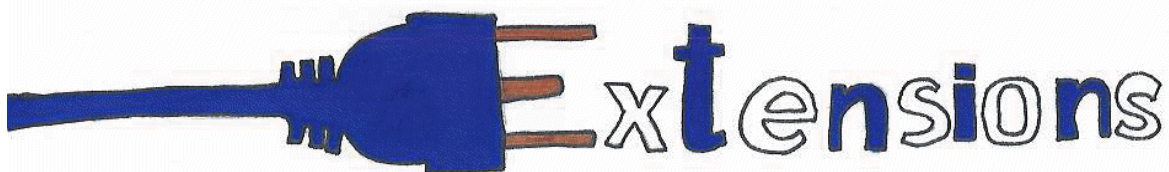




Nome Public Schools



Extensions Correspondence School

2025-2026
Parent-Student Handbook

Updated: 04/24/2025 by Rachel Ventress

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Mission Statement

Extensions Correspondence School (ECS) seeks to extend a quality education's influence into the community and region. Extensions will provide services for Alaskan families who make a long-term commitment to facilitate their children's educational goals in a home setting with incorporating a wide variety of educational opportunities and curricular options to best guide and support students' total individual learning plan.

Nome Public Schools

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Enrollment

Extensions Correspondence School (ECS) operates in accordance with Alaska Statutes where, as a correspondence study program, it must conform to statewide instructional standards.

The program is open to school-aged students enrolled full-time in Nome Public Schools who reside in Alaska and are not enrolled full-time in another school district. The Academic year begins on July 1 and ends on June 30.

Through the involvement of an Alaska Certificated teacher, students in grades K-12 are assured their education meets or exceeds state and local requirements. The certificated teacher will drive the individual learning plan with the assistance of the parents, students, and other resources as needed.

It is important to note that Extensions should not be viewed as a short-term fix to a temporary educational problem. ECS is not a program for building-based students who need to make up credits. These students should talk to the school's guidance counselor. A home education with Extensions should not be seen as a last resort, but as a positive family educational lifestyle choice.

Regular Enrollment

The official fiscal and academic year opens July 1. To be eligible for full funding a student must enroll prior to the count period in October of the academic year.

New Enrollment

ECS accepts new enrollments starting in the spring for the upcoming academic year. General enrollment continues through the student count period each year. Each student is required to complete online registration. A copy of the birth certificate or verification of age must also be received by the district before the application can be processed. To ensure graduation requirements can be met, all high school students enrolling with Extensions must provide an official transcript from the school they previously attended. Students enrolled after the count period may still be considered for enrollment, but have additional requirements and will not be eligible for state funding.

Late Enrollment and Prorated Allotment Amounts

Students applying for enrollment after the count period are considered on a case-by-case basis. The teacher of record and administrator will determine if enrollment after the count period is warranted. Allotments will be prorated for students enrolling during the October count period. Students who enroll after the count period will not receive an allotment and will have access to limited curriculum choices.

Date of Enrollment

Date of enrollment is determined by the date on the enrollment form, receipt of appropriate withdrawal forms from the student's prior public school, and verified by the completion of the ILP.

Ages of Enrollment

A child who is five years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age.

Exceptions are that students with IEPs may enroll in school if they are under the age of 22.

Early Entry into Kindergarten

Extensions Correspondence School cannot enroll a child who is younger than school age. This can only occur in the district of residence. Funding is not provided for students who early entry outside their home district.

Determination of Grade Level:

ECS cannot arbitrarily place students. Grade level is determined by the review of prior records, target graduation cohort, and documentation of previous grade level completed.

Their cohort places High School students at grade level. This is the year they first entered high school. Graduation is expected to occur within four years of entry.

The grade level of students in grades 9-12th can also be determined or impacted by credit hours earned.

9th grade 0-5 credits

10th grade 5.5-10.5 credits

11th grade 11-16 credits

12th grade 16.5-23+ credits

Student date of birth, prior grade level as designated by last school of record, and prior state testing records may also be used to determine grade level.

Acceleration

It is our responsibility to ensure that students have the academic skills needed at each grade level to allow for progress through their academic career. ECS cannot simply “skip” students through grades or retain them without proper documentation.

If parents wish to recommend the acceleration of a student, they are required to submit a written request. The request must include documentation of high academic achievement and cognitive levels. Appropriate test scores must indicate that the student is capable of completing work at the desired placement level. Social and emotional readiness for the requested grade level will also be considered. Upon receipt of the test scores and recommendation, the district and ECS will determine if the scores indicate whether or not advanced placement would be appropriate. Acceleration of a student requires the approval of the advising teacher, administration and the Superintendent (ref. BP5123). Independent testing may be required at the parent’s expense.

Retention

As long as adequate instruction is demonstrated, retention of a student is rarely recommended or approved. Nor is retention supported by research. If retention is recommended or requested, district policy and procedure will be followed. Consideration is given to academic, cognitive, social and emotional performance. Detailed documentation regarding lack of progress and/or special circumstances must be submitted. In addition, retention of a student requires the approval of the Superintendent. ECS cannot retain a student who has been promoted by another public school.

Students promoting from grade 3 to 4 must be approved for progression through completion of the Progression Consideration form (pg. 79). Students who have been recommended for non-progression must have a completed form signed by the parent on file in order to progress.

Emancipated Minors and Single/Married Students

Per AS 9.55.590, married or emancipated students may enroll in ECS. ECS cannot allow for the use of Parent Designed Courses for emancipated and/or married students.

Late-Enrollment

Students who enroll after September 30th must go through a review process to determine if ECS is the best placement. The process will include a review of: transcripts, needs, technology available, support for homeschool, and an interview with an advisory teacher. ECS is not a credit recovery program or temporary placement school. Students who enroll late in Extensions should expect to complete the semester in the program.

Withdrawal from Extensions Correspondence School

While the withdrawal process can begin with a request, parents must notify ECS in writing if they are enrolling in another public or private school or discontinuing enrollment under any other circumstances. Students who withdraw prior to the end of the first quarter will be held accountable for all expenditures and will be required to return all materials. Students can also be withdrawn from the program per non-compliance with our program requirements.

Individualized Learning Plan

Once online enrollment is completed, the teacher of record contacts the parent, sets up an Individualized Learning Plan (ILP) appointment. During the ILP meeting, parents will work with a teacher of record to complete the study program, receive training on funding, and complete the registration process.

To be considered enrolled, the following must be completed:

1. Registration Form
 2. FERPA receipt
 3. NSHC/State Public Health Release of Information OR vaccine record submission
 4. Annual Health Form
 5. Technology use agreement
 6. Permission to Publish
 7. Federal Programs Forms (set of 3)
- (the above forms are included in the online enrollment process)
8. Records request (appendix pg. 31)
 9. Direct Deposit Form (optional at parent discretion) (pg. 32)
 10. ILP form (pg. 33-42)
 11. Handbook Agreement Form (pg. 76)
 12. Birth certificate submission (for students new to the district)

When parents enroll, they will be given the following forms which will be followed up on at the initial ILP meeting:

1. (4) progress reports (pg. 43-44)
2. Reimbursement request form (pg. 46-47)

A student's start date in Extensions will be as soon as registration and a records request are filled out; however, the student is not considered enrolled in Extensions and eligible for reimbursements until an ILP document is completed, including signed copies of all compliance documents.

The ILP will list the student's courses, activities and curricular materials that will be used. Extensions will utilize ILP forms similar to those provided through the Alaska Department of Education and Early Development website.

During the ILP meeting, high school students must have a four-year plan to ensure proper fulfillment of graduation requirements (i.e. 6 credits per freshman through junior years, and 5 credits for senior year). A high school graduation progress form can be found on pg. 48. Dual credit for college courses may be obtained through the program. Extensions students meeting Alaska Schools Activity Association (ASAA) and NPS eligibility requirements may participate in NPS athletics and other extracurricular activities.

Enrollment information is used to create the draft of the (ILP). Parents will consult with a NPS Certified Teacher of Record with any questions or changes to the student's Individualized Learning Plan. The ILP outlines specific goals as well as identifies the items to be reviewed in progress reporting. The ILP will be consulted monthly throughout the year to validate

reimbursement/requisition requests and to verify reports.

Upon enrollment, the family will need to submit a schedule of any courses they are taking from their brick-and-mortar public school in order for NPS Extensions staff to assist with determining needed courses with Extensions. A student may not be counted as more than one full time equivalent for state funding purposes. This means that students may only take 3 or fewer classes at an additional public school in order to enroll in Extensions. One Extensions course is equivalent to 0.25 full-time equivalent.

Extensions requires that parents keep their contact information current: physical and mailing address, phone numbers, and emails up to date. If contact information changes, please email, call, or visit the office to maintain current information.

Core Course Requirements

ECS requires enrollment in a minimum of four courses (8 semester classes) with our school to be counted as full time. Per regulation 4 AAC 33.426, students enrolled in a correspondence program, whether full or part-time, must take at least 50% of the student's coursework through statewide correspondence program in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas. A full time student with ECS must take a minimum of 2 core classes. Core coursework performed outside the statewide correspondence program may not count towards the 50% core course requirement. Students K-8 must have ELA and Math as 2 of their core classes.

Core classes are defined as the following:

<ul style="list-style-type: none">• English/Literature/Reading• Math• Social Studies/History/Geography• Science	<ul style="list-style-type: none">• Technology• Foreign Language/Sign Language• Courses Required by an IEP
--	--

This requirement may be waived by ECS administration for extenuating circumstances such as fulfilling graduation requirements.

This requirement may also be waived for students who have obtained proficiency level of advanced or proficient (scores of 50th percentile or higher) in English/language arts AND Mathematics per the latest administration of the statewide assessments the previous academic year as outlined in 4 AAC 06.739(b).

Students who do not have scores in both English/language arts and mathematics for any reason are considered to be non-proficient.

Alaska State Standards and Grade Level Expectations

Curriculum must be aligned to state standards and grade level expectations. The Department of Education & Early Development website provides explanations and the

key elements of educational standards: <https://education.alaska.gov/akstandards/>. Alaska has adopted standards in the following content areas: English Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, Cultural Standards, and Alaska Studies.

Proficiency

Proficiency is determined by scores obtained on the statewide assessments to include: MAP for K-2 growth, PEAKS for grades 3-10, and College and Career Readiness Assessments (participation in one of three assessments during the junior year) where applicable. The Individual Learning Plan must include strategies for students who do not demonstrate proficiency in core subject areas (based on prior year's assessments) per AS 14.03.300 (a) 4AAC 33.421(b).

- Should a student participate in state required assessments, but not score proficient on one or more areas and they have funds unused from the current year, they may request use of the current year's unused allotment to be held for use in the next school year. Requests will be reviewed upon completion of the first quarter and no earlier than November 1 each year. Ref AS 14.17.505
- Students who demonstrate proficiency in both English/language arts and mathematics will have the flexibility to:
 - Waive the 50/50 Rule
 - Limit required contact to quarterly rather than monthly if requested
 - Request use of the current year's unused allotment that was held for use in the next school year. Requests will be reviewed upon completion of the first quarter and no earlier than November 1 each year. Ref AS 14.17.505

Curriculum Choices

NPS has an extensive list of approved curricula (pg. 49-59) available to all students in our district. Curriculum development, review and improvement are an on-going process that includes administration, teachers, parents, and students. Per board policy, curriculum "shall be consistent with the philosophy, goals and objectives of the district" and "reflect the desires of the community, the needs of society and the requirements of the law."

In accordance with AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7), Extensions Correspondence School shall use curriculum materials, including textbooks and other instructional aids, that have been approved by the district, and are of the same quality as

those materials that the district offers in the district's other programs. All materials must be in compliance with AS 14.03.090 and AS 14.18.060 to ensure they do not promote religious, partisan, sectarian, or denominational doctrine, and they are nondiscriminatory and non-gender-biased. Any material that does not meet the above criteria can be used at parental discretion and can earn credit, but cannot be reimbursed with Extensions allotment funds.

All curricula must be aligned with the state standards and presented to the district for final approval.

ECS will continue to update and revise the approved curriculum choices to reflect the current adopted state standards. Supplemental materials may be needed to provide adequate instructional supports.

Semester Requirements

Grade reports with at LEAST 2 pages of work samples per core subject area are required at the end of each semester (semester 1 ends with quarter 2 and semester 2 ends with quarter 4). Work samples must demonstrate ACTUAL STUDENT WORK, not photos of textbooks or materials used. Videos of performance as work samples are acceptable.

For courses (such as electives) that do not produce a “work sample,” students are required to submit a written summation, journal entries or calendar logging hours, and/or photographic/video documentation of ACTUAL WORK each semester. The summary of work should include the number of lessons completed out of the total lessons for the year, time spent per week, major topics studied and skills mastered.

Work samples and semester grade due dates are set by the Teacher of Record. These dates may be different than the end of the quarter or semester, especially for graduating seniors. Late grades and/or work samples may carry a 10% deduction for every day late. It is the parent’s responsibility to know semester and quarter due dates and to submit grades on time.

In the event that there is a history of submitting quarterly and semester requirements late, this may result in a freezing of funds and/or withdrawal from the program.

Parent Designed Classes

Parents may also design their own classes with the assistance of their assigned advisory teacher. These classes will list what the child is expected to learn and be aligned with the State Standards. The course must include the text and materials that will be used for the course. Parent Designed Courses (PDC) and the text and materials used must also be reviewed and approved by the district before credit will be assigned. For Parent Designed Courses, assessments will be required as determined appropriate by the advising teacher. Students may opt to create portfolios, photo journals, or final projects. Students may also keep a calendar or journal for documentation for non-core courses; your advising teacher will contact you periodically to collect information like time spent on your student classes.

Faith-based Curriculum

Faith-based courses may not be used to determine a student's full-time-enrollment (FTE) status. Credit can be awarded for these courses as long as: the courses have been reviewed by the advisory teacher, are included in the ILP, and semester summary of work, grades, and work samples are received. These courses will be noted on the transcript outside of the program. Faith-based curriculum or services cannot be purchased or reimbursed by Extensions Correspondence School. Parents or guardians may privately obtain any textbooks or curriculum material not provided by our program. This means that programs like ABeka, Apologia, and others are acceptable, but not eligible for funding.

