taking Algebra 1 would need to be in the Algebra 1 class for one hour a day, five days a week until the semester is over to be awarded credit (based on their passing of the course). The time-based system focuses on the amount of time a student has with the teacher rather than the actual academic learning of the student. If a student is absent, they may get make-up work, but that work is rarely providing the same level of education as was presented in the classroom. In the traditional classroom, attendance is monitored and important. In fact, based on school board policy, a student can fail a class if he/she misses 15 days in a semester. Qargi Academy will have a waiver from NSBSD board policy 5121.

In regard to academics, the Qargi Academy is different in that it is not time based but rather progress based. Each student has an individualized learning plan that is not subject to a daily schedule based on a block of time called periods. Students are assigned academic courses that align to their graduation progress and career aspirations. Students' progress through the course and receive credit when they have completed the requirements of the course. Their progress is monitored through a pacing guide that is not rigid but helps the student, parent, teacher and success coach monitor progress. Students may not have 7 periods of courses a day, they may be focusing on 2 courses at one time and progress through another set of courses as they complete courses. Completion of a course is not subject to a time-based system. In the Qargi Academy, regarding the EdOption's Academy courses, there are no definitive start and end dates, but pacing guides are provided to complete courses in the anticipated timeline. Therefore, students will not have to wait until the end of a quarter or semester to start an academic course.

In the traditional time-based system, education moves forward whether the student attends or not.. Therefore, the teacher must continue to keep teaching regardless if students are present, if they are to cover all of the standards, regardless of attendance. And while the student may get make-up work, that work is rarely equal to the time they missed being away from class. In the Qargi Academy system, education progress stops when the student does not attend to classes and starts where the

student left off when he/she returns. The student continues with their academic education when they return as they would have if they did not have a break.

The proposed charter school would be an opportunity for the North Slope Borough School District to provide a unique educational setting that is community based rather than classroom based. The educational programming will focus on creating an innovative, customized, high quality blended learning environment specific to the needs of the students. This program will be a world leader in combining the best aspects of virtual learning with disciplined daily structure, customized educational development plans that support applicable, far reaching learning experiences. Our school will provide students with a comprehensive program that supports their academic, social, and emotional development and fosters the Iñupiaq language and cultural heritage of the indigenous people of the North Slope.

This charter school is a combination of the Qargi concept paired with a proven educational organization that offers highly qualified AK state-certified teachers virtually for every course offered via the internet. EdOptions is synchronous and asynchronous. Students will be able to work online in the curriculum and will be given immediate feedback by the platform, but there are also times when teachers will be delivering small group lessons, facilitating activities, or teaching live lessons. Teachers are available through a video conferencing tool during the day, and students have access to 24/7 tutoring, on-demand or specific skill scheduled. Students are able to work at their own pace. Teachers provide live lessons and share videos based on that pacing and student's needs. Small groups are formed with a group of students that may be struggling with the same skill. Group work involves live interaction from the teachers and a chat function for students that are more comfortable in that form of communication. Discussion boards are included throughout the curriculum. As students get to the discussion boards, they will be able to see the responses from other students that have previously participated. All Qargi students will be enrolled in EdOptions courses and participating in group work as described.

The Qargi Academy will bring back aspects of the Qargi (Maclean, 1986) that include Iñupiaq elders working with local trained support staff and online certified teacher(s) to teaching Iñupiaq skills and values. Qargi Academy's Iñupiaq Learning Model supports the Iñupiaq ways of teaching, learning and knowing and resembles the phrase "It takes a village to raise a child". The first mayor of the North Slope Borough, Eben Hopson Sr., described what education looked like before Western education was introduced, "Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children. For thousands of years, our traditional method of socializing our youth was the responsibility of the family and community.

From the first, visitors to the Arctic have universally commented on the warm disposition of our children. Corporal punishment was absolutely unknown. Boys and girls began their education with their parents and, by the time they reached their teenage years, they had mastered the skills necessary to survive on the land here" (Eben Hopson Sr's to Address on Education 12.19.75).

In the hopes of revitalizing the Qargi, Maclean recommended, "The educational environment of each Iñupiat community can be altered to make the Iñupiat comfortable in teaching their young people the skills and attitudes of the Iñupiat way of life. Presently, Iñupiat elders do not have any responsibility for the formal education of the young Iñupiat. A community center totally devoted to the teaching of Iñupiat skills and values should be established so that the elders and the parents of the Iñupiat youth would have the means of teaching their children what they know" (Dr. Edna Maclean, Revitalization of the Qargi 3.8.86). Qargi Academy models Maclean's description of the Qargi noted above and will provide a place of learning where students and community feel comfortable and welcomed. The Iñupiat will take on the responsibility of teaching students the Iñupiaq language, Iñupiaq skills and Iñupiaq values within Qargi Academy. Qargi Academy will also integrate the Iñupiaq culture where appropriate into the EdOption's academic projects as well as keep the integrity of Western academics intact where appropriate.

Within the Qargi, the instruction provided by the Qargi staff will utilize the Iñupiaq Learning Framework and other cultural resources as guide. Qargi Academy honors the Iñupiaq traditional ways of teaching, learning, knowing and transfer of elder knowledge and wisdom to our children. The Iñupiaq Learning Framework (ILF), created by the NSBSD will be used to assess cultural performance and expectations within the Qargi. The ILF performance expectation guide is based on Iñupiaq child development and learning and behavior expectations appropriate to the age of the child. (ILF Performance and Expectations for Iñupiaq Learning Framework, revised 5.17.2017). Further we will also utilize the Alaska Cultural Standards, partner with Iñupiat Heritage and Language Center, and other culture-based resources to support the learning of Iñupiaq language and culture.

Qargi Academy fosters learning within local Qargis. Students will be required to attend the Qargi. The Qargi is a community driven place of learning where the whole child is fostered and supported through individualized programming for each student based on their needs. It is a relaxed comfortable learning area where students come to receive academic support, social emotional support, participate in cultural projects, community projects, and engage in active learning of the Iñupiaq language and culture. The Qargi

is a learning zone where students receive daily support for their virtual academics, learn essential life and social emotional skills, and learn the Iñupiaq language and cultural systems reflective of the communities they live in. Within the Qargi the Iñupiaq language will be honored and promoted as our first language. Iñupiaq will be spoken and fostered all day and as much as possible.

Each village Qargi is lead and overseen by village success coaches who are under the supervision of the Qargi Academy's Principal. Success coaches will be Type M certified teachers for expertise in Iñupiaq language and culture. They will organize the daily and weekly schedule within the Qargi through collaboration with the Principal. The schedule would include progress monitoring, support for virtual online courses, community-based projects, on the job training, and more. Success coaches would take time to review the online academic progress of students in collaboration with EdOptions Academy teachers and parents/guardians to encourage students to continue with their progress in their online learning. Within the Qargi, time will be made for students to connect with success coaches, virtual teachers, and work on their virtual courses. Students will receive intervention, tutoring and Special Education services as needed in addition to learning the Iñupiaq language and culture. Students will be required to attend the Qargi.

Success coaches connect and work with elders and community members for cultural knowledge and projects to foster the Iñupiaq language and culture. Elders and local cultural bearers will be compensated as they are identified as persons with traditional ecological knowledge and they share and provide their essential cultural knowledge to the QARGI program. Community experts will be hired through professional technical contracts through the NSBSD. Success coaches will work with the Iñupiaq Learning Framework as a cultural resource to foster cultural expectations and projects. They will also collaborate with Iñupiat Heritage and Language Center and or local cultural resources and culture bearers to foster the cultural learning and projects.

Everyone in the Qargi will respect and adhere to the Iñupiaq Values. It is the core belief of the Iñupiat that our children who behave outside of the cultural norms are mentored and supported to make appropriate decisions. We allow our children to make their decisions without coercion and we believe that every child receive a fresh start daily. So, it is expected that students who may have been sent home for behavioral reasons can return to the Qargi the next day. Any exceptions to this will be determined by the Principal in regard to the severity of student behavior. Any students behaving outside of the law will be addressed with appropriate law enforcement. However, since the Qargi academy is not time based, and the academics are provided virtually, students would not be suspended from academic progress even if they were

sent home for behavior reasons.

Along with the hiring of 6 success coaches (who could be Type M certified teachers and who are not currently teaching as Iñupiat Language Teachers for the North Slope Borough School District), Qargi Academy will also employ three specialists, one Principal, and one administrative assistant to provide further support for the Qargi Academy programming. A cultural specialist will be hired to work closely with village success coaches and communities in supporting and building the Iñupiaq program. They will ensure that we are following the Iñupiaq Language Framework standards and Alaska cultural standards. A business specialist will be hired to provide support for the finances, grants, and accounting of funds etc. It is important to keep up with the reporting of the finances to the APC, the school board and for audit purposes as well. An Information Technology specialist will be hired to support the network aspects of the online virtual programs. The IT specialist would focus on the technical aspects and challenges that would be associated with the Qargi Academy programming. An administrative assistant would be hired to support all the administrative functions of the school and this could include student records, communications, assisting in reports, and more and would work closely with the Principal. The Principal would oversee all the functions and programming of Qargi Academy as well as work closely with the APC and the tribes.

When and where possible, the Qargi staff and admin may participate in the district professional development or training related to their areas. This would provide continuity in working with the district as the charter would be a district school. The participation in the district's professional development when and where possible would be in addition to the Qargi's professional development calendar. It is important to note that the success coaches, will receive further professional development in the areas of EdOptions Academy of education delivery. They will also participate in weekly professional development, training, or work sessions lead by the Principal and or by other needs-based trainers on Fridays.

Qargi Academy's framework for community-based education blended with online virtual learning was developed to meet the challenges of educating our Iñupiaq children in the current education system. Our Iñupiaq language and culture is not readily understood by outside educators, yet they are expected to teach it. Within the current education system, the Iñupiaq language is fostered 30 to 45 minutes a day which does not support the learning of the Iñupiaq language to fluency nor proficiency. So, in the current traditional education system, our children receive limited and topical learning of the Iñupiaq language and culture.

