Nome Public Schools
Board of Education Meeting Agenda

June 9, 2026 - 5:30 PM
Regular Board Meeting, NES Library /Zoom
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

In partnership with our community, we will inspire and empower culturally-grounded and life-ready students through wellness, academic, and social development.

SCHOOL BOARD MEMBERS
Ms. Marjorie Kunaq Tahbone, President
Mrs. Darlene Trigg, Vice President/Clerk
Mr. Jon Gregg, Treasurer
Ms. Sigvanna Tapqaq
Mr. David O'Neill

AGENDA

A. **Call to Order**
1. Pledge of Allegiance 3
2. Nome Public Schools Mission Statement 4
3. Roll Call
4. Approval of Agenda
5. Swearing in of Board Member 5

B. **Consent Agenda**
(Routine matter considered for approval as one motion. Any item can be pulled for separate consideration).
1. Minutes of BOE Regular Meeting 5/12/26 6
2. Minutes of BOE Special Meeting 5/19/26 10
3. May 2026 Personnel Report 12
4. May 2026 Disbursements
5. May 2026 Gifts Grants and Bequests 15

C. **Correspondence**
D. **Opportunity for Public Comments on Agenda/Non-agenda Items** **16**
(3 minutes per speaker, 30 minutes aggregate)
E. **Superintendent Report** **17**
F. **Information & Reports**
1. Director Reports 21
2. Business Manager Report 26

G. **Second Public Comment Opportunity** **31**
(Individuals are limited to three minutes each.)
H. **Action Item**
1. Board Policy 2nd Read and Adoption 32
2. Approval of FY27 Drayage Agreement 71
3. Approval of Administrative Contract 76
4. Approval of Contract for SPED Coordinator 78
5. Approval of FY27 One Year FSMC Extensions 83
6. Approval of Science Curriculum 85
7. Approval of BOE Member's Nomination to AASB Board 158
8. Approval of Name Change for Homeschool Program 159

9. Approval of FY27 Board Priorities 160
10. Approval of FY27 Handbooks 161

I. **Board and Superintendent's Comments & Committee Reports**

J. **Upcoming Events:**

August 11, 2026 BOE Regular Meeting, 5:30pm, NES Library
August 25, 2026 BOE Work Session, 5:30pm, NES Library

K. **Adjournment**

BB 9320 Meetings: "Though great importance is given to the physical presence of School Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable."

To join the **Public Zoom** meeting on your computer or smart device, please use the link below:

Pledge of Allegiance

Allegiance (I promise)

Kamaksriłiġmik akiqsruutmik

(to give) to the flag (of our land)

aituġaa illalitaa nunapta

United States of America.

(here) and to (to) the republic

Ittuaq taavrumuŋa nunamun

one nation under God

atausiq nuna ataani Agaiyutim

indivisible with liberty

avgutaulġuituaq pituiqsimaałiq

and justice for all

atisipłuni illuqnaitnun.

Translated by Clara Sookiayak for Paul F. Asicksik Sr. School in Shaktoolik

Nome Public Schools

Vision

Together, strong in identity, purpose, potential

Mission Statement

In partnership with our community, we will inspire and empower culturally-grounded and life-ready students through wellness, academic, and social development.

Cultural Values

Knowledge of Languages
Respect for Others
Sharing
Cooperation
Humility
Respect for Elders
Love for Children
Hard Work
Resolve Conflict
Respect for Nature
Domestic Skills
Spirituality
Humor
Family Roles
Hunter Success
Responsibility to Community
Knowledge of Family Tree
Wellness
Unity

Goals FY27-FY31

- Based on students' individual needs, we prepare them for the pathway of their choice
- Utilize community knowledge & foster partnership to embed local and indigenous identities, language and cultures throughout the district
- Students and families will be positively connected to their schools, their communities, and their cultures
- Retain and invest in effective staff

OATH OR AFFIRMATION

School board members, before taking office and sign the following oath of affirmation:
"I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability."

Legal Reference:

AS 14.12.090

NOME PUBLIC SCHOOLS
Adopted: June 10, 2003

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday May 12, 2026
5:34 pm
NES Library

Member Tahbone called the meeting to order at 5:34 pm Tuesday, May 12, 2026 with a quorum present.

Member Tahbone led the Pledge of Allegiance in Inupiaq.

Member Tahbone read the Nome Public Schools Mission Statement.

School Board Members Present:

Marjorie Kunaq Tahbone	Jon Gregg (Excused)	Darlene Trigg
Nancy Mendenhall	Sigvanna Tapqaq	
Sara James, Student Representative		

Others in attendance included:

Jamie Burgess	Genevieve Hollins (via Zoom)	
Elizabeth Korenek-Johnson	Jennifer Shreve	Jim Shreve
Mary Donaldson (via Zoom)	Karen Dixon (via Zoom)	Ryan Martinson
Teriscovkya Smith	Holly Harlow	Tinsley Pomrenke
Alyssa Greke	AG Greke	Pat Booth
Heidi Secor	Brian James	Cassidy Martinson
Lisa Leeper	Kaya Kent	Kathleen Jaycox
Margaret Sutherland	Michelle Carton	Sandy Martinson (via Zoom)
Karen Linnell (via Zoom)	Donna James (via Zoom)	Doreen Deaton (via Zoom)
Debbie Peacock (via Zoom)		

APPROVAL OF AGENDA

Member Mendenhall moved to approve the agenda as presented.

The motion carried by a roll call vote with the following results:

Marjorie Tahbone: yes	Sigvanna Tapqaq: yes	Darlene Trigg: yes
Nancy Mendenhall: yes	Jon Gregg: Excused	

CONSENT AGENDA

Member Mendenhall moved to approve the minutes from Regular Meeting, April 14, 2026; theApril 2026 disbursements; the April 2026 personnel report; the April 2026 Gifts, Grants and Bequests, and Out of State Staff Travel.

The motion carried by a roll call vote with the following results:

Marjorie Tahbone: yes	Sigvanna Tapqaq: yes	Darlene Trigg: yes
Nancy Mendenhall: yes	Jon Gregg: Excused	

CORRESPONDENCE

None.

INTRODUCTIONS OF GUESTS AND VISITORS

Nancy Mendenhall, retiring Board Member, was recognized with a plaque. Lisa Leeper, former ACSA Principal and current part-time Art Teacher, shared information with the Board about the Alaska Education Arts Consortium.

STUDENTS OF THE MONTH

NBMHS Principal, Teriscovkya Smith announced Bernice Sockpick as MS Student of the Month (not present), and introduced Salutatorian Cassidy Martinson and co-Valedictorians Sara James and Kaya Kent.

PRESENTATION

Amanda Block shared a presentation with the Board regarding the first year of the Nome ANSEP Acceleration Academy. A copy of the presentation is attached to these minutes.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS

Heidi Secor, NES Teacher, shared concerns regarding smoking and public drunkenness at the NSHC patient hostel on 6th Avenue. She requested that the smoking spot be relocated so that students at recess could not see this activity.

SUPERINTENDENT REPORT

Superintendent Burgess reported. The report is attached to the original of these minutes.
No discussion followed.

INFORMATION AND REPORTS

Student Representative, Sara James reported. The report is attached to the original of these minutes. Discussion followed.

NEA Representative Heidi Secor reported. The report is attached to the original of these minutes.

NES Principal, Michelle Carton reported. The report is attached to the original of these minutes.

ACSA Principal, Emily Annas reported. The report is attached to the original of these minutes.

NBMHS Principal, Teriscovkya Smith reported. The report is attached to the original of these minutes.

Director of Facilities, Jonathan Duarte reported. The report is attached to the original of these minutes.

Director of Technology, Jim Shreve reported. The report is attached to the original of these minutes. Discussion followed.

Director of Special Education, Mary Donaldson reported. The report is attached to the original of these minutes.

Director of Federal Programs, Karen Dixon reported. The report is attached to the original of these minutes.

CFO, Genevieve Hollins reported. The report is attached to the original of these minutes.

SECOND PUBLIC COMMENT OPPORTUNITY
NONE

ACTION ITEMS
Member Tapqaq moved to approve the First Read of Board Policies.
Discussion followed. Motion was amended to approve the Board Policies with the exception of BP 6146.1 which was referred back to the Policy Committee.

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: yes Sigvanna Tapqaq: yes Darlene Trigg: yes
Nancy Mendenhall: yes Jon Gregg: Excused

Member Mendenhall moved to approve the FY27-FY31 Strategic Plan Mission, Vision, Values and Goals. Discussion followed.

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: yes Sigvanna Tapqaq: yes Darlene Trigg: yes
Nancy Mendenhall: yes Jon Gregg: Excused

Member Trigg moved to approve the Nome Public Schools Portrait of a Graduate.
Discussion followed.

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: yes Sigvanna Tapqaq: yes Darlene Trigg: yes
Nancy Mendenhall: yes Jon Gregg: Excused

Member Mendenhall moved to approve FY27 Final Budget Revision. Discussion followed.

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: yes Sigvanna Tapqaq: yes Darlene Trigg: yes
Nancy Mendenhall: yes Jon Gregg: Excused

Member Mendenhall moved to approve FY27 Handbooks as submitted. Discussion followed. The motion was amended to approve the NES and the NBMHS Handbooks. The ACSA handbook was returned to ACSA to include subsistence as an excused absence..

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: yes Sigvanna Tapqaq: yes Darlene Trigg: yes
Nancy Mendenhall: yes Jon Gregg: Excused

BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS
Member Trigg shared that the Policy Committee was long but a lot was accomplished. She shared that she appreciated the opportunity to work on the I Can Statements for the Portrait of a Graduate, and also

expressed her gratitude to Member Mendenhall for her long service to the Board and to Sara James for being part of the Board as Student Representative.

Member Mendenhall shared that she was stepping down from the Board to focus on family needs, and had enjoyed her time on the Board.

Member Tahbone expressed her thanks to both Nancy and Sara. She also stated she would not be available for the May meetings.

Superintendent Burgess expressed her thanks to Nancy and Sara and told Nancy she would be missed. She reminded the Board of the upcoming Special meeting and stated that only one letter of interest had been received to date for the vacant Board seat. She asked Board members to share out with people they knew and encourage people to apply for the seat, and reminded them of the deadline for letters for the coming Friday. She also stated she had enjoyed working on the Strategic Plan, the Portrait of a Graduate and attending the Spring Boardsmanship Academy.

UPCOMING EVENTS

- Tuesday, May 19, Special Meeting, 5:30pm, NES Library/Zoom
- Tuesday, May 26, Work Session, 5:30 pm, NES Library
- Tuesday, June 9, Regular Meeting, 5:30 pm, NES Library/Zoom

ADJOURNMENT

Member Tapqaq moved to adjourn at 7:57 pm.

_____	_____
Marjorie Kunaq Tahbone Date	Darlene Trigg Date
President, Board of Education	Vice President/Clerk, Board of Education

BOARD OF EDUCATION MINUTES
Special Meeting
Tuesday May 19, 2026
5:34 pm
NES Library

Member Trigg called the meeting to order at 5:42 pm Tuesday, May 19, 2026 with a quorum present.

Ms. Korenek-Johnson led the Pledge of Allegiance in Inupiaq.

Member Trigg read the Nome Public Schools Mission Statement.

School Board Members Present:
Marjorie Kunaq Tahbone (Excused) Jon Gregg (Via Zoom) Darlene Trigg
Sigvanna Tapqaq

Others in attendance included:
Jamie Burgess Elizabeth Korenek-Johnson
David O'Neill Vincent Villela
Diana Kenski (via Zoom)

APPROVAL OF AGENDA
Member Tapqaq moved to approve the agenda as presented.

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: Excused Sigvanna Tapqaq: yes Darlene Trigg: yes
Jon Gregg: Yes

CONSENT AGENDA
Member Tapqaq moved to approve the April 2026 personnel report; Out of State Staff Travel; and Out of State Student Travel..

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: Excused Sigvanna Tapqaq: yes Darlene Trigg: yes
Jon Gregg: yes

INTERVIEW OF BOARD VACANCY CANDIDATES
Board of Education members interviewed candidates David O'Neill and Vincent Villela.

ACTION ITEMS
Member Gregg moved to appoint David O'Neill to the vacant Board seat..

The motion carried by a roll call vote with the following results:
Marjorie Tahbone: Excused Sigvanna Tapqaq: yes Darlene Trigg: yes
Jon Gregg: yes

UPCOMING EVENTS

- Tuesday, May 26, Work Session, 5:30 pm, NES Library
- Tuesday, June 9, Regular Meeting, 5:30 pm, NES Library/Zoom

ADJOURNMENT

Member Tapqaq moved to adjourn at 6:33 pm.

_____	_____
Marjorie Kunaq Tahbone Date	Darlene Trigg Date
President, Board of Education	Vice President/Clerk, Board of Education

Nome Public Schools
Personnel Items for Approval/Ratification
June 9, 2026

Certified/Administrative Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Valdehueza, Jefford	CTE Teacher	NBMHS	08/07/2026
Walunywa, Castro	Biological Science	NBMHS	08/07/2026
Davis, (Matthew) Tyler	Dir. Fed. Programs…	DO	08/03/2026
Terry, John	Middle School Science	NBMHS	08/07/2026
CHANGE OF ASGMT			
Balice, Janet	1st Grade Teacher	NES	08/11/2026
Pardee, Marta	Title I Reading	NES	08/11/2026
LEFT EMPLOYMENT			
Fabignon-Cross, Julie	2nd Grade Teacher	NES	06/16/2026
Berry, Jennifer	MS Science	NBMHS	06/26/2026
Vetorico, Marivic	5th Grade Teacher	NES	05/30/2026
Hughes, Carol	PreK Teacher	NPA	05/30/2026

Classified Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
CHANGE OF ASGMT			
Hanebuth, Heidi	SPED Paraprofessional	ACSA	08/11/2026
LEFT EMPLOYMENT			
Sanders, Lexton	SPED Paraprofessional	NES	05/29/2026
Hansen, Angela	Secretary	ACSA	06/01/2026

Extra Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Anunda, Dorcas	Summer School Teacher	06/01/1026
Berry, Jennifer	Summer Credit Recovery	06/08/2026
Berry, Jennifer	HS Science Content Support	09/03/2025
Carton, Michelle	Summer School TOA	06/01/2026
David, Ginaline	Summer Credit Recovery	06/08/2026
Fabignon-Cross, Julie	Summer School Teacher	06/01/2026
Foret, Joy	Summer School Teacher	06/01/2026
Holweger, Randy	MS SS Content Support	01/19/2026
Kacena, Joelene	Summer School Paraprofessional	06/01/2026
Kyombela, Agness	Summer School Paraprofessional	06/01/2026
Madonia, Anne	Summer Credit Recovery	06/08/2026
Richards, Keane	ACSA Curriculum Planning	5/24/2026
Saenz, Dominque	Summer School Teacher	06/01/2026
Senas, Jon Mark	ACSA Curriculum Planning	5/24/2026
Senas, Jon Mark	Teacher Leader	12/1/2025
Shreve, James	Additional Days	06/10/2026
Shreve, Jennifer	Teacher on Assignment (TOA) Days	5/31/2026
Simpson, Peggy	ACSA Curriculum Planning	5/24/2026
Ulroan, Mary	Social Studies Vacancy Cov.	01/19/2026
Ventress, Rachel	ACSA Curriculum Planning	5/24/2026
Wharry, Ryan	Summer Credit Recovery	06/08/2026
Wharry, Ryan	MS SS Content Support	01/19/2026
Wright, Rosa	Junior Class Advisor	09/06/2025

Non-Staff Coaches

NAME	POSITION	EFFECTIVE DATE

Temporary Personnel

NAME	POSITION	EFFECTIVE DATE

Volunteers Approved

NAME	EFFECTIVE DATE
Ellanna, Mandy	05/08/2026
Towsend, Ben	05/12/2026
Peacock, Debbie	05/13/2026
Rowe, Sandra	05/20/2026

Nome Public Schools

BP 3290 Gifts, Grants and Bequests - Received May 2026

The School Board greatly appreciates the support of community members and may accept suitable donations on behalf of the district. All donations greater than $1,000 shall be brought before the School Board. The Superintendent or designee may apply for special revenue grants.

Gifts, Grants & Bequests

Fund	Description	Amount	Notes
700	UAF Educator's Rising	$ 4,676.72	Reimbursed Cost of Ed Rising trip

Public Comment Statement

The Board of Education welcomes community member input during meetings about issues on or not on the agenda. The Board is not able to respond directly to you during Public Comment; the Board may decide at the end of the meeting during Board Member Comment to discuss your topic at a work session, regular meeting, or direct the Superintendent to look into a situation further.

The Board may not speak about subjects that are protected by legal confidentiality such as specific student discipline issues or personnel issues that could disparage or slander district employees.

The general guideline is approximately three minutes per speaker; however, additional time is allowable if needed. When you speak to the Board, please state your first and last name for the record.

Tribal Consultation
We have requested a meeting with NEC as well as the three tribes (Solomon, Council, KINC) for the month of June, but are still awaiting a response. We would like to consult with them prior to submitting the initial FY27 ESEA Consolidated Application, which is due on June 30th.

Financial/Legislative Update
At this point in time, we are awaiting the deadlines for the operating budget and Governor Dunleavy's vetos. The current operating budget has a one-time funding line item for school districts, meant to offset anticipated increases in fuel costs for FY27.

AfterSchool Program Grant
NPS was notified that we are the recipient of a 21st Century Learning Center grant beginning in FY27. This is a five-year grant totalling $1.25M to offer an afterschool program at Nome Elementary School; the funding is contingent upon federal and state funding. We are awaiting the award letter, and we will then begin planning for the program. NSHC worked with us on the application and is interested in partnering with us to deliver afterschool wellness instruction. This will also allow NES to provide much needed literacy and math support and intervention to students in need outside of the school day.

Board and Administration Calendar of Work
Attached to this report is a Calendar of Work for the year showing where the Board and Administration can expect certain activities. This was designed to allow for better planning and accountability.

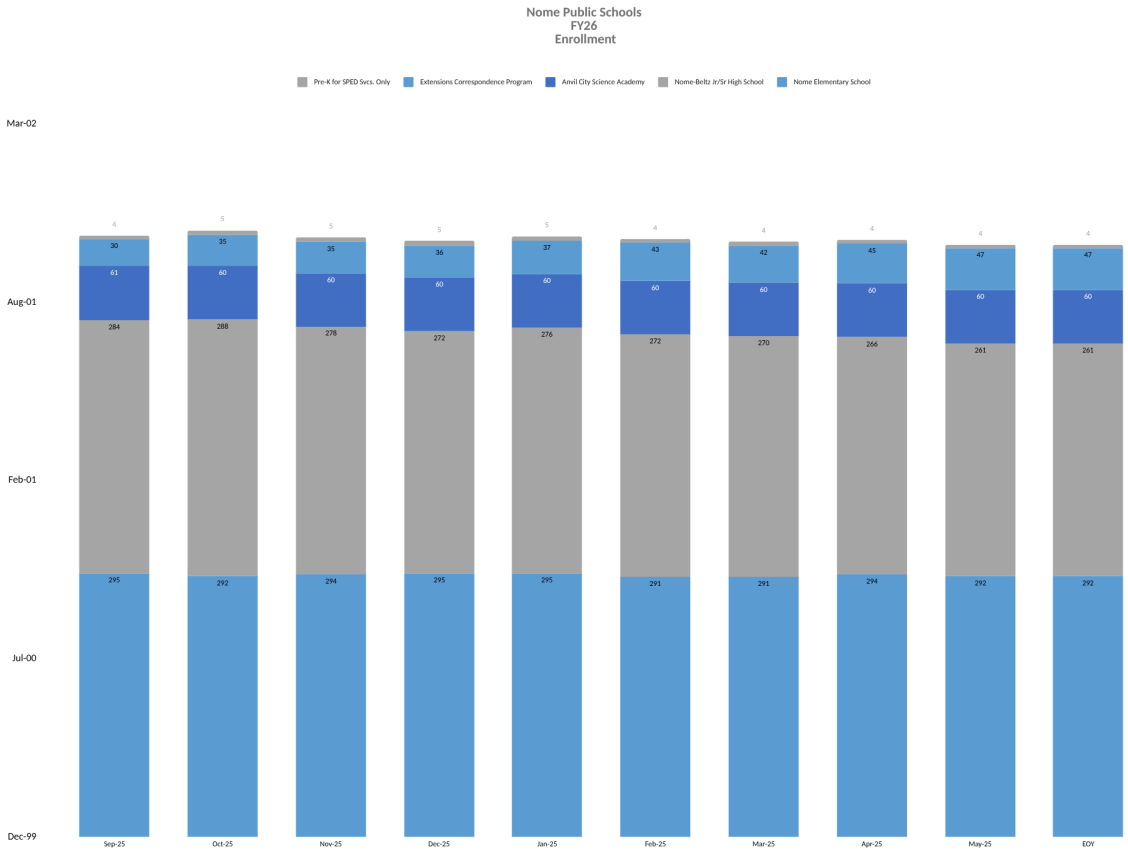
Anvil Science Academy Annual Report
Due to difficulty holding a May Work Session, the required ACSA Annual Report is attached to this report as well. The ACSA Principal is off contract. This report will be delivered at the May Board meeting in subsequent years.

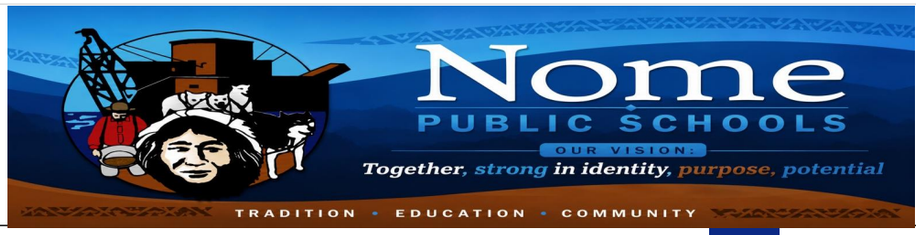
NOTES ON ENROLLMENT NUMBERS BELOW – 4 drop-outs are pursuing GEDs, 5 are elementary-aged and may have transferred w/o a records request. We do anticipate some of those coded as 10-day drops will return at the beginning of next year. 3 of our original MEHS transfers have returned to the district. We have one early graduate this year.

FY25 Enrollment for Same Month = 654

ENROLLMENT REPORT - 6/7/26	
Students Enrolled End of FY25	650
Students Graduated FY25	42
New Kinders Fall 2025	52
New to District	24
Returning Students	41
Total Students Withdrawn	93
WITHDRAWAL REPORT	
Enrolled at Mt. Edgecumbe High School	1
Moved Out of State	6
Moved within State	57
Dropped Out	26
Early Graduates	1
TOTAL WITHDRAWN	91
CURRENT DISTRICT ENROLLMENT 6/7/26	
Nome Elementary School	292
Nome-Beltz Middle/High School	261
Anvil City Science Academy	60
Extensions Correspondence Program	47
Pre-K for SPED Svcs. Only	4
TOTAL ENROLLMENT	664

Nome Public Schools
Superintendent Report
Jamie Burgess
June 9, 2026





Board & Admin Presentation and Activities Calendar 2026-2027

	Required: Board Action
R	Report at Regular Board Meeting
W	Report at Board Work Session
	Activity for Board Members

Activity	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Superintendent												
Annual Goals		R										
Health Teachers and Presenters Approval			R									
State Testing Results			W									
State Accountability System Results			W									
School Climate and Connectedness Survey											W	
CIP List (Final Approval)												
Human Resources												
Administrative Contracts												
Approve Next School Calendar												
Certificated Non-Tenured Contracts												
Certificated Tenured Contracts												
Special Education												
Student Services Report (Snapshot demographic)					R							
Finance and Operations												
Audit Report												
Budget: Board Financial Workshop						W						
Budget: Board and City Joint Worksession												
Budget: Adoption												
Budget: Fall Revisions for Current Year												
Budget: Final Student Count Revisions for Current Year												
Federal Programs Report: Grants Update (Director)						R						
Financial Report												
Grants (As Needed)												
School Board												
AASB Boardsmanship Academies (optional)												
AASB Annual Conference												
AASB Legislative Fly-In (Juneau)												
Annual Board Self-Evaluation		W										
Annual Calendar Setting												
Board Committee Appointments												
Board Reorganization												
Baccalaureate												
Employee Service Recognition												
Graduation												
New Student Advisory Rep Appointment												
New Teacher Inservice Breakfast												
Oath of Office of New Board Member(s)												
Strategic Plan Review & Board Priorities for Next Year												
Superintendent Evaluation												
ACSA												
SIP Baseline				R								
Fall MAP Report				R								
Winter MAP Report								R				
Handbook												
Annual Report to School Board											R	
SIP EOY											R	
NES												
Handbook												
SIP Baseline				R								
Fall MAP/DIBELS Report				R								
Winter MAP/DIBELS Report								R				
SIP EOY & Spring MAP/DIBELS											R	
NBMHS												
Handbook												
SIP Baseline			R									
Fall MAP Report				R								
Winter MAP Report								R				
SIP EOY											R	
Extensions												
Handbook												

Nome Public Schools
Director of Technology Report

Jim Shreve
09 June 2026

Current / Completed project

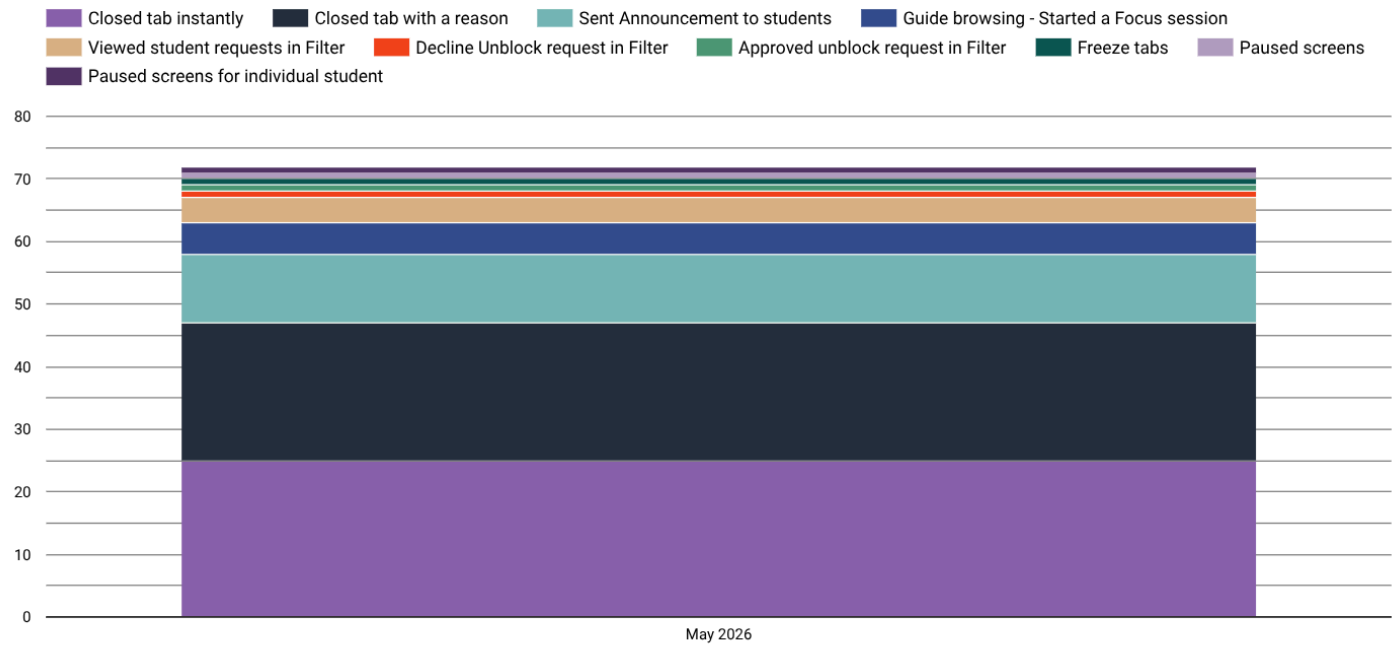
Conversion to Chromebook Plus devices for certified and specific classified positions is complete. We are now processing old MacOS devices for disposal, e-waste, repurpose (Windows 11 virtual machines), or resale. Technology Department personnel have collected all macOS devices from staff and are in the process of grading devices for disposition, erasing devices, restoring default macOS on viable devices, and preparing devices with Apple Silicon M2 or M3 processors for possible resale to staff. All macOS devices with intel or Silicon M1 processors are at end of life (no longer receive macOS upgrades or security updates) and will be disposed of to sell back programs or e-wasted. There are a handful of older iPads that will be donated or disposed of in this same manner. I am also converting all iPad devices to Mosyle, our new Mobile Device Management solution. As of 05JUN26 we have processed 292 of 350 devices into Mosyle with an expected completion date of 12JUN26. This conversion is required so we can close out and discontinue use of JumpCloud for our MDM and Directory Service provider. There are 122 devices (macOS and iPad) to process out of JumpCloud as well as closing out our 134 remaining staff accounts and converting them to Google for Identity Provider services.

All technology equipment in pods and classrooms (not used for Summer School) have been cleaned, covered, and secured for the Summer break. While I was attending end of year District meetings, Mr Heinrich and Mr White spent three solid (and long) days moving through classrooms and common use areas at each site taking care of this important process. We also concentrated on updating identified student Chromebook devices to the latest ChromeOS to ensure compliance and compatibility with future settings, releases, and automatic updates delivered through the Google Admin Console.

E-Rate Category I (CAT-I) Internet Services: Equipment is being shipped and additional surveys being completed for the install of fiber optic services to the sites in order to deliver the StarLink Gateway services to the schools. Expected install to start the week of 22June. Microcom will send two reps for the install service with a scheduled completion on 01JUL26. I will also be adjusting our web filter for increased bandwidth.

Assisting SPED Department with conversion to Embrace program for IEP creation / tracking that is paid for by the State of Alaska. We have loaded most of the base student data to the Embrace platform and have confirmed sync of information between our systems. I am in the process of creating downloads of all SPED documentation from PowerSchool Special Programs for upload to Embrace prior to the start of the new school year.

Use of Gaggle Filter expanded to include staff (albeit early) and Teacher use of Hāpara Classroom Management continues to increase. Please see page 5 for a report on Allow / Block actions. In May the Gaggle filter blocked 573 sites out of 158,283 total attempts (approx 0.362% of all traffic), most of which were Social Media, Gaming, Streaming, and Online Shopping sites. Here is a sampling of actions taken by teachers with the Hāpara Classroom Management interface during May. With the Gaggle filter I am also researching the possibility of the Gaggle Web Filter of meeting the monitoring requirement for visiting student traffic through Proxy Auto Configuration Domain Name Service (PAC-DNS) technologies. If this turns out to be possible, we would be able to allow internet access to visiting students and maintain compliance with the monitoring requirements of BP6161.4.



Future Projects

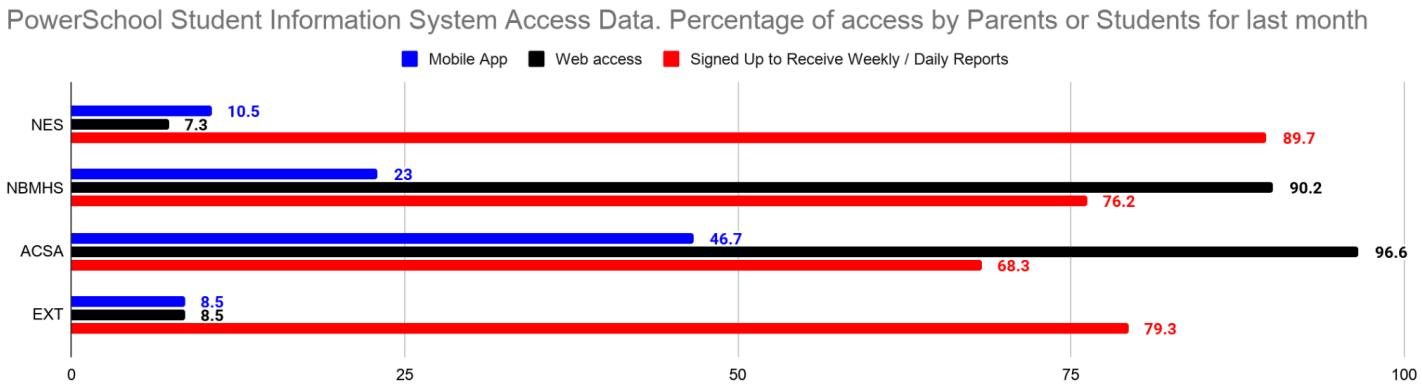
No Change - Continue to build on the District's Data Protection Policy by implementing many of the information security processes covered in the virtual Chief Information Security Officer course I am now certified in. I am identifying many policies that either need added or updated to ensure compliance with industry standards.

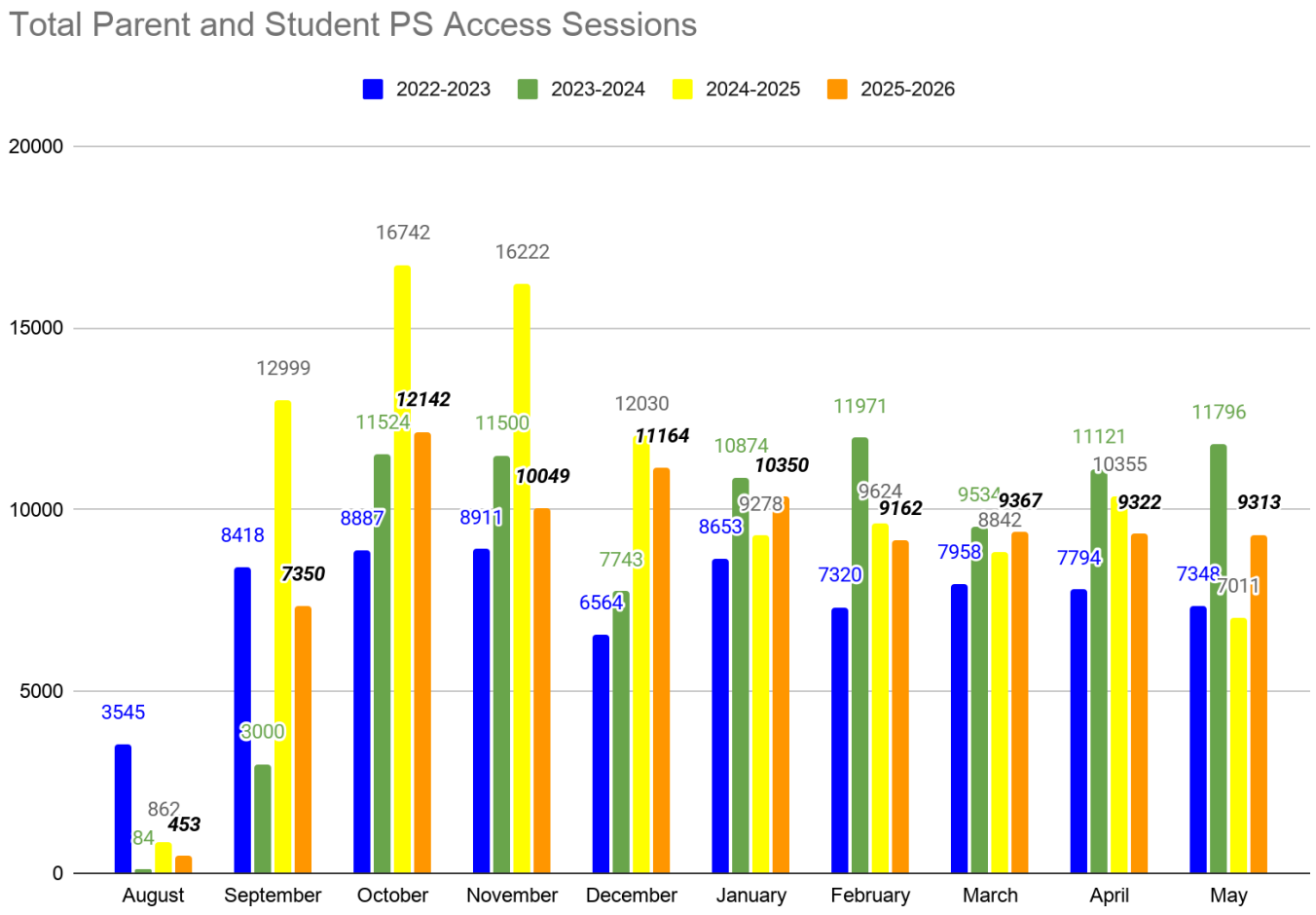
Replacement of all CAT II equipment district wide update. I received an email last week stating a large portion of the CAT II equipment may be delayed until early October. I am actively working with the vendor to ensure there will not be a lapse in licenses for our current hardware until the new hardware arrives and allowable install time provided.

Network diagraming for our entire network infrastructure in support of District Data Protection Policy. Division of our large layer two network into multiple Virtual Local Area Network segments to improve speed and security of our connected devices and network as a whole.