Courses Taken From Private Institutions

Extensions students may take classes from private schools (such as Williamsburg Academy). However, Extensions may not reimburse families for a full-time course load (4 classes or more) through a private school while being enrolled in Extensions.

Amending the ILP

It is the parent/student responsibility to notify their advising teacher of any changes to the ILP. Courses must be properly added or dropped to ensure proper credit and allow for appropriate expenses for needed materials. **Course work completed before an official change to the ILP has been made may not be awarded credit and may not receive reimbursement for expenses.**

Courses dropped within 45 days of the ILP date will not appear on the student's permanent record. Courses dropped after 45 days may receive a failing grade if not completed, unless otherwise determined by the administration or designee because of extenuating circumstances.

These deadlines allow for the receipt of curriculum and ample time for a student to begin course work. Exceptions can be made with the approval of NPS administration.

Changes to the ILP require written documentation and approval from the advisory teacher. To ensure adequate time to complete course work for the academic year, most **changes to the ILP will not be allowed after February 15th.**

Academic Honesty

Extensions expects students to demonstrate academic honesty. If a student is found to submit work that is not their own, no credit will be given, and the student will receive a failing grade. Parents should review all student work and hold students to this standard. It is recommended that parents discuss the issue of plagiarism at the beginning of each school year and explain the importance of a student's original work.

Instructional Timelines

Credit is awarded based on the completion of course work and curriculum outlined within the ILP. Recognizing that each student works at their own pace, instruction should be individualized to meet the needs of each student. The expectation is that each course will allow sufficient time for students to obtain mastery of each standard required by the state guidelines.

Nome Public Schools recommends the following hours in session, which does not include lunch, recess, passing time, or intermission. These guidelines are also based on a student attending school for 180 days full time (5-7 hours based on grade level):

Grade	K	1-3	4-6	7-8
Contact Hours per Day	4	5	5	6

The following are recommended time allotments, but can form a basis for daily/weekly planning.

Grades	K – 2	3 – 5	6 – 8	9 - 12
Language Arts (Reading, Writing, Listening, Speaking Grammar, Spelling, Phonics)	2 hrs/day 10 hrs/wk	2 hrs/day 10 hrs/wk	2 hrs/day 10 hrs/wk	Grades 9-12 must complete the curriculum to receive credit in the core courses. Seat time should be approximately 37.5 hours per quarter per subject according to Carnegie Units.
Math	45 min/day 4 hrs/week	1 hr/day 5 hrs/week	1 hr/day 5 hrs/week	
Social Studies	20 min/day 1 hr/week	40 min/day 3 hrs/wk	1 hr/day 5 hrs/week	
Science/Health	20 min/day 1 hr/week	30 min/day 2 hrs/wk	1 hr/day 5 hrs/week	
P.E.	20 min/day 1 hr/week	30 min/day 2 hrs/wk	40 min/day 3 hrs/wk	4 hrs/week 35 hrs/quarter credit
Music/Art/Fine Arts	20 min/day 1hr/week	30 min/day 2 hrs/wk	40 min/day 3 hrs/wk	4 hrs/week 37.5 hrs/quarter credit
Work Study/ CTE Courses				4 hrs/week 37.5 hrs/quarter credit

For students taking longer than the typical guidelines or finishing work too quickly, a review should be conducted to ensure the curriculum is of the appropriate grade level and ability level of the student. Curriculum can also be reviewed to ensure it meets course requirements.

Grading Scale

Nome Extensions will use the following standard grade scales:

Grade Kindergarten through 12th grade:

GRADE	PERCENTAGE	POINTS PER CREDIT
A+	97-100	4.0
A	93-96	4.0
A-	90-92	4.0
B+	87-89	3.0
B	83-86	3.0
B-	80-82	3.0
C+	77-79	2.0
C	73-76	2.0
C-	70-72	2.0
D+	67-69	1.0
D	63-66	1.0
D-	60-62	1.0
F	0-59	0

***Please note that if a student is taking courses that are instructor graded, Extensions will honor the grade scale utilized by that educational institution.**

***The use of Pass/Fail grades must have prior approval and are not allowed for core course work.**

Basic grading guidelines can be found on pg. 59-60.

Program Requirements

Extensions Correspondence School is a public school receiving public funds for each student's education. To be eligible for funds, our school must comply with Alaska Statutes and Regulations governing statewide correspondence schools. Each student in our program must be held accountable for completion of course work and state education requirements.

Testing Participation

All K-12th grade students enrolled in Extensions (full, part-time, and dual enrolled) must participate in district, state and federal testing as outlined on pg. 20 of this document.

Monthly Contact

Parents/Families/Students are required to maintain monthly contact with their advising teacher. This contact can be made via a site visit, telephone call, text message, or email communication. Monthly contact ensures that each student is making progress and allows for intervention to occur if problems have arisen or to identify if additional resources are needed. Advising teachers will also inquire as to how much time students are spending on

their studies and to verify ILP and enrollment status. Monthly contact log can be found on pg. 45.

Alaska Reads Act

Per the Alaska Reads Act, children in Grades K-3 will participate in the state mandated reading assessment, as outlined under the Testing Participation section of this document. Any child scoring below proficient on this assessment will have an Individual Reading Intervention Plan (IRIP) prepared and parent notifications and meetings will follow the prescribed schedule. Families of children in Grade 3 who do not reach proficient on this assessment will be required to meet with the Teacher of Record and make a decision with regards to promotion to 4th grade per the requirements of the Act. Any child who is promoted without proficiency will be offered the opportunity to participate in the summer program offered through Nome Elementary School.

Quarter Grades and Progress Review

During the year, students are required to submit four progress reports, which include a quarter grade and review of progress. A grade and review for all courses listed on the ILP and the origin of each course or curriculum source is required.

Once the certified teacher has verified grades, they are transferred onto the cumulative records for student's K-8 grades and onto an NPS transcript for student's 9-12 grades, noting the appropriate credit earned. Courses not completed by the end of each review period may receive "Incomplete" or equivalent failing grades that can later be revised with documentation. Extensions uses the same grade reporting system as the Nome Public Schools. The Extensions academic year is the same as the school district.

Non-Compliance Procedures

Non-Compliance/Monthly Contact/Quarter Reviews

Non-compliance will be determined based on failure to meet the above requirements: testing, monthly contact, quarter grades, and semester work samples.

Families who have failed to maintain monthly contact for two consecutive months and/or families who have failed to submit 1st and 2nd Quarter Reviews and 1st semester work samples by mid-February will be considered non-compliant.

Families who fail to submit 3rd and 4th Quarter Reviews and semester work samples by the end of the academic year will be considered non-compliant. Students who refuse to participate in required testing sessions will also be considered non-compliant.

- **Step One:** Family will be contacted by phone and/or letter. Correspondence will detail what needs to be submitted and specify a deadline for receipt of items. Family accounts will also be held until receipt of documents.
- **Step Two:** Family will be mailed a certified letter requesting Quarter Reviews and Work Samples. Family Account will continue to be held.

- **Step Three:** Extensions will initiate withdrawal of all students whose records do not document adequate progress.

For students who remain non-compliant, enrollment for the next year may be denied or the family may be placed on academic probation until consistent progress is demonstrated. Families may work proactively with their advisory teacher as appropriate to determine a plan to submit work as necessary. The steps above will be applied for all non-compliant issues.

Non-Compliance Testing Participation

Students who fail to participate in the required testing as defined on pg. 18-20 of this document will be considered non-compliant. Non-compliance due to testing issues may result in the student being: dropped from the Extensions program; only being re-enrolled on probationary status the following year; or being denied enrollment the following year. Family accounts will be limited to curriculum only until after the current testing year has been completed. For families who were non-compliant the previous year, reimbursements for lessons or additional resources will be paid by Extensions only after testing has been completed.

Extensions recognizes that extenuating circumstances do occur. Before initiating withdrawal of any students, we will ensure that all efforts are made to work with the family to complete paperwork as required by our program.

Required Paperwork and Signatures

We will dedicate ourselves to eliminating unnecessary paperwork whenever and wherever possible. Please be advised that the paperwork we do require is necessary and should be submitted in a timely manner. As we are a public school, we must be able to document our compliance with state regulations and policy. The Enrollment Form and ILP must be signed or agreed to in writing by at least one parent/guardian.

Counseling Student Support Services

Extensions has an academic counselor available through Nome-Beltz Middle/High School. Our diploma requirements and transcripts adhere to district and state policy and must be recognized by other institutions.

Graduation Requirements

ECS Seniors who meet graduation requirements may participate in the Nome-Beltz Commencement. Extensions students will be considered a separate site for class rank, Valedictorian/Salutatorian, UA Scholars, etc. Extensions students must meet or exceed the same Carnegie credit requirements as Nome's building-based students, or state

requirements with special approval.

Extensions will have a class speaker at commencement based on Valedictorian status. To be considered Valedictorian, the Extensions graduate must have the highest GPA of any student in the program and a GPA of 4.0 or higher. In the event that more than one student meets these qualifications, choice of a speaker at commencement will be determined by the student's participation in academic, athletic, and extracurricular activities. Choice of Valedictorian speaker is left to the teacher of record's judgment. Students who do not have a GPA of 4.0 or higher will not be eligible to give a speech at commencement. Speeches must be submitted to the teacher of record for review and approval at least one week before commencement.

High School Diploma

To earn a high school diploma, students must earn 22 credits as per board policy. Exceptions may be made with prior arrangements to meet the minimal requirements of 21 credits as put forth by the state. 21 credits should be seen as the bare minimum and accepted only when failing to graduate is the student's other option.

High School Credits

Extensions uses the Carnegie credit system. A Carnegie unit equals one year of study or the equivalent of one year of study in a secondary subject. Seventy-75 hours equals one half credit.

Graduation Requirements:

English	4 credits	Health	.5 credit
Math	3 credits	Electives	9 credits
Science	2 credits		
Social Studies	3 credits		
Phys. Ed	.5 credits		

According to State of Alaska requirements, .5 credit of social studies must include Alaska Studies.

Students may receive special permission to earn 8 elective credits instead of 9 if graduation success is determined to be at-risk.

High School Credit for College Courses

High school students may earn dual credit for college level courses. To ensure dual credit is granted official transcripts from the university or college may be requested by ECS.

- A three-credit college course (100-level or higher) is equal to 1 (1.0) high school credit.
- A one-credit college course is equal to $\frac{1}{4}$ (.25) high school credit.
- A two-credit college course is equal to $\frac{1}{2}$ (.50) high school credit.

Electives

For classes that do not produce work samples, Elective Course Journals (ECJ) need to accompany elective course to include a log of hours (70-75 hours/semester grades 9-12). A sample log of hours can be found in the appendix on page 61. Examples of acceptable electives include: (hockey, dance, gymnastics, vocal, instrument, cooking, aviation, basketball, swimming, horseback riding). Completion of a Nome-Beltz or other Extra Curricular Sport will receive a ½ credit of PE or elective credit.

Life Skills courses require specific samples; the nature and quantity depend on the content of the course. All Life Skill Courses must meet the approval of ECS requirements and be monitored by the advisory teacher through online reporting.

Extensions students meeting NPS and Alaska School Activity Association (ASAA) eligibility requirements may participate in NPS athletics and other extracurricular activities, such as Honor Roll, Future Teachers, NNYLO, and National Honor Society, etc. Students interested in functions such as the National Honor Society should call Beltz and ask for the advising teacher sponsoring these functions for more information.

Quarter Credits

For high school students, quarter credits may only be awarded on a pre-approved basis. Half credits is the default method of awarding credit. Quarter credits will only be awarded at the END of the semester during which the course work was completed. Grades and work samples for the quarter credit class will be submitted at the end of each semester, not on a quarterly basis like half credit classes. Multiple quarter-credit classes should be combined into one half-credit class when possible.

In some exceptional cases for students at-risk of not graduating, quarter credits may be awarded in lieu of half credits.

CLEP Policy

CLEP Testing (College Entrance Examination Board) is a nationally accredited and widely accepted program for students to test out and receive credit for freshman and sophomore level core classes at the university level. Credit is awarded upon documentation of testing and receipt of the university/college transcript. If there are fees for CLEP testing, fees will be the responsibility of the student.

Credits derived from students successfully passing CLEP test will only be accepted under the following conditions:

- 1) The student must have attained senior status or be a confirmed graduating junior before taking the CLEP Test(s);
- 2) All required paperwork and quarterly reports must be current;
- 3) Written approval from an administrator must be on file.

Testing Out of a Course

Per Alaska statute, a student in grades 7-12 may request to “test out of a course”. To qualify, a student would take the appropriate district assessment for the requested course and earn an 85% or higher. The grade would be aligned with the score on the assessment. The credit would count towards credit to meet graduation requirements, but would not be eligible to qualify for Alaska Performance Scholarship eligibility. The student would still be required to meet other graduation requirements to receive a diploma.

High School Credit Prior to Entering High School

Eligible students may earn high school credit for courses earned prior to entering high school only if the course grade was issued by an accredited institution and is deemed to be of high school level. Students must also demonstrate proficiency per statewide assessments as appropriate for course credit being requested. Credit is issued to the high school transcript upon completion of the 9th grade academic year. In certain situations, 8th graders can receive high school credit their 8th grade year through a pre-approval process.

NPS Certified Transcripts

All classes listed on official NPS transcripts shall denote the origin of the course. Transcripts may be requested from the counselor. Requests for official transcripts should allow for additional time for processing.

Scholarships and Opportunities for High School

Alaska Scholars Scholarships

The Alaska Scholars Scholarships are awarded to the top 10% of the graduating class. GPA will determine the top 10% at the end of the junior year. Juniors wishing to be considered are required to have work completed by the May 31 deadline to determine GPA. Transcripts from outside institutions (i.e. BYU, NDIS, UAF) must be submitted by June 30 of the academic year of eligibility.

