Regular Board Meeting

Tuesday, September 10, 2024 5:30 PM
NES Library /Zoom, 1057 E 5th Ave, Nome, Alaska 99762

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

B. **Consent Agenda**
(Routine matter considered for approval as one motion. Any item can be pulled for separate consideration).

1. Approval of Minutes: Regular Meeting: August 13, 2024
2. Approval of August 2024 Disbursements
3. Approval of August 2024 Gifts, Grants and Bequests
4. Approval of August 2024 Personnel Report
5. Approval of Out of State Travel Request

C. **Correspondence**

D. **Awards and Presentations**

1. Introductions of Guests & Visitors

E. **Opportunity for Public Comments on Agenda/Non-agenda Items**
(3 minutes per speaker, 30 minutes aggregate)

F. **Superintendent Report**

G. **Information & Reports**

1. Principal Reports
2. Director Reports
3. Business Manager Report

H. **Second Public Comment Opportunity**
(Individuals are limited to three minutes each.)

I. **Action Item**

1. Board Policies First Read
a. BP 5123 Promotion/Acceleration/Retention
b. BB 9320 Meeting
c. BB 9322 Agenda/Meeting Materials
2. Approval of Beltz Coach Handbook and Extensions Handbook
3. Approval of AASB Resolution
4. Approval of AASB Board of Directors Nomination

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

K. **Upcoming Events:**
- **Monday, September 30, Work Session, 5:30 pm, NES Library**
- **Tuesday, October 8, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, October 22, Work Session, 5:30 pm, NES Library**
- **Tuesday, November 12, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, November 26, Work Session, 5:30 pm, NES Library**

L. **Adjournment**

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

Our Mission

We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world.

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

- Works to ensure academic success for all students
- Works to promote positive community partnerships
- Provides leadership and support to ensure reading proficiency by 3rd Grade
- Supports the recruitment and retention of effective staff

Board and Superintendent Goals

- Provide the resources for the development and adoption of curriculum as per Board Policy (BP 6141).
- Support the integration of a student's culture in the curriculum within the context of the community through implementation of the Alaska standards for culturally responsive schools.
- Work to ensure all students feel connected to their peers and the adults in their schools by improving school climate.

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday, August 13, 2024
5:32 pm
NES Library/Zoom

Member Metcalf called the meeting to order at 5:32 pm Tuesday, August 13, 2024 with a quorum present.

HR/Assistant Superintendent, Elizabeth Korenek-Johnson led the Pledge of Allegiance.

Member Metcalf read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg (excused)	Bob Metcalf	Marjorie Tahbone
Nancy Mendenhall	Jon Gregg (arrived 5:33 pm)	

Others in attendance included:

Jamie Burgess	Alisha Papineau	Genevieve Hollins (via Zoom)
Stan Burgess	Jim Shreve	Jennifer Shreve
Andrew White	Elizabeth Korenek-Johnson	Anna Lionas
Emily Annas		

APPROVAL OF AGENDA

Member Tahbone moved to approve the agenda as presented.

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

Darlene Trigg: (excused)	Bob Metcalf: yes	Marjorie Tahbone: yes
Nancy Mendenhall: yes	Jon Gregg: yes	

CONSENT AGENDA

Member Mendenhall moved to approve the minutes from Regular Meeting/Executive Session: June 11, 2024; the June and July 2024 disbursements; the June and July 2024 Gifts, Grants and Bequests; the June and July 2024 personnel report; the Altman, Rogers & Co. audit services; the out of state travel requests

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

Darlene Trigg: (excused)	Bob Metcalf: yes	Marjorie Tahbone: yes
Nancy Mendenhall: yes	Jon Gregg: yes	

CORRESPONDENCE

Correspondence included was 2024 legislative session summary FY2025; K-12 outreach programs report 2023 – 2024; SOA correspondence study program; parents FYI for correspondence student programs; NPS AK district determination Matrix; and memorandum for TRS employers.

INTRODUCTIONS OF GUESTS AND VISITORS
Superintendent Burgess introduced Systems Administrator, Andrew White; and ACSA teacher/Administrative Intern, Emily Annas.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS
NONE

SUPERINTENDENT REPORT
Superintendent Burgess reported. The report is attached to the original of these minutes. Discussion followed.

INFORMATION AND REPORTS
Director of Technology, Jim Shreve 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. Discussion followed.

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

SECOND PUBLIC COMMENT OPPORTUNITY
NONE

BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS
Member Gregg said he appreciated the conversation around the current state of the CTE program.
Member Gregg had a discussion with people of the community about resources for the CTE program and shared it with the board.

Member Mendenhall thanked Member Gregg for his comments.
Member Mendenhall emphasized the importance of trade jobs.

Member Tahbone said she was glad for the start of school soon.
Member Tahbone said the cultural center would be hosting teachers.
Member Tahbone congratulated Mrs. Korenek-Johnson for her promotion in her new position.
Member Tahbone hoped there would be an Equity Committee meeting soon to report on.

Member Metcalf gave input on other resources to collaborate with for the CTE program.
Member Metcalf suggested the topic be discussed further in a work session.

Superintendent Burgess said she was excited about things happening for the beginning of the school year.
Superintendent Burgess commented she has an awesome team this year.
Superintendent Burgess commented she there's a focus on how to welcome new teachers for a positive experience.
Superintendent Burgess said the back-to-school advertisement will be in the Nome Nugget the next week.

UPCOMING EVENTS

- Tuesday, September 10, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, September 24, Work Session, 5:30 pm, NES Library
- Tuesday, October 8, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, October 22, Work Session, 5:30 pm, NES Library

ADJOURNMENT

Member Tahbone moved to adjourn at 6:46 pm.

_____ _____

Darlene Trigg Date
President, Board of Education

Bob Metcalf Date
Vice President/Clerk, Board of Education

Nome Public Schools
Personnel Items for Approval/Ratification
September 10, 2024

Certified/Administrative Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Blount, Meira	MS Generalist	Beltz Middle	8/20/2024
Martinez, Damiris	PreK Teacher	District	8/19/2024
CHANGE OF ASGMT			
LEFT EMPLOYMENT			
(Adam) Jim Friederich	M/HS Special Ed. Teacher	Beltz	8/26/2024

Classified Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
CHANGE OF ASGMT			
LEFT EMPLOYMENT			

Extra Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Foster, Emmett	Cross Country Coach	8/1/2024
Peters, Jill	Teacher Mentor	9/3/2024
Holmes, Dan	Special Ed. Transportation	9/3/2024
Fabignon-Cross, Julie	Teacher Mentor	9/3/2024
Shreve, Jennifer	Teacher Mentor	9/3/2024

Balice, Janet	Teacher Mentor	9/3/2024
Secor, Heidi	Teacher Mentor	9/3/2024

Kastyn Lie

My name is Kastyn Lie. I am Iñupiaq and was born and raised in Nome. I graduated from Stanford University with my Bachelor's in English with a minor in education. I am currently studying to obtain my Master of Arts in Teaching. My favorite activities include baking and berry picking!	

