

Qargi Academy

A Proposed 9-12th Charter School

FY 2020

**Respectfully submitted by Mark and Emily Roseberry on behalf of the
Academic Policy Committee (APC) Founding Team**

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Reviewer Rating Template

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	p.p. 4-5	
Evidence of board approval	p.p. 5, 29	
Evidence of signed contract with all required elements	p.p. 29-30	
1. Description of educational program	p.p.14-16	
2. Specific levels of achievement for the education program	p.15	
3. Admissions Policy and Procedures	p. 30	
4. Administrative Policies	p.p. 30-31	
5. Statement of Charter funding	p.p. 31-32	
6. Method of accountability for receipts and expenditures	p.p. 32-33	
7. Location and description of facility	p. 33	
8. Name of teachers who by agreement will teach in the charter	p.p. 33-36	
9. Teacher to student ratio	p. 36	
10. Number of students to be served	p.p. 36-37	
11. Term of contract (not to exceed 10 years)	p. 37	
12. Termination Clause	p. 37	

13. Statement of state and federal law compliance	p. 37	
14. Exemptions or requirements included in contract	p.p. 37-38	
Evidence of bylaws	p.p.38-50	
Evidence of APC, including list of names/qualifications, meeting minutes	p.p. 50-51	

Section 1: Establishment of the Charter at the local level

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

Qargi Academy intends to educate all secondary (9th-12) students who qualify as alternative, correspondence, homeschool, and students who have dropped out (all currently not served by the NSBSD which would increase the Base Student Allocations) with rigorous academics, character development, and a commitment to community necessary for careers, college success and a life course of positive action. This charter school will have a specific focus on core academic foundations in order to better prepare our students for Career Technical Education (CTE) opportunities that will afford them actual certificates in career education fields. This charter supports the Inupiaq language, Inupiaq learning framework and Inupiaq knowledge systems through prioritizing the Inupiaq language and culture, cultural studies, and Inupiaq character and values development. This charter opens up an alternative secondary program for North Slope village students outside of Barrow as Barrow hosts an alternative program for Barrow students.

Traditional education settings are accustomed to serving all students with a necessary means in preparing students for college or a career. The proposed charter school would be an opportunity to provide a unique educational setting for the North Slope Borough School District. The educational programming will focus on creating an innovative, customized, high quality instruction blended learning environment specific to the needs of the students. This program will be a world leader in combining the best aspects of digital learning with disciplined, daily structure, customized educational development plans, and providing applicable and far reaching learning experiences. Our school will provide students a comprehensive program that supports their academic, social, and emotional development that fosters the Inupiaq language and cultural heritage for the Inupiaq students and could also support the language and cultural heritages of other groups as well.

This charter school is a combination of the Qargi concept paired with a proven educational organization that offers highly qualified AK state-certified teachers virtually for every course offered via the internet. The Qargi Academy intends to bring back aspects of the Qargi (MacLean, 1986) that include Inupiaq elders working with local trained support staff and certified teacher(s) to teaching Inupiaq skills and values.

Qargi Academy's Inupiaq Learning Model supports the Inupiaq ways of teaching, learning and knowing and resembles the phrase "It takes a village to raise a child". The first mayor of the North Slope Borough, Eben Hopson Sr., described what education looked like before Western education was introduced, "Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children. For thousands of years, our traditional method of socializing our youth was the responsibility of the family and community. From the first, visitors to the Arctic have universally commented on the warm disposition of our children. Corporal punishment was absolutely unknown. Boys and girls began their education with their parents and, by the time they reached their teenage years, they had mastered the skills necessary to survive on the land here" (Eben Hopson Sr's to Address on Education 12.19.75).

In the hopes of revitalizing the Qargi, MacLean recommended, "The educational environment of each Iñupiat community can be altered to make the Iñupiat comfortable in teaching their young people the skills and attitudes of the Iñupiat way of life. Presently, Iñupiat elders do not have any responsibility for the formal education of the young Iñupiat. A community center totally devoted to the teaching of Iñupiat skills and values should be established so that the elders and the parents of the Iñupiat youth would have the means of teaching their children what they know " (Dr. Edna MacLean, Revitalization of the Qargi 3.8.86).

Qargi Academy honors the Inupiaq's traditional ways of teaching and learning and knowing. The Inupiaq Learning Framework (ILF), created by the NSBSD will be used to assess cultural performance and expectations within the Qargi. The ILF performance expectation guide is based on Inupiaq child development and learning and behavior expectations appropriate to the age of the child and is not graded. (ILF Performance and Expectations for Inupiaq Learning Framework, revised 5.17.2017).

Qargi Academy fosters learning within local Qargis and within the home. The Qargi is a community driven place of learning where the whole child is fostered and supported through individualized programming for each student based on their needs. The Qargi is a relaxed comfortable learning area where students come to receive academic support, social emotional support, participate in cultural projects, community projects, and engage in active learning of the Inupiaq language and culture. It is a learning zone where students receive daily support for their virtual academics, learn essential life and social emotional skills, and learn the Inupiaq language and cultural systems reflective of the communities they live in. Within the Qargi the Inupiaq language will be honored and promoted as our first language. Inupiaq will spoken and fostered all day and as much as possible.

Each village Qargi is lead and overseen by village Success Coaches who are under the supervision of the Qargi Academy's chief administrator. Success Coaches organize the

daily and weekly schedule within the Qargi. The schedule would include progress monitoring, tutoring, community based projects, cooking lunch, OJT for students, and more. Success Coaches would take time to review the online academic progress of students and encourage students to continue with their online learning. They will connect with online teachers, students, and families in support of students. Within the Qargi time will be made for students to connect with online teachers, to work on their online learning, receive intervention services and receive tutoring. Students have access to online academic courses at all times and can be accessed and worked on from the home.

Success Coaches connect and work with elders and community members for cultural knowledge and projects to foster the Inupiaq language and culture. Success Coaches will work with the Inupiaq Learning Framework as a cultural resource tool to foster cultural expectations and projects. They will collaborate with IHLC and or local cultural resources and cultural bearers to foster the cultural learning and of projects.

Everyone in the Qargi will respect and adhere to the Inupiaq Values. (Anyone behaving outside of the Inupiaq Values will be asked to adjust their behavior and may be asked to work from home if no adjustments are made.) It is the expectation that all students receive a fresh start daily and can return to the Qargi on the next day, any exceptions to this will be determined by Admin. Any Students behaving outside of the law will work with law enforcement.

Qargi Academy's framework for community based education blended with online virtual learning was developed to meet the challenges of educating our Inupiaq children in the current education system. Our Inupiaq language and culture is not readily understood by outside educators yet they are expected to teach it. Within the current education system the Inupiaq language is fostered 30 to 45 minutes a day which does not support the learning of the Inupiaq language to fluency nor proficiency. So, our children receive limited and topical learning of the Inupiaq language and culture. Qargi Academy would work to address this by fostering Inupiaq language and culture through working with the Inupiat whom are experts in their culture and language to increase the amount of time that our children are immersed from cultural bearers, elders, community members – within the Qargi. This can occur from the time the doors are open to the time they close. The use of the Inupiaq Learning Framework would provide a guide to measurably gauge students proficiency levels in speaking, reading and writing in Inupiaq as well as for cultural projects and practices that they will engage in. Further the use of formative assessments to gauge students' levels of comprehension and understanding of our language and culture will be heavily utilized.

Clearly the current delivery of education on the North Slope is not meeting the academic needs of our students. Our NSBSD student performances on statewide tests demonstrate 90-95% below or far below proficiency in English Language Arts and Math. Perhaps the rigid 1970's model of the current education system does not allow our students and families to focus on learning the core academics. Absences regardless of its reason (subsistence activities, school related travel, transiency,

truancy, vacations, illnesses, social emotional ills, office referrals, suspensions, and more) and whether absences are for the day or part of the day or even for a class period affects the quality of learning as students cannot make up the time missed with the teacher. the Ed Options Academy the academics and quality of learning will not be affected as students have access to online virtual teachers daily regardless of where they are as learning continues at home. Additionally, when students are out for subsistence activities, when they return they are not behind as the learning stops and starts with the student and is not reliant on the teacher in the classroom. Further we propose that this innovative educational delivery will increase statewide performances and its difficult to place a measurable on this as the Qargi Academy concept is new and it will take time to observe authentic growth of student learning.

Parent involvement has been historically low within the NSBSD. Parents and community can have a huge impact on students' performances. The Qargi Academy will work closely with the tribes to bring oversight to education. Each tribe will have representatives on the Academic Policy Committee. The tribes will be the venue for handling schooling issues. This model places parents and community at the forefront of educational responsibility and accountability. The parent and tribal involvement in education will grow.

It is becoming increasingly difficult to find highly qualified teachers for secondary schools in the core areas of education. Additionally, those who do come to the Slope to teach are oftentimes unable to adjust to the harsh conditions or to being away from family. The expense of bringing in educators and to provide teacher housing magnifies the overall costs of education on the North Slope. The shortage of teachers and the limited education funding fosters a less than adequate education for our village students especially outside of Barrow. Through Ed Options Academy all teachers are highly qualified, Alaska state certified, and offer courses online. We will not have the added financial responsibility to bring in teachers to our communities, nor to house them. We will not have to worry about losing highly qualified teachers due to culture and environmental challenges.

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

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

NSBSD approval: Please paste under Appendix A section created towards end of this application.

Evidence within Appendix A must include:

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

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

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

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

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

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

Please see Appendix C.

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

Please see Appendix D.

Reviewer Rating Template

Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of administrative oversight	p.p. 7-8	
Evidence of written administrative policy manual	p.p. 8, 38-51	
Description of regular parent and teacher contacts for continuous improvement	p.p. 8-9	
Description of APC meeting(s) to monitor progress	p.9	
Description of school schedule and calendar	p.p. 10-12	
Alternative options for students if no other educational program exists	p. 13	

Section 2: Organization and Administration

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

Description of the organizational structure:

The Qargi Academy is a public charter school serving 9-12th grade students. Potential Title I status may appear over time with a changing population.

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

Organizational Structure:

Qargi Academy is managed directly by its Academic Policy Committee (APC) working with the chief administrator or principal. The APC consists of eight to fifteen members: three to five parents, guardians or grandparents; one teacher and one staff member; four community members and an elder council who will designate a voting member.

The members of the APC receive no compensation for their services as members of the board.

General Powers and Duties

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

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

The APC will meet with the chief administrator or principal regularly and often in order to monitor progress in achieving APC's and school's policies and goals.

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

Qargi Academy will develop a policy manual in the near future to incorporate changes more effectively in policy and procedures.

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

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

Please see Appendix E.

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

The Academy will utilize a combination of involvement techniques based on Joyce Epstein's Six Types of Parent Involvement to Develop School and Family Partnerships.

- Parenting: Help all families establish home environments to support children as students.
 - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
 - Family support programs to assist families with health, nutrition, and other services. Home visits at transition points from middle to high school.
- Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
 - Conferences with every parent at least once-a-year. Language translators to assist families as needed.
 - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- Volunteering: Recruit and organize parent help and support. School/classroom volunteer programs to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Annual postcard survey to identify all available talents, times, and locations of volunteers.
- Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - Information for families on skills required for students in all subjects at each grade.
 - Information on homework policies and how to monitor and discuss schoolwork at home.
- Decision-making: Include families as participants in school decisions and
 - develop parent leaders and representatives.
 - Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation.
 - School-level advisory councils and committees.
- Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community.
 - Provide information for students and families on community health, cultural, recreational, social support, and other programs or services.
 - Provide information on community activities that link to learning skills and talents, including summer programs for students.

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

Provisions for the Academic Policy Committee: The founding Academic Policy Committee emerged from the original planning of the charter school and will be officially designated upon school board approval. The founding APC will finalize all draft bylaws. The founding Academic Policy Committee (APC) reflects expertise in budget, finance, curriculum, instruction, fund-raising, grant writing, volunteer recruitment, public relations, office management, facility acquisition/management, library science, and knowledge of school law or legal expertise. Upon the incorporation of the charter, the founding APC will dissolve upon the election and appointments of APC members outlined in the bylaws. The procedures for the election and appointment of the Academic Policy Committee members and their length of service are in the Qargi Academy Bylaws in Exhibit A.

Most of the members of the APC will be designated from ICAS and the local village tribes. We are currently working with the tribes to identify members. The realization of tribal influence and control is new to our Iñupiat tribes. Over the last year, ICAS and a few tribes have been learning their new role in supporting the education of their youth. Thus, the APC members have not been fully identified yet.

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

The draft calendar and schedules are reflective of the Qargi. However, the virtual academy has no limitations as it is online.