Alaska Performance Scholarship

Students enrolled with Extensions may be eligible to qualify for the Alaska Performance Scholarship (APS). The APS is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college and/or career training in Alaska. Students must plan with their academic counselors to ensure they are on track for eligibility. The APS guidelines and tracking form can be found in the appendix (pg. 62-63).

Statewide Mandated Testing Program/Achievement Testing Procedures

Extensions Correspondence School is a publicly funded school. As such, we are held to the same measures of accountability as all public schools in Alaska. One such measure is participation in statewide assessments. Per 4 AAC 06.710 - 4 AAC 06.790, the district

must require students to participate in the statewide student assessments as appropriate for their grade level.

Grade	Test Name	Testing Window
Kindergarten or 1st Grade (if profile not taken before)	Alaska Developmental Profile	August - October
3 rd -10 th grades	PEAKS testing	April/May
K - 3rd Grade	DIBELS	Various (3 times per year: beginning/middle/end)
11th - 12th Grade (choose 1 of 3 options)	WorkKeys	November - March
	ACT	March 1 - 15
	SAT	October - June

Kindergarten Developmental Profile

The purpose of the Alaska Kindergarten Developmental Profile (DP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on parent/teacher observations. Student skills and behaviors are defined by goals and indicators in five domains from Alaska's Early Learning Guidelines: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. Information for the profile is collected from **August thru the end of October**. 4 AAC 06.712. The profile data collection form is located in the appendix pg. 64-68.

PEAKS testing

Students in 3rd-10th grades are required to participate in the state PEAKS assessment. Students in 3rd-9th grade will take Math and Language arts assessments. 4th, 8th, and 10th graders will also take the science assessment. The Spring PEAKS assessment will take the place of the spring MAP assessment for students 3rd-9th grades.

DIBELS (Amplify) testing

According to the Alaska READS Act, students in grade K-3 must complete beginning of the year, middle of the year, and end of the year literacy screenings. Our district uses DIBELS for this requirement. The test assesses basic literacy and reading skills for

students, and this measure is used to help determine recommendations for progression or non-progression in these early grades.

CCRA – College and Career Ready Assessments (WorkKeys, ACT, SAT)

WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. As part of ACT's Work Readiness System, ACT WorkKeys has helped millions of people in high schools, colleges, professional associations, businesses, and government agencies build their skills to increase global competitiveness and develop successful career pathways. The WorkKeys assessment is taken online in one day at a date TBD each year. 4 AAC 06.717. This is a Work Ready/College Ready Transitional Skills Assessment.

The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. The SAT has only 3 components: Critical Reading, Mathematics, and a required Writing Test. The ACT will be administered online at dates TBD. Students can also take the ACT during one of the national test days, but they will be responsible to provide ECS with final test scores. SATs (WITHOUT essay only) will be administered in October/November.

According to board policy, students must take one of the above College and Career Readiness assessments in their 11th or 12th grade years. Students may opt to take an alternative CCRA (such as the ASVAB) with prior approval. Students must submit their CCRA scores to Extensions for storage in their permanent files. Students who would like to be excused from this requirement must submit a request to the school board.

English Language Proficiency (ELP) Assessment

Specific teachers and students who are involved in the English Language Proficiency Assessment are determined each year based on responses regarding use of another language in the home as reported on a Parent Language Questionnaire. The PLQ is part of each student's registration packet. A Classroom Observation Form can also be completed by the teacher to determine how well a child with a second language is performing in the classroom. The diagnostic assessment chosen by the State of Alaska is the W-APT, and results guide the types of resources and supports to use in instruction. The State requires that students who are identified as LEP be assessed each spring to measure progress toward language proficiency. The assessment is called ACCESS for ELLS.

National Assessment of Education Progress (NAEP)

This test is a national assessment generally given every other year. The District is informed each year which grade levels and which schools must participate. Unlike the other state and district level assessments, schools and districts do not receive results from NAEP. Results are compiled on a state level and a federal level as a gauge of student progress across time.

Who is tested?

As a public school ECS is required to have all students participate in statewide assessments as appropriate for their grade level. Under the Alaska school performance index (ASPI), a school's academic achievement score is the percent of all students tested on the state standards-based assessments described in 4 AAC 06.737 who score proficient or higher on the state assessments in reading, writing, and mathematics. If a school does not meet a 95 percent assessment participation rate, students who were not tested may be counted as non-compliant and will be counted as not proficient. To ensure full accountability, the district must assess all students, including students with disabilities and those who are limited English proficient. Students with special needs are provided with their approved accommodations for taking the test. Any accommodations that students may need will have to be documented in the student's IEP three months prior to the assessments. Check with the Director of Special Education, to answer any questions regarding students with special needs.

Waivers or Refusal to Test

4 AAC 33.421 (f), state regulation and statutes governing statewide correspondence schools, "require students to participate in the statewide student assessment program as required under 4 AAC 06.710- 4 AAC 06.790."

The only waiver available under 4 AAC 06.820 allows for exemption in the event of an unexpected severe medical condition. The medical condition would require documentation from a licensed physician and would restrict participation through the entire assessment window. Specific qualifications can be determined with your advisory teacher.

Unfortunately, there is no option for us to allow your students to "opt out." By law, parents can "refuse" to have their children participate. This must be a written signed statement. Testing refusal may result in being considered non-compliant with the Extensions program. However, ECS is not encouraging families to refuse to test. State law prohibits our school or district from creating a system for excluding students. We are striving to meet our 95% participation requirement. Assessment data can be very useful in helping our parents determine solid educational curriculum and choices for their students. Please see the handout created by the Department of Education and Early Development for parents: "Why Should My Child Take The State Assessments": https://education.alaska.gov/tls/Assessments/Peaks/FAQ_ParentsStateAssessments.pdf?

Non-Participation

Students who do not participate will be considered non-proficient and may be considered non-compliant. Non-proficient students cannot take advantage of benefits offered to students demonstrating proficiency per the state assessment. If parents refuse to allow their students to participate or a student does not participate for any reason not granted by an approved waiver, the student will be considered non-proficient.

District-Level Assessments: Measure of Academic Progress (MAP) (optional for Extensions students)

The MAP assessment can be administered three times a year to monitor progress: Fall, Winter, and Spring. The assessment dates for 2023-2024 will be communicated to parents in plenty of time to plan for taking of the assessments.

English/Language Arts and Mathematics usually will be taken on separate days.

MAP is a formative assessment in the core areas of reading, language usage, and math. MAP is based on an interactive program based on a student's responses as they take the test. For example, if a student answers a question correctly, they are presented with a more challenging item. If a student misses a question, they are presented with another question that is a bit less challenging. MAP describes this process as narrowing in on a student's learning level with content that allows them to succeed. MAPs are aligned with State and national standards. The assessment can be given to students in grades K-2 and 10-122 three times during the school year. For students 3rd-9th grades, the spring MAP will be replaced with the PEAKS test. MAP is designed to measure student growth in content areas, and focus on a student's achievement level and academic needs. Results provide teachers with information that can help guide instructional planning for students individually or in groups (4 AAC 06.737(a) Standards-based Assessment).

Student Assessment Data

What data is collected?

Basic student information and student test scores are collected. Basic student information includes the student's name, Alaska student ID number, and specific demographic information. EED does not collect sensitive information such as physical addresses, mailing addresses, or Social Security numbers.

How does Extensions or EED use the data?

Individual student test data is provided to the student's school district to inform instruction. Only authorized school district staff that have a legitimate educational interest (such as the student's teacher or principal) may see a student's data. Aggregated data that is not personally identifiable is used to report on the overall performance of groups of students like the School Report Card. These aggregate reports fulfill EED's reporting requirements under state and federal law without the need to identify individual students. ECS shares the data with the parents and students as appropriate to guide instruction.

How the data will not be used?

EED does not report individual student data to the federal government or private parties. Individual student information is not used by third-party vendors to solicit goods or services. When data groups are so small that individual students could be identified, data is suppressed and either reported as a range (e.g., 60% or more, 40% or fewer) or not reported at all with a note stating that there are too few students to allow for reporting.

What does Extensions and EED do to protect student data?

ECS follows all guidelines as provided by EED. All student data is stored and transmitted securely. Within EED, only the Assessments and Information Technology staff have direct access to individual student data for the purposes of collecting, analyzing and reporting data. These staff sign agreements to keep data confidential and are well versed in FERPA, the federal law that governs individual student data in much the same way as HIPAA does with medical records. Data received from the testing vendor and school districts are transmitted using secured connections and stored within EED's secure data servers. Likewise, any individual student data that needs to be transmitted from EED is sent via encrypted email or through a secure data connection.

Funding Accounts and Expenditures

Students have access to an allotment amount starting July 1st of the fiscal year. To receive reimbursement from this allotment fund, the reimbursement request form on pg. 46 must be filled out, signed, and submitted along with receipts for services or purchases. Student allotments must be used for instructional expenses for the student enrolled in our program. **All expenses must be directly related to the Individual Learning Plan (ILP) and reviewed and approved by the certified teacher and administration.** Some items or services may require pre-approval. As per regulations, limitations and restrictions may also apply. Verified students are eligible for allotments per the table below.

Student Allotment Amounts (FY24)

Grades	1st Semester	2nd Semester	YEAR TOTAL
K-12	\$1,350	\$1,350	\$2,700

For long-term families who have been with the program for a significant amount of time, the total year amount may be available November 1st. Items and services eligible for reimbursement for the current school year must be made or rendered after July 1st, 2024.

Approved Curriculum Purchases

Extensions utilize a variety of approved curriculum to meet the academic needs of our students. To ensure curriculum purchases are approved, parents must work with their advisory teacher to determine if curriculums align to state standards, are at appropriate grade level and meet all other requirements of our program.

Purchases for Supplies and Materials

All supplies and materials must be educationally appropriate and related to courses listed on the ILP. Automatic pre-approved purchases might include:

- General school supplies (paper, crayons, colored pencils, scissors, staplers, etc.)
- Purchase of general art supplies may be allowed, but will be limited for general project use.
- Reading materials, books, magazines, etc. (magazine subscriptions only are reimbursed).

We may limit course expenses to 25% of your student account for elective classes. There

are exceptions to this guideline and the 25% limitation can be waived by the ECS administration. In some cases, the 25% can apply to the entire family's allotment rather than by student. (Documentation of course projects may be requested for approval of expenses).

Pre-Approval Process and Purchase Limitations

- **All tutoring and lessons being paid for out of a student's account must be preapproved.** The vendor for the tutoring and lessons must also be approved. The Instructor/Tutor application form is located in the appendix (pg. 69). Per regulation 4AAC 33.421 (l), certain qualifications must be met to contract with a private individual for tutoring or lessons.
 - Tutoring cannot be provided by a private or sectarian educational institution
 - Tutoring must be aligned to the Individual Learning Plan and
 - Be provided by a qualified tutor. Extensions has determined tutors to be highly qualified if;
 - They hold a current AK teaching certificate in the subject area of study, or
 - They are employed under a business license for in kind services
 - They are granted approval through submitting a letter of request with documentation supporting their qualifications (transcripts, letters etc.)
- Planned expenditures for the student's instructional needs must be documented in the student's ILP and associated with a particular course. (i.e.: if the student is receiving tutoring for a math class the ILP must indicate tutoring for math, three hours per week.) An individualized vendor invoice should document the student's name, course tutored and actual dates and session times for tutoring (either past or projected). This level of documentation in the ILP and corresponding source documents are required for any form of reimbursement. For weekly sessions such as tutoring or music lessons, invoices can be submitted each quarter for projected dates of completion. If, for any reason, a lesson is missed or skipped, that lesson should be made up during and not invoiced for the following quarter. If a lesson in the second quarter is missed or skipped, that lesson should be made up during the third quarter, and so on. Nome Extensions reserves the right to verify use and completion of invoiced services with listed vendors.
- Extensions promotes a balanced education and equitable services, initial expenditures (lessons, curriculum, materials and supplies) for fine arts, music and physical education (curriculum and lessons only) for a student cannot exceed 25% of the student allotment for any one student. The initial limitation can be waived upon verification of proficient test scores, compliance with program policy and procedures, use of approved curriculum, and recommendation from the advisory teacher. Students will not be allowed to spend their entire allotment on elective

courses except in cases where all other core course requirements have been met.

- Additional items that do not fall into the general group above should be preapproved to protect you. Submit your request for pre-approval to your teacher of record.
- Expenses incurred during out-of-state travel must be pre-approved by the superintendent or designee. A letter of explanation, alignment to grade level expectations and educational purpose must accompany the pre-approval request.
- Specialized items such as musical instruments and related equipment may be limited to \$250 in total. Rental of these items also may not be allowed to exceed the \$250 limit per year. Purchases may be limited to one instrument per student per year.
- Items such as sewing machines, eReaders, cameras, and printers may be necessary to deliver education to students; however, these purchases may be limited per family as determined by prior purchases. These items may not be purchased for replacement each year. Items damaged or lost will not be eligible for replacement. Purchasing guidelines used within the Computer Program may be applied as appropriate. To ensure your purchase will be covered by Extensions, please seek pre-approval of these and related items.

Purchase Limitations

- Items priced at \$250 or more require pre-approval of the advisor and will carry a depreciation schedule as follows: at the end of the school year, the item can be purchased by the family at 75% of the original cost. At the end of the second year of enrollment, the item can be purchased at 50% of the original cost. At the end of the third school year, the item can be purchased at 25% of the original cost. At the end of the 4th year, the item will belong to the family outright. If the family opts to not purchase the item, then the special purchases can be made and then remain property of NPS, subject to be returned to NPS at the end of the school year.
- Technology purchases over \$250 must be compatible with NPS systems (Apple products).
- The district considers any purchase from \$250 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. Any item purchased by the district over \$250 must be returned after the student leaves the program unless purchased under the depreciation schedule.
- Items such as televisions, audio players, DVD players are generally considered

personal items and are not allowed for purchase or reimbursement. See also Items Not Approved for purchase or reimbursement.