Luchie Papalid

Hi! My name is Luchie from Cebu City, Philippines. I am a proud wife of an educator like me and a happy mom of a 14-year-old lad. Serving my family is one of the things that I love to do. I am a dog lover, in fact, I have 8 dogs to be exact. My furbabies make me enliven during those stressful days. I have been a public school teacher for 18 years and it has added great pleasure to my soul. Teaching in regular class is fulfilling, but teaching pupils with special needs is more rewarding. I can't wait to see and meet you all!	

Dorcas Anunda

My name is Dorcas Anunda, a Kenyan by birth. I have 15 years of teaching experience both in private and public schools. I have the privilege of having interacted with learners aged 3 years to 13 years old. I am a mother of three, two girls and one young man. I tagged them along with me to Nome to fulfill my mission of empowering and inspiring learners and at the same time to chase our American Dream. So far so good!	

Richard Sargent

Richard Sargent is from Leesburg, Florida. He moved to Nome by way of Belchertown, Massachusetts. His educational background includes:

- Associate of Arts in Psychology from Lake-Sumter Community College in Leesburg, Florida
- Bachelor of Music Education from the University of North Florida in Jacksonville, Florida
- Master of Music in Wind Conducting from the University of Massachusetts in Amherst, Massachusetts

A few musical highlights include:

- Primary instrument is tuba (began playing in 2001)
- Conducted *Seussical the Musical* and *The Little Mermaid* with Amherst Community Theater
- Served as Director of The Greenfield Military Band (Summer 2024)
- Performed with ten-time world champion The Cadets Drum and Bugle Corps (2010, 2011)



- Personal research with unpublished band repertoire from the 1939 New York World's Fair composed by Robert Russell Bennett

Mary Jane Abangan

My name is Mary Jane, but you can call me Teacher MJane. I was born and raised in the Philippines and have been teaching for 7 years, working with students across multiple grade levels in both middle and high school. I began my journey with a degree in psychology, motivated by a deep curiosity about human behavior. This interest naturally evolved into a passion for teaching, especially in creating inclusive environments where all students can thrive. My dedication to education and love for working with diverse learners led me to pursue further studies in teaching.



Now, I'm excited to start a new chapter by teaching in the USA, especially in Nome Public School. I'm looking forward to learning from different educational practices, expanding my horizons, and continuing to make a meaningful difference in my students' lives.

Lyn Dela Peña

I am Lyn Evert M. Dela Peña, an elementary educator with 13 years of teaching experience in the Philippines. I commenced my teaching journey in February at Nome Elementary School as a 4th-grade teacher, responsible for ELA, Reading, Mathematics, and Social Studies in my class.

I completed my Bachelor's in Elementary Education at St. Rose College Educational Foundation, Inc. in Tarlac City, Philippines on October 30, 2010. Subsequently, I pursued a Master of Arts in Education with a focus on Guidance and Counseling at Tarlac State University in Tarlac City, Philippines on January 23, 2019, completing 39 academic units.



I am passionate about teaching and consider myself a resourceful and innovative educator. I enjoy developing interactive PowerPoints and leveraging digital resources to enhance student engagement. Providing hands-on learning opportunities is a priority for me, as I firmly believe that student involvement is key to optimal learning.

Lovely Manay

Hello everyone! I'm Lovely—yes, that's really my name, and I'm determined to live up to it! Born and raised in the Philippines, my journey began with a passion for journalism, but I soon realized that my true calling was teaching. I pursued a Bachelor's in Secondary Education with a major in English and am currently delving into my Master's in the same field.

My teaching journey has taken me from the vibrant classrooms of the Philippines for almost three years and another three incredible years to the culturally rich environment of Saudi Arabia. After braving the desert heat, I'm excited to embrace the snowy wonderland of Alaska and start a new chapter at NBMHS as an English Language Arts Teacher.



Beyond my love for literature, I'm also deeply interested in history and geography. When I'm not in the classroom, you might find me traveling, snapping photos, diving into a good book, or fitting in a workout. I'm thrilled to explore Alaskan culture, from moose sightings to the midnight sun, and to share my own experiences with my students. I believe that international teachers bring valuable global perspectives to the classroom, creating a dynamic exchange of ideas. Together, we'll make our learning journey as lovely as my name!

Dee (Damiris) Martinez

I am Dee. I was born and raised in the United States, and am somewhat of a nomad. I have been a state licensed educator for over twenty years, but I actually started out at Teachers College, Columbia University out of High School before studying business, and working in accounts management. I have taught in very remote and rural areas for most of my career. I have lived in Alaska for almost ten years, but when not on the trails or on the rivers in Alaska, my family owns a very small, rustic farm where we raise animals.	

Margaret Castel

Hi I am Margaret Castel, the new Cultural Studies teacher. I was born and raised here in Nome and this coming 24-25 school year will be my 6th year working. I also have prior years of working with NPS. I started working as a para with the special education program, then later was an immersion teacher aide working with Kiminaq and now I am the new cultural studies teacher. I am excited to work in my new position. We will see how this year turns out for me with my new role as a teacher.	

Nigel Bolanio

My name is Nigel O. Bolanio. I am a licensed professional teacher from the Philippines. I graduated with a degree of Bachelor in Elementary Education with an area of concentration in Science and Health, and I have also completed units in Master of Arts in School Management. I am an ardent elementary school teacher with vast experience in teaching various grade levels and subjects. With almost 17 years of teaching experience, I have had the opportunity to take on various roles, including serving as Subject Area Coordinator in Science. I am dedicated to sharing my knowledge and enthusiasm with the people and the institution that I work in. I am passionate about engaging	

students in meaningful and interactive learning experiences. Highly motivated to pursue professional development opportunities for career advancement and growth, I strive to inspire and motivate my students every day.	

Reyluel Cahoy

My name is Reyluel A. Cahoy, and I am from the Philippines. I hold a Bachelor's degree in Elementary Education from Xavier University and earned units in Master of Arts in School Management. I dedicated nearly 17 years of teaching at Xavier University – Grade School and took various roles, like Science Coordinator and Assistant Principal for Human Resources and Faculty Development. I have a deep love for animals, with 9 cats, 5 dogs, and I also have a brother. During weekends, I enjoy catching up with friends and watching a movie.	
I came to Nome in February this year, and I am absolutely loving it here! The culture, the people, the breathtaking landscape, and of course, the SNOW, have all been wonderful. It is a true honor to serve the children in Nome. My goal is to inspire them, help them explore without fear of failure, and foster a lifelong love of learning.	