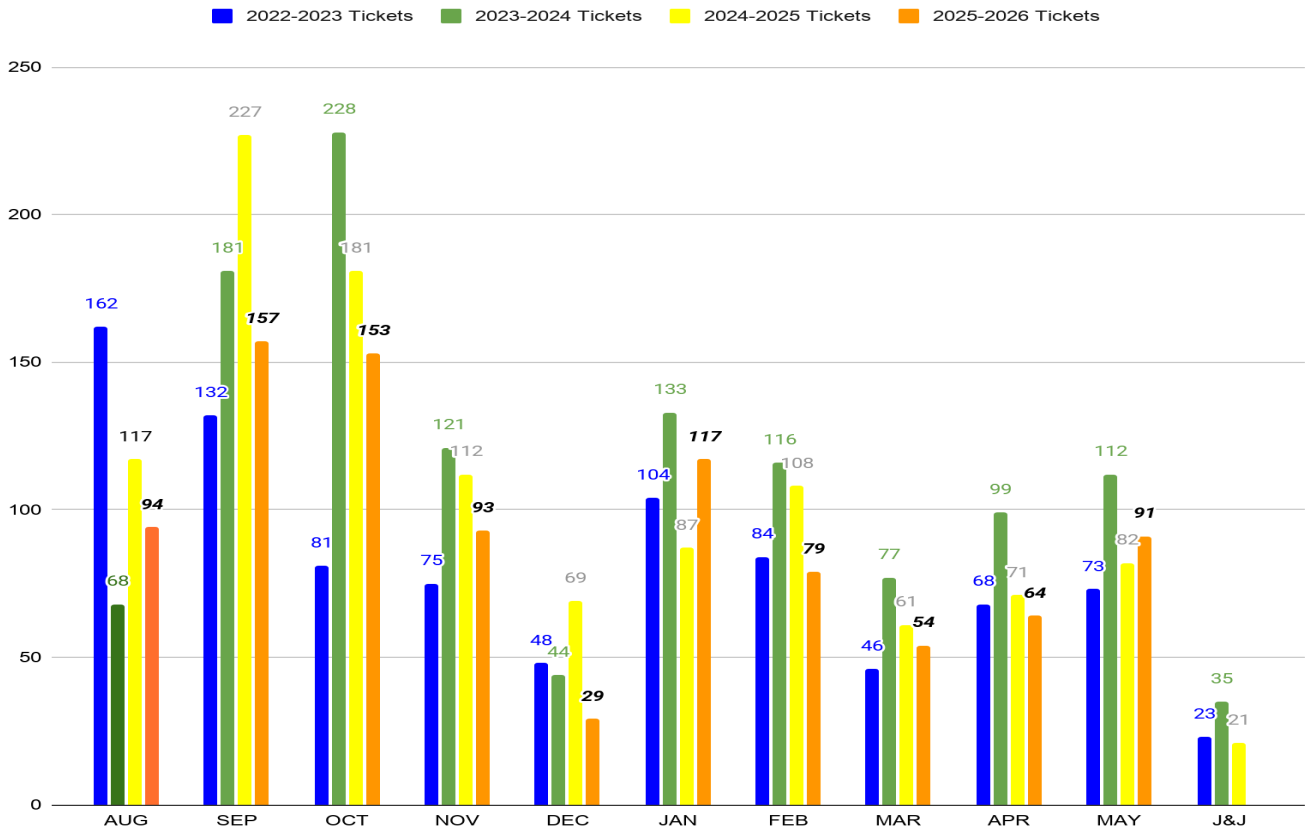
PowerSchool Online Enrollment

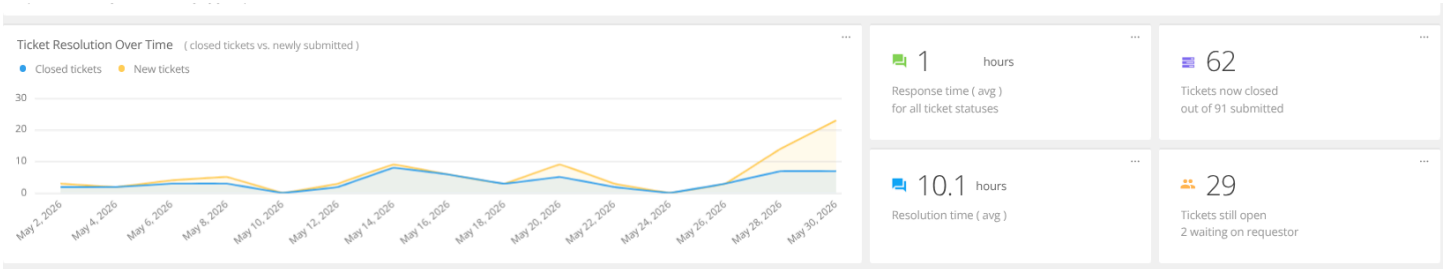
The creation / modification of the SY26-27 New and Returning Student forms continues. The projected go live date for New and Returning Student forms is NLT 15JUL26.

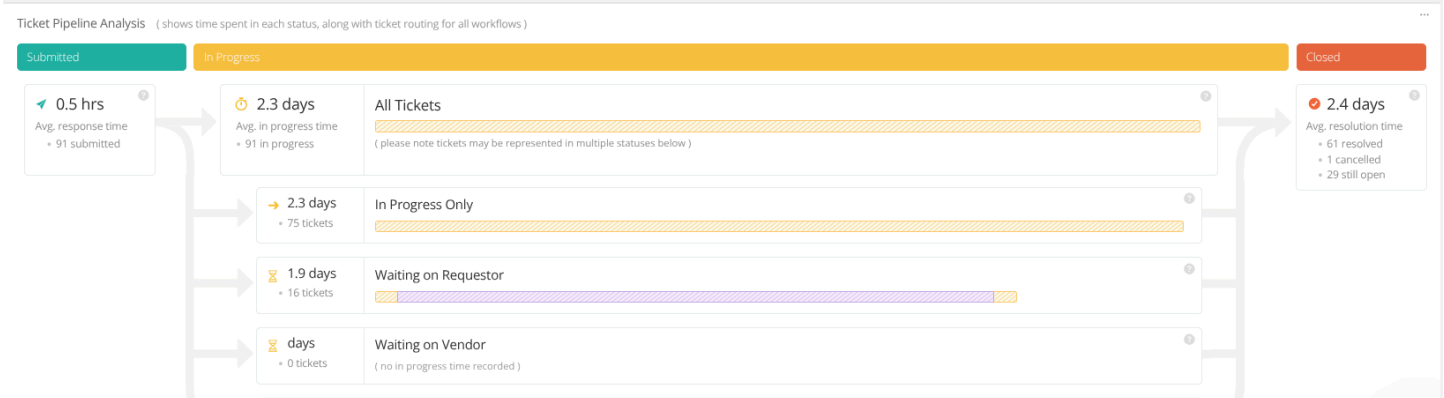

PowerSchool Student Information System Access Data. Percentage of access by Parents or Students for last month
Mobile App
Web access
Signed Up to Receive Weekly / Daily Reports
NES
NBMHS
ACSA
EXT
10.5
7.3
89.7
23
90.2
76.2
46.7
96.6
68.3
8.5
8.5
79.3
0
25
50
75
100


Total Parent and Student PS Access Sessions
2022-2023
2023-2024
2024-2025
2025-2026
20000
15000
10000
5000
0
August
September
October
November
December
January
February
March
April
May
3545
862
84
453
8418
3000
12999
7350
8887
11524
16742
12142
8911
11500
16222
10049
6564
7743
12030
11164
8653
10874
9278
10350
7320
11971
9624
9162
7958
9534
8842
9367
7794
11121
10355
9322
7348
11796
7011
9313

Part of the Technology Department's role is to maintain the Technology Web Help Desk for staff to request repairs, training, and troubleshooting. Last month we closed / resolved 62 out of 91 (68.1%) tech requests submitted through the system. 23 new tickets were submitted for student device issues from 28-30MAY26. Our average response time was 1 hour and average resolution time was 10.1 hours.

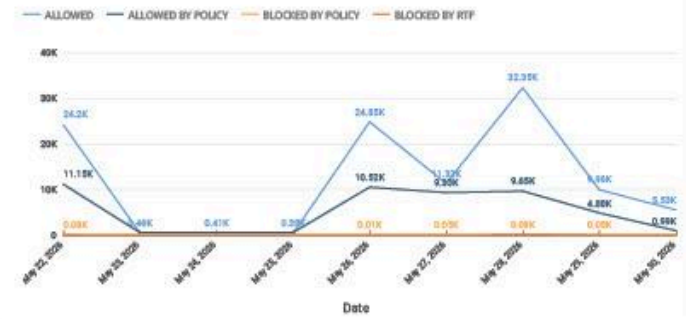






Schools/Groups	Date Range	Block Action	Domain
All	05/01/2026 – 05/30/2026	All	All

Allowed/Blocked Sites



Top 10 Active Users

Click on a user to view more details

user	Visits
	6,000
	3,740
	2,847
	2,660
	2,477
	2,464
	2,119
	2,089
	1,968
	1,942

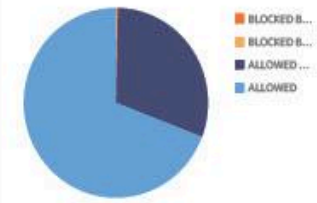
Total Allowed

157,710

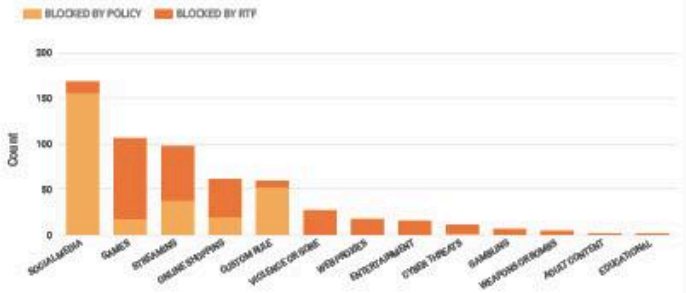
Total Blocked

573

Allowed vs. Blocked Sites



Blocked Sites by Category

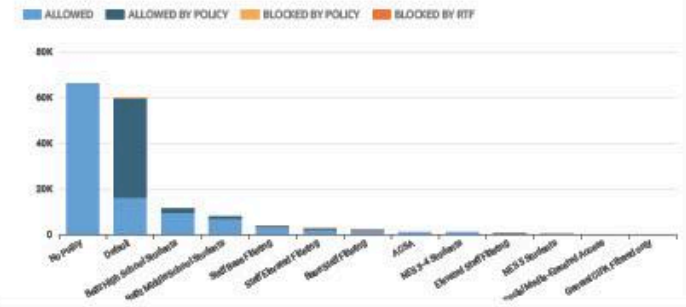


Top 25 Domains Visited from 2026-05-22 - 2026-06-05

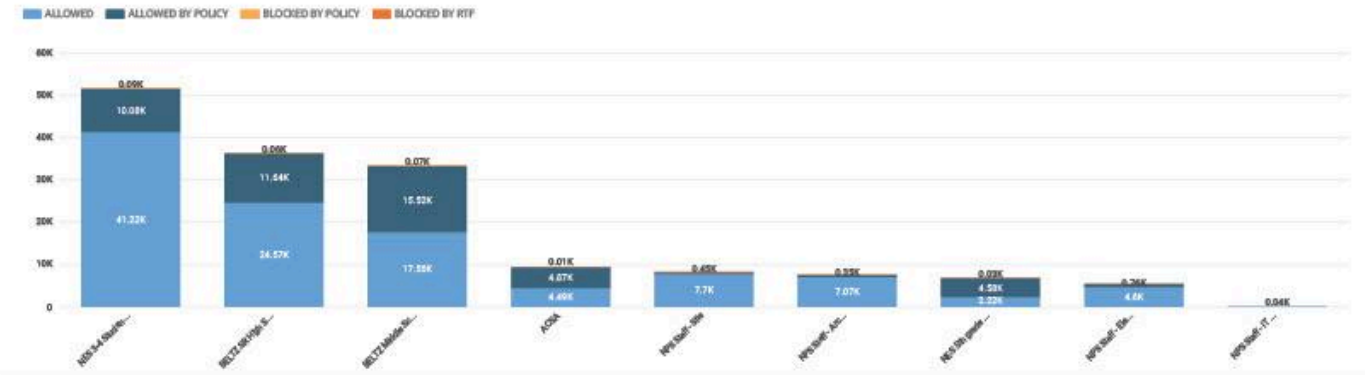
Click on the Full Domain to view specific activity.

Full Domain	Allowed	Blocked	Total
www.lexiacore5.com	38,087	0	38,087
www.google.com	14,759	0	14,759
docs.google.com	12,642	0	12,642
nomeschools.powerschool.com	10,076	0	10,076
mail.google.com	8,073	0	8,073
accounts.google.com	7,185	0	7,185
classroom.google.com	4,692	0	4,692
login.classlink.com	4,025	0	4,025
google.com	3,526	1	3,527
play.blooket.com	2,990	0	2,990
www.nomeschools.org	2,882	0	2,882
launchpad.classlink.com	2,431	0	2,431
www.youtube.com	2,302	63	2,365
humanbenchmark.com	2,301	0	2,301
www.mobymax.com	2,049	0	2,049
www.ixl.com	1,996	0	1,996
access.workspace.google.com	1,875	0	1,875
www.brainpop.com	1,793	0	1,793
cryptohack.blooket.com	1,715	0	1,715
nomeschools.incidentiq.com	1,393	0	1,393
goldquest.blooket.com	1,387	0	1,387
dashboard.blooket.com	1,368	0	1,368
myapps.classlink.com	1,264	0	1,264
drive.google.com	973	0	973
www.alltherighttype.com	973	0	973

Activity by Policy



Allowed/Block by School (Top 25 Schools)



Powered by Amazon Quick

Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2026 Expenditures: 7/01/2025 through 5/31/2026
- All Except Special Revenue Programs -
DATE: June 4, 2026

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	$ 9,889,444	$ 10,229,234	$ 339,790	96.68%
State of Alaska - TRS On Behalf [1]	-	983,025	983,025	0.00%
State of Alaska - PERS On Behalf [1]	-	65,914	65,914	0.00%
City of Nome	2,263,609	2,700,000	436,391	83.84%
Impact Aid - U.S. Government PL-874	954	1,500	546	63.60%
E-Rate	1,981,349	2,514,158	532,809	78.81%
Earnings on Investments	120,706	175,000	54,294	68.97%
Other (Fees/Gate/Rentals/Donations)	315,945	340,000	24,055	92.93%
Transfer In From Other Funds	-	950,000	950,000	0.00%
Decrease (Increase) of Fund Balance	-	549,688	549,688	0.00%
Pupil Transportation (Fund 205)	531,690	665,697	134,007	79.87%
Food Service (Fund 255)	695,997	819,000	123,003	84.98%
TOTAL REVENUES	**$ 15,799,694**	**$ 19,993,216**	**$ 4,193,522**	**79.03%**

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	$ 14,951,983	$ 18,508,519	$ 3,556,536	80.78%
Pupil Transportation (205)[2]	692,491	695,047	2,556	99.63%
Food Service Fund (255)	794,334	819,000	24,666	96.99%
TOTAL EXPENDITURES AND ENCUMBRANCES	**$ 16,438,807**	**$ 20,022,566**	**$ 3,583,759**	**82.10%**

Percentage of Revenue Budget Recvd: 79.03%
Percentage of Budget Expended: 82.10%
Percentage of Year Passed: 91.78%

Days of Expenditures for this Fiscal Year: 335 Days

Remaining in Fiscal Year for Expenditures: 30 Days

Checking Account Bank Balance as of June 4, 2026 - $6,257,782
CD Bank Balance as of June 4, 2026 - $1,095,167
Northrim Checking Bank Balance as of June 4, 2026 - $6,280

[1]PERS and TRS On-Behalf Revenues (and expenses) will be recorded at year-end after receipt of State's final On-Behalf report. This is only a book entry and no funds come through the District's bank account.

[2]All regular route costs are encumbered for the year at $662k cost +$6k in extra runs + $1,353 in RFP ad costs + $25,000 in Sped Van Transp. Budgeting to use ~ $115k of Pupil Transp Fund Balance. Year-end FB estimated to be $35k.

Nome Public Schools

MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: June 4, 2026
Subject: **Financial Narrative**

Happy Summer! Below is a brief update!

- The FY2027 Budget has been fully signed by the City and has been formatted and sent to DEED.
- The Nome-Beltz Partial Roof Replacement Project bi-monthly status report has been submitted and an official extension has been approved by DEED.
- The district has not received a response from NJUS regarding the price of the bulk fuel.
- Attached herein are 2 action items to:
    - Approve the FY27 Food Service amendment which extends the contract for the 2nd year of 4 possible extension options. The increase will cost approximately an additional $38k to the district.
    - Approve the FY27 Drayage contract. This is the moving of heating fuel, when needed, from the NJUS tank farm to the district tanks on site at NBMHS and NES.

Standard Operating Procedures (SOP) #10 – Accounts Payable Processing

Attached please find SOP #10 – Accounts Payable Processing – for your review, reference, and comments. This SOP is to establish uniform guidelines for initiating, processing, authorizing, reviewing, and recording accounts payable transactions. The Business department is responsible for ensuring compliance with these procedures.

Thank you!

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 10 - ACCOUNTS PAYABLE PROCESSING

1. PURPOSE: To establish procedures for initiating, processing, authorizing, reviewing and recording accounts payable transactions.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: The Business department

4. PROCEDURES: The following procedures should be followed for generating accounts payable checks:

a. RECORDING PURCHASES AND EXPENSES

1) Purchase requisitions should be prepared and approved by the supervisor and sent to the Business Office for processing. See SOP No. 6 – Purchasing.

2) Reconcile, code, and enter purchase requisitions, supplier invoices, credit card receipts, and receiving reports into the software system.

3) Budget supervisors must compare expenditures to budgets each month. The CFO will review variances.

b. CASH DISBURSEMENTS

1) All cash disbursements will be processed through either Accounts Payable or Payroll. Under no circumstances shall any cash disbursement occur outside of these processes (i.e. from cash deposits).

2) The accounting clerk prepares an invoice batch every week and submits it to the CFO for approval.

3) The invoice batch and supporting documentation (i.e. purchase orders and invoices) are approved by the CFO, as indicated by signature or initials.

4) Checks are printed upon approval of the invoice batch.

5) For payroll processing and disbursements, see SOP No. 4 – Payroll Processing Procedures.

6) Both Accounts Payable and Payroll checks are printed and two signatures are obtained 1) Superintendent and 2) Board President (via laser signature).

7) ACH files are generated by the Accounts Payable technician and uploaded by the CFO, with a copy of the uploaded detail check register given to Accounts Payable technician.

8) Bank reconciliations are prepared monthly (see SOP NO. 13 – Bank Reconciliations).

c. PAYABLE LEDGER MAINTENANCE AND FINANCIAL REPORTING

1) Only the Business Office (Accounts Payable technician or CFO) may authorize changes to vendor master files (i.e. changes in supplier details).

2) Any changes to ACH banking information shall be confirmed via phone by the Accounts Payable technician. Phone call must be made to main office line to ensure speaking with the company.

3) The accounts payable general ledger is reconciled by the CFO annually.

4) Open purchase requisitions and purchase orders are reviewed monthly by the CFO and/or Accounts Payable technician.

5. PETTY CASH: It is recommended that the use of Petty Cash boxes be kept to a minimum (one per site). If the user of Petty Cash is necessary, the following procedures are required.

a. Original receipts are required for Petty Cash reimbursement.

b. Up to two people may be designated as custodians of Petty Cash. Physical access to Petty Cash is limited to the custodian(s).

c. A separate non-custodian should reconcile Petty cash at least monthly.

d. The principal, who is neither a custodian or reconciler, should approve all reconciliations of Petty Cash.

e. Submit reconciliations as support for requests of Petty Cash replenishment to the Business department.

6. RECORDS RETENTION: Retain Accounts Payable records as required by ASLAM/DEED Records Retention Schedule (see REFERENCES below).

REFERENCES:
BP 3110 – Transfer of Funds;
BP 3300 – Expenditures/Expending Authority;
BP 3305 – Electronic Funds Transfers;
BP 3314 – Payment for Goods and Services;
BP 3400 – Management of District Assets/Accounts

ASLAM/DEED Records Retention Schedule: Click on "School Districts, #400.1"
https://archives.alaska.gov/rims/

REVISION DATE: 08/13/2021

EXHIBITS: None

Public Comment Statement

The Board of Education welcomes community member input during meetings about issues on or not on the agenda. The Board is not able to respond directly to you during Public Comment; the Board may decide at the end of the meeting during Board Member Comment to discuss your topic at a work session, regular meeting, or direct the Superintendent to look into a situation further.

The Board may not speak about subjects that are protected by legal confidentiality such as specific student discipline issues or personnel issues that could disparage or slander district employees.

The general guideline is approximately three minutes per speaker; however, additional time is allowable if needed. When you speak to the Board, please state your first and last name for the record.

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Board Policies for 2nd Read and Adoption

Date: June 6, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

The following policies were reviewed and approved for First Read on May 12, 2026 and are recommended for second read and adoption.

BP 4021 Drug and Alcohol Testing for School Bus Drivers – states that the requirement for drug and alcohol testing for bus drivers may be accomplished by a contractor per the contract with the district.
BP 4111/4211/4311 All Personnel Recruitment and Selection – combines BP4111 and BP4211 into a single policy, clarifies inquiries into protected information during hiring, and that authority for both certified and classified employment may be delegated to the Superintendent.
BP 4112.5/4212.5/4312.5 Security Check – clarifies that volunteers are subject to background checks and that omission of information is grounds for dismissal,
BP 4113 Assignment – provides additional guidance for assignment of certificated personnel.
BP 4115 Certificated Personnel Evaluation/Supervision – clarifies that employees evaluating certificated personnel must hold a Type B administrative certificate.
BP 4117.2/4217.2/4317.2 Resignation – merges 4117.2 and 4217.2 and adds 4317.2 so it applies to administrative personnel.
BP 4417.4 Dismissal – adds language required by a recent Supreme Court decision that employees may call witnesses to a pre-termination hearing.
BP 4118 Suspension/Disciplinary Action – clarifies what constitutes progressive and discipline and that reassignment is not necessarily disciplinary.
BP 4119.22/4219.22/4319.22 Dress Code – simplifies the dress code and applies it all personnel.
BP 4119.23/4219.23/4219.23 Unauthorized Release of Confidential Information – clarified best practices regarding release of unauthorized information.
BP 4119.25/4219.25/4319.25 Political Activities – clarifies that the district may regulate political activity on district property at any time in accordance with law.

BP 4119.3/4219.3/4319.3 Duties of Personnel – requires that job descriptions should be reviewed annually.
BP 4122 Student Teachers-Certificated – requires that the superintendent establish criteria for a student teacher program. This will require creation of an AR to be established and shared once the policy update is fully approved.
BP 4133/4233/4333 Travel Expenses – provides clearer guidelines on employee travel expenses.
BP 4158/4258/4358 Employee Security – requires that the superintendent or designee made aware of all police reports made by personnel in the course of their duties.
BP 4161.1 Sick Leave – revised to be clearer and better aligned with state law.
BP 4212 Appointment and Conditions of Employment – update clarifies that authority to hire classified employees may be delegated to the superintendent.
BP 4314 Transfer/Reassignment – simplifies language while removing language that encourages administrative personnel to regularly apply for transfers and reassignments.

ADMINISTRATIVE RECOMMENDATION

The administration recommends second read and adoption of BP 4021; BP 4111/4211/4311; BP 4112.5/4212.5/4312.5; BP 4112.6/BP4212.6/4312.6; BP 4113; BP 4115; BP 4117.2; BP4117.4; BP 4118; BP 4119.22; BP 4119.23/4219.23/4319.23; BP 4119.25/4219.25/4319.25; BP 4119.3/4219.3/4319.3; BP 4122; BP4133/4233/4333; BP 4158/4258/4358; BP 4161.1; BP 4212; BP 4314.

Sample Motion: I move to approve the second read and adoption of BP 4021; BP 4111/4211/4311; BP 4112.5/4212.5/4312.5; BP 4112.6/BP4212.6/4312.6; BP 4113; BP 4115; BP 4117.2; BP4117.4; BP 4118; BP 4119.22; BP 4119.23/4219.23/4319.23; BP 4119.25/4219.25/4319.25; BP 4119.3/4219.3/4319.3; BP 4122; BP4133/4233/4333; BP 4158/4258/4358; BP 4161.1; BP 4212; BP 4314.

BP 4021 DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

Purpose

Note: *All persons subject to commercial driver's license requirements must be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin) and phencyclidine (PCP). In AS 14.09.025, the Alaska Legislature enacted its own statutory requirement for testing bus drivers, which is in effect for all Alaska districts that employ bus drivers. This area, especially post-employment testing of drivers, involves constitutional issues. School districts should refer to legal counsel in designing and implementing drug testing procedures. Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38 also does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, possession and sale of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.*

The Superintendent or designee shall establish and implement a drug and alcohol testing program for all bus drivers employed by the school district, in accordance with state and federal law. This testing program may be accomplished through a contract or agreement with the district's transportation services contractor. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of drugs and alcohol by bus drivers. This program shall test drivers for the improper use of drugs and alcohol, and shall include random testing. Improper use of drugs and alcohol consists of use that constitutes a federal or state criminal offense, or otherwise violates the regulations of the Department of Education and Early Development.

Prohibited conduct

No personnel employed by the school district as drivers of motorized vehicles used to transport students shall report for duty requiring the performance of safety-sensitive functions, or remain on duty, when the driver uses any controlled substance or has a prohibited concentration of alcohol in the driver's system. The only exception is when a driver has used a controlled substance pursuant to the instructions of a qualified physician who has advised the driver in writing that the substance does not adversely affect the driver's ability to safely operate a motorized vehicle for the transportation of students. Drivers shall provide a copy of the physician's written advice to the driver's supervisor prior to operating any motor vehicle for the school district.

Required Testing

Drivers shall be subject to pre-employment/pre-duty, reasonable suspicion, random, post-accident, returning to duty and follow-up alcohol and drug testing. Random alcohol

testing shall be limited to the time period surrounding the performance of safety-related functions, which include just before or just after the employee performs the safety-related function for the district. Controlled substance testing may be performed at any time the driver is at work. An employee subject to this testing may not refuse to take a test when required.

Note: *Under 49 CFR Part 40, the Department of Transportation has made specimen validity testing (SVT) mandatory within the regulated transportation industries. Making SVT mandatory has become necessary because of the increase in products designed to adulterate specimens, which has made tampering with specimens more prevalent.*

Consequences for failing or refusing to take a required test

A refusal to take a required test shall be considered in violation of the employee's contractual obligations to the district, and may constitute grounds for the employee's termination from employment with the district. If testing confirms prohibited alcohol concentration levels or the unauthorized presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with law. The district may reassign the employee to non-safety-related functions until such time as the driver complies with the requirements for returning to duty.

The School Board retains the authority, consistent with state and federal law, to discipline or discharge any driver who is alcohol or chemically dependent and whose current use of alcohol or drugs impairs the employee's job qualifications or performance. Before a driver may be reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified results.

Except as required by law or collective bargaining agreement, the district is not required to provide rehabilitation, pay for substance abuse treatment or to reinstate a driver who has failed a required drug or alcohol test. All employment decisions involving reassignment, reinstatement, termination or dismissal from employment shall be made in accordance with applicable district policies and procedures.

Records

The district shall keep and maintain testing records, and shall maintain the confidentiality of those records, in accordance with law. Testing records, and any information about false positive test results, shall not be released without the written consent of the employee. The district shall not retain records of false positive test results in the employee's employment records.

Training

The district shall take steps to ensure that supervisors receive appropriate training to administer the district's drug and alcohol testing program, and that employees receive the notifications required by law.

(cf. 4020 - Drug and Alcohol Free Workplace)

(cf. 3514 - Safety)

(cf. 4158/4358 - Employee Security)

(cf. *5144.1* - Suspension and Expulsion/Due Process)

Legal References:

ALASKA STATUTES

AS 14.09.025 (Drug Testing for School Bus Drivers)

AS 17.38.120 Employers, driving, minors and control of property

FEDERAL LAW

Omnibus Transportation Employee Testing Act of 1991

The Drug-Free Workplace Act of 1989

The Drug-Free Schools and Communities Act of 1986, as amended

International Brotherhood of Teamsters v. Dept. of Transportation, 932 F.2d 1292 (1991).

Revised 3/2015

Revised 5/2026

Nome Public Schools

BP 4111/4211/4311 ALL PERSONNEL - RECRUITMENT AND SELECTION

Note: *Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be "highly qualified." Rather, teachers should be fully licensed and endorsed in each subject they are teaching.*

The district shall employ the most ~~highly~~ qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified ~~teachers for all~~ classrooms staff, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.

2. Development of job descriptions which accurately portray the position, including requirements that an ~~teacher~~ employee be qualified in accordance with federal and state law.

3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.

4. Screening procedures which will identify the best possible candidates for interviews.

5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

No inquiry shall be made with regard to age, race, color, religion, sex or national origin of persons proposed for or seeking employment. Questions regarding disability shall be asked only when directly related to the job and as permitted by laws.

Note: *The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.*

Before considering the hire of an applicant ~~certificated staff member~~ who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to

secure a release from the employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: *A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute AS 14.20.022. Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under AS 14.20.022.*

(cf. 4112.8 - Employment of Relatives)

Note: *AS 14.20.020 requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, AS 14.20.020 also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. AS 14.20.035 requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.*

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

(cf. 4030 - Nondiscrimination in Employment)
~~*(cf. 4111.1/4211.1/4311.1 - Affirmative Action)*~~
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be presented with the Superintendent or designee's recommended candidate who may be ~~selected~~ approved or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board ~~selects~~ approves someone to fill the position. The School Board ~~shall make the final decision on the selection of all employees.~~ has authority over the employment of all employees, however, the Board may delegate the Superintendent or designee the authority to make staff hires without prior Board approval. If such authority is delegated,

the Superintendent or designee shall notify the Board of all hires at a regularly scheduled Board meeting.

~~*(cf. 6181 - Charter School)*~~ *(cf.10000 Concept and Roles)*

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (regional school boards)

14.14.090 Additional duties

14.20.010 Teacher Certificate Required

14.20.022 Subject-matter expert limited teacher certificate

14.20.035 Evaluation of training and experience

14.20.100 Unlawful to require statement of religious or political affiliation

14.20.110 Penalty for violation of AS 14.20.100

ALASKA ADMINISTRATIVE CODE

4 AAC 04.210, 04.212 and 06.899(6) Highly Qualified Teachers and Objective Uniform Standards

6 AAC 30.810 Employer records

6 AAC 30.840 Retention of records

UNITED STATES CODE

Every Child Succeeds Act, 20 U.S.C. 6301, et. Seq. (P.L. 114-95 December 10, 2015)

Revised 3/2016

Revised 05/2026

BP 4113 ASSIGNMENT

The School Board recognizes strategic assignments are essential to supporting student success and maintaining a health, consistent school environment. While assignments must comply with applicable laws and credentialing requirements, the strengths, experiences, and well-being of district staff are important considerations. Since both students and staff benefit from stability, continuity, and positive relationships, assignment decisions should also consider the impact on school climate by minimizing unnecessary disruptions, and promoting consistency in student-teacher relationships. ~~respects the importance of assigning teachers in accordance with law, so as to serve the best interests of our students and the educational program~~.

The Superintendent or designee may assign certificated personnel to any position for which their preparation, certification, experience and aptitude qualify them. Teachers may be assigned to any school within the district. Teachers shall not be assigned outside the scope of their teaching certificates or their fields of study except as allowed by law.

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

The assignment of certificated personnel shall comply with applicable collective bargaining ~~provisions~~ agreements and alternative and charter school contracts.

Legal Reference:

ALASKA STATUTES

14.20.147 Transfer or absorption of attendance area or federal agency school

14.20.148 Intradistrict teacher assignment

14.20.158 Continued contract provisions

23.40.070 Declaration of policy (PERA)

Revised 05/2026

Revised 10/2022

Adopted: June 10, 2003

BP 4115 CERTIFICATED PERSONNEL - EVALUATION/SUPERVISION

Note: *AS 14.20.149 requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee's work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated.*

Department of Education and Early Development regulations require a district's certificated employee evaluation system to evaluate a teacher or administrator's performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than July 1, 2016, a district shall adopt for teachers and administrators standards for performance based on student learning data. 4 AAC 04.205. A district shall report to the department not later than September 15th of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in 4 AAC 19.055.The Educator Evaluation regulations are found at 4 AAC 19.010-19.099.

The School Board believes that evaluations can provide important information relevant to employment decisions, ~~can~~ help staff improve their professional skills, ~~can~~ improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district's certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district's certificated employee evaluation system will incorporate those procedures and mandates required by law.

The district shall provide ~~annual~~ in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

Individuals conducting an evaluation must hold a type B administrator certificate or be a site administrator under the supervision of a person with a type B certificate, be employed by the school district as an administrator, and complete training in the use of the district's evaluation system.

A certificated employee has a right to ~~timely~~ comment within 10 dayson the evaluation and may not be retaliated against for doing so.

The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

(cf. 4116 – Nontenured/Tenured Status)
(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Nonretention)
(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

14.20.149 Employee Evaluation

14.08.111 Duties

14.14.090 Duties of school boards

23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE

4 AAC 19.010-4 AAC 19.099 Evaluation of professional employees

4 AAC 04.200 Professional content and performance standards

4 AAC 04.205 District performance standards

Revised 05/2026

Revised 09/2017

Revised 02/2012

Adopted: June 10, 2003

BP 4118 SUSPENSION/DISCIPLINARY ACTION

Certificated Personnel

The School Board expects its employees to perform their duties in accordance with state law and Board policy and administrative regulations.

(cf. 4119.21/4219.21/4319 - Codes of Ethics)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

The Superintendent or designee may take disciplinary action, including 1) verbal warning, 2) written warning, 3) letter of reprimand~~reassignment~~, 4) suspension ~~with or~~ without pay and 5) dismissal, as he/she deems appropriate and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

> ***Note:*** *A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher's regular compensation must be continued during the temporary suspension. AS 14.20.170.*

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner.

Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

(cf. 4300 – Management Employee Definitions)

Legal References:

ALASKA STATUTES

14.20.030 Causes for revocation and suspension

14.20.170 Dismissal

14.20.175 Nonretention

14.20.180 Procedures upon notice of dismissal or nonretention

ALASKA ADMINISTRATIVE CODE

20 AAC 10.020 Code of ethics and teaching standards

Revised 05/2026

Revised 03/2019

Adopted: June 10, 2003

Nome Public Schools

BP 4122 STUDENT TEACHERS - CERTIFICATED PERSONNEL

***Note**: Effective August 1, 2015, a student teacher must be under the general supervision of a teacher who holds a valid teaching certificate, has at least one year of teaching experience in the district where the student teacher is serving, has at least three years total teaching experience, and meets or exceeds professional content and performance standards described in 4 AAC 04.200. Additional requirements for student teachers are stated in 4 AAC 30.020.*

The School Board is legitimately interested in the quality of teacher training programs and encourages the use of student teachers in the district. Such use shall support the instructional needs of the district and may enable future teachers to fulfill state requirements, learn how to teach, and receive valuable feedback which can enhance their competence.

The Superintendent or designee may enter into agreements with accredited colleges and universities to allow student teachers to have supervised teaching experiences and/or observations within the district. The Superintendent or designee may collaborate with the program administrators of teacher preparation institutions to jointly develop, supervise and evaluate practical programs which provide training, support and evaluation for the student teacher.

The Superintendent shall establish the criteria for host teacher participation in a teacher training program, such as including a minimum numbers of teaching experience and positive evaluations.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 30.020 Student teachers

4 AAC 04.200 Professional Content and Performance Standards

Revised 05/2026

Revised 3/2016

Nome Public Schools

BP 4212 CLASSIFIED PERSONNEL - APPOINTMENT AND CONDITIONS OF EMPLOYMENT

The Superintendent or designee will ~~approve the~~ appoint~~ment~~ and report the hire of all regular full-time, part-time and hourly employees to the School Board. Selection will be based upon competence and will be in accordance with Board policy and administrative regulations, and state and federal laws ~~of the State~~ and regulations.

Temporary, substitute, short-term and student help may be appointed by the Superintendent or designee. The position shall be reported at a regular meeting of the Board.

The district personnel policies and regulations apply only to the extent that they are not in conflict with any collective bargaining agreement between the district and an employee organization officially recognized to meet and negotiate with the Board.

(cf. 4216 - Probationary/Permanent Status)

(~~cf. 6181 -Charter School~~ 10000 – Concepts and Roles)

Revised 05/2026

Adopted: June 10, 2003

Nome Public Schools

BP 4314 MANAGEMENT AND SUPERVISORY PERSONNEL - TRANSFER/REASSIGNMENT

The Superintendent or designee shall assess the needs of the district and assign management personnel to positions, which will meet those needs.

~~**Voluntary Change of Assignment**~~

~~In order to promote administrative professional growth and career development, broaden management background, and share administrative and personnel skills within the district, the School Board encourages management personnel at all levels to apply for transfers and reassignments.~~

Involuntary Reassignment of Certificated Administrators

Involuntary reassignment within the administrator's classification (same job title) may be initiated upon the recommendation of the Superintendent or designee in the best interests of the district.