- Purchase of used curricula is allowed and reimbursable with a valid itemized original vendor receipt.
- An Extensions student may take one class at one of the NPS Main Campuses without affecting his/her allotment. Additional classes may be taken, but the allotment will be decreased to the fractional equivalent of the course load.

NPS Main Campus Classes	Allotment Reduction
One	No reduction
Two	\$772
Three	\$1158
Four	\$1544
Five	\$1930
Six	\$2316
Seven	\$2700

- Extensions may pay tuition, lab, and tech fees (but not books) for college classes (with instructor approval) and students may receive dual credit for high school and college courses.

Curriculum/Textbook/Materials Return Policy

As per 4 AAC 33.422. (b): Textbooks, equipment, and other curriculum materials purchased with state money, including money provided to the parent through a fund account, are property of the district. Materials that are not consumables must be returned to the district when the student leaves the program for any reason. The district considers any purchase from \$250 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. If a student leaves the program before the end of the academic year, consumables may be returned to the teacher of record. Any item purchased by the district over \$250 must be returned after the student leaves the program. Items returned are placed in the family resource center for possible use by other families.

Items NOT Approved for Purchase or Reimbursement

Whether purchased by the district or reimbursed, all expenses for your student must have an educational purpose related to their Individual Learning Plan as written or amended. Your requests must reflect the student goals and the purchases must be reasonable. We always compare our reimbursements to the ILP and what would be a reasonable purchase in a local school for the same class. We cannot pay for materials that will be used for personal or business use. The preapproval process is in place to ensure that families do

not make purchases they would not generally make without reimbursement.

As per regulation 4 AAC 33.421 (k), a statewide correspondence study program may not pay for or provide money for:

- (1) annual passes or family memberships to a sports or recreational facility; however, an annual pass or membership for the student may be purchased for entry into sports or recreational facility in which the student is provided lessons under the student's Individual Learning Plan, if the cost of the pass or membership is prorated to include only the cost of the student's instructional time;
- (2) fees that allow entrance to a facility in which no instruction directly connected to a student's Individual Learning Plan under (e)(1) of this section is given;
- (3) religious, partisan, sectarian, or denominational textbooks or other curriculum materials;
- (4) services provided to a student by a family member; in this paragraph, "family member" means the student's spouse, guardian, parent, stepparent, sibling, stepsibling, grandparent, step-grandparent, child, uncle, or aunt;
- (5) pets and other animals; (no "animals or related equipment" ie. bees, eggs that will grow into animals, reptiles or insects, ant farms, etc. will be allowed.)
- (6) furniture;
- (7) taxes, testing other than educational assessments implemented by the district, or parking fees;
- (8) permanent items that adhere to or enhance the value of a non-school facility; or
- (9) items that are considered excessive by the school administrator.

All purchases and reimbursements will be reviewed individually. It is best to receive a signed Pre-Approved Purchases Form when in doubt. NPS has the right to disapprove any purchase if deemed to violate district, state, or federal policy, rules or regulations.

Reimbursement Schedule

All reimbursements must be approved by certificated staff and the principal and be accompanied by original receipts.

- Reimbursement requests for the first semester can be submitted on the first school day.
- Reimbursement requests can be submitted not more often than once per quarter.
- Reimbursement for lessons and tutoring also require vendor approval and documentation of the student's name, course tutored and actual dates and time billed for tutoring.
- Approved, reimbursable items will be paid within three weeks of the date stamp from the NPS Business Office.
- In order to avoid any delays, please submit all necessary forms and original well-documented receipts to your advising teacher for approval.

- To expedite the reimbursement process, please make sure a direct deposit form is on file.
- The last day to submit for reimbursements is April 30th. Excessive spending at the end of the school year may result in denied purchases or reimbursements.
- Reimbursement forms and receipts for Internet services will be allowed July-June of the school year (May and June Internet bills may be submitted for future reimbursement based on April's bill as a projection for summer costs). July bills can be submitted for reimbursement with the current fiscal year.
- If you have money left in your student account at the end of the year, a request IN WRITING must be submitted before the last day of school for that excess amount to be held for use by that student the following school year. Students who are graduating from the program cannot have funds transferred to siblings for use in following years.

Educational Travel

Student accounts may pay or reimburse for field trips or other related educational travel backed by a registered educational institution or program only. Pre-approval for expenses must be obtained from NPS prior to travel. Airfare, hotel, tickets and other associated costs may be reimbursable only if the field trip is pre-approved and district sponsored. An example of a registered educational institution or program is the Close Up program: www.closeup.org/.

Field trip approval forms are not always necessary, but are recommended for tickets into museums, appropriate concerts, zoos, or exhibits with obvious educational value. There is a limit of one visit per institution per academic year per student with the exception for special exhibits which may be reimbursed with pre-approval. Only student admission is reimbursed. Field trips must be supported by the ILP. Examples of fieldtrips that may align to the student ILP include:

- The Imaginarium in Anchorage: www.imaginarium.org/
- The University of Alaska Museum: <http://zorba.uaf.edu/museum/>
- The Alaska Sea Life Museum: <http://www.alaskasealife.org/>
- Anchorage Zoo: <http://www.alaskazoo.org/>
- Denali National Park: <http://www.nps.gov/dena/>
- Juneau's Mt. Roberts Tram: <http://www.alaska.net/~junotram/>

NOTE: Pre-approval from the superintendent is required for the reimbursement of any educational "expenses incurred during out-of-state travel that are associated with direct instructional activities." A letter detailing the expenses and the related instructional activities must accompany the pre-approval form.

We do not supply travel, rental cars, airfare, hotel, food, or other related expenses for trips of a family nature regardless of educational benefit.

Appeals Procedure/Public Complaints

Nome Public Schools Board of Education believes that the quality of the educational program provided to students can improve when the District considers differences of opinion and resolves disagreements through an established process. Public complaints may be raised and pursued pursuant to this policy and the administrative regulations adopted hereunder.

Employees of the District shall not be entitled to use the public complaint process with regard to matters relating to their employment.

The Board encourages complainants and the District to resolve disagreements at any early stage in the process and informally whenever possible. To the end, the Board and any individual board member approached by a member of the public shall refer all complaints initiated through this process until the superintendent has formulated a written decision which lays out the facts and if the complaints request through the superintendent, an appeal to the board

The following address specific types of complaints that are not resolved at the lowest levels:

1. When a complaint involves accusations of child abuse as defined in Alaska Statutes, the provisions of this policy and regulations shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.
2. The School Board has taken great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students and their parents/guardians. A public complaint regarding the instructional materials used by the district shall be accepted only from parents and guardians of children enrolled in the School District.
3. The School Board recognized that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities. The Board prohibits retaliation in any for the filing of a complaint, the reporting of incidents of discrimination, or for participation in discrimination complaint procedures.

Special Education

NPS provides all special education services as required by state and federal law to students enrolled in Extensions Correspondence School. If you think that your child needs or could benefit from special education services, the referral form is in the appendix Pg. 70-75. Any funding necessary for IEP related services are provided outside the student's account. NPS has adopted the policies provided by the Alaska Special Education Handbook.

APPENDICES

Student Records Transmittal Request	Pg. 31
Direct Deposit Agreement Form	Pg. 32
K-8 Student ILP form	Pg. 33-35
9-12 Student ILP form	Pg. 36-39
Progress report form	Pg. 40-41
Monthly Contact Log	Pg. 42
Reimbursement Request Form	Pg. 43-44
High School Graduation Progress Planner	Pg. 45
Approved Curriculum list	Pg. 46-56
Basic Grading Guidelines	Pg. 57
Activity Calendar (for logging elective hours)	Pg. 58
Alaska Performance Scholarship guidelines and tracking form	Pg. 59-60
Kindergarten Developmental Profile	Pg. 61-65
Instructor/Tutor Application	Pg. 66
Special education referral form	Pg. 67-72
Handbook Agreement Form	Pg. 73
Release of Information	Pg. 74
Student Allotment Deduction Authorization	Pg. 75
Grade 3 Progression Recommendation	Pg. 76



Nome Public Schools
Extensions Correspondence School
PO Box 131 ~ Nome, AK 99762 ~ Phone: 907-434-2132 ~ E-mail: rventress@nomeschools.org
Teacher of Record: Rachel Ventress Administrator: Jamie Burgess

Student Records Transmittal Request

Student Name: _____ Birth date: _____

Last Grade Completed: _____ Withdrawal Date: _____

SENT TO:

REQUESTED BY:

Previous School: _____

Street or Box number: _____

City: _____ State: _____ Zip: _____

Email: _____

Nome Extensions Correspondence
Rachel Ventress, Teacher of Record
P.O. Box 131, Nome, AK 99762
Phone: 907-434-2132
Email:
rventress@nomeschools.org

I hereby consent to the release and/or exchange of:

☒ Pertinent medical/psychological/Special Education Records

☒ Transcript of grades earned up-to-date including withdrawal grades

☒ State and district test results (including any recent tests for ELL or LEP students)

☒ Cumulative health card

☒ Attendance/Discipline Reports

I understand that all information obtained will be treated in a confidential manner.

Parent/Guardian Signature or signature of student if over 18

relationship to student

date

ADDRESS: Parent/Guardian Box number: _____

City: _____ State: _____ Zip: _____

Phone number: _____



NOME PUBLIC SCHOOLS
P.O. Box 131, Nome, Alaska 99762
Phone (907) 443-2231
Fax (907) 443-5144

Direct Deposit Agreement Form

Authorization Agreement

I hereby authorize Nome Public School District to initiate automatic deposits to my account at the financial institution named below.

I also authorize Nome Public School District to make withdrawals from this account in the event that a credit entry is made in error.

Further, I agree not to hold Nome Public School District responsible for any delay or loss of funds due to incorrect or incomplete information supplied by me or by my financial institution or due to an error on the part of my financial institution in depositing funds to my account.

This agreement will remain in effect until Nome Public School District receives a written notice of cancellation from me or my financial institution, or until I submit a new direct deposit form to the Payroll Department.

Account Information

Name and Address of Financial Institution:

Routing Number: _____

Account Number: _____

Checking ___ Savings___

Vendor Information (account holder name, phone, and email):

Authorized Signature: _____ Date: _____

Return this form to your teacher of record

Nome Extensions Correspondence School

Student Individual Learning Plan (ILP) Form: Grades K-8 (pg. 1/3)

STUDENT INFORMATION

_____, _____, _____
Last, First, Middle Initial Birthdate Grade Phone Number

PARENT INFORMATION

Name email Phone Number

Address City, State, Zip code

IMPORTANT - Parent/guardian and student notice of rights and responsibilities regarding program enrollment

1. All parents and students in correspondence programs have the same right to access the district appeal process as parents and students in other district programs. This includes, but is not limited to, special education.
2. All enrolled students, including part-time students, are required to participate in statewide student assessments.
3. Courses receiving an "incomplete" may not be counted towards credit for enrollment requirements.
4. Parents must disclose enrollment for all other education institutions, including private schools, to ensure the student is not concurrently enrolled in a substantially similar course.
5. All textbooks and other curriculum materials must be aligned with state standards, comply with regulatory requirements, and be reviewed by a certified teacher.
6. All non-expendable materials remain the property of the school district and must be returned to the district.
7. All expenditures related to the student must be directly tied to a specific course with a need addressed in the ILP.
8. Monthly contact with the teacher of record is required.
9. A quarterly review of the student's progress with the parent/student is required.
10. A grade or other determination of course progress is verified by the certified teacher responsible for the course.
11. This plan may provide for review and consideration of any recommendations submitted by the parent or student.
12. Any changes to the student's coursework must be notated here. If a student adds/drops or changes coursework in any way, credit may not be awarded without the proper documentation notated on this ILP.

Your signature indicates: you are aware of this information; you accept responsibility for ensuring your student is aware of their rights and requirements; you agree to all requirements; and you confirm that the information provided is true and accurate to the best of your knowledge.

Parent Signature

Parent Name (Print)

Date

Teacher of Record Signature

Teacher of Record Name (Print)

Date

Student ILP Form: Grades K-8 (pg. 2/3)

Select All That Apply (4 required):

- ☐ English Language Arts
- ☐ Reading
- ☐ Writing
- ☐ Grammar
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Cultural Studies
- ☐ PE/Health
- ☐ Fine and Practical Arts
- ☐ Enrichment Studies
- ☐ Foreign Language
- ☐ Technology
- ☐ OTHER (please list):

Methods of Assessment (select all that apply):

- ☐ Quizzes/Tests
- ☐ Learning Journal/Log
- ☐ Oral Review/Presentations
- ☐ Portfolio
- ☐ Projects
- ☐ Guided Practice
- ☐ Essays/papers
- ☐ # of lessons completed
- ☐ time/hour log
- ☐ online course report
- ☐ Other (please explain):

Curriculum Materials:

Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, any supplies you will use, etc.

COURSE: _____

Materials:

COURSE: _____

Materials:

COURSE: _____

Materials:

COURSE: _____

Materials:

COURSE: _____

Materials:

COURSE: _____

Materials:

COURSE: _____

Materials:

COURSE: _____

Materials:

Student ILP Form: Grade K-8 (pg. 3/3)

FOR K-8 students:

Was your student PROFICIENT on last year's required testing (grades 3-8: PEAKS (41st percentile or above); grade K-2: DIBELS (composite in the yellow or above)?