Ruby Joy Gomez

Hello! I am Ruby Joy Gomez from the Philippines. At Nome-Beltz, I will be teaching Special Education to high school learners. I am committed to creating an inclusive and supportive learning environment for my learners with diverse educational needs. Beyond the classroom, I am an advocate in collaborating with families, school staff and community resources to ensure that my students receive the support that they need to thrive.	

Stacey Spencer

Known professionally as "Coach Spencer," I am a distinguished educator and accomplished professional with a rich and varied background in academia, sports, and curriculum development. As a proud citizen of Trinidad and Tobago, my educational journey began at the University of the West Indies, leading to a full tennis scholarship at Tuskegee University. There, I pursued Management Science, which provided a robust foundation for my multifaceted career. Building upon this foundation, I furthered my academic expertise at Grambling State University, earning both a Bachelor's and a Master's degree in Criminal Justice. My dedication to advancing educational practices and development is underscored by the achievement of a Post Master's Certificate in Curriculum and Development Education.



My teaching career commenced at Grambling State University in Louisiana, where I developed and refined my skills within an academic environment. This was followed by my role in Dallas, Texas, where I served in K-12 Special Education and Coaching, contributing passionately to the field of education. Currently, I am honored to be a Learning Specialist with the Special Education Department in the vibrant and diverse community of Nome, Alaska.

My teaching philosophy is driven by a profound commitment to educational excellence and curriculum development, fueled by a passion for teaching and a dedication to fostering academic growth in students across diverse regions.

Mary Ulroan

My name is Mary Ulroan, and I am a dedicated High School History teacher, with a career that began in 2008. I have taught primarily in my hometown of Chevak, Alaska. As a Yupik from Mtn. Village, Alaska, my roots are deeply embedded in a rural community. I am the proud mother of seven children and have a profound appreciation for travel, berry picking, and traditional Alaskan foods such as moose, berries, and salmon.
My passion lies in empowering students and preparing them to become responsible young adults and engaged citizens. I am currently pursuing a School Counselor certification to further enhance my ability to support every student's success and provide a safe and nurturing environment within the school. I firmly believe that building strong, trusting relationships with students is essential to fostering an effective and enriching classroom experience.



Emmett Foster

My name is Emmett Foster. I was born and raised on the high desert plateau of Northern Arizona in the small town of Winslow. I am teaching fourth grade this year and could not be more excited! I love Nome with all my heart. When I was 18, I graduated high school, got on a plane for the very first time, and came to Nome to volunteer with Summercise and engage with the community in various ways. That first touchdown 11 years ago was the catalyst for being here today. I am honored to be here, to serve our kids, and to grow right alongside them.	

Sally Spellman

First of all, let me say how happy I am to be in Nome. Everyone I have had the pleasure of meeting has been most kind and helpful, and it has made me feel very welcome. I am not new to teaching, having spent over 30 years teaching primary grades in private and public school in the USA, including 15 years teaching at international schools overseas locations as diverse as China, Egypt, Afghanistan, west Africa. I came to Alaska in 2016 and have had the joy of serving in school districts in the interior, the YK Delta, and most recently on the Aleutian Islands in Unalaska. I am looking forward to teaching and living here in Nome.	

<u>Not Pictured:</u>
Meira Blount
Stephen Carroll

2024-25 NACTEC Training Calendar

NORTHWESTERN ALASKA CAREER AND TECHNICAL CENTER

Download an application from nacteconline.org - Complete, sign and email to nactec@bssd.org

September 2024

Adult Driver Education – Sept. 9-13
Nome-based Driver Education – A non-residential training program.

Session 1 – September 16 - 21
Fisheries and Seafood Industries
Introduction to Health Careers
(1 week) - High School Residential
Applications due by August 30

Session 2 – VBT - September 23-27
BSSD Village-Based Training - *Teller*
Scheduled thru Program Coordinator

Session 3 - September 30 – Oct. 5
Driver Education
ARE Rockstars
An Introduction to Natural Resources
(1 week) - High School Residential
Applications due by September 6

October 2024

Session 4 – October 7-11
NBMHS 8th Grade Career Exploration – AM program – *NBMHS PM D.E. training.*
NOTE: Nome Public Schools Program
Applications due by September 26

Session 5 – October 14-18
ANSEP 5th Grade STEM Ready Camp
Nome-based training at NACTEC
BSSD & NPS Shared Program
Applications due by Sept. 10 to ANSEP

Session 6 – Oct. 21 – Nov 1
Culinary Arts
Small Engine Repair
Driver Education
(2 weeks) – High School Residential
Applications due by September 28

November 2024

NBHS Driver Education - Nov. 4-8
Nome-Beltz Driver Education – A non-residential training program.
NOTE: Nome Public Schools Program

Session 7 – VBT - November 11-15
BSSD Village-Based Training – *Gambell*
Scheduled thru Program Coordinator

Session 8 – November 18-22
ACSA Career Exploration
NOTE: Nome Public Schools Program
Scheduled thru Program Coordinator

December 2024

Session 9 –December 2-7
Driver Education
Introduction to Aviation Careers
(1 week) – High School Residential
Applications due by November 3

Adult Driver Education – Dec. 9-13
Nome-based Driver Education – A non-residential training program.

< Advisory Board – Dec. 16-17>

January 2025

Village Based Training – January 6-10
BSSD Village-Based Training – *Shaktoolik*
Scheduled thru Program Coordinator

Session 10 – January 13-18
Driver Education
Introduction to Nautical Skills –
An AVTEC Maritime Program
(1 week) - High School Residential
Applications due by December 8

Session 11 – January 20-24
NPS High school Career Exploration
NOTE: Nome Public Schools Program
Scheduled thru Program Coordinator

Session 12 – January 27-31
ANSEP 5th Grade STEM Ready Camp
Nome-based training at NACTEC
Apply through ANSEP

February 2025

Session 13 – VBT - February 3-7
BSSD Village-Based Training – *Savoonga*
Scheduled thru Program Coordinator

Session 14 – February 10-21
ATV & Snowmachine Repair
ETT/Basic Medic First Aid
Driver Education
(2 weeks) - High School Residential
Applications due by January 19

Session 15 – Feb. 24 – March 4
ANSEP Middle School Academy
Anchorage-based Program
BSSD & NPS Shared Program
Applications due by Jan. 12 to ANSEP

March 2025

Session 16 – March 17-22
Intro to Behavioral Health Careers
Introduction to Welding
Driver Education
(1 week) - High School Residential
Applications due by February 23

April 2025

Session 17 – VBT - Mar. 31 - April 4
BSSD Village-Based Training: *Unalakleet*
Scheduled thru Program Coordinator