****Tentative****

Qargi Academy 2020-2021 School Calendar

August

Professional Development Days*	August 3-10, 2020
Enrollment Period	August 1-10
First Day of Qargi	August 10, 2020

September

Labor Day*	September 7, 2020
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November

Inuit Day	November 7, 2020
Thanksgiving Break*	November 23-27, 2020

December

First Semester Ends –	December 18, 2020
Winter Break*	December 21, 2020–January 8th, 2021

January

Second Semester Starts	January 11, 2021
Martin Luther King, Jr. Day*	January 28, 2021

February

Presidents' Day*	February 15, 2021
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March

Spring Break*	March 15-19, 2021
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May-June

Memorial Day*	May 31, 2021
Last Day of School – 2nd semester 93 days	June 4 th , 2021

Example Weekly Qargi Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8				8 Trauma Informed Learning
				Training Day
9 Breakfast	Breakfast	Breakfast	Breakfast	9
10 Coach/Mentor/Teacher Connections	Coach/Mentor/Teacher Connections	Coach/Mentor/Teacher Connections	Coach/Mentor/Teacher Connections	10 Day of Training for Coaches/Mentors
Academic Progress	Academic Progress	Academic Progress	Academic Progress	Students Study at Home
11 Tutoring and Working on Academics	Tutoring and Working on Academics	Tutoring and Working on Academics	Tutoring and Working on Academics	11
12 LUNCH	LUNCH	LUNCH	LUNCH	12 LUNCH
Make Aluutagaaq	Make Tuttu Suu	Make Maktak salad	Quaq	Potluck Style
1 Community Projects	Community Projects	Community Projects	Community Projects	1
Making Atigluks	Making Ulus	Mending Nets	Make Aaqatis	
2	Inupiaq Language Fostered and Spoken During Community Based Projects			2 Day of Training for Coaches/Mentors
Continued	Continued	Continued	Continued	
3 Inupiaq Arts: Drumming, Dance, Music, Story Telling, Games, Singing, Choir (Inupiaq Language Spoken and Fostered) Listening to Unipkaat, Inupiaq Songs, Inupiaq Drumming Songs Fostered				3
Continued	Continued	Continued	Continued	Students study at home
4 Inupiaq Arts	Inupiaq Arts	Inupiaq Arts	Inupiaq Arts	4
5				

Student Schedule Template

Student Success Plan for:							
Time	Monday	Tuesday	Wednesday	Thurs	Friday	Sat	Sunday
7:00am							
8-9am	Breakfast				Training Day for Success Coaches and Students Work at Home		
9:00 - 10am	Meet with Success Coach to check on academic progress, touch base with teachers,						
10a- 12pm	Work on Virtual Courses, Tutoring						
12- 1pm	lunch: students can cook with community						
1-4pm	Community Based Cultural Projects and Service Learning Projects where the Inupiaq language and culture is fostered (making ulus, atigluks, hunting etc.)						
4-5pm	Extra-Curricular Activities						
5-6pm	dinner	dinner	dinner	dinner			
7-9pm	Social	Social	Social	Social			
9- 11pm	Study	Study	Study	Study			
11pm	Sleep	Sleep	Sleep	Sleep			

Student: I will be academically successful and be proactive about my studies and grades. I will work hard to learn. I will learn to speak in Inupiaq. I accept all responsibility for my work. I take responsibility for my success.

Signed: _____ Date: _____

Parent: I will support my student. I will encourage my student to study and check on grades weekly. I will communicate with my student's teachers to see how my student is performing in class. As a parent/guardian I partner with my student and success coach in supporting my student's education program. I will speak with my student in Inupiaq.

Signed: _____ Date: _____

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

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

Reviewer Rating Template

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	p.p.14-16	
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	p.p. 18, 53	
Evidence of written plan to address PTR and projected enrollment	p. 17	
Description of plans for serving special education, vocational education, gifted and bilingual students	p.18	
Evidence of written objectives for program achievement	p.p. 18-20	
Description of the mechanisms for student assessment in addition to those required by state law	p.p. 20-21	

Section 3: Educational Program and Student Achievement

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

The Qargi Academy plans on initially serving those students within the 9 –12th grade levels. The table on page 17 outlines our estimated student growth projections over a 4-year period.

Regarding our future growth; we would like to expand our school offerings to additional grade levels as well. Ideally, we would do this in years 2 & 3, as we conservatively expand our minimum and maximum student enrollments across all applicable grade levels.

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

This philosophy is supported by recent research.

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

Across all categories of teaching strategies, teachers reported frequent engagement of instructional behaviors and practices that have been found to positively impact learner outcomes up to 99% of the time. Student perceptions of teaching strategies corroborated the self-reported practices of teachers, reporting that teachers frequently implement effective instructional strategies using Edmentum Courseware up to 88% of the time. Regardless of instructional setting (pure virtual, blended, classroom/lab) or course purpose, teachers consistently and frequently implement effective instructional strategies.” (Marzano, 2016 <http://www.edmentum.com/resources/efficacy/marzano-study>)

Regarding EdOptions Academy student success data below:

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

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

An overview of the results collected indicate the following:

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

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

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

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

Table 1: Completion Rate

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

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

2018-2019 School Year

Table 2: Passing Rate

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

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

2018-2019 School Year

Edmentum, (2019). Online Learning and Virtual Schools.
https://www.edmentum.com/sites/edmentum.com/files/attachments/Edmentum_FLORIDA_DISCLOSURE_REQUIREMENTS_11_14_19.pdf

Our instructional practices will be project and experiential based. Our students will not only acquire content knowledge, they will experience it by applying it. We know that through applying the knowledge and experiencing it in a real world setting, that students learning is greatly increased. (Qargi model, MacLean, 1986)

Benefits of Qargi Academy:

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

Concepts of the whole child instruction to be included:

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

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

1:35 for Ed Options Academy virtual teachers; 1:10 for success coaches

Proposed Enrollment: 60 students

The Qargi Academy plans on initially serving those students within the 9th –12th grade levels while expanding into serving middle school students beginning in year 2. The table below outlines our estimated student growth projections over a 5-year period.

Regarding our future growth; conservatively expand our minimum and maximum student enrollments across all applicable grade levels.

Year	Grade Level	Minimum Students	Maximum Students
1	6		
	7		
	8		
	9	15	20
	10	15	20
	11	15	20
	12	15	20
Total		60	80
2	6		
	7		
	8	10	15
	9	30	35
	10	30	35
	11	30	35
	12	30	35
Total		130	155
3	6		
	7	10	20
	8	15	25
	9	35	40
	10	35	40
	11	35	40
	12	35	40
Total		165	205
4	6	10	15
	7	20	25
	8	30	30
	9	40	45
	10	40	45

	11	40	45
	12	40	45
Total		220	250

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

Please see Appendix F.

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

Our overarching philosophy is to provide an individualized program that meets the needs of all students, regardless of demographics. Students are able to move through their courses at their own pace, allowing for additional direct instruction in areas where they may be deficient. All students will be assessed at the beginning of the school year and delivered an individual learning path designed to either bring their skill levels in Reading, Math, and Language Arts up to grade level or provide the opportunity to accelerate their learning to advanced grade levels. Students with either a 504 plan or IEPs will be assigned an Exceptional Education case worker who will collaborate with the general education teachers and success coaches to evaluate the needs of the student and to successfully implement the plan to meet those needs. The Academy will offer a full ranging curriculum of remedial to Advanced Placement courses and will remove the barriers to honors and advanced courses, affording all students the opportunity to challenge themselves in ways they might have not have before. Also, since our primary curriculum partner (Edmentum's EdOptions Academy) has already been servicing all student groups mentioned in the question above for years; we feel it would be a natural transition to a public charter school by the Qargi Academy. Should a charter be granted; we could then serve students within the 'North Slope' sub-population to help them with the hurdle that their local schools inadvertently have imposed by their geographical limitations.

The Academy's success coaches will conduct regular conferences with their assigned caseload to insure the social and emotional needs of the students are being met. Home visits will be scheduled as needed.

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

Establishing an ideal assessment environment is critical in obtaining assessment results that accurately demonstrate students' accurate achievement and growth. To assist in

creating a consistent, optimal assessment administration environment, below are our uses of assessment data to ensure optimal performance.

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

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

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

Results – Focused

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

Our School will systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

Assessment System

- The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction.
- All course assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Course assessments are designed to be developmentally appropriate.
- Course assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

- Assessment results are shared and discussed with instructional staff in a timely manner and useful format.
- Reports of student data are communicated to students and families in a manner that they can understand.

Student Involvement in the Assessment Process

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

Please See Sample Teacher's Guide (includes Pacing Guide) which are available for each course to be offered under Appendix K.

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

The use of assessments for the Qargi Academy will follow all student assessment laws of the State of Alaska. All aspects of Alaskan accountability best practices guides will be followed by the school. The Qargi Academy will participate in all summative assessments as required by the State of Alaska. It will be our goal that our student population scores in the top 10% in the state on these assessments. To ensure success towards this goal we will utilize an online platform that ensures curriculum congruence to all standards of The State of Alaska. In addition we will utilize tools within our online platform in addition to our instructional content to meet this goal. The Qargi Academy will be committed to being accountable for exceptional performance on all state assessments and will ensure through teaching and learning that performance is at the forefront of our mission and vision.

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

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

more remediation. A new learning path will be assigned. Finally, a further assessment will be given in the spring to measure growth and predict success on the state mandated test.

In addition to meeting all federal and state assessment requirements associated with NCLB and Alaska (AS 14.03.075), student performance is measured at three designated data points during the school year in reading, writing, and math. The designated data point assessments are scored using a common set of standards across the school. AIMSweb and MAP, are used to document academic performance and progress. This is consistent with NSB School District.

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

The school conducts an annual review of its programs and set goals based on student performance and surveys of the staff, students, and families. The staff continues to research, develop, and pilot assessments and curriculum to incorporate Native cultural relevance into the standards and measures of proficiency.

Students receive the regular NSBSD report card for primary and intermediate grades. The procedures for assessing students in need of remedial interventions follow the federally mandated guidelines.

Students receiving Special Education services are primarily serviced in the Qargi after collaboration with the Special Education teacher, parents, staff and student. Support is provided to meet specific objectives covered on Individual Education Plans, in collaboration with the district ELL department, provides accommodations for students receiving this service in the Qargi.

The Qargi activities will be assessed using the Iñupiat Learning Framework standards and performance tasks as well as established local language and culture traditional knowledge.

Reviewer Rating Template

Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	p.p. 22-23	

Section 4: Professional Development

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

The faculty will participate in a series of professional development activities in order to gain expertise in areas identified by the test data and/or staff decisions. Key conferences that enhance teaching and student learning are targeted for attendance by staff.

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

EdOptions Academy:

Teacher Evaluation plan is based on the iNACOL Online Standards for effective teaching.

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

Teacher Evaluation Tool: <http://supportcdn.edmen tum.com/EOACourseURLs/EdOptions%20Acade my%20Teacher%20Evalu ation%20Tool.pdf>

Teacher Evaluation Cycle: <http://supportcdn.edmen tum.com/EOACourseURLs/EdOptions%20EdOptions%20AcademyTeacher%20Evaluation%20 le%202016-2017.pdf>

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

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

EdOptions Academy instructors contribute to the online school community by participating in course design and review meetings with our Curriculum Development teams as they develop or redevelop new courses. Our teachers provide input at the design phase, and then review lessons and courses as they are developed. Instructors also participate in developing PD with their Instructional Leaders by sharing best practices with fellow teammates at Quarterly Team meetings and through regular contributions to weekly team updates and team blogs.

The Qargi success coaches will receive extensive training delivered on-site, at conferences within and out of state. The PD will focus on training success coaches to mentor students, provide social/emotional support, work with parents, families and community members to be active participating members of the Qargi. The goal of the PD will be to foster highly skilled local educators who positively impact student success and community involvement.

Reviewer Rating Template

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	p. 24	
Evidence of a written facility plans	p. 24	

Section 5: Facility

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

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

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

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

Reviewer Rating Template

Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	p. 25	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	p.p. 25-26, 73-74	

Section 6: Admission

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

Applications can be obtained by contacting Mark Roseberry at mark.roseberry@nsbsd.org or from the district web site www.NSBSD.org

The following forms are in the appendix under Enrollment and Selection: Introductory applicant letter, application checklist, application/registration, Parent/guardian activity permission, Student travel rules, medical release and medication forms, teacher/administrator appraisal, zero tolerance policy for alcohol or illegal drugs.

Please see Appendix G for all written application materials.

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

Yearly Application Calendar

March/April/May: Distribute applications; radio announcements; post flyers; and collect applications, then hold a lottery if the applicant enrollment exceeds the capacity.

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

August: At the beginning of the school year, confirm all registered students; then fill vacancies through the lottery process if needed.

During the application period, parents will be notified that their application has been received. Parents will receive an email or phone call and will be provided with

information pertaining to the lottery process and the timelines that are invoked. The admissions process follows all NSBSD policies and regulations.

Non-Discrimination Statement Qargi Academy's non-discrimination statement is consistent with district, state and federal requirements.

Reviewer Rating Template

Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Written budget summary and financial plan	p.p. 26, 31-32, 74	
Description of how financial records will be kept	p.p. 26-27	
Description of accountability for receipts and expenditures	p. 27	

Section 7: Fiscal

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

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

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

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

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

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

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

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

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

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

Reviewer Rating Template

Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	p.p. 28, 74	

Section 8: Transportation

i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AS14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)

Qargi Academy will collaborate with the NSBSD to provide transportation for students.

Please see Appendix J.

Appendix A: Local School Board Approval Evidence

Evidence need placed here when earned.

Appendix B: Signed Contract

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

1. a description of the educational program;

The proposed vision of the Qargi Academy is to provide an innovative, customized, high quality educational program for students using both synchronous and asynchronous instruction. This program will be a world leader in combining the best aspects of digital learning with disciplined, daily structure, customized educational development plans, and providing applicable and far reaching learning experiences.