READING: YES _____

NO _____

MATH: YES _____

NO _____

If NO was checked above, answer the following:

Strategies and ILP modifications for reaching proficiency:

-
-
-
-

ILP form updated 06/23/2024

Nome Extensions Correspondence School

Student Individual Learning Plan (ILP) Form: Grades 9-12 (pg. 1/4)

ILP form updated 06/23/2024

STUDENT INFORMATION

_____, _____, _____ Birthdate _____ Grade _____ Phone Number _____
Last, First, Middle Initial

PARENT INFORMATION

_____, _____, _____
Name email Phone Number

_____, _____
Address City, State, Zip code

IMPORTANT - Parent/guardian and student notice of rights and responsibilities regarding program enrollment

1. All parents and students in correspondence programs have the same right to access the district appeal process as parents and students in other district programs. This includes, but is not limited to, special education.
2. All enrolled students, including part-time students, are required to participate in statewide student assessments.
3. Courses receiving an "incomplete" may not be counted towards credit for enrollment requirements.
4. Parents must disclose enrollment for all other education institutions, including private schools, to ensure the student is not concurrently enrolled in a substantially similar course.
5. All textbooks and other curriculum materials must be aligned with state standards, comply with regulatory requirements, and be reviewed by a certified teacher.
6. All non-expendable materials remain the property of the school district and must be returned to the district.
7. All expenditures related to the student must be directly tied to a specific course with a need addressed in the ILP.
8. Monthly contact with the teacher of record is required.
9. A quarterly review of the student's progress with the parent/student is required.
10. A grade or other determination of course progress is verified by the certified teacher responsible for the course.
11. This plan may provide for review and consideration of any recommendations submitted by the parent or student.
12. Any changes to the student's coursework must be notated here. If a student adds/drops or changes coursework in any way, credit may not be awarded without the proper documentation notated on this ILP.

Your signature indicates: you are aware of this information; you accept responsibility for ensuring your student is aware of their rights and requirements; you agree to all requirements; and you confirm that the information provided is true and accurate to the best of your knowledge.

Parent Signature

Parent Name (Print)

Date

Teacher of Record Signature

Teacher of Record Name (Print)

Date

Student ILP Form: Grades 9-12 (pg. 2/4)

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal/Log <input type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input type="checkbox"/> Guided Practice <input type="checkbox"/> Essays/papers <input type="checkbox"/> # of lessons completed <input type="checkbox"/> time/hour log <input type="checkbox"/> online course report		

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal/Log <input type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input type="checkbox"/> Guided Practice <input type="checkbox"/> Essays/papers <input type="checkbox"/> # of lessons completed <input type="checkbox"/> time/hour log <input type="checkbox"/> online course report		

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal/Log <input type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input type="checkbox"/> Guided Practice <input type="checkbox"/> Essays/papers <input type="checkbox"/> # of lessons completed <input type="checkbox"/> time/hour log <input type="checkbox"/> online course report		

Student ILP Form: Grades 9-12 (pg. 3/4)

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal/Log <input type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input type="checkbox"/> Guided Practice <input type="checkbox"/> Essays/papers <input type="checkbox"/> # of lessons completed <input type="checkbox"/> time/hour log <input type="checkbox"/> online course report		

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal/Log <input type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input type="checkbox"/> Guided Practice <input type="checkbox"/> Essays/papers <input type="checkbox"/> # of lessons completed <input type="checkbox"/> time/hour log <input type="checkbox"/> online course report		

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Learning Journal/Log <input type="checkbox"/> Oral Review/Presentations <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Projects <input type="checkbox"/> Guided Practice <input type="checkbox"/> Essays/papers <input type="checkbox"/> # of lessons completed <input type="checkbox"/> time/hour log <input type="checkbox"/> online course report		

Student ILP Form: Grades 9-12 (pg. 4/4)

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
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Curriculum Materials:

Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.

Method of Assessment (select all that apply):

☐ Quizzes/Tests ☐ Learning Journal/Log ☐ Oral Review/Presentations ☐ Other ☐ Portfolio ☐ Projects
☐ Guided Practice ☐ Essays/papers ☐ # of lessons completed ☐ time/hour log ☐ online course report

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
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Curriculum Materials:

Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.

Method of Assessment (select all that apply):

☐ Quizzes/Tests ☐ Learning Journal/Log ☐ Oral Review/Presentations ☐ Other ☐ Portfolio ☐ Projects
☐ Guided Practice ☐ Essays/papers ☐ # of lessons completed ☐ time/hour log ☐ online course report

COURSE TITLE:	Check the appropriate box(es): <input type="checkbox"/> 1/2 Credit Fall <input type="checkbox"/> 1/2 Credit Spring <input type="checkbox"/> Other (list and explain):	Grading Scale: <input type="checkbox"/> Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR <input type="checkbox"/> Pass/Fail
----------------------	---	---

Curriculum Materials:

Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.

Method of Assessment (select all that apply):

☐ Quizzes/Tests ☐ Learning Journal/Log ☐ Oral Review/Presentations ☐ Other ☐ Portfolio ☐ Projects
☐ Guided Practice ☐ Essays/papers ☐ # of lessons completed ☐ time/hour log ☐ online course report

Extensions Correspondence School Progress Report of Student Work 2024-2025

Student Name: _____ Grade: _____ Teacher of Record: _____

Circle 1: 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

Directions: fill out this form as completely as possible to report student progress.

For semester reports (ending with 2nd quarter and 4th quarter), at LEAST 2 pages of work samples for each subject (including electives) are required to accompany this form. Please reference the handbook for details on acceptable work samples for elective classes.

Name of course and primary curriculum source (all classes listed on ILP must be listed, including electives):	Recommended Quarter Grade (letter and percentage)	Summary of Work (examples of acceptable summary of work: # of lessons completed out of total # of lessons, time spent per week with total time listed, major topics studies and skills mastered)	Assessments used (examples of acceptable assessments: final projects, chapter tests, performances, practice logs, work samples)
1.			
2.			
3.			
4.			
5.			

6.			
7.			
8.			

**Credit may not be granted for courses lacking appropriate work samples and summation of work.*

Four Progress Reports are required for the entire school year.

Additional notes: _____

Parent/Guardian Signature: _____ *Date:* _____

Teacher of record Signature: _____ *Date:* _____

Monthly Contact Log

Family name: _____

Teacher of Record Name: _____

Enrollment month: _____

Month	Date of Contact	Method of Contact	Notes (contact made with whom, topic of conversation, etc.)
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			

Please submit this log by the end of the school year

[Reimbursement Request Form](#): Extensions Correspondence Program
Box 131, Nome, AK 99762

Submit this form to Academic Advisor

Date:
Parent Name:
Mailing Address:
Phone:
e-mail:

Submit record times for lessons and tutoring only

Family 1st Half Amt: \$ _____

Family 2nd Half Amt: \$ _____

Family Year Total Amt:
\$ _____

Year to date reimbursed: \$ _____

Total Available (this request): \$ _____

Total spent for this request: \$ _____

Updated Family Allotment: \$ _____

ILP Complete: _____

Vendor	Date	Student	Course	Amount
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Office use:

Academic Advisor Approval: _____ **Total Refund: \$** _____

Superintendent Approval: _____

Business Manager Approval: _____ CODE _____

For Items listed on reimbursement request, a receipt must be included for each vendor
page 1 of 2

Music/Art/PE Expenditures

25% limitation waived? _____

25% family total if limitation is not waived: \$ _____

Student	Total this request	New total	Total remaining

FAMILY TOTAL REMAINING (if applicable): \$ _____

Non-Consumable List

Vendor	Purchase Date	Price	Description (Item, Student, and Course)

page 2 of 2

High School Graduation Progress Planner

Course	Semester 1	Semester 2	TOTAL:	Course	Semester 1	Semester 2	TOTAL:
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<u>ENGLISH I (1.0)</u>				World History (1.0)			
<u>ENGLISH II (1.0)</u>				U.S. History (1.0)			
<u>ENGLISH III (1.0)</u>				Government (.5)			
<u>ENGLISH IV (1.0)</u>				AK Studies (.5)			
<i>Required: 4.0</i>				**Track 1 and 2: Social Studies (1.0)			
<u>Math I (1.0)</u>				<i>REQUIRED: 3.0</i> <i>**Track 1 and 2: 4.0</i>			
<u>Math 2 (1.0)</u>				Elective 1			
<u>Math 3 (1.0)</u>				Elective 2			
<u>** (Track 1) Math 4 (1.0)</u>				Elective 3			
<i>Required: 3.0</i> <i>*4.0 (track 1)</i>				Elective 4			
<u>Science I (1.0)</u>				Elective 5			
<u>Science 2 (1.0)</u>				Elective 6			
<u>** (Track 1 and 2): Science 3 (1.0)</u>				Elective 7			
<u>** (Track 1): Science 4 (1.0)</u>				Elective 8			
<i>REQUIRED: 2.0</i> <i>3.0 (track 2)</i> <i>4.0 (track 1)</i>				*Elective 9			
<u>Health (.5)</u>				<u>**Track 2: Two electives must be a foreign language (same language)</u>			
<i>REQUIRED: .5</i>				<i>REQUIRED: 8.0</i> <i>*9.0</i>			
<u>PE 1 (.5)</u>							
<u>*PE 2 (1.0)</u>							
<i>REQUIRED: .5</i> <i>*.5</i>							

Form lists state requirements for graduation. * denotes additional NPS requirements per board policy. **denotes additional Alaska Performance Scholarship requirements. APS ELIGIBLE based on courses? Circle one: Yes No

	<u>EXTENSIONS APPROVED CURRICULUM LIST</u> Pg. 1/11	
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Grade Level	Program of Studies	Vendor	Reimbursable?
Elem	Alaska History	Alaska Land In Motion	Yes
Elem	All Subjects	Calvert	Yes
Elem	All Subjects	Chalkduster Company	Yes
Elem	All Subjects	Compass Learning Odyssey	Yes
Elem	All Subjects	Core Curriculum	Yes
Elem	All Subjects	Follet	Yes
Elem	All Subjects	Glencoe/McGraw-Hill	Yes
Elem	All Subjects	Harcourt Co.	Yes
Elem	All Subjects	Houghton Mifflin	Yes
Elem	All Subjects	MacMillan/McGraw-Hill	Yes
Elem	All Subjects	McDougal-Littell	Yes
Elem	All Subjects	North Dakota Div. Of Ind. Study (NDIS or NDCDE)	Yes
Elem	All Subjects	Oak Meadow School	Yes
Elem	All Subjects	Odyssey Ware	Yes
Elem	All Subjects	Prentice Hall	Yes
Elem	All Subjects	Pearson	Yes
Elem	All Subjects	Scholastic Inc.	Yes
Elem	All Subjects	Silver Burdett Ginn	Yes
Elem	All Subjects	Steck-Vaughn Co.	Yes
Elem	All Subjects	University of Missouri Center of Indept. Study	Yes
Elem	All Subjects	Weekly Reader Publishing: DVD Rom	Yes
Elem	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
Elem	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
Elem	Art	Artelier	Yes
Elem	Art	Mark Kistler Online Art Academy	Yes
Elem	Art	Meet The Masters	Yes
Elem	Art: Computer Art Studio	Core Learning	Yes
Elem	Critical Thinking	The Thinking Toolbox	Yes
Elem	Foreign Language	EMC Paradigm Publishing	Yes
Elem	Foreign Language	Muzzy	Yes
Elem	Foreign Language	Dn1A1<>rGlirlo	Yes
Elem	Foreign Language	Rosetta Stone	Yes
Elem	Grammar	Razzle Dazzle Daily Dazzle	Yes
Elem	Handwriting	D'Nealian	Yes
Elem	Handwriting	Handwriting Without Tears	Yes
Elem	Keyboarding	Mavis Beacon	Yes
Elem	Language Arts	Creative Teaching Press: The Learning Works	Yes
Elem	Language Arts	English for the Thoughtful Child	Yes
Elem	Language Arts	Evan-Moor	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 2/11		
Elem	Language Arts	First Language Lessons(Peace Hill Press)	Yes

Elem	Language Arts	Great Source	Yes
Elem	Language Arts	Institute for Excellence In Writing	Yes
Elem	Language Arts	Lindamood-Bell	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Language Arts	Veritas Press	Yes

Elem	Language Arts	Zaner Blaser	Yes
Elem	Language Arts	Michael Clay Thompson	Yes
Elem	Language Arts	Carson-Dellosa Publishing	Yes
Elem	Math	ALEKS Math	Yes
Elem	Math	Delta Education	Yes
Elem	Math	Everyday Math	Yes
Elem	Math	Horizons	Yes
Elem	Math	Lexia	Yes
Elem	Math	Math U-See	Yes
Elem	Math	Rightstart Math	Yes
Elem	Math	Saxon Publishers, Inc.	Yes
Elem	Math	Singapore Math	Yes
Elem	Math	Teaching Textbook (Timberdoodle)	Yes
Elem	Math	Thinkfast	Yes
Elem	Math & History	Encore	Yes
Elem	Math & Science	The Learning Company	Yes
Elem	Math Subjects	Aleks	Yes
Elem	Math Subjects	Ipass	Yes
Elem	Math	Marshall Cavendish Education	Yes
Elem	Music	Mayron Cole Method	Yes
Elem	Piano	Suzuki	Yes
Elem	Penmanship	Zaner Blaser	Yes
Elem	Phonics	Hooked on Phonics	Yes
Elem	Phonics	Rocket Phonics	Yes
Elem	Phonics	Zoo Phonics	Yes
Elem	Phonics and Spelling	Saxon Phonics	Yes
Elem	Reading	PCI Reading Program	Yes
Elem	Reading	Sonday 2	Yes
Elem	Reading	Sonday System	Yes
Elem	Reading	SRA	Yes
Elem	Reading/ Language Arts	Harcourt Co.	Yes
Elem	Reading/Phonics	Teach Your Child to Read in 100 Easy Lesson	Yes
Elem	Reading/Spelling/Phonics	Sonday 1	Yes
Elem	Reading/Spelling/Phonics	Sonday LPL	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 3/11		

Elem	Reading/Spelling/Phonics	The Ordinary Parent's Guide to Teaching Reading	Yes
Elem	Science	Delta Science	Yes
Elem	Science	McGraw Hill	Yes
Elem	Science	Steck-Vaughn Wonders of Science	Yes
Elem	Sign Language	Prentice Hall	Yes
Elem	Sign Language	The Joy of Signing	Yes
Elem	Social Studies & History	American Education Publishing	Yes
Elem	Social Studies	Nystrom	Yes
Elem	Social Studies	The Mail Box	Yes
Elem	Social Studies	Weekly Reader Publishing	Yes
Elem	Social Studies, History	Animated Hero Classics	Yes
Elem	Social Studies, History, Government	Frank Schaffer Publications: Skill for Scholars	Yes
Elem	Spelling	SRA Morprographic	Yes