Qargi Academy would work to address this by fostering Iñupiaq language and culture through working with the Iñupiat who are experts in their culture and language. Further Qargi Academy's programming provides for an increased amount of time that our children are immersed in the Iñupiaq language and culture. It is vital to provide an increased purposeful utilization of our Iñupiaq language and culture with our students. Iñupiaq language learning will be supported through the Rosetta Stone Iñupiaq program, the NSBSD's VIVA program (mastery based Iñupiaq language learning program that can foster language proficiency), community Iñupiaq language experts, and other resources will be utilized to support the learning of the Iñupiaq language. The use of the Iñupiaq Learning Framework would provide a guide to gauge students' proficiency levels in speaking, reading and writing in Iñupiaq as well as for participation in cultural projects and events. Qargi Academy success coaches' use of formative assessments to gauge students' levels of comprehension, understanding and proficiency levels of our language and culture will be heavily utilized.

Clearly the current delivery of education on the North Slope is not meeting the academic needs of our students. Our NSBSD student performances on statewide tests demonstrate 90-95% below or far below proficiency in English Language Arts and Math. Absences regardless of its reason (subsistence activities, school related travel, transiency, truancy, vacations, illnesses, social emotional ills, office referrals, suspensions, and more) and whether absences are for the day or part of the day or even for a class period affects the quality of learning as students cannot make up the time missed with the teacher.

Qargi Academy requires students to attend the Qargi to participate in all aspects of the program (Iñupiaq language and culture and the EdOptions Academy online virtual teachers which provide the Western academics for Qargi Academy). The quality of academic learning will not be affected when students are absent as students have access to online virtual teachers wherever there is internet access and recorded sessions are available. Most importantly, when students are out for subsistence activities, they do not fall behind academically. The virtual online teaching has mechanisms in place to ensure that students have access to the full lessons taught by the teachers via recorded sessions when they return. If the subsistence activity area has access to the internet, the student can continue to participate in the lessons and or work on their academics while out in the field.

Until the NSBSD provides a plan to address internet connectivity for all students across the slope, at this time Qargi Academy will work with GCI to provide internet to



families with students in Qargi Academy so that they can work from home. The costs for internet use will be paid by Qargi Academy. There is the potential that the NSBSD may be able to provide wireless connection from the district school building to homes with students to utilize the Virtual Personal Network. Further EdOption's has Unit Activities, Course Activities, and Guided Notes are all printable items from the courses. In addition, many of the reading passages (short stories, novel excerpts, speeches, plays, etc.) are all printable. Qargi academy will print off these activities for students to complete during times when internet isn't available or they can be downloaded to work on as text documents. Handwritten activities can be photographed and emailed to teachers for feedback. Qargi Academy will keep on file a hard copy of the tutorials, guided notes, unit activities of EOA courses that students are taking as a backup plan for loss of internet connection. During the times of internet loss, students would connect with teachers via phone, texting to engage in class discussions and coverage of materials.

The North Slope Borough School District School Board has requested that Qargi Academy provide educational options and opportunities to all students and all villages including Barrow students. Qargi Academy will work in phases to address the school board's request.

During the first years of the operation, Qargi Academy, has plans to serve 9<sup>th</sup>-12<sup>th</sup> grade students. Year 1 Qargi Academy will serve 9<sup>th</sup> - 12<sup>th</sup> grade levels at 1-2 village sites plus Barrow; Year 2 Qargi Academy will continue to expand into serving more high school students by adding Qargis in 1-2 additional village sites; Year 3 Qargi Academy will continue to expand serving high school students in 1-2 additional village sites. Year 4 Qargi Academy will continue to expand serving 9<sup>th</sup> -12<sup>th</sup> grade students in 1-2 additional village sites.

First Year selection process: During the first year of enrollment 1-2 villages+ Barrow base station. Of the 1-2 sites chosen: village schools with 40-199 enrolled students will have a student count up to 10; Village schools with 200-300 students will have a student count up to 15; Barrow is a base station and will have a Qargi with student counts upto 25. While it is intended to help students who are alternative and students who have dropped out it is open to all 9-12<sup>th</sup> grade students. If the number of students applying from their village exceed the number of students who can apply, the Qargi Academy shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi Academy will add those numbers into another village or into the Barrow random drawing pot.

Second Year selection process: During the second year of enrollment participating villages will be provided a student count based on the formula of 10% of the student count of October 20 of the previous year. Barrow student counts will include Kiita, Barrow High School and Hopson Middle School. If the number of students applying from their village exceed the number of students who can apply, the Qargi school shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi school will add those numbers into another village or into the Barrow random drawing pot.

Third Year selection process: During the third year of enrollment participating villages will be provided a student count based on the formula of 10% of the student count of October 20 of the previous year plus 3 students. Regarding Barrow student counts will include Kiita, Barrow High School and Hopson Middle School. If the number of students applying from their village exceed the number of students who can apply, the Qargi school shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi school will add those numbers into another village or into the Barrow random drawing pot

Fourth Year selection process: During the fourth year of enrollment participating villages will be provided a student count based on the formula of 10% of the student count of October 20 of the previous year plus 7 students. Regarding Barrow student counts will include Kiita, Barrow High School and Hopson Middle School. If the number of students applying from their village exceed the number of students who can apply, the Qargi school shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi school will add those numbers into another village or into the Barrow random drawing pot.

	Student Numbers	AIN	AKP	ATQ	BRW	KAK	NUI	PHO	PIZ
10 Student Count		166	104	84	584	66	151	253	109
Y1	60	Of the sites chosen: village schools with 40-199 enrolled students will have a student count up to 10; Village school with 200-300 students will have a student count up to 15; Barrow is a base station and will have a Qargi with student counts of 25 or more.							
Y2	151.7	16.6	10.4	8.4	58.4	6.6	15.1	25.3	10.9
Y3	175.7	19.6	13.4	11.4	61.4	9.6	18.1	28.3	13.9
Y4	207.7	23.6	17.4	15.4	65.4	13.6	22.1	32.3	17.9

During the first year of Qargi Academy, EdOption's Academy will assist with oversight of students' academic progress by utilizing EdOption's success coaches while Qargi Academy works to train and build capacity with Qargi Academy's success coaches as well as establish the Qargi within 1-2 of the villages. This will provide additional supports to students' academic learning while the Qargi is developed at each site.

Qargis will be developed in the following manner: Year 1 Qargi Academy will focus on 1-2 village sites plus Barrow site, Qargi Academy will work with village who express interest to establish Qargi Academy .Qargi Academy will work with interested villages on a first come first served basis. Parents and or guardians of students who would like to be enrolled in Qargi Academy from villages without a Qargi must sign and abide by the Agreement for Virtual Qargi Academy Students. We do not recommend this as we cannot ensure the success of the students without onsite support. For parents and or guardians of students who need an alternative program in sites without a Qargi, and with the Agreement for Virtual Qargi Academy Students, their students may be provided a solely virtual academic program without an onsite success coach. EdOption's success coaches may be available to provide support online and telephonically for these students as well. Again, we do not recommend student enrollment in sites without Qargis.

We propose that this innovative educational delivery will increase the proficiency levels in the academics as well as their proficiency levels of speaking, reading, and writing the Iñupiaq language. We expect to see an increase in statewide testing performances. However, while we state these, it is difficult to place measurable progress on these as the Qargi Academy concept and delivery of education is new and it will take time to observe authentic growth of student learning.

Parent involvement has been historically low within the NSBSD. Parents and community can have a huge impact on students' performances in schooling. The Qargi Academy will work closely with the parents, guardians and families who have students attending Qargi Academy.

It is becoming increasingly difficult to find highly qualified teachers for secondary schools in the core areas of education. Additionally, those who do come to the Slope to teach are oftentimes unable to adjust to the harsh conditions or to being

away from family. The expense of bringing in educators and to provide teacher housing magnifies the overall costs of education on the North Slope. The shortage of teachers and the limited education funding fosters a less than adequate education for our village students especially outside of Barrow. Many teachers in the villages have teachers that teach outside of their content areas due to the limited funding and the already low teacher to student ratios. Through EdOptions Academy all teachers are highly qualified, Alaska state certified, and offer courses online. We will not have the added financial responsibility to bring in teachers to our communities, nor to house them. We will not have to worry about losing highly qualified teachers due to cultural and or environmental challenges.

Nationwide there is a teacher shortage for teachers in these core subjects, and the trickle-down effect for rural Alaska is enormous. This charter would certainly help remedy the aforementioned issues this region faces.

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

*NSBSD approval: Please paste under APPENDIX A section created towards the end of this application.*

*Evidence within APPENDIX A must include:*

*(b) A decision of a local school board approving or denying an application for a charter school must be in writing, must be issued within 60 days after the application, and must include all relevant findings of fact and conclusions of law.*

3. *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)*

*Please paste under APPENDIX B section created towards end of this application.*

*c. A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:*

1. *a description of the educational program;*
2. *specific levels of achievement for the education program;*

3. *admission policies and procedures;*
  4. *administrative policies;*
  5. *a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;*
  6. *the method by which the charter school will account for receipts and expenditures;*
  7. *the location and description of the facility;*
  8. *the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;*
  9. *the teacher-to-student ratio;*
  10. *the number of students served;*
  11. *the term of the contract, not to exceed a term of 10 years;*
  12. *a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;*
  13. *a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;*
  14. *other requirements or exemptions agreed upon by the charter school and the local school board.*
4. *Provide the charter schools' bylaws marked as APPENDIX C. 4 AAC 33.110(a)(4)*

Please see APPENDIX C.

5. *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), 4AAC33.110(a)(1)*

Please see APPENDIX D.

## **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)*

### Description of the organizational structure:

The Qargi Academy is a public charter school serving 9-12<sup>th</sup> grade students.

The bylaws acknowledge the supervisory authority and responsibility of the school board under state law and policy as well as appropriate level of autonomy and self-determination for the charter school.

### Organizational Structure:

Qargi Academy is managed directly by its Academic Policy Committee (APC) working with the Principal. The APC organizational structure is outlined in the Charter Bylaws.

The members of the APC will receive \$400 compensation for their services as members of the board for quarterly meetings.