Adult Heavy Equipment – April 7-11
A non-residential HEO training program
NOTE: a Kawerak, Inc. Partnership

Session 18– April 14-25
Introduction to Construction
Personal Care Attendant (PCA)
Driver Education
(2 weeks) – High School Residential
Applications due by March 22

May/June 2025

Session 19 – April 28 – May 2
ANSEP 5th Grade STEM Ready Camp
Nome-based training at NACTEC
BSSD & NPS Shared Program
Applications due by Mar. 22 to ANSEP

NBHS Driver Education – May 5-9
Nome-based Driver Education – A non-residential training program.
NOTE: Nome Public Schools Program
Applications due by April 11

Session 20a – May 12 – 17
Session 20b – May 19 – 24
Driver Education (1-week programs)
Applications due: April 18
BSSD Residential Programs (20a & 20b)

Adult Driver Education – May 27 – 30
Adult Driver Education – June 2-6
Nome-based Partners (amended) –
Scheduled thru Program Coordinator

09/3/24 (Version 3.0)

YOUR HORIZONS ARE LIMITLESS

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education & Early Development
FINANCE & SUPPORT SERVICES

333 Willoughby Ave., 9th Floor, SOB
P.O. Box 110500
Juneau, Alaska 99811-0500
Phone: 907.465.2785
Email: Lori.Weed@alaska.gov

September 3, 2024

Jamie Burgess, Superintendent
Nome Public Schools
PO Box 131
Nome, AK 99762-0131

Dear Ms. Burgess,

In accordance with regulation 4 AAC 09.120, the Alaska Department of Education & Early Development (DEED) has reviewed and approved your FY2025 School Operating Fund budget.

After receipt of the FY2024 school district annual audit by the November 15 deadline, the budget will be reviewed again for compliance with 4 AAC 09.120(e), using prior year fund balance as revenue, and with 4 AAC 06.121 annual financial reporting requirements. If the FY2025 budgeted fund balance is found to be out of compliance with 4 AAC 09.120(e), the district will receive written notice of the budget rejection at that time.

DEED will continue to provide information and support, including directions for Chart of Accounts coding to maintain and improve consistent and comparative financial data from all of Alaska's school districts.

If you need further information or assistance on these matters, please contact me at the above e-mail or phone number.

Sincerely,

Lori Weed

Lori Weed
School Finance Manager

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
Superintendent Report
Jamie Burgess
September 10, 2024

Board/Leadership Areas of Focus for FY2025:

Family/Community Engagement

Karen Dixon and I have been working on more authentically consulting and engaging with our tribal entities. During the recent Board Policy meeting, we found a reference to "Indian Policies and Procedures", which we do not currently have. IPPs are only required for districts who file for Impact Aid due to children who reside on tribal lands, which does not apply to Nome. However, we feel that the information that is contained in an IPP document would be very valuable to help guide tribal consultation, as it requires that the district work with each tribal entity to define how communications and consultation will occur and formally record it in the document. I plan to set up meetings with the director/coordinator/council president for each of our four entities over the next several months to gather the information for the IPP, review with the Policy Committee members, and then present to the Board for formal adoption.

A copy of the sample IPPs are attached for your review. I believe this document will help better direct activities for district and school personnel in the long term.

Culturally Relevant Curriculum

Ms. Dixon has set aside funds to pay teachers to work on organization and development of written curriculum, with the focus at the secondary level. This focuses on inclusion of state standards and objectives divided into units. This initial curriculum can be revised as part of the consultation process with cultural knowledge experts.

Value and Grow Staff

Tonight we recognize our new teachers – our fall inservice was fairly extensive this year and we included our international teachers who arrived late last year in order to help address knowledge gaps and deepen the relationships which we find our new staff build with each other. Our principals all have new staff on their campuses this year, and work hard to offer opportunities for professional and personal relationship building.

We have a former alumni who has been making contributions to a fund to support teacher development. While the goal is to grow the fund to a level where it can bring in interest, we will use the fund to support teacher attendance at workshops, scholarships for teachers to take courses or complete additional degrees, etc.

Staffing Update

Classified staffing is the current focus, as our certified hiring for the most part is complete. We had some last minute resignations which are impacting our services, with the departure of Ben Payenna as a Cultural Studies teacher at Beltz, and a new SPED hire. We are still awaiting the arrival of 4 international teachers from the Philippines.

Nome Public Schools
Superintendent Report
Jamie Burgess
September 10, 2024

Funding Update

Negotiations with the certified association will resume this month, and we hope to wrap up and present the finalized bargaining agreement to the Board for ratification in October. The first FY25 budget revision will follow afterwards. We will be preparing for our FY24 audit very soon.

School Safety Work

The NPS Leadership Team met Friday August 30th to review our progress on our various safety needs. We have completed our Communication Plan and discussed how to utilize our Edlio messaging capabilities to quickly send messages to families and the community over all of our channels simultaneously and with common language. We will also create a web page for School Safety on our district website with important information for families and links to a brief video on the ALICE protocol we are using districtwide for violent intruders onto campus. We will share our Communication Plan with local response agencies for review and their knowledge.

We have new radios in every classroom and office and sites are practicing appropriate usage. These streamline and facilitate everyday communications as well as use in case of emergency situations.

The RFP for the school entrance security upgrade will be re-released as soon as the City Engineer can make some minor alterations. We will be separating out the concrete work, as the City has some planned concrete work and we hope to coordinate with them to be more attractive to a bidder. Our maintenance department can also prioritize the concrete work in small sections, but that work would need to be done over the summer months.

ASAA Bylaws Suggested Revisions

Attached are two suggestion bylaws revisions sent to the district by ASAA. One amendment aligns transfer rules for students attending alternative schools to those currently in place for students attending ASAA member schools. The second lists how students establish their "school of eligibility". The Board is invited to provide comments so that the Superintendent may convey these to Coach Callahan and the ASAA Executive Director, Billy Strickland.

AR 0510 School District Report Card

This AR is attached for your review. The Policy Committee reviewed this AR as the suggested revisions came from AASB. The changes are to simplify the regulation and bring it into compliance with the current statutory provisions for a District Report Card. The regulation was recently modified to be more general.