Elem	Writing	Adventures in Writing	Yes
Elem	Writing	Compass Learning	Yes
Elem	Writing	Criterion Writing	Yes
Elem	Writing	Institute for Excellence In Writing	Yes
Elem	Writing	Razzle Dazzle Creative Writing	Yes
Elem	Writing	Razzle Dazzle Expository Writing	Yes
Elem	Writing	Write Source	Yes
Elem	Writing	Writing With Ease {Peace Hill Press}	Yes
Elem	Writing	Adventures in Writing	Yes
Elem	Science	Holt	Yes
Elem	Science	Steck-Vaughn Wonders of Science see above	Yes
Elem	Writing	Write Source	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Writing	Adventures in Writing	Yes
Elem	Writing	Write Source	Yes
Elem	World Language I Sign Language	The Joy Of Signing	Yes
Elem	Science I Mathematics	Zometool System	Yes
Elem	Science	Young Scientist's Club	Yes
Elem	All Subjects	The Robinson Curriculum	Yes
Elem	All Subjects	K-12	Secular Only
Elem	All Subjects	Sonlight Curriculum	Secular Only
Elem	All Subjects	Bob Jones	No
Elem	All Subjects	Switched On Schoolhouse	No
Elem	Art	Abeka	No
EXTENSIONS APPROVED CURRICULUM LIST Pg. 4/11			

Elem	Math	Abeka	No
Elem	Health	Abeka	No
Elem	History	Mystery of History	No
Elem	Home Economics	Alpha Omega	No
Elem	Language Arts	Abeka	No
Elem	Language Arts	Winter Promise	No
Elem	Science	Abeka	No
Elem	Science	Winter Promise	No
Elem	Science (Astronomy/ Zoology /Botany)	Apologia	No
Elem	Social Studies	Abeka	No
Elem	Social Studies	Winter Promise	No
Elem	Technology	Alpha Omega	No
Elem	Unit studies include all subjects except Math and Reading/Phonic	Konos	No
Elem	Science	Abeka	No

MIDDLE SCHOOL

Grade Level	Program of Studies	Vendor	Reimbursable?
Middle	All Subjects {Intervention}	AGS {Intervention or SPED Only}	Yes
Middle	All Subjects	BYU, Dept. of Ind. Study	Yes
Middle	All Subjects	Chalkduster Company	Yes
Middle	All Subjects	Compass Learning Odyssey	Yes
Middle	All Subjects	Core Curriculum	Yes
Middle	All Subjects	EMC Paradigm Publishing	Yes
Middle	All Subjects	Follet	Yes
Middle	All Subjects	Glencoe/McGraw-Hill	Yes
Middle	All Subjects	Harcourt Co.	Yes
Middle	All Subjects	Holt Rinehart & Winston	Yes
Middle	All Subjects	Houghton Mifflin	Yes
Middle	All Subjects	MacMillian/McGraw-Hill	Yes
Middle	All Subjects	McDougal-Littell	Yes
Middle	All Subjects	North Dakota Div. of Ind. Study (NDIC or NDCDE)	Yes
Middle	All Subjects	Oak Meadow School	Yes
Middle	All Subjects	Pearson	Yes
Middle	All Subjects	Odyssey Ware	Yes
Middle	All Subjects	Penn Foster	Yes
Middle	All Subjects	Prentice Hall	Yes
Middle	All Subjects	Scholastic Inc.	Yes
EXTENSIONS APPROVED CURRICULUM LIST Pg. 5/11			

Middle	All Subjects	Silver Burdett Ginn	Yes
Middle	All Subjects	Steck-Vaughn CO.	Yes
Middle	All Subjects	time41earning.com	Yes
Middle	All Subjects	University of Missouri Center of Indept. Study	Yes
Middle	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
Middle	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
Middle	Fine Arts (Art)	Atelier	Yes
Middle	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
Middle	Fine Arts (Art)	Meet The Masters	Yes
Middle	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
Middle	Music - Piano	Mayron Cole Method	Yes
Middle	Fine Arts (Music)	Suzuki	Yes
Middle	Language Arts	Creative Teaching Press: The Learning Works	Yes
Middle	Language Arts	English for the Thoughtful Child	Yes
Middle	Language Arts	Evan-Moor	Yes
Middle	Language Arts	Great Source	Yes
Middle	Language Arts	Institute for Excellence In Writing	Yes

Middle	Language Arts	Language Strategies Curriculum	Yes
Middle	Language Arts	Lindamood-Bell	Yes
Middle	Language Arts	Shurley English	Yes
Middle	Language Arts	SRA	Yes
Middle	Language Arts	Zaner Bleser	Yes
Middle	Language Arts (Writing)	Criterion Writing	Yes
Middle	Language Arts {Grammar}	Razzle Dazzle Daily Dazzle	Yes
Middle	Language Arts-(Grammar, Vocabulary, Poetry, Writing)	Michael Clay Thompson	Yes
Middle	Handwriting	D'Nealian	Yes
Middle	Language Arts {Reading}	Lexia	Yes
Middle	Language Arts {Spelling}	SRA Morphographic	Yes
Middle	Language Arts (Writing)	Compass Learning	Yes
Middle	Language Arts {Writing}	Institute for Excellence In Writing	Yes
EXTENSIONS APPROVED CURRICULUM LIST Pg. 6/11			

	Language Arts {Writing}	Razzle Dazzle Creative Writing	
Middle			Yes
Middle	Language Arts {Writing}	Razzle Dazzle Expository Writing	Yes
Middle	Mathematics	Algebra I - iPass	Yes
Middle	Mathematics (Math & History: Computer Based)	Encore	Yes
Middle	Mathematics {Math & Science: Computer Based)	The Learning Company	Yes
Middle	Mathematics	Aleks	Yes
Middle	Mathematics	iPass	Yes
Middle	Mathematics	ALEKS Math	Yes
Middle	Mathematics	Delta Education	Yes
Middle	Mathematics	Holt	Yes
Middle	Mathematics	Icanlearnonline.com	Yes
Middle	Mathematics	Kerns	Yes
Middle	Mathematics	Key Math	Yes
Middle	Mathematics	Math U-See	Yes
Middle	Mathematics	Rightstart Math	Yes
Middle	Mathematics	Saxon Publishers, Inc.	Yes
Middle	Mathematics	Singapore Math	Yes
Middle	Mathematics	Teaching Textbooks (Timberdoodle)	Yes
Middle	Mathematics	Thinkfast	Yes
Middle	Mathematics	Video Text	Yes
Middle	Mathematics {Computer Based)	Marshall Cavendish Education	Yes
Middle	Mathematics (Reading)	Sonday 2	Yes
Middle	Other {Critical Thinking}	The Thinking Toolbox	Yes
Middle	Other (Keyboarding)	Mavis Beacon	Yes
Middle	Social Studies	Holt	Yes

Middle	Social Studies	Frank Schaffer Publications: Skills for Scholars	Yes
Middle	Social Studies	Animated Hero Classics	Yes
Middle	World Language	EMC Paradigm Publishing	Yes
Middle	World Language	PowerGlide	Yes
EXTENSIONS APPROVED CURRICULUM LIST Pg. 7/11			

Middle	World Language	Rosetta Stone	Yes
Middle	World Language	Standard Deviants	Yes
Middle	(Sign Language)	Prentice Hall	Yes
Middle	(Sign Language)	The Joy of Signing	Yes
Middle	Writing	Write Source	Yes
Middle	Writing	Adventures in Writing	Yes
Middle	Writing	Write Source	Yes
Middle	All Subjects	The Robinson Curriculum	Yes
Middle	Science I Mathematics	Zometool System	Yes
Middle	History I Science	Joy Hakim	Yes
Middle	Science	Holt	Yes
Middle	Language Arts	Shurley English	Yes
Middle	All Subjects	K-12	Secular Only
Middle	All Subjects	Sonlight Curriculum	Secular Only
Middle	Social Studies I Language Arts	Peace Hill Press	Secular Only
Middle	All Subjects	Bob Jones	No
Middle	All subjects (except Math and Reading/Phonics)	Konos	No
Middle	Career and Technical Education	Alpha Omega	No
Middle	Health/PE	Abeka	No
Middle	Language Arts	Abeka	No
Middle	Mathematics	Abeka	No
Middle	Other (Home Ec)	Alpha Omega	No
Middle	Science (General Science)	Apologia	No
Middle	Science (Physical Science)	Apologia	No
Middle	Social Studies	Abeka	No
Middle	Social Studies	Mystery of History	No

HIGH SCHOOL

Grade Level	Program of Studies	Vendor	Reimbursable?
HS	All Subjects	AGS (Intervention or SPED Only)	Yes
HS	All Subjects	APEX (online classes)	Yes
HS	All Subject	BYU, Dept. of Ind. Study	Yes
HS	All Subjects	Chalkdust Company	Yes
HS	All Subjects	Compass Learning Odyssey	Yes
HS	All Subjects	Core Curriculum	Yes
HS	All Subject	EMC Paradigm Publishing	Yes

EXTENSIONS APPROVED CURRICULUM LIST Pg. 8/11

HS	All Subjects	Follet	Yes
HS	All Subjects	Glencoe/McGraw-Hill	Yes
HS	All Subjects	Harcourt Co.	Yes
HS	All Subjects	Holt Rinehart & Winston	Yes
HS	All Subjects	Indiana University	Yes
HS	All Subjects	Keystone National High School	Yes
HS	All Subjects	MacMillian/McGraw-Hill	Yes
HS	All Subjects	McDougal-Littell	Yes
HS	All Subjects	North Dakota Div. Of Ind. Study (NDIS or NDCDE)	Yes
HS	All Subjects	Oak Meadow School	Yes
HS	All Subjects	Pearson	Yes
HS	All Subjects	Odyssey Ware	Yes
HS	All Subjects	Penn Foster	Yes
HS	All Subjects	Prentice Hall	Yes
HS	All Subjects	Scholastic Inc.	Yes
HS	All Subjects	Silver Burdett Ginn	Yes
HS	All Subjects	Sophia Learning (online, dual credit options)	Yes
HS	All Subjects	Steck-Vaughn Co.	Yes
HS	All Subjects	Time for Learning	Yes
HS	All Subjects	University of Alaska Fairbanks	Yes
HS	All Subjects	University of Alaska Southeast	Yes
HS	All Subjects	University of Missouri Center of Indept. Study	Yes
HS	All Subjects	Williamsburg Academy (online, instructor-based)	Yes (for classes not faith-based)
HS	All Subjects	University of Nebraska-Lincoln	Yes
HS	All Subjects	University of Alaska Anchorage	Yes
HS	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
HS	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
HS	Fine Arts (Art)	Atelier	Yes
HS	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
HS	Fine Arts (Art)	Meet The Masters	Yes
HS	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
HS	Fine Arts (Piano)	Suzuki	Yes
EXTENSIONS APPROVED CURRICULUM LIST Pg. 9/11			

HS	Health/Physical Education (Health)	Pacemaker/Pearson	Yes
HS	ELA	Brave Writer (online)	Yes
HS	Language Arts	Great Source	Yes
HS	Language Arts	Institute for Excellence In Writing	Yes
HS	Language Arts	Lindamood-Bell	Yes
HS	Language Arts	SRA	Yes
HS	Language Arts (English Composition)	Pacemaker/Pearson	Yes
HS	Language Arts (Grammar)	Razzle Dazzle Daily Dazzle	Yes
HS	Language Arts (Reading)	Lexia	Yes
HS	Language Arts (Reading)	Sonday 2	Yes
HS	Language Arts (Spelling)	SRA Morphographic	Yes
HS	Language Arts (Writing)	Compass Learning	Yes
HS	Language Arts (Writing)	Criterion Writing	Yes
HS	Language Arts (Writing)	Institute for Excellence In Writing	Yes
HS	Language Arts (Writing)	Razzle Dazzle Creative Writing	Yes
HS	Language Arts (Writing)	Razzle Dazzle Expository Writing	Yes
HS	Mathematics	Holt	Yes
HS	Mathematics (Algebra 1)	Key Curriculum	Yes
HS	Mathematics (Math & History: Computer Based)	Encore	Yes
HS	Mathematics (Math Subjects)	Aleks	Yes
HS	Mathematics (Math Subjects)	IPass	Yes
HS	Mathematics (Math)	Class of 1	Yes
HS	Mathematics (Math)	Keas	Yes
HS	Mathematics (Math)	Math U-See	Yes
HS	Mathematics (Math)	Rightstart Math	Yes
HS	Mathematics (Math)	Saxon Publishers, Inc.	Yes
HS	Mathematics (Math)	Singapore Math	Yes
HS	Mathematics (Math)	Teaching Textbook (Timberdoodle)	Yes
HS	Mathematics (Math)	Thinkfast	Yes
HS	Mathematics (Math)	UCSMP	Yes
HS	Mathematics (Math)	Video Text	Yes
HS	Mathematics (Zome Geometry)	Key Curriculum	Yes
HS	Other (Car Care)	Thomson	Yes
EXTENSIONS APPROVED CURRICULUM LIST Pg. 10/11			
HS	Other (Keyboarding)	Mavis Beacon	Yes

HS	Science	Holt	Yes
HS	Science (Physics}	Singapore Physics	Yes
HS	Science, Social Studies, Foreign Language	Classroom With a View	Yes
HS	Social Studies	Holt	Yes
HS	Social Studies: Alaska History	Aunt Phil's Trunk: Alaska History Course	Yes