### *General Powers and Duties*

The APC has the following general powers and duties, which must be carried out in accordance with the charter:

- Create policy
- Approve and monitor the school's budget
- Set and monitor goals and objectives for the program
- Select curriculum/teaching materials that align with Qargi standards
- Oversee implementation of Qargi's program
- Ensure adherence to the school's charter and policies
- Hire, supervise, and evaluate the principal
- May participate in staff selection

The APC will meet with the principal quarterly and more per APC request in order to monitor progress in achieving APC's and school's policies and goals.

The APC is accountable to the North Slope Borough District School Board, and acknowledges the authority of both school board policy and State of Alaska statutes governing charter schools.

Qargi Academy will adopt the North Slope Borough School District's Parent and Student Handbook as the written policy manual.

Qargi Academy will have a Parent Student Association, PSA. This organization conducts fundraisers and supports the program of the school through its volunteer efforts. The PSA is a separate incorporated entity that coordinates many of its activities with the APC and school to compliment the school's mission.

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

Please see APPENDIX E. Qargi Academy will utilize NSBSD Parent and Student Handbook which has the written administrative policy manual for the district.

- 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)*

The APC has adopted the North Slope Borough School District Parent Involvement Plan. Teachers and staff of Qargi Academy and EdOption's Academy will communicate weekly with parents and students about student's academic progress. Quarterly (October, January, April, July) public APC meetings will be held to address any concerns of the operations of the school and or any issues that need to be addressed as well as updates on the progress of the school.

Positive parent involvement is essential to student achievement. Research shows that when families are involved in a child's education, test scores are higher, attendance is better and students have a more positive attitude. The plan outlines opportunities for families to get engaged in their child's education. Many schools have goals that reach beyond classroom volunteerism, such as providing parent training on specialized school computer programs and involving a higher percentage of parents in reading incentive programs.

## Facts

Families can make a significant difference in children's learning and academic success. The following are some important facts:

- Students spend approximately 90% of their time from birth to age 18 outside of school
- When families are involved in schools, reading test scores are higher.
- If a family values education and encourages learning, they can raise successful learners, regardless of their income-level.

## How Parents Can Help

Ask questions daily. Ask what the child is learning and press for specifics. A child should know what he or she is learning, such as addition of two-digit numbers, long division or multiple representations of data in algebra class. Ask the child if he or she is doing good work and help him or her self-assess the work. If a child can do this, then he or she is becoming an independent learner and can see the relevance of the work. If children don't know how or when to use information, it will soon be forgotten.

Participate in the Parent-Teacher Association/Organization – join your school's PTA/PTO and support parents through activities like book fairs, curriculum nights, and fundraising. Contact your school for more information.

Volunteer – Share your talent, time and treasure with NSBSD students and staff. Serve as a mentor, become a tutor, assist as a lunch buddy, provide your expertise in graphic design and cultural arts. Call your school to find out how you can contribute.

Visit the school regularly – Don't wait for a special occasion! Get to know your child's teacher and principal. Come by for lunch or visit the classroom. We want to get to know you. Quality learning requires meaningful two-way communication. In the interest of student safety, please be prepared to sign in at the office and show identification upon request. If a staff member stops you to ask for identification, please be aware that this is a safety precaution and is not intended to offend you or discourage your visit. Thank you for helping us keep our schools safe for students and staff.

Advocate for Your Child – You know your child better than anyone. Help us to learn more about him or her. Make sure the teacher, principal and staff know about any special needs your child may have. Attend parent-teacher conferences. Send a note to the teacher. Contact school staff anytime you have a question or concern.



Create an Enriched Learning Environment at Home – Did you know that the home is a classroom, too? Many learning opportunities happen in the home and community, as well as at school. Offer different kinds of reading material – magazines or newspapers as well as books. This enhances vocabulary and develops critical thinking skills.

Have Family Fun! Spend a few minutes every day simply being together and enjoying each other's company. Listen to your child. Let your child pick up an activity to do with you, like a game or a walk or just talking. No one in the world can offer your child what you can. Remind your child that you belong to each other.

### Parent Involvement Opportunities

In order to support and promote essential parent involvement, our district provides opportunities for parent involvement organized around the six National Standards for Parent/Family Involvement.

Standard #1: Communicating--Communication between home and school is regular, two-way, and meaningful.

Standard #2: Parenting--Parenting skills are promoted and supported.

Standard #3: Student Learning--Parents play an integral role in assisting student learning.

Standard #4: Volunteering--Parents are welcome in the school, and their support and assistance are sought.

Standard #5: School Decision Making and Advocacy--Parents are full partners in the decisions that affect children and families.

Standard #6: Collaborating and Community--Community resources are used to strengthen schools, families, and student learning.

COMMUNICATING--Communication tools may include newsletters, report cards and other progress reports, parent-teacher conferences, course/scheduling information, student handbooks, email, websites, phone calls, postcards, etc. Here's how our district helps ensure communication between home and school is regular, two-way, and meaningful. • Regular newsletters sent home by both teachers and the principal • Parent-Teacher Conferences in the Fall and Spring and when needed beyond those times • Open House scheduled the first weeks of school to develop a road map for the year with classroom teachers • School Report Card Meeting scheduled each October to review previous year's test data and to set goals for the year • School Improvement Plan Committee involves

parents helping to set goals at each school in the district • District Improvement Plan Committee involves parents helping to set district level goals • Title 1 Planning Team--parents are involved in developing the Title 1 Plan every year • School Advisory Committee--An active organization that works closely with staff and students to develop our goals each year. This organization meets monthly at the school • Individual Learning Plans are developed with input from the student, parent and teacher • Student Handbooks are provided to each family the beginning of each school year • Report cards are provided each quarter • Individual Education Plan Meetings are scheduled annually with parents of students with special needs • Teacher and Administrator Evaluation forms are provided each year for parent comments • School Climate Surveys are done every year by the district and shared with parents during the School Report Card Meeting • Interpreters are provided for bilingual families to help communicate during meetings • Parents Procedural Safeguards are presented to parents of special needs students • Federal Program Parent Advisory Committee--A parent committee with representatives from each community across the NSBSD that meets three times per year to provide input concerning Federal Grant Activities

PARENTING--Activities may include parenting workshops, parent information centers, removing barriers such as cultural and language differences, developing family kits, etc. • There are parent nights provided by the After School Program and/or Title 1 that focus on academics • Safe Schools/Healthy students provide brochures and information to parents on timely topics • Home/School Reading Programs are developed in many classrooms • Math, Literacy, Science and Family Gym Nights are provided

STUDENT LEARNING--Examples include information on ways parents can help students with specific projects, grade level performance standards, interactive homework assignments, helping students set and reach educational goals, understanding their learning style, etc. • Open House in the Fall provides important information about each grade level and classroom • Parents are provided with grade level expectations and testing requirements and content and performance standards • Individual plans are established for children who are having difficulty in academic areas or social/behavioral areas • Progress reports are sent home mid quarter as well as quarterly by classroom teachers • Teachers provide classroom expectations for projects within the classroom • Individual learning plans are established for all children with parental input

VOLUNTEERING--Examples include a welcoming climate, opportunities for volunteerism during and outside regular school hours, volunteer appreciation, meaningful activities based on volunteer interests and abilities. • Back to School Social • Health Screening • Volunteers in the Classroom • School Pictures •

Science Fair • Staff Appreciation Week • Red Ribbon Week • Field Trips

• Pre-K/Kindergarten Celebrations • Resident Experts: Parents that present projects in the classrooms or for grade levels • School/Community Partnerships

**SCHOOL DECISION-MAKING AND ADVOCACY**--Provide well-publicized processes for influencing decisions, raising issues or concerns, and resolving problems; form school SAC or other parent groups; encourage participation on advisory committees, involve parents in setting school goals; and involve parents in decisions that affect their children. • Title 1 Planning Team is a collaborative-decision making body that outlines goals and objectives for the Title 1 Program for the year • Annual School Report Card Meeting-Parents are informed of yearly testing progress and provide meaningful input to improve academic achievement in the school and to discuss other concerns and celebrate successes • Parent input regarding class placement for their child for the following year is provided in the spring • Teacher and administrative evaluation forms are provided each year • School Climate Surveys are provided and the information is shared among staff and parents and helps us to develop goals • Individual Education Plans are developed for students with special needs in conjunction with parents • Intervention Plans are developed with parents for behavioral support for students

**COLLABORATING WITH COMMUNITY**--Utilize community resources; develop partnerships; foster student participation in community service; involve community members in school volunteer programs. • Alaska Native Education works with students on understanding the native cultures and by bringing elders to our school for special projects • Barrow Arctic Science Consortium works with students on understanding the science research and resources available to students on the Slope and visit the classrooms to give presentations • NSB Fire Department visits the schools to educate students on fire safety • Boys and Girls Club works with students in after school programs • Rotary Club donates coats, eye glasses, and other necessities to the schools • ECHO program provides funding for local Native Dancers to teach students to dance for the school Christmas programs

**DECISION MAKING**: Include families as participants in school decisions and develop parent leaders and representatives. Active parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation. School-level advisory councils and committees.

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 founding member team provided guidance and input during the original planning of the charter school.

Provisions for the Founding Academic Policy Committee: The Founding APC consists of the Iñupiat Community of the Arctic Slope Tribal Council representatives George Edwardson and Frederick Brower, Mark Roseberry, Emily Roseberry, Dr. Edna Maclean, Patsy Aamodt, Mike Aamodt, Charlotte Brower, Eugene Brower, Crawford Patkotak and Laura Patkotak and Honorary Founding Member, Eben Hopson Sr.

Upon the incorporation of the charter, the Founding APC will dissolve upon the election and appointments of APC members outlined in the bylaws.

The APC will meet quarterly to review progress in meeting the vision and mission and goals of the school.

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

See Appendix L. The draft calendar and schedules are reflective of the Qargi. The draft calendar provided allow for Qargi Academy Type M teachers to start on August 3 with the NSBSD New Hire Inservice with the Qargi ending on June 30, 2021. Type M teachers will have a 220-day contract. District In-services and Qargi Academy Friday in-services are outlined. Students will start September 8 and end on June 30 for 172 days.

- 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. 4AAC 33.110(a)(12)*

Students not desiring to attend the charter school can attend the public school in their communities.