Legal References:

ALASKA STATUTES

14.20.158

Revised 05/2026

Adopted: June 10, 2003

Nome Public Schools

BP 4117.2/4217.2/4317.2 ALL PERSONNEL - RESIGNATION

~~**CERTIFICATED PERSONNEL**~~

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

Note: *The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy which addresses the situation of a teacher's request to resign during the teacher's contract term, or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches his or her employment contract. The following language can be revised to reflect your district's needs.*

A certificated staff member should provide notice as early as possible to the district when the staff member knows that he or she does not plan to return for the following school year. The district may agree to release a certificated staff member who has signed a contract, provided notice is given to the district, in writing, post-marked thirty calendar days prior to the staff member's first contract day of the school year.

If a request to release a certificated staff member from his or her contract is made when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter OR after June 30th, the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that he/she is under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 18.010 Teachers' and administrators' contracts

20 AAC 10.020 Code of ethics and teaching standards

REVISED 10/12

Adopted June 10, 2003

Nome Public Schools

BP 4117.2/4217.2/4317.2 ALL PERSONNEL - RESIGNATION

CERTIFICATED PERSONNEL

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

Note: *The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy which addresses the situation of a teacher's request to resign during the teacher's contract term, or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches his or her employment contract. The following language can be revised to reflect your district's needs.*

A certificated staff member should provide notice as early as possible to the district when the staff member knows that he or she does not plan to return for the following school year. The district may agree to release a certificated staff member who has signed a contract, provided notice is given to the district, in writing, post-marked thirty calendar days prior to the staff member's first contract day of the school year.

If a request to release a certificated staff member from his or her contract is made when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter OR after June 30th], the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that he/she is under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 18.010 Teachers' and administrators' contracts

20 AAC 10.020 Code of ethics and teaching standards

REVISED 05/2026

REVISED 10/12

Adopted June 10, 2003

Nome Public Schools

BP 4117.4 DISMISSAL

Certificated Personnel

Employees shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Employees shall be accorded their due process rights provided by law. Employees shall have the right to call witnesses in a pre-termination hearing held under the procedure set forth in AS 14.20.180.

(cf. 4116 - ~~Probationary/Permanent Status~~ Nontenured/Tenured)

(cf. 4117.6 - Non-retention)

Legal References:

ALASKA STATUTES

14.20.140 Notification of non-retention

14.20.145 Automatic re-employment

14.20.170 Dismissal

14.20.175 Non-retention

14.20.180 Procedure and hearing upon notice of dismissal or non-retention

14.20.205 Judicial review

14.20.215 Definitions

ALASKA ADMINISTRATIVE CODE

4 AAC 18.010 Teachers' and administrators' contracts

COURT DECISIONS

Nichols v. Eckers, 504 P. 2d 1359 (Alaska 1973)

Kenai Peninsula Borough Bd of Education v. Brown, 691 P. 2d 1034 (Alaska 1984)

Stirling v. North Slope Borough School District, Supreme Court No. S-18853 (Alaska 2025)

Revised 05/2026

Adopted: June 10, 2003

Nome Public Schools

BP 4161.1 CERTIFIED PERSONNEL - SICK LEAVE

Every certificated employee ~~working five school days each week~~ who works the majority of a contractual month is entitled to one and one-third days of sick leave for that ~~a~~ month. ~~Such leave for employees working less than five days per week shall be proportionately less~~. Unused days of sick leave shall be accumulated from year to year without limitation.

The Superintendent or designee shall establish procedures for reporting and verifying such absences.

Teachers are subject to disciplinary action, up to and including termination, for misusing sick leave, including providing false information regarding the use of, or need for, sick leave.

Certificated employees may transfer accumulated sick leave between districts and the Department of Education. Employees are responsible for initiating a transfer of sick leave credits within 90 days of commencing employment at the district.

Sick Leave Bank

Note: *AS 14.14.105 provides that the Board may establish a sick leave bank independently or jointly with certificated employees ~~teachers~~. The following optional language may be revised or deleted as appropriate.*

The School Board authorizes the establishment of a sick leave bank to provide certificated employees ~~teachers~~ sick leave benefits in unusual circumstances. ~~Teachers~~ Certified employees may draw not more than twice the number of days of sick leave the teacher has accumulated before the first day of school in any school year, or 24 days, whichever is greater. ~~up to twice the number of days leave he/she has accumulated before the first day of school up to a maximum of 24 days~~. The Board may grant additional leave in cases of severe illness or external hardship.

Legal References:

ALASKA STATUTES

14.14.105 Sick leave bank

14.14.107 Sick leave and sick leave transfer

14.20.147 Transfer or absorption of attendance area or federal agency school

23.10.500 - 23.10.550 Alaska Family Leave Act (renumbered)

ALASKA ADMINISTRATIVE CODE

4 AAC 15.040 Sick leave

4 AAC 15.900 Definitions

UNITED STATES CODE

Family and Medical Leave Act, 29 U.S.C. 2601 *et. seq.*;

CODE OF FEDERAL REGULATIONS

29 CFR Part 825, amend. 2008

Adopted: June 10, 2003

Nome Public Schools

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Note: *Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. 4 AAC 06.075.*

Note: *Unless otherwise stated in a student's IEP, the district shall require all students in grade 11, and all students in grade 12 who have not previously done so, to take a college and career readiness assessment described in 4 AAC 06.717. However, failure to take one of these assessments shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement, provided the person takes a college and career readiness assessment. AS 14.03.075. A person may satisfy the assessment pursuant to the regulations in 4 AAC 06.718. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.*

The School Board intends that all District students graduate high school ready for college or a career. The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as taking a college and career readiness assessment or receiving a waiver from the School Board.

Subject	**Units of Credit**
Language Arts	4
Social Studies	3*
Mathematics	3 - For students graduating from high school on or after **July 1, 2017**
Science	2
Health/Physical Education	1 - Health 0.5 & P.E. 0.5 – for students graduating from high school on or after **July 1, 2025**
Electives	~~9~~ 8 for students graduating on or after **July 1, 2030**

Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - College and Career Readiness Assessments)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary student competency testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.717 College and career readiness assessments

4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement

4 AAC 06.721 College and career readiness assessment waivers

Revised 08/2022

Revised 05/2017

Revised 03/2016

Revised 05/2026

Nome Public Schools

BP 4119.22/4219.22/4319.22 ALL PERSONNEL - DRESS AND GROOMING

~~**Certificated Personnel**~~

The School Board believes that since ~~teachers~~ staff serve as role models, they should maintain professional standards of dress and grooming. ~~Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.~~

The Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. ~~Clothes that may be appropriate for shop instructors or gym teachers may not be appropriate for classroom teachers.~~

Legal Reference:

COURT DECISIONS

Breese v. Smith, 501 P.2d 195 (Alaska, 1979)

Revised 05/2026

Adopted: June 10, 2003

Nome Public Schools

BP 4133/4233/4333 TRAVEL EXPENSES

All Personnel

The School Board shall pay for ~~actual and necessary~~ approved expenses, including travel, incurred by any employee performing authorized services for the district. Approved ~~E~~expenses shall be reimbursed ~~within limits established by the Board~~ according to district procedures. The employment shall be on work status when on district funded travel.

The Superintendent or designee may approve employee requests to attend meetings in accordance with the ~~adopted~~ district budget.

~~The Superintendent or designee may authorize an advance of funds to cover necessary expenses.~~ The Superintendent or designee shall establish procedures for the submission and verification of expense claims.

The Board may establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.

All out-of-state travel must have School Board approval. ~~The Board shall be informed of all out-of-state travel. Travel expenses not previously budgeted also must be approved on an individual basis by the Board.~~

(cf. 3300 - *Expenditures/Expending Authority)*

Revised 05/2026

Adopted: June 10, 2003

Nome Public Schools

BP 4158/4258/4358 EMPLOYEE SECURITY

Note: *Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited and in some situations prohibited by law. AS 14.33.125. Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140, and the Every Student Succeeds Act.*

An employee may use approved methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

(cf. 5144 - Discipline)

(cf. 5142.3 – Restraint and Seclusion)

Note: *A teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.*

Employees shall promptly report any ~~student attack~~, assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency, as appropriate. The Superintendent or designee shall be made aware of all police reports made by district personnel.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference:

ALASKA STATUTES

11.81.430 Justification: Use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student Rights and Responsibilities

UNITED STATES CODE

Every Student Succeeds Act, P.L. 114-95

Revised 05/2026

Revised 10/2022

Revised 03/2015

Adopted: June 10, 2003

Nome Public Schools

BP 4112.5/4212.5/4312.5 SECURITY CHECK

All Personnel

The School Board desires to hire personnel whose background, conduct and behavior ~~exemplifies a standard~~ reflect the highest standards of integrity and professionalism, and are deemed appropriate for ~~individuals~~ work~~ing~~ with children. ~~Effort~~ The District will ~~be made to~~ investigate the background of all applicants (including volunteers) prior to hire in the district. This investigation will include questions related to an applicant's background and criminal history, including a background check, and may include a fingerprint check. Falsification or omission of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position. For certified staff, a complaint may also be made with Alaska Professional Teaching Practices Commission (PTPC).

Adopted: June 10, 2003

Revised 5/2026

Nome Public Schools

BP 4112.6/4212.6/4312.6 PERSONNEL RECORDS

All Personnel

Personnel records shall be kept for all current employees and shall include information usually expected in good personnel administration. Records shall be kept for all former employees, including such information as shall seem appropriate to the administration.

Note: *The Alaska Supreme Court has upheld a broad policy of public access to records and has ruled that employment applications of police chief and city manager may not be exempt from disclosure in view of the public's strong interest in high level public officials. It is likely therefore that Superintendent applications, and possibly other employee applications, are subject to public disclosure.*

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 1312.1 - Complaints Concerning Personnel)

Note: 4 AAC 19.040 *exempts employee evaluations from public disclosure and requires districts to establish procedures as to which supervisory personnel may have access to evaluation documents. AS 14.20.149 provides that information provided to a district under the district's certificated employee evaluation system is not a public record and is not subject to public disclosure.*

All personnel files are confidential and shall be available only to the employee, persons authorized by the employee, the Superintendent or designee, and those individuals authorized by the Superintendent or Board in accordance with administrative procedures. School Board members may collectively request to review an employee's file at an executive ~~personnel~~ session of the Board pursuant to a specific employee action and/or complaint process, and in accordance with the Alaska Open Meetings Act.

Employees shall be notified whenever derogatory information is to be placed in their personnel files. Employee may review and comment on the contents of ~~this~~ their personnel file. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator.

Legal References:

ALASKA STATUTES

44.62.310 Government meetings public.

09.25.120 Inspection and copying of public records

23.40.070 Declaration of Policy (PERA)

14.20.149 Employee Evaluation

ALASKA ADMINISTRATIVE CODE

4 AAC 19.040 Use of the evaluation

COURT DECISIONS

Municipality of Anchorage v. Anchorage Daily News, 794 P.2d 584 (Alaska 1990)

City of Kenai v. Kenai Peninsula Newspapers, Inc., 642 P.2d 1316 (Alaska 1982)

Adopted: June 10, 2003

Revised 05/2026

Nome Public Schools

BP 4119.3/4219.3/4319.3 DUTIES OF PERSONNEL

All Personnel

The School Board recognizes the importance of having adequate job descriptions for every district employee. Student safety, the district's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The Superintendent or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the degree of responsibility the position entails, the type and extent of training required, and the position of the person to whom the employee reports. As a best practice, job descriptions should be reviewed annually as part of the evaluation process.

All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with Board policies, administrative regulations, applicable employee agreements, and local, state and federal laws.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4115/4215/4315 - Evaluation/Supervision)

(cf. 4118/4218/4318 - Suspension/Disciplinary Action)

Legal References:

UNITED STATES CODE

AMERICANS WITH DISABILITIES ACT, P.L. 101-336 42 U.S.C. 12101 *et seq.*

Adopted: June 10, 2003

Nome Public Schools

BP 4119.25/4219.25/4319 POLITICAL ACTIVITIES OF EMPLOYEES

All Personnel

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political or partisan purposes. The Superintendent or designee shall regulate political activities on school property ~~during the instructional day~~. Employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. This prohibition does not apply to classroom instruction that is part of the approved curriculum.

The School Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Nothing in the policy shall prevent the District or School Board from disseminating factual information regarding school bond projects.

(cf. 4119.21/4219.21/4319 - Code of Ethics)

Legal References:

ALASKA STATUTES

14.03.090 Sectarian or denominational doctrines prohibited

14.20.095 Right to comment and criticize not to be restricted

14.20.370-.510 Professional Teaching Practices Act

ALASKA ADMINISTRATIVE CODE

4 AAC 06.135 Use of school funds in elections

20 AAC 10.010-10.900 Professional Teaching Practices Commission

Revised 05/2026

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 4119.23/4219.23/4319.23 UNAUTHORIZED RELEASE OF CONFIDENTIAL RECORDS

All Personnel

District employees shall maintain the confidentiality of all confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure. Information and records pertaining to executive sessions, negotiations and student records, including individual test results, are not subject to public disclosure.

(cf. 1340 - Access to District Records)

Any employee who ~~willfully~~ releases confidential district information without appropriate authorization ~~about students, staff, or any topic properly confined to an executive session~~ shall be subject to disciplinary action up to and including dismissal from district service. ~~Any action by an employee, which inadvertently or carelessly results in release of confidential information, shall be recorded, and the record shall be placed in the employee's personnel file.~~

Depending on the circumstances, the Superintendent or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

(cf. 3580 - District Records)

(cf. 5125 - Student Records; Confidentiality)

~~*(cf. (AR)6146.3 - College and Career Readiness Assessment Waivers)*~~

(cf. 9321 - Executive Sessions)

Legal Reference:

ALASKA STATUTE

14.03.115 Access to school records by parent, foster parent, or guardian

14.14.090 Duties of school boards

40.25.120-25.220 Public records; exceptions; certified copies

23.40.235 Public involvement in school district negotiations

ALASKA ADMINISTRATIVE CODE

4 AAC 06.738 Assessment results

4 AAC 06.765 Test security; consequences of breach

UNITED STATES CODE

20 USC §1232g Family educational and privacy rights

COURT DECISIONS

City of Kenai v. Kenai Peninsula Newspapers, Inc., 642 P.2d 1316 (Alaska 1982)

Revised 05/2026

Revised 05/2017

Adopted: June 10, 2003

Nome Public Schools

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Drayage Agreement with Bonanza Fuel, LLC

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent and Genevieve Hollins, CFO

Attachments: Bonanza Drayage Agreement

X	**Action Needed**	X	**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

Every two years the District seeks quotes from local drayage companies, who provide the service of moving the District's heating fuel from the City's tank farm to the tanks at each site. Bonanza Fuel was selected as offering the lower price, and the attached two-year contract was negotiated. There is an increase over the prior year's per gallon price; the total impact on the budget will depend upon the District's actual fuel usage.

ADMINISTRATIVE RECOMMENDATION

The administration recommends the approval of the drayage contract with Bonanza Fuel, LLC as presented.

Sample Motion: I move to approve the drayage contract with Bonanza Fuel, LLC as presented.

Drayage Services Agreement

Bonanza Fuel, LLC & Nome Public Schools

This Drayage Service Agreement (the “Agreement”) is effective as of July 1, 2026, between Bonanza Fuel,

LLC (“Bonanza”) an Alaska limited liability company, and Nome Public Schools (“Customer”). The parties

agree as follows:

1. SERVICES. Customer shall notify Bonanza from time to time during the term of this Agreement of Customer’s requirements for the transportation and delivery of certain fuel products (the “Product”) within the City of Nome. Said notices shall include the following: (A) delivery location; (B) product type and quantity; and (C) schedule for delivery. Following receipt of such notice, Bonanza shall confirm with Customer a mutually agreeable delivery time and date. Bonanza shall receive the Product from Nome Joint Utilities Tank Farm, and shall thereafter transport and deliver the Product to Customer’s facility as requested (collectively, the “Services”). At all times that Services are being furnished hereunder, an employee or agent of Customer shall be in charge, and have custody and control of any tanks or other fuel receptacles (collectively, “Tank(s)”) of Customer’s being serviced by Bonanza, and Bonanza shall at no time be considered a bailee of or as having care, custody or control of any such Tank. It is understood by the parties that the Services will generally require Bonanza to pick up diesel owned by the City of Nome that is stored at the Nome Joint Utilities tank farm and deliver it to both the Nome elementary and high school complexes.

2. TRANSPORTATION.

(a) Bonanza shall exercise the highest degree of care to avoid any spillage of Product or any injury or harm to any third person or to property when Bonanza is loading, unloading, or transporting the Product, or when the Product is in its care, custody and control. At all times during transportation or when services are being furnished, an employee or agent of Bonanza shall be in charge, custody and control of Bonanza’s trucks or other equipment.

(b) Bonanza shall, at its sole cost and expense, procure and maintain any permits and all other licenses required by Federal State, or local authorities with respect to the services to be performed hereunder.

(c) Bonanza represents that it is familiar with the Product and the characteristics thereof and assumes all risks whatsoever resulting from Bonanza’s handling, storage, and/or

Drayage Services Agreement

transportation of the Product, including but not limited to, liability for environmental violations and employee or consumer health or safety.

3. TERM. The initial term of this Agreement will commence on July 1, 2026 and will terminate on June 30, 2027 (1 year term). This Agreement may be extended for additional periods of one (1) year by mutual agreement of the parties in writing prior to the expiration of the initial term.

4. COMPENSATION AND PAYMENT. For the Services performed by Bonanza under this Agreement,

Customer shall pay Bonanza a rate of $0.475 per gallon. Any unscheduled emergency call-outs outside of normal business hours that are not due to any delayed or missed delivery by Bonanza, will be charged $150 call-out fee, plus an additional $75 per hour after the first two hours. Bonanza's call-out number is (907) 304-2086. Any additional services, requirements and costs will be agreed to in writing prior to Bonanza obtaining Product from Nome Joint Utilities tank farm. At the time of completion of delivery, Bonanza will furnish Customer with a fuel delivery receipt, which shall include delivery location, delivery date, product type, quantity delivered, and shall be signed as received by the Customer. Within ten (10) days of the completion of each delivery, Bonanza shall invoice Customer for the deliveries performed. Each invoice shall include an itemization, in a mutually acceptable form, of the deliveries performed, including customer name, delivery location, delivery date, product type and quantity delivered. Customer shall pay Bonanza's invoices within thirty (30) days of date of receipt of invoice.

5. DUTIES OF CUSTOMER. Customer shall provide safe access to the delivery location, including snow

and ice removal. Bonanza may refuse to deliver if, in its sole discretion, access to the delivery location is not in a safe condition for service. Bonanza will not be responsible for any damages incurred because Customer fails to provide safe access to the delivery location. Bonanza shall not be responsible for any problem with Customer's heating system or tanks.

6. LIABILITY FOR PRODUCT. Bonanza will not take legal title to the Product and will not test the Product upon receipt or delivery. Any issue of liability for quantity or quality of the Products is strictly between Customer and Nome Joint Utilities.

7. WARRANTIES AND DISCLAIMER. Except as expressly stated herein, BONANZA MAKES NO WARRANTIES OF ANY KIND AS TO THE PRODUCT DELIVERED TO CUSTOMER, EXPRESS AND/OR

Drayage Services Agreement

IMPLIED, WRITTEN AND/OR ORAL, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES

OF MERCHANTABILITY AND/OR FITNESS FOR A PARTICULAR PURPOSE.

8. FORCE MAJEURE. Bonanza shall not be responsible for any damage or loss to Customer resulting

from failure or delay in making deliveries which may be due to embargos, shortages, acts of terrorism, acts or regulations of any government authority, governmental rationing, strike, accident, fire, war, insufficient supply of Product, failure or delay in transportation, Act of God or any other cause beyond Bonanza's control.

9. INDEMNITY. The Customer shall indemnify, defend, and hold harmless Bonanza, its officers, employees, and agents from and against any claim and/or liability of any kind whatsoever for any injury to or death of any person, or any damage to or destruction of, loss of or delay in delivery of, any property of any person, or any property of Bonanza arising out of or resulting from (a) breach of this Agreement by Customer, or (b) Customer’s negligence or willful misconduct.

10. POLLUTION PREVENTION AND RESPONSIBILITY.

In the event a spill, escape, or discharge of oil or other product occurs during transportation or while the Product is in Bonanza’s possession or under its control and causes or threatens to cause

pollution damage (“Spill”), Bonanza shall promptly take whatever measures are reasonably necessary

to prevent or mitigate such damage. Any and all costs or expenses incurred as a result of any measures

taken shall be at Bonanza’s expense; provided, however, that in the event Bonanza is provided with incorrect product amounts, measurements, specifications, instructions, procedures, or other inaccurate information by Nome Public Schools or their representative, Bonanza shall not be financially

responsible or liable for any resulting Spill, pollution damage, cleanup costs, remediation expenses, penalties, claims, or damages arising therefrom.

11. TERMINATION. Bonanza may terminate this Agreement immediately for any of the following reasons: (a) Customer’s failure to comply with any material provision of the Agreement; (b) Customer’s insolvency; (c) Customer’s knowing failure to comply with any laws relevant to the operation of Customer’s business; (d) any other ground for which termination is provided for in

Drayage Services Agreement

this Agreement or is otherwise allowed by law. Customer may terminate this Agreement should Bonanza fail to comply with any material provision of the Agreement. Bonanza and Customer may jointly terminate this Agreement by mutual written agreement.

12. INDEPENDENT CONTRACTOR. Nothing in this Agreement shall be deemed to constitute either party a partner, agent or legal representative of the other party or to create any fiduciary = relationship between the parties. Bonanza, is, and shall remain, an independent contractor in performing the Services.

13. BREACH OF CONTRACT. In the event of a breach of this contract by the either party, the opposite party may seek any election of legal and equitable remedies allowed by law. This Agreement shall not be construed to limit the legal remedies available to either party.

14. MISCELLANEOUS. This Agreement shall be governed by and construed in accordance with the laws of the State of Alaska. No amendment, modification, waiver of, or consent with respect to any provision of this Agreement shall be effective unless it shall be in writing and signed by all parties. This Agreement represents the entire agreement and understanding between the parties hereto with respect to the subject matter hereof and supersedes all prior or contemporaneous, express or implied, written or oral agreements or representations between the parties with respect hereto. If any clause or term of this Agreement shall be deemed invalid by any court of law, the validity and enforcement of the other clauses and terms of the Agreement shall be unaffected.

By executing this Agreement, Customer acknowledges having read this Agreement in its entirety and fully agrees to all terms and conditions set forth herein. Effective on the date shown above.

BONANZA FUEL, LLC NOME PUBLIC SCHOOLS

By: _____ By: _____

Kohren Green Jamie Burgess

Title: Operations Manager Title: Superintendent

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Administrative Contract

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent and Elizabeth Korenek-Johnson, Assistant Superintendent/HR

Attachments: Introduction from Mr. Davis

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

The administration is pleased to recommend Mr. Tyler Davis to the Board for the position of Director of Federal Programs, Curriculum and Assessment. Mr. Davis has an extensive teaching background as an international teacher, teaching in NYC, coordinator for EL, and department chair. We are excited to welcome him and his skills to our District.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of a contract for Mr. Tyler Davis as Director of Federal Programs, Curriculum and Assessment.

Sample Motion: I move to approve a contract for Mr. Tyler Davis as Director of Federal Programs, Curriculum and Assessment.



Tyler Davis

I'm a language acquisition specialist, teacher trainer, and mid-level leader who holds master's degrees in TESOL and Educational Leadership from the City College of New York in Manhattan as well as CELTA, IB, and other certifications. I'm currently teaching at Letovo School in Moscow, Russia and have previously worked in Latvia, Qatar, UAE, Estonia, and Ireland. I've also had experience with public schools in the US as a teacher, coordinator, and department chair with the NYC Department of Education in The Bronx. In addition to my teaching credentials, I hold a bachelor's degree in Sociology from the University of Kentucky and spent many years in government service throughout the New York metropolitan area. I appreciate the opportunity to join Nome Public Schools and am looking forward to my new position.

Nome Public Schools
PO Box 131
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SCHOOL BOARD COMMUNICATION

Title: Approval of Special Education Coordinator Services Contract

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: Sunshine Services Consulting, LLC Contract

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

The District has negotiated a contract with Tricia Shambach, Owner of Sunshine Consulting Services, LLC, to provide Special Education Coordinator services for the 2026-2027 school year. Ms. Shambach has worked in the District for the past four years, two as an independent consultant providing special education support services, and two as a special education teacher. Ms. Shambach has developed excellent relationships with all of our special education staff, many parents, and is very familiar with our district staff and the needs of our children. We are pleased she has agreed to provide these services in order to provide the District with strong oversight and support while we continue to look for a permanent Director.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of a contract with Sunshine Consulting Services, LLC for Special Education Coordinator Services for the 2026-2027 school year.

Sample Motion: I move to approve the contract with Sunshine Consulting Services, LLC for Special Education Coordinator Services for the 2026-2027 school year.

Sunshine Services Consulting, LLC
Tricia Shambach
8 Meadowview Drive
Selinsgrove, PA 17870
570-850-6782

PROFESSIONAL SERVICES CONTRACT
between Sunshine Services Consulting, LLC and Nome Public Schools

This writing formalizes an agreement entered into this day of _____, 2026 by and between SUNSHINE SERVICES, LLC (hereinafter referred to as "Consultant") and NOME PUBLIC SCHOOLS (hereinafter referred to as "NPS").

The parties to this agreement understand that NPS desires to engage the Consultant to render certain technical and professional services in connection with **Special Education Coordination Services** as listed in **Attachment A** for Nome Public Schools.

Accordingly, the consultant agrees to perform these services for NPS under the terms and conditions of this contract, through the Superintendent who warrants its authority to enter into a professional services contract.

The parties further understand and acknowledge that this agreement is a contract for professional services.

The parties to this contract mutually agree as follows:

1. Employment of Consultant. NPS agrees to engage the Consultant, and the Consultant agrees to perform the services set forth in this agreement.

2. Area Covered. The Consultant shall perform all the necessary services provided under this contract as set forth in Attachment A.

3. Data and Equipment to be furnished by the Parties. All information, data and records, as are existing, available, and necessary for the carrying out of this agreement shall be provided to the Consultant without charge by NPS. NPS shall cooperate with the Consultant in every reasonable way in carrying out the consulting work. In turn, the Consultant performing professional services for NPS are expected to supply standard equipment normally used by other professionals performing similar services.

4. Time of Performance. The services of the Consultant shall begin August 1, 2026 for a period continuing through June 30, 2027. The contract may be extended for additional periods by mutual written agreement of the parties.

5. Compensation.

Services: NPS agrees to pay the Consultant at a rate of $700 per day, payment of which is provided that the Consultant's performance of services is completed to NPS's reasonable satisfaction. Invoice from the Consultant shall be submitted monthly and shall be paid within 15 days.

Reimbursable Expenses: NPS also agrees to reimburse Consultant for any required airfare, at main cabin rate, for Superintendent approved travel to/from Nome including any related travel expenses (taxi, parking, or hotel if applicable during travel).

6. Termination of Contract by NPS. NPS may at any time terminate this contract by giving 90 days written notice of termination to the Consultant, or immediately for non-performance. In the event of termination, all finished or unfinished documents and other materials as described in paragraph 3 above shall, at the option of NPS, become its property.

7. Termination of Contract by Consultant. The Consultant may at any time terminate this contract by giving 90 days written notice of termination to NPS, or immediately in the event of an emergency causing Consultant to be unable to perform work (i.e., medical emergency) or in the event of non-payment for services. In the event of termination, all finished or unfinished documents and other materials as described in paragraph 3 above shall, at the option of NPS, become its property.

8. Findings Confidential. Any reports, information, data, etc. given to, prepared, or assembled by the Consultant under this contract which NPS requests to be kept as confidential shall not be made available to any individual or organization by the Consultant without the prior written approval of NPS.

9. Successor and Assigns. NPS and the Consultant each binds itself and its partners, successors, executors, administrators and assigns of such other party, in respect of all covenant of this contract: except as above, neither NPS nor the Consultant shall assign, sublet or transfer its interest in this contract without the written consent of the other. Nothing in this agreement shall be construed as creating any personal liability, nor shall it be construed as giving any rights or benefits to anyone other than NPS and the Consultant.

10. Liability. Consultant shall not be held responsible for delay or failure to perform hereunder when such delay or failure is due to fire, flood, epidemic, strikes, act of God or the public enemy, unusually severe weather, legal act of public authority or delays or defaults caused by public carrier, which cannot be reasonably be forecast or provided against. Except as otherwise expressly provided in this agreement, and without limiting the generality of the foregoing disclaimer, Consultant does not warrant that its advice, systems configuration, or programming on behalf of NPS will be error free.

11. Entire Agreement. With respect to the services to be performed as described in Attachment A, this writing constitutes the entire contract and agreement between the parties, and expressly supersedes and replaces any and all oral or written agreements which may have been entered into by parties prior to the execution of this contract. This agreement may be amended only by written instruments signed by both NPS and the Consultant.

12. Notices. All notices hereunder shall be in writing and shall be delivered by certified mail, return receipt requested, to:

If NPS: Jamie Burgess, Superintendent
Nome Public Schools
PO Box 131
Nome AK 99762

If the Consultant: Sunshine Services Consulting, LLC
8 Meadowview Drive
Selinsgrove, PA 17870

13. Applicable Law. This contract shall be governed by the laws of the State of Alaska.

14. Independent Contract. The Consultant, and any agent and employees of the Consultant, shall act in an independent capacity and not as officers, employees or agents of NPS in the performance of this contract.

15. Final payment, Release of Obligation. Final payment shall NOT be made by NPS without; (1) Receipt of verification, in writing from the responsible individual, of completion of the terms of the contract, and (2) Invoice from the Consultant requesting payment, which has been approved and signed by the responsible individual. A copy of this contract with "Attachment A" completed must be filed with NPS when executed.

Consultants: State of Alaska Business License #
Federal Employer ID #

IN WITNESS WHEREOF the parties hereto have executed this agreement.

NOME PUBLIC SCHOOLS

_____
Jamie Burgess, Superintendent

SUNSHINE SERVICES, LLC

_____
Tricia Shambach, Owner

ATTACHMENT A - PROFESSIONAL SERVICES

1. Develop and implement programs that address instructional practices of proven effectiveness for students with disabilities
2. Assist site principals and staff with scheduling of students receiving special education and developing schedules for teachers and support staff (paraprofessionals)
3. Provide training and review for Individualized Education Programs (IEP) and Evaluation Summary and Eligibility Review (ESER); write IEPs as needed for students to whom direct case management is needed
4. Provide training and resources for teachers and paraprofessionals within special education programs for designing services for children in the least restrictive setting
5. Create and deliver professional development for teachers and paraprofessionals that addresses instructional practices of proven effectiveness for students with disabilities, due process, eligibility, and specific areas of disabilities
6. Provide training to staff that establishes and maintains standards of student behavior needed to provide an orderly, productive, and safe classroom environment
7. Coordinate with itinerant service providers to ensure services are provided per IEP requirements
8. Attend IEP meetings as district representative as needed (in-person or virtually)
9. Provide input to principals with regards to performance of special education staff, and to the Superintendent with regards to performance of the Special Education Administrative Assistant
10. Ensure compliance with local, state and federal guidelines
11. Prepare monthly reports to the School Board with regards to the status of the Special Education program
12. Write, maintain and administer the Title VI-B and Section 619 grants, including supervision of expenditures. This extends to general funds as required
13. Oversee compiling, maintaining and timely filing of all reports/data, records and other documents to the Alaska Department of Special Education as required
14. Coordinate annual schoolwide vision and hearing screenings in coordination with Norton Sound Health Corporation and/or other professionals
15. Assume responsibility for Child Find activities including referrals, preschool screenings and Child Find fairs
16. Provide direct case management to students if needed

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Food Service Agreement Addendum #2

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent and Genevieve Hollins, CFO

Attachments: NMS/NPS Food Svc Agreement Addendum #2

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

Nome Public Schools's Food Service Management Company's (FSMC) agreement with NANA Management Services (NMS) allows for four annual renewals (up to 5 years total). NMS has provided a proposal for FY27 with a price increase within the allowable 20%, which is the second allowable addendum.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the Food Services Agreement Addendum #2, which renews the FSMC agreement for FY27 with NANA Management Services.

Sample Motion: I move to approve the Food Services Agreement Addendum #2, which renews the FSMC agreement for FY27 with NANA Management Services.

ADDENDUM 2
Food Service Management Company Contract
with
Nome Public Schools

This Addendum No. 2 to the Food Service Management Company Contract ("Contract") entered into by and between NANA Management Services, LLC ("NMS") and Nome Public Schools, referred to as the Local Education Agency ("LEA"), is effective **July 1, 2026**.

In consideration of the mutual promises set out in the Contract, the Parties enter into this Addendum, effective upon the date first written above.

The following changes are made to the Contract:

1.3 Term of Agreement:

The Contract is amended to reflect commencement of Renewal Year Two (2 of 4) with period of performance: July 1, 2026, to June 30, 2027, unless sooner terminated in accordance with the terms of the Contract.

6.1 Billing for Fixed Price Per Meal:

Section 6.1 of the Contract is amended to replace the pricing chart in its entirety as follows:

	Weekly Meals Served (5 days/week)										
Meal Service	<	Price/Meal	≥	Price/Meal	≥	Price/Meal	≥	Price/Meal	≥	Price/Meal
Breakfast	1390	$6.74	1390	$6.56	1455	$6.40	1520	$6.26	1585	$6.13
Lunch	1745	$10.09	1745	$9.83	1830	$9.59	1915	$9.37	2000	$9.17

Continuation of Services Contract. Except as specifically modified pursuant to the foregoing, and as previously amended by any prior addenda to the Contract, the Contract shall continue in full force and effect in accordance with the terms in existence as of the date of this Addendum. After the date of this Addendum, any reference to the Contract shall mean the Contract as amended by this Addendum and all prior addenda.

IN WITNESS WHEREOF, the Parties have caused this Addendum to be signed by their authorized agents on the dates below.

NANA MANAGEMENT SERVICES, LLC

By: _____

Name: _____

Title: _____

Date: _____

NOME PUBLIC SCHOOLS

By: _____

Name: _____

Title: _____

Date: _____

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Science Curriculum

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: NBMHS Middle and High School Curriculum - Science Courses

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

The administration is grateful to Jennifer Berry and Sarah Liben for their work on writing Science Curriculum over the past several years. Currently submitted for approval are three science courses; the administration acknowledges additional work will need to be done on these courses, and this will be a priority to accomplish in the coming year. However, formal adoption will make these courses in their current state a baseline for incoming teachers to use.

The curriculum was available for public comment, but no comments were received.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the MS Science Courses for Grades 6 to 8, and HS Courses Foundation of Life Sciences, Environmental Science, and Biology.

Sample Motion: I move to approve the MS Science Courses for Grades 6 to 8, and HS Courses Foundation of Life Sciences, Environmental Science, and Biology.

To Do

Housekeeping:

1) Add text to standards for ES, PS
2) Chapters for LS, PS
3) Write pacing guides, organize handouts, files

Questions:

1) Where to teach Dinosaurs? NGSS says Life Science, but I feel it belongs in Earth Science with geologic time….
2) Where to teach Natural Resources? ES with mining in Alaska or PS with Energy?
3) Make a block in each course for Nature of Science, Welcome to NBMHS?
4) Will we have BrainPop and Moby Max next year?

Concepts not covered in this curriculum that is in textbook/Nitty Gritty Science materials, pushed to HS:

1) LS: Hardy Weinberg, Human Body Systems
2) ES: Herzburg-Russell Diagram of stars,
3) PS: Buoyancy, Fluid Dynamics

Future Work:

1) Incorporate more place-based/culturally-relevant lessons from ADFG, Village Science, UAF Math in Cultural Context
2) Align with K-5



Nome Public Schools
Middle School Science Curriculum
January 2026

Written by Jennifer Berry, NBMHS Science Teacher

Grade 6 Science

Grade(s): 6 **Length**: Two semesters	**Course Overview**: Sixth grade science focuses on Earth's systems, astronomy, and gravity. In astronomy, the students will model the solar system to observe, describe, and predict the motion of various bodies in our solar system. In Earth's systems, students will explore the history of our changing planet through impacts of water, rock, and soil cycles on Earth's surface processes, and construct weather and climate observations to explain influences on Earth's surface. Throughout the year, interwoven into the curriculum content, students will design and conduct repeatable scientific investigations to continue to develop an awareness that different ways of thinking, curiosity, and the exploration of multiple paths are involved in scientific inquiry. **Adopted Textbook**: *iScience: Earth & Space.* McGraw Hill, 2012, 2017 **Next Generation Science Standards (NGSS):** https://www.nextgenscience.org/

Units (Recommended Order)	
Semester 1	**Semester 2**
• Intro to NBMHS/Nature of Science • Formation of the Universe and Space Exploration • The Solar System • The Dynamic Earth	• Rocks, Minerals, Natural Resources, Geologic Change • Circulation of Earth's Air and Water • Weather and Climate/Natural Hazards Performance Expectations*

Notes:

- *Science process skills are best taught in context. Therefore, the performance expectations will be incorporated into the units below. Not all of these performance expectations will be incorporated into every activity; however, the opportunities to learn these skills will be provided throughout the course.