Our program will provide students with the opportunity to engage in a comprehensive program that supports their academic, social and emotional development within the constructs of the Inupiaq knowledge and learning systems.

The mission of the program will be to exceed expectations of students and families.
Educational Goals:

- Comprehensive career ready and college preparatory education for all students
- NCAA approved core class preparation
- Maximize each student's academic potential using progress monitoring, customized academic support, and strong mentor relationships.

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

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

online learning process was found to have the strongest relationship to student achievement outcomes.

Across all categories of teaching strategies, teachers reported frequent engagement of instructional behaviors and practices that have been found to positively impact learner outcomes up to 99% of the time. Student perceptions of teaching strategies corroborated the self-reported practices of teachers, reporting that teachers frequently implement effective instructional strategies using Edmentum Courseware up to 88% of the time. Regardless of instructional setting (pure virtual, blended, classroom/lab) or course purpose, teachers consistently and frequently implement effective instructional strategies.” (Marzano, 2016
<http://www.edmentum.com/resources/efficacy/marzano-study>)

Evidence need placed here when earned.

2. *specific levels of achievement for the education program;*

Proposed Grades served: 9th-12th

3. *admission policies and procedures;*

The Qargi Academy will maintain an admission policy that is in full compliance with Sec. 14.03.265 as it applies. The Qargi Academy will eventually include grades 9-12 or any combination of those grades. We will not charge tuition and will serve anyone who applies to attend up to enrollment capacity; that is, we would not screen out students based on race, religion, gender, or test scores. Students will be selected randomly for admission if the number of students applying exceeds the school's enrollment capacity per Sec. 14.03.265 (b).

In accordance with The Every Student Succeeds Act (ESSA) that eliminates the Highly Qualified Teacher (HQT) provision and reverts to state standards. All of the Qargi Academy teachers will be Alaska state certified. These teachers will receive equal pay for equal work assignments according to Sec. 14.03.270 (b).

Additionally, the Qargi Academy will be a nonsectarian school in accordance with 14.03.265 (c).

4. *administrative policies;*

Responsibilities of all anticipated staff positions and describe the anticipated staffing and governance structure of the proposed charter public school.

Anticipated staffing will include a chief administrator or principal and administrative staff, virtual teachers, guidance counselors, exceptional education staff as needed, administrative assistants, specialists and success coaches.

The governance structure will be led by the APC with appropriate delegated duties to the chief administrator or principal and other school personnel.

Proposed process to be used to recruit, identify, and hire teachers.

The Qargi Academy will partner with Ed Options Academy for the recruitment of virtual teachers through traditional teacher recruitment sites and community job boards.

Once selected for hire, the Qargi Academy and Ed Options Academy will comply with all state regulations relative to background checks and work eligibility verification.

Graduation Requirements for 9th-12th grades follows the Alaska graduation requirements:

- Language arts: 4 credits
- Math: 4 credits (including Algebra, Geometry and Algebra II)
- Science: 3 credits (including Biology, Chemistry or Physics)
- Social studies: 3 credits (including U.S. History, World History, Economics and Government)
- Health and physical education: 1 credit
- Fine arts: 1 credit
- World language: 2 credits
- Other electives: 4 credits

5. a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget:

Qargi Academy Draft Budget (3 Operational Sites)			
CHARTER SCHOOL DRAFT BUDGET FY21	Allocation	Explanation	Comments
CERTIFIED ADMINISTRATION	\$160,000.00	1 Certified admin to manage operations and administration of school (superintendent, principal)	
EMPLOYEE BENEFITS	\$65,600.00	Insurance benefits calculated at 41%	
CLASSIFIED PERSONNEL	\$420,000.00	6 Success coaches	70K; 1 coach/10 students
EMPLOYEE BENEFITS	\$172,200.00	Insurance benefits calculated at 41%	
ADMIN ASSISTANT	\$75,000.00	Admin Assistant to perform secretarial/operational assistance to certified admin.	48.6/hr; 388/day; 1944/week; 70K/yr
EMPLOYEE BENEFITS	\$30,750.00	Insurance benefit calculated at 41%	
ED OPTIONS ACADEMY TEACHERS	\$359,520.00	5992 per student initial entire program amount for 60 students (market, sped, teachers, entire academy)	Ed Options Academy Highly Qualified Teachers
RENTAL FOR FACILITIES	\$108,000.00	Facilities Rent: Facilities TBD	Options: Church; villages: churches, ASRC, Tribal offices, School libraries
CULTURAL SPECIALIST, IT TECH	240000	1 Cultural Specialist, 2 IT Tech	2 FTEs for Cultural Specialist and IT TECH
EMPLOYEE BENEFITS	98400	Insurance benes at 41%	Insurance/Bene
SITE OPERATIONAL SUPPLIES	\$150,000.00	Site supplies Laptops, printers, office supplies (paper, files, pens etc.) office furniture - chairs, tables, file cabinets, couches etc.	50K/site
STUDENT SUPPLIES	\$60,000.00	Poster boards, science kits, cultural kits, math kits, robotics, markers, pencils, composition notebooks etc.	Supplies for students
PD SERVICE CONTRACT	\$60,000.00	monthly professional development for success coaches on VTC; and 6 onsite trainings	PD Contracted services for training of coaches and program
PD TRAVEL FOR COACHES	\$49,200.00	6 coaches traveling to Barrow/Anchorage/site for initial PD and ongoing PD. (air, hotel, food x 4 trips)	1000 air; 350/day for food and hotel * 3 days
PD TRAVEL FOR ADMIN	\$15,300.00	Travel for admin trainings with Edmentum, tribal, state, national and site visits	1200 air; (200 hotel; 100 food; 150 car rental/3 days) = 2550
UTILITIES COSTS	\$21,600.00	Gas, heat, light etc. estimate 350/month	UTILITIES FOR 3 FACILITIES
LIABILITY INSURANCE	\$60,000.00	Liability insurance	need infor
STUDENT TRAVEL FOR ACADEMICS	\$49,200.00	Academic Travel for 10 secondary students x 2	2 TRIPS FOR 10 SECONDARY STUDENTS + 2 chap
LAPTOPS FOR STUDENTS	\$66,000.00	66K: 1100 a student (60 students)	Laptops would belong to the school but issued to students
OTHER, FEES, DUES, INDIRECT COSTS	\$20,804.00	Other Costs: 1% of total costs	INDIRECT AND OTHER COSTS; Housing costs at villages 3 mos at 2000/mo
INTERNET COSTS	\$12,000.00	Internet Costs for 3 sites	TBD so guestimate
MEALS	\$109,200.00	SNACKS	Free breakfast and lunch; snacks provided
COMMUNITY EXPERT STIPENDS	\$21,600.00	COMMUNITY STIPENDS	12HR/WEEK/36WK/50/HR
TOTAL BUDGET	\$2,424,374.00		

FY 20 Site Operational Staff	Kiita – Alternative for Barrow	Kaktovik	Nuiqsut	Pt. Lay	Atqasuk	Anaktuvk Pass	Wain Wright	Pt. Hope	BHS	FY21 Qargi Academy (3 multisite Villages)
Students	40	51	151	97	72	109	168	240	269	60 from multiple sites
Teachers	3.5	7	14	10	9	10	14	19	17.5	60+ Virtual Academy Teachers
Aides	0	3	7	5.5	4	6.5	5.5	7.5	5	6 local Success Coaches
Support Staff	1	1	1	1	1	1	2	2	2	1 Admin Asst
Certified Specialist	1.25	3	2	2	2	2	2	3	3.75	3 (2 IT/1 Cultural)
M&O	0	4.75	5.25	4.75	3.75	4.75	5.75	6.75	7	0 (community service by students)
Principal	1	1	1	1	1	1	1	2	2	1 (Supt/Principal/Director)
Total FTE	6.75	19.75	30.25	24.25	20.75	25.25	30.25	43.25	37.25	11+ (60 + Academy Teachers)
FY 20 Operating Site Budget	\$1,111,743	\$2,755,469	\$3,298,931	\$2,938,364	\$2,971,175	\$3,142,149	\$4,401,221	\$5,187,960	\$5,583,129	\$2,424,374.00
Oargi <ul style="list-style-type: none"> Offers an educational option for our village students. Offers an alternative approach to education for at risk students, drop out students, students who desire correspondence, homeschool students, and gifted students who desire to move at a quicker pace than the classroom instruction pace. Offers high quality academic education as teachers are highly qualified in their content areas; no longer are students being taught content by non qualified teachers (within each village there exist 2-3 teachers who are teaching outside of their content area and this reduces the quality of education of our village students). Students' interest is honored as they get to choose whichever classes they want to take provided that they are fulfilling their graduation requirements. Teacher housing costs no longer apply as all the teachers are virtual – live teachers online. Student to Aide ratio is the same if not better than other sites at 10:1 as Success Coaches will monitor up to 10 students. 										

6. *the method by which the charter school will account for receipts and expenditures;*

The charter school complies with AS 14.17.910 Restrictions Governing Receipt and Expenditure of

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

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

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

The charter school will be in compliance with AS14.17.910, restrictions governing receipt and expenditure of money. The school will account for receipts and

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

7. *the location and description of the facility;*

The Charter school will reside within the North Slope Borough School District.

This will be a facility where our students can take academically rigorous courses aligned to state standards through laptops and or other fully operational electronic devices (I.e. tablets) not offered in their own village schools, and have a rigorous academic experience. Also, courses offered will be industry and career vetted courses so students can leave high school with certifications that qualify them for immediate employment or entry into a college or vocational school.

8. *the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;*

A charted list of AK certified EOA and/or local teacher(s) will be provided upon approval of charter school.

EOA AK-certified teachers on staff as of 10-25-19:

<u>AK Certified Teacher</u>	<u>Subject/Grade Levels</u>
Brea Cook	Social Studies (9-12)
Ed Johnson	Biology, Chemistry, Physics, PE, and Health (9-12)
John Castaldo	Social Studies (9-12), Elementary (K-6)

Note: Additional EOA AK certified teachers will be hired once charter school approval has taken place and enrollments are imminent.

Enrichment Life Coach – Success Coach **ABCs of the Position**

What your days will look like:

The life of a student is often a busy one where multiple courses, assignments, activities, jobs, and life commitments compete for time. Enrichment Life Coach (ELCs) work to advocate and ensure each student has the skill sets necessary for success in life and academic growth. ELCs teach life skills, self-advocacy and efficacy skills, problem-solving, conflict resolution, time management, study skills, career skills, etc.

The ELC serves as the primary support who proactively advocates and assists the student in navigating their educational pathways and life processes. ELCs instruct and motivate one-on-one and in small-group settings. ELCs typically teach in a flexible environment which may include working with students both inside and outside regular school hours and may also include evenings and weekends.

Preferred candidates will have experience successfully navigating life and academic challenges faced by young people today, by providing opportunities for life success utilizing both academic and non-academic tools.

You will be supported and mentored directly by Regional Service Managers or/and Education Zone Managers.

What You'll Do - What You'll Get Good At Doing

- Build a positive relationship with each student and the student's support system.
- Serves as the primary instructor for the students Social Emotional and Life Skills courses.
- Serve as the liaison between the student's educational, community, and family goals.
- Create and record baseline academic and non-academic strengths and weaknesses of each student.
- Work with the student in building and reviewing for continuous progress as an active participant in their life plan. "Life Plan" is an individualized plan that outlines both short-term and long-term goals. A life plan typically includes items such as Career Goals, Academic Goals, Self-Determination Goals, Soft-Skills Goals, Personal Goals (e.g., stop smoking), Social and Emotional Goals.
- Maintain daily communications which may include online and face-to-face meetings with each student and their support and academic team systems.
- Maintain Electronic documents and records required in daily reporting.
- Develops student's support systems and team.
- Understands community agencies and the services they offer to assist students and families. Assists in navigating community resources for students and families if barriers exist.

- Understands and collaborates with local truancy courts and community agencies as needed.
- Advocates for the student ensuring they have access to equipment and skills required for full participation in their academic and non-academic programs.
- Actively participates in ongoing personal growth and professional development opportunities.
- Actively participates in the recruitment and retention of students.
- Other duties as assigned.

What You'll Need - What You'll Contribute

- If you have a degree, great; but if you don't, we value experience and motivation very highly as well.
- Previous experience working with students/clients who have diverse backgrounds. Two years of experience working with at-risk youth preferred.
- Experience with technology and comfortable with Google platform preferred. If no experience, you must have a willingness to learn and master technology tools quickly.
- Ability to travel, occasionally overnight.

Primary Location: *North Slope Villages*

Base Salary Range:

\$57,500-\$77,500 base salary before adjustments for relevant experience and education.

Competitive Insurance and Retirement Options offered.

Employment Type:

Full-Time. Exempt.

Working Environment:

This is not a traditional 8am - 5pm working environment. The role of an Enrichment Life Coach Teacher requires flexible time accommodations based on others' needs.

All Enrichment Life Coaches will be required to successfully complete a paid 160+ hour specialized training period and serve a 60-day probationary period.

Who we are. Who we want to become. Why we need you.