### **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 AAC33.110(a)(5)*

The North Slope Borough School District School Board has requested that Qargi Academy provide educational options and opportunities to all students and all villages including Barrow students. In order to accomplish this huge task, Qargi Academy will focus on establishing Qargis for secondary students for the 4 years and upon future approval of Qargi Academy incorporate the elementary level students. During the first years of operation Qargi Academy will work to provide educational opportunities and options for students 9<sup>TH</sup>-12<sup>TH</sup> in phases.

Year 1 Qargi Academy will serve 9<sup>th</sup> - 12<sup>th</sup> grade levels at 1-2 sites plus Barrow; Year 2 Qargi Academy will continue to expand into serving more high school students with 1-2 additional sites having a Qargi; Year 3 Qargi Academy will expand into 1-2 additional sites having a Qargi; Year 4 Qargi Academy will expand into 1-2 additional sites having a Qargi 9<sup>TH</sup>-12<sup>TH</sup>.

Qargi Academy selected EdOptions Academy as a partner to provide academic services to their students. Founders, Emily Roseberry and Mark Roseberry, experienced working with the Edmentum program (which is EdOptions' program) during their 3 years of living and working in the village of Atqasuk as principal and CTE coordinator. They found that when the Edmentum program was followed with fidelity by the teachers, students made academic growth and this growth was measured through the Measures of Academic Progress testing results. Through their experience with the EdOptions programming, they chose to partner with EdOptions Academy to provide the academic services to Qargi Academy students.

During the first year of Qargi Academy, EdOption's Academy will assist with oversight of students' academic progress by utilizing EdOption's success coaches while Qargi Academy works to train and build capacity with Qargi Academy's success coaches as well as establish the Qargi within three of the villages plus Barrow. This will provide additional supports to students' academic learning while the Qargi is developed at each site. Qargis will be developed in the following manner: Year 1 Qargi Academy

will focus on 1-2 sites plus Barrow, if more is doable then we will continue to phase in more Qargis at additional sites. Qargi Academy will work with 1-2 Villages who are interested in starting up Qargi Academy.

Parents and or guardians of students who need an alternative program in sites without a Qargi, may enroll their students with acceptance of the Agreement of Virtual Qargi Academy Students form, their students may be provided a solely virtual academic program without an onsite success coach. EdOption's success coaches may be available to provide support online and telephonically for these students as well. However, we do not recommend student enrollment in sites without Qargis as we cannot ensure the success of students without onsite support. Year 2-4 1-2sites will be added each year to Qargi Academy.

Regarding our future growth, we would like to expand our school offerings to additional grade levels as well, however we will keep our focus on secondary 9-12<sup>th</sup> students while phasing in 1-2 additional villages per year. Ideally, we would do this in years 2 & 3 & 4, as we conservatively expand our student enrollments across applicable grade levels.

Qargi Academy believes that each student who chooses to become a valued member of our school deserves to and will be given full access to each teacher throughout each stepping stone of their course experience (I.e. Immediate and consistent 2- way communications , presentation of goals, routine encouragement and feedback, student progress-tracking tools, student-work monitoring, individual-pacing.)

This philosophy is supported by recent research.

"In the past, the process of learning was often viewed as a largely passive experience in which knowledge is received and stored for future use. Over the past 20 years, however, cognitive research has led to theories and paradigms that reflect a more active model of knowledge acquisition. Similarly, one of the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes.

Across all categories of teaching strategies, teachers reported frequent engagement of instructional behaviors and practices that have been found to positively impact learner outcomes up to 99% of the time. Student perceptions of teaching strategies

corroborated the self-reported practices of teachers, reporting that teachers frequently implement effective instructional strategies using Edmentum Courseware up to 88% of the time. Regardless of instructional setting (pure virtual, blended, classroom/lab) or course purpose, teachers consistently and frequently implement effective instructional strategies." (Marzano, 2016 <http://www.edmentum.com/resources/efficacy/marzano-study>)

### EdOption's Academy Teacher Records

Qargi Academy along with our partner, EdOptions Academy, will keep all teacher records. These records are available to Qargi Academy administration at all times through the student information system online using a secured login. Teacher certification numbers and vital information will be housed in this system. The list of Alaska certified teachers is also kept by the EdOptions Academy Implementation Specialists who assign the teachers to the course sections they will be teaching for the Qargi Academy students. These records are updated and checked on an annual basis so that all teachers are verified up to date on certification.

### EdOption's Academy Student Success Coaches

The EOA Student Success Coach is different from Qargi Academy Success Coaches. Qargi Academy Success Coaches will be Alaska Type M certified. EOA Student Success Coaches are not certified. A Student Success Coach is responsible for supporting the non-academic needs of a student. Success Coaches work virtually with students to ensure they have the resources they need to be engaged in learning and are set up for success from the first day they begin virtual classes. Each coach works with a caseload of students to help them schedule and prioritize their week, motivate them to complete their work, and to celebrate their successes. Coaches communicate with students, parents/guardians, and teachers to answer questions and to resolve issues. Success Coaches are part of the team of adults who provide layers of support so that each student can meet their individual learning outcomes.

Regarding EOA Student Success Coaches, to meet the social and emotional needs of students, Edmentum has partnered with BASE Education to provide SEL curriculum to the Success Coaches. BASE education is an evidence-based, online Social Emotional Learning (SEL) solution. BASE uses all evidence-based practices derived from clinical foundations including Cognitive Behavioral Frameworks, Motivational Interviewing, Dialectical-Behavioral Theories, Strengths-Based Approaches, Brief Solution-Focused Theories, Mindfulness, and Person-Centered Approaches. Students are taught psycho-social concepts through a supportive and therapeutic dialogue.

Regarding EdOptions Academy student success data below:

EdOptions Academy is a fully accredited virtual school with more than 29,000 annual student enrollments in 44 states and 1,797 schools and districts. The Academy provides a full range of school courses and services that are similar to a traditional brick-and-mortar school but are delivered in a virtual or blended environment. The overall mission of EdOptions Academy is to provide high-quality, student-centric educational options that have the flexibility to meet a wide variety of educational needs for students. Highly qualified, licensed, and certified teachers, school improvement plans, accreditation, and research-based practices are the core of the program. Over 75% of the Academy's teachers have master's degrees, including three holding Ph.Ds. About 30% of the teachers are certified to teach Advanced Placement\* courses and 10% are National Board Certified. The Director of the Academy is a certified school administrator with more than 18 years in public school administration in both a traditional and virtual school setting.

This publicly shared information describes the administrative, instructional, and curriculum components of the Academy with preliminary data on course completion rates, average final test scores, and the average time needed to complete a course. The current information on EdOptions Academy students provided below was collected during the 2018-2019 school year.

An overview of the results collected indicate the following:

- o 82% of courses scored as proficient and credit eligible
- o Median grade percentages:
  - o Advanced Placement\* courses: 81%
  - o Algebra: 68%
  - o Electives: 84%
  - o English 10-12: 82%
  - o Global Languages: 81%
  - o Math, excluding Algebra: 76%
  - o Social Studies: 79%
  - o STEM Courses: 74%

The 2018-2019 survey results indicate high levels of satisfaction with EdOptions online classes, teachers, the enrollment and orientation process, and technology:

- o Overall, 97% indicated satisfaction with the enrollment and orientation process.
- o Of students surveyed, 79% would recommend EdOptions Academy to a friend.



During the 2018-19 school year EdOptions Academy students' overall completion rate was 80% while the overall successful completion rate was 72% during the 2018-19 school year (this successful completion % includes student who began a course but chose to drop the course soon after beginning a course). Students who did complete all content pieces and all required course assessments (as shown in tables 1 & 2) the passing rate was 86%.

Table 1: Completion Rate

Of the 29,812 course enrollments. 80% were completed, and 20% were dropped.

Courses	Frequency	Percent
Completed	23,253	80%
Dropped	5,929	20%
Total	29,812	100%

2018-2019 School Year

Table 2: Passing Rate

To Pass an Academy course, students needed to complete all unit assessments and the end-of-semester exam with an average of at least 60%. The passing rate for completed semester courses was 86%.

Courses	Frequency	Percent
Pass	<b>20,028</b>	<b>86%</b>
Fail	3,225	14%
Total	<b>23,253</b>	100%

Edmentum, (2019). Online Learning and Virtual Schools.  
[https://www.edmentum.com/sites/edmentum.com/files/attachments/Edmentum  
FLORIDA DISCLOSURE REQUIREMENTS 11 14 19.pdf](https://www.edmentum.com/sites/edmentum.com/files/attachments/Edmentum_FLORIDA_DISCLOSURE_REQUIREMENTS_11_14_19.pdf)

Our instructional practices will be project and experiential based. Our students will not only acquire content and or cultural knowledge, they will experience it by applying it. (For example, students in 9-12<sup>th</sup> may build a sled and meet the cultural expectations found in the Iñupiat Learning Framework and meet the academic standards found and in Alaska Standards.) We know that through applying the knowledge and experiencing it in a real-world setting, that students' learning is greatly increased. (Qargi model, Maclean, 1986)

Benefits of Qargi Academy:

- Whole child education- See 7 areas of focus below
  - Individualized learning and growth plan.
  - Reflects the local Iñupiat language and culture- Students will learn to speak the Iñupiat language and develop skills needed for subsistence and local community living.
  - Students work at the pace that works best for their success.
  - Highly qualified teachers and success coach support.
  - Education in the arts- music, painting, drawing, language, cultural and traditional, and other arts that support student interest and need.
  - Community project-based learning.
  - Service-learning opportunities.
- Flexible schedules that support local cultural activities, travel or any other circumstance that would come up during the school year.
- Local caring success coaches that provide a wide-range of supports.
- Cutting edge curriculum that will prepare students for success on a continuum to adulthood.
- Career and life planning.