UNIT 1: FORMATION OF THE UNIVERSE/SPACE EXPLORATION

Timing: Semester 1, Quarter 1
Teaching Time Required: All estimated teaching times are based on a 50 minute period.
Textbook: *iScience* Unit 5: *Exploring the Universe: Ch. 19 Exploring Space*

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Ch. 19: Lesson 1: Observing the Universe	5	–How do humans observe and explore space?	–Electromagnetic spectrum –Refracting telescope –Reflecting telescope –Radio telescope	–Big Bang Reading –Doppler Effect video –Red Shift/Blue Shift –Scientific Notation worksheet –Electromagnetic Spectrum worksheet –Prism lab –Textbook reading, questions		–worksheets –prism –videos
Ch. 19: Lesson 2: Early History of Space Exploration	3	–What are some ways that people use space technology to improve life on Earth?	–rocket –satellite –space probe –lunar –Project Apollo –space shuttle	–Balloon rocket lab –Apollo 11 video of moon walk –Felix Baumgartner video –Blue Origins video –Space Technology advances webquest –Space Shuttle foldable –Textbook reading, questions		–videos –balloons, straws, string
Ch. 21 Constellations, Galaxies, Black Holes	5	–How do we name constellations?		–Constellation stories (Roman/Greek, Alaska Native, other cultures) –"How Raven Created the World" –Constellation Brain Pop –Galaxies Brain Pop –Black Holes Brain Pop –Textbook reading, questions	–Inupiaq creation story: "How Raven Created the World" –Yup'ik Sky Map (UAF) –Indigenous Creation Myth videos	–Brain Pop
Unit Project	3	–Creative Writing: Would you go to Mars? –Constellation Myth				
Standards:	**MS ESS1-2, MS ESS1-3, MS PS2-4**					

UNIT 2: THE SOLAR SYSTEM

Timing: Semester 1, Quarter 1
Teaching Time Required: All estimated teaching times are based on a 50 minute period.
Textbook: ***iScience* Unit 5: *Exploring the Universe: Ch. 20: The Sun-Earth-Moon System***

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Ch. 2: How did the Solar System and Earth form?	2	–Explain formation of solar system and Earth	–gravity –density –bya	–Scale of Solar System Project –Textbook reading, questions	Native American/ Alaska Native stories	–11x17 paper
Ch. 20: Earth – Sun – Moon System: –lunar phases, eclipses, tides	3	–Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of the sun and moon.	–Orbit –Phase –Eclipse –Umbra –Penumbra	–Eclipse nay nay video –Eclipse lab with flashlights –Monthly moon chart –Phases of the Moon foldable –Textbook reading, questions	Native American/ Alaska Native stories	– lab:flashlights,sun, earth, moon balls –coloring pages of planets –Brain Pop
Seasons	3	–Develop and use a model of the Earth-Sun-Moon system to describe the seasons.	–Season –Tilt –Solstice –Equinox	–Seasons Brain Pop –Solstice foldable –Textbook reading, questions	– Inupiaq/Yup'ik Seasons of Subsistence	–Brain Pop
Tides	3	Develop and use a model of the Earth-Sun-Moon system to describe tides.	–Tide –Spring tide –Neap tide –Bore tide	–Notes –Tides video –Turnagain Arm Bay of Fundy bore tide videos –Textbook reading, questions	–Turnagain Arm bore tide	–Notes –videos
Aurora	2	–Explain how the Aurora works and the height of the colors	–Aurora borealis/australis	–Aurora notes –Art project	–Inuipiaq stories	
Unit Project	2	–Aurora art project				
Standards:	**MS-ESS1-1:** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.					

UNIT 3: THE DYNAMIC EARTH

Timing: Semester 1, Quarter 2
Teaching Time Required: All estimated teaching times are based on a 50 minute period.
Textbook: ***iScience Ch. 6 and 7***

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Ch. 6 Formation of Earth's Layers	2	–Develop a model of Earth's layers	–crust (oceanic and continental) –mantle –lithosphere –core –asthenosphere	–Make a paper model of Earth's layers –foldables –BrainPop –Textbook reading, questions		–11x17 poster
Continental Drift	5	–Develop a model of Pangaea using Alfred Wegener's theory.	–Alfred Wegener –Continental Drift Theory	–Make a model of Pangaea puzzle –BrainPop –Textbook reading, questions		–USGS lesson
Plate Tectonics	5	–Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	–Tectonic Plate –Plate Tectonics –Convection Current –Convergent boundary –Divergent boundary –Transform boundary –Seafloor spreading	–Convection current foldable –Seafloor spreading foldable, TPR –Plate tectonics webquest –Textbook reading, questions		– diagram
Ring of Fire	2	–Explain how the Ring of Fire relates to plate boundaries		–Ring of fire worksheets –webquest –video –Textbook reading, questions		–worksheets –videos
Volcanoes	5	–Compare the three types of volcanoes and the forces that cause them	–Cinder cone –Shield volcano –Composite volcano –Volcanic arc –Hotspot	–Mt. St. Helens video, ash demo –Hawaii hotspot lab –Volcanoes foldable –Volcanoes reading –Volcano math ws –BrainPop –Textbook reading, questions	–Alaskan volcanoes	–worksheets, videos –BrainPop

Earthquakes	5	–Compare the types of faults and associated earthquakes with plate boundaries	–Epicenter –Hypocenter –Seismometer –P, S, Love waves –Thrust fault –Reverse fault –Normal fault –Strike slip fault	–Major earthquakes stories: 1964 AK, 2018 AK, 2004 Indonesia, 1994 Northridge –BrainPop –Textbook reading, questions	–1964 quake –2018 quake	–videos –BrainPop
Unit Test	3			–Baking soda volcano project		
Standards:	**MS ESS2-1, MS ESS2-2, MS ESS2-3**					

UNIT 4: ROCKS, MINERALS, NATURAL RESOURCES, GEOLOGIC CHANGE

Timing: Semester 2, Quarter 3
Teaching Time Required: All estimated teaching times are based on a 50 minute period.
Textbook: ***iScience Ch. 4, 5, and 1***

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
The Rock Cycle	7	–Know that sedimentary, igneous, and metamorphic rocks contain evidence of the minerals, temperatures, and the forces that created them.	–Mineral –Igneous Rock –Sedimentary Rock –Metamorphic Rock –Rock Cycle	–Rock cycle diagram –Webquest –BrainPop –Textbook reading, questions		–worksheets, videos –BrainPop
Minerals and Rocks	7	–Compare minerals and rocks and the forces that make them	–Mineral vocab –Rock vocab	–Adopt a mineral –Mineral ID ws –Mineral ID lab –Rock ID lab –BrainPop –Textbook reading, questions	–Nome area geology	–worksheet, videos, rock boxes –BrainPop
Natural Resources	5	–Construct an evidence-based explanation of the formation of natural resources (such as oil, propane, and natural gas) are the result of past geoscience processes. –Gather information and explain how synthetic materials come from natural resources and impact society.	–Natural Resources –Renewable Resource –Nonrenewable Resource	–Petroleum in Alaska map –Oil spill lab –Gold in Alaska map –Graphite in Western Alaska map –PFD lesson –BrainPop –Textbook reading, questions	–Petroleum in Alaska map –Oil spill lab –Gold in Alaska map –Graphite in Western Alaska map –PFD lesson	–BrainPop
Geologic Change and Surface Processes	5	–Explain how geoscience processes have changed the Earth's surface at varying times and spatial scales.	–Weathering –Sediment –Erosion –Deposition –Landforms –Glaciers	–Foldable –webquest –Landforms ws –BrainPop –Textbook reading, questions –Missoula floods video –Albedo/snow ice melt lab (UIC)	–Alaska glaciers	–BrainPop –worksheets

Topography /Mapping	5	–Read a topographic map –Draw a cross-section –Read a compass –Use a GPS	–Topography –Compass Rose –Scale –Legend –Magnetic Declination –Latitude/Longitude –Azimuth –Cross-section –Contour line –Rule of Vees	–Reading topographic maps –3D topo table lab –Reading a compass –How a GPS works –Textbook reading, questions	–Topo maps of Nome Quadrangle	–topo maps –worksheets
Unit Test/Project	2			–Landform diorama		
Standards:	**MS ESS2-1, MS ESS2-2, MS ESS2-3**					

UNIT 5: CIRCULATION OF EARTH'S AIR & WATER

Timing: Semester 2, Quarter 3
Teaching Time Required: All estimated teaching times are based on a 50 minute period.
Textbook: *iScience* Earth and Space Science,

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Circulation in the Earth's Atmosphere	3	–Identify and analyze movements of air masses from regions of high to low pressure (convection currents) and the effects on weather.	–Convection –Coriolis Effect –Air Pressure –Jet Stream –Atmosphere –Circulation –Density –Energy System –Hemisphere –Longitude, Latitude –Tropics of Cancer/Capricorn	–Atmosphere foldable –Air currents map –Cloud types ws –BrainPop –Textbook reading, questions	–10th century Scandinavian navigation –15th/16th century European navigation	–BrainPop –worksheets
Circulation in the Earth's Oceans	3	–Describe the effects of the ocean on Earth's weather.	–Ocean Current –Density –Salinity –Temperature –Sea –Ocean –Sound	–Ocean currents map –BrainPop –Textbook reading, questions	–Bering Sea/Norton Sound –Pacific Islander navigation	–BrainPop –worksheets
The Water Cycle	3	–Describe and illustrate the water cycle, and the forces that drive it (gravity and sunlight).	–Evaporation –Condensation –Transpiration –Crystallization –Precipitation –Runoff –Groundwater Flow	–Water Cycle foldable –BrainPop –Textbook reading, questions		–BrainPop –worksheets
Unit Test/Project	2 days			–Water cycle poster or Ocean current poster		
Standards:	**MS ESS2-4, MS ESS2-6**					

UNIT 6: WEATHER & CLIMATE						
Timing: Semester 2, Quarter 3 **Teaching Time Required:** All estimated teaching times are based on a 50 minute period. **Textbook:** ***iScience Earth and Space Science,***						
Topic	**Days**	**Objectives**	**Key Vocabulary**	**Activity**	**Cultural Activities**	**Resources & Materials**
Weather and Weather Prediction	5	–Identify and analyze movement of air masses from regions of high to low pressure (convection currents), and the effects on the weather. –Describe the effects of the ocean and the water cycle on the weather.	–Weather –Air Mass –Front –Weather Forecast –Hurricane/Typhoon –Tornado	–Hurricanes vs. Typhoons –Weather in Western Alaska maps –BrainPop –Textbook reading, questions	–Inupiaq weather prediction –Ex-Typhoon Halong, Merbok –Weather/Climate in Western Alaska	–BrainPop
Influences on Climate	5	–Describe how unequal heating and the rotation of the Earth determines regional climates.	–Climate	–Textbook reading, questions		
Unit Test	3					
Standards List:	**MS-ESS2-5, MS-ESS2-5**					

UNIT 7: RESOURCES IN EARTH'S SYSTEMS

Timing: Semester 2, Quarter 4
Teaching Time Required: All estimated teaching times are based on a 50 minute period.
Textbook: *iScience*

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Human Population and Resource Use	5	–Construct an argument, supported by evidence, for how increases in human population and per- capita consumption of natural resources impact Earth's systems.	–Per Capita Consumption –Population	–Story of Stuff video –Needs vs. Wants –Recycling in Nome	–Recycling in Nome	
Resource Use and Earth's Systems	5	–Construct an argument, supported by evidence, for how increases in human population and per- capita consumption of natural resources impact Earth's systems –Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	–Pollution –Deforestation –Extinction –Greenhouse Gas –Resource Use –Climate Change	–Greenhouse Lab PhET –6 Degrees Can Change the World video –Warming Arctic (Rick Thoman) –BrainPop	–Warming Arctic (Rick Thoman)	–BrainPop
Unit Test	1					
Standards:	**MS ESS3-1, MS ESS3-2**					

SCIENTIFIC PROCESS SKILLS

Timing: All year **Teaching Time Required:** Varies **Textbook:** Embedded throughout
Objectives
• Ask questions, predict, observe, describe, measure, classify, make generalizations, infer, and communicate. • Plan and carry out scientific investigations of various types (such as systematic observations or experiments), identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. • Select appropriate tools for collecting qualitative and quantitative data and record measurements (volume, mass, distance) in metric units. • Develop a model describing the phenomenon. • Conduct research to learn how the local environment is used by a variety of competing interests (e.g. competition for habitat/resources, tourism, oil, mining companies, and hunting groups). • Use standard safety practices for all classroom laboratory and field investigations.

Grade 7 Science

Grade(s): 7 **Length**: two semesters	**Course Overview**: *Science 7* is an introductory course designed to expand seventh grade students' understanding of the natural world by focusing on the characteristics of living things, cellular organization, the diversity of life, and how organisms and populations change over time in terms of biological adaptation, heredity and genetics, evolution, natural selection, and changes over time in Earth's history. **Adopted Textbook**: *iScience Life Science*. McGraw Hill, 2017 **Next Generation Science Standards (NGSS):** https://www.nextgenscience.org/

Units (Recommended Order)	
Semester 1	**Semester 2**
• Introduction to NBMHS, Nature of Science • Cells and Organization in Organisms • Reproduction, Heredity, and Growth • Evolution	• Classification of Organisms • The History of Life on Earth • Matter and Energy in Living Systems • Ecosystem Dynamics • Performance Expectations*

Notes:

- *Science process skills are best taught in context. Therefore, the performance expectations will be incorporated into the units below. Not all of these performance expectations will be incorporated into every activity; however, the opportunities to learn these skills will be provided throughout the course

UNIT 1: CELLS & ORGANIZATION IN ORGANISMS

Suggested Pacing: Semester 1, Quarter 1
Teaching Time Required: 17 days
Textbook: ***iScience, Life Science, Ch. 1***

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Ch. 1: Characteristics of Life	1	–Define the 6 Characteristics of Life		Video notes –worksheets –Textbook reading, questions		worksheet, textbook
Ch. 2: Cell Structure / Function	5	–Modern Cell Theory –Students use a model to describe how a cell's functions are performed by specific cell structures.	–Cell Membrane –Cell Wall –Chloroplast –Nucleus –Organelle (list)	–Video notes –BrainPop – Moby Max –microscope lab –Textbook reading, questions		–BrainPOP, Moby Max –microscopes, slides
Plants vs animals vs prokaryotes	5	–Students compare plants vs animals vs prokaryotes		–Videos –worksheets –Textbook reading, questions	Relate plants and animals to the land in Western Alaska	Coloring pages from Biology Corner
Photosynthesis Cellular Respiration	3		–Photosynthesis –Cellular Respiration	–Coloring sheets –BrainPop, Moby Max –Textbook reading, questions		
Cell Cycle	3	–Define cell cycle Compare mitosis and meiosis	mitosis prophase metaphase anaphase telephase cell cycle interphase meiosis reproduction	–Amoeba Sisters video notes (Cell Cycle, Mitosis, Meiosis) –Onion cell mitosis worksheet –PMAT foldable –Cell cycle foldable –Textbook reading/questions		–videos, worksheets, textbook
Unit Test/Project	5	Students compare plants vs. animals vs. prokaryotes		Students build a model (poster) of a plant, animal, and prokaryote cell defining the organelles and comparing how they affect organism function		

Standards:	• **MS-LS1-1** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. • **MS-LS1-2** Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function • **MS-LS1-3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. • **MS-LS1-8** Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

UNIT 2: REPRODUCTION, HEREDITY, & GROWTH

Timing: Semester 1, Quarter 2
Teaching Time Required: 20 days
Textbook: *iScience, Life Science*

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Inheritance and Reproduction	7	–Investigate how genetic factors influence an organism's traits, describe how asexual reproduction results in offspring with identical genetic information, and how sexual reproduction results in offspring with genetic variation.	–Allele –Asexual Reproduction –Chromosome –DNA –Gamete –Gene –Inheritance –Offspring –Sexual Reproduction –Trait –Probability –Punnett Square	–Amoeba sisters heredity video –Punnett Square worksheets –BrainPop –Moby Max –Larkey lab –Doohicky Bug lab –Textbook reading, questions		
Plant Reproduction & Growth	5	–Explain how genetic and environmental factors affect the growth and reproduction of plants.	–Pollination –Seed Dispersal –Environmental Factor –Fertilization –Genetic Factor –Germination	–BrainPop –Moby Max –Seed germination lab –Textbook reading, questions		–seeds
Animal Reproduction & Growth	7	–Explain how an animal's behavior influences its reproductive success and survival.	–Asexual Reproduction –Behavior –Environmental Factor –Fertilization –Genetic Factor –Reproductive Success –Sexual Reproduction –Variation	–BrainPop –Moby Max –Textbook reading, questions		
Unit Test/ Labs	3					
Standards:	• **MS-LS1-4** Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. • **MS-LS1-5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. • **MS-LS3-2** Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.					

UNIT 3: EVOLUTION						
Timing: Semester 1, Quarter 2 **Teaching Time Required:** 24 days **Textbook:** ***iScience, Life Science***						
Topic	**Days**	**Objectives**	**Key Vocabulary**	**Activity**	**Cultural Activities**	**Resources & Materials**
Genetic Change and Traits	7	–Explain how DNA works	–Adaptation –DNA –Gene Mutation –Protein –Amino Acid –Chromosome –Environment –Sequence –Trait	–Amoeba Sisters video –BrainPop –Moby Max –DNA coloring –Textbook reading, questions		
Natural Selection	7	.--Compare genotypes and phenotypes –Explain how natural selection works	–Allele Frequency –Evolution –Extinction –Natural Selection –Variation –Genotype –Phenotype –Population	–BrainPop –Moby Max –Natural Selection video Galapagos –Speciation foldable –Natural selection Phet Lab –Textbook reading, questions		
Human Influence on Traits	7	–Compare natural selection to artificial selection	–Artificial Selection –Biotechnology –Genetic Engineering –Genetically Modified Organism (GMO) –Selective Breeding	–BrainPop –Moby Max –Textbook reading, questions		
Evidence of Common Ancestry	3	–Students will be able to analyze patterns in data to provide evidence for evolutionary relationships among organisms.	–Evolution –Common Ancestry –Anatomy –Embryology	–Evolutionary biology packet –Textbook reading, questions		

Unit Test	1					
Standards:	• **MS-LS3-1** Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism					

UNIT 4: CLASSIFICATION OF ORGANISMS

Suggested Pacing: Semester 1, Quarter 1
Teaching Time Required: 17 days
Textbook: ***iScience, Life Science***

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Classification of organisms	5	–Students will classify organisms by domain, kingdom structure	—domain –kingdom –phyla –family –order –genus –species	–videos, worksheets, foldable –BrainPop –Moby Max –Textbook reading, questions		
Dichotomous Keys	5	–Students use dichotomous keys to classify animals	–classification –dichotomous key	–worksheets –BrainPop –Moby Max –Textbook reading, questions		
Plants	5	–Students describe parts of a plant and body systems and compare to humans and animals	–leaf –pistil –stamen –pollen –xylem –phloem –bark	–BrainPop –Moby Max –Textbook reading, questions	–Plants of Nome Area and their uses	106
Animals	10	–Students classify types of animals	–animal –porifera, –platihelminthes –nematodes –annelids –molluscs –echinoderms –arthropods –cnidarians –crustaceans –chordates –endothermic/ecto	–BrainPop –Moby Max –Textbook reading, questions	–Animals of Nome area and their uses –Dissect ptarmigan	–Need donation of birds

Unit Test/Project	6			Animals Alaska Research project/presentation		
Standards:	• **MS-LS3-1** Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism					

UNIT 5: THE HISTORY OF LIFE ON EARTH

Timing: Semester 2, Quarter 4
Teaching Time Required: 25 days
Textbook: *iScience*

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Fossil Record	6	–Explain how patterns in fossil data can be used to provide evidence for the history of life on Earth.	–Fossil –Radiometric Dating –Fossil Record	–Design-a-saur lab –BrainPop –Moby Max –Archaeopteryx lab –Textbook reading, questions	–Fossils of Western Alaska and their uses in Alaska Native art	
Patterns of Change in Life on Earth	5	–Analyze patterns in the fossil record to explain changes in life on Earth over time.	–Extinction	–5 major extinctions video –BrainPop –Moby Max –Textbook reading, questions		
Unit Test/ Labs	2 days					108

Standards:

- **MS-LS4-1**: Students who demonstrate understanding can: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- **MS-LS4-2**: Students who demonstrate understanding can: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- **MS-LS4-3**: Students who demonstrate understanding can: Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

UNIT 6: ECOSYSTEMS

Timing: Semester 1, Quarter 2
Teaching Time Required: 28 days
Textbook: *iScience Life Science, Ch. 20*

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Resource Availability Affects Organisms	5	–Interpret data to predict the effects of resource availability on the growth of organisms and populations in an ecosystem.	–Ecosystem –Biomes –Biotic Factor –Abiotic Factor –Species –Population –Community	–BrainPop –Moby Max –Textbook reading, questions	–Nome area ecosystems (tundra)	
Interactions in Ecosystems	5	–Analyze patterns of interaction between organisms.	–Predator –Prey –Herbivore –Symbiosis –Competition	–BrainPop –Moby Max –Textbook reading, questions		
Matter & Energy in Ecosystems	5	–Develop a model to explain how matter and energy flow through ecosystems.	–Producer –Consumer –Decomposer –Food Web –Energy Pyramid	–BrainPop –Moby Max –Textbook reading, questions	–Nome area food webs	
Changes in Ecosystems	5	–Use evidence to support an explanation of how changes in ecosystems cause changes in populations.	–Disturbance –Succession –Gradual Change –Interconnected –Pioneer Species –Recovery	–BrainPop –Moby Max –Textbook reading, questions		
Unit Test	3			Western Alaska Food Web Poster		
Standards:	• **MS-LS1-6** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. • **MS-LS2-1** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. • **MS-LS2-2** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. • **MS-LS2-3** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.					

SCIENTIFIC PROCESS SKILLS
Timing: All year **Teaching Time Required:** Varies **Textbook:** Embedded throughout
Objectives
• Ask questions, predict, observe, describe, measure, classify, make generalizations, infer, and communicate. • Plan and carry out scientific investigations of various types (such as systematic observations or experiments), identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. • Select appropriate tools for collecting qualitative and quantitative data and record measurements (volume, mass, distance) in metric units. • Develop a model describing phenomenon. • Conduct research to learn how the local environment is used by a variety of competing interests (e.g. competition for habitat/resources, tourism, oil, mining companies, and hunting groups). • Use standard safety practices for all classroom laboratory and field investigations.

Grade 8 Science

Grade(s): 8 **Length**: two semesters	**Course Overview**: *Science 8* is designed to expand student investigation of physics and chemistry. Aspects of physics are studied through laboratory investigations including sound, light, electricity, mechanics, motion, and energy. Aspects of chemistry are studied based on the Periodic Table of the Elements and through basic chemical laboratory investigations. Laboratory work, laboratory reporting, and engineering design will be included and is an integral part of the learning process. **Adopted Textbook**: *iScience Physical Science*. McGraw Hill, 2017 **Next Generation Science Standards (NGSS):** https://www.nextgenscience.org/

Units (Recommended Order)	
Semester 1	**Semester 2**
• Introduction to NBMHS, Nature of Science • Structure of Matter • Atomic Theory • Forces and Motion	• Energy Transfer and Transformation • Electric and Magnetic Forces • Waves and Information Transfer • Ongoing, yearlong learning objects: Scientific Process Skills and Engineering Design Concepts

Notes:

- *Science process skills are best taught in context. Therefore, the performance expectations will be incorporated into the units below. Not all of these performance expectations will be incorporated into every activity; however, the opportunities to learn these skills will be provided throughout the course

UNIT 1: STRUCTURE OF MATTER						
Timing: Semester 1, Quarter 1 **Teaching Time Required:** 24 **Textbook:** *iScience* Physical Science						
Topic	**Days**	**Objectives**	**Key Vocabulary**	**Activity**	**Cultural Activities**	**Resources & Materials**
Properties of Matter	5	–Investigate and explain that all matter is made up of atoms, and understand that substances have physical properties that are unique to each. –Compare physical and chemical properties	–Matter –Mass –Volume –Density –Solid –Liquid –Gas –Physical property –Chemical property	– Matter ws –Density problems ws –Physical/Chemical property ws –BrainPop –Moby Max –Textbook reading, questions	Ice thickness, types of snow	
Changes of State	5	–Investigate changes that occur in physical and chemical properties of matter using a qualitative description of changes on a molecular level, including conservation of matter.	–Change of State –Thermal Energy –Temperature –Pressure	–States of Matter PHET Lab –BrainPop –Moby Max –Textbook reading, questions		113
Unit Test	1					
Standards:	**MS-PS1-1, MS-PS1-4**					

UNIT 2: ATOMIC THEORY

Timing: Semester 1, Quarter 2
Teaching Time Required: 24
Textbook: *iScience* Physical Science

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Atoms and Elements	20	–Describe the relationship between atomic mass, atomic number, and location on the periodic table, with chemical properties of the elements. –Structure of atoms and how atoms combine into compounds.	–Element –Atom –Periodic Table	—Candy Periodic Table –Bohr model ws –Lewis Dot ws –BrainPop –Moby Max –Textbook reading, questions		
Molecules and Extended Structure	5	–Develop and use models to demonstrate how atoms and elements form molecules and compounds. –Classify everyday materials as elements, compounds, or mixtures.	–Pure Substance –Chemical Bond –Molecule –Compound	—BrainPop —Moby Max —-Molecule PHET Lab –Candy Compound Lab –Textbook reading, questions		
Unit Test	1					
Standards:	**MS-PS1-1, MS-PS1-4**					

UNIT 3: FORCES & MOTION

Timing: Semester 1, Quarter 2, Quarter 3
Teaching Time Required: 18 days
Textbook: *iScience*

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Introductio n to Forces	5	–Investigate through experimentation and "real- life" examples of the relationship among (1) force, mass, acceleration, and gravity, (2) speed, distance, time and acceleration, (3) force and friction.	–Motion –Speed –Velocity –Acceleration –Force –Gravity –Friction	–Time, Speed, Distance foldable –Time, Speed, Distance, Acceleration ws –BrainPop –Moby Max –Textbook reading, questions		
Simple Machines	7	–Compare the types of simple machines, three types of levers	–Inclined plane –Lever –Screw –Wedge –Wheel/axle –Machine –Mechanical advantage –Effort –Load	–Inclined plane lab –Lever lab –Textbook reading, questions	Using simple machines in Bush Alaska	
Newton's Laws of Motion	5	–Explain "real-life" examples of linear and motion using Newton's Laws of Motion.	–Inertia –Work –Power –Momentum	–Newton's Laws ws –BrainPop –Moby Max –Magic Tablecloth lab –Catching coins lab –Textbook reading, questions		
Collisions Between Objects	5	–Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other, even though the objects are not in contact.		–Gravity Phet Lab –Textbook reading, questions		
Unit Test/Project	7			–Rube Goldberg machine		
Standards:	**MS-PS2-1, MS-PS2-2**					

UNIT 4: ENERGY TRANSFER AND TRANSFORMATION

Timing: Semester 2, Quarter 3
Teaching Time Required: 18 days
Textbook: *iScience* Physical Science, Ch. 5

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Introduction to Energy	5	–Identify various sources and forms of energy, and classify them as potential or kinetic.	–Energy –Potential Energy –Kinetic Energy	–Eureka video BrainPop –Moby Max –Textbook reading, questions		
Changes in Energy	5	–Investigate relationships among the amount of energy transferred, the type of matter, the mass, and the change in temperature of a sample.	–Energy Transfer –System	–BrainPop –Moby Max –Textbook reading, questions		
Temperature and Heat	5	–Examine energy transfers, conservation of energy, and identify energy that is useful vs. energy that is unavailable	–Temperature –Thermal Energy –Heat	–BrainPop –Moby Max –Textbook reading, questions		
Thermal Energy Transfer in Systems	6	Differentiate between renewable and non-renewable energy resources. Investigate how energy is produced and used, including alternative energy sources in Alaska. Evaluate the impact of energy production methods on the environment.	–Renewable resource –Non-renewable resource	–Textbook reading, questions	–Energy in Alaska, alternative energy options in Western Alaska	Alaska Resource Education
Unit Test/Project	3			Design an insulator		
Standards:	**MS-PS3-1:** **MS-PS3-2:** **MS-PS3-5:** **MS-PS3-3:** **MS-PS3-4:**					

UNIT 5: ELECTRIC & MAGNETIC FORCES

Timing: Semester 2, Quarter 4
Teaching Time Required: 24 days
Textbook: *iScience* Physical Science

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
The Magnetic Force	6	Ask questions about data to determine the factors that affect the strength of magnetic forces.	–Magnet –Magnetic Force –Magnetic Domain	–Magnet lab –BrainPop –Moby Max –Textbook reading, questions		
The Electric Force	5	Ask questions about data to determine the factors that affect the strength of electric forces.	–Electric Charge –Electric Force –Voltage –Current –Resistance	–BrainPop –Moby Max –Voltage problems ws –Textbook reading, questions		
Fields	4	Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other, even though the objects are not in contact.	–Field –Gravitational Field –Magnetic Field	–Textbook reading, questions		
Electromagnetism	5	Demonstrate the relationship between electricity and magnetism.	–Electric Current –Electric Field –Electromagnetism –Electromagnet –Electromagnetic Induction	–Textbook reading, questions		
Unit Test	1					
Standards:	**MS-PS2-3, MS-PS2-5**					

UNIT 6: WAVES & INFORMATION TRANSFER

Timing: Semester 2, Quarter 4
Teaching Time Required: 25 days
Textbook: *iScience* Physical Science

Topic	Days	Objectives	Key Vocabulary	Activity	Cultural Activities	Resources & Materials
Introduction to Waves	6	–Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	–Wave –Medium –Amplitude –Frequency –Wavelength	–BrainPop –Moby Max –Textbook reading, questions	–Ocean currents	
The Behavior of Mechanical Waves	5	–Investigate the ways that light and sound interact with matter, expanding on wavelength, color, refraction, and reflection.	–Mechanical Wave –Absorption –Transmission –Reflection –Refraction	–BrainPop –Moby Max –Textbook reading, questions		
Sound	3	–Investigate how sound travels through various media	–Decibel	–Doppler Effect lab –BrainPop –Moby Max –Textbook reading, questions		
The Behavior of Light Waves	5	–Develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.	–Electromagnetic Waves	–BrainPop –Moby Max –Textbook reading, questions		
Unit Test	1			–Make your own instrument		
Standards List:	**MS-PS4-1, MS-PS4-2, MS-PS4-3**					

SCIENTIFIC PROCESS SKILLS

Timing: All year
Teaching Time Required: Varies
Textbook: Embedded throughout

Objectives

- Ask questions, predict, observe, describe, measure, classify, make generalizations, infer, and communicate.
- Plan and carry out scientific investigations of various types (such as systematic observations or experiments), identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
- Select appropriate tools for collecting qualitative and quantitative data and record measurements (volume, mass, distance) in metric units.
- Develop a model describing phenomenon.
- Conduct research to learn how the local environment is used by a variety of competing interests (e.g. competition for habitat/resources, tourism, oil, mining companies, and hunting groups).
- Use standard safety practices for all classroom laboratory and field investigations.

Science Curriculum

Explanation of Terms

Alaska Science Standards
Science Standards were adopted by the State Board of Education in 2019. These are general statements of what Alaskans want students to know and be able to do as a result of their public school experience. https://education.alaska.gov/standards

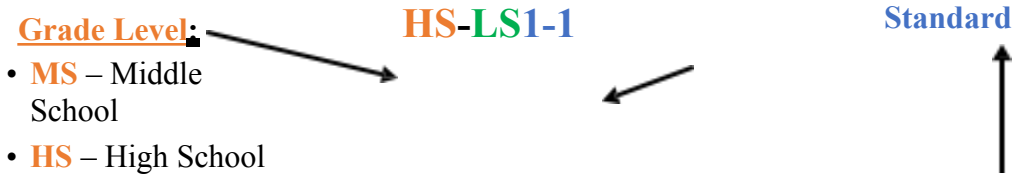
Alaska Cultural Standards
Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.
https://education.alaska.gov/akstandards/#c3gtabs-cultural

Objectives
Statements that document specific, essential tasks students are expected to accomplish in a given grade level or course.

Guaranteed and Viable Curriculum (GVC)
A guaranteed and viable curriculum is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

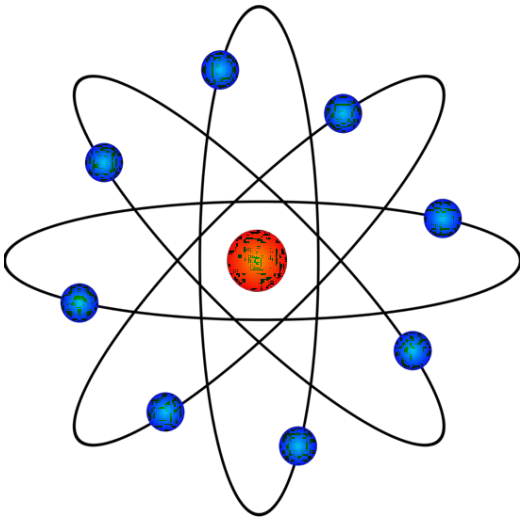
Standards Alignment Coding

This Science Curriculum is aligned to the Alaska Science Standards adopted in 2019, which are largely the same as the national Next Generation Science Standards (NGSS). The Alaska Science Standards provide a foundation for defining what students should know and be able to do in terms of scientific knowledge and skills.
(https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf)



Science Standards for Alaska Disciplinary Core Ideas	
Physical Sciences PS1: Matter and its interactions PS2: Motion and stability: Forcesand interactions PS3: Energy PS4: Waves and their applications in technologies for informationtransfer	**Life Sciences** LS1: From molecules to organisms: Structures and processes LS2: Ecosystems: Interactions, energy, and dynamics LS3: Heredity: Inheritance and variationof traits LS4: Biological evolution: Unity and diversity
Earth and Space Sciences ESS1: Earth's place in the universe ESS2: Earth's systems ESS3: Earth and human activity	**Engineering, Technology, Applications of Science** ETS1: Engineering design

High School Science Courses



Grades 9-12

Science Graduation Requirements

The student must complete a total of three credits (six semesters) of high school science courses to include:

- 1.0 credits of Life Science
- 1.0 credits of Physical Science
- 1.0 credits of Science electives

Life Science Options	Physical Science Options	Science Electives
• *Alaska Zoology: Fish and Birds* • *Alaska Zoology: Mammals* • *AP Biology* • *AP Environmental Science (semester 1)* • *Biology or Honors Biology* • *Environmental Science (semester 1)* • *Human Anatomy and Physiology* • *Marine Science* • *Wildlife Biology*	• *AP Chemistry* • *AP Environmental Science (semester 2)* • *AP Physics 1* • *AP Physics 2* • *AP Physics C: Mechanics* • *Chemistry* • *Earth & Space Science* • *Environmental Science (semester 2)* • *Geology* • *Physical Science* • *Physics*	• *Astronomy* • *Forensic Science 1* • *Forensic Science 2* • *Introduction to Basic Pathophysiology* • *Paleontology* • *Any course from the Life Science and Physical Science lists.* • *CTE Courses:* o *Advanced Automotive Technology 1B (second semester)* o *Engineering Design and Development B* o *Introduction to Exercise Science and Sports Medicine 1B* o *Medical Terminology* o *Pharmacy Technician 1B* o *Principles of Engineering A/B*

Life Science

Introduction to Environmental Science

Grade(s): 11-12 **Length**: two semesters **Credit**: 1.0 (4.0 college credits)* **Prerequisites**: Teacher recommendation or *Biology,* and *Chemistry* **Textbook:** Pearson *Environmental Science* This course can be taught as a high school science course or for college credit. College credit is incumbent on the incorporation of a lab section that requires students to complete 10 lab-based activities over the course of the school year. In the past, this course has used online-lab resources purchased though ScienceInteractive: **https://https://www.scienceinteractive.com/www.scienceinteractive.com/**	**Course Overview**: Introduction to Environmental Studies is designed to be equivalent to a one-semester, introductory college course, through which students engage with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Environmental science is an interdisciplinary subject that embraces various topics including geology, biology, ecology, hydrogeology as well as earth and atmospheric science. The course requires that students identify and analyze natural and human made environmental problems at the local level, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing these issues. This can be taught as a lab based course where each lab is designed to help reinforce concepts and skills that are addressed in class. Students will complete up to 10 labs throughout the school year and will be asked to work independently as well as collaboratively in groups. This course integrates two significant activities each semester. The Strait Science Lecture Review will engage students in primary resources as they analyze and discuss Strait Science lectures on a variety of environmental topics. Strait Science is a local lecture series organized by Northwest Campus that invites researchers to discuss local projects ongoing in the region with community members. Strait Science lectures viewed in class will be relevant to course content and encourage students to reflect on the scientific process as they identify the research objective and hypotheses, discuss project methods as well as analyze the significance of the results presented in the lecture. Students will discuss the significance of the research to their community and region, delineate questions that they would like answered on the topic and note any biases that may be present in the research. In addition, students will work collaboratively with classmates to research local environmental issues for the Stewards of Our Land project. The objective of this project is to familiarize students with local issues related to renewable energy sources and mining operations so that students may brainstorm ways to inform the community on complex issues as well as provide strategies to ameliorate negative impacts on the environment. Projects may include discussions of environmental topics through the local radio station, publish articles in the school and local newspaper, and/or construct project proposals that may be discussed with local leaders in order to discuss possible solutions that may resolve issues we currently face in Nome. .