HS	Social Studies: AK History	Alaska Land in Motion	Yes
HS	Social Studies: AK History	Alaska Digital Academy	Yes
HS	World Languages	Rosetta Stone	Yes
HS	World Language	EMC Paradigm Publishing	Yes
HS	World Language	PowerGlide	Yes
HS	World Language	Standard Deviants	Yes
HS	World Language (Sign Language)	Prentice Hall	Yes
HS	Writing	Write Source	Yes
HS	Writing	Adventures in Writing	Yes
HS	All Subjects	The Robinson Curriculum	Yes
HS	Science I Mathematics	Zometool System	Yes
HS	(Sign Language)	The Joy Of Signing	Yes
HS	History I Science	Joy Hakim	Yes
HS	Science	Holt	Yes
HS	Writing	Write Source	Yes
HS	All Subjects (Intervention)	AGS	Yes
HS	All Subjects	K-12	Secular Only
HS	All Subjects	Sonlight Curriculum	Secular Only
HS	Social Studies I Language Arts	Peace Hill Press	Secular Only
HS	All Subjects	Bob Jones	No
HS	All subjects except Math and Reading/Phonic	Konos	No
HS	Health	Abeka	No
HS	Language Arts I Grammar	Abeka	No
HS	Language Arts I Literature	Abeka	No
HS	Language Arts I Poetry	Abeka	No
EXTENSIONS APPROVED CURRICULUM LIST Pg. 11/11			
HS	Language Arts I Vocab/Spelling	Abeka	No

HS	Language Arts (Vocab/Spelling/Poetry IV)	Abeka	No
HS	Language Arts (Vocab/Spelling/Poetry IV) (9)	Abeka	No
HS	Mathematics I Algebra 1	Abeka	No
HS	Mathematics I Algebra 2	Abeka	No
HS	Mathematics I Consumer Math	Abeka	No
HS	Mathematics I Geometry	Abeka	No
HS	Mathematics I Pre-Algebra	Abeka	No
HS	Home Economics	Alpha Omega	No
HS	Technology	Alpha Omega	No
HS	Science (Biology)	Apologia	No
HS	Science (Botany)	Apologia	No

HS	Science (Chemistry)	Abeka	No
HS	Science (Chemistry)	Apologia	No
HS	Science (Physical Science)	Abeka	No
HS	Science (Physics)	Abeka	No
HS	Science (Physics)	Apologia	No
HS	Social Studies I American Govt	Abeka	No
HS	Social Studies I Economics	Abeka	No
HS	Social Studies I History	Mystery of History	No
HS	Social Studies I US History	Abeka	No
HS	Social Studies I World Geog.	Abeka	No
HS	Social Studies I World History	Abeka	No

Extensions *Basic Student Grading Guidelines*

Grade scale:

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>POINTS PER CREDIT</u>
<u>A+</u>	<u>97-100</u>	<u>4.0</u>

<u>A</u>	<u>93-96</u>	<u>4.0</u>
<u>A-</u>	<u>90-92</u>	<u>4.0</u>
<u>B+</u>	<u>87-89</u>	<u>3.0</u>
<u>B</u>	<u>83-86</u>	<u>3.0</u>
<u>B-</u>	<u>80-82</u>	<u>3.0</u>
<u>C+</u>	<u>77-79</u>	<u>2.0</u>
<u>C</u>	<u>73-76</u>	<u>2.0</u>
<u>C-</u>	<u>70-72</u>	<u>2.0</u>
<u>D+</u>	<u>67-69</u>	<u>1.0</u>
<u>D</u>	<u>63-66</u>	<u>1.0</u>
<u>D-</u>	<u>60-62</u>	<u>1.0</u>
<u>F</u>	<u>0-59</u>	<u>0</u>

K-8:

Worksheets or work that produces a set number of answers (like a math lesson): number correct divided by total number of possible correct. So, if a sheet has 20 questions, and your student got 18 right, $18 \div 20 = 90\%$ = A-.

Classes where it's more participation based (like PE or music where the student needs to practice): # of days student participated well divided by the number of total days. So if you had PE 30 days this quarter, and your student participated in 24, $24/30 = 80\%$ B-.

Project-based subjects (like art): create a basic rubric like the one below:

<u>Requirements:</u>	<u>Possible Score:</u>	<u>Your students' score:</u>
Show technique learned	<u>5</u>	<u>5</u>
Show careful effort and attention to detail	<u>5</u>	<u>4</u>
Follow directions	<u>5</u>	<u>4</u>
Include required elements	<u>5</u>	<u>4</u>
<u>TOTALS:</u>	<u>20</u>	<u>17</u>
18-20: A, 16-17 = B	14-15 = C 12-13 = D	12 or lower = F

High School:

In addition to the methods listed above, high school students can also earn credit based on hours spent on certain subjects. For classes like ALEKS math online, if a student spends 35 hours on that class, they would receive an A for the quarter (35 hours = .25 credit). If they spent 30/35 hours, they could earn a B for that class (30 divided by 35 = approximately 86%). And so on for the semester.

Another common way is to look at lessons completed. If a student has completed 35 lessons in a subject, that is worth a .25 credit. 70-75 lessons = .50 credit. The most accurate grading for high school would also take into account accuracy (like one of the three methods under K-8) along with factoring in hours spent on the subject.

These are the most basic methods for grading. Grading is based on parent perception and reporting, so remember that YOU know your child best, and YOU have the most accurate gauge of their effort.

Activity Calendar

Student Name:

Subject:

Month:

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Sat./Sun.</u>	<u>TOTAL TIME:</u>
<u>Date:</u>							
<u>WEEK 1:</u> <i>Description of activity and amount of time spent:</i>							
<u>Date:</u>							
<u>WEEK 2:</u> <i>Description of activity and amount of time spent:</i>							
<u>Date:</u>							
<u>WEEK 3:</u> <i>Description of activity and amount of time spent:</i>							
<u>Date:</u>							
<u>WEEK 4:</u> <i>Description of activity and amount of time spent:</i>							
<u>Date:</u>							
<u>WEEK 5:</u> <i>Description of activity and amount of time spent:</i>							

Month total time (in hours): _____ Parent Signature: _____

Class of 2018 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by **June 30th** of each year. VISIT: studentaid.gov

Required Curriculum (for all levels)	Option 1: Math & Science Curriculum	Option 2: Social Studies & Language Curriculum
Students can choose either curriculum option: <i>Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade contained in your high school's permanent student record.</i>	Science (4 credits)	Science (3 credits)
	Math (4 credits)	Math (3 credits)
	Social Studies (4 credits)	Social Studies (4 credits)
	Language Arts (4 credits)	Language Arts (4 credits)
		World Language (2 credits)
		<i>Same language for both credits</i>

	Level 1	Level 2	Level 3
	UP TO \$4,755 per year	UP TO \$3,566 per year	UP TO \$2,378 per year
Required GPA	<input type="radio"/> 3.5 or greater	<input type="radio"/> 3.0 or greater	<input type="radio"/> 2.5 or greater
Required Testing	ACT/SAT: Use APS for Degree or Certificate		
	<input type="radio"/> ACT 25 SAT 1210* <small>*for SAT taken March 2016 or later</small>	<input type="radio"/> ACT 23 SAT 1130* <small>*for SAT taken March 2016 or later</small>	<input type="radio"/> ACT 21 SAT 1060* <small>*for SAT taken March 2016 or later</small>
	WorkKeys: Use APS for Certificate Only		
	<input type="radio"/> WorkKeys 13	<input type="radio"/> WorkKeys 13	<input type="radio"/> WorkKeys 13

"Certificate" means a career & technical education certificate and does not include associate's degrees.

A combination score of 13 or higher with no score below 4, is required in Applied Math, Graphic Literacy, and Workplace Documents



ON TRACK TO QUALIFY? Get ready to put your APS award to work!
Download Initial Award and Continuing Eligibility Checklists at APS.alaska.gov

Questions? Visit APS.alaska.gov

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APS QUALIFYING COURSES

Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record. Each requirement is for a complete unit of credit (half-credit courses count as half of a required APS course).

The State Board of Education & Early Development has published the following approved standard courses. Any course consisting of a complete unit of credit and matching the titles of the approved standard courses can be used to meet the APS curriculum requirements.

Public School Districts may also approve standard courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.

For private/homeschool students applying for the APS to the Department of Education & Early Development (EED) using the APS Eligibility Determination Application, the use of any additional courses to meet the APS curriculum requirements must first be approved by EED.

STUDENTS MAY ALSO USE APPROVED ADDITIONAL COURSES AS FOLLOWS:

Option 1: Math & Science Curriculum

Up to one additional course may be substituted for a standard course in math and language arts, and up to two additional courses may be substituted for standard courses in science and social studies. Additionally, for the Math & Science Curriculum option only, a foreign language, Alaska Native Language, American Sign Language, cultural heritage, or fine arts course may be substituted for one standard course of social studies.

Option 2: Social Studies & Language Curriculum

Up to one additional course may be substituted for a standard course in each subject area (math, science, language arts, and social studies).

Please Note: Students in public school districts can select additional courses only from a list of approved additional courses provided by their district.

MATH standard courses

- ☐ Algebra 1
- ☐ Algebra 2
- ☐ Geometry
- ☐ Trigonometry
- ☐ Pre-calculus
- ☐ Calculus
- ☐ Calculus 2
- ☐ Statistics
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

SCIENCE standard courses

- ☐ Physical Science
- ☐ Earth Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Marine Biology
- ☐ Anatomy & Physiology
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

LANGUAGE ARTS standard courses

- ☐ Composition
- ☐ American Literature
- ☐ World Literature
- ☐ Speech & Debate
- ☐ Advanced Composition
- ☐ Creative Writing
- ☐ British Literature
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

SOCIAL STUDIES standard courses

- ☐ World History
- ☐ American History
- ☐ Geography
- ☐ American Government
- ☐ Civics
- ☐ Economics
- ☐ Alaska History
- ☐ Western Civilization
- ☐ Eastern Civilization
- ☐ Psychology
- ☐ Sociology
- ☐
- ☐
- ☐
- ☐
- ☐

WAYS TO ACCESS APPROVED COURSES:

Several alternative sources to access approved APS courses are available (such as the University of Alaska or others). In most cases, a fee will be required to enroll in these courses. If you are considering using courses from outside of your school to qualify for the APS, ensure these courses are approved by your district.



Questions? Visit [APS.alaska.gov](https://aps.alaska.gov)

rev. 09/23/2022



Developmental Profile

Student Name:

Profile completed by:

Observation Dates:

Relationship to student:

1. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Runs with an even gait and with few falls			
• Maintains balance while bending, twisting or stretching			
• Moves body into position to catch a ball, then throws the ball in the right direction			
• Kicks large ball to a given point with some accuracy			
• Able to alternate weight and feet while skipping or using stairs			

2. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Cuts, draws, glues with materials provided			
• Copies several letters or shapes			
• Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)			
• Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately			
• Cuts, draws, glues with materials provided			
3. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Follows simple rules of participation in group activities			

• Participates cooperatively in large and small group activities			
• Invents and sets up activities that include more than one child			
• Is sometimes part of the audience, as well as an active participant in group events			
4. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)			
• Shows ability to control impulses, with guidance			
• Seeks peaceful resolution to conflict			
• Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway)			
• Stops and listens to instructions before starting an activity			
5. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Engages in discussions and asks questions about new events and occurrences (e.g., "Why did this happen?")			
• Looks for new information and wants to know more about personal interests			
• Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)			
6. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Remains engaged while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")			
• Works on a task over a period of time, leaving and returning to it (e.g., block structure)			

• Shifts attention back to activity at hand after being distracted			
• Accepts age-appropriate challenges and continues through frustration			
7. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Counts to 10 from memory			
• Understands that when counting a set of items, each must be counted only once and none should be left out.			
• Uses math manipulatives (e.g., in games, toys and coins) in counting activities			
• Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")			
8. SKILL			
• Sorts objects into categories, classifying and comparing according to a characteristic (e.g. size, color)	Not at all able to	Sometimes able to	Able to All the time
• Recognizes, describes, duplicates and extends a two part pattern (e.g., A/B, circle/square			
• Describes how and why objects are arranged or sorted the way they are			
9. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Listens to others in group conversations and discussions			
• Responds to a request			

• Attends to book reading/story telling for at least five minutes			
• Understands prepositions in simple commands (e.g., put the bowl on the table, beside the chair, or under the book)			
10. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Expresses an idea in more than one way (e.g., "I like salmon very much" and "Salmon is my favorite food.")			
• Names several non-present objects using appropriate words (e.g., "We went on the boat and I saw a whale.")			
• Correctly uses words to indicate understanding			
• Defines words, with assistance (e.g., "Firefighters put out fires.")			
• Asks others for help			
11. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)			
• Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound) • Finds objects in a picture with the same beginning sound, with assistance			
• Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)			

12. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)			
• Recognizes difference between letters, words, and numerals			
• Points to the title of a book when asked			
• Reads own first name			
• Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes)			
13. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Recognizes several uppercase and lowercase letters			
• Prints several alphabet letters for given letter names			
• Writes several uppercase and lowercase letters			
• Writes his or her first name			
• Recognizes letters in his or her name			

Observation notes or explanations:

Extensions Correspondence [Instructor/Tutor Application](#)

Instructor/Tutor Name:	Business Name:		
Mailing Address:	City:	State:	Zip:
Name or topic of course:	Cost per lesson:		
Instructional certification or other qualifications (please attach copies of any certifications or other qualifications):			
Instructional or content experience and length of time in this field:			
Explain specific skills to be taught. List any professional standards, programs, methodology, materials, or texts to be used:			

How will you measure or determine progress of the skills taught?		
Length of lesson:	Frequency of lesson:	Estimate practice time needed between lessons:
70-75 hours per semester are needed for each .5 high school credit. Could this course qualify for high school credit? Check 1: <ul style="list-style-type: none"> • Yes • No 		

_____	_____
Instructor/Tutor Signature	Date
_____	_____
Teacher of Record Approval Signature	Date

Nome Public Schools
Special Education Referral Process (pg. 1/6)

Regular education intervention is an important component of the special education referral process. Early identification of learning needs and successful interventions can prevent major problems. Successful interventions can also help assure the child is not inappropriately placed in a special education program, as well as avoids the stigma and 'labeling' often associated with receiving special education. However, regular education intervention activities are not meant to divert or delay a referral for special education.