We are changing the way people think about Education. Not long ago, learning was often monotonous and inflexible. We empower students through the delivery of innovative and engaging education instruction and support services. Qargi Academy provides opportunities for successful learning anyplace and at any time. We are part of the new education fabric that seeks to ensure that every student has, regardless of neighborhood, economic reality, or social status, the opportunity to access cutting-edge, world-class learning.

For people who work with us, our organization represents new opportunities for the entrepreneurial-minded, out-of-the-box thinker who realizes the world is the new classroom. For families that work with us, we bring access to fun and exciting learning. For communities that work with Qargi Academy, we bring educational prosperity as well as economic viability and sustainability to local education authorities.

At Qargi Academy we're reimagining education. We know every child is an individual with individual gifts, talents, and desires. By personalizing the education process, we can grow each student into a happy, self-sufficient and self-reliant individual. Anyone can benefit from having personal Life Coaching, and that is at the heart of our educational model.

APPLY NOW

Application Questions for Enrichment Life Coach Teacher

Please submit your answers to the following questions along with your application packet:

- How you envision you will grow your students' passion for learning and ensure it is sustained over time?
- How do you envision you can improve student engagement?
- How will you inspire and motivate students?
- Envision you have a group of students located throughout your community. How would you ensure all these students are serviced effectively given that there may not be a physical location where students regularly show up?
- What inspires you?
- Who are three people who inspire you the most? Why?
- What do you do for personal self-improvement?

9. *the teacher-to-student ratio;*

1:35 for virtual teachers; success coach to student ratio will be 1:10.

10. *the number of students served;*

Proposed Year 1 Minimum Enrollment: 60

The Qargi Academy plans on initially serving those students within the 9th -12th grade levels. The table below outlines our estimated student growth projections over a 4-year period.

Regarding our future growth, we conservatively expand our minimum and maximum student enrollments across all applicable grade levels.

Year	Grade Level	Minimum Students	Maximum Students
1	6		
	7		
	8		
	9	15	20
	10	15	20
	11	15	20
	12	15	20
Total		60	80
2	6		
	7		
	8	10	15
	9	30	35
	10	30	35
	11	30	35
	12	30	35
Total		130	155
3	6		
	7	10	20
	8	15	25
	9	35	40
	10	35	40
	11	35	40
	12	35	40
Total		165	205
4	6	10	15
	7	20	25
	8	30	30
	9	40	45
	10	40	45
	11	40	45
	12	40	45
Total		220	250

11. the term of the contract, not to exceed a term of 10 years;

Seeking initial 4 year contract.

12. a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

The School Board may terminate the charter school contract. The School Board shall provide written notice to the Academic Policy Committee (APC) of its intent to terminate the contract and the reasons, therefore. Prior to termination, the School

Board and the APC shall attempt to remedy the violations or other reasons asserted for termination.

The charter school APC may also terminate the contract on an annual basis. In such event, the APC must notify the District by February 1 of a given school year of its intent to cease operations the following school year. This date may be waived by action of the School Board upon a recommendation of the Superintendent.

13. a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

Qargi Academy will comply with all federal and AK state laws (including AK DEE Charter Schools requirements) in regard to receipt and use of public money afforded to it.

14. other requirements or exemptions agreed upon by the charter school and the local school board.

Requested Exemption from School Board Policies:

The APC does not have any requests for exemptions at this time but reserves the right to request exemptions pending meetings with the North Slope Borough School District School Board.

Requests for Waivers from State Regulations:

The APC does not have any requests for waivers from the state at this time but reserves the right to request waivers pending the meetings with the North Slope School District.

Requests for waivers for bargaining agreements:

The APC does not have any requests for waivers from the North Slope Borough School District at this time, but reserves the right to request waivers pending meetings with the appropriate bargaining units and the North Slope Borough School Board.

Appendix C: Bylaws

Qargi Academy Charter School Bylaws:

ARTICLE I: Offices

ARTICLE II: No Members/ Founding Committee

ARTICLE III: Academic Policy Committee

ARTICLE IV: Officers

ARTICLE V: Meetings of the APC

ARTICLE VI: Committees

ARTICLE VII: Contracts, Checks, Deposits and Funds

ARTICLE VIII: Fiscal Year

ARTICLE IX: Seal

ARTICLE X: Waiver of Notice

ARTICLE XI: Amendments to Bylaws

ARTICLE I: Offices

1. The principal office of the corporation/school (hereinafter "school") shall be located in the North Slope villages, Alaska. The school shall have and continuously maintain within the State of Alaska a registered office, and a registered agent whose office is identical with such registered office, as required by the Alaska Nonprofit Corporation Act. The registered office may be, but need not be, identical with the principal office in the North Slope villages, Alaska, and the address of the registered office may be changed from time-to-time by the Academic Policy Committee/Board of Directors (hereinafter referred to jointly as the "APC").

ARTICLE II: Founding Committee

1. The Founding Committee shall support the initial startup of the school and act as the initial APC. The founding Academic Policy Committee emerged from the original planning of the charter school and will be officially designated upon school board approval. The founding APC will finalize all draft bylaws. The founding Academic Policy Committee (APC) reflects where possible the expertise in tribal policy, budget, finance, curriculum, instruction, fund-raising, grant writing, volunteer recruitment, public relations, office management, facility acquisition/management, library science, and knowledge of school law or legal expertise. Upon the incorporation of the charter, the founding APC will dissolve with the appointments of APC members as outlined in the bylaws. The founding APC will be replaced in accordance to the bylaws. The APC shall be established to encourage participation in the affairs of the school by parents, students, and staff members of Qargi Academy Charter School. As set forth in these Bylaws, parents and students shall have certain voting rights regarding the election of the APC. Actions which by law would otherwise require approval by a majority of all members of the corporation shall require only approval of a majority of the voting members of the APC.

ARTICLE III: Academic Policy Committee

Section 1. General Powers

1. The affairs of the school shall be managed by the APC. The APC shall be a single body. In addition to managing the school, the APC shall have the powers and shall fulfill the duties prescribed in these Bylaws and in Alaska Statutes, including but not limited to A.S. 14.03.250 et. seq.

Section 2. Specific Powers

1. The APC shall perform the following functions:

a) Uphold the mission statement as stated in the Qargi Academy Charter School/North Slope Borough School District contract. It shall also oversee accountability in academics, legal/risk management, finances, operations/maintenance, ASAA activities and capital budgeting issues of Qargi Academy Charter School.

b) Ensure that Qargi Academy Charter School, Inc. operates as a nonprofit, nonpartisan, noncommercial and nonsectarian organization. The names of members of the APC in their individual capacity or the name of Qargi Academy Charter School, Inc. shall not be used in connection with any commercial concern, any partisan interest, or for any purpose not appropriately related to the promotion of the responsibilities of the APC.

c) Promote professional conduct in accordance with North Slope Borough School District policy.

d) Select a chief administrator or principal, and delegate those administrative and other duties to the APC from time-to-time desires.

e) Hire or direct the chief administrator or principal to hire additional administrative staff or resource teachers and or staff as the APC, in its discretion, deems appropriate.

f) Monitor the overhead rate, approve annual and other budgets, and take those steps deemed appropriate by the APC to control school administrative and other costs.

g) Rule on questions of teacher eligibility and contract viability raised by the chief administrator or principal.

h) Select, or direct the chief administrator or principal to select, qualified directors or coaches for ASAA activities if Qargi Academy Charter School, Inc. participates in those activities.

i) Review contracts as the APC deems appropriate or upon request of the chief administrator or principal.

j) Conduct an annual review of the chief administrator or principal, such review to be forwarded to the North Slope Borough School District Superintendent and kept in the chief administrator's or principal's personnel file.

k) Annually review requests for purchase of materials initially denied by the chief administrator or principal, provided such request is sponsored by at least one member of the APC.

l) Enter into contracts, leases and other agreements which are, in the APC's judgment, deemed necessary or desirable for the operation of the school.

Section 3. Actions by the Academic Policy Committee

1. No member of the APC shall act on his/her own in the name of the APC unless so authorized by these Bylaws or by resolution of the APC.

2. APC members will be excused from voting upon, but not from the discussion of, any matter involving:

- a) A conflict of interest;
- b) A self-dealing transaction;
- c) Indemnification of the APC member; or
- d) Any other matter at the discretion of a majority of the APC members present.

3. It shall be the duty of every APC member to maintain the confidentiality of all APC discussions that are conducted while in Executive Session. Any APC member violating this confidence may be disciplined to the extent and in a manner deemed appropriate by the APC, including removal from the APC.

Section 4. Number, Tenure and Qualifications

1. The founding APC members are: Emily Roseberry, Mark Roseberry, Dr. Edna Maclean, Patsy Aamodt, ICAS - Representatives.

The founding APC will dissolve upon the creation of the initial APC, which shall consist of the following members for the terms indicated:

- Seat A/ ICAS Rep. Appointed. Three-year term.
- Seat B/ ICAS Rep. Appointed. Three-year term.
- Seat C/AKP Tribal Member. Elected. Three-year term.
- Seat D/ATQ Tribal Member. Elected. Three-year term.
- Seat E/KAK Tribal Member. Elected. Three-year term.
- Seat F/NUI Tribal Member. Elected. Three-year term.
- Seat G/PHO Tribal Member. Elected. Three-year term.
- Seat H/PIZ Tribal Member. Elected. Three-year term.
- Seat I/AIN Tribal Member. Elected. Three-year term.
- Seat J/BRW Tribal Member. Appointed. Three-year term.
- Seat K/Chief Administrator or Principal/CEO. Ex officio (non voting member)
- If approved by APC. Seat L/Student Rep. Appointed. Term expires annually.
- If approved by APC. Seat M/ Ilisagvik College Rep. Appointed. Term expires annually.
- If approved by APC. Seat N/Local Businessperson(s) (ASRC/NSB) Rep. Appointed. Term expires annually.

2. The number of APC members shall be five (9) to nine (15) voting members. The APC members who shall have voting rights shall be those APC members holding the parent seats, the teacher seats, the higher education seat, and the local businessperson seat. The student representative shall have voting rights. The term of office for the tribal parents seats shall be three (3) years. The term of office for the student representative seat, higher education seat and the local businessperson seat shall be one (1) year. All expiring APC terms shall terminate on the last day of June in the year of expiration.

3. There shall be seven tribal parent seats (Seats C-J). Of those seven tribal parent seats, all elected. There shall be an ICAS Representative Seat A and At Large seat B who are appointed. At the discretion of the APC, the following three seats may be appointed annually by a majority of the APC: one (1) student member (Seat L); one (1) member representing higher education (Seat M); and one (1) member of the local

business community (Seat N). The chief administrator or principal of Qargi Academy Charter School shall not be a member of the APC and shall have no right to vote at any APC meeting. The chief administrator or principal and the student representative may not attend Executive Sessions without invitation by the APC. The North Slope Borough School District may appoint a representative to attend APC meetings in an advisory capacity, but such school district representative shall also not have any voting rights and shall not be entitled to attend any Executive Sessions unless invited by the APC. The eligibility requirements for Academic Policy Committee membership are as follows:

- a) Parents. All tribal parent members of the APC must be the parent or legal guardian of a student enrolled in Qargi Academy Charter School unless appointed by the tribe. No parent or legal guardian who has the credentials to serve as a Qargi Academy Charter School staff is eligible to occupy a parent seat on the APC.
- b) Success Coach. All success coach members of the APC must be actively employed to serve at the Qargi Academy Charter School, regardless of whether or not such credentialed person is employed by or seeking to be employed by Qargi Academy Charter School or the North Slope Borough School District. Qargi Academy staff members are subject to a performance review by the chief administrator or principal are not eligible to serve as an APC member.
- c) Student Representative. The student representative to the Academic Policy Committee must be a high school student enrolled in the school.
- d) Higher Education Representative. Any member of the teaching, administrative and/or research staff of any institute of higher education are eligible for this seat.
- e) Local Business Community Representative. Any person who is a member of the local business community, which term shall be broadly interpreted, is eligible for this seat.
- f) With the exception of the student representative, no more than one member of a household may sit on the APC at the same time.
- g) Members of the APC are required to have e-mail and Internet access. The school shall pay for Service. If an APC member does not have a computer, one may be made available for loan.

Section 5. Election/Appointment of Members

1. The terms of the initial members of the APC shall be as set forth above. As to those seats that are to be filled by elections of the Qargi Academy Charter School general community, elections shall be held at the annual meeting during the year each respective member's term expires. As to those seats that are to be filled by appointment of the APC, those appointments shall also be filled at the annual meeting or at such other time as deemed appropriate by the APC, but such appointments shall be by a majority vote of the members of the APC whose terms are not expiring at the time of the appointment. Appointments may be based upon but not restricted to the report previously delivered to the APC by the APC Development Committee pursuant to Article VI, Section 2 of these Bylaws.

Section 6. Election Committee.