Units(Recommended Order)	
Semester 1	**Semester 2**
Traditional Teaching Method: • Introduction to Environmental Science • Biosphere • Atmosphere	Traditional Teaching Method: • Atmosphere (continued) • Geosphere • Hydrosphere

	Unit 1: Introduction To Environmental Science				
	Suggested Pacing: 4 weeks				
Standards	**Knowledge and Skills (Key Objectives)**	**Essential Question(s)**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation One **1.Introduction to Environmental Science (pp 4-11 and 228-241)** **Vocabulary:** Environment, environmental science, ecology, environmental activism, natural resource, renewable natural resource, nonrenewable natural resource, sustainable, fossil fuel, ecological footprint • Environmental scientists study how the natural world works, and how humans and the environment affect each other. • In the last several hundred years, both human population and resource consumption have increased dramatically.	1.How does environmental science help us understand the natural world?	• Explain the focus of environmental science • Describe the recent trends in human population and resource consumption		Core Activities • Ecological Footprint Activity and bookmark (Suburban Science) • Communal Resource Activity (Suburban Science) **OR** • Tragedy of the Commons (hands-on activity)- **Quiz: Google Form Link** **https://forms.gle/fC7Ah4TVmQ5X5vfM6**
	Investigation Two **1.Nature of Science** **Vocabulary:** hypothesis, prediction, independent variable, dependent variable, controlled study, data **2.The Community of Science** **3. Strait Science Lecture Review: Spectacular Shorebird Migration** **4.Evaluating Energy Facts** **Vocabulary:** Claim of fact, expert, credible source, lateral reading • Facts support informed decision-making by leading to more accurate predictions about the likely outcomes of different choices.	1.What is science? 2.What happens to a scientific study after data have been gathered and the results are analyzed? 3. What scientific research is being done in our region? 4. How can we	• Explain what science is. • Describe the major roles of the scientific community in the process of science. • Identify the different steps of the scientific process while viewing a Strait Science lecture. • Distinguish Facts		Core Activities • Evaluating Energy Facts Investigation- Teacher Edition • Evaluating Energy Facts investigation- Student Edition • Strait Science Lecture Review: Spectacular Shorebird Migration worksheet (worksheet in activities folder) • Lecture Found here: https://www.youtube.com/watch?v=vqkqNXmNjVk&list=PLuuqkhFcq8ifdnRxDaKYiRiewrQSvzcA6&index=18 Optional Activities • Environmental Scientist Research (Suburban Science) • Create Your Own Environmental

	• Values affect people's behaviors, opinions, and decisions. There can be disagreement within a community when people hold a variety of values. • When gathering facts, first determine whether the source is credible before looking at the information or evidence provided by the source in more depth.	determine if the sources we use are credible?	from Claim of facts by applying lateral reading strategies		Lab (Suburban Science) • Environmental Careers flyer (Suburban Science) **Quiz: Google Form Link https://forms.gle/E4qhVULjPS9oob5o7**
	Investigation Two **Economics and Policy** **1.Economics (pp 36- 41)** **Vocabulary:** Economics, supply, demand, cost-benefit analysis, ecological economics, environmental economics, non-market value, market failure, ecolabelling • Supply and demand and cost-benefit analysis are two economic concepts that greatly contribute to decision making. • All economies depend on the environment for resources and for management of wastes, but these connections are often overlooked. • A new trend in economics is the recognition that supplies of goods and services need to consider how to conserve resources and reduce harm to the environment. **2. Environmental Policies** •Environmental policies are rules and regulations to help conserve common resources. They can be categorized into regulations or incentives. The cap-and-trade policies are a combination of both types.	**1.**How is sustainability affected by economics**?** **2.** How do environmental policies protect the environment?	• Describe two basic concepts of economics. • Explain the relationship between economics and the environment • Describe the ways that economies are working toward sustainability • Explain the purpose of environmental policy. • Create a timeline of the U.S. policies that aim at protecting the environment		Core Activities • Environmental Policy Timeline Activity- Suburban Science (Optional: Student Presentation Review sheets attached to Cornell Notes) 128 **Quiz: Google Form Link** https://forms.gle/uBn6vuBPGeDqKoVh9 **Unit 1: Introduction To Environmental Science Exam** ● Located in the Unit 1: Evaluations Folder

	Unit 1 Project ***(Optional) Straight Science Lecture Review: Seabirds and the Changing Northern Bering Sea** ***COASST (Coastal Observation and Seabird Survey Team): Citizen Science**	1.How does COASST and citizen science contribute to the monitoring of our local seabird populations?	• Identify beached birds using the COASST Beached Birds field guide • Analyze data from COASST from around the region and lectures presented in class to explain recent seabird deaths with previous die-off events • Define key terms discussed in the readings with peers COASST Project		• **Strait Science Lecture Review_Searbirds and the Changing Northern Bering Sea7** • **Strait Science Presentation:** https://www.youtube.com/watch?v=vqkqNXmNjVk&list=PLuuqkhFcq8ifdnRxDaKYiRiewrQSvzcA6&index=17 ● COASST Seabird Monitoring Project About: https://coasst.org/about/ Watch following videos related to COASST Bird Survey (Project) - Link to COASST data sheets: https://coasst.org/toolbox/beached-birds/ -Link to COASST bird measuring video: https://vimeo.com/211755589 -Link to COASST beach measuring video https://vimeo.com/181084689 -Link to COASST paces per meter video: https://vimeo.com/181084699
	Standards List:				

	Unit 2: Biosphere				
	Suggested Pacing: 6-8 weeks				
Standards	**Knowledge and Skills (Key Objectives)**	**Essential Question(s)**	**Objective(s)**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation One- Basics of Ecology **Spheres of the Earth (pp72-82 in text) (pp 76-82)** **Vocabulary:** erosion, geosphere, lithosphere, biosphere, atmosphere, hydrosphere, crust, mantle, core, tectonic plate, landform, deposition, evaporation, transpiration, precipitation, condensation, aquifer, groundwater, • An output of one of Earth's systems is often also an input to that or another system • Earth's geosphere, lithosphere, biosphere, atmosphere and hydrosphere are defined according to their functions in Earth's systems • Earth's geosphere consist of the crust, mantle and the core • Earth's biosphere and atmosphere are the living Earth and the ocean of gases that supports and protects it • Water cycles through the lithosphere, biosphere and atmosphere endlessly	1. What types of systems play roles in environmental science? What are systems? What are Earth's spheres? 2.What are the characteristics of Earth's geosphere, biosphere, atmosphere and hydrosphere? What is the geosphere? What is the hydrosphere? What is the atmosphere and biosphere?	• Describe two major ways the Earth's systems interact • Define Earth's geosphere, lithosphere, biosphere, atmosphere and hydrosphere • Describe the parts of the Earth's geosphere • Describe Earth's biosphere and atmosphere. • Discuss the water cycle.		**Core Activities** • Spheres of Earth's Outdoor Activity- (Suburban Science) **Optional Activities** • Biome Poster Project (Suburban Science) • Ecology Reading (in Pearson Environmental Science textbook)

	***Studying Ecology (pp. 100-103) (pp. 164-180) (pp 168-178) (pp 133-135)** **Vocabulary:** ecology, species, population, community, ecosystem, biosphere, biotic factors, biosphere, biotic factor, abiotic factor, habitat, resource, biome, climate, weather, climatograph, net primary production, • Ecologists study life at many levels, from individual organisms to the entire biosphere • Ecosystems include both biotic and abiotic factors • Organisms depend on resources provided by their habitat for survival • Biomes are characterized by their climates as well as typical plant and animal life • Biomes vary in their rates of net primary production. Warm and wet biomes have the highest net primary production and cold, dry biomes have the lowest. • Discuss the factors that influence an organism's niche. *Note: This will not address Aquatic Biomes (see Hydrosphere Unit)	1.How do ecologists organize and study life? What is ecology? How are living things organized? How do biotic and abiotic factors differ? Where do organisms spend their time? 2. What abiotic and biotic factors are used to classify biomes? What is a biome? What is primary productivity? 3.What conditions and organisms characterize the world's biomes? 4.How do species interact in nature? What is the difference between habitat and niche? How does energy move through an ecosystem? How do toxins make their way through a food web? 5.What role does the environment play in an organism's	• Describe the different levels of organization studied by ecologists • Explain the difference between biotic and abiotic factors • Discuss how an organism's habitat relates to its survival • Explain how biomes are characterized • Describe how net primary production varies among biomes • Explain how organisms are adapted to the conditions of their biomes • Explain how biotic and abiotic factors influence an ecosystem • Compare habitat and niche • Explain how variation in niche can impact survival and prevent competition for resources between organisms • Identify different trophic levels in a food chain/web • Compare bioaccumulation and biomagnification • Define *species, speciation*, *gene pool* and *interspecific*		**Core Activities** • Data Analysis: Climatograms (Suburban Science) • Digging Deeper: Vegetation and Climate (Suburban Science) • AAB Biome Activity worksheet • Activity utilizes the following website: askabiologist.asu.edu/explore/biomes • Digging Deeper: Speciation (suburban science) • Interspecific Competition (suburban science) • Digging Deeper: Keystone Species (Suburban Science) • Data Analysis: Indicator species (suburban science) **Optional Activities** • Biome Poster Project (Suburban Science) • Ecology Reading (in Pearson Environmental Science textbook) **Quiz: Google Form Link** https://forms.gle/Kw7KSmQtshHKQkeR9

		survival and reproduction? What is a species? What causes extinction and how are species protected? What is speciation? What causes speciation? What is interspecific competition?	*competition* • Explain the difference between an endangered vs threatened species • List factors that can lead to the extinction of a species • Compare the four factors that cause speciation • Explain the principle of competitive exclusion		
	Investigation Four-Populations **1.Describing Populations (pp. 104-109)** **Vocabulary:** population size, population density, population distribution, age structure, age structure diagram, sex ratio • The overall health of a population can often be monitored by tracking how its size changes • A population's density is a measure of how crowded it is • Populations can be distributed randomly, uniformly or in clumps • Age structure diagrams show the number of males and females in different age groups within a population 2.**Population Growth (pp. 110-117)** • A population's growth is determined by births, deaths, immigration and emigration. • Populations can grow exponentially or logistically	1.What are the important characteristics of populations? What is population size? What is population density? What is age structure? 2.What factors determine whether, and how, a population's size changes? What factors effect population growth? How do populations grow?	• Explain the usefulness of tracking population size • Define Population density • Describe the three ways populations can be distributed • Explain what age structure diagrams tell you about a population • Describe the factors that influence a population's growth rate • Explain exponential growth and logistic growth • Explain how limiting factors and biotic potential affect population growth		**Core Activities** • Describing Populations (**Pearson** *Environmental Science* textbook) • Data Analysis: Age Structure Diagram (suburban science) • Data Analysis: Barnacle Geese Population (suburban science) • Real Life Scenario: Ozark Collard Lizzards (suburban science) • Deer Ecology Analysis (Suburban Science) • Digging Deeper: Invasive Species **Optional Activities** • Biodiversity Lab (suburban science) • Data Analysis: Biodiversity analysis (suburban science) • Population Growth Concept Map (suburban science) • R v K Strategist Card Sort

	• Limiting factors and biotic potential regulate a population's growth. ***Biodiversity (pp 200- 211)** Biodiversity, species diversity, genetic biodiversity, ecological biodiversity, invasive species • Species diversity, genetic diversity, and ecosystem diversity are all parts of an area's overall biodiversity. • Invasive species is a major cause of biodiversity loss.	3. What is biodiversity? What are 3 main types of biodiversity? How is a biodiversity index calculated? How is the transect line used? What impact do invasive species have on biodiversity?	• Differentiate the components of biodiversity • Explain how biodiversity is calculated and one method used to measure it. • Explain how invasive species leads to biodiversity loss.		**Semester 1: Final** Located in the Unit 2: Evaluation Folder
	Standards List:				

	Unit 3: Atmosphere				
Suggested Pacing: 5 weeks Note: Stewards of Our Land Project will begin at the conclusion of Unit 6 and before S2 Final Exam. This will add approximately 2 weeks to the pacing guide.					133
Standard	**Knowledge and Skills (Key Objectives)**	**Essential Question(s)**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation One: Composition and Layers of the Atmosphere **Earth's Atmosphere (pp 452- 459)** **Vocabulary:** atmosphere, relative humidity, air pressure, troposphere, stratosphere, ozone layer, mesosphere, thermosphere, radiation, conduction, convection, convection current, air mass, front • Properties of the atmosphere include its composition, relative humidity, temperature and air pressure • The main layers of the atmosphere are the troposphere, stratosphere, mesosphere and thermosphere • Processes that affect weather in the	1,How can we describe the Earth's Atmosphere? What is the atmosphere made of? How is temperature and pressure measured? How is the atmosphere divided? What are characteristics of the troposphere? What are characteristics with the stratosphere? What are characteristics with the mesosphere?	• Identify the properties of the atmosphere include its composition, relative humidity, temperature and air pressure • Compare the different components of the atmosphere (nitrogen, oxygen, water vapor) • Explain how relative humidity and condensation relate to cloud formation • Identify the different layers of the		**Core Activities** • Earth's Atmosphere: Reading activity (**Pearson** *Environmental Science* textbook) • Data Analysis: Atmospheric Composition (Suburban Science) • Digging Deeper: Ozone Layer (Suburban Science) • Data Analysis: Solar Insolation (Suburban Science) • Layers of the atmosphere: Coloring page worksheet

	troposphere include heat transfer and the interaction of air masses **What Causes Wind? (KidWind-WindWise-Lesson 4_pdf)** ● Horizontal movement of air, also called wind, is driven by two primary factors: differences in pressure caused by unequal heating of Earth's Surface and rotation of the Earth ● Factors that cause wind can be measured and the basic elements of a daily weather forecast *Unit 2 Project* REAP Clean Energy Olympics Competition To learn more about it visit: https://alaskarenewableenergy.org/initiatives/renewable-energy-education/ *See Teacher Materials and Student sheets for this project under Unit 3→Presentations→REAP_Energy Olympics Project Folder **Pollution of the Atmosphere (pp. 461-468)** **Vocabulary:** air pollution, emission, fossil fuel, primary air pollutant, secondary air pollutant, smog, temperature inversion, acid deposition • Air pollution can be caused by natural processes and human activities • Air pollutants can damage the respiratory system, interfere with the body's update of oxygen and cause cancer • Temperature inversions may trap smog close to the surface of Earth, preventing the pollutants from dispersing • Acid deposition results when products of combustion combine with water, oxygen and other substances in the atmosphere. **Controlling Air Pollution (pp. 469-473) (pp 469-473)** **Vocabulary:** Clean Air Act, catalytic	What are characteristics with the thermosphere? What are air masses and air fronts? Why do we have seasons? How does heating of the Earth create wind? How do areas of rising and falling air lead to the creation of rainforests and desserts? What Causes Wind? KidWind Lesson 2.What Causes Wind? 3.What are the sources of air pollution? What are sources of air pollution? How do air pollutants affect your health? What is smog and industrial pollution? What is acid deposition?	atmosphere • Explain the properties of the atmosphere's layers • Describe what causes temperature changes throughout different layers of the atmosphere • Understand the relationship between temperature and pressure in the context of the gasses in the atmosphere • Understand the forces that cause wind • Explain how both natural processes and human activities can cause air pollution • Describe how air pollutants affect human health • Explain what causes smog and how temperature inversions affect it and other forms of pollution • Explain how acid deposition occurs and describe its effects • Explain how provisions of the Clean Air Act have reduced air pollution in the United States • Describe international efforts to reduce the ozone hole		• Layers of the Atmosphere (Suburban Science) • Meteorology Activity (Suburban Science) • What causes Wind? (KidWind Reading + Questions on Google Doc) • Coriolis Effect Activity (Suburban Science) • What Causes Wind? Student sheets (KidWind) • Controlling Air Pollution (**Pearson** *Environmental Science* textbook) **Optional Activities** • Introduction to the Atmosphere Activity (Suburban Science) • Whats Your Weather? Independent Exploration (Suburban Science) • PBS Documentary: Something in the Air (available for rent on Amazon Prime) **Quiz: The Atmosphere** ● Quiz located in the Unit 3: Evaluations Folder

	converter, scrubber, ozone hole, chlolofluorocarbon (CFC), Montreal Protocol • The Clean Air Act has provisions that have reduced air pollution in the United States • Nations have taken steps to deal with the problems of ozone loss in the stratosphere	3. What measures can limit and prevent pollution of the atmosphere?			
	Investigation Two: Global Climate Change **1.Our Dynamic Climate (pp. 484-490)** **Climate Change** **Vocabulary:** greenhouse effect, greenhouse gas, thermohaline circulation, El Nino, topography • The heating of Earth's atmosphere by the sun is influenced by the greenhouse effect, latitude, and sunspot cycles • Winds distribute heat and moisture globally • Oceans affect climate by transporting heat and absorbing carbon dioxide • Global climate may be affected by factors such as topography, volcanic eruptions, regional vegetation and changes in Earth's orbit • Evidence of global climate change includes rising atmospheric temperature, precipitation trends, melting ice and rising seas	**1.**What factors determine Earth's Climate? How does energy from the sun impact the climate? How do oceans affect climate? 2. What evidence shows that climate change is occurring in Alaska and Nome and why it is happening?	• Describe factors that affect how the sun warms Earth • Discuss the role of wind patterns in determining climate • Explain how the oceans affect Climate • Describe how climate is affected by topography, volcanoes, regional vegetation, and periodic changes in Earth's orbit • Identify evidence of global warming • Explain three methods used to study climate change • State the probable cause of global climate change		**Core Activities** • Digging Deeper: Greenhouse Gasses (Suburban Science) • Digging Deeper: ENSO (Suburban Science) • Digging Deeper: Deforestation (Suburban Science) Climate Change • Global Climate Change (**Pearson** *Environmental Science* textbook) • Newsela article: Climate Change warning is dire • Newsela article: UN Climate Report Key to Action • Our changing Environment: Climate Change Activity **Optional Activities** • Newsela Article: Ocean Conveyor Belt • Digging Deeper: Carbon Residence Time (Suburban Science) •

	***Note:** No Formal Presentation on Climate Change/Effects of Climate Change. Slides can be added onto the PowerPoint presentation. Various readings and activities have been provided to supplement this topic. **Climate Change (pp. 491- 496)** **Vocabulary:** global climate change, global warming, proxy indicator, climate model, fossil fuel • Evidence of global climate change includes rising atmospheric temperature, precipitation trends, melting ice and rising seas • Scientists study changes in climate by taking direct measurements, inferring past climate characteristics and using models to predict the future • Evidence indicates that global warming has been caused largely by the increase in greenhouse gases in the atmosphere **Effects of Climate Change (pp. 497-501)** **Vocabulary:** coral bleaching • As the atmosphere warms, ecosystems on land and in the ocean are changing, affecting organisms in various ways • Global Climate Change is affecting aspects of human life such as farming, forestry, the economy and health • Computer modeling predicts that global climate change will contine to affect people **Responding to Climate Change (pp. 502-507)** **Vocabulary:** carbon footprint, carbon tax, carbon offset, carbon sequestration, Kyoto Protocol • As the atmosphere warms, ecosystems on	3.What are the effects of climate change?	• State ways in which the warming atmosphere affects ecosystems and organisms • Explain how climate change is affecting people now • Predict future effects of Climate Change on people • List ways to reduce greenhouse gases related to the use and generation of electricity • Describe some of the ways of reducing greenhouse gases related to transportation • Describe other strategies for reducing greenhouse gases • Explain how nations are working together to try to address Climate Change		136

	land and in the ocean are changing, affecting organisms in various ways • Global climate change is affecting aspects of human life such as farming, forestry, the economy and health • Computer modeling predicts that global climate change will continue to affect people				

Unit 3: Geosphere					
Suggested Pacing: 4 weeks Note: Stewards of Our Land Project will begin after S1 Midterm Exam. This will add approximately 2 weeks to the pacing guide.					
Standards	**Knowledge and Skills (Key Objectives)**	**Essential Questions**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation Two- Minerals, Rocks and Mining **1.Minerals and Rocks (pp 392-397)** **Vocabulary:** mineral, precipitation, polymorph, rock and rock cycle • A mineral is a naturally occurring, inorganic solid that has an orderly crystalline structure and a definite chemical composition • Minerals can form by crystallization from magma or lava, from precipitation related to evaporation or hydrothermal solutions, or from exposure to high pressure and temperature or they can be produced by organisms • Forces deep inside and at the surface of Earth produce changes in rock that cause the same material to cycle between igneous, sedimentary and metamorphic rocks **2.Mining (pp 398- 404)** **Vocabulary:** ore, strip mining, subsurface mining, open pit mining, mountaintop removal, placer mining, tailings, smelting • Mining companies seek and gather valuable	1.Where do minerals come from? 2.How are mineral resources accessed? 3.How can we reduce the negative impacts of mining and manage mined	● Explain what a mineral is ● Describe how minerals form ● Identify types of rocks and the stages of the rock cycle ●Identify the types of resources that are mined ●Describe different methods used for mining ●Explain how metals are processed ● Describe the negative impacts of mining on the environment and society ● Explain how mining		**Core Activities** • Minerals and Rocks (**Pearson** *Environmental Science* textbook) • Mineral social media profile (Suburban Science) • Rockcycle Jigsaw activity (suburban science) • Dimensional Analysis: Coal Mining (Suburban Science) • Digging Deeper: The Mining Process (Suburban Science)

	resources such as metals, nonmetalic minerals and fuel sources • Mining companies have developed many techniques to access resources close the surface of theEarth, deep underground, and even underwater • After mining, ores and other extracted materials are processed to separate the desired materials, combine them with other materials, and alter their properties **3.Mining Impacts and Regulation (pp. 405-411)** **Vocabulary:** acid drainage • Environment impacts of mining include increased erosion, increased sediment and debris, and pollution of water, land and air. Mining can also have negative impacts on society • Regulations that govern mining consider the environment and safely impacts of mining along with the economic costs to the industry • Because minerals are a nonrenewable resource, we need to be concerned about finite supplies and ways to use them more responsibly, such as reusing and recycling.	resources?	is regulated ● Describe ways that mineral use can become more responsible		138
	Investigation One- Soil Composition + Conservation **Soil (pp 352-357 in text)** **Vocabulary:** soil, parent material, bedrock, weathering, soil horizon, soil profile, clay, silt, sand, loam • Soil is a complex substance that forms through weathering, deposition, and decomposition • A soil profile consists of layers known as horizons • Soils can be classified by their color, texture, structure and pH **Soil Degradation and Conservation (pp. 358-364)** **Vocabulary:** soil degradation, intercropping, crop	**1.**What is soil? 2.How do erosion, desertification, and soil pollution affect the productivity of	● Explain three processes by which soil forms ● Describe the horizons that make up a soil profile ● List the four characteristics used to classify soil ● Describe some practices that can lead to soil erosion and some that can		•

	rotation, cover crop, shelterbelt, tilling, terracing, contour farming overgrazing, desertification, irrigation, salinization, pesticide • Describe some practices that can lead to soil erosion and some that can prevent it • Identify the causes and effects of desertification • Discuss the activities of U.S. and international agricultural organizations • Explain how irrigation and pesticide use can cause soil pollution	soil?	prevent it ● Identify the causes and effects of desertification ● Discuss the activities of U.S. and international agricultural organizations ● Explain how irrigation and pesticide use can cause soil pollution		
	<u>Stewards of Our Land Project</u> ***Local Mining Research and Communication*** At the conclusion of the Mineral Resources and Mining Unit, students will apply their learning to a capstone research project that investigates a local mining operation in Nome, Alaska. Working independently or collaboratively, students will: - **Identify the resource(s)** being mined at the chosen operation. - **Describe the mining method(s)** used to extract the resource. - **Explain how the resource is processed** after extraction. - **Analyze the impacts** of mining on both the environment and the Nome community, including both positive and negative effects. Students will first submit a **formal written report** of their research findings. Following this, they will craft a **community-focused communication piece** designed to share their message about the mining process with a wider audience. Students may choose the medium that best fits their message, such as a radio broadcast, newspaper article, letter to a		1.What specific resources are being mined in Nome, and why are they important locally, nationally, or globally? 2.How is this resource extracted and processed, and what technologies or methods are used? 3.What are the environmental impacts of this mining operation, both immediate and long-term? 4.How does this mining activity affect the Nome community economically, socially, and culturally?		• Guest speakers

	policymaker, or educational content for social media. This project is designed to connect course concepts to real-world issues in our region, promote critical thinking about natural resource use, and empower students to communicate responsibly about environmental topics that affect their community.		5.In what ways can mining practices and resource use become more sustainable and responsible for future generations		
	Standards List:				

	Land use and Sustainability Unit (additional Content)				
	Suggested Pacing: 3 weeks				
Standards	**Knowledge and Skills (Key Objectives)**	**Essential Question(s)**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation One: Urbanization **Land Use and Urbanization (pp 292 and 298)** **Vocabulary:** land cover, land use, urban area, rural area, urbanization, infrastructure, heat island • Land cover influences land use, and humans change both when they build urban areas • Urbanization occurs when people move out of rural areas toward areas with more or better jobs • Cities have both negative and positive impacts on the environment **Sprawl (pp. 299-304)** **Vocabulary:** sprawl • As people move from cities to suburbs, population growth and increased land	1.How do we use the land we live on? 2. How can the effects of	● Differentiate between land cover and land use, and describe how people effect both ● Explain how and where urbanization occurs ● Describe the environmental impacts of urbanization ● Describe the contributors to spiral		• Heat Islands Online Research -Suburban Science • Impacts of Urbanization Poster- Suburban Science • Urban Sprawl Drawing Activity- Suburban Science • Urban Issues in Developing and Develop Countries Research Project- Suburban Science • Be a City Planner Group Activity- Suburban Science • **Strait Science Presentation Review:** Arctic Vessel Traffic Management https://www.youtube.com/watch?v=L1Qss0r2a3A&list=PLuuqk

	consumption per capital contribute to sprawl • Sprawl effects the transportation, pollution, public health, land use and economics of an area **Sustainable Cities (pp. 305-313)** **Vocabulary:** city planning, geographic information system (GIS), zoning, urban growth boundary (UGB), smart growth, ecological restoration, greenway • City planners use many tools in the attempt to make urban areas more livable • Transportation options are vital to livable cities • Parks and open space are key elements of livable cities • The goal of a green building is to save energy and other resources without sacrificing people's comfort • There has been promising progress toward urban sustainability	urbanization lead to sprawl? 3. What are the characteristics of a sustainable city?	and its patterns ● Explain the impacts spiral has on an area ● Describe four different components of city planning ● Explain the importance of mass transit option to a city and its residents ● Explain the importance of open space to a livable city ● Differentiate green buildings from conventional buildings ● Discuss the progress towards sustainability some cities have made and its importance to the world ●		hFcq8ifdnRxDaKYiRiewrQSvzcA6&index=4 141
	Investigation Two: Sustainable Agriculture **1.Agriculture (pp. 365-372)** **Vocabulary:** traditional agriculture, yield, industrial agriculture, green revolution, biological pest control, integrated pest management • Agriculture began about 10,000 years ago, when a warmer climate enabled humans to plant seeds and raise livestock • Industrial revolution and the green revolution have saved millions of people from starvation • Chemical pesticides, biological pest control, and integrated pest management can all effectively	**1.**How has agriculture evolved?	● Discuss the beginnings of agriculture ● Explain the importance of industrial agriculture and the green revolution ● Identify different types of pest control ● Explain the importance of		• GMO Class Debate- Suburban Science • Perplexed by Protein graph interpretation activity - Suburban Science • Informational Flyer on Protein Sources- Suburban Science

	protect crops from pests • Insects and other animals are essential to the reproduction of many crops • **2.Food Production (pp. 373- 383)** **Vocabulary:** arable land, food security, malnutrition, genetic engineering, genetically modified organism (GMO), biotechnology, feedlot, aquaculture, seed bank, sustainable agriculture, organic agriculture • Because hunger continues and the population is growing, we need to find a way to increase food production sustainably • Genetically modified food is a promising way to increase food production, but there needs to be more research into potential risks • Feedlots, aquaculture, and other methods of industrial food production are efficient but they have disadvantages	**2.** How can we produce enough food for a rapidly growing population while sustaining our ability to produce it?	pollinators to agriculture ● Explain why the world needs to grow more food and to grow it sustainably ● Discuss genetically modified food ● Describe the advantages and disadvantages of industrial food production ● Discuss sustainable agriculture		

	Hydrosphere Unit (additional Content)				
	Suggested Pacing: 3 weeks				
Standards	**Knowledge and Skills (Key Objectives)**	**Essential Question(s)**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation One: Introduction to Water **Earth: The Water Planet (pp 420- 425)** **Vocabulary:** fresh water, surface water, runoff, river system, watershed, groundwater, permeable, impermeable, aquifer, water table, recharge zone, well • As a natural resource, fresh water is renewable. However quantities of fresh water on Earth are limited • Surface water is contained within watersheds	1.Where is all of our water?	● Discuss how fresh water can be both renewable and limited ● Explain the significance of a watershed ● Explain how most groundwater is		• Properties of Water Stations Lab- Suburban Science • Personal Water Audit- Suburban Science • Watershed Mapping Activity- Suburban Science • Building an Aquifer STEM Model - Suburban Science • Irrigation Jigsaw Group Research Activity- Suburban Science

	• Groundwater can be accessed by wells **Uses of Freshwater (pp. 426-434)** **Vocabulary:** water diversion, dam, reservoir, salinization, desalination, xeriscaping • Freshwater is used for agriculture, industrial and personal activities • Because of overuse, surface water resources are being depleted • Groundwater is being used, primarily for irrigation, faster than it can be replenished • Addressing freshwater depletion will largely depend on strategies that decrease water demand **Water Pollution (pp. 435-443)** **Vocabulary:** point-source pollution, nonpoint source- pollution, cultural eutrophication, wastewater, algal bloom, pathogen, red tide, septic system • There are many different kinds of water pollution, each with its own sources and effects • It can take decades to clean up groundwater pollution, so every effort should be made to prevent it from occurring • Oceans are polluted with oil, toxic chemicals, and nutrients that run off from land • Government regulation and water treatment are two ways of decreasing the effects of water pollution	2. How can we change the way we use water? 3. How does water pollution affect humans and ecosystems?	accessed ● List the three primary categories of freshwater use ● Related the causes of surface water depletion to their effects ● Explain the major causes and effects of groundwater depletion ● Describe strategies for addressing water depletion ● Discuss the main categories of water pollution ● Explain why groundwater pollution is difficult to clean up ● Discuss the sources and effects of major pollutants found in the ocean ● Describe how water is regulated and treated		• Salination Investigation Lab-Suburban Science •

	Investigation Two: Aquatic Ecosystems **1.Agriculture (pp. 181-191)** **Vocabulary:** salinity, photic zone, aphotic zone, benthic zone, littoral zone, limnetic zone, wetland, flood plain, estuary, upwelling • Ecologists classify aquatic ecosystems according to criteria such as salinity, depth, and whether the water is flowing or standing • Standing freshwater ecosystems include ponds, lakes, inland seas and wetlands. Flowing freshwater ecosystems include rivers and streams. • Estuaries are home to diverse ecosystems that prevent soil eroson and flooding • The ocean can be divided into three zones based on their distance from shore: intertidal, neritic and open ocean	**1.**What conditions and organisms characterize the world's aquatic ecosystems?	● Describe the criteria ecologists use to classify aquatic ecosystems ● List the major categories of freshwater ecosystems ● Explain the ecological importance of estuaries ● List the three major zones of the Ocean		• Group Discussion-Commercial Fishing and Aquaculture: Suburban Science • Research a Fish Project-Suburban Science • Oil Spill Clean-up Simulation Lab: Suburban Science • Effects of Oil on Marine Life Research Activity: Suburban Science • Sources of Water Pollution Card Sorting Activity: Suburban Science • **Strait Science Presentation Review:** Point Lay Walrus **https://www.youtube.com/watch?v=MWtd1ciF-lo&list=PLuuqkhFcq8ifdnRxDaKYiRiewrQSvzcA6&index=18**

Foundations of Life Science

Grade(s): 9-12 **Length**: two semesters **Credit**: 1 **Prerequisites**: Teacher recommendation	**Course Overview**: *Foundations of Life Science* is a one-year course (1-credit) that meets a core-science requirement for graduation. This class is designed with interactive investigations that dive into the topics related to fisheries and arctic gardening practices. During the first semester, students will learn how to raise pacific salmon (Coho) in a classroom incubator from the egg to fry stage under the supervision of the Norton Sound Economic Development Corporation (NSEDC) fisheries biologists and technicians. Through hands-ons projects and activities, students will study topics about the life cycle, habitat requirements, and behavior/ physical adaptations of salmon before releasing their fry in Moonlight Springs at the end of the school year. Second semester, the class will switch gears and focus on plants and arctic gardening through the development of an indoor vegetable garden. Cheryl Thompson will help supervise indoor garden activities and assist students as they transfer their knowledge through activities at the Community Garden. Throughout Semester 2, students will learn about the diversity, reproductive strategies and physiology of plants. Over the course of the year, students will also discuss local employment opportunities in fisheries available to them after high school as well as discuss and implement a business plan that utilizes the resources from their school vegetable garden. **Adopted Textbook** To be Determined. (Used to develop this curriculum: *Environmental Science.* National Geographic, 2022)

Units (Recommended Order)	
Semester 1	**Semester 2**
• Introduction: Nature of Science • Fisheries Management • Classroom Gardening	• Classroom Gardening/Fisheries Management (ongoing)* • Wildlife Management *Place-based Projects: Raising Salmon in the Classroom and Gardening will continue until the end of S2

UNIT 1: Nature of Science					
Suggested Pacing: 1 week					**Textbook Chapter(s)/Lessons**: Chapters 1 and 18
Standards	**Knowledge and Skills**	**Essential Questions**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation: What is Science? **Vocabulary:** science, evidence, hypothesis, data, theory	1.What is the natural world?	• Be able to define science, evidence, hypothesis, data, theory • Be able to explain that the natural world is everything that can be perceived with our senses • Be able to identify the 5 major characteristics of science.		**Core Activities** ● Outdoor Observation **Assessment** ● What is Science? Poster Project
Standards List:					

UNIT 2: Fisheries Management					
Suggested Pacing: 16 weeks					**Textbook Chapter(s)/Lessons**:
Standards	**Knowledge and Skills**	**Essential Questions**	**Objectives**	**Cultural Activities**	**Suggested Activities & Resources**
	Investigation 1: Raising Salmon in the Classroom Thermal units, Alevin, fry, smolt, Eyed stage, pH, chlorine, dissolved oxygen ● Salmon are an important natural resource, and understanding their life cycle helps people make informed decisions about conservation and habitat protection ● Successful fish rearing depends on technology and equipment that replicate the environmental	1.How can we raise salmon in the classroom? -What materials and supplies do we need to incubate our own salmon eggs? - How does chlorine, temperature, and dissolved oxygen affect salmon eggs and alevin? How can we measure these elements?	• I can explain the purpose of raising salmon in the classroom and describe why protecting salmon and their habitats is important. • I can identify the equipment used in classroom salmon incubator and explain how each part helps keep salmon eggs healthy. • I can describe the four critical elements needed for salmon egg development and explain how they affect		**Core Activities** *Investigation 1* ● Student Reading: Salmon Guide Research Question worksheet ● Project: Raising Salmon in the Classroom Guide ● Salmon Guide Review worksheet **Core Project** *Investigation 1 (Summative Assessment)* ● Project_Guide to Raising Salmon in the Classroom (digital booklet to be shared with class) ● Salmon Guide Review worksheet **Optional Project**

	conditions salmon need to survive. ● Salmon survival depends on specific environmental conditions, and changes in these conditions can impact development and health. ● Effective fisheries management requires consistent monitoring, observation, and responsible stewardship ● Scientists use data and environmental measurements to predict growth, development, and life-cycle events in fish populations ● Maintaining water quality is essential for healthy aquatic ecosystems and the successful development of fish ● Different stages of salmon development have unique needs, and careful management increases survival rates. ***Investigation 2: Managing Salmon in Nome***	- What are ATU's and when do we predict our fish to reach the eyed phase? When will they hatch? 2. What salmon rehabilitation efforts are being done in the Norton Sound Region? -Who are the people involved in these	survival and growth. • I can explain the daily responsibilities required to monitor a salmon incubator and maintain healthy conditions for eggs and fry. • I can explain how accumulated thermal units (ATUs) are used to track and predict salmon egg development • I can describe the steps of a weekly water exchange and explain why water quality is important for salmon survival. • I can identify the eyed-egg stage and explain why removing dead eggs is important for maintaining healthy salmon development. • I can describe the characteristics and needs of alevins and explain how their behavior helps them survive in nature. •		*Salmon Canning Project* The salmon canner is located in the "fish-lab" of the cultural arts room. The smokehouse is located in the parking lot outside of the Cultural Arts room. In the past we have cut, smoked and canned salmon over the course of a week. Community members are invited to assist in the various steps of the process. It requires advanced planning since activities are conducted during this class period. This project also requires various materials/supplies for each step including: filet knives, propane gas, mason jars, brown sugar, salt, salmon filetes, etc. Contacts: **Pat Callahan** (Activity Director) for assistance with coordinating activity: 907-434-1236; pcallahan@nomeschools.org **Tyler Rhodes, NSEDC:** Fish donations tyler @nsedc.com **Sigvanna, Kawerak:** Can provide assistance with activities. 360-980-0926 Sigvanna@kawerak.org ● Salmon Canning Journal (student and teacher editions)

		rehabilitation projects and what are their responsibilities? -What projects are being implemented by NSEDC to manage salmon in the region? -How are egg takes conducted?			