The type, duration, and result of regular education interventions should be well documented. The evaluation data collected and recorded when providing regular education interventions will indicate the effectiveness of various interventions. If the child is eventually referred for special education, information from the regular education interventions will provide important data to help determine areas of need and recommendations for services.

Level One; Regular Education Intervention

When concerns are first identified at this level, the classroom teacher implements and documents initial interventions and accommodations.

1. A teacher, parent, or other concerned party identifies a concern(s) he/she believes is interfering with a student's learning potential; e.g., academic delays, processing deficits, communication difficulties, behavioral concerns, etc. Those concerns are conveyed to the classroom teacher and discussed with the parent.
2. The teacher reviews cumulative records and checks with previous teacher(s) to gather data about the student's academic performance and/or behavior needs.
3. Request a vision and hearing screening, if these have not been done within the last calendar year.

4. The teacher identifies specific concerns and attempts various instructional strategies or program adaptations to accommodate the student's individual needs. It's important to communicate with special education teachers and other staff who might be able to suggest different strategies, modifications or accommodations.
5. The teacher records all strategies or interventions attempted and also records outcomes of interventions for the identified concerns.

Level Two: Assistance from Building & Level Teams

If identified concerns are not remediated satisfactorily, the classroom teacher may consider requesting assistance from the Building Level team.

1. The Building Team reviews classroom teacher's request to determine if:
 - a. Parent was notified?
 - b. Appropriate for case discussion?
 - c. Enough level one intervention done?
 - d. Have interventions and outcomes been documented?
2. Case Discussion is held and an Intervention Plan is put into place.
3. Interventions are monitored and data is collected to determine degree of success.
4. If after several weeks of additional documented interventions are implemented, data does not indicate that target goals are being met, the Building Team can make a recommendation to refer the student for a special education evaluation.

Level Three: Referral for Special Education Evaluation (pg. 2/6)

1. The referring teacher completes the special education referral form with assistance from the special education teacher and the Building Level Team.
2. All required data and documentation are compiled, i.e., behavior logs, samples of work, attempted strategies and interventions, outcomes, MAP and PEAKS scores, etc.
3. The completed referral packet is given to the special education teacher and a copy is sent to the Special Education Director for review.
4. After reviewing the referral packet, the Special Education Director will contact the site to request additional data and/ or documentation from the Building Team, if needed.
5. The Special Education Director will initiate the evaluation and eligibility determination process for **approved** referrals.
6. When a referral for evaluation is denied, the Special Education Director will provide parents with a Prior Written Notice (PWN) explaining the reasons for not proceeding with an evaluation. A-copy of the Procedural Rights will also be provided to the parents.
7. After the decision has been made to proceed with the evaluation, the special education teacher will provide a Prior Written Notice (PWN) to the parents indicating that a referral for special education evaluation has been completed and the parents are given a copy of their rights.
8. The 90-calendar day timeline for special education eligibility determination and placement begins when a signed Consent for Evaluation is obtained. No special education assessment can begin without parental consent.
9. To be in compliance, the following steps must occur within the 90-calendar day timeline:
 - a. Individual academic testing and classroom observations.

- b. Evaluations by appropriate itinerants (i.e. School Psychologist, Speech Pathologist, Physical Therapist, Occupational Therapist, etc.).
- c. The IEP team will determine if the child:
 *Meets the eligibility criteria as a child with disability **and**
 *Demonstrates an educational need that requires specially designed instruction
- d. If the child is found eligible, a consent for placement must be signed by the parent before services can be initiated.
- e. The team must develop an IEP, which has to be reviewed on an annual basis and a re-evaluation for continued eligibility must occur at least once every three years.
10. The classroom teacher, principal, special education teacher, parents and student are key members of the IEP team and their involvement in the process is very important.

Nome Public School District Initial Concern Form (pg. 3/6)

Purpose(S): ☐ Discipline/ Behavior ☐ Academic ☐ Attendance

Student Name: _____ **Grade:** _____ **D.O.B:** _____

School: _____ **Referring Person:** _____ **Date:** _____

Previous Parent Contacts:(attach to this form) **Date(s):** _____ **Method:** ☐ Phone **D**

In person TEACHER OBSERVATION:

Beginning Date: _____ **Ending Date:** _____ [(O) Never, (1) Sometimes, (2) Frequently]

	Does what is asked of him/her		Seeks excessive attention		Difficulty understanding oral directions
	Offers to help		Inattentive in class		Difficulty understanding written directions
	Tries hard		Loss of interest		Deficient in vocabulary
	Appears happy/cheerful		Easily distracted		Reverse or confuses letters, words, numbers
	Organizer/leader		Nervous/excitable		Difficulty in Math
	Bored with routine tasks		Gripes/complains		Difficulty in Reading
	Gives up/"Cares-less" attitude		Excessive talking/loud/rowdy		Difficulty in Written expression

	Tried or lethargic		Makes wisecracks/talks back		Uses incorrect grammar
	Vision complaints		Obscene language/gestures		Difficulty copying from board/text/paper
	Change in weight		Defiance of rules		Concrete learner
	Depression/expressionless		Exaggerating		Requires repetition of instruction
	Suicide attempt		Tantrums		Inconsistent/low test grades
	Discusses death/suicide		Defensive/Argumentative		Slow to react or follow directions
	Withdrawn/secluded		Excessive out of seat/out of area		Disorganized work habits
	Changes in moods rapidly		Unusually curious		Difficulty completing tasks in allotted time
	Needs constant reassurance		Cries readily		Difficulty concentrating
	Change in friends/age group		Acts frightened/timid/shy		Confused easily
	Has few friends/peer problems		Irresponsibility/blaming		Poor memory for names/dates
	Aggressive in social interactions		Poor fine motor coordination		Difficulty with verbal expression
	Sudden outburst/verbal abuse		Poor gross motor coordination		Speech difficult to understand

*If needed, please attach additional page(s) to further explain any of the above needs or address concerns not listed.

Student Strengths: _____

Pre-Referral Consideration Form pg. 4/6

Student Name _____ School _____

Health Status:

Vision checked on (date) _____ Results _____

Prescription sunglasses or other noted conditions _____

Hearing checked on (Date) _____ Result s _____

Hearing aids or other noted conditions _____

Speech articulation difficulties _____

Developmental Status: Height _____ Weight _____

Overall student health _____

Illness noted _____ Immunizations yes _ no _

Visits or clinic/hospital this year _____

Parental concerns in regard to physical/emotional/mental health issues:

Has there been a recent stressful or traumatic event in the student's life? (for example: moving, illness of parent or guardian, loss of loved one, etc.)

Attendance (this year) _____ / _____ days _____ % (last year) _____ / _____ days _____ %

Language Development:

Primary Language spoken in the home _____

Is the Student currently identified as an English Language Learner (ELL)? Yes _____ No _____

Most recent ACCESS Assessment (Date) _____ ELL Level _____

Previous year's ACCESS Assessment (Date) _____ ELL Level _____

Was there a change in the student's English language Proficiency (LEP)? Yes _____ No _____

Classroom Intervention Tracking Form pg. 5/6

Student: _____

Teacher: _____ Grade: _____

School: _____ Date: _____

Primary Concern: _____

Parent Contacts: Name _____ Phone Number: _____

Date: _____ Notes: _____

Please list the classroom interventions used to address your concern:

Intervention: _____

Date started: _____ Date ended: _____

Outcome : _____

Intervention: _____

Date started: _____ Date ended: _____

Outcome : _____

Intervention: _____

Date started: _____ Date ended: _____

Outcome: _____

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Referral for Special Education

Student Name:				Referral Date:	
Birthday:	Age:	Grade:	Gender:	Student Number:	
Referred By:				Teacher:	
School:				District:	
Parent/Guardian:				Email:	
Parent/Guardian:				Email:	
Primary Phone:				Alternative Phone:	
Address:		City:		Zip code:	

REASON FOR REFERRAL	
<input type="radio"/> Educational	<input type="radio"/> Pre-Academic School Readiness
<input type="radio"/> Reading <input type="radio"/> Math <input type="radio"/> Writing	<input type="radio"/> Behavioral/Social/Emotional
<input type="radio"/> Cognitive	<input type="radio"/> Adaptive
<input type="radio"/> Communication	<input type="radio"/> Motor Skills
<input type="radio"/> Speech <input type="radio"/> Language	<input type="radio"/> Fine <input type="radio"/> Gross
<input type="radio"/> Hearing <input type="radio"/> Vision	<input type="radio"/> Other:

SUMMARY OF EXISTING INFORMATION	
<input type="radio"/> Intervention	<input type="radio"/> Report Card
<input type="radio"/> Current Work Samples	<input type="radio"/> Developmental Profile

<input type="radio"/> RTI Date <input type="radio"/> Other:	
SCREENING INFORMATION Vision: <input type="radio"/> Pass <input type="radio"/> Fail Hearing: <input type="radio"/> Pass <input type="radio"/> Fail	
PRIOR DATA Dates of any prior Special Education Referrals:	
Prior Evaluations Last Psychological Evaluation Date: Last Educational Evaluation Date: Last Physical/Medical Evaluation Date:	
DAYS ABSENT Days Missed this Year (including Suspensions): _____ As of (Date): _____ Days Suspended this Year: _____ Days Missed Last Year (Total): _____ Grades Repeated: _____	
LANGUAGE Primary Language of the Student: _____ Primary Language Spoken at Home: _____	
NOTES: 	

Nome Extensions Program Handbook Agreement Form

Terms of Agreement

- I understand and agree to follow the Extensions program procedures and policies as per the NPS Extensions handbook.
- I agree to notify Extensions School if my enrollment status changes before or during the month of October.
- I understand that my student(s) and I have access to the district appeal process, as available to all students in the district.
- I understand and confirm that textbooks, curriculum materials and the course of study as outlined by each student's Individual Learning Plan (ILP) are appropriate to that student, aligned to state standards, and comply with [AS 14.03.090](#) and [AS 14.18.060](#)

- I understand and agree to document the process used to ensure curriculum materials are aligned to state standards and comply with [AS 14.03.090](#) and AS
- [14.18.060](#), including the review of textbooks and materials by a certified teacher.
- I will keep my contact information current, maintain monthly contact, and submit quarterly paperwork.
- My student(s) will participate in the state-mandated and program required testing.
- All materials purchased with Extensions funds are to remain the property of the Extensions School. If I should withdraw from the program at some future date, Extensions may request the return of those reusable materials and equipment.
- I understand that failure to keep any part of this agreement may result in the withdrawal of my student(s), and that I will be held liable for the cost of purchased materials, curriculum, and services.

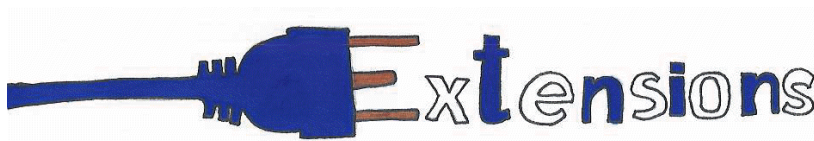
I agree to all of the above terms as a condition of enrollment.

Signature

Date

Administrator/Academic Advisor

Date



Nome Public Schools

Extensions Correspondence School
PO Box 131 ~ Nome, AK 99762 ~ Phone: 907-434-2132 ~ E-mail: rventress@nomeschools.org
Teacher of Record: Rachel Ventress
Administrator: Jamie Burgess

FERPA CONSENT TO RELEASE STUDENT INFORMATION

TO: Nome Extensions Correspondence School, Rachel Ventress (teacher of record)

Please provide information from the educational records of _____ [Name of Student] to:

_____ [Name(s) of person to whom the educational records will be released, and if appropriate, the relationship to the student]

The type of information that is to be released under this consent is:

- _____ transcript(s)
- _____ disciplinary records
- _____ testing data
- _____ recommendations for employment or admission to other schools
- _____ all records
- _____ other (specify) _____

The information is to be released for the following purpose:

- _____ family communications about the student's education
- _____ other (specify) _____

I understand the information may be released orally or in the form of copies of written records, as preferred by the requester. I understand I may revoke this Consent upon providing written notice to Rachel Ventress. I further understand that until this revocation is made, this consent shall remain in effect and these educational records will continue to be provided to the person listed above for the specific purpose described above.

Student's legal guardian:

Name (print) _____

Signature _____

Date _____

Please attach a copy of a.) your driver's license and b.) the student's birth certificate showing you as his/her legal guardian OR court/notarized documents showing a transfer of guardianship in your name.

Student Allotment Deduction Authorization

I authorize Nome Public Schools to purchase the following items for my student's educational endeavors. I understand that the total cost will be deducted from my student's approved allotment. I understand that this means I will not have access to these funds at a later date. I understand that anything over \$250 will be considered non-consumable and be returned to the district when my student exits the Extensions program. I understand that any consumable item paid for will need to be reimbursed to the district if I exit the Extensions program before the end of the corresponding semester.

Item(s):

Total cost:

Updated remaining allotment:

Student name:

Parent Printed Name:

Parent Signature:

Date:

Extensions Correspondence School

Box 131 • Nome, Alaska 99762



Rachel Ventress
Teacher of Record

Jamie Burgess
Administrator

PROGRESSION DECISION CONSIDERATIONS

Initial Team Meeting Date: _____

Student Name: _____

Initial Family Meeting Date: _____

Grade Level: _____

Final Confirmation Date: _____

DOB: _____ Younger / Older in Class

DIBELS MOY Composite: _____

MAP Growth Reading MOY %ile _____

DIBELS Growth from BOY: _____

MAP Reading Growth from BOY _____

DIBELS EOY Composite: _____

MAP Growth Reading EOY %: _____

List/Explain other data considered (classroom observations, attendance, IEP status & accommodations, behavior, SEL skills, prior retention, etc.):

Other notes/considerations: _____

Team recommendation:

PROGRESSION

NON-PROGRESSION

Date: _____