Concepts of the whole child instruction to be included:

- **Academics, core content** with place based emphasis (EdOption's Academy will work with Qargi staff in adapting relevant projects with cultural and local elements.; students excel in reading writing math science, ss, science, as well as learning the Iñupiaq history, government, and self-determination, students will apply academics to real life situations students will perform at or above on national tests.
- **Physical, PE, Health and nutrition:** students will learn to take care of their bodies by eating right, physically active, learn appropriate exercise; sports will learn the discipline of each sports, before and after the sports season,
- **Social/Emotional** - students will be confident and interact with each other, develop positive self-image that strengthens their relationships with family, friends, adults, foster appropriate interaction between male and female, respect of all people.
- **Spirituality:** Student's Spirituality is respected and their right to free expression is supported. While Qargi Academy is nonsectarian, we recognize the Iñupiaq value of spirituality. The Iñupiat have always believed in the spiritual aspects of life.
- **Language and culture coexist (experiential),** One learns to speak in Iñupiat through daily conversation and development of cultural skill both at home and in the learning environment. Daily participation in hands on subsistence, cultural activities and events support the growth of the Iñupiaq language, culture and cultural Iñupiaq identity.
- **Arts, music, art, drama, speech** - students will develop their innate talents, develop skills in their choice of arts. Arts promote critical and creative thinking skills, provides hands on experiential leadership skills.
- **Career and life planning,** students will learn about careers, identify interest and skills needed to pursue careers, plan for their futures. Students will participate in On the Job training; develop career portfolios, and participate in career fieldtrips.

Courses not covered by EdOption's Academy would be fostered by Qargi Academy and follow AK state standards and or cultural standards identified in the Iñupiaq Learning Framework and or Culturally Responsive School standards.

Qargi Academy will work with students who are interested in participating in the NSBSD's sports and extracurricular programs. Students will be provided individualized schedules that will accommodate their participation in sports and other extracurricular activities they choose to participate in.

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

1:35 for EdOptions Academy virtual teachers; 1:15-20 for success coaches

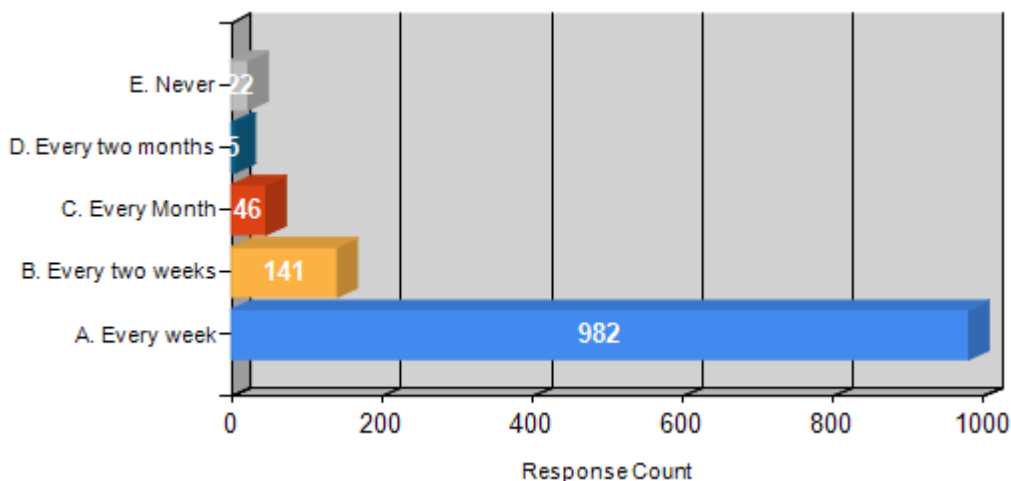
1. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as APPENDIX F. 4 AAC 33.110(a)(6) Please see APPENDIX F.

All teachers who use courseware, as a best practice, go through it to fine tune the courses. Since the courses are aligned to the state standards there still may be a particular lesson the teacher prefers over the one presented in the courseware. The flexibility of the courseware allows this to be done without interrupting the flow of the course for the student.

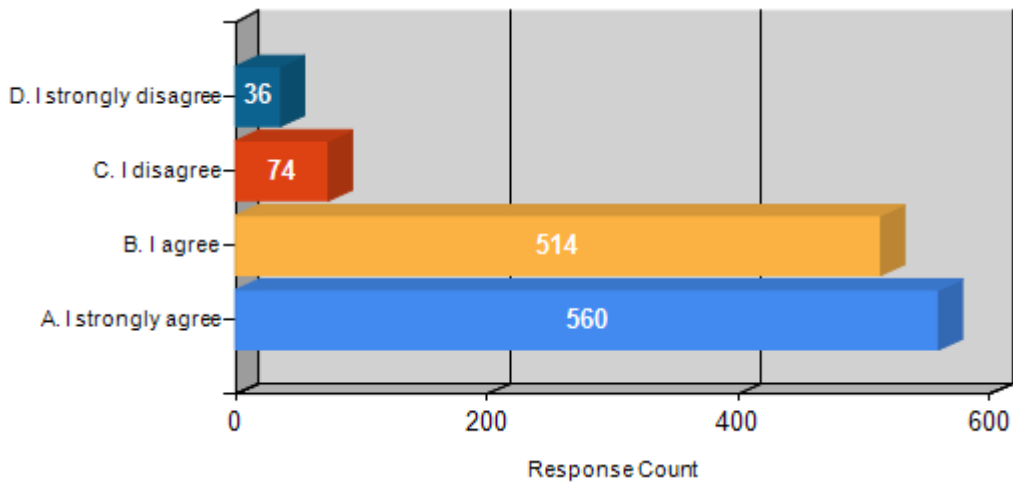
EdOptions Academy students enjoy synchronous and asynchronous communication with teachers, as well as one-on-one and small group support via video conferencing. Students can email, phone call, instant message, or use a video conferencing session to talk live with teachers. Teachers also use the secure web-based system to manage student grades, assignments, and assessments. Synchronous communication with video conferencing allows Academy personnel to be available on demand 11 hours per day Monday through Friday, resulting in an enriched user experience.

A survey of EdOptions Academy students (1,162 students for each of these responses, with 0 skipped) affirmed that they feel connected to their teachers—a critical element that supports the learning process. See how students answered the following questions:

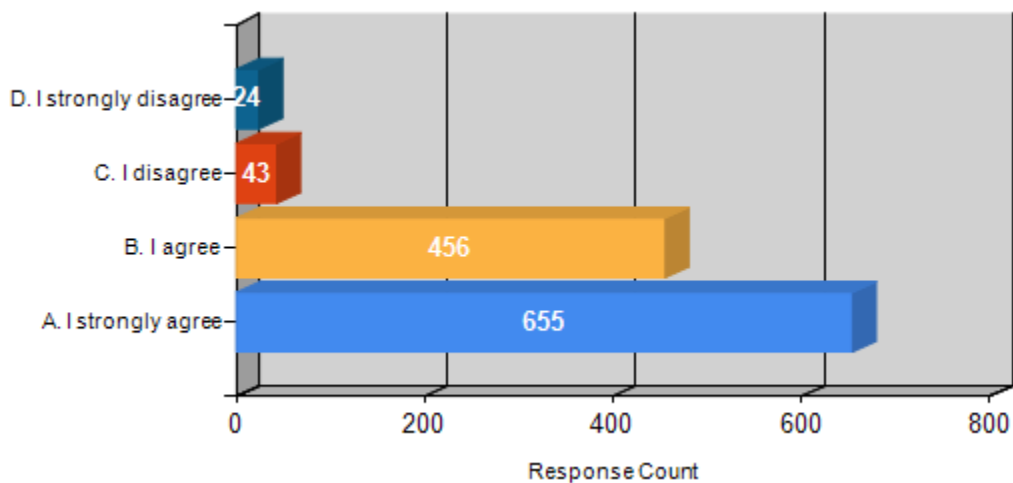
My EdOptions Academy teacher communicated with me:



My EdOptions Academy teacher provided the support I needed to be successful:



My EdOptions Academy teacher cares about my success in this class:



All EdOptions Academy teachers are required to keep specific office hours and to advise students of these hours. For additional information on how EdOptions Academy helps students stay engaged, please see the following post on the Edmentum Blog: <https://blog.edmentum.com/5-ways-our-teachers-and-instructional-methods-help-students-stay-engaged>.

The EdOptions Academy education model is best described as a virtual education online mastery-based program. It is student lead, teacher guided, success coach supported and self-paced. EdOptions Academy uses online curriculum with a virtual teacher (separated from the student by both time and distance) to individualize learning for each student. Student-teacher interaction/learning maybe both done asynchronously and synchronously. The Success Coach is an adult who is in person for the student to help guide them through the process of learning. They hold the student accountable and act as a mentor. Each student turns in work as it is completed, not based on a due date. Students must complete a course by a designated end date, but each end date is different for each student depending on the student’s start date in each individual course.

See NSBSD Parent Student Handbook for courses needed for graduation that align to AK State Standards.

Edmentum Courseware courses are aligned with Common Core and Alaska Standards and provide rigor and breadth and depth of content for students. Edmentum Courseware is developed using rigorous state and national standards, including those from the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the Thomas B. Fordham Foundation index of A-rated states. In addition, Edmentum aligns our online courses to the most recent version of standards as outlined by Quality Matters. As the practice of online educations evolves, so will these standards. We have pledged to update courses accordingly when these changes occur.

Courseware's instructional design employs a mastery-based model and is based on the latest in cognitive learning theory. The Edmentum Courseware curriculum model of academic excellence is founded on Daggett's principals of "Rigor and Relevance," developed from the structural principals of Bloom's Taxonomy. Our course module structure includes a tutorial for direct instruction, lesson activity for independent practice, and a formative test to demonstrate mastery of terminal objectives. A variety of assessments are embedded in every course. Additionally, curriculum activities may also include threaded discussion and lesson activities that utilize websites for deeper explorations of concepts.