UNIT 4: HUMAN POPULATIONS	
Suggested Pacing: 4-5 weeks	**Textbook Chapter(s)/Lessons**:
Key Objectives	**Suggested Activities & Resources**
• Describe how technological advances have contributed to human population growth • Explain recent trends in population growth • Describe total fertility rates and replacement fertility • Explain how the age structure and sex ratio of a population define its potential for growth	• ESRI Geoinquiries
• Identify characteristics of human population that are studied by demographers • Describe the demographic transition • Discuss social factors that affect population • List the types of environmental health hazards	

• Describe how humans impact their environments • Compare and contrast epidemiology and toxicology • Discuss risk assessment • Describe how infectious diseases spread • Explain why emerging diseases are important to monitor and control • Differentiate between social hazards that are lifestyle choices and those that cannot controlled	
• **Standards List:**	**GLEs: S.A.1-,** Using Ma thematics and Computational Thinking, Constructing Explanation and Designing Solutions, **LS2.A:** Interdependent Relationships in Ecosystems, **LS2.C:** Ecosystem Dynamics, Functioning and Resilience, **ESS3.A**: Na tural Resources

UNIT 5: PHYSICAL SYSTEMS IN ENVIRONMENTAL SCIENCE	
Suggested Pacing: 4-5 weeks	**Textbook Chapter(s)/Lessons**: Chapter 3
Key Objectives	**Suggested Activities & Resources**
• State the definition of an environmental system and give examples • Explain that the geosphere, biosphere, atmosphere, and hydrosphere are defined according to their functions Earth's systems • Explain the importance of the cycling of nutrients, both macro and micro to all life on Earth	• Selected chapters and data-based activities from the "Earth Exploration Toolbook" • HHMI Biointeractive: "Understanding Global Change" Interactive
• Identify the layers of the atmosphere in the correct order • Explain how the ozone layer protects us from harmful ultraviolet radiation	
• Connect plate tectonics to environmental science concepts such as biogeochemical cycles, volcanoes and air pollution, geothermal energy, earthquakes, and risk assessment	
Standards List:	**GLEs: S.A.1-,** Developing and Using Models, Using Mathematics and Computational Thinking, **LS2.B:** Cycles of Matter and Energy Transfer in Ecosystems, **LS2.C:** Ecosystem Dynamics, Functioning and Resilience, **ESS2.A**: Earth's Materials and Systems, **ESS2.B:** Plate Tectonics and Large Scale System Interactions

UNIT 6: CLIMATE SCIENCE	
Suggested Pacing: 4-5 weeks	**Textbook Chapter(s)/Lessons**:
Key Objectives	**Suggested Activities & Resources**
• Distinguish between weather and climate and list the factors that affect them • Use conduction, convection, and radiation to explain how heat is transferred in the environment • Explain the reason for the seasons	• Selected chapters and data-based activities from the "Earth Exploration Toolbook" • HHMI BioInteractive lesson: "Trends in Atmospheric Carbon Dioxide" • PBS Lab: "Seasons on Earth" • Earth Labs: "Greenhouse Gas Lab"

• Identify greenhouse gasses and their sources • Explain how scientists study changes in climate • Describe the evidence indicating that global warming has been caused largely by the increase in greenhouse in the atmosphere	• Data Nuggets lab on tree ring analysis: "A Window Into a Tree's World" • SPRINTT Climate Change Curriculum • Project Learning Tree Unit: "Southeastern Forests and Climate Change" • Documentary Film *Cosmos* Episode 12: "The World Set Free"
• Describe how global climate change is affecting aspects of human life such farming,forestry, the economy, livingspace, health,and biodiversity • List ways of reducing the production of greenhouse gasses and explain why this is important	
Standards List:	**GLEs: S.A.1-** Planning and Carrying Out Investigations, Asking Questions and Defining Problems, Analyzing and Interpreting Data, **ESS2.D**: Wea ther and Cl imate, **ESS3.D**: Global Cl imate Change

Suggested Pacing: 3 weeks	**Textbook Chapter(s)/Lessons**: Chapters 11, 12, and 13
Key Objectives	**Suggested Activities & Resources**
• Explain why agricultural lands can lose productivity over time as nutrients are consumed and what are current soil conservation methods • Describe human practices that may lead to soil erosion and techniques that can mitigate it	• Selected chapters and data-based activities from the "Earth Exploration Toolbook" • *Alaska Resource Education* Curriculum: "The Story of Alaska's Mineral and Energy Resources" • Virtual Tour of Copper Mine • *Project Wet* Activities - see website to access guides and resources • Documentary Film: *The Last Mountain* • Case Study: The Poopin Composting • CaseStudy: "The Wealth of Water"
• Describe the most common methods of mining and their environmental consequences • Describe how different minerals are formed and are cycled through the Earth • Identify mineral resources available in Alaska and how their mining affects humans and the environment, including mining regulations	
• Identify how water is used in society and how water use affects ecosystems.(agricultural, industrial, residential, recreational) • Explain what a watershed is and give an example local to Fairbanks • Identify the distribution of water on Earth. (surface, groundwater, icecaps, ocean)	
Standards List:	**GLEs: S.A.1**- Planning and Carrying Out Investigations, Constructing Explanations and Designing Solutions, **ESS3.A:** Na tural Resources, **ESS2.E:** Biogeology, **ESS3.C**: Human Impacts on Earth Systems

Biology

Grade(s): 9-12 **Length**: two semesters **Credit**: 1 **Prerequisites**: Teacher recommendation, Freshman entry- level class	**Course Overview**: *Biology* is a one-year course (1 credit) designed to meet the Biological Science Requirements for graduation. Students will engage in the practices of science to help them understand how scientific knowledge develops as well as gain an appreciation for the wide range of approaches used to investigate, model and explain the world. Such practices will include learning how to develop and use models, planning and carrying out investigations, analyzing and interpreting data as well as engaging in argument from evidence. Academic content will focus on core ideas that will help students develop a broader and deeper understanding of content so that it can be used to make sense of new information and resolve authentic problems. First semester will begin with the Nature of Science, transition into the Cells: Structure and Function concluding with Ecosystem Dynamics. Second semester will focus on Chemistry of Life, Genetics: Inheritance and Variation of traits and will conclude with Evolution and Natural Selection. **Adopted Textbook**: *Biology*, Miller and Levine

Units (Recommended Order)	
Semester 1	**Semester 2**
Traditional Teaching Method: • The Nature of Science • Strutcure of Life: From Cells to Organisms • Ecosystem Dynamics* *This unit can be taught in the fall or spring to allow for place-based lessons.	Traditional Teaching Method: • Chemistry of Life • Genetics: Inheritance and Variation • Evolution and Natural Selection *This unit can be taught in the fall or spring to allow for place-based lessons.

Unit 1: Nature of Science	
Suggested Pacing: Intermixed through other units	**Textbook Chapter(s)/Lessons**: Africa Storyline and Homeostasis Storyline
Key Objectives	**Suggested Activities & Resources**
• Be able to define: Science, scientific theory, evidence, data, hypothesis, independent variable, dependent variable • Be able to develop a model by labeling various parts of a compound light microscope • Be able to	• Macromolecules in Food Lab • Ocean Acidification Lab • Elephant Poop Lab
• Use graphical techniques to describe data. • Use mathematical and/or computational representations of phenomena or design solutions to support explanations. • Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. • Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.	• Labs that incorporate quantitative data • Examples: Pendulum Lab, Zookeeper Nutrition Lab, Elephants Population Lab, Calculating Evolution Lab
• Critically review current literature about scientific topics. • Practice formulating logical conclusions. • Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. • Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	• Practice writing Claim Evidence Reasoning (CER) reports
Standards List:	**GLEs: S.A.1-**, Developing and Using Models, Planning and Carrying Out Investigations, Constructing Explanations and Designing Solutions, Using Mathematics and Computational Thinking, Engaging in Argument from Evidence, Asking Questions and Defining Problems, Analyzing and Interpreting Data, Obtaining, Evaluating, and Communicating Information

UNIT 2: Ecology- Ecosystem D This unit can be taught in the fall or spring to allow for place-based lessons.	
Suggested Pacing: 4-6 weeks	**Textbook Chapter(s)/Lessons**: Africa Storyline, Homeostasis Storyline, and Melanin Storyline
Key Objectives	**Suggested Activities & Resources**
• Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem (e.g., carbon, energy, water). • Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. • Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	• Model ecosystem energy transfers. • Make posters of food webs/chains from local habitats. • Describe specific ways in which indigenous people use local species. • Individual research projects on local plants and animal species. • Arctic Ecosystems Lab • Africa Storyline, Homeostasis Storyline, and Melanin Storyline
• Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales, specifically in Alaskan ecosystems. • Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. • Describe symbiotic interactions between organisms in a community.	• What Happened to the Otters Lab • Carrying Capacity Lab • Africa Storyline, Homeostasis Storyline, and Melanin Storyline
• Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. • Use food webs of local plant and animal species that show ecological relationships • evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. • evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	• Use web-based data to graph the extent of sea ice in the Arctic Ocean since 1970. • Explore the causes of that change and its consequences on the organisms of the Arctic. • Invasive plant studies. • Discussions of current ecological issues. • Ocean Acidification Lab • Africa Storyline, Homeostasis Storyline, and Melanin Storyline
Standards List:	**HS-LS2: Ecosystems: Interactions, Energy, and Dynamics,** LS2.A: Interdependent Relationships in Ecosystems, LS2.B: Cycles of Matter and Energy Transfer in Ecosystems, LS2.C: Ecosystem Dynamics, Functioning, and Resilience, **HS-LS4: Biological Evolution: Unity and Diversity,** LS4.D: Biodiversity and Humans, **GLEs**: SC.2-3

UNIT 2: CHEMISTRY OF LIFE	
Suggested Pacing: 4-6 weeks	**Textbook Chapter(s)/Lessons**: Africa Storyline and Homeostasis Storyline
Key Objectives	**Suggested Activities & Resources**
• Describe and model the basic atomic structure.	• PhET Digital Lab on Atoms Elements & Compounds • Animal Digestion Lab
• Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	• Flow chart-type drawings of cellular respiration. • Cellular Respiration Lab • Africa Storyline and Homeostasis Storyline
• Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	• Flow chart-type drawings of photosynthesis. • Understanding Photosynthesis Activity • Africa Storyline and Homeostasis Storyline

UNIT 3: CYTOLOGY	
Suggested Pacing: 4-6 weeks	**Textbook Chapter(s)/Lessons**: Africa Storyline, Homeostasis Storyline, and Melanin Storyline
Key Objectives	**Suggested Activities & Resources**
• Describe cell organelles and their functions. Systems of specialized cells within organisms help them perform the essential functions of life.	• Models of plant and animal cells. • Microscope skills labs including wet mounts of plant and animal cells and cell drawings. • Africa Storyline, Homeostasis Storyline, Melanin Storyline
• Describe diffusion and osmosis and the importance of these processes for cells.	• Predictions and tests of the behavior of cells in salt solutions and distilled water. • 3D molecular models of diffusion and osmosis. • Computer animations of diffusion and osmosis. • Student-built models of DNA. • Labs examining the diffusion of materials into different sized objects. • Ocean Acidification Lab • Africa Storyline, Homeostasis Storyline, Melanin Storyline

• Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. • Describe the process of cell division and its role in reproduction and multicellular organisms (mitosis and meiosis).	• Use a cell model to work through all the steps of mitosis and meiosis. • Africa Storyline, Homeostasis Storyline, Melanin Storyline
Standards List:	**HS-LS1**: From Molecules to Organisms: Structures and Processes, LS1.A: Structure and Function, LS1.B: Growth and Development of Organisms

UNIT 4: GENETICS AND HEREDITY	
Suggested Pacing: 3-5 weeks	**Textbook Chapter(s)/Lessons**: Africa Storyline, Melanin Storyline, and Disease Storyline
Key Objectives	**Suggested Activities & Resources**
• Recognize that cells use DNA to store information and manage cellular functions. • Describe the role of chromosomes in sex determination.	• Student-built models of DNA. • Africa Storyline, Melanin Storyline, and Disease Storyline
• Make and defend a claim based on evidence that inheritable genetic variations may result from: (a) new genetic combinations through meiosis, (b) viable errors occurring during replication, and/or (c) mutations caused by environmental factors. • Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	• Human traits activity. • Punnett squares activity. • Lulu the Lioness Lab • Albinism & Pedigrees Lab • Africa Storyline, Melanin Storyline, and Disease Storyline
• Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. • Explain how cell functions are regulated through changes in protein activity. • Model and interpret basic Mendelian patterns of genetics using Punnett squares, and non-Mendelian patterns (e.g., incomplete, codominance, sex-linked traits).	• Melanin Lab • Central Dogma of Biology Activity • Africa Storyline, Melanin Storyline, and Disease Storyline
Standards List:	**HS-LS1**: From Molecules to Organisms: Structures and Processes, **HS-LS3: Heredity: Inheritance and Variation of Traits,** LS3.A: Inheritance of Trai ts, LS3.B: Variation of Traits, **GLEs**: SC.1-2

UNIT 5: BIOTECHNOLOGY	
Suggested Pacing: 4-6 weeks	**Textbook Chapter(s)/Lessons**: Africa Storyline, Melanin Storyline, and Disease Storyline
Key Objectives	**Suggested Activities & Resources**
• Recognize that cells use DNA to store information and manage cellular functions. • Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	• Restriction Enzyme Lab • Strawberry Electrophoresis • CRISPR Activity • Africa Storyline, Melanin Storyline, and Disease Storyline
• Critically review current literature about scientific topics.	• Research project on current advances in biotechnology • Bioethics Research • Africa Storyline, Melanin Storyline, and Disease Storyline
Standards List:	Engaging in Argument from Evidence, Asking Questions and Defining Problems, Analyzing and Interpreting Data, Obtaining, Evaluating, and Communicating Information, **HS-LS1**: From Molecules to Organisms: Structures and Processes, **LS4.D**: Biodiversity and Humans

UNIT 6: EVOLUTION	
Suggested Pacing: 6-8 weeks	**Textbook Chapter(s)/Lessons**: Africa Storyline, Homeostasis Storyline, Melanin Storyline, and Disease Storyline
Key Objectives	**Suggested Activities & Resources**
• Utilize tools to categorize organisms (i.e., taxonomic keys, cladograms). • Describe the characteristics of domains and kingdoms of organisms. • Within each kingdom, describe how the anatomical characteristics can affect an organism's survival. • Explain the relationship between structure and function in major phyla. • Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. • Describe classification based on evolutionary relationships.	• UC Berkeley Evolution website: http://evolution.berkeley.edu. • Natural selection simulations. • Build a bird. • Africa Storyline, Homeostasis Storyline, Melanin Storyline, and Disease Storyline

• Describe the changes that have occurred over geologic time. • Chronicle the development of evolutionary theory by natural selection. • Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence (homologous structures, embryology, DNA, adaptive radiation, fossil record). • Construct an explanation based on evidence for how natural selection leads to adaptation of populations. • Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) the change in allele frequency within the population, (2) the emergence of new species over time, and (3) the extinction of other species. • Explain how variation within a species and natural selection could result in speciation or extinction. • Create or revise a simulation to test a solution to mitigate adverse impacts on human activity on biodiversity.	• Fossil building simulations. • Interpretation of fossil exercises. • Geological Time activities • Elephant Forensics Lab • Africa Storyline, Homeostasis Storyline, Melanin Storyline, and Disease Storyline
• Explain how the diversity of life has arisen through evolutionary processes. • Describe how variation within species is maintained over time through recombination and mutations of genes. • Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. • Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	• Peppered Moth activity. • Rock Pocket Mice activity. (HHMI) • Toothpick Fish. • What Happened to the Elephants Lab • Melanin Lab • Evidence for Skin Selection Lab • Africa Storyline, Homeostasis Storyline, Melanin Storyline, and Disease Storyline
Standards List:	**HS-LS4**: Biological Evolution: Unity and Diversity, LS4.A Evidence of Common Ancestry and Diversity, **LS4.B**: Natural Selection, **LS4.C:** Adaptation, **LS4.D**: Biodiversity and Humans, **HS-LS1:** From Molecules to Organisms: Structures and Processes, **LS1.A**: Structure and Function, **GLEs:** S.A.1; SC.1-2; SG.1-3

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Nomination of Board Member to AASB Board

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: None

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

Board Member Sigvanna Tapqaq has expressed her interest in running for a position on the Alaska Association of School Boards' Board of Directors. Per the requirements of AASB, Ms. Tapqaq's nomination must be formally approved by the NPS Board of Education.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the nomination of Sigvanna Tapqaq for the AASB Board of Directors.

Sample Motion: I move to approve the nomination of Sigvanna Tapqaq for the AASB Board of Directors.

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Name Change for Extensions Correspondence

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent and Rachel Ventress, Extensions Lead Teacher

Attachments: None

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

Superintendent Burgess and Ms. Ventress had discussed the possibility of changing the name of the District's homeschooling program to both match more closely with the current mascots, and also to more clearly state the purpose of the program to assist with marketing the program statewide.

Ms. Ventress consulted with all currently enrolled families, who support the name change. Ms. Ventress spoke with several language bearers, and the suggestion is to rename the program to Nannut Iḷtaka Homeschool, which is "family of polar bears" in Inupiaq. An "AI" generated logo was created by Ms. Ventress to act as a placeholder, as we will seek for a logo created by a current homeschool student during the upcoming year. This logo is on the Handbook in a separate action item.

The District will inform the Department of Education regarding the name change, and the District will then make the appropriate changes on our website, PowerSchool, etc.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the name change of Extensions Correspondence to Nannut Iḷtaka Homeschool.

Sample Motion: I move to approve the name change of Extensions Correspondence to Nannut Iḷtaka Homeschool.

Nome Public Schools
PO Box 131
Nome, AK 99762
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SCHOOL BOARD COMMUNICATION

Title: Approval of FY27 Board Priorities

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: None

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

For the FY27 school year, the Board selects priorities from the current Strategic Plan goals, which assists the Superintendent and administration in focusing their work and their implementation. These priorities will be reported on throughout the year, and summarized at mid-year and end of year to allow the Board and the public to review progress.

The implementation plan for the Strategic Plan is still underway; extensive work was done in conjunction with AASB facilitators during the end of year administrative work retreat June 1-3, but more work needs to be completed, which will occur in workdays with the administrative team during the months of August and September.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the FY27 Board priorities of Goal #2 Utilize community knowledge and foster partnerships to embed local and indigenous identities, languages & cultures throughout the district, and Goal #3 Students and families will be positively connected to their schools, their communities, and their cultures.

Sample Motion: I move to approve Strategic Plan Goals #2 and #3 as Board Priorities for the 2026-2027 School Year.

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of FY27 Handbooks

Date: June 9, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: ACSA Handbook, Nannut Homeschool Handbook

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

At the May 12 2026 Regular Meeting, the Board declined to approve the ACSA Handbook, asking that subsistence absences be clearly listed as excused absences. The ACSA APC has approved this change, which is now included in the submitted Handbook for review.

Nannut Iḷatka Homeschool (Extensions Correspondence) also has submitted its FY27 Handbook for Board approval.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the FY27 Handbooks for Anvil City Science Academy and Nanuut Iḷatka Homeschool.

Sample Motion: I move to approve the FY27 Handbooks for Anvil City Science Academy and Nanuut Iḷatka Homeschool.

ANVIL CITY SCIENCE ACADEMY

2026-2027
Academic Theme: Foundational Changes

STUDENT HANDBOOK

Guiding Students on the Path to Lifelong Achievement

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INTRODUCTION

Program Description

Our program incorporates critical thinking, collaboration, and creativity through project based lessons with an emphasis on science and technology. To prepare our students for their futures, technology is integrated and utilized to the fullest potential. Students will embark on purposeful, rigorous learning that requires research, investigation, challenge, teamwork and learning through relevant experiences. Lessons are interdisciplinary studies of a theme or topic and place-based when appropriate, generally lasting four to nine weeks and are the core of the curriculum.

The program will foster a strong sense of student community. ACSA is a multi-age school. We believe our multi-age structure allows students to learn at their own developmental pace, learn from students of different academic levels, and to grow as leaders.

Four Year Rotating Theme

2026-2027 Foundational Changes (Geology, Chemistry & Earth Science, Early American History)

2027-2028 The World Around Us (Ecology, World Geography, Ancient Cultures)

2028-2029 In Motion (Physics, Government, Movements)

2029-2030 Alaska Studies: Who We Are and Where We Come From (Ecosystems and Biology, Alaska Geography, History and Cultures)

Curriculum Map for 2026-2027 Foundational Changes

Science	History of the Earth Geologic Time Earth's Features	Space Earth's Movements Rocks and Minerals Water	Science Fair Arctic Innovations	Chemical Reactions Thermals Energy Design
Social Studies	Age of Exploration, Exploitation, and Colonialism Establishment of European Colonies	Geography - Physical Environment Human Beginnings to Early River Civilizations	Establishment of European Colonies Post-Classical (Medieval and Mesoamerica) Globalization and Exploration	American Revolution and the New Republic
Language Arts	6+1 traits Paragraph structure Essay structure Effective Leads Complete sentences Fragments Parts of speech Citations Revision	Parts of speech Sentences Phases/clauses Ending punctuation Paragraph breaks coordinating adjectives Punctuation	Prewriting Drafting Revising Editing Publishing	Narrative writing Develop characters and events Collaborative writing Present ideas to others Multi-media presentation of ideas
Reading	Fiction Nonfiction Text Structure Summary Plot Structure Genre	Fiction Nonfiction Text Structure Summary Plot Structure Genre	Punctuation Subject Predicate Text Support Citation Content Context	Punctuation Subject Predicate Text Support Citation Content Context

ATTENDANCE

Regular school attendance is necessary for students to progress in academic standards and achieve consistent educational gains. Students who are frequently absent or tardy disrupt classroom instruction and our school climate. Regular and on-time attendance is required of all students enrolled at Anvil City Science Academy. The responsibility for regular and on-time attendance lies with the parent/guardian.

Excused Absences

Nome Public School Policy (AR 5113) defines the following as excused absences:
a. Injury or illness
b. Quarantine
c. Death in the immediate/extended family
d. Medical or dental appointment
e. Court or administrative proceedings
f. Religious observance
g. Subsistence activity

Please notify the Registrar by email or phone as soon as possible when an absence occurs. The parent will receive a phone call if no message has been received by the morning a student is recorded absent.

Medical Absences

In accordance with Nome Public School policy, medical absences in excess of three (3) consecutive days must be accompanied by a doctor's note. Medical absences will not count towards the consecutive absence rules.

Planned Absences

Anvil City Science Academy is built on the belief that kids learn best by experiencing unique, hands-on activities. The staff believes there is no substitute for the educational interactions between teachers and students, as well as peer-to-peer collaboration. Instruction, discussions, media presentations, hand-on activities, and special activities make up the foundation of effective learning and cannot be completed by students outside the classroom. A student's absence disrupts not only their own learning, but that of their peers, as cooperative group work is an integral part of our program. Students in the classroom have to do extra work, or have to wait on students to return before they can even begin a project.

Therefore, we strongly discourage students missing school for days of vacation or other personal reasons. Families should plan vacations around the school calendar. Absences for vacation or personal reasons should occur only in exceptional circumstances – NOT regularly every year or repeated several times during the same year.

Planned Absence Form

Parents/Guardians shall notify the Registrar at least one week in advance of any planned absence. For a planned absence of three (3) or more days, Parents/Guardians must also submit a *Planned Absence Form* at least one week prior to the absence.

Consecutive Planned Absence

A planned absence for fifteen (15) or more **consecutive** school days may result in the student being unenrolled from ACSA.

Cumulative Absences Policy

We understand that some absences are unavoidable. However, frequent absences may add up to significant lost learning time in the classroom. Sporadic absences, not just those on consecutive days of school, matter. The following policy is in effect for cumulative full-day equivalent school absences (excluding school sponsored absences) during the school year.

Please note: Cumulative absences for chronic illness or health issues with a documented doctor's note will not count towards accumulative absences.

A. Eight (8) absences: Parents/Guardians will be notified of the dates of absence. Parents/Guardians and the student will re-sign the attendance policy.
B. Twelve (12) absences: The student and their Parents/Guardians will meet with the principal to review the reasons for the absences and reflect on the effect the absences have had on the student's academic progress and that of their peers.
C. Seventeen (17) absences: In addition to the steps outlined in b) above, the parties will revisit the student's ACSA application to examine the reasons the student applied to ACSA. Together, the parties will determine whether continued enrollment at ACSA is appropriate.

D. Twenty-five (25) absences: Parents/Guardians will meet with the principal to discuss possible unenrollment from ACSA or retention of the student in their grade for the following year.

Make-Up Work Policy

Students are obligated to make-up assignments or tests after an absence from school and shall receive full credit if the work is turned in on time, as defined by the policies below. Missing assignments are entered into the gradebook (PowerSchool) as zeros until the assignments are completed and graded.

Absence - Daily Planner

Students will identify future or missing assignments and will record them in their Daily Planner prior to any planned absence and after any unplanned absence. To make up work, students will be given two (2) days for the first school day missed and one (1) day for each succeeding school day missed, not to exceed seven (7) school days total.

School Activities Absence

Students who are traveling for school activities will need to request their homework from teachers **in advance** and will be expected to **turn in assignments on their first day back at school.** Pre-assigned homework and tests need to be turned in ahead of time or as directed by the teacher.

Unexcused absence

Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Perfect Attendance

To encourage excellent attendance, students with no absences and no tardiness shall be recognized monthly with an incentive/reward.

Tardiness

A student is expected to be in class on time. A student will be marked tardy if he or she arrives after the school day has started. Teachers have structures in place which require engagement in the first minutes of class, and a student should be prepared to participate.

Sleeping in Class

In order to fully benefit from ACSA's rigorous academic program, it is necessary that students arrive at school on time, well-rested and ready to learn each day. Sleeping in class is a form of absence that interferes with student learning. It interrupts the learning environment for all students and will be handled in a serious manner. Sleeping in class is not acceptable behavior at ACSA. An incident of sleeping in class warrants parent/guardian notification so that families can make necessary adjustments to ensure their student receives adequate rest.

SCHOOL PROCEDURES

Advancement in Classes

The core classes at ACSA are Language Arts, Reading, Science, and Social Studies. Students are placed in one of three levels (Class A, Class B, or Class C) for the core classes.

- Class A students receive quite a bit of direct instruction and learn basic content for each subject area.
- Class B students receive some direct instruction but should also be able to operate somewhat independently using written instructions, and they learn a range of content for each subject area.
- Class C students are expected to function quite independently and know how to use available resources to assist their learning of deeper content in each subject area.

A student may remain at the same class level for more than one year depending on his or her academic needs and ability for self-direction. Any student who attends ACSA for four years will indeed take a certain level twice since there are only three levels for four years of curriculum. However, because the theme is different each year, a student will learn new content while having the opportunity to reinforce skills at a particular level.

To advance to the next math class, a student must demonstrate proficiency in the skills and concepts for the current course level. The student should demonstrate proficiency by completing assigned work, scoring average or better on classwork or placement tests, and/or showing competency through MAP test scores. Students are retained, when needed, to repeat the content and practice the same or similar skills.

Arrival

Students should not arrive at school before 8:30 am. At 8:50, buses arrive and students can go to breakfast at the cafeteria. Students who are dropped off at school by parents/guardians can also go to breakfast.

Students and parents/guardians may work with their teachers to arrange to get help outside of class time.

Communication With Parents/Guardians

Important information pertaining to school is shared with families by email. Parents/Guardians should check their email daily for ACSA messages. ACSA also maintains a website and Facebook page to help families keep informed. Students will keep track of assignments and homework in assignment notebooks, which go home nightly for parent review. For parent/guardian communication to teachers, email is the most efficient and preferred method, but school visits or phone calls are also useful.

ACSA students access Google Classroom, have school-administered Gmail accounts, and use many software programs for school work. In order to understand how these tools are used, parents will be invited to a technology help session in the fall.

Family/Teacher Conferences

Scheduled conferences between parents and teachers will occur no less than twice a year. Fall conferences are between parents and teachers, and students are welcome to attend. Spring conferences are student-led so that students may demonstrate personal responsibility and accountability for their academic performance, a key core value at ACSA.

Grade Reporting

Report cards are given at the end of each of the four quarters. Parents and students should use PowerSchool to keep current with student progress. Progress reports will be made available by request of a parent guardian. ACSA teachers update grades weekly.

Students and parents should monitor grades weekly using PowerSchool (an online gradebook) or other resources. When an assignment has not been completed by the due date, a ZERO will be recorded in PowerSchool, which will remain until the work is turned in.

Homework Responsibility

Homework will reinforce classroom learning objectives and be related to student needs and abilities. Typically, a student will have math and reading homework each night, but at times homework will be assigned in other classes as well. Because it is expected that students complete the assigned homework, grades will be taken and are part of a student's overall class grade.

Honor Roll

Students who receive all A's on their report card will achieve the "A" Honor Roll and all A's and B's will achieve the "B" Honor Roll.

Late work

Timely submission of assignments is crucial as it reinforces understanding of interconnected concepts, fosters discipline, and facilitates prompt feedback from teachers. Work not received by the due date, or that is substantially incomplete, will be recorded as "MISSING" in Powerschool with a corresponding grade of zero until the work is received. **Students will be required to complete missing work during the school day at a time that is approved by staff discretion. Missing work that is unable to be completed at school should be completed on the student's own time.**

Late work is worth 60% of the value of the assignment for daily work.
Late work earns a 10% deduction of the value of the assignment per day for major projects or long-term assignments.

Teachers in each class will set time limits for the acceptance of late work and will communicate those policies in the class syllabus.

Redos

In order to increase understanding of a skill or concept and to earn a higher grade than the original mark, teachers may give students permission to redo certain types of assigned work that was originally completed with a good faith effort. Any work that has been redone correctly will earn 50% of the credit that was missed added to the original score.

Math Homework Redos

Due to regularly assigned homework in Math, special redo policy exists for these classes.

Students must redo each missed math problem on assignments with a score of less than 70%. Redos are optional for assignments with a score of 70% or above.
Redos will be done on a separate sheet of paper and attached to the front of the original work. The redo assignment will include a concise explanation of why each problem, or group of problems, was missed.
Redos are due two days after they are assigned and will appear in Powerschool as "REDO" with no associated grade until completed. Redos completed on time will receive full credit. Redos not received by the deadline will follow the late work policy.

Math Test Retakes
Students are required to retake math tests that earn a score of less than 60%. Retakes are optional for math tests with a score of 60% or higher. The retaken math test will be different from the original test, but will cover the same topics and be of equal difficulty.
Before retaking the math test, the student must devise a plan to improve their grade on the retake and obtain approval for the plan from their teacher. The plan may require one or more of the following actions:

- Redo missed problems, including explanations of why the problems were missed.
- Complete missing homework and homework redos.
- Complete IXL lessons on topics missed.
- Complete reteach worksheets on topics missed.

The retake grade will replace the original grade in the gradebook.

SAFETY AND SECURITY

Student safety and security is a high priority. Any time a student arrives late or leaves early it is important that he or she sees the administrative assistant or the principal and signs in or out. A parent or guardian must notify the principal or staff if the child will be absent.

Visitors must check in with the administrative assistant or principal upon arrival.

Sign In/Sign Out Procedures

All doors to the school building will be locked during the school day between the hours of 9:05 AM -4:00 PM. To drop off or pick up your child **during the school day**, use the entrance on the west side of the school building (door D4). Our school's sign is near the door to the conference classroom where your child will enter or leave. **A parent or guardian must come inside the building** to sign in or sign out their child. **Please do not ask your child to meet you outside**.

To drop off or pick up a child before or after school (before 9:00 AM or after 4:00 PM), please use the east entrance -- there is a cement ramp at this entrance -- to avoid bus traffic.

Backpacks

Students are not permitted to bring a backpack into the classroom due to safety concerns. These concerns range from students and teachers tripping over them to contraband being brought into the classroom. Each student has been assigned a locker and should use it to store his or her backpack and other items.

Building Security

ACSA will utilize a **Stay in Place** protocol to address a medical or behavioral issue. The **Stay in Place** protocol allows authorized individuals to work safely and without obstruction in addressing the medical or behavioral issue. A **Stay in Place** protocol is used when there is not a threat to the safety of the people in the school.

Nome Public Schools will follow an ALICE plan in response to an active intruder. Information about this type of response can be found at What is ALICE? Anytime the ACSA staff intends to hold a drill, students will be informed and will have an opportunity to ask questions before and after. We want students to feel as comfortable as possible with the concept and procedures.

In the event of a drill for Lockdown or Evacuation or in the event of an actual emergency situation, students shall obey all teachers' directions in a prompt manner. Student safety depends on listening carefully to the teacher's directions with immediate compliance. Additional emergency classroom instructions are located in each room in the RED EMERGENCY FLIP CHART.

Lastly, it is important to note that prevention and communication are key components of school safety. The ACSA staff will work to establish a school climate of respect, connectedness, and trust amongst all stakeholders. Any time a student is aware of dangerous situations or has a concern about safety or the wellbeing of another student or staff member, that student is expected to share his or her concerns with a teacher, administrator, a school counselor, or staff in the school and/or office.

Search and Seizure

Nome Public Schools staff and Board recognize that incidents may occur where the health, safety and welfare of students and staff are jeopardized. **Such incidents necessitate the search and seizure of students, their property, or their lockers by school officials.**

- Student Lockers – Students' lockers are part of the school building, and as such are under the supervision and jurisdiction of school officials. School officials may search a student's locker at any time.

- Personal Searches – A student's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Any student who evades or flees from staff in order to avoid a personal search or search of their personal effects will be assumed to be in possession of the substances that caused the "reasonable suspicion." If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same gender and with an adult witness present and parent/guardian. If extreme emergency conditions exist that endanger the health and safety of others, a more intrusive search of a student's person will be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only upon prior approval of the superintendent or his/her designee.
- Seizure of Illegal Materials – If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities.

Weapons and Knives and Look-a-Likes

Weapons, knives and look-a-likes (including but not limited to multipurpose tools, pocket knives, toy knives, guns, squirt guns, bombs, grenades, fireworks, lighters, martial arts equipment, metal knuckles, etc.) are not permitted on the

bus or on campus. Possession of any of these items may result in police notification, out-of-school suspension or recommendation for expulsion.

GENERAL INFORMATION

For issues not specifically addressed in this student handbook, Nome Public Schools Board Policy for Students will inform decision making and resolution.

Calls/Texts

Students who need to make an important phone call/text shall ask the permission of the classroom teacher. Phone calls or texts to students during classes are not permitted. If there is an emergency situation, a parent/guardian should call the ACSA cell phone at 907-434-0876 or the district office at 443-2231 and the message will be relayed to the ACSA staff. When students need to call home because of illness, **an ACSA teacher must speak to your parent/guardian to approve your dismissal.**

Cell Phones/Electronics

Students may use their electronics before school or after school. Students are not allowed to use or have their electronics, including earbuds, on during class or during passing periods. Students who are using or have their electronics on/out must turn their electronics over to staff upon request. Failure to do so will subject the student to a detention due to willful disobedience.

Discipline Procedures for using electronics during inappropriate times:

1. 1st offense: The electronic device is confiscated, given to the Principal, and the student can pick it up at the end of the school day.
2. All subsequent offenses: Electronic device is confiscated, given to the Principal, and parent/guardian must pick it up from the principal.

The teacher will determine the usage of these items for school related work and will have control over the regulation of these items up to confiscation.

Cyberbullying

Per school board policy, all forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

The district's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

School board policy describes all disciplinary measures concerning cyberbullying.

Anvil City Science Academy is not responsible for lost or stolen electronics.

Field Trips

Throughout the year, ACSA students will be involved in various curricular activities that will take them away from school. Please complete a blanket permission slip for all field trips/activities. Teachers will provide information on each field trip/activity throughout the year.

Student Dress

School is for preparing students for future employment. Students need to dress appropriately every day. To create a favorable climate for learning, students' appearance shall be neat and clean. Any clothing that interferes with the educational process, or presents health and safety hazards is not permitted. Wearing "hoodies" (sweatshirt hoods) with the hood up is not allowed inside the ACSA school building. Garments that display profane or obscene words, advocate gangs, illegal drugs, tobacco, or alcohol are not allowed at school. Undergarments should not be visible. No low-cut or off-the shoulder attire without an undershirt, spaghetti strap tank tops or exposed midriff will be allowed. Students wearing prohibited clothing will be sent home to change unless parents/guardians agree to bring acceptable attire to school for the student to change into. Students may be asked to cover up the offensive clothing in lieu of going home. Subsequent instances of inappropriate dress will be treated as willful disobedience resulting in further disciplinary action.

Immunizations

All students attending ACSA are required by law to have proper immunizations before being permitted to attend. Students that are not properly immunized will not be allowed to attend school until such immunizations are received and the school has documentation of the required immunizations. The responsibility for ensuring that immunizations are current shall lie with the parent or guardian.