Nome Public Schools
Superintendent Report
Jamie Burgess
September 10, 2024

ENROLLMENT REPORT - 9/5/24

Students Enrolled End of FY24	669
Students Graduated FY24	39
New Kinders Fall 2024	30
New to District	13
Returning Students	21
Total Students Withdrawn	21

WITHDRAWAL REPORT	
Enrolled at Mt. Edgecumbe High School	2
Moved Out of State	2
Moved within State	15
Dropped Out	1
Early Graduates	0
TOTAL WITHDRAWN	20

CURRENT DISTRICT ENROLLMENT 9/5/24	
Nome Elementary School	305
Nome-Beltz Jr/Sr High School	292
Anvil City Science Academy	60
Extensions Correspondence Program	29
Pre-K for SPED Svcs. Only	7
TOTAL ENROLLMENT	693

4048 Laurel St. #203, Anchorage, AK 99508 / Phone: 907-563-3723 / Fax: 907-563-3739 / Web: www.asaa.org

TO: High School Principals
Athletic/Activities Directors
Superintendents
School Board Presidents

FROM: Billy Strickland
Executive Director

DATE: September 3, 2024

Proposed Bylaw Amendments Article 12 Section 2.A

The Alaska School Activities Association (ASAA) Board of Directors proposes to amend Association bylaws at its meeting on October 7-8, 2024. Preceding the amendment is a short explanation of the proposal.

In amending the Bylaws, the Board of Directors will be using the following procedure:

Article 18, Bylaw Amendment, Section 1, Method, states:

> "These Bylaws may be amended by a simple majority vote of the Board of Directors sitting in regular session provided that at least 30 days advance notice has been mailed to the general membership."

Section 2, Effective Date, states:

> "Unless otherwise specified, amendments to these Bylaws take effect 30 days after their filing."

Please review these proposed changes and if you wish, provide written comment by letter or email billy@asaa.org, to the ASAA office prior to the meeting.

Explanation

With the changes to the ASAA transfer rules adopted last year, the proposed amendment is needed to explain how a student established their "school of eligibility" and how they may choose to not move it upon transferring to another school.

4048 Laurel St. #203, Anchorage, AK 99508 / Phone: 907-563-3723 / Fax: 907-563-3739 / Web: www.asaa.org

Proposed Amendment to Article 2 Section 2.A

Section 2 - Participation Rules

A student is eligible to participate in the interscholastic activities of only one member school per year, except as provided under the Transfer/Residency Rule (Section 9). That school shall be considered the School of Eligibility. **(delete)** ~~**A student who is simultaneously enrolled at more than one member school and who wishes to be eligible to participate in the interscholastic activities of one of those schools, must designate that school as the School of Eligibility.**~~

(ADD) **To establish their initial ASAA "school of eligibility", a student:**

1. **enrolled in enough courses to meet the current semester requirements at a member school, may only establish their "school of eligibility" at that school.**
2. **who is simultaneously enrolled (in enough courses to meet the current semester requirements) at more than one member school and who wishes to be eligible to participate in the interscholastic activities, must designate one of the members schools in which they are enrolled as the School of Eligibility.**
3. **who is simultaneously enrolled at one or more member schools (but not enrolled in enough courses to meet the current semester requirements at either member school), who wishes to be eligible to participate in the interscholastic activities of one of the member schools, must designate one of these member schools as the School of Eligibility.**
4. **who is simultaneously enrolled at one or more member schools (but not enrolled in enough courses to meet the current semester requirements at either member school) and an alternative education program, who wishes to be eligible to participate in the interscholastic activities of one of the member schools, must designate one of the member schools as the School of Eligibility.**
5. **or be enrolled in an alternative education program.**

The School of Eligibility must ensure that the student meets all eligibility requirements before being permitted to participate.

A. To be eligible during a school semester for participation in interscholastic activities, a student must meet the following criteria:

1. Be properly registered in a 9-12 or 10-12 high school program or any combination thereof, (delete) ~~**in the**~~ (add) **at a** member school where the student will participate or where authorized by a member district, be enrolled in the member district's non-member school or program (including district correspondence), when such district is paying the student surcharge for that

student or, in the case of students attending alternative education programs, be registered with their School of Eligibility, as described below.

4048 Laurel St. #203, Anchorage, AK 99508 / Phone: 907-563-3723 / Fax: 907-563-3739 / Web: www.asaa.org

TO: High School Principals
Athletic/Activities Directors
Superintendents
School Board Presidents

FROM: Billy Strickland
Executive Director

DATE: September 3, 2024

RE: Proposed Bylaw Amendments Article 12 Section 2.B.3

The Alaska School Activities Association (ASAA) Board of Directors proposes to amend Association bylaws at its October 7-8, 2024 meeting. Preceding the amendment is a short explanation of the proposal.

In amending the Bylaws, the Board of Directors will be using the following procedure:

Article 18, Bylaw Amendment, Section 1, Method, states:

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Section 2, Effective Date, states:

> "Unless otherwise specified, amendments to these Bylaws take effect 30 days after their filing."

Please review these proposed changes and if you wish, provide written comment by letter or email billy@asaa.org, to the ASAA office prior to the meeting.

Explanation

The proposed amendment is needed to align the transfer rules for students attending alternative education rules with those attending ASAA member schools.

4048 Laurel St. #203, Anchorage, AK 99508 / Phone: 907-563-3723 / Fax: 907-563-3739 / Web: www.asaa.org

Proposed Amendment to Article 2 Section 2.B.3

3. A student attending a non-member charter school, alternative school or program (including district correspondence) who wishes to change his/her School of Eligibility will be ineligible for Varsity, State Qualifying and State Championship interscholastic competition for one calendar year, from the date of receipt by ASAA of the Application for Changing School of Eligibility form in the new school in team sports. Students participating in individual sports may compete on varsity during regular season, but are ineligible for State Qualifying and State Championship interscholastic competition for one calendar year, from the date of first attendance in the new school.

Students who live with coaches are ineligible (see Section 5, E). At schools with no sub-varsity team sports, the student could ask for a waiver to participate on the varsity team during the regular season, but would not be able to participate at either conference or state tournaments.

NOTE: Students who transfer schools are not required to also transfer their "school of eligibility" and may continue to participate at their former school at the varsity level, provided they meet all other ASAA eligibility requirements.

AR 0510 SCHOOL DISTRICT REPORT CARD

Note: *Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items specifically enumerated therein. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts*.

Annually, the principal or designee shall prepare a report on their school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By October 31 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include the required disclosures set forth in AS 14.03.120 and 4 AAC 06.895.

Note: *The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.*

Revised 08/2024
Revised 03/2015

Nome Public Schools

Nome Elementary School Principal Board Report

September 4, 2024

Monthly Building Events

- We welcomed several new staff:
  - Tamara Thompson (K), Dorcus Anunda (1), Sally Spellman (2), and Emmet foster (4)
  - Marta Pardee in her new role as Assistant Principal.
  - Margaret Castel in her new role as Cultural Studies teacher.
- Staff received training in our core curriculum components of Bookworms and Eureka, as well as training in additional interventions such as Heggerty and school safety training in ALICE before the start of the school year.
- Start of School year – First two days of school were a huge success. Students were greeted at all entrances, welcomed back to school, with parents encouraged to walk with them to their new classes and meet their teachers.
  - Mr. Settle continues the NES tradition of greeting students and parents at the front door in the morning.
  - As a part of welcoming on the first day, a "photo booth" was made ready, where parents could get pictures of their students with "first day" signs.
  - Mrs. Burgess greeted students dressed as a fun dinosaur.
- Students have returned to "choice" lunch and are so far enjoying the option. They are excited to know that the salad bar is returning. We are excited to be able to offer more healthy choices for our students to eat while at school.
- Immersion and cultural materials moved in preparation of expansion of cultural library on site for all teachers and students to access.