1. In March of each year the Chair/President of the APC shall appoint an Election Committee of three (3) persons. The composition of the committee shall be three (3) tribal parents who each meets the qualifications to vote as set forth in Article III, Section 7, paragraphs 1 and 2. Of these three committee members, at least one person shall be a member of the APC. The Election Committee shall oversee the election process for positions on the APC. Elections shall be conducted by mail in accordance with the procedures for a secret vote outlined in Robert's Rules of Order, Newly Revised, Section 45, and Voting Procedure; alternatively, ballots may be cast in person at the school's annual meeting. The Election Committee shall do the following:

- a) Receive candidate applications for membership from the APC Development Committee.
- b) Prepare a candidate report which may, but need not, include a brief statement not to exceed two typewritten pages from candidates, which statement shall be held at the principal office of the school and be made available to all interested parents, students, teachers and staff members of Qargi Academy Charter School at least two weeks before the annual meeting at which an election will take place.
- c) Prepare a secret ballot listing the candidates. No write-in votes will be valid or counted.
- d) Ensure that an up-to-date master list of qualified voters is compiled within two weeks preceding the election.
- e) Distribute the secret ballots by mail according to election procedures established by the Election Committee or the APC no less than ten days prior to the second Tuesday in May. To be valid and counted, all returned ballots must be postmarked by that second Tuesday in May.
- f) Oversee the in-person voting at the annual meeting to ensure that the voting is conducted in a fair manner in accordance with whatever further election procedures the Election Committee or the APC adopt.
- g) Tally all eligible votes within one week of the annual meeting, checking names against the master list and also ensuring only a single vote per qualified voter.
- h) Advise the candidates and the APC of the election results.
- i) Prepare a report stating the results of the election, which report shall be kept at the principal office of the school and be made available for review by interested parents, students, teachers and staff members of Qargi Academy Charter School.

Section 7. Eligibility to Vote

Eligibility to vote in elections for members of the APC shall be as follows:

1. Parents. Parents or legal guardians of one or more students enrolled in Qargi Academy Charter School two weeks prior to the election, with the exception noted below in this paragraph, are eligible to vote for parent representatives. Parents who are Alaska certified teachers, and/or parents who are otherwise eligible to enter into contracts with Qargi Academy Charter School families or who are in any manner employed by Qargi Academy Charter School are not eligible to vote for parent seats on the APC.

2. Number of Votes, and Dispute Resolution. Cumulative voting is permitted. Each parent or legal guardian may cast one vote per open position for which they are eligible to vote. By way of example, if there are two parent seats and one teacher seat open for election, if the family has three children enrolled at the school, and if neither of that family's parents/guardians holds credentials sufficient to make them currently eligible to teach at Qargi Academy Charter School or any other NSBSD school, each parent/guardian may cast two votes for the parent seats. The Elections Committee shall be responsible for monitoring voter eligibility and exercising its discretion to resolve any disputes involving the casting of ballots.

Section 8. Vacancies

1. Any vacancy occurring on the APC shall be filled by appointment by a majority of the remaining members of the APC. The replacement member of the APC shall serve out the unexpired term of his or her predecessor in office.

Section 9. Compensation

1. Members of the APC shall not receive any salaries for their services, but by resolution of the APC a fixed sum for babysitting expenses or other expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the APC.

Section 10. Removal

1. Any member elected or appointed by the APC may be removed by a majority vote of the APC whenever, in the majority's judgment, the best interests of the school would be served thereby.

Section 11. Limitation on Terms

1. An Academic Policy Committee member may serve for consecutive terms without term limits.

ARTICLE IV: Officers

Section 1. Officers

1. The officers of the school shall be Chair/President, one or more Vice-Chair/Vice-Presidents (the number thereof to be determined by the APC), Secretary, and a Treasurer, each of whom shall also be a member of the APC. A single person may hold the positions of Secretary and Treasurer. The APC may elect or appoint such other officers, including one or more assistant Secretaries or Treasurers, as the APC shall from time-to-time deem desirable, such officers to have the authority and perform duties prescribed by the APC.

Section 2. Election and Term of Office

1. The officers of the school shall be elected annually by a majority vote of the APC at the first regular meeting following June 30 of each year. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as convenient. Each

officer shall hold office until his or her successor has been duly elected or until he or she is removed from the APC in the manner set forth in these Bylaws.

Section 3. Removal

1. Any officer elected or appointed by the APC may be removed by a majority vote of the APC whenever, in the majority's judgment, the best interests of the school would be served thereby.

Section 4. Vacancies

1. A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by a majority vote of the APC, and that officer shall serve for the unexpired portion of the term.

Section 5. Chair/President

1. The Chair/President shall be the presiding officer at all APC meetings. The Chair/President shall have such authority and perform such duties as shall be directed by the APC from time-to-time. Any voting member of the APC may serve as the Chair/President.

Section 6. Vice-Chair/Vice-President

1. In the absence of the Chair/President, or in the event of his or her death, inability or refusal to act, the Vice-Chair/Vice-President (or in the event there be more than one Vice-Chair/Vice-President, the Vice-Chair/Vice-Presidents in order of their election) shall perform the duties of the Chair/President, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair/President. Any Vice-Chair/Vice-President shall perform such other duties as from time-to-time may be assigned to him or her by the APC. Any voting member of the APC may serve as the Vice-Chair/Vice-President.

Section 7. Secretary

1. The Secretary shall keep, or make provision for the keeping of, the minutes of the meetings of the APC in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the school and see that the seal of the school is affixed to all documents which require a seal; keep a list of the post office address and e-mail address of each member of the APC; and in general perform such other duties as from time-to-time may be assigned to him or her by the APC. Any voting member of the APC may serve as the Secretary.

Section 8. Treasurer

1. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the school; receive and give receipts for monies due and payable to the school from any source whatsoever, and deposit all such monies in the name of the school at such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and in general perform all such other

duties as from time-to-time may be assigned to him or her by the APC. If required by the APC, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the APC shall determine. The cost of such bond shall be borne by the school. Any voting member of the APC may serve as the Treasurer.

ARTICLE V: Meetings of the APC

Section 1. Parliamentary Authority and Guidelines for APC Meetings

1. The following shall be the guiding principle behind all meetings of the Qargi Academy Charter School APC: The great lesson for democracies to learn is for the majority to give the minority a full, free opportunity to present their side of the case, and then for the minority, having failed to win a majority to their views, gracefully to submit and to recognize the action as that of the entire organization, and cheerfully to assist in carrying it out, until they can secure its repeal. -General Henry Martyn Robert
2. Whenever possible all decisions of the Academic Policy Committee will be made by unanimous consent. Although unanimity is desired and shall be pursued, in the absence of unanimity a majority vote of the APC shall control.
3. All portions of all meetings of the APC (except Executive Sessions) will be open to the public, and all parents, students, teachers and staff members of Qargi Academy Charter School are hereby invited and encouraged to attend and to provide input.
4. The Chair/President of the APC will be responsible for guiding discussion, keeping discussions to time limits imposed by the Chair/President and/or a majority of the APC, and for restating all decisions so that the Secretary can record them accurately. In the case of disagreement, the APC will look to the Chair/President to guide the body in fairly deliberating and deciding an issue.
5. All action items must, and non-action items may, be accompanied by a memo prepared by the chief administrator or principal (or his/her designee), staff, committee, an APC member or by another informed person relating pertinent information with which APC members and the public can inform themselves on the topic. These memos shall be delivered to APC members at least forty-eight (48) hours prior to the meeting, and copies will be made available to the public at the school's office and at the meeting.
6. The agenda must be approved by a majority of the APC at the start of each meeting. No action items can be added at the meeting itself. Non-action items may be added as time allows. Action items are those for which a vote is taken at that meeting; non-action items are all other items.
7. The APC Secretary (or his/her designee) shall record summary minutes which contain a timeline for the meeting (meeting start time, amount of time spent on each agenda item, and time of meeting adjournment), an exact statement of motions, a brief summary of comments made during any public comment period, and the APC's vote on each motion. The comment summaries shall include only the speaker's name and topic of

comment. Committee reports, administrative reports and treasurer's' reports may be attached.

8. Strict adherence to parliamentary rules will be restricted to the making of main motions and the following five subsidiary motions (as defined in any Robert's Rules of Order reference):

- (a) to amend,
- (b) to refer to committee,
- (c) to postpone to a definite time,
- (d) to lay on the table, and
- (e) to order the previous question (end debate).

Section 2. Annual Meetings

1. Annual meetings of the APC shall be held at the hour of 6:00 p.m. on the fourth Friday in May in each year for the purpose of transacting such business as may come before the meeting and for the election of APC members whose terms expire in any particular year as set forth in Article III of these Bylaws. If the day fixed for the annual meeting shall be a legal holiday in the State of Alaska, such meeting shall be held on the next succeeding business day at the time set forth above. If the election of membership to the APC shall not be held on the day designated herein for any annual meeting, the APC shall cause the election to be held at a special meeting as soon thereafter as convenient.

Section 3. Regular Meetings

1. The APC shall also hold regular meetings at least quarterly.

Section 4. Special Meetings

1. Special meetings of the APC may be called by the Chair/President or by majority members of the APC.

Section 5. Place of Meetings

1. The APC may designate a village as the place of meeting for any annual meeting, regular meeting or special meeting. If no designation is made, the place of meeting shall be by VTC.

Section 6. Notice of Meetings

1. Notice of all annual, regular and special meetings shall be delivered, either personally, by mail or by e-mail, to each member of the APC not less than forty-eight (48) hours nor more than thirty (30) days before the date set for such meeting. In addition, notice of all meetings shall be posted at the principal office of the school and on the school's web site at least twenty-four (24) hours prior to such meeting. The notice shall set forth the date, time, place of and agenda for the meeting.

Section 7. Quorum

1. Greater than fifty-percent (50%) of the voting members of the APC constitutes a quorum. The act of a majority of the members of the APC at a meeting at which a

quorum is present shall be the act of the APC, unless the act of a greater number is required by law or by these Bylaws. If a quorum is not present at any meeting of the APC, or if a quorum is initially present but thereafter one or more members departs the meeting, the meeting may continue but no votes may be taken.

Section 8. Executive Sessions

1. The voting members of the APC may meet at any time in Executive Session to discuss personnel, legal or other sensitive issues. An Executive Session may be convened only upon a majority vote of the voting members of the APC after the general purpose for the Executive Session is stated during the public session.

Section 9. Adjournment

1. A majority of the APC members present at a meeting, whether or not a quorum exists, may adjourn the meeting to another time and place. If the adjournment is to be for no more than twenty-four (24) hours and if the matters to be discussed are already included on the agenda for the adjourned meeting, then neither a new agenda nor notice of the date, time or place of holding the next meeting need be given to APC members or to anyone else not present at the time of the adjournment. If the next meeting is scheduled to occur more than twenty-four (24) hours after the adjourned meeting, notice of the date, time and place for the next meeting, and an agenda, shall be given as specified elsewhere in these Bylaws.

Section 10. Telephonic Participation and Informal Action by Members

1. APC members may participate in APC meetings through use of conference telephone or similar communication equipment, so long as all APC members participating in such meetings can hear one another. Telephonic participation in a meeting pursuant to this section constitutes personal presence at such meetings.

2. Meeting minutes shall be approved by a majority vote of the APC, and such approval may be given in person at the next APC meeting or prior to such meeting by first class mail, facsimile or e-mail.

3. Any action required by law to be taken at a meeting of the APC may be taken without a meeting if a consent in writing setting forth the action so taken is unanimously approved by one hundred percent (100%) of the voting members of the APC entitled to vote with respect to the subject matter thereof. Consents may be evidenced either by a writing signed or e-mail transmitted by each APC member entitled to vote on the issue.

Section 11. No Proxies

1. No members of the APC may vote by proxy.

ARTICLE VI: Committees

Section 1. Executive Committee

The APC, by resolution adopted by a majority vote of the APC, may designate and appoint an Executive Committee. The Executive Committee shall consist of two or more APC members, one of whom shall be the APC Chair/President. The Executive Committee shall have those duties and authority of the APC in the management of the school that a majority of the full APC from time-to-time delegates to the Executive Committee. In no event, however, shall any such Executive Committee or any other committee have authority to amend, alter or repeal these Bylaws; elect, appoint or remove any member of any such committee or any director or officer of the school; amend the Articles of Incorporation; adopt a plan of merger or adopt a plan of consolidation with another school; authorize the sale, lease, exchange or mortgage of all or substantially all of the property or other assets of the school, authorize the voluntary dissolution of the school or revoke proceedings therefore; adopt a plan for the distribution of the assets of the school; amend, alter or repeal any resolution of the APC; or amend, alter or repeal any obligation, duty or responsibility of any individual APC member, whether imposed by policies adopted by the APC, by these Bylaws, by law or otherwise.

Section 2. Development Committee

1. The APC Chair/President shall appoint, in July of each year or as thereafter deemed appropriate, members of an APC Development Committee. Removal of any such member shall be at the discretion of the Chair/President. The Development Committee shall be comprised of no less than two (2) APC members and two (2) Qargi Academy Charter School parents, teachers or staff members. The Chair/President shall be an ex-officio member of the Development Committee. In the discretion of the Chair/President, the

2. Development Committee may be authorized to perform any or all of the following functions:

- a) Participate in the planning for an annual APC Member Orientation/Strategic Planning retreat, preferably to be held before September 1 of each year;
- b) Profile the current APC for expertise, knowledge, skills and experiences relevant to APC activities;
- c) Identify new expertise, knowledge, skills, personal contacts and experiences that would help further the mission, vision, goals and strategies of Qargi Academy Charter School, particularly as they relate to strategic planning;
- d) Focus the recruiting priorities for prospective APC members in accordance with above paragraphs 1 and 2;
- e) Develop a list of prospective APC members;
- f) Conduct an initial contact with top recruiting prospects;
- g) Schedule and conduct an APC member orientation session by the end of March of each year for prospective APC members;
- h) Prepare a report with recommendations for filling the appointed APC member seats and a list of nominations for the elected APC member seats to be delivered to the APC and
- i) Election Committee at the regular April meeting; and
- j) Such other duties as assigned by the Chair/President.