Lockers

Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept in order at all times. The person to whom a locker is issued is legally responsible for that locker's contents. The school is not legally liable for items missing from student lockers. Lockers should not be defaced, damaged or misused in any way. Students will be charged for locker damage or for removal costs if stickers, markers, paint, etc. must be removed. The outside of the student lockers is reserved for school-related posters and materials only. If items posted on the inside of a student's locker are offensive to another individual, the student who is assigned that locker must remove those items. (Also see Student Search Procedures)

Anvil City Science Academy is not responsible for lost or stolen items.

Lunches

The school cafeteria is maintained as a vital part of the health program of the school. Please be cooperative regarding the following rules:

A. Students are not allowed to cut into the lunch line.
B. Bring all trays to the dishwashing area.
C. Deposit all lunch litter in wastebaskets.
D. Leave the table and floor around your place in clean condition for others.

E. Gum is not allowed in school and should not be on the trays.

Medicines

Students needing to take prescription or non-prescription medicine during the school day must leave the medicine with the principal or administrative assistant. All prescribed over-the-counter medicine must be in the original bottle. Parents/Guardians will need to complete and sign a Medication Form prior to any medication being dispensed to a student.

Textbooks

Students are responsible for the replacement cost in case of loss of, or damage to, textbooks issued to them. Before a student's records or report cards are released, charges against the student must be paid.

Snacks and Water Bottles

The daily schedule provides time for students to eat a small snack between breakfast and lunch. Students should bring their own snacks (cookies, chips, and candy are not allowed).

Students are allowed to bring water bottles to classes, and water is the only drink permitted in the halls and classrooms. Nome Public School District is soda-free during school hours. Soda, energy drinks, and caffeinated beverages are prohibited at ACSA, the Beltz cafeteria, and the Beltz gym.

Candy and chewing gum are not permitted inside the ACSA building, Nome-Beltz building, gym or on the school buses. Students found with these items will be asked to discard the item and may be subject to administrative consequences.

Technology Acceptable Use

We are pleased to be able to offer students of Nome Public Schools access to the District computer network for Internet access and electronic mail. To obtain access to the Internet, all students must have parental permission and must sign and return a copy of this form to the school office. ACSA students are assigned a laptop and must care for it. The laptops are to be kept in the charging cart or taken directly to class (not taken to lockers or left in hallways). Also, the computers are to be used for school purposes and assigned work as defined by the teachers. Violations of proper care or usage of a computer will result in the following consequences:

1st offense - computer taken for the class period
2nd offense - computer taken for the day
3rd offense - computer taken for a week
4th offense - suspension of computer privileges

Inappropriate care or usage deemed extremely severe can result in moving directly to the 4th offense. Students who have their computer privileges suspended are still responsible for completing their work and having it turned in on time. Students will be responsible for making arrangements with the teachers to complete assignments.

Responsible and Ethical Artificial Intelligence Use

Students may NOT use AI to help create assignments or content unless they have received explicit permission to do so. Students must use AI tools (including software, chatbots, or assistants) solely for educational purposes as directed by teachers or school authorities. Using AI for non-educational activities or submitting AI work as original student work

within the school context is prohibited. AI work submitted in place of student work will be considered plagiarism, cheating, and a form of dishonesty in academic work.

Laptops and External Hard Drives

Use of phones, personal laptops, cameras and external hard drives are permitted with prior teacher approval and direct teacher supervision. A breach of the NPS Internet Safety Use Agreement will result in loss of privilege and possible confiscation.

Visitors

All parents are welcome at Anvil City Science Academy. Parents/Guardians and volunteers must check-in with the administrative assistant or principal upon arrival at the school. Please enter the building through the northwest entrance (door D4) and complete the sign-in log.

SCHOOL BUS RULES

1. The driver is in full charge of the bus and students. Students must obey the driver or monitor promptly and willingly. No student shall sit in the driver's seat.
2. Students must remain seated while the bus is in motion. Bus drivers, duty personnel and administration are authorized to assign seats as necessary.
3. Outside of ordinary conversation, classroom conduct will be observed. Students should remember that any action, which distracts the driver or creates a safety hazard, is subject to disciplinary consequences.
4. Windows may be opened only with permission of the school bus driver. Students must not extend any part of their bodies out of the windows.
5. Proper conduct in the bus loading zone or bus stop area is as important as proper conduct on the bus. The bus loading / unloading zones are considered part of the school. Students must leave the school bus in an orderly manner. If it is necessary to cross the street, cross in front of the bus, following the instructions of the driver. Students must wait at the bus stop shelter, not across the street.
6. Students must remember that riding the bus is a privilege, not a right. The Principal, Assistant Principal, Bus Contractor, and/or the Superintendent can deny a student's privilege of riding the bus for any misconduct.
7. High school students should ride the high school bus and middle school students should ride the middle school bus. Written/verbal permission should be obtained from the principal or the administrative assistant to ride a bus at a different time. Failure to follow this rule could result in discipline action and or up to denial of bus riding privileges.
8. Students must inform staff prior to their last class if they will not be riding the bus due to a change of plans.

Activity Bus Runs

Activity bus runs will be provided after activity events. All bus rules remain in effect on these runs.

Student Vehicles

Anvil City Science Academy is successful because of our community. We would like to teach our students to follow the ordinances set forth by our elected officials. As such, no student at ACSA may ride an ATV, motorcycle, or snow-machine to school without parental supervision per Nome City Ordinance 8.15.030, "No person under the age of sixteen shall operate an ATV or snowmachine unless under the direct supervision of an adult. (Ord. O-08-01-01 § 3

(part), 2008)". If you have any questions about this please feel free to contact the officers at the public safety building for more clarification.

STUDENT ACTIVITIES

Student activities include: clubs, organizations, sports, as well as all special activities sponsored by these groups. All student activities are important for student growth, however, to participate, students must follow all required eligibility and participation guidelines set forth in the Nome-Beltz Student Handbook. **(Eligibility Rules and Participation Guidelines are available upon request.)**

NOTE: ACSA does not allow students to travel for school sports or activities if they have an F in any class on an eligibility check.

The following is a list of organizational clubs and sports that are typically available to students. The Scholastic Grade Rule applies to all ASAA events.

Organizational Clubs
Student (House) Council
5th/6th Grade Basketball
Elementary after school programs
NNYLO (Nome Native Youth Leadership)
Elementary Band
NYO (Native Youth Olympics)
Spelling Bee

District Sponsored Activities
Boys Basketball (Middle School)
Girls Basketball (Middle School)
Cross Country Running (Middle School)
Cheerleading(Middle School)
Band (Middle School)
Volleyball (Middle School)
Wrestling (Middle School)
Ski Team

Athletic Fees and Owed Money to School

A student participating in sports will be charged an athletic fee per sport. Athletic Fees and Owed Money to the School must be paid before a student participates in the activity. Athletic Fee Waivers need to be submitted and approved by the Principal/Designee prior to the first event of the sport in order to participate.

Student Conduct Eligibility

Students who are assigned more than one day of In-School Suspension (ISS) or who are assigned to Out-of-School Suspension (OSS) will be ineligible for thirty school days. Ineligible students cannot participate in any activity, travel and/or competition and may not attend dances; they may continue to participate in practices. Students serving an OSS may not be on campus or any school property.

Academic Travel Eligibility

Participation:

- Students must maintain a minimum 2.0 cumulative GPA on a 4.0 scale to be eligible to miss school for a week for this trip. A student who falls below a quarterly 2.0 GPA or has ANY "F" grades on their 3rd quarter report card or on their 4th quarter progress report one week prior to the trip will be ineligible to travel for the academic event.
- Students with more than 1 consecutive day of ISS (In-School Suspension) or any days of OSS are ineligible for school activities 45 days after the incident.

- Students with two days of ISS or any OSS 30 days before the academic event and students with a record of alcohol, tobacco, other drugs 45 days before the trip will be ineligible to attend.

BEHAVIOR PLAN

We expect responsible, respectful and safe behavior at Anvil City Science Academy. Every teacher has a classroom discipline plan. If student behavior is inappropriate, serious or repeated, parents will be notified by telephone and may be asked to come to school for a conference.

All discipline procedures are subject to the discretion of the administration and may be changed as needed.

Various student misbehaviors and the consequences that apply have been listed in this handbook. However, the Nome Public Schools System recognizes that other behaviors may endanger the welfare and/or safety of other students, faculty, staff, or cause disruption to the good order and discipline in the schools. The school system reserves the right to administer consequences for such behavior not specified in the Anvil City Science Academy Behavior Plan. Students should recognize their responsibility to know the contents of this handbook and to ask staff members for any clarification.

Classroom Expectations

Classroom expectations are at the discretion of the teacher. Teachers post classroom expectations and consequences and review these with students. Consequences for repeated and/or serious disruptive conduct will include referral to the principal.

Hallway Expectations

ACSA students use the hallways, tunnel, and parking lot to access different areas throughout the Nome-Beltz campus. To respect others who share this space, students adhere to the following expectations. Consequences for infractions of these rules may include loss of gym time, written reflections, detention, or meeting with parents.

- Be quiet (no talking)
- Walk
- Keep your hands to yourself

Positive Behavioral Interventions and Supports

	Be Safe	Be Respectful	Be Responsible
Classroom	• Follow instructions • Use classroom materials appropriately • Raise your hand to speak	• Respect comments, opinions, and ideas • Engage with others and the lesson • Use kind words and actions	• Come to class on time • Be prepared and organized (supplies, planner, folder) • Complete and turn in assignments • Clean up after yourself
Hallway/ Lockers	• Walk • Keep hands and feet to yourself • Keep belongings in locker organized and clean	• Keep hallways clean • Kindly acknowledge others and their space • Use appropriate volume	• Use electronics only when allowed • Close lockers gently • Carry computer and supplies properly • Eat only in classrooms or cafeteria
Restroom	• Keep feet on the floor • Report issues immediately • Wash hands	• Give people privacy • Flush after use • Maintain personal space	• Throw away trash • Return to class promptly
Assembly	• Stay in your assigned space with ACSA • Enter and exit quietly • Walk	• Listen by giving the speaker/presenter your full attention • Keep hands and feet to yourself • Respond politely when appropriate	• Be your best self and represent your school well • Keep track of your own belongings and bring them back with you
Gym	• Follow adult directions • Use equipment properly • Stay off bleachers • Report unsafe behavior to adults	• Use kind words and actions • Invite others to play • Take turns with equipment	• Line up when you are called • Ask a teacher for bathroom permission • Set a good example
Outdoors	• Stay in the designated area • Use equipment properly • Play calmly and appropriately • Nature stays on the ground	• Take turns and include others • Apologize for mistakes • Use appropriate language • Follow the rules of the games	• Help bring in recess equipment • Line up when whistle blows • Dress for the weather
Cafeteria	• Use an indoor voice • Walk at all times • One person in restroom at a time	• Follow directions from adults • Use manners: please and thank you • Use kind words and actions	• Leave a clean table, chair and floor
Tunnel	• Walk • Keep hands and feet to yourself	• Be aware of surroundings and others' space • Speak quietly	• Keep the tunnel clean • Speak up about safety concerns
Bus	• Listen to bus driver • Quiet voices and stay seated • Check for safety when getting on and off the bus • Report any issues to bus driver	• Keep hands and feet to yourself • Use kind words and actions • Be respectful of others' space	• Know which bus you are taking in the morning • Save food/drink/gum until you get home • Keep aisles clear

ACSA Discipline Procedures

Incidents requiring disciplinary actions are divided into four categories according to the level of severity and disruption of a safe school environment. This matrix lists the most common behavior issues and is not inclusive of all possible behavior issues that can arise during a school day or activity. Unacceptable behavior not listed will be handled on an individual basis using the progressive discipline model as a guide to consequences.

Grounds for suspension; (1) continued willful disobedience or open and persistent defiance of reasonable school authority; (2) behavior that is inimical to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school. AS 14.30.045 (Inimical = hostile, not friendly, having a harmful effect).					
	BEHAVIOR EXAMPLES	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Level 1	Chewing Gum Dress Code Violation Disruptive to Others Horseplay/Inappropriate Touch Inappropriate Language Public Display of Affection (PDA) Disobedience/Disrespect Repeated Tardiness (3 or more) Unauthorized Cell Phone Use Leaving Class w/out Permission (formerly Level 2)	Detention 1 Day	Detention 1 Day	Detention 1 Day	Moves to Level 2, Step 1 (In-School Suspension)
Level 2	Bullying Cyberbullying Continued Disruptive Behavior Continued Disobedience/Disrespect Disruptive Classroom Behaviors Lying Skipping Class Vandalism/Destruction of School Property	In School Suspension 1-2 Days	In School Suspension 2-3 Days	In School Suspension 3-5 Days	Moves to Level 3, Step 1 (Out of School Suspension)
Level 3	Fighting Gross Disrespect Intimidation/Harassment/Threats Leave School w/No Permission Sexual Jokes/Pornography Student Endangerment Theft Insubordination	Out of School Suspension 1-3 Days	Out of School Suspension 4-7 Days	Out of School Suspension 7-10 Days	Long Term Suspension Semester Loss of Credit
Level 4	Alcohol & Drug Possession, Use, Distribution, Under the Influence, Selling Tobacco Possession/Use (formerly Level 3) Any violation defined by state statute Assault & Battery Dangerous Instrument Possession Performance Enhancing Drugs, Possession/Use Weapon Possession	The offenses listed within level 4 will be dealt with in accordance to its section located within the Nome Public Schools board policy website. School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.) Referrals will be made to appropriate community entities.			

Discipline Referrals

Level 3 & 4 infractions can result in referrals to outside agencies. Legal violations such as alcohol/tobacco/drug use, possession or sales, theft, or assault, may be referred to Nome Youth Court for trial. Parents and youth will have the option to participate in Youth Court or be ticketed and fined by the Nome Police Department. Behavioral or substance use violations may be referred to agencies providing education or counseling services such as Nome Community Center, NSHC CAMP Department or NSHC.

GLOSSARY

Definition of Terms

Arson: malicious mischief or purposeful intent to destroy property by setting fire or causing an explosion.

Cheating: the use of work completed by another person and claimed as your own, the act of copying from another's test or quiz or the act of providing another student with materials that the teacher has not authorized for sharing.

Disruptive behavior: student conduct, which materially and substantially interferes with the educational process or with school sponsored activities. Examples include: refusing to acknowledge a school employee's direction, insolence, noncompliance with school/class rules and behavior that jeopardizes the welfare and/or safety of other students and staff.

Disobedience/disrespect: the refusal to comply with a reasonable request by any staff member, substitute teacher, volunteer or guest presenter.

Drugs & alcohol infractions: the actual or attempted sale of, use of or possession of intoxicating liquor, drug paraphernalia, illegal drugs or inhalants, substances designed to look like illegal drugs or substances purported to be illegal drugs while under the jurisdiction of the school (on or off campus). This also includes messages supporting drug/alcohol use. Possession, sale or use will be reported to the police.

Excessive display of affection: all displays of affection among students, other than holding hands.

False alarm: setting off a fire alarm, including requesting police or fire department assistance inappropriately.

Fighting: a physical altercation where striking, kicking, shoving, pushing and/or any other physical violence are used against another person.

Gangs: affiliation with a group organized to participate in unlawful activities. Gang activity includes the display of any sign, symbol or clothing that reflects gang activity.

Harassment: any kind of verbal or physical action which has the intent or effect of interfering with an individual's or group's educational, social or work performance or which creates an intimidating, hostile or offensive work or living environment. Harassment includes initiation and hazing as well as non-sexual conduct such as intimidation, hostility, rudeness or name-calling.

Insubordination: the willful, intentional refusal to obey a reasonable and direct request from a supervisor, or blatant disrespect towards authority.

Obscenity/profanity is defined as spoken or written profanities, obscene or sexual messages (implicit or explicit) racial slurs or references of any kind to hate language.

Plagiarism: the use of another individual's writing without their permission and/or without referencing the source of the written information in the document turned in as an assignment.

Public Display of Affection (PDA): Inappropriate physical contact including, but not limited to, intimate touching, kissing, etc. at school or a school sponsored activity. (Holding hands is the only PDA that is accepted on school grounds and/or at school sponsored activities.)

Sexual harassment: sexual assault and/or request for sexual favors, which affect educational or employment decisions. Unwanted physical contact, visual displays of degrading sexual images, sexually suggestive conduct or offensive remarks of a sexual nature.

Tacit consent: agreement with inappropriate behavior(s) of others by failing to take action that would stop the situation, such as failing to disagree if included in or witnessing the situation, failing to come to the assistance of others, failing to seek adult assistance, etc.

Theft: the acquisition, possession, purchase, taking and/or transfer of property belonging to another person, school or the school district.

Tobacco violations: the possession and/or use of tobacco products including, but not limited to, cigarettes, chewing tobacco, pipes, nicotine delivery devices, cigars, tobacco related products: wrappers, loose tobacco, etc. Possession or use will be reported to the police. Refer to discipline procedures.

Vandalism: negligent, willful or unlawful destruction, defamation or mutilation of objects or materials belonging to the school, school personnel or other person(s); includes graffiti.

Weapons, dangerous instruments, and look-a-like weapons or dangerous instruments: any object used with intent to cause bodily harm, including firearms, explosives, fireworks, poison, knives, metal knuckles, etc. Multipurpose tools (Leatherman, Swiss army knives, etc.) and pocket knives are weapons that have no place at school. Possession of these items will be reported to the police.

<u>Consequence Definitions</u>

Natural Consequences: Natural consequences are disciplinary consequences designed to fit the infraction. Examples of natural consequences include painting over graffiti, campus cleanup for littering, written apology for rude behavior, etc.

Detention: An administratively imposed consequence requiring a student to remain in a designated place either during lunch or after school. Students serving lunch detention can request lunch from the cafeteria and will eat in an assigned ACSA classroom. During a detention, a student will be expected to reflect on their actions by speaking with the principal and writing any discussed understandings.

In-School Suspension: The intent of in-school suspension is twofold; the first is to isolate the student from the normal social aspect of school while allowing for academic pursuit. The second is to have the student reflect on their actions, recognize their culpability and identify more appropriate choices and strategies for conducting themselves. The discipline designee may assign in-school suspension.

Out-of-School Suspension (OSS): If the discipline designee determines that the student will not benefit from placement in ISS or that his/her presence on school property is detrimental to the health, welfare or safety of other students, he/she may be sent home from school for a period of suspension. Unless the student poses an immediate or continuing threat to person(s) or property or the behavior is a serious disruption to the academic process, removal from

school will begin the school day following the offense. OSS is a temporary exclusion from school for a specified number of days. During OSS, the student may not be in any Nome school building, on any school campus, or at any school-sponsored program or activity.

Expulsion: The denial of the right of school attendance, either from a specific school or from the District, for an indefinite period of time. No student shall be expelled unless other means of correction have failed or would not be adequate in bringing about proper conduct. In addition, the matter of an expelled student's further education shall be referred to the appropriate authority.

Nome Public Schools

Nannut Iḷatka Homeschool

2026-2027
Parent-Student Handbook

Updated: 06/04/2026 by Rachel Ventress
Approved by NPS School Board

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Mission Statement

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

Nome Public Schools

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Jamie Burgess, Superintendent
Rachel Ventress, Nannut Iḷatka Teacher of Record

Enrollment

Nannut Iḷatka Homeschool (NIH/Nannut) operates in accordance with Alaska Statutes where, as a correspondence study program, it must conform to statewide instructional standards.

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

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

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

Regular Enrollment

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

New Enrollment

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

Late Enrollment and Prorated Allotment Amounts

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

Date of Enrollment

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

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

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

Early Entry into Kindergarten
Nannut Homeschool cannot enroll a child who is younger than school age. This can only occur in the district of residence. Funding is not provided for students who early entry outside their home district.

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

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

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

9th grade 0-5 credits
10th grade 5.5-10.5 credits
11th grade 11-16 credits
12th grade 16.5-23+ credits

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

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

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

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

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

Emancipated Minors and Single/Married Students
Per AS 9.55.590, married or emancipated students may enroll in Nannut. Nannut cannot allow for the use of Parent Designed Courses for emancipated and/or married students.

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

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

Individualized Learning Plan

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

To be considered enrolled, the following must be completed:

1. Registration Form
2. FERPA receipt
3. NSHC/State Public Health Release of Information OR vaccine record submission
4. Annual Health Form
5. Technology use agreement
6. Permission to Publish
7. Federal Programs Forms (set of 3)

(the above forms are included in the online enrollment process)

8. Records request (appendix pg. 31)
9. Direct Deposit Form (optional at parent discretion) (pg. 32)
10. ILP form (pg. 33-42)
11. Handbook Agreement Form (pg. 76)
12. Birth certificate submission (for students new to the district)

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

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

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

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

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

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

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

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

Core Course Requirements

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

Core classes are defined as the following:

• English/Literature/Reading • Math • Social Studies/History/Geography • Science	• Technology • Foreign Language/Sign Language • Courses Required by an IEP

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

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

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

Alaska State Standards and Grade Level Expectations

Curriculum must be aligned to state standards and grade level expectations. The Department of Education & Early Development website provides explanations and the key elements of educational standards: https://education.alaska.gov/akstandards/. Alaska has adopted standards in the following content areas: English Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, Cultural Standards, and Alaska Studies.

Proficiency

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

- Should a student participate in state required assessments, but not score proficient on one or more areas and they have funds unused from the current year, they may request use of the current year's unused allotment to be held for use in the next school year. Requests will be reviewed upon completion of the first quarter and no earlier than November 1 each year. Ref AS 14.17.505

- Students who demonstrate proficiency in both English/language arts and mathematics will have the flexibility to:
    - Waive the 50/50 Rule
    - Waive the 25% elective limitation in allotment reimbursements
    - Limit required contact to quarterly rather than monthly if requested
    - Request use of the current year's unused allotment that was held for use in the next school year. Requests will be reviewed upon completion of the first quarter and no earlier than November 1 each year. Ref AS 14.17.505

Curriculum Choices

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

In accordance with AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7), Nannut Homeschool shall use curriculum materials, including textbooks and other instructional aids, that have been approved by the district, and are of the same quality as those materials that the district offers in the district's other programs. All materials must be in compliance with AS 14.03.090 and AS 14.18.060 to ensure they do not promote religious, partisan, sectarian, or denominational doctrine, and they are nondiscriminatory and non-gender-biased. Any material that does not meet the above criteria can be used at parental discretion and can earn credit, but cannot be reimbursed with Nannut allotment funds.

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

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

Semester Requirements

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

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

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

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

Parent Designed Classes

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

Faith-based Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Students who are looking to graduate early should acquire 45 hours/quarter credit in each subject area to demonstrate exemplary excellence and dedication to academics

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

Grading Scale
Nannut Homeschool will use the following standard grade scales:
Grade Kindergarten through 12th grade:

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

***Please note that if a student is taking courses that are instructor graded, Nannut will honor the grade scale utilized by that educational institution.**
***The use of Pass/Fail grades must have prior approval and are not allowed for core course work.**

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

Program Requirements

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

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

Monthly Contact
Parents/Families/Students are required to maintain monthly contact with their advising teacher. This contact can be made via a site visit, telephone call, text message, or email communication. Monthly contact ensures that each student is making progress and allows for intervention to occur if problems have arisen or to identify if additional resources are needed. Advising teachers will also inquire as to how much time students are spending on their studies and to verify ILP and enrollment status. Monthly contact log can be found on pg. 45.

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

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

Non-Compliance Procedures

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

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

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

- **Step One**: Family will be contacted by phone and/or letter. Correspondence will detail what needs to be submitted and specify a deadline for receipt of items. Family accounts will also be held until receipt of documents.
- **Step Two:** Family will be mailed a certified letter requesting Quarter Reviews and Work Samples. Family Account will continue to be held.
- **Step Three**: Extensions will initiate withdrawal of all students whose records do not document adequate progress.

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

Non-Compliance Testing Participation

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

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

Required Paperwork and Signatures

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

Counseling Student Support Services

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

Graduation Requirements

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

Nannut Homeschool may have a class speaker at commencement based on Valedictorian status. To be considered Valedictorian, the NH graduate must have the highest GPA of any student in the program and a GPA of 4.0 or higher (all As in every semester of every class all 4 years of high school). In the event that more than one student meets these qualifications, choice of a speaker at commencement will be determined by the student's participation in academic, athletic, and extracurricular activities. Choice of Valedictorian speaker is left to the teacher of record's judgment. Students who do not have a GPA of 4.0 or higher will not be eligible to give a speech at commencement. Speeches must be submitted to the teacher of record for review and approval at least one week before commencement.

High School Diploma

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

High School Credits

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

Graduation Requirements:

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

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

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

High School Credit for College Courses

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

- A three-credit college course (100-level or higher) is equal to 1 (1.0) high school credit.
- A one-credit college course is equal to ¼ (.25) high school credit.
- A two-credit college course is equal to ½ (.50) high school credit.

Electives

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

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

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

Quarter Credits

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

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

CLEP Policy

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

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

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

Testing Out of a Course

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

High School Credit Prior to Entering High School

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

NPS Certified Transcripts

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

Scholarships and Opportunities for High School

Alaska Scholars Scholarships

The Alaska Scholars Scholarships are awarded to the top 10% of the graduating class. GPA will determine the top 10% at the end of the junior year. Juniors wishing to be considered are required to have work completed by the May 31 deadline to determine GPA. Transcripts from outside institutions (i.e. BYU, NDIS, UAF) must be submitted by June 30 of the academic year of eligibility. In order to be considered for an Alaska Scholars nomination, students must submit a letter detailing their plans after graduation no later than April of their junior year. Only students who plan to pursue a college education at a UA campus after high school graduation will be eligible for the Alaska Scholars designation.

Alaska Performance Scholarship

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

Statewide Mandated Testing Program/Achievement Testing Procedures

Nannut Homeschool is a publicly funded school. As such, we are held to the same measures of accountability as all public schools in Alaska. One such measure is participation in statewide assessments. Per 4 AAC 06.710 - 4 AAC 06.790, the district must require students to participate in the statewide student assessments as appropriate for their grade level.

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

	SAT	**October - June**

Kindergarten Developmental Profile

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

AK Star testing

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

Amplify/DIBELS testing

According to the Alaska READS Act, students in grade K-3 must complete beginning of the year, middle of the year, and end of the year literacy screenings. Our district uses DIBELS for this requirement. The test assesses basic literacy and reading skills for students, and this measure is used to help determine recommendations for progression or non-progression in these early grades.

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

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

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

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

English Language Proficiency (ELP) Assessment

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

National Assessment of Education Progress (NAEP)

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

Who is tested?

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

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

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

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

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

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

The MAP assessment can be administered three times a year to monitor progress: Fall, Winter, and Spring. The assessment dates for 2026-2027 will be communicated to parents in plenty of time to plan for taking of the assessments.

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

MAP is a formative assessment in the core areas of reading, language usage, and math. MAP is based on an interactive program based on a student's responses as they take the test. For example, if a student answers a question correctly, they are presented with a more challenging item. If a student misses a question, they are presented with another question that is a bit less challenging. The assessment can be given to students in grades K-2 and 10-12 three times during the school year. For students 3rd-9th grades, the spring

MAP will be replaced with the AK Star test. MAP is designed to measure student growth in content areas, and focus on a student's achievement level and academic needs. (4 AAC 06.737(a) Standards-based Assessment).

Student Assessment Data

What data is collected?

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

How does Nannut or EED use the data?

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

How the data will not be used?

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

What does Nannut Iḷatka Homeschool and EED do to protect student data?

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

Funding Accounts and Expenditures

Students have access to an allotment amount starting July 1st of the fiscal year. To receive reimbursement from this allotment fund, the reimbursement request form on pg. 46 must be filled out, signed, and submitted along with receipts for services or purchases. Student allotments must be used for instructional expenses for the student enrolled in our program**. All expenses must be directly related to the Individual Learning Plan (ILP) and reviewed and approved by the certified teacher and administration.** Some items

or services may require pre-approval. As per regulations, limitations and restrictions may also apply. Verified students are eligible for allotments per the table below.

Student Allotment Amounts (FY24)

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

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

Approved Curriculum Purchases

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

Purchases for Supplies and Materials

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

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

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

Deductions from Allotments

- A Nannut student may take one class at one of the NPS Main Campuses without affecting his/her allotment. Additional classes may be taken, but the allotment will be decreased to the fractional equivalent of the course load.

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

- Students taking one or more online APEX courses will have $500 deducted from their allotment total to cover the cost of the annual subscription rate.

Pre-Approval Process and Purchase Limitations

- **All tutoring and lessons being paid for out of a student's account must be preapproved.** The vendor for the tutoring and lessons must also be approved. The Instructor/Tutor application form is located in the appendix (pg. 69). Per regulation 4AAC 33.421 (l), certain qualifications must be met to contract with a private individual for tutoring or lessons.
    - Tutoring cannot be provided by a private or sectarian educational institution
    - Tutoring must be aligned to the Individual Learning Plan and
    - Be provided by a qualified tutor. Extensions has determined tutors to be highly qualified if;
        - They hold a current AK teaching certificate in the subject area of study, or
        - They are employed under a business license for in kind services
        - They are granted approval through submitting a letter of request with documentation supporting their qualifications (transcripts, letters etc.)

- Planned expenditures for the student's instructional needs must be documented in the student's ILP and associated with a particular course. (i.e.: if the student is receiving tutoring for a math class the ILP must indicate tutoring for math, three hours per week.) An individualized vendor invoice should document the student's name, course tutored and actual dates and session times for tutoring (either past or projected). This level of documentation in the ILP and corresponding source documents are required for any form of reimbursement. For weekly sessions such as tutoring or music lessons, invoices can be submitted each quarter for projected dates of completion. If, for any reason, a lesson is missed or skipped, that lesson should be made up during and not invoiced for the following quarter. If a lesson in the second quarter is missed or skipped, that lesson should be made up during the third quarter, and so on. Nannut Homeschool reserves the right to verify use and completion of invoiced services with listed vendors.

- Nannut Homeschool promotes a balanced education and equitable services, initial expenditures (lessons, curriculum, materials and supplies) for fine arts, music and physical education (curriculum and lessons only) for a student cannot exceed 25% of the student allotment for any one student. The initial limitation can be waived upon verification of proficient test scores, compliance with program policy and procedures, use of approved curriculum, and recommendation from the advisory teacher. Students will not be allowed to spend their entire allotment on elective courses except in cases where all other core course requirements have been met.

- Additional items that do not fall into the general group above should be preapproved to protect you. Submit your request for pre-approval to your teacher of record.

- Expenses incurred during out-of-state travel must be pre-approved by the superintendent or designee. A letter of explanation, alignment to grade level expectations and educational purpose must accompany the pre-approval request.

- Specialized items such as musical instruments and related equipment may be limited to $250 in total. Rental of these items also may not be allowed to exceed the $250 limit per year. Purchases may be limited to one instrument per student per year.

- Items such as sewing machines, eReaders, cameras, and printers may be necessary to deliver education to students; however, these purchases may be limited per family as determined by prior purchases. These items may not be purchased for replacement each year. Items damaged or lost will not be eligible for replacement. Purchasing guidelines used within the Computer Program may be applied as appropriate. To ensure your purchase will be covered by Extensions, please seek pre-approval of these and related items.

Purchase Limitations

- Items priced at $250 or more require pre-approval of the advisor and will carry a depreciation schedule as follows: at the end of the school year, the item can be purchased by the family at 75% of the original cost. At the end of the second year of enrollment, the item can be purchased at 50% of the original cost. At the end of the third school year, the item can be purchased at 25% of the original cost. At the end of the 4th year, the item will belong to the family outright. If the family opts to not purchase the item, then the special purchases can be made and then remain property of NPS, subject to be returned to NPS at the end of the school year. Students who graduate with the Nannut program may keep their pre-approved non-consumable purchases.

- All enrolled students receive a nomeschools.org Google account for PowerSchool access. This same account shall be used for accessing District issued Chromebooks / Chrome Browser profiles to ensure Child Internet Protection Act and Board Policy compliance. Nannut students at all grade levels shall also have email access for better communication with the teacher of record. Nome Public Schools Technology Department has set aside Chromebook devices available for signout. Families that wish to signout a device should coordinate through the teacher of record. Devices that are signed out shall be returned at the end of each school year or upon transferring out of the Nannut program.

- The district considers any purchase from $250 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. Any item purchased by the district over $250 must be returned after the student leaves the program unless purchased under the depreciation schedule.

Students who graduate with the Nannut program may keep their technology purchases.

- Items such as televisions, audio players, DVD players are generally considered personal items and are not allowed for purchase or reimbursement. See also Items Not Approved for purchase or reimbursement.

- Purchase of used curricula is allowed and reimbursable with a valid itemized original vendor receipt.

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

Curriculum/Textbook/Materials Return Policy

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

Items NOT Approved for Purchase or Reimbursement

Whether purchased by the district or reimbursed, all expenses for your student must have an educational purpose related to their Individual Learning Plan as written or amended. Your requests must reflect the student goals and the purchases must be reasonable. We always compare our reimbursements to the ILP and what would be a reasonable purchase in a local school for the same class. We cannot pay for materials that will be used for personal or business use. The preapproval process is in place to ensure that families do not make purchases they would not generally make without reimbursement.

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

(1) annual passes or family memberships to a sports or recreational facility; however, an annual pass or membership for the student may be purchased for entry into sports or recreational facility in which the student is provided lessons under the student's Individual Learning Plan, if the cost of the pass or membership is prorated to include only the cost of the student's instructional time;
(2) fees that allow entrance to a facility in which no instruction directly connected to a student's Individual Learning Plan under (e)(1) of this section is given;
(3) religious, partisan, sectarian, or denominational textbooks or other curriculum materials;

(4) services provided to a student by a family member; in this paragraph, "family member" means the student's spouse, guardian, parent, stepparent, sibling, stepsibling, grandparent, step-grandparent, child, uncle, or aunt;
(5) pets and other animals; (no "animals or related equipment" ie. bees, eggs that will grow into animals, reptiles or insects, ant farms, etc. will be allowed.)
(6) furniture;
(7) taxes, testing other than educational assessments implemented by the district, or parking fees;
(8) permanent items that adhere to or enhance the value of a non-school facility; or
(9) items that are considered excessive by the school administrator.
(10) clothing other than that needed for a specialized physical education course (i.e. basketball shoes, ski boots, etc.)
(11) Reimbursement for gas/transportation to a class at a brick and mortar school site. This travel, home to school transportation, is not related to the student's correspondence program. Correspondence allotments can only be used to support correspondence school classes;, therefore funding cannot be used to support classes that are outside of the correspondence program.

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

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

- Reimbursement requests for the first semester can be submitted on the first school day.
- Reimbursement requests can be submitted not more often than once per quarter.
- Reimbursement for lessons and tutoring also require vendor approval and documentation of the student's name, course tutored and actual dates and time billed for tutoring.
- Approved, reimbursable items will be paid within three weeks of the date stamp from the NPS Business Office.
- In order to avoid any delays, please submit all necessary forms and original well-documented receipts to your advising teacher for approval.
- To expedite the reimbursement process, please make sure a direct deposit form is on file.
- The last day to submit for reimbursements is April 30th. Excessive spending at the end of the school year may result in denied purchases or reimbursements.
- Reimbursement forms and receipts for Internet services will be allowed July-June of the school year (May and June Internet bills may be submitted for future reimbursement based on April's bill as a projection for summer costs). July bills can be submitted for reimbursement with the current fiscal year.
- If you have money left in your student account at the end of the year, a request IN WRITING must be submitted before the last day of school for that excess amount to be held for use by that student the following school year. Students who are graduating from the program cannot have funds transferred to siblings for use in

following years.

Educational Travel

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

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

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

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

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

Appeals Procedure/Public Complaints

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

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

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

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

1. When a complaint involves accusations of child abuse as defined in Alaska Statutes, the provisions of this policy and regulations shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.

2. The School Board has taken great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students and their parents/guardians. A public complaint regarding the instructional materials used by the district shall be accepted only from parents and guardians of children enrolled in the School District.

3. The School Board recognized that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities. The Board prohibits retaliation in any for the filing of a complaint, the reporting of incidents of discrimination, or for participation in discrimination complaint procedures.