Upcoming Events:

- Kindergarten Start: September 10
- Back to School Night: September 23
- DIBELS/mClass Benchmark Testing: September 16-27
- Kinder and 5th Grade Color Scavenger hunt/Team building field trip: September 20

Discipline Data:

- No discipline issues to report at this time.

Nome Elementary School Principal Board Report

- Changes to duty rosters to address PBIS data from End of Year implemented:
  - All teachers with their classes on the playground for recess
  - Radios on staff at all times for safety
  - Implementation of PBIS lesson plans to be used throughout the school year.

Attendance Data:

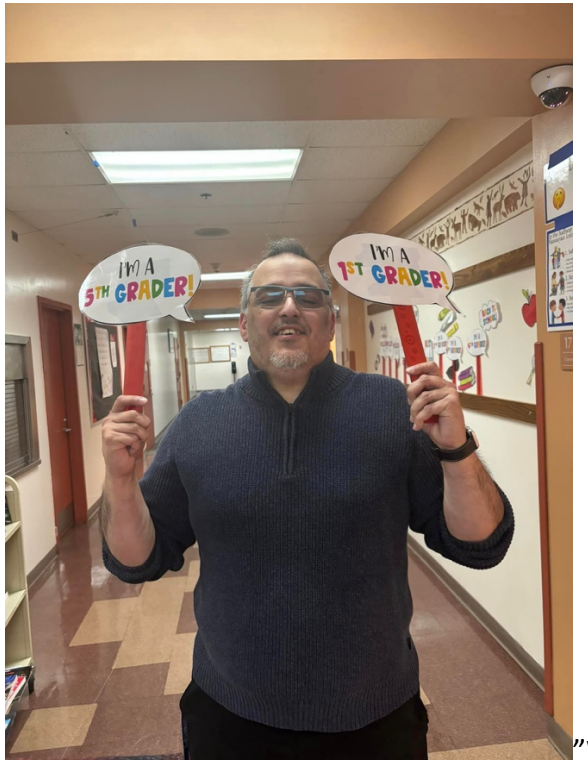
- 88% reported present on first day with 11 unexcused, 11 parent excused, and 13 subsistence.
  - This is an increase of 2% compared to last year's first day!



Ms. Cross class reading.


Superintendent Dino-Wrangler

Nome Elementary School Principal Board Report



”What grade do you teach again Mr. Settle?” (photo booth signs)



Ms. Laurence’s Class doing bookworms choral reading.

The PDF is correct but this version is not because I typed over the original version and could not restore the original.

ACSA School Board Report
September 10, 2024

Lisa Leeper, Principal

Enrollment / Attendance Update

- There were three changes to enrollment that occurred over summer. The students were in 5th, 7th, and 8th grades and all transferred to NES or Beltz. We started the summer with 16 students in both 17th and 18th grades, though our goal is 15 in each for grade level balance. We held a lottery for the opening in 5th grade but did not replace the outgoing 7th and 8th graders in order that we maintain our typical enrollment of 60 students, 15 in each grade level.

Classes and Activities

- Inservice this year focused primarily on integrating new staff into our ACSA program. There is a lot of institutional knowledge that existed with the staff members who departed last year, and a lot of time is needed to understand the systems and plans that make ACSA unique. To execute a four year rotation of themes incorporating project-based learning, a lot goes into curriculum development and teacher collaboration.
- We are tying a new schedule this year where all of our core subject area classes are before lunch. Math and elective classes are after lunch were extended, followed by a short Advisory/Study Hall period.
- We will take our annual Anvil Mountain hike on the first Friday of the school year. This hike allows everyone to accomplish a challenging endeavor, reacquaint or meet new students, and to take a group photo at the top of the mountain. Parents were invited to join us, and several will.
- Kastyn Lie is a first year teacher and grew up in Nome, graduating from Nome-Beltz High School. She is working a part-time position at ACSA and is finishing her MAT of Teaching Elementary Education program through UAS. Upon graduation, starting after the winter break, she will begin a full time contract with us. She is an ACSA alumni, and we couldn't be happier to have her on our staff teaching reading and math.

Nome-Beltz Middle High School
PO Box 131, Nome Alaska 99762
Phone: 907-443-5201 Fax: 907-443-3626

Date: 06 September 2024
To: NPS Board
From: Teriscovkya Smith and Dr. Michael Akes
Subject: September Board Report

NBMHS Data:

- Current Enrollment: 292

New additions to the NBMHS Den:

- New teachers and staff in the Den!
  - ***Mary Jane Abangan***, Special Education
  - ***Meira Blount***, MS Generalist (ELA and Life Skills)
  - ***Stephen Carroll***, MS Social Studies
  - ***Ruby Gomez***, Special Education
  - ***Lovely Manay***, MS Read 180
  - ***Richard Sargent***, MS/HS Music
  - ***Stacey Spencer***, Special Education
  - ***Mary Ulroan***, HS Social Studies
  - ***Andrew White***, Systems Administrator for Technology
- We are absolutely thrilled with our new staff, who compliment returning staff in a way that has been nutritious to overall morale and school climate. Team Beltz is ready to serve our students and grow capacity. This is going to be our year!

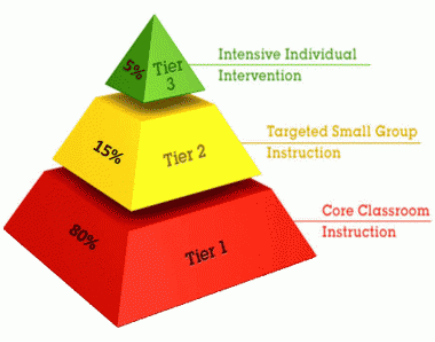
The following is a list of happenings that currently impact NBMHS:

- **Vacancies:** Our current vacancies include Behavior Specialist and Attendance Secretary; the latter compromises Main Office operations. We have three international hires (Mary Jane Abangan, Ruby Gomez, and Lovely Manay) anticipated to be in Nome some time this fall. In the meantime, their students have been re-rostered, causing larger than normal class sizes and caseloads.
- **Attendance:** Tardies and absences (excused and unexcused) have become a nationwide issue and Alaska continues to lead the nation in absenteeism. We will continue our Attendance Matters campaign to educate and support our students in being present. Using information from **Attendance Works**, school data, and

the efforts of our NBMHS Attendance team, we will bring Nanooks to the Den and teach the importance of attendance and its correlation to success in school and in post-secondary life.

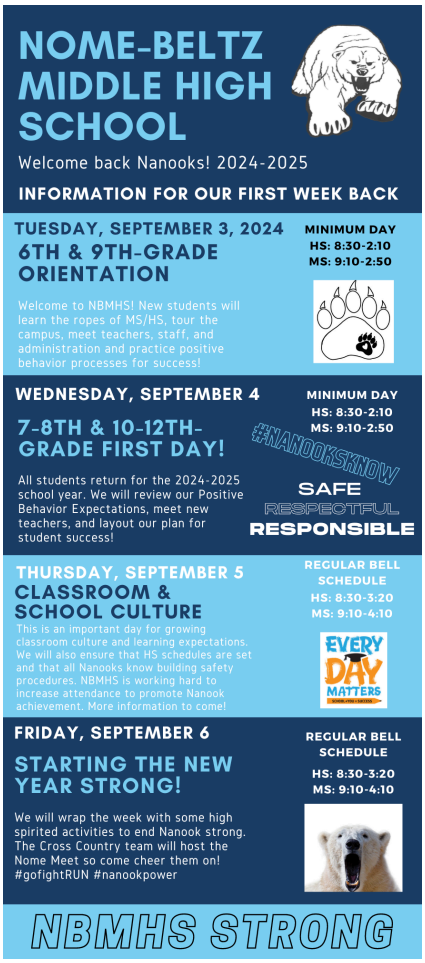
Growing the Den:

- **Alaska School Leadership Academy (ASLA)**
  - Ms. Smith continues her participation in the ASLA cohort with a new mentor and participation in the Principal's Conference later this month.
- **Teaming: The Den Moves Forward**
  - We have set the groundwork for compliance through our PBIS Tier 1 initiatives and this year will include our participation in the Raising the Bar Grant and training in Visible Learning, John Hattie's groundbreaking research that fosters impactful teaching strategies that will grow our student outcomes.



  - What does this mean moving forward?
    - NBMHS teaming will support our School Improvement Plan (SIP) which includes the following:
      - Our goal at NBMHS is to graduate students who are prepared to be successful adults. We will do this through our four priorities:
        - ***Attendance:*** Prioritize student attendance to improve academic readiness while maximizing their educational experience.
        - ***Academics:*** Implement an academic plan with fidelity to increase student achievement.
        - ***Behavior:*** Ensure a school environment where staff and students can be successful.
        - ***Engagement:*** Support student, family, and community engagement to grow a culture of belonging.
  - **Positive Behavior Interventions and Supports (PBIS):** Using various measurements of data gathered through FY24 inventories, our PBIS team implemented another campus wide effort to reteach Behavior Expectations included delivering lessons and showing videos created by staff and students that reinforce behavior matrices for areas such as the cafeteria, hallways, classroom, restrooms, the gym, and the main office.
  - **Problem-Solving Teaming:**
    - To move the needle in each respective area of our SIP, 4 school-based problem solving teams will meet monthly to review Tier 1 data and address: PBIS Tier 1, PBIS Tier 2/3, attendance, and engagement.

- Professional Learning Communities (PLCs) will collaborate bimonthly to develop core curriculum, design and oversee its implementation, provide ongoing evaluation and progress monitoring, and train staff, students, and families.
- Leadership Team: Our Leadership team will work in tandem with the aforementioned towards school improvement through weekly meetings, goal setting, and relevant data-driven reflection and problem-solving.
- This type of professional collaboration is the norm across the nation, but new to the NBMHS professional development framework and we are beyond elated to have set the foundations for this important work. We look forward to presenting our School Improvement Plan, its goals, and how data will drive our activities at the October school board meeting.



- **Orientations: Welcome New Nanooks! #freshiesunite**
  - This year's 6th and 9th-grade orientation involved teaching incoming freshmen campus behavior expectations, orienting students to new schedules and routines, and setting the groundwork for their success through sessions on credit acquisition, graduation requirements, and post-secondary readiness and preparation. The afternoon included rotating sessions to grow our #2028 cohort as a team; a wickedly funny scavenger hunt and some other unusual challenges had students step outside of their comfort zones, get silly, laugh, and start the year off positive. Welcome Freshies!
- **New High School Elective!**
  - NBHS Almuni, Kastyn Lie, has poured her heart and soul into a new elective offered this fall. *Taiguaġuurugut "We Read!"* will provide students with valuable job skills through hand on work with NES students on reading literacy comprehension. We are so excited to have Kastyn in the Den and an opportunity for students to impact others through learned strategies.



Teacher Talent

- **Administrative Intern:** We are proud of Nome-Beltz Math teacher, Holly Harlow, who is our 2024-2025 administrative intern through the UAS Educational Leadership program. In partnership with Dr. Akes, Ms. Harlow will take her talents to the balcony level view as she examines improving school systems and student outcomes and effective leadership. #teamholly

Activities Wrap-up:

- *Lady Nanook Volleyball* (Coach Alviso and Assistant Coach Hensley)
    - Our dynamos head to Kotzebue to take on the Huskies September 6-9. #gofightHIT
- *NBMHS Cross Country* (Coach Foster and Assistant Coach Hank the Tank Irelan)
    - The Nanooks will host the Nome Cross Country Meet on September 7. Come out and cheer on our team for its only home event. #gofightRUN

UPCOMING EVENTS FOR THE DEN:

September 18	Open House: A Day in the Life of a Nanook!
October 3	Q1 mid-quarter progress report cards mailed home
October 14	Inservice → No school (Indigenous Peoples' Day)
October TBD	Halloween Carnival
November 1	1st Quarter ends (Q1)
November 4	2nd Quarter begins (Q2)
November 11	Inservice → No school
November 12	Parent/Guardian-Teacher Conferences
November 13	Parent/Guardian-Teacher Conferences
November 28-29	Thanksgiving Break → No school
December TBD	Holiday Music Department Performance
December 2	Vision and Hearing Testing
December 23-January 3	Winter Break → No School

Nome Public Schools
Director of Technology Report

Jim Shreve
10 SEPTEMBER 2024

Current projects

Training new Systems Administrator in his multitude of tasks. He is off and running with the tedious and time consuming job of Student account creation. This process is pivotal in ensuring students gain access to the various learning and assessment apps / systems in use across the district. We will gradually move into device repair / replacement, systems and application updates, backup and continuity practices, and general management of networks.

Completing the the conversion of Apple devices from Jamf Pro to JumpCloud for our Mobile Device Management solution. All staff devices are converted and were issued to returning staff in late August. The bulk of our 300 plus student iPads are also converted. There are approximately 50 devices remaining for conversion (25 devices each of macOS and iPadOS) that are on standalone or unique use cases. The plan is to have them all complete by the end of September.

As part of our cyber security awareness and compliance practices, I have implemented a few more tools to assist in detecting the presence of malware, viruses, ransomeware, and other malicious code in files or links that users may inadvertently click, access, or download via email or websites. Some of the websites accessed are considered higher risk categories which include social media, blogs, freeware, etc. One of these tools has already detected and quarantined two separate malware issues on different staff devices during the first two weeks of use. Without the use of this tool, these infected files and devices may have gone undetected for quite some time and posed a serious threat to our network security as well as possible access to our staff and student data. This is just another reminder of why we must keep evolving our security as cyber criminals increase the complexity and breadth of their attacks.

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 our updated to ensure compliance with industry standards. Once I complete my list I will submit drafts of these policies to the Policy Committee.

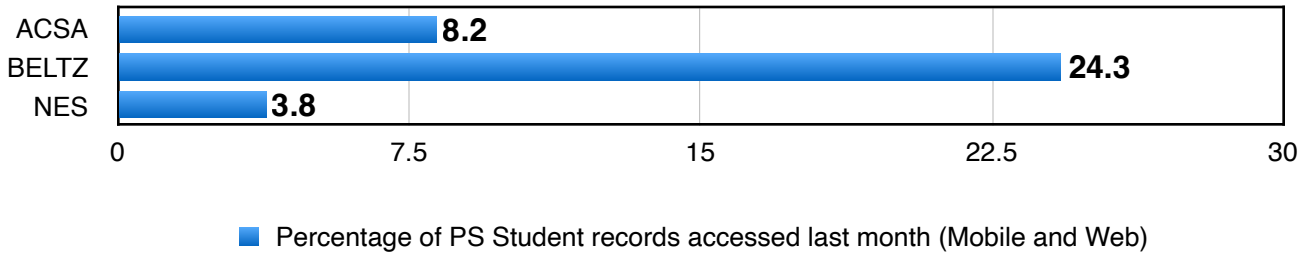
Network diagraming for our entire network infrastructure in support of District Data Protection Policy.

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. This will also allow better protection of NPS owned equipment from equipment joining the guest side of our network. I have received the quote from our Juniper Switches vendor for support on this monumental task and am reviewing my budget for availability of funds.

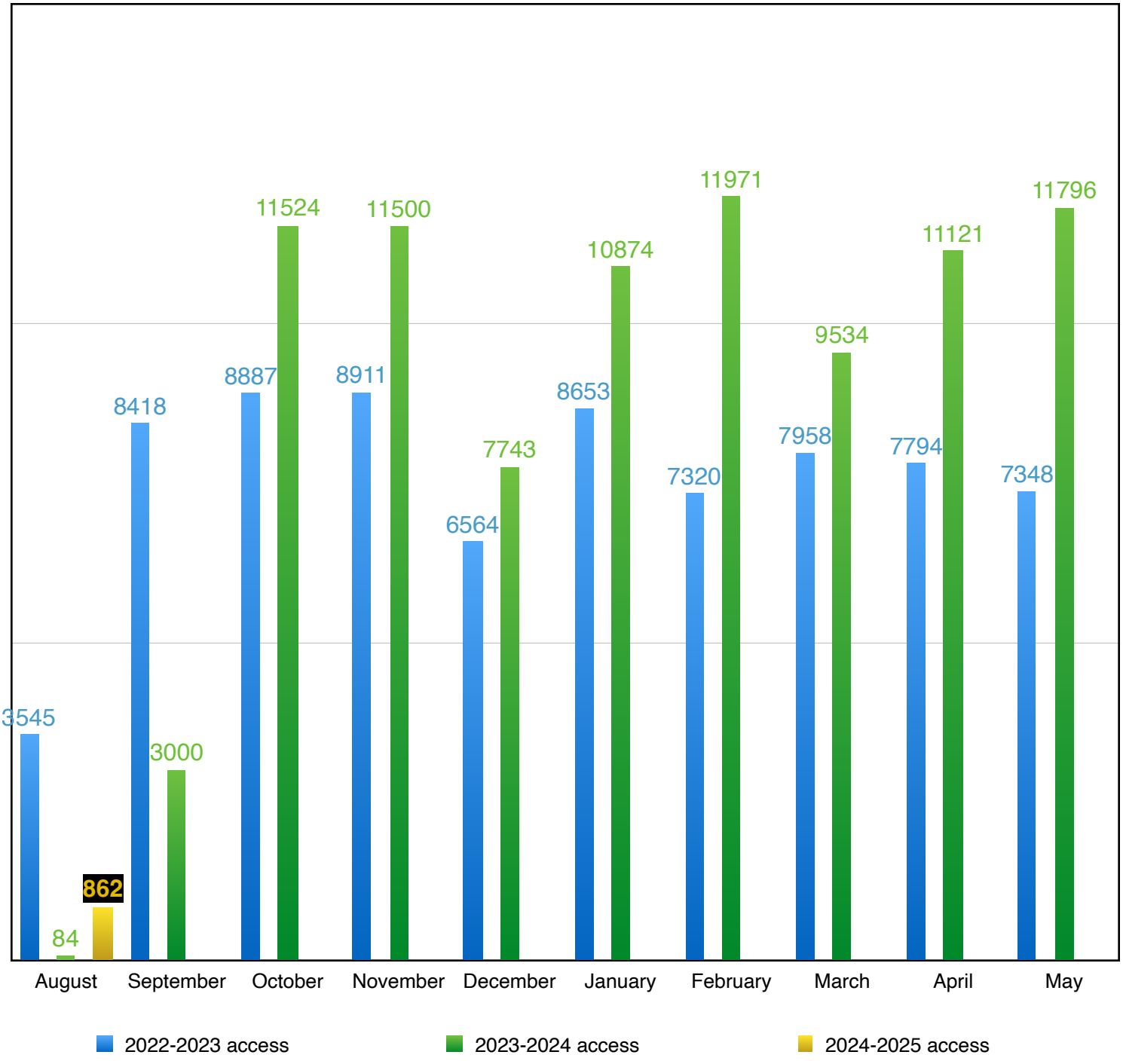
PowerSchool Online Enrollment

As of 04SEP24 the SY24-25 New Student Enrollments forms completed are at 92 (32 for Kindergarten) and the SY24-25 Returning Student Enrollment forms completed are at 371 for a total of 463 records of 690 (67%). There are currently 237 SY24-25 Returning Student Enrollment forms remaining. The Returning Student Enrollment window is scheduled to close on 01NOV24.

PowerSchool Student Information System Access data. PowerSchool use, by students and parents for last month. Portal closed to Parent / Student access for schedule creation until 25AUG24.