Section 3. Other Committees

1. The Chair/President or the APC may appoint other committees not having and not exercising the authority of the APC in the management of the school. Members of such committees shall perform such duties as the Chair/President, or the APC shall assign. The Chair/President shall be an ex-officio member of all such committees.

ARTICLE VII: Contracts, Checks, Deposits and Funds

Section 1. Contracts

1. The APC may authorize any officer or officers, agent or agents of the school, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the school, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Etc.

1. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the school may be signed as determined by resolutions of the APC.

Section 3. Deposits

1. All funds of the school shall be deposited from time-to-time to the credit of the school in such banks, trust companies or other depositories as the APC may select.

Section 4. Gifts

1. The APC may accept on behalf of the school any contribution, gift, bequest or grant for the general purposes or for any special purpose of the school.

ARTICLE VIII: Fiscal Year

1. The fiscal year of the school shall begin on the first day of July and end on the last day of June in each year.

ARTICLE IX: Seal

1. The APC shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed thereon the name of the school and the words "Qargi Academy Charter School, Corporate Seal of State of Alaska." The Secretary of the APC shall be custodian of the seal.

ARTICLE X: Waiver of Notice

1. Whenever any notice is required to be given under the provisions of the Alaska Nonprofit Corporations Act, the provisions of the Articles of Incorporation, the Bylaws of the school or otherwise, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI: Amendments to Bylaws

1. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds vote of the APC who are present at any annual, regular or special meeting where a quorum is present. Proposed changes to the Bylaws may be submitted by any member of the APC, by parents with students enrolled in the school, and by teachers or staff under contract with the school. The proposed Bylaws change(s) shall first be submitted in writing to the members of the APC and placed on the agenda at the annual or regular APC meeting prior to the meeting at which the proposed change(s) will come up for a vote. Following the introduction of the proposed change(s) at a regular APC meeting, such proposed change(s) shall be posted at the school's principal office and on the web site for no less than three weeks before the proposed change(s) will come up for a vote, the purpose being to make the proposed change(s) available for comment by families with students enrolled in the school and by teachers and staff with contracts with the school.

Appendix D: Academic Policy Committee (APC)

The founding APC will dissolve upon the creation of the initial APC, which shall consist of the following members for the terms indicated:

- Seat A/ ICAS Rep. Appointed. Three-year term.
- Seat B/ ICAS Rep Appointed. Three-year term.
- Seat C/AKP Tribal Parent Member. Elected. Three-year term.
- Seat D/ATQ Tribal Parent Member. Elected. Three-year term.
- Seat E/KAK Tribal Parent Member. Elected. Three-year term.
- Seat F/NUI Tribal Parent Member. Elected. Three-year term.
- Seat G/Pt. Hope Tribal Parent Member. Elected. Three-year term.
- Seat H/Pt. Lay Tribal Parent Member. Elected. Three-year term.
- Seat I/AIN Tribal Parent Member. Elected. Three-year term.
- Seat J/BRW Tribal Parent Member. Appointed. Three-year term.
- Seat K/Chief Administrator or Principal/CEO. Ex officio
- If approved by APC. Seat L/Student Rep. Appointed. Term expires annually.
- If approved by APC. Seat M/ Ilisagvik College Rep. Appointed. Term expires annually.
- If approved by APC. Seat N/Local Businessperson(s) (ASRC/NSB) Rep. Appointed. Term expires annually.

Once the charter school is approved, the founding APC will review the draft policies, bylaws and educational programming. The APC will meet and function per the draft policies and bylaws.

Appendix E: Administrative Policy Manual

The administrative policies to be followed by the charter school are included in the Bylaws in Appendix C.

Requested Exemption from School Board Policies:

The APC does not have any requests for exemptions at this time but reserves the right to request exemptions pending meetings with the North Slope Borough School District School Board.

Requests for Waivers from State Regulations:

The APC does not have any requests for waivers from the state at this time but reserves the right to request waivers pending the meetings with the North Slope School District.

Requests for waivers for bargaining agreements:

The APC does not have any requests for waivers from the North Slope Borough School District at this time, but reserves the right to request waivers pending meetings with the appropriate bargaining units and the North Slope Borough School Board.

Appendix F: Instructional Program

Our instructional practices are project and experiential based. Our students not only acquire content knowledge, they experience it by applying it. We know that through applying the knowledge and experiencing it in a real world setting, that students learning is greatly increased. (Qargi model, MacLean, 1986)

Benefits of Qargi Academy:

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

Concepts of the whole child instruction to be included:

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

The Qargi Academy will utilize award winning curriculum that is student-centered and ensures the daily involvement of our Alaskan certified teachers through consistent multi-faceted 2-way communications.

Curriculum utilized within our school will include the proven benefits provided by online courses:

- Self-paced learning that supports multiple learning modalities.
- Dynamic, interactive, and engaging digital content for students.
- Modules easily customized by teachers to meet local and state standards and pacing guides.
- Rigorous and relevance.
- Courses that consist of integrated assessments that allow learners to move past content they have already mastered and focus on the concepts that need additional attention.
- Flexible assessments that prepare students for all AK required state assessments and college/career ready assessments. (which include multiple Technology-Enhanced item types).
- Multiple 2-way communication points between student and teacher built into each course to ensure student guidance and support throughout.

AK State Standards alignment assurance:

Regarding planned curriculum utilization: please note excellent AK standards alignment by core course per grade bands (6-8) and (9-12) by subject area:

[AK Standards Alignment: Math 7 A/B](#)

[AK Standards Alignment: English 7 A/B](#)

[AK Standards Alignment: Physical Science A/B](#)

[AK Standards Alignment: Algebra 1 A/B](#)

[AK Standards Alignment: English 9 A/B](#)

[AK Standards Alignment: Biology A/B](#)

[AK Standards Alignment: HS World Geography](#)

Appendix G: Admission Policies

The Qargi Academy will maintain an admission policy that is in full compliance with Sec. 14.03.265 as it applies. The Qargi Academy will include grades 9-12 or any combination of those grades. We will not charge tuition and will serve anyone who applies to attend up to enrollment capacity; that is, we would not screen out students based on race, religion, gender, or test scores. Students will be selected randomly for admission if the number of students applying exceeds the school's enrollment capacity per Sec. 14.03.265 (b).

In accordance with The Every Student Succeeds Act (ESSA) that eliminates the Highly Qualified Teacher (HQT) provision and reverts to state standards. All of the Qargi Academy teachers will be Alaska state certified. These teachers will receive equal pay for equal work assignments according to Sec. 14.03.270 (b).

Additionally, the Qargi Academy will be a nonsectarian school in accordance with 14.03.265 (c).

The administrative policies to be followed by the charter school are included in the Bylaws in Appendix C.

Requested Exemption from School Board Policies:

The APC does not have any requests for exemptions at this time but reserves the right to request exemptions pending meetings with the North Slope Borough School Board.

Requests for Waivers from State Regulations:

The APC does not have any requests for waivers from the state at this time but reserves the right to request waivers pending the meetings with the North Slope Borough School District.

Requests for waivers for bargaining agreements:

The APC does not have any requests for waivers from the North Slope School District at this time but reserves the right to request waivers pending meetings with the appropriate bargaining units and the North Slope Borough School Board.

Qargi Academy Required Forms

1. Application/Registration
2. Student Statement: Your application must contain a student statement explaining why you want to attend Qargi Academy (QA), and why you think you should be accepted. The school strives to invite students who will complete their enrolled programs. **The student statement should be signed by the student.**
3. Parent/Guardian Statement: The statement should express the reasons why the parent(s)/guardian(s) believe QA is the best educational placement for their child, why a residential school would be suited to their child's needs, and why he/she believes the student will complete the enrolled program at QA. This statement should be signed by the parent/guardian.
4. Teacher Educator Assessments (minimum of two): Forms are provided in the application packet and must be completed by two educators (teachers, counselors, or administrators) who have sufficient knowledge of the application to provide the information requested. If educators are not available, as may be the case in a home school environment, please contact QA to discuss acceptable alternatives.
5. Records Request (to be given to the applicant's current school by parent/guardian) The following records must be sent to the NSBSD for the application to be considered:
 - Transcript,
 - current grades,
 - all test scores (SBA, Terra Nova, CAT5, College and Career Readiness Assessment)
 - attendance records,
 - discipline records,
 - and immunization records.
6. Health Information
7. Over-the-Counter Medications
8. Consent for Emergency and Routine Medical Care in Residential Facilities
9. Private Insurance and/or Denali Kid Care and/or Medicaid Card (provided by parent)
10. Completed Physical (if your student will be participating in extra-curricular sports, be sure to get a sports physical included in the exam.) The ASAA physical form can be downloaded at www.asaa.org (The physical exam is provided by a parent).
11. Parent Permission Release Form
12. Two Identification cards - Tribal/Health Enrollment Card, plus another form of ID. (provided by parent)
13. QA list
14. Zero Tolerance Policy
15. QA Travel Policy
16. Title VII Student Edibility Certification
17. Home Language
18. Migrant Activates
19. APEI Authorization for Emergency Medical Treatment
20. Authorization of Release of Immunization/TB Records
21. Consent for Tuberculin Test
22. Extra-Curricular Activities
23. Permission to Publish Student Photos
24. Copy of Birth Certificate, Immunization Records (provided by parent)

STUDENT INFORMATION

Today's Date: _____

LEGAL Name: _____
(last) (first) (middle)

Date of Birth: _____ Birthplace: _____

Male: _____ Female: _____ Grade: _____ Age: _____

Social Security Number: _____ Cell Phone: _____

Ethnicity: Is the student Hispanic? ____Yes ____ No. Is the student any of the following (check all that apply):

White ____Black, Not Hispanic ____Asian ____American Indian ____Alaska Native ____Native Hawaiian/ Pacific Islander ____Other _____

Mailing Address: _____
P.O. Box (Street) City State Zip CodeDo you have a high school available to you where you live? Yes _____ No _____
(applicants with no local high school will be given priority and processed separately on a 1st come 1st served basis)

Has student ever been enrolled in a NSBSD school? Yes _____ No _____ Dates: _____

Names of family members who are currently attending or who have attended NSBSD Schools

Name	Relationship	Dates Attended

SCHOOLS ATTENDED BY APPLICANT

Please list the schools that you have attended, the dates you were there, highest grade attained, and reason for leaving.

School	Dates	Grade	Reason for Leaving

PARENT/GUARDIAN INFORMATION

Father's/Guardian's Name: _____ Mother's/Guardian's Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Occupation: _____ Occupation: _____

****APPLICATION CHECKLIST******ONLY COMPLETED APPLICATIONS WILL BE CONSIDERED**ALL FORMS FOR THE QA OF THE NORTH SLOPE BOROUGH SCHOOL DISTRICT MUST BE COMPLETED**OARGI ACADEMY****P.O. Box 169 *Barrow, Alaska 99723*(907) 852-5311**

North Slope Borough School District, Residential Learning Center

Fax: 907-852-9659
STUDENT RECORD REQUEST AND/OR RELEASE

TO: Custodian of Records

Please send records to:

TBD

Qargi Academy Student Records

PO Box (or scan to connie.mccoy@nsbsd.org)

Barrow, AK 99723

Agency/School _____

FAX: _____

City, State _____

Pursuant to the "Privacy Act," Section 438, Subsection (b) (1), Parts A & B, Page 97, as amended in 1976, a school district in which a student enrolls may request student records from a school the student last attended without a parent signature of approval.

Please send copies of: **(NO ORIGINALS PLEASE)**

☐

PEAKS, SBA, Other State/Natl Test Scores

☐

LEP designation (other ELL documentation)

☐

Transcript of grades earned to date of withdrawal/graduation

☐

Withdrawal grades

☐

SpEd (IEP,ESER,COSF*,Eval) AND Discipline Records

☐

Immunization Record

☐

Enrollment form & Birth Certificate

☐

SAT, ACT, Work Keys

***Child Outcomes Summary Entrance Form, if SpEd student is under 6 yrs. old**

Please fax OR scan

**immunizations, transcript,
transfer grades, birth
certificate, SAT, ACT, Work Keys
scores ASAP to:**

STUDENT WAITING TO ENROLL.

**PLEASE MAIL ALL OTHER
RECORDS**

We agree to observe appropriate confidentiality on all material.

Student Name _____

Birth Date _____

Grade _____

Other Name(s) Student has used _____

Signature/Title of Person making request _____

NSBSD Student Records Mgr. _____

Date _____

OPTIONAL

Signature of parent/legal guardian for student
Under 18 years of age

Signature of student if 18 years of age or older or
Who is attending a post-secondary school

Date _____

Date _____

Student Records-Revised 4/16/2013

NORTH SLOPE BOROUGH SCHOOL DISTRICT
P.O. BOX 169
BARROW, AK 99723
907-852-5311



PARENT OR LEGAL GUARDIAN ACTIVITY PERMISSION/CONSENT FORM

Student's Name: _____ Date: _____

School: _____ Grade Level: _____

Coach/Sponsor: _____ Activity: _____

I hereby give my consent for the above named student to engage in ASAA or school district approved interscholastic activities and school activities as a representative of his/her school. I also give my consent for the above named student to accompany the group as a member on out-of-town trips.