Special Education

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

APPENDICES

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

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

Student Records Transmittal Request

Student Name: _____ Birth date: _____

Last Grade Completed: _____ Withdrawal Date: _____

SENT TO:

Previous School: _____

Street or Box number: _____

City: _____State: ____ Zip:_____

Email: _____

REQUESTED BY:

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

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

___X___ Pertinent medical/psychological/Special Education Records

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

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

__X___ Cumulative health card

___X__ Attendance/Discipline Reports

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

_____ _____ _____
Parent/Guardian Signature or signature of student if over 18 relationship to student date

ADDRESS: Parent/Guardian Box number: _____

City: _____ State: _____ Zip: _____

Phone number: _____

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

Direct Deposit Agreement Form

Authorization Agreement

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

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

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

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

Account Information

Name and Address of Financial Institution:

_____

_____

_____

Routing Number: _____

Account Number: _____

Checking ___ Savings___

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

_____

_____

_____

Authorized Signature:_____ **Date:**_____

Return this form to your teacher of record

Nannut Iḷatka Homeschool

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

STUDENT INFORMATION

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

PARENT INFORMATION

Name	email	Phone Number
_____	_____	_____

Address	City, State, Zip code
_____	_____

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

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

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

Parent Signature	*Parent Name (Print)*	*Date*
_____	_____	_____

Teacher of Record Signature	*Teacher of Record Name (Print)*	*Date*
_____	_____	_____

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

Select All That Apply (4 required):
___English Language Arts
___Reading
___Writing
___Grammar
___Math
___Science
___Social Studies
___Cultural Studies
___PE/Health
___Fine and Practical Arts
___Enrichment Studies
___Foreign Language
___Technology
___OTHER (please list):

Methods of Assessment (select all that apply):
____Quizzes/Tests
____Learning Journal/Log
____Oral Review/Presentations
____Portfolio
____Projects
____Guided Practice
____Essays/papers
____ # of lessons completed
____ time/hour log
____ online course report
____Other (please explain):

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

COURSE:_____
Materials:

COURSE: _____
Materials:

COURSE:_____
Materials:

COURSE:_____
Materials:

COURSE:_____
Materials:

COURSE: _____
Materials:

COURSE: _____
Materials:

COURSE: _____
Materials:

FOR K-8 students:

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

READING: YES _____ NO _____

MATH: YES _____ NO _____

If NO was checked above, answer the following:

Strategies and ILP modifications for reaching proficiency:

-
-
-
-

ILP form updated 06/23/2024

Nannut Iḷatka Homeschool

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

ILP form updated 06/23/2024

STUDENT INFORMATION

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

PARENT INFORMATION

Name	email	Phone Number
_____	_____	_____

Address	City, State, Zip code
_____	_____

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

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

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

Parent Signature	*Parent Name (Print)*	*Date*
_____	_____	_____

Teacher of Record Signature	*Teacher of Record Name (Print)*	*Date*
_____	_____	_____

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

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

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

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

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

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	**Check the appropriate box(es):** _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	**Grading Scale:** ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

*Nannut Iḷatka Homeschool **Progress Report** of Student Work 2025-2026*

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

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

***Directions:** fill out this form as completely as possible to report student progress.*
For semester reports (ending with 2nd quarter and 4th quarter), at LEAST 2 pages of work samples for each subject (including electives) are required to accompany this form. Please reference the handbook for details on acceptable work samples for elective classes.

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

6.			
7.			
8.			

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

Four Progress Reports are required for the entire school year.

Additional notes: _____

_____

_____

_____

_____

Parent/Guardian Signature: _____ *Date:* _____

Teacher of record Signature: _____ *Date:* _____

Monthly Contact Log

Family name: _____

Teacher of Record Name: _____

Enrollment month: _____

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

Please submit this log by the end of the school year

Reimbursement Request Form: Nannut Iḷatka Homeschool
Box 131, Nome, AK 99762

Submit this form to Academic Advisor

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

Submit record times for lessons and tutoring only

Family 1st Half Amt: $_____

Family 2nd Half Amt: $_____

Family Year Total Amt: $_____

Year to date reimbursed: $_____

Total Available (this request): $_____

Total spent for this request: $_____

Updated Family Allotment: $_____

ILP Complete: _____

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

Office use:

Academic Advisor Approval: _____ Total Refund: $_____

Superintendent Approval: _____

Business Manager Approval: _____ CODE_____

For Items listed on reimbursement request, a receipt must be included for each vendor

Music/Art/PE Expenditures

25% limitation waived? _____

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

Student	Total this request	New total	Total remaining

FAMILY TOTAL REMAINING (if applicable): $_____

Non-Consumable List

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

High School Graduation Progress Planner

Course	Semester 1	Semester 2	TOTAL:	Course	Semester 1	Semester 2	TOTAL:
ENGLISH I (1.0)				**World History (1.0)**			
ENGLISH II (1.0)				**U.S. History (1.0)**			
ENGLISH III (1.0)				**Government (.5)**			
ENGLISH IV (1.0)				**AK Studies (.5)**			
Required: 4.0				****Option A, B, C (1.0)**			
Math I (1.0)				*REQUIRED: 3.0* ***Option A, B, C: 4.0*			
Math 2 (1.0)				**Elective 1**			
Math 3 (1.0)				**Elective 2**			
****Option A: Math 4 (1.0)**				**Elective 3**			
Required: 3.0 **4.0 (Option A)*				**Elective 4**			
Science I (1.0)				**Elective 5**			
Science 2 (1.0)				**Elective 6**			
****(Option B and C): Science 3 (1.0)**				****Elective 7**			
****(Option A): Science 4 (1.0)**				****Elective 8**			
REQUIRED: 2.0 *3.0 (Option B and C)* *4.0 (Option A)*				***Elective 9**			
Health (.5)				****Option B and C: 3 credits of social studies + Two electives must be a foreign language (same language)**			
REQUIRED: .5				*REQUIRED: 8.0* **9.0 required by NPS school board policy*			
PE (.5)							
REQUIRED: .5							

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

Credits needed to promote: 5.5/11/16.5

SAT/ACT/WorkKeys (circle one) Score:

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

Elem	Language Arts	Evan-Moor	Yes
	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 2/11		
Elem	Language Arts	First Language Lessons(Peace Hill Press)	Yes
Elem	Language Arts	Great Source	Yes
Elem	Language Arts	Institute for Excellence In Writing	Yes
Elem	Language Arts	Lindamood-Bell	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Language Arts	Veritas Press	Yes

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

Elem	Reading/Spelling/Phonics	Sonday LPL	Yes
	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 3/11		
Elem	Reading/Spelling/Phonics	The Ordinary Parent's Guide to Teaching Reading	Yes
Elem	Science	Delta Science	Yes
Elem	Science	McGraw Hill	Yes
Elem	Science	Steck-Vaughn Wonders of Science	Yes
Elem	Sign Language	Prentice Hall	Yes
Elem	Sign Language	The Joy of Signing	Yes
Elem	Social Studies & History	American Education Publishing	Yes
Elem	Social Studies	Nystrom	Yes
Elem	Social Studies	The Mail Box	Yes
Elem	Social Studies	Weekly Reader Publishing	Yes
Elem	Social Studies, History	Animated Hero Classics	Yes
Elem	Social Studies, History, Government	Frank Schaffer Publications: Skill for Scholars	Yes
Elem	Spelling	SRA Morprographic	Yes

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

Elem	Art	Abeka	No
	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 4/11		
Elem	Math	Abeka	No
Elem	Health	Abeka	No
Elem	History	Mystery of History	No
Elem	Home Economics	Alpha Omega	No
Elem	Language Arts	Abeka	No
Elem	Language Arts	Winter Promise	No
Elem	Science	Abeka	No
Elem	Science	Winter Promise	No
Elem	Science (Astronomy/ Zoology /Botany)	Apologia	No
Elem	Social Studies	Abeka	No
Elem	Social Studies	Winter Promise	No
Elem	Technology	Alpha Omega	No
Elem	Unit studies include all subjects except Math and Reading/Phonic	Konos	No
Elem	Science	Abeka	No

MIDDLE SCHOOL

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

Middle	All Subjects	Scholastic Inc.	Yes
	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 5/11		
Middle	All Subjects	Silver Burdett Ginn	Yes
Middle	All Subjects	Steck-Vaughn CO.	Yes
Middle	All Subjects	time41earning.com	Yes
Middle	All Subjects	University of Missouri Center of Indept. Study	Yes
Middle	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
Middle	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
Middle	Fine Arts (Art)	Atelier	Yes
Middle	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
Middle	Fine Arts {Art)	Meet The Masters	Yes
Middle	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
Middle	Music - Piano	Mayron Cole Method	Yes
Middle	Fine Arts (Music)	Suzuki	Yes
Middle	Language Arts	Creative Teaching Press: The Learning Works	Yes
Middle	Language Arts	English for the Thoughtful Child	Yes
Middle	Language Arts	Evan-Moor	Yes
Middle	Language Arts	Great Source	Yes
Middle	Language Arts	Institute for Excellence In Writing	Yes

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

	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 6/11		
Middle	Language Arts {Writing)	Razzle Dazzle Creative Writing	Yes
Middle	Language Arts {Writing)	Razzle Dazzle Expository Writing	Yes
Middle	Mathematics	Algebra I - iPass	Yes
Middle	Mathematics (Math & History: Computer Based)	Encore	Yes
Middle	Mathematics {Math & Science: Computer Based)	The Learning Company	Yes
Middle	Mathematics	Aleks	Yes
Middle	Mathematics	iPass	Yes
Middle	Mathematics	ALEKS Math	Yes
Middle	Mathematics	Delta Education	Yes
Middle	Mathematics	Holt	Yes
Middle	Mathematics	Icanlearnonline.com	Yes
Middle	Mathematics	Kerns	Yes
Middle	Mathematics	Key Math	Yes
Middle	Mathematics	Math U-See	Yes
Middle	Mathematics	Rightstart Math	Yes
Middle	Mathematics	Saxon Publishers, Inc.	Yes
Middle	Mathematics	Singapore Math	Yes
Middle	Mathematics	Teaching Textbooks (Timberdoodle)	Yes
Middle	Mathematics	Thinkfast	Yes
Middle	Mathematics	Video Text	Yes
Middle	Mathematics {Computer Based)	Marshall Cavendish Education	Yes
Middle	Mathematics (Reading)	Sonday 2	Yes
Middle	Other {Critical Thinking)	The Thinking Toolbox	Yes
Middle	Other (Keyboarding)	Mavis Beacon	Yes
Middle	Social Studies	Holt	Yes
Middle	Social Studies	Frank Schaffer Publications: Skills for Scholars	Yes
Middle	Social Studies	Animated Hero Classics	Yes
Middle	World Language	EMC Paradigm Publishing	Yes
Middle	World Language	PowerGlide	Yes

	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 7/11		
Middle	World Language	Rosetta Stone	Yes
Middle	World Language	Standard Deviants	Yes
Middle	(Sign Language)	Prentice Hall	Yes
Middle	(Sign Language)	The Joy of Signing	Yes
Middle	Writing	Write Source	Yes
Middle	Writing	Adventures in Writing	Yes
Middle	Writing	Write Source	Yes
Middle	All Subjects	The Robinson Curriculum	Yes
Middle	Science I Mathematics	Zometool System	Yes
Middle	History I Science	Joy Hakim	Yes
Middle	Science	Holt	Yes
Middle	Language Arts	Shurley English	Yes
Middle	All Subjects	K-12	Secular Only
Middle	All Subjects	Sonlight Curriculum	Secular Only
Middle	Social Studies I Language Arts	Peace Hill Press	Secular Only
Middle	All Subjects	Bob Jones	No
Middle	All subjects (except Math and Reading/Phonics)	Konos	No
Middle	Career and Technical Education	Alpha Omega	No
Middle	Health/PE	Abeka	No
Middle	Language Arts	Abeka	No
Middle	Mathematics	Abeka	No
Middle	Other (Home Ec)	Alpha Omega	No
Middle	Science (General Science)	Apologia	No
Middle	Science (Physical Science)	Apologia	No
Middle	Social Studies	Abeka	No
Middle	Social Studies	Mystery of History	No

HIGH SCHOOL

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

	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 8/11		
HS	All Subjects	Follet	Yes
HS	All Subjects	Glencoe/McGraw-Hill	Yes
HS	All Subjects	Harcourt Co.	Yes
HS	All Subjects	Holt Rinehart & Winston	Yes
HS	All Subjects	Indiana University	Yes
HS	All Subjects	Keystone National High School	Yes
HS	All Subjects	MacMillian/McGraw-Hill	Yes
HS	All Subjects	McDougal-Littell	Yes
HS	All Subjects	North Dakota Div. Of Ind. Study (NDIS or NDCDE)	Yes
HS	All Subjects	Oak Meadow School	Yes
HS	All Subjects	Pearson	Yes
HS	All Subjects	Odyssey Ware	Yes
HS	All Subjects	Penn Foster	Yes
HS	All Subjects	Prentice Hall	Yes
HS	All Subjects	Scholastic Inc.	Yes
HS	All Subjects	Silver Burdett Ginn	Yes
HS	All Subjects	Sophia Learning (online, dual credit options)	Yes
HS	All Subjects	Steck-Vaughn Co.	Yes
HS	All Subjects	Time for Learning	Yes
HS	All Subjects	University of Alaska Fairbanks	Yes
HS	All Subjects	University of Alaska Southeast	Yes
HS	All Subjects	University of Missouri Center of Indept. Study	Yes
HS	All Subjects	Williamsburg Academy (online, instructor-based)	Yes (for classes not faith-based)
HS	All Subjects	University of Nebraska-Lincoln	Yes
HS	All Subjects	University of Alaska Anchorage	Yes
HS	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
HS	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
HS	Fine Arts (Art)	Atelier	Yes
HS	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
HS	Fine Arts (Art)	Meet The Masters	Yes
HS	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
HS	Fine Arts (Piano)	Suzuki	Yes

	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 9/11		
HS	Health/Physical Education (Health)	Pacemaker/Pearson	Yes

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

	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 10/11		
HS	Other (Keyboarding)	Mavis Beacon	Yes
HS	Science	Holt	Yes
HS	Science (Physics}	Singapore Physics	Yes
HS	Science, Social Studies, Foreign Language	Classroom With a View	Yes
HS	Social Studies	Holt	Yes
HS	Social Studies: Alaska History	Aunt Phil's Trunk: Alaska History Course	Yes
HS	Social Studies: AK History	Alaska Land in Motion	Yes
HS	Social Studies: AK History	Alaska Digital Academy	Yes
HS	World Languages	Rosetta Stone	Yes
HS	World Language	EMC Paradigm Publishing	Yes
HS	World Language	PowerGlide	Yes
HS	World Language	Standard Deviants	Yes
HS	World Language (Sign Language)	Prentice Hall	Yes
HS	Writing	Write Source	Yes
HS	Writing	Adventures in Writing	Yes
HS	All Subjects	The Robinson Curriculum	Yes
HS	Science I Mathematics	Zometool System	Yes
HS	(Sign Language)	The Joy Of Signing	Yes
HS	History I Science	Joy Hakim	Yes
HS	Science	Holt	Yes
HS	Writing	Write Source	Yes
HS	All Subjects (Intervention)	AGS	Yes
HS	All Subjects	K-12	Secular Only
HS	All Subjects	Sonlight Curriculum	Secular Only
HS	Social Studies I Language Arts	Peace Hill Press	Secular Only
HS	All Subjects	Bob Jones	No
HS	All subjects except Math and Reading/Phonic	Konos	No
HS	Health	Abeka	No
HS	Language Arts I Grammar	Abeka	No
HS	Language Arts I Literature	Abeka	No
HS	Language Arts I Poetry	Abeka	No

	Nannut Iḷatka APPROVED CURRICULUM LIST Pg. 11/11		
HS	Language Arts I Vocab/Spelling	Abeka	No
HS	Language Arts (Vocab/Spelling/Poetry IV)	Abeka	No
HS	Language Arts (Vocab/Spelling/Poetry IV) (9)	Abeka	No
HS	Mathematics I Algebra 1	Abeka	No
HS	Mathematics I Algebra 2	Abeka	No
HS	Mathematics I Consumer Math	Abeka	No
HS	Mathematics I Geometry	Abeka	No
HS	Mathematics I Pre-Algebra	Abeka	No
HS	Home Economics	Alpha Omega	No
HS	Technology	Alpha Omega	No
HS	Science (Biology)	Apologia	No
HS	Science (Botany)	Apologia	No
HS	Science (Chemistry)	Abeka	No
HS	Science (Chemistry)	Apologia	No
HS	Science (Physical Science)	Abeka	No
HS	Science (Physics)	Abeka	No
HS	Science (Physics)	Apologia	No
HS	Social Studies I American Govt	Abeka	No
HS	Social Studies I Economics	Abeka	No
HS	Social Studies I History	Mystery of History	No
HS	Social Studies I US History	Abeka	No
HS	Social Studies I World Geog.	Abeka	No
HS	Social Studies I World History	Abeka	No

Nannut Iḷatka Homeschool Basic Student Grading Guidelines

Grade scale:

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

K-8:

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

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

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

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

High School:

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

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

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

Activity Calendar

Student Name:

Subject:

Month:

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

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

Class of 2024 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP CHECKLIST

To receive the APS and other forms of financial aid, students must complete the FAFSA (Free Application for Federal Student Aid) by **June 30th** of each year. ***Visit studentaid.gov***

REQUIRED CURRICULUM

Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade reflected on your official high school transcript.

Choose from option A, B, or C (curriculum options apply for *all* APS award levels)

Curriculum *Option A*

Science	*4 credits*	1, 2, 3 substitution, 4 substitution
Math	*4 credits*	1, 2, 3, 4 substitution
Language Arts	*4 credits*	1, 2, 3, 4 substitution
Social Studies	*4 credits*	1, 2, 3 substitution, 4 substitution OR *World Language, Alaska Native Language, Fine Arts, Cultural Heritage or CTE*

Curriculum *Option B*

Science	*3 credits*	1, 2, 3 substitution
Math	*3 credits*	1, 2, 3 substitution
Language Arts	*4 credits*	1, 2, 3, 4 substitution
Social Studies	*4 credits*	1, 2, 3, 4 substitution OR CTE
Other	*2 credits*	FROM THE SAME SUBJECT: *World Language, Alaska Native Language, Fine Arts, Cultural Heritage, or CTE (1 year of which includes 2 semesters of sequentially more rigorous content within a career cluster)*

Curriculum *Option C*

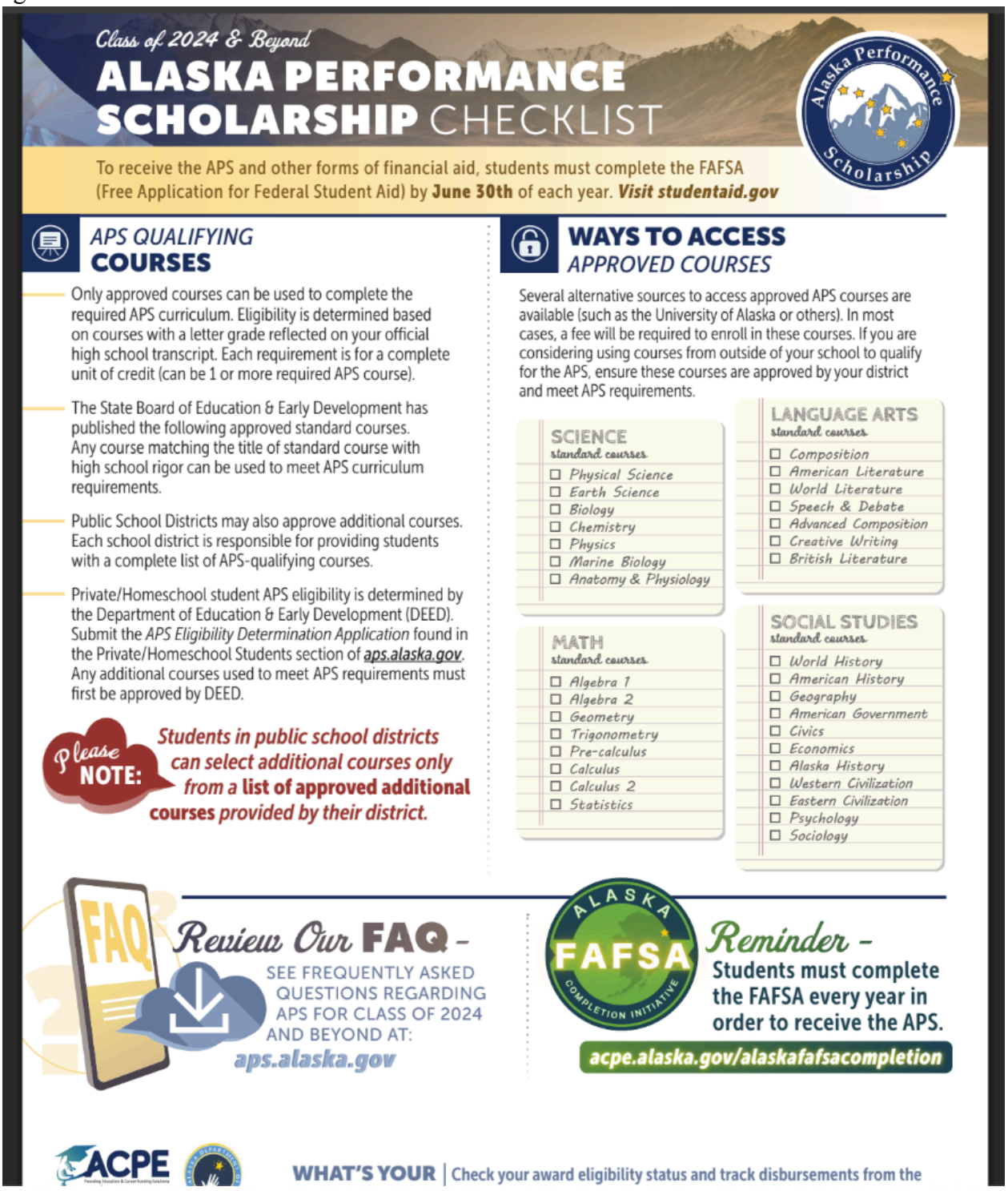
Science	*3 credits*	1, 2, 3 substitution
Math	*3 credits*	1, 2, 3 substitution
Language Arts	*4 credits*	1, 2, 3, 4 substitution
Social Studies	*4 credits*	1, 2, 3, 4 substitution OR CTE
Other	*2 credits*	FROM ANY SUBJECTS: *World Language, Alaska Native Language, Fine Arts, or Cultural Heritage*

NOTE: *Highlighted sections above reflect additional course substitutions within each Curriculum Option. For example, in Curriculum Option A, two (2) Science credits may be substituted with 2 credits/years of rigorous additional non-standard Science course(s).*

REQUIRED GPA -OR- TEST SCORE

	LEVEL 1	LEVEL 2	LEVEL 3
Maximum Award	UP TO **$7,000** PER YR	UP TO **$5,250** PER YR	UP TO **$3,500** PER YR
GPA	☐ 3.5 OR GREATER	☐ 3.0 OR GREATER	☐ 2.5 OR GREATER
-OR-	-OR-	-OR-	-OR-
Test Score	☐ ACT..... 25 ☐ SAT..... 1210 ☐ WorkKeys.. 18 PLATINUM (no score below 6)	☐ ACT..... 23 ☐ SAT..... 1130 ☐ WorkKeys.. 15 GOLD (no score below 5)	☐ ACT..... 21 ☐ SAT..... 1060 ☐ WorkKeys.. 12 SILVER (no score below 4)

NOTE: *Receive a qualifying score from **one** of the following tests: ACT, SAT, or WorkKeys*



Class of 2024 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP CHECKLIST

To receive the APS and other forms of financial aid, students must complete the FAFSA (Free Application for Federal Student Aid) by **June 30th** of each year. ***Visit studentaid.gov***

APS QUALIFYING COURSES

- Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based on courses with a letter grade reflected on your official high school transcript. Each requirement is for a complete unit of credit (can be 1 or more required APS course).
- The State Board of Education & Early Development has published the following approved standard courses. Any course matching the title of standard course with high school rigor can be used to meet APS curriculum requirements.
- Public School Districts may also approve additional courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.
- Private/Homeschool student APS eligibility is determined by the Department of Education & Early Development (DEED). Submit the *APS Eligibility Determination Application* found in the Private/Homeschool Students section of ***aps.alaska.gov***. Any additional courses used to meet APS requirements must first be approved by DEED.

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

WAYS TO ACCESS APPROVED COURSES

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

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

LANGUAGE ARTS
standard courses
- ☐ Composition
- ☐ American Literature
- ☐ World Literature
- ☐ Speech & Debate
- ☐ Advanced Composition
- ☐ Creative Writing
- ☐ British Literature

MATH
standard courses
- ☐ Algebra 1
- ☐ Algebra 2
- ☐ Geometry
- ☐ Trigonometry
- ☐ Pre-calculus
- ☐ Calculus
- ☐ Calculus 2
- ☐ Statistics

SOCIAL STUDIES
standard courses
- ☐ World History
- ☐ American History
- ☐ Geography
- ☐ American Government
- ☐ Civics
- ☐ Economics
- ☐ Alaska History
- ☐ Western Civilization
- ☐ Eastern Civilization
- ☐ Psychology
- ☐ Sociology

Review Our FAQ –

SEE FREQUENTLY ASKED QUESTIONS REGARDING APS FOR CLASS OF 2024 AND BEYOND AT:
aps.alaska.gov

Reminder –

Students must complete the FAFSA every year in order to receive the APS.

acpe.alaska.gov/alaskafafsacompletion

ACPE

WHAT'S YOUR | Check your award eligibility status and track disbursements from the

Developmental Profile

Student Name: Profile completed by:
Observation Dates: Relationship to student:

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

2. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Cuts, draws, glues with materials provided			
• Copies several letters or shapes			
• Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)			
• Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately			
• Cuts, draws, glues with materials provided			
3. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Follows simple rules of participation in group activities			
• Participates cooperatively in large and small group activities			
• Invents and sets up activities that include more than one child			
• Is sometimes part of the audience, as well as an active participant in group events			

4. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)			
• Shows ability to control impulses, with guidance			
• Seeks peaceful resolution to conflict			
• Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway)			
• Stops and listens to instructions before starting an activity			
5. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Engages in discussions and asks questions about new events and occurrences (e.g., "Why did this happen?")			
• Looks for new information and wants to know more about personal interests			
• Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)			
6. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Remains engaged while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")			
• Works on a task over a period of time, leaving and returning to it (e.g., block structure)			
• Shifts attention back to activity at hand after being distracted			
• Accepts age-appropriate challenges and continues through frustration			

7. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Counts to 10 from memory			
• Understands that when counting a set of items, each must be counted only once and none should be left out.			
• Uses math manipulatives (e.g., in games, toys and coins) in counting activities			
• Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")			
8. SKILL			
• Sorts objects into categories, classifying and comparing according to a characteristic (e.g. size, color)	Not at all able to	Sometimes able to	Able to All the time
• Recognizes, describes, duplicates and extends a two part pattern (e.g., A/B, circle/square			
• Describes how and why objects are arranged or sorted the way they are			
9. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Listens to others in group conversations and discussions			
• Responds to a request			
• Attends to book reading/story telling for at least five minutes			
• Understands prepositions in simple commands (e.g., put the bowl **on** the table, **beside** the chair, or **under** the book)			

10. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Expresses an idea in more than one way (e.g., "I like salmon very much" and "Salmon is my favorite food.")			
• Names several non-present objects using appropriate words (e.g., "We went on the boat and I saw a whale.")			
• Correctly uses words to indicate understanding			
• Defines words, with assistance (e.g., "Firefighters put out fires.")			
• Asks others for help			
11. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)			
• Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound) • Finds objects in a picture with the same beginning sound, with assistance			
• Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)			
12. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)			
• Recognizes difference between letters, words, and numerals			
• Points to the title of a book when asked			
• Reads own first name			
• Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes)			

13. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Recognizes several uppercase and lowercase letters			
• Prints several alphabet letters for given letter names			
• Writes several uppercase and lowercase letters			
• Writes his or her first name			
• Recognizes letters in his or her name			

Observation notes or explanations:

Nannut Iḷatka Homeschool Instructor/Tutor Application

Instructor/Tutor Name:	**Business Name:**		
Mailing Address:	**City:**	**State:**	**Zip:**
Name or topic of course:	**Cost per lesson:**		
Instructional certification or other qualifications (please attach copies of any certifications or other qualifications):			
Instructional or content experience and length of time in this field:			
Explain specific skills to be taught. List any professional standards, programs, methodology, materials, or texts to be used:			
How will you measure or determine progress of the skills taught?			
Length of lesson:	**Frequency of lesson:**	**Estimate practice time needed between lessons:**	
70-75 hours per semester are needed for each .5 high school credit. Could this course qualify for high school credit? Check 1: ☐ **Yes** ☐ **No**			

_____ _____

Instructor/Tutor Signature **Date**

_____ _____

Teacher of Record Approval Signature **Date**

Nome Public Schools

Special Education Referral Process (pg. ⅙)

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

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

Level One; Regular Education Intervention

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

1. A teacher, parent, or other concerned party identifies a concern(s) he/she believes is interfering with a student's learning potential; e.g., academic delays, processing deficits, communication difficulties, behavioral concerns, etc. Those concerns are conveyed to the classroom teacher and discussed with the parent.

2. The teacher reviews cumulative records and checks with previous teacher(s) to gather data about the student's academic performance and/or behavior needs.

3. Request a vision and hearing screening, if these have not been done within the last calendar year.

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

5. The teacher records all strategies or interventions attempted and also records outcomes of interventions for the identified concerns.

Level Two: Assistance from Building & Level Teams

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

1. The Building Team reviews classroom teacher's request to determine if:
a. Parent was notified?
b. Appropriate for case discussion?
c. Enough level one intervention done?
d. Have interventions and outcomes been documented?

2. Case Discussion is held and an Intervention Plan is put into place.

3. Interventions are monitored and data is collected to determine degree of success.

4. If after several weeks of additional documented interventions are implemented, data does not indicate that target goals are being met, the Building Team can make a recommendation to refer the student for a special education evaluation.

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

1. The referring teacher completes the special education referral form with assistance from the special education teacher and the Building Level Team.

2. All required data and documentation are compiled, i.e., behavior logs, samples of work, attempted strategies and interventions, outcomes, MAP and PEAKS scores, etc.

3. The completed referral packet is given to the special education teacher and a copy is sent to the Special Education Director for review.

4. After reviewing the referral packet, the Special Education Director will contact the site to request additional data and/ or documentation from the Building Team, if needed.

5. The Special Education Director will initiate the evaluation and eligibility determination process for **approved** referrals.

6. When a referral for evaluation is denied, the Special Education Director will provide parents with a Prior Written Notice (PWN) explaining the reasons for not proceeding with an evaluation. A-copy of the Procedural Rights will also be provided to the parents.

7. After the decision has been made to proceed with the evaluation, the special education teacher will provide a Prior Written Notice (PWN) to the parents indicating that a referral for special education evaluation has been completed and the parents are given a copy of their rights.

8. The 90-calendar day timeline for special education eligibility determination and placement begins when a signed Consent for Evaluation is obtained. No special education assessment can begin without parental consent.

9. To be in compliance, the following steps must occur within the 90-calendar day timeline:

a. Individual academic testing and classroom observations.

b. Evaluations by appropriate itinerants (i.e. School Psychologist, Speech Pathologist, Physical Therapist, Occupational Therapist, etc.).

c. The IEP team will determine if the child:
*Meets the eligibility criteria as a child with disability **and**
*Demonstrates an educational need that requires specially designed instruction

d. If the child is found eligible, a consent for placement must be signed by the parent before services can be initiated.

e. The team must develop an IEP, which has to be reviewed on an annual basis and a re-evaluation for continued eligibility must occur at least once every three years.

10. The classroom teacher, principal, special education teacher, parents and student are key members of the IEP team and their involvement in the process is very important.

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

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

Student Name:_____Grade:_____D.O.B:

School:_____Referring Person:_____ Date:_____

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

In person TEACHER OBSERVATION:

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

	Does what is asked of him/her		Seeks excessive attention		Difficulty understanding oral directions
	Offers to help		Inattentive in class		Difficulty understanding written directions
	Tries hard		Loss of interest		Deficient in vocabulary
	Appears happy/cheerful		Easily distracted		Reverse or confuses letters, words, numbers
	Organizer/leader		Nervous/excitable		Difficulty in Math
	Bored with routine tasks		Gripes/complains		Difficulty in Reading
	Gives up/"Cares-less" attitude		Excessive talking/loud/rowdy		Difficulty in Written expression
	Tried or lethargic		Makes wisecracks/talks back		Uses incorrect grammar
	Vision complaints		Obscene language/gestures		Difficulty copying from board/text/paper
	Change in weight		Defiance of rules		Concrete learner
	Depression/expressionless		Exaggerating		Requires repetition of instruction
	Suicide attempt		Tantrums		Inconsistent/low test grades
	Discusses death/suicide		Defensive/Argumentative		Slow to react or follow directions
	Withdrawn/secluded		Excessive out of seat/out of area		Disorganized work habits
	Changes in moods rapidly		Unusually curious		Difficulty completing tasks in allotted time
	Needs constant reassurance		Cries readily		Difficulty concentrating
	Change in friends/age group		Acts frightened/timid/shy		Confused easily
	Has few friends/peer problems		Irresponsibility/blaming		Poor memory for names/dates
	Aggressive in social interactions		Poor fine motor coordination		Difficulty with verbal expression
	Sudden outburst/verbal abuse		Poor gross motor coordination		Speech difficult to understand

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

Student Strengths:_ _____

Student Name_____School

Health Status:

Vision checked on (date) _____Results_____

Prescription sunglasses or other noted conditions_____

Hearing checked on (Date)_____ Result s_____

Hearing aids or other noted conditions_____

Speech articulation difficulties_____

Developmental Status: Height_____Weight_____

Overall student health_____

Illness noted_____ Immunizations yes _ no _

Visits or clinic/hospital this year_____

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

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

Attendance (this year)_____/_____days___% (last year)_____/_____ days_____%

Language Development:

Primary Language spoken in the home_____

Is the Student currently identified as an English Language Learner (ELL}? Yes_____ No_____

Most recent ACCESS Assessment (Date)_____ ELL Level._____

Previous year's ACCESS Assessment (Date)_____ELL Level_____

Was there a change in the student's English language Proficiency (LEP}? Yes_____ No_____

Classroom Intervention Tracking Form pg. 5/6

Student:

Teacher:_____ Grade:

School:_____ Date:_____

Primary Concern:

Parent Contacts: Name _____ Phone Number:_____

Date:_____Notes:

Please list the classroom interventions used to address your concern:

Intervention:_____

Date started:_____ Date ended:_____

Outcome :_____

Intervention:_____

Date started:_____Date ended:_____

Outcome :_____

Intervention:_____

Date started:_____ Date ended:_____

Outcome:_____

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

REASON FOR REFERRAL

- ○ Educational
  - ○ Reading ○ Math ○ Writing
- ○ Cognitive
- ○ Communication
  - ○ Speech ○ Language
- ○ Hearing ○ Vision
- ○ Pre-Academic School Readiness
- ○ Behavioral/Social/Emotional
- ○ Adaptive
- ○ Motor Skills
  - ○ Fine ○ Gross
- ○ Other:

SUMMARY OF EXISTING INFORMATION

- ○ Intervention
- ○ Current Work Samples
- ○ RTI Date
- ○ Report Card
- ○ Developmental Profile
- ○ Other:

SCREENING INFORMATION
Vision: ○ Pass ○ Fail Hearing: ○ Pass ○ Fail

PRIOR DATA
Dates of any prior Special Education Referrals:

Prior Evaluations
Last Psychological Evaluation Date:
Last Educational Evaluation Date:
Last Physical/Medical Evaluation Date:

DAYS ABSENT
Days Missed this Year (including Suspensions): As of (Date):
Days Suspended this Year:
Days Missed Last Year (Total):
Grades Repeated:

LANGUAGE
Primary Language of the Student:
Primary Language Spoken at Home:

NOTES:

Nannut Iḷatka Homeschool Handbook Agreement Form

Terms of Agreement

- I understand and agree to follow the Nannut program procedures and policies as per the NPS Nannut Homeschool handbook.
- I agree to notify Nannut Homeschool if my enrollment status changes before or during the month of October.
- I understand that my student(s) and I have access to the district appeal process, as available to all students in the district.
- I understand and confirm that textbooks, curriculum materials and the course of study as outlined by each student's Individual Learning Plan (ILP) are appropriate to that student, aligned to state standards, and comply with AS 14.03.090 and AS 14.18.060
- I understand and agree to document the process used to ensure curriculum materials are aligned to state standards and comply with AS 14.03.090 and AS
- 14.18.060, including the review of textbooks and materials by a certified teacher.
- I will keep my contact information current, maintain monthly contact, and submit quarterly paperwork.
- My student(s) will participate in the state-mandated and program required testing.
- All materials purchased with Nannut funds are to remain the property of the Nannut Homeschool. If I should withdraw from the program at some future date, Nannut may request the return of those reusable materials and equipment.
- I understand that failure to keep any part of this agreement may result in the withdrawal of my student(s), and that I will be held liable for the cost of purchased materials, curriculum, and services.

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

Signature Date

Administrator/Academic Advisor Date

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

FERPA Consent to Release Student Information

TO: Nannut Homeschool Rachel Ventress (teacher of record)

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

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

The type of information that is to be released under this consent is:
_____ transcript(s)
_____ disciplinary records
_____ testing data
_____ recommendations for employment or admission to other schools
_____ all records
_____ other (specify) _____

The information is to be released for the following purpose:
____ family communications about the student's education
____ other (specify)_____

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

Student's legal guardian:

Name (print)_____
Signature_____

Date_____

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

Student Allotment Deduction Authorization

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

Item(s):

Total cost:

Updated remaining allotment:

Student name:

Parent Printed Name:

Parent Signature:

Date:

Nannut Iḷatka Homeschool

Box 131 • Nome, Alaska 99762

Rachel Ventress
Teacher of Record

Jamie Burgess
Administrator

PROGRESSION DECISION CONSIDERATIONS

Initial Team Meeting Date: _____ Student Name: _____

Initial Family Meeting Date: _____ Grade Level: _____

Final Confirmation Date: _____ DOB: _____ Younger / Older in Class

DIBELS MOY Composite: _____ MAP Growth Reading MOY %ile _____

DIBELS Growth from BOY: _____ MAP Reading Growth from BOY_____

DIBELS EOY Composite: _____ MAP Growth Reading EOY %: _____

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

_____

_____

_____

Other notes/considerations: _____

_____

_____

Team recommendation: **PROGRESSION** **NON-PROGRESSION**

Date: _____