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

See Appendix B Contract. See Appendix N for EdOption's Agreement with Qargi for Sped Services. Our overarching philosophy is to provide an individualized program that meets the needs of all students, regardless of demographics. Students are able to move through their courses at their own pace, allowing for additional direct instruction in areas where they may be deficient. All students will be assessed at the beginning of the school year and delivered an individual learning path designed to either bring their skill levels in Reading, Math, and Language Arts up to grade level or provide the opportunity to accelerate their learning to advanced grade levels. Students with either a 504 plan or IEPs will be assigned an Exceptional Education case worker who will collaborate with the general education teachers and success coaches to evaluate the needs of the student and to successfully implement the plan to meet those needs. Qargi Academy will offer a full ranging curriculum of remedial to Advanced Placement courses and will remove the barriers to honors and advanced courses, affording all students the opportunity to challenge themselves in ways they might have not have before. Also, since our primary curriculum partner (Edmentum's EdOptions Academy) has already been servicing all student groups mentioned in the question above for

years; we feel it would be a natural transition to a public charter school by the Qargi Academy. Should a charter be granted; we could then serve students within the 'North Slope' sub-population to help them with the hurdle that their local schools inadvertently have imposed by their geographical limitations.

Qargi Academy has an agreement with the North Slope Borough School District in providing services to students with special needs through the Student Services Department. Qargi Academy would work with the NSBSD and EOA for assessments related to the Response to Intervention process of the NSBSD. See contract

Qargi Academy's success coaches will conduct regular conferences with their assigned caseload to insure the social and emotional needs of the students are being met. Home visits will be scheduled as needed. Our success coaches will also work in tandem with the district's student services department in meeting the needs of our special needs' students.

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

Establishing an ideal assessment environment is critical in obtaining assessment results that accurately demonstrate students' accurate achievement and growth. To assist in creating a consistent, optimal assessment administration environment, below are our uses of assessment data to ensure optimal performance.

We believe that the appropriate use of the Formative Assessment Process is essential to helping all students reach their potential and graduate career, college, and community ready. The Formative Assessment process takes place in all effective classrooms by all effective teachers. The Formative Assessment Process is aligned with Authentic Practices and may not follow what is traditionally thought to be "assessment."

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This is interwoven into our online platform, and our staff will utilize data effectively to ensure optimal student learning.

Our leadership team will shape the vision of academic success in the school and create systems that support staff, students, and families. Our leaders will facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. Through the work with our online teaching staff and on-site student support teams we will work collaboratively to increase student achievement.

EdOption's Academy and Qargi Academy Results - Focused

- School leaders from both EOA and Qargi Academy use data and research to drive decisions and measure progress toward school improvement goals. These results are shared with parents and students.

- Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- School leaders from both EOA and Qargi Academy use data to hold themselves and others accountable for progress.
- School leaders from both EOA and Qargi Academy support the process/system that allows teams to delve into the implications of data.
- School leaders from both EOA and Qargi Academy guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

EdOption's Academy will systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

#### EdOption's Assessment System

- The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction.
- All course assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Course assessments are designed to be developmentally appropriate.
- Course assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.
- Assessment results are shared and discussed with instructional staff in a timely manner and useful format.
- Reports of student data are communicated to students and families in a manner that they can understand.

#### Student Involvement in the Assessment Process

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on their performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback.



## FORMATIVE – SELF CHECK/PRACTICE

Edmentum Courseware provides students with powerful opportunities for success, such as scaffolding and guided practice. The system offers scaffolded instruction, which provides step-by-step guidance while teaching a process or concept, as well as the use of on-screen characters who mentor the learner. Lessons are chunked into four sets of related skills and include instruction, practice, application, and a quiz. Each set of lessons is followed by a progress test. This systematic approach ensures students only learn material they are ready to learn, and students only progress to more difficult material as they master required foundations.

Edmentum courses are designed to explicitly incorporate multiple levels of rigor and relevance within an integrated online learning environment. Practice, application, and exploration activities provide opportunities for students to use acquired knowledge to solve problems, complete projects, and design solutions to new situations and real-world scenarios. Our online courses include inquiry-based activities that support the practices of prediction, hypothesis, and data interpretation, as well as lab investigations, integrated into the overall instructional sequence of a course all prior to the formative assessments. Examples of guided activities may be a self-check for understanding within a tutorial, an interactive review, or a unit-level discussion reflection.

See examples below:

Linear Equations: Tutorial 12 of 22 [Save & Exit](#)

**Question**

The quotient of a number and -5 has a result of 2. What is the number?  
Type the correct answer in the box. Use numerals instead of words.

$n =$

**Answer Second Try**

[Show My Answer](#) [Try Again](#)

**Explanation:**  
First, define the variable. Let  $n$  represent the unknown number.  
Next, write an equation to represent the situation. Because a quotient is the result of division, divide the unknown number by -5:  
$$\frac{n}{-5} = 2$$
  
Then, use opposite operations and the properties of equality to solve for  $n$ . Notice that the variable,  $n$ , is divided by -5. So, to isolate  $n$ , do the opposite and multiply both sides of the equation by -5:  
$$\left(\frac{n}{-5}\right)(-5) = 2(-5)$$
$$n = -10$$
  
Finally, to check the solution, substitute -10 for  $n$  in the original equation:  
$$\frac{-10}{-5} = 2$$
$$2 = 2$$
  
The resulting statement is true, so the solution is correct.

## Tutorial Self-Checked Response

Linear Equations: Tutorial 19 of 22 [Save & Exit](#)

**Lesson Activity** [Print](#)

### Writing and Solving Equations

This activity will help you meet this educational goal:  
You will solve a linear equation in one variable.

#### Directions

Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.

#### Part A

Viewing: [Answer Key](#) [Unanswered](#)

#### Question

Let  $d$  represent Drake's age. Which equation represents this situation?

$4d - \frac{1}{3} = 28$

[Submit](#)

#### Self-Evaluation

How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.

**B** *I* U  $\times^2$   $\times_2$  Font Sizes  $A$   $A$

Characters used: 0 / 15000

[Submit](#)

## Self-Check-Reflection



### Discussion Topic

Think back to some of the stories you've read in the last year or two. Of those, maybe you had one that you started to read, but you just couldn't get into it. Why? What made you keep putting it down? On the other hand, think about a story you really enjoyed. What literary elements did the writer use to make it impossible to put down? For example, was the protagonist easy to relate to? Did the author describe the setting with such vivid detail that you felt you were right there? Authors will produce works that place more emphasis on one element than another. As a result, sometimes there are gaps in literary elements that typically appeal to you as the reader. Discuss some of the recent stories you've read that have missed the mark. What advice would you give to that author to fill in the gaps you felt were missing? Also give your opinion on some stories that you've really enjoyed. Explain the elements that make it a good story. For example, how did the author use character, symbolism, or point of view to create such a page-turner?

### No Response(s)



New Response to Topic

**B U I** [List icons]

maximum characters: 2000

characters used: 0

Submit Response

Cancel

Exit Graded Discussion

### Courseware Discussion Activity

Courseware practice instructional activities provide a variety of problems based on both abstract concepts and real-world scenarios and allow learners to check their understanding and demonstrate their skills. Learning experiences are supported through a variety of technology-based interactions that allow students to apply learning, as well as practice and check their understanding of concepts. Examples include multiple choice, drag-and-drop matching, fill-in-the-blank, and many other interactivity types.

Within tutorials and practice modes students can review correct and incorrect responses. For assessments, the options for student review vary depending on the choice of the administrators at the district and program levels.

### Grading

The grading is completed by EdOption's teachers for the EdOption's courses. The Principal will accept the EdOption's courses and grades for credit. The EOA teachers will grade work and projects, provide feedback to students, and EOA will provide credit for student.

EOA teachers will be assessing the child over the duration of the coursework. Qargi Academy will work with EOA to make sure that all students are getting appropriate content.

Qargi Academy works with EOA to transfer those credits to Qargi Academy.

The grading within the Qargi will be completed by the Success Coaches who are Type M Iñupiaq Language and Culture Experts.

The Principal will be the teacher of record for courses not taught by Success Coaches and or by EdOption's teachers.

The Principal assesses students to certify that they are getting appropriate courses.

Please See Sample Teacher's Guide (includes Pacing Guide) and Course Syllabi which are available for each course to be offered under APPENDIX F

### Qargi Academy Levels of Achievement

Levels of Achievement: Qargi Academic students will meet or exceed growth expectations in academics through EdOption's Academy courses. Because our students are at the initial stage of learning the Iñupiaq language they will begin at beginner levels in the Iñupiaq language programs such as VIVA and Rosetta stone; the cultural program will be assessed for levels of achievement through the Iñupiaq Language Framework and other cultural resources such as Alaska Cultural Standards and the Alaska Native Knowledge Network and meet or exceed expected growth progress in these programs and assessments.

### Vision

North Slope Borough students have access to a quality education, gaining knowledge and skills to prepare them to be contributing citizens in a society with a thriving Iñupiaq language and culture.

### Mission

To provide access to quality education through virtual learning and community based Iñupiaq language and culture projects.

The following Qargi Academy educational goals will be assessed annually:

- Comprehensive, college & CTE preparatory education for all local students.
- Maximize each student's academic potential using progress monitoring, customized academic support, and strong mentor relationships.
- Qargi Academy will institute methodologies and curriculum that will raise student

proficiencies to meet AYP.

- Qargi Academy will be a place that helps students living in the North Slope community understand and retain the Alaska Native culture, history, languages, and traditions.
- Qargi Academy will create a safe and welcoming learning environment for their students showing that they can be competitive, successful leaders in today's society.
- Qargi Academy will address the whole child; the circle of wellness, which meets the social, emotional, physical, and academic needs and goals of students and their families.
- Qargi Academy students will develop responsibility and respect for self and others by displaying healthy life choices.
- Qargi Academy will engage in educational research and serve as a demonstration school for other teachers and administrators in North Slope and throughout Alaska.

Regarding Progress Monitoring: The curriculum automatically paces itself based on timelines entered by Qargi Academy. Based on completion of activities, the program automatically updates a progress bar letting the students see if they are on pace by comparing the number of days to the number of activities completed. Students and parents have access to this graph anytime with their login to EdOptions Academy. In addition, teachers will send monthly progress reports to students, parents, and Qargi Academy and will monitor students as they work through the course. Success Coaches will be a continuous support as well, constantly monitoring student progress.

4. *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)*

The use of assessments for the Qargi Academy will follow all student assessment laws of the State of Alaska. All aspects of Alaskan accountability best practices guides will be followed by the school. The Qargi Academy will participate in all summative assessments as required by the State of Alaska. It will be our goal that our student population will work towards scores in the top 10% in the state on these assessments.

To ensure success towards this goal we will utilize an online platform that ensures curriculum congruence to all standards of The State of Alaska. In addition, we will utilize tools within our online platform in addition to our instructional content to meet this goal. The Qargi Academy will be committed to being accountable for exceptional performance on all state assessments and will ensure through teaching and learning that performance is at the forefront of our mission and vision.

Because no one assessment is able to provide answers to all questions around instructional decisions based on learning scaffolding, departmental alignment, and systemic adjustments; we will develop a Balanced Assessment System including diagnostic (measure students' knowledge and skills before instruction), formative (to adjust instruction based on student progression toward learning targets), interim (to measure progress toward academic goals and standards) and summative (to measure student mastery of standards and drive local district decision making) components.

In an effort to best prepare Qargi Academy's students for the state mandated test, all students will be given the 'Exact Path Diagnostic Assessment' at the beginning of the student's program to determine grade level reading and math designations. An individual learning path will be assigned to each student to provide remediation or enhanced instruction under the supervision of the teacher. An interim assessment will be given at the beginning of the second semester to measure growth and identify skills that need more remediation. A new learning path will be assigned. Finally, a further assessment will be given in the spring to measure growth and predict success on the state mandated test.

In addition to meeting all federal and state assessment requirements associated with ESSA and Alaska (AS 14.03.075), student performance will be measured with EdOptions Academy program assessments. Qargi Academy has chosen to forego their participation in the district wide tests such as the Measures of Academic Progress tests. Qargi Academy will participate in the Alaska State mandated tests. Each course within EOA will have pre and posttests, projects, and semester exams.

PowerSchool can be updated on a schedule that works best with the school/ district needs: weekly, bi-weekly, monthly. PowerSchool tracks attendance, grades, and discipline.

Data utilization regarding accommodations and state-wide testing processes:

Tests look at student performance on assessments built within the curriculum. Based on performance, teachers may adjust curriculum, have a one-on-one session with the student, have a small group session with the student, and/or may add or remove additional activities to the curriculum as necessary. EdOptions courses prepare students for state exams. It is up to the district/school to organize and administer these exams.

The staff and community meet to discuss options and modifications to the program

which could include: schedule changes, greater parent involvement, additional instructional resources, developing expertise in areas of need among staff, refining the supplemental services, and/or purchase of additional materials needed for the program.

The EdOption's Academy conducts an annual review of its programs and set goals based on student performance and surveys of the staff, students, and families. The EdOption's staff continues to research, develop, and pilot assessments and curriculum and work with Qargi Academy staff (Type M, Type A certified staff and Principal) to incorporate Native cultural relevance into the standards and measures of proficiency. The EdOptions Academy administration and teachers will work with members of the Qargi Academy administration, Success Coaches, and Inupiat community members to integrate all EdOptions Academy online curriculum with elements of the Inupiat culture as well as develop stand-alone Inupiat language and history/cultural courses offered online.

All the research, development, and piloting of the Native cultural courses will be done by both the Qargi Academy staff and the EdOptions Academy personnel in collaboration. The Qargi Academy staff will provide EdOptions Academy personnel with all the curriculum needed to create the courses and EdOptions Academy personnel will work to create an online version of the courses desired.

The procedures for assessing students in need of remedial interventions follow the federally mandated guidelines.

Students receiving Special Education services and under and IEP receive services by both the EdOptions Academy of teachers, NSBSD Student Services and where appropriate in the Qargi. Support is identified after thorough collaboration with the EdOption's Special Education teacher, NSBSD Student Services Director, parents, staff, student and Qargi Academy staff. Collaboration would involve meeting in the Qargi to discuss the IEP/504 plans of the student where telephonic call-ins or zooming in for those who need are not physically present can participate, Support is provided to meet specific objectives covered on Individual Education Plans, in collaboration with the district ELL department, provides accommodations for students receiving this service in the Qargi. EdOption's Academy has a cadre of advanced courses that gifted students can take. Bilingual student needs will be serviced through the English Language Learner services provided by the EOA as part of the contracted services with EOA..

Vocational education for Qargi Academy students would be met by both EdOption's Academy and the Regional Learning Center of the North Slope Borough School District.

The Qargi cultural activities will be assessed using the Iñupiat Learning Framework standards, State of Alaska Cultural Standards, local cultural resources, and or formative assessments for learning of Iñupiaq language and culture and traditional knowledge.

#### **Section 4: Professional Development**

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

Professional Development Calendars found in Appendix G

The Qargi success coaches and pertinent staff will participate in a series of professional development activities in order to gain expertise in areas identified by the test data and/or staff decisions. Key conferences such as National Indian Education Association October 7-10 in Albuquerque, NM and Alaska Federation of Natives (North Slope version in Anchorage in October FY20) that enhance teaching and student learning are targeted for attendance by staff.

Qargi Academy is in partnership with EdOptions Academy to provide the virtual instruction services of the core academics and CTE courses. Professional development funding will include site-based professional development, state-wide professional conferences, and nation-wide professional conferences.

QARGI Academy will provide training on its mission, vision, goals, and the Iñupiaq Learning Framework during job orientation in the month of August as well as ongoing training on Fridays.

QARGI staff evaluation

Qargi Principal will utilize the district's evaluation tools to conduct evaluations. Evaluation of IT specialist will be conducted by NSBSD IT Director.

EdOptions Academy:

EdOption's Teacher Evaluation plan is based on the iNACOL Online Standards for effective teaching. EdOption's Academy hires their teachers and are not subject to the NSBSD Teacher Union.

Teachers receive ongoing professional development based on a PD Roadmap created each year. These PD opportunities are designed to increase Teacher/Student communication and relationships (Effective Feedback, Use of Asynchronous and Synchronous tools), increase Teacher's use of technology to engage students



(Blackboard, PLE), and effectively monitor student progress.

EdOption's Teacher Evaluation Tool: <http://supportcdn.edmentum.com/EOACourseURLs/EdOptions%20Academy%20Teacher%20Evaluation%20Tool.pdf>

## EOA Teacher Evaluation

All EdOptions Academy teachers are evaluated by a set standard (rubric provided; see attachment) and are evaluated by their instructional leads as well as the Director of Instruction. Also attached is the evaluation form used by the evaluator. Qargi Academy administration will also be part of the teacher evaluation process.

EdOption's Teacher Evaluation Cycle:

<http://supportcdn.edmentum.com/EOACourseURLs/EdOptions%20AcademyTeacher%20Evaluation%20Cycle%202016-2017.pdf>

All EOA instructors partnering with Qargi Academy will be Alaska certified instructors and as such, participate in continuing education for the purpose of recertification. The continuing education can either be taken at a college or university, a school or district led in-service, or through training received at EdOptions Academy.

EdOption's Teachers receive a transcript, with the number of hours of professional development received during their validity period to maintain their certification. EdOptions provides the teacher with a transcript for any PD received through EdOptions. We also require instructors to provide proof that they have met recertification continuing education requirements in the state.

EdOptions Academy instructors contribute to the online school community by participating in course design and review meetings with EdOptions Academy's Curriculum Development teams and Qargi Academy (these teams include Qargi Academy and EOA staff, instructors, directors, principal who contribute to curriculum development) as they develop or redevelop new courses. Courses to be developed will be designed to meet the academic needs of students of Qargi Academy. Qargi Academy personnel, administration and staff, will work with EdOptions Academy instructional and operational teams to help build the courses listed below. The courses will be created to be online courses and meet the needs of all students enrolled in Qargi Academy.

List of courses that will be developed:

- North Slope Government – one semester (graduation requirement)

- North Slope History – one semester (graduation requirement)
- North Slope Science – one semester (Science option for graduation requirement)
- Inupiat Language and Culture – one semester

Our teachers provide input at the design phase, and then review lessons and courses as they are developed. EdOption's Instructors also participate in developing PD with their Instructional Leaders by sharing best practices with fellow teammates at Quarterly Team meetings and through regular contributions to weekly team updates and team blogs. EdOption's will collaborate with Qargi Academy in professional development as well.

The Qargi success coaches will receive extensive training delivered on-site, at district in-services, conferences within and out of state. The PD will focus on training success coaches to mentor students, provide social/emotional support, work with parents, families and community members to be active participating members of the Qargi. The goal of the PD will be to foster highly skilled local educators who positively impact student success and community involvement. Success coaches, Principal, and other staff will join in with EdOptions Academy professional development. Further Qargi Academy will provide cultural training and sensitivity professional development to EdOptions Academy and or to the district upon collaboration. Qargi Academy staff will join in on the district professional development regarding new hire in-services, Iñupiaq Department PD, student services PD, and Principal PD The NSBSD has not yet produced the FY21 PD Calendar due to lack of a superintendent. Most likely NSBSD PD Calendar of FY20 will be similar in both content and timeline if not identical for FY21.

See Appendix G Draft Professional Development Calendars.

A first year (entire year) Professional Development proposed plan to support Qargi success coaches, EOA teachers, and EOA success coaches who will work with Qargi success coaches.

#### Qargi Academy Staff Positions and Evaluation Information

<b>Name</b>	<b>Position</b>	<b>Classified or Certified</b>	<b>Eval Tool</b>	<b>Evaluator</b>
TBD	Principal	Certified	District Principal Eval Tool	APC
TBD	Admin Assistant	Classified	NSBSD Classified and Contracted Employee Handbook	Principal

TBD	Cultural Specialist	Certified	NSBSD Certified Evaluation Handbook	Principal
TBD	Information Technologist	Classified	NSBSD Classified and Contracted Employee Handbook	Principal
TBD	Barrow ILT1	Certified	NSBSD Certified Evaluation Handbook	Principal
TBD	Barrow ILT2	Certified	NSBSD Certified Evaluation Handbook	Principal
TBD	Wainwright ILT1	Certified	NSBSD Certified Evaluation Handbook	Principal
TBD	Wainwright ILT2	Certified	NSBSD Certified Evaluation Handbook	Principal
TBD	Village 2 ILT1	Certified	NSBSD Certified Evaluation Handbook	Principal
TBD	Village 2 ILT2	Certified	NSBSD Certified Evaluation Handbook	Principal

## **Section 5: Facility**

- i. *Provide information on the location for the charter school, 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)*

The Qargi Academy will partner and collaborate with local organizations regarding use of facilities. They will utilize existing available buildings and spaces such as church buildings, community halls, vacant office spaces, and vacant classroom spaces based on the partnerships that are established. These facilities are yet to be identified.

See Contract Appendix B, Appendix M Facilities Details.

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

Based on the growth of the student population, the Qargi Academy would continue to partner with the local organizations on use of facilities. Further, Qargi Academy would also work with, partner, and collaborate with the slope wide organizations (ASRC, NSB, ICAS) for support.

## Section 6: Admission

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

Admission Policies and Procedures are found within the NSBSD Student Parent Handbook.

Application/Registration/Lottery Form can be obtained by contacting the Principal at or from the district web site [www.NSBSD.org](http://www.NSBSD.org).

See Appendix H

- 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 I. AS 14.03.265(b) Admission, 4 AAC 33.110(a)(17)*

### Yearly Application Calendar

July: Distribute applications; radio announcements; post flyers; and collect applications, then hold a lottery on August 29 if the applicant enrollment exceeds the capacity.

July/August: Continue collecting lottery applications that are mailed or faxed to the school and maintain communication with students' families.

August: During the month of August, confirm all registered students; then fill vacancies through the lottery process.

During the application period, parents will be notified that their application has been received. Parents will receive an email or phone call and will be provided with information pertaining to the lottery process and the timelines. The admissions process follows all NSBSD policies and regulations.

Non-Discrimination Statement: Qargi Academy's non-discrimination statement is consistent with district, state and federal requirements. Qargi Academy abides by the NSBSD's BP 0410 and BP 4030 Non-Discrimination Policies. See Appendix H.

The North Slope Borough School District School Board has requested that Qargi Academy provide educational options and opportunities to all students and all villages including Barrow students. In order to accomplish this huge task, Qargi Academy will do this in phases. Qargi Academy will work to provide educational opportunities and options for students 9TH-12TH, but to do this in phases.

The Qargi Academy plans on serving 9-12<sup>th</sup> grade students. Year 1 Qargi Academy will

serve 9<sup>th</sup> -12<sup>th</sup> grade levels at 1-2 sites plus Barrow; Year 2 Qargi Academy will continue to expand into serving more high school students by adding 1-2 additional village Qargis; Year 3 Qargi Academy will expand into 1-2 additional villages. Year 4 Qargi Academy will include continue to expand by adding 1-2 additional villages serving 9<sup>TH</sup>-12<sup>TH</sup> grade students.

Random Drawing: Qargi Academy is a multisite school. Each participating village will have a physical location in the village (i.e. library in school building). Random selection will occur in each village site. The procedure for random drawing is as follows: when an application is turned in to the village Qargi Academy, the student's lottery ticket is placed in the random drawing pot for enrollment into the village Qargi Academy. The drawing of names will be conducted in a public forum meeting. If the number of students applying does not meet the village allocation provided, the Qargi Academy will add those numbers of unused student numbers into another village or the Barrow random drawing pot. The Barrow random drawing pot may be used to collect unused student number allocations from outlying villages and add them to the Barrow random drawing pot. The number of students selected is determined by the formula for determining numbers of students that could be randomly selected per village.

Determination of numbers of students randomly selected per village. First Year selection process: During the first year of enrollment 1-2 villages+ Barrow base station. Of the 1-2 sites chosen: village schools with 40-199 enrolled students will have a student count up to 10; Village schools with 200-300 students will have a student count up to 15; Barrow is a base station and will have a Qargi with student counts of 25+. While it is intended to help students who are alternative and or students who have dropped out, it is open to all students. All students regardless of ethnicity may apply. If the number of students applying from their village exceed the number of students who can apply, the Qargi Academy shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi Academy will add unused numbers into another village or into the Barrow random drawing pot.

Second Year selection process: During the second year of enrollment participating villages will be provided a student count based on the formula of 10% of the student count of October 20 of the previous year. Barrow student counts will include Kiita, Barrow High School and Hopson Middle School. If the number of students applying from their village exceed the number of students who can apply, the Qargi school shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi school will add those numbers into another village or into the Barrow random drawing pot.

Third Year selection process: During the third year of enrollment participating villages will be provided a student count based on the formula of 10% of the student count of October 20 of the previous year plus 3 students. Regarding Barrow student counts will include

Kiita, Barrow High School and Hopson Middle School. If the number of students applying from their village exceed the number of students who can apply, the Qargi school shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi school will add those numbers into another village or into the Barrow random drawing pot.

Fourth Year selection process: During the fourth year of enrollment participating villages will be provided a student count based on the formula of 10% of the student count of October 20 of the previous year plus 7 students. Regarding Barrow student counts will include Kiita, Barrow High School and Hopson Middle School. If the number of students applying from their village exceed the number of students who can apply, the Qargi school shall hold a random drawing for students from that village. If the number of students applying does not meet the village allocation provided, the Qargi school will add those numbers into another village or into the Barrow random drawing pot.

	Student Numbers	AIN	AKP	ATQ	BRW	KAK	NUI	PHO	PIZ
<b>20 Student Count</b>		166	104	84	584	66	151	253	109
<b>YI</b>	<b>60</b>	<b>Of the 3 sites chosen: village schools with 40-199 enrolled students will have a student count up to 10; Village school with 200-300 students will have a student count up to 15; Barrow is a base station and will have a Qargi with student counts UP to 25.</b>							
<b>Y2</b>	<b>151.7</b>	<b>16.6</b>	<b>10.4</b>	<b>8.4</b>	<b>58.4</b>	<b>6.6</b>	<b>15.1</b>	<b>25.3</b>	<b>10.9</b>
<b>Y3</b>	<b>175.7</b>	<b>19.6</b>	<b>13.4</b>	<b>11.4</b>	<b>61.4</b>	<b>9.6</b>	<b>18.1</b>	<b>28.3</b>	<b>13.9</b>
<b>Y4</b>	<b>207.7</b>	<b>23.6</b>	<b>17.4</b>	<b>15.4</b>	<b>65.4</b>	<b>13.6</b>	<b>22.1</b>	<b>32.3</b>	<b>17.9</b>

During the first year of Qargi Academy, EdOption's Academy will assist with oversight of students' academic progress by utilizing EdOption's success coaches while Qargi Academy works to train and build capacity with Qargi Academy's success coaches as well as establish the Qargi within 1-2 of the villages and one in Barrow.

Levels of Achievement: Qargi Academic students will meet or exceed growth expectations in academics. Because our students are at the initial stage of learning the Iñupiaq language they will begin at beginner levels in the Iñupiaq language programs like VIVA and in Rosetta Stone and meet or exceed expected growth progress in these programs.

## 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 K. AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A*

See Contract Appendix B. Funding for Qargi Academy will be based on the State of Alaska's per-pupil funding formula, as per AS 14.03.260. In addition, the school's funds may be supplemented by grants, contributions, and fundraisers within the school community, and additional funds (if any) supplied by NSBSD and tribal funds and corporate donors. Fundraisers at Qargi Academy will be coordinated between the APC, and the school staff. Grants may also be sought, but must relate to the charter and the program.

The indirect rate of 4% will cover insurance, internet, human resources, financial management, student records, student meals, school facilities, maintenance, and transportation.

- 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)*

See Appendix B Contract. Qargi Academy complies with AS 14.17.910 Restrictions Governing Receipt and Expenditure of Money from Public School Foundation Account. The charter school accounts for receipts and expenditures by using and complying with district accounting, audit, and fiscal procedures that apply to charter schools. The charter school will allow district personnel or district auditor access to financial information to perform the annual or special audit and accounting information. The charter school shall cooperate with the School Board and the Department of Education in complying with the requirements of AS 14.17.910.

Leases, debts and other financial obligations of the Academic Policy Committee will not constitute a debt, liability or financial obligation of the School Board.

Method by which Qargi Academy shall Account for Receipts and Expenditures. The Charter School will be in compliance with AS14.17.910, restrictions governing receipt and expenditure of money. The school will account for receipts and expenditures by



using and complying with District accounting, audit, and fiscal procedures assure the District that all leases, debts, other financial obligations of the school shall not constitute a debt, liability, or financial obligation of the School Board or District.

- 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)*

See Appendix B Contract.

Qargi Academy complies with AS 14.17.910 Restrictions Governing Receipt and Expenditure of Money from Public School Foundation Account. The charter school accounts for receipts and expenditures by using and complying with district accounting, audit, and fiscal procedures that apply to charter schools. The charter school will allow district personnel or district auditor access to financial information to perform the annual or special audit and accounting information. The charter school shall cooperate with the School Board and the Department of Education in complying with the requirements of AS 14.17.910.

Leases, debts and other financial obligations of the APC will not constitute a debt, liability or financial obligation of the School Board.

Method by Which the Charter School Shall Account for Receipts and Expenditures:

The Qargi Academy will be in compliance with AS14.17.910, restrictions governing receipt and expenditure of money. The school will account for receipts and expenditures by using and complying with District accounting, audit, and fiscal procedures assure the District that all leases, debts, other financial obligations of the school shall not constitute a debt, liability, or financial obligation of the School Board or District.

Financial records will be held at the district business department and within the district's Tyler program and any other program utilized by the NSBSD business department. Qargi Academy is a district school and all financials and related documents and records will be accounted for and kept per district's business department protocols just as any other school in the district.

## **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 AS14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

See Appendix B Contract. Qargi Academy has an agreement with the NSBSD to provide transportation for students during operation of district school hours. Example: If the Qargi has a late start of 11:30am, within the agreement between the district and Qargi Academy, Qargi students will be able to get on the school bus when they are picking up kindergarten students. If Qargi Academy's school hours are later than the district's, parents and guardians will be responsible for transporting their children to and from the Qargi. Transportation of homeless and foster care students are covered under BP 5112.6: In the event that it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school may be provided at the request of the parent or guardian or, in the case of an unaccompanied student, the Homeless Student Liaison. Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the Principal.

## APPENDICES