I have received and have reviewed the "Parent Student Handbook."

I have received, reviewed and signed the "Play For Keeps" form, about Tobacco, Alcohol and Controlled Substances Policies (for ASAA interscholastic activities).

I have received, reviewed and signed the "A Parent's Guide to Concussion in Sports" (for Sports only)

I understand that the Alaska State Board of Education and Alaska School Activities Association (ASAA) do not carry medical or liability insurance covering students traveling for interscholastic activities. I hereby waive on behalf of myself and the above named student any liability responsibilities of the Board of Education or ASAA, either organizationally or for any of its officers, agents or employees, for injuries or damages sustained in the interscholastic program. I also understand that medical or liability insurance is my responsibility.

In consideration of the above named student's opportunity to participate in interscholastic activities, I hereby give my consent to medical examination, emergency medical treatment, hospitalization or other medical treatment as may be necessary for the welfare of the above named student, by a physician, nurse practitioner, PA, athletic trainer, community health aid, and/or hospital in the event of illness or injury during all periods of time in which the student is away from his or her legal residence as a member of an interscholastic activity group or student activity group. I further hereby waive on behalf of myself and the above named student, any liability of the school district or ASAA, its officers, agents or employees, arising out of such medical treatment.

In case of an emergency, please contact: _____

Phone number: _____ Cell number: _____

Dated in _____, Alaska, this _____ day of _____, 20_____

Signature of Parent or Legal Guardian

Signature of Student



PARENT OR LEGAL GUARDIAN TRAVEL PERMISSION/CONSENT FORM
(Option A)

Student's Name: _____ Date: _____

School: _____ Grade Level: _____

Coach/Sponsor: _____ Activity: _____

I hereby give my consent for the above named student to attend the _____
(Activity)

In _____ on _____ by _____
(Place) (dates) (Type of Transportation)

I understand that reasonable supervision and chaperoning will be provided by the School District. It is agreed that
_____ will abide by all the rules,
(Student's Name)

regulation and procedures imposed by the School District authorities.

Further, I understand that the Alaska State Board of Education and Alaska School Activities Association (ASAA) do not carry medical or liability insurance covering students traveling for interscholastic activities. I hereby waive on behalf of myself and the above named student any liability responsibilities of the Board of Education or ASAA, either organizationally or for any of its officers, agents or employees, for injuries or damages sustained in the interscholastic program. I also understand that medical or liability insurance is my responsibility.

In consideration of the above named student's opportunity to participate in interscholastic activities, I hereby give my consent to medical examination, emergency medical treatment, hospitalization or other medical treatment as may be necessary for the welfare of the above named student, by a physician, nurse practitioner, PA, athletic trainer, community health aid, and/or hospital in the event of illness or injury during all periods of time in which the student is away from his or her legal residence as a member of an interscholastic activity group or student activity group. I further hereby waive on behalf of myself and the above named student, any liability of the school district or ASAA, its officers, agents or employees, arising out of such medical treatment.

In case of an emergency, please contact: _____

Phone number: _____ Cell number: _____

Dated in _____, Alaska, this _____ day of _____, 20_____

Signature of Parent or Legal Guardian

Signature of Student



PARENT OR LEGAL GUARDIAN TRAVEL PERMISSION/CONSENT FORM
(Option B)

Student's Name: _____ Date: _____

School: _____ Grade Level: _____

Coach/Sponsor: _____ Activity: _____

Period	Subject	Grade to date	Teacher's Signature	Teacher's Comments
1				
2				
3				
4				
5				
6				

I hereby give my consent for the above named student to attend the _____
(Activity)

In _____ on _____ by _____
(Place) (dates) (Type of Transportation)

I understand that reasonable supervision and chaperoning will be provided by the School District. It is agreed that _____
(Student's Name)
 _____ will abide by all the rules, regulation and
 procedures imposed by the School District authorities.

Further, I understand that the Alaska State Board of Education and Alaska School Activities Association (ASAA) do not carry medical or liability insurance covering students traveling for interscholastic activities. I hereby waive on behalf of myself and the above named student any liability responsibilities of the Board of Education or ASAA, either organizationally or for any of its officers, agents or employees, for injuries or damages sustained in the interscholastic program. I also understand that medical or liability insurance is my responsibility.

In consideration of the above named student's opportunity to participate in interscholastic activities, I hereby give my consent to medical examination, emergency medical treatment, hospitalization or other medical treatment as may be necessary for the welfare of the above named student, by a physician, nurse practitioner, PA, athletic trainer, community health aid, and/or hospital in the event of illness or injury during all periods of time in which the student is away from his or her legal residence as a member of an interscholastic activity group or student activity group. I further hereby waive on behalf of myself and the above named student, any liability of the school district or ASAA, its officers, agents or employees, arising out of such medical treatment.

In case of an emergency, please contact: _____

Phone number: _____ Cell number: _____

Dated in _____, Alaska, this _____ day of _____, 20_____

 Signature of Parent or Legal Guardian

 Signature of Student



STUDENT TRAVEL RULES FORM

Student's Name: _____ Date: _____

School: _____ Grade Level: _____

Coach/Sponsor: _____ Activity: _____

Obeying Instructions: Students must obey the instructions of chaperone(s). Students who display disobedience to the chaperone(s) shall be returned to their home site at parent or guardian expense.

Violating the Law: Students, who break the laws of Alaska, such as in the case of shoplifting, will be returned to their home site at parent or guardian expense. They will also be reported to the police department and the principal will be notified.

Use of Tobacco, Alcohol And/Or Drugs: The use of tobacco, alcohol and/or drugs is prohibited regardless of the age of the student. Students who violate these rules will be returned to their home site at parent or guardian expense. They will also be reported to the police department and the principal will be notified.

Attendance: Students must attend all classes on the day of a trip departure. Students failing to attend classes on the day of departure will not be allowed to travel. The Principal or designee may waive students from attending classes. Permission to miss classes on the day of departure should be secured no later than the day before the trip departure date. Students must also attend classes upon return to the home site. Any student failing to follow the attendance directions given upon arrival back to the home site will be:

- Ineligible for all extracurricular activities for one week and;
- Ineligible to participate in the next interscholastic competition due to not meeting this requirement.

Other: Students shall be with the chaperone(s) at all times when travel is to a major city, such as Anchorage, Fairbanks, or outside of the state.

Students must respect the chaperone(s) decisions regarding the selection and approval of all activities. For students in grades 9 – 12, only movies rated "G," "PG," or "PG-13" shall be permitted. With prior approval of the site administrator and the parent/guardian, students in grades 6-8 may view films rated "PG" and "PG-13". (reference BP 6161.11)

Unless the schedule absolutely does not permit it, time will be set aside daily for students to work on classroom assignments.

Students will not be out of their rooms following curfew, lights out, and bed check. Offenses may result in students being returned to their home sites at the expense of their parent or guardian.

Consequences if Student is Sent Home: Students who are returned from a trip, or whose trip is terminated for violation of the student rules for travel, shall, on the **first offense** be ineligible for any extra-curricular activities for at least a period of 10 school days from the date of the violation. This suspension shall include all weekend activities during the period of suspension. On the **second offense** during the student's Middle/High School career, they will not be allowed to travel on School District activities for the remainder of the school year.

I HAVE READ AND UNDERSTAND THE ABOVE RULES

Signature of Parent or Legal Guardian (date)

Signature of Student (date)



PARENT/GUARDIAN PERMISSION FOR STUDENT RELEASE FORM

Daytime Student Release Approval (Out-of-District)

I am the parent or legal guardian of: _____ and
(Student's Name)

hereby give notice that I will be in _____ and will pick up and return my
(City of Activity)

student at _____ a.m./p.m. and _____ a.m./p.m. (daytime release). _____
(pick up time) (return time)
(Contact phone # in city)

End-of-Activity Student Release Approval (Out-of-District)

I will pick up my student at the conclusion of the school-sponsored activity, and I understand that if I don't want my student to return home with the scheduled student group, I will make any and all changes to his/her return travel arrangements and pay all associated costs. _____
(Parent/guardian signature for end-of-activity pickup)

Student Release Approval (In-District)

I am the parent or legal guardian of: _____ and
(Student's Name)
hereby give permission for him/her to be released into the custody of _____
(Name of adult relative)

who is 21 years of age or older, _____. My student may go with the named
(Contact phone number of relative)

Individual on _____ from _____ a.m./p.m. to _____ a.m./p.m.
(day or date) (time) (time)

Overnight Private Home Approval (In-District or Coach Arranged Only)

I give my permission for _____ to be lodged in a private home while on
(Student's Name)
a school-sponsored trip to _____.
(Name of town or village) (Type of activity)

Name of host _____ Phone Number _____

Date(s) student will be lodged in a private home _____
(from) (to)

I hereby release and waive, and further agree to indemnify and hold harmless, the North Slope Borough School District, the Board of Education, all individual Board members, agents, and Employees from and against any claim which I, any other parent or guardian, any sibling, the Student, or any other person may have or claim to have, known or unknown, directly or indirectly, for any losses, damages, or injuries arising out of, during or in connection with the release of the above-named student to the custody of the above named adult relative. Further I agree that if the release of the student to the custody of the above-named relative causes disruption in the travel arrangements of the student, I will be responsible for any and all costs associated with the student's return transportation.

Signature of Parent or Legal Guardian

Date

Printed Name of Parent or Legal Guardian

AUTHORIZATION TO RELEASE MEDICAL INFORMATION RELATING TO STUDENT HEALTH REVIEW/EXAM

TO:

Medical Provider

I hereby authorize you to release copies of all medical information in your possession, whether paper or electronic, relating to student health review/exams of the student identified below to the school or school district in which the student is enrolled and to appropriate health care providers.

Name of school or school district

This release authorizes disclosure of this information to the school for purposes of the school's determining the fitness of the student to participate in strenuous physical activities, including but not limited to competitive athletic events.

I understand that the medical information disclosed by the medical provider to the school may be further disclosed by the school to the school's administrators, athletic director and coaches of any interscholastic activities in which I seek to participate.

I understand that once the information is disclosed, it may be re-disclosed by the recipient and federal law may not protect the information.

I understand that I may revoke this authorization in writing at any time, except to the extent action has been taken in reliance on this authorization.

I certify that the signatures on this release are voluntary.

Photocopies of this release shall have the same authority as the original. This release will expire one year from the date of signatures on this form, unless revoked earlier by me in writing.

Date of signature

Signature of student

Printed or typed name of student

Student's social security number (optional)

Date of birth

CONSENT OF PARENT

I am the parent or legal guardian of the above student, and authorize the foregoing release of medical information to the student's school/school district and to appropriate health care providers.

Date of signature

Signature of parent / legal guardian

Printed or typed name of parent / legal guardian

STUDENT HEALTH REVIEW/EXAM

SECTION A: To be completed by parent or guardian.

Student Last Name	Student First Name	MI	Date of birth	Grade
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Address		City	Zipcode	
<input type="text"/>		<input type="text"/>	<input type="text"/>	
Phone	Emergency Phone	Date of last physical exam		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
Are your immunizations up to date	Last tetanus shot	Last measles shot	Last TB skin test	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>	<input type="text"/>	<input type="text"/>	

	YES	NO
1. Have you ever been hospitalized?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you presently taking any medications or pills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever passed out during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you ever been dizzy during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you ever had chest pain during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you tire more quickly than your friends during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you ever had high blood pressure?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you ever been told that you have a heart murmur?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you ever had racing of your heart or skipped beats?	<input type="checkbox"/>	<input type="checkbox"/>
11. Has anyone in your family died of heart problems or sudden death before age 50?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you have any skin problems (<i>itching, rashes, acne</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
13. Have you ever had a head injury?	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you ever had a concussion? If yes, how many	<input type="checkbox"/>	<input type="checkbox"/>
15. Have you ever been knocked out or unconscious?	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you suffer from migraines?	<input type="checkbox"/>	<input type="checkbox"/>
17. Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you ever had a stinger, burner or pinched nerve?	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you ever had heat or muscle cramps?	<input type="checkbox"/>	<input type="checkbox"/>
20. Have you ever been dizzy or passed out in the heat?	<input type="checkbox"/>	<input type="checkbox"/>
21. Do you have trouble breathing or do you cough during or after activity?	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you use any special equipment (<i>pads, braces, neck rolls, mouth guards, eye guards, etc.</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
23. Have you ever had problems with your eyes or vision?	<input type="checkbox"/>	<input type="checkbox"/>
24. Do you wear glasses or contacts or protective eye wear?	<input type="checkbox"/>	<input type="checkbox"/>
25. Have you ever sprained/strained, dislocated, fractured, broken or had repeated swelling or other injuries in any of the following bones or joints?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Head <input type="checkbox"/> Shoulder <input type="checkbox"/> Thigh <input type="checkbox"/> Neck <input type="checkbox"/> Elbow <input type="checkbox"/> Knee <input type="checkbox"/> Chest <input type="checkbox"/> Forearm <input type="checkbox"/> Shin/calf <input type="checkbox"/> Back <input type="checkbox"/> Wrist <input type="checkbox"/> Ankle <input type="checkbox"/> Hip <input type="checkbox"/> Hand		
26. Have you ever had other medical problems (<i>infectious mononucleosis, diabetes, etc.</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
27. Have you had any medical problem or injury since your last evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
28. Are you Diabetic?	<input type="checkbox"/>	<input type="checkbox"/>
29. Are you Asthmatic?	<input type="checkbox"/>	<input type="checkbox"/>
30. Do you have any allergies (<i>medicine, bees or other stinging insects</i>)??	<input type="checkbox"/>	<input type="checkbox"/>
List all allergies:		
31. When was your first menstrual period?		
When was your last menstrual period?		
What was the longest time between your periods last year?		
32. Explain all "yes" answers:		
.....		

I hereby state that, to the best of my knowledge, my answers to the above questions are correct and give consent for my student to be examined.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

ALASKA SCHOOL ACTIVITIES ASSOCIATION, INC.

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STUDENT HEALTH REVIEW/EXAM

SECTION B: To be completed by physician, physician assistant or advanced nurse practitioner

This form to be sent to the school (do not send to ASAA)

Student Last Name	Student First Name	MI	Date of birth	Grade
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Height	Weight	Blood Pressure	Pulse	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Vision — Right Eye	Vision — Left Eye	Vision Corrected?	Pupils	
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>	

	NORMAL	ABNORMAL FINDINGS	INITIALS
Cardiopulmonary			
Pulse			
Heart			
Lungs			
Skin			
Abdominal			
Genitalia			
Musculoskeletal			
Neck			
Shoulder			
Elbow			
Wrist			
Hand			
Back			
Knee			
Ankle			
Foot			
Other			

Clearance: ☐ Cleared
☐ Cleared after completed evaluation/rehabilitations for (Specific Sports): _____
☐ Not cleared for: ☐ Collision ☐ Contact ☐ Noncontact ☐ Strenuous
☐ Moderately Strenuous ☐ Nonstrenuous

Due to: _____

Name of M.D., P.A. or ANP (circle which)	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address	Phone	
<input type="text"/>	<input type="text"/>	

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STUDENT TRAVEL AUTHORIZATION FOR DISPENSING MEDICATION FORM

TO WHOM IT MAY CONCERN:

I, _____, parent or legal guardian of
(Parent or Legal Guardian's Name)

_____, a student at the
(Student's Name)

_____ School, give my permissions for
(School Name)

him/her to take the following prescription medicine as prescribed by our physician. I understand that the School District is rendering a service and does not assume any responsibility for this matter. I also understand that the medication must be in the original prescription container.

Medication Name: _____

Dosage: _____

The chaperones have my permission to give my child Tylenol if needed:

YES

NO

Parent or Legal Guardian's Signature

Date

Telephone Number _____

Qargi Academy
P.O. BOX 169
Barrow, AK 99723
907-852-5311



AUTHORIZATION FOR DISPENSING MEDICATION FORM

Directions: The student's parent or legal guardian should complete this form and deliver it to the school nurse or school secretary.

I understand that whenever possible, medication should be given at home and every effort should be made to avoid medication being given during school hours.

I request that my child _____, grade _____ receive the medication as prescribed by our physician. I understand that the School District is rendering a service and does not assume any responsibility for this matter. I further understand that the school nurse or other designated person will administer the medication as prescribed. I also understand that the medication must be sent to the school in the original prescription container.

Tylenol as Recommended for Dosage (circle one) Yes No

Medication Name _____

Dosage _____

Parent or Legal Guardian's Signature

Date

Telephone Number _____

ALASKA IMMUNIZATION REQUIREMENTS MEDICAL EXEMPTION & DISEASE HISTORY FORM

Alaska Immunization Regulations 4 AAC 06.055 and 7 AAC 57.550 require that all children in Alaska public/private schools, certified preschools, and licensed child care facilities be immunized, unless he/she is exempt due to medical contraindications, disease history, or religious reasons.

If a MEDICAL exemption is requested, complete the required information below and return this form to the school, preschool, or child care facility.

Name of Child

Date of Birth

The following section must be completed by an Alaska-licensed Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Nurse Practitioner (ANP), or Physician Assistant (PA).

MEDICAL EXEMPTION

In my professional opinion, the following immunizations would be injurious to the health of the above named child or members of the child's family or household.

Check "all vaccines" or appropriate single antigen(s)

☐ All vaccines

☐ Diphtheria

☐ Tetanus

☐ Pertussis

☐ Measles

☐ Mumps

☐ Rubella

☐ Polio

☐ Hepatitis A

☐ Hepatitis B

☐ Varicella

☐ Hib

DISEASE HISTORY

Check appropriate antigen(s) – immunity due to history of disease

☐ Diphtheria

☐ Tetanus

☐ Varicella

☐ Measles

☐ Mumps

☐ Rubella

☐ Polio

☐ Hepatitis A

☐ Hepatitis B

For Pertussis & Hib – History of disease does not infer immunity. Vaccination is recommended.

Check one: ☐ MD ☐ DO ☐ ANP ☐ PA

NAME [Please Print] of MD, DO, ANP or PA

SIGNATURE of MD, DO, ANP or PA

Date

Clinic Name

Phone Number

Revised 01/06/09

ALASKA IMMUNIZATION REQUIREMENTS RELIGIOUS EXEMPTION FORM

All children in Alaska public/private schools, preschools and child care facilities must be immunized in accordance with Alaska Immunization Regulations 4 AAC 06.055 and 7 AAC 57.550, unless he/she is exempt for medical or religious reasons.

Religious exemption requests must be signed by the child's parent or guardian and contain the wording found in the Alaska Administrative Code **7 AAC 57.550 for child care** affirming that immunization conflicts with the tenets and practices of the church or religious denomination of which the parent or guardian is a member; or **4 AAC 06.055 for school** affirming that immunization conflicts with the tenets and practices of the church or religious denomination of which the applicant is a member.

If a RELIGIOUS exemption is requested, complete the information below and return this form to the school, preschool, or child care facility.

Name of Child

Birth date

NOTE: Personal or philosophical exemptions are not allowed under Alaska regulations.

To be completed by the child's parent or guardian.

I/We affirm that immunization conflicts with the tenets and practices of the church or religious denomination of which the applicant/parent/guardian is a member.

Signature of Parent or Guardian

Date

Telephone

State of _____

Judicial District _____ SS.

The Foregoing Instrument was acknowledged before me by

_____ on this _____ day of

_____, 20 _____.

Witness my hand and seal.

Notary Public (Signature)

Notary's printed name

My commission expires _____

Qargi Academy

TEACHER APPRAISAL FORM

Parent Comments

Staff Comments

Community Member Comments

Revised 04/15

A parent, another staff member, or community member may make voluntary appraisals of a teacher at any time. This form is to be submitted to Central Office and a copy will be sent to the teacher.

This voluntary appraisal must be signed and may be submitted at any time. Comments must be reflective of actions/inactions in the workplace.

Unsigned appraisals will be destroyed.

Certified Staff Member's Name Observation

Date

Observation Time

The Teacher (check next to the response you think best applies)

Communicates well	Agree	Disagree	Don't Know
Is available	Agree	Disagree	Don't Know
Returns phone calls/email	Agree	Disagree	Don't Know
Treats parents/students with respect	Agree	Disagree	Don't Know
Treats other staff members with respect	Agree	Disagree	Don't Know
Responds to suggestions	Agree	Disagree	Don't Know
Attends school-sponsored activities	Agree	Disagree	Don't Know
Cultural – attends community event/activities	Agree	Disagree	Don't Know

Comments:

Signature

Address

Telephone Number

Qargi Academy

CERTIFIED ADMINISTRATOR APPRAISAL FORM

Parent Comments

Staff Comments



A parent or staff member may make voluntary appraisals of an employee. This form is to be submitted to the building administrator or the District superintendent.

Voluntary appraisals must be signed; unsigned appraisals will be destroyed. Comments must be reflective of actions/inactions in the workplace.

Voluntary appraisals may be submitted at any time. It is suggested all staff members be provided with this form sometime between April 15th and the end of the school year.

Administrator's Name

Observation Date

Observation Time

The Administrator (circle the response you think best applies)

Communicates well	Agree	Disagree	Don't Know
Is available	Agree	Disagree	Don't Know
Returns phone calls/emails	Agree	Disagree	Don't Know
Treats parents/students with respect	Agree	Disagree	Don't Know
Treats staff with respect	Agree	Disagree	Don't Know
Responds to suggestions	Agree	Disagree	Don't Know

Comments:

Signature

Address

Telephone Number

☐ Check here if you wish a response.

Supervisor's Response:

Supervisor's Signature

Date

Eligibility Criteria

Attendance at the QA facility is both voluntary and selective; students must apply to be selected to enroll. There is no specified region from which the students are chosen. However, village students will be given first priority in course selections that may fill to capacity. The reason for this is because students in Barrow have multiple opportunities to attend QA courses as well as receive equivalent educational services through their local high school, Iisagvik College or Barrow based organizations. In addition, Barrow students would have the opportunity to participate in their selected school sports and co-curricular activities regardless of their participation in QA programs since they already reside in Barrow. Conversely, Village students would have to live in Barrow for the designated amount of time to complete their chosen course and in most instances would not be able to participate in co-curricular sports and activities offered at their village school. While acceptance into the academy is competitive and requires applicants to demonstrate a desire and dedication to learn, grow, and to become part of the Career Academy community, it is necessary to prioritize accommodations around village needs.

Provisions for additional students when the program has reached capacity

First priority will be afforded to village students because of the reasons previously mentioned. However, as the program grows, additional courses will be added which will increase our capacity for educational services to both Barrow and village-based students. However, the 50-bed capacity of the dorm should be adequate to meet the needs of all North Slope village high school students who would like to attend, and a lottery system would not be necessary.

Surveys and Exit Interviews

Data collection is an important aspect of the QA program. Our goal is to not only provide students with educational support through the program but to also provide follow-up courses in their home school that support each student's career aspirations. We will collect data that will help us determine the success of our program, identify areas that need improvement, and inform us about future programming needs. We will also be collecting data to determine whether or not the program is motivating students to improve academically, plan for their future and preparing them for life after graduation.

Appendix H: Student Recruitment Process

The vision of this proposed charter school is to provide an innovative, customized, high quality educational program for students using both synchronous and asynchronous instruction. This program will be a world leader in combining the best aspects of digital learning with disciplined, daily structure, customized educational development plans, and providing applicable and far reaching learning experiences. Our program will provide Inupiaq students with the opportunity to study, learn cultural heritage, and prepare for future success as an adult" in a comprehensive program that supports their academic, social, and emotional development.

Through the Inupiaq Academy Success Center, which will provide the Center of Excellence exists unique and comprehensive onsite support for each student to ensure that they maximize their academic, heritage development, and social/emotional potential as they pursue CTE training.

The mission of the program is to exceed expectations of students and families.

Educational Goals:

- Comprehensive, college & CTE preparatory education for all local students.
- Maximize each student's academic potential using progress monitoring, customized academic support, and strong mentor relationships.
- Qargi Academy will institute methodologies and curriculum that will raise student proficiencies to meet AYP.
- Qargi Academy will be a place that helps students living in the North Slope community understand and retain the Alaska Native culture, history, languages, and traditions.
- Qargi Academy will create a safe and welcoming learning environment for their students showing that they can be competitive, successful leaders in today's society.
- Qargi Academy will address the whole child; the circle of wellness, which meets the social, emotional, physical, and academic needs and goals of students and their families.
- Qargi Academy will develop responsibility and respect for self and others by displaying healthy life choices.
- Qargi Academy will engage in educational research and serve as a demonstration school for other teachers and administrators in North Slope and throughout Alaska.

We will market to Inupiaq students who need the opportunity to attend a highly accountable school that exceeds performance standards of graduation rates, SAT/ACT Scores, State of Alaska Test Scores, and placement into CTE programs and colleges.

We expect that the proposed charter will remove obstacles to student participation and will increase the continuity of educational services as students continue to participate in the program.

The Qargi Academy will use multi levels of marketing to ensure as many of the potential student enrollees have information about the school. Because of the contacts of our staff with the North Slope district and the AK state DEE in general, a presentation of the operations of the school will be given to these organizations in the spring of 2020, in order for those organizations to communicate with all prospective families in the State of Alaska.

Appendix I: Budget Summary & Financial Plan

Funding for Qargi Academy is based on the State of Alaska's per-pupil funding formula, as per AS 14.03.260 (this does not include Title 1 preschool students). In addition, the school's funds may be supplemented by grants, fundraisers within the school community, and additional funds (if any) supplied by NSBSD. Fundraisers at the charter school are coordinated between the PTSA, APC, and the school staff. Grants may also be sought, but must relate to the charter and the program.

Appendix J: Pupil Transportation

It is the responsibility of parents or guardians of students at the charter school to transport their students to and from school. NSBSD provides a bus to drop our students for pick up after school.

Appendix K: Sample Teacher's Guide (includes Pacing Guide)

[Teacher Guide English 9 Semester A](#)

[Teacher Guide English 9 Semester B](#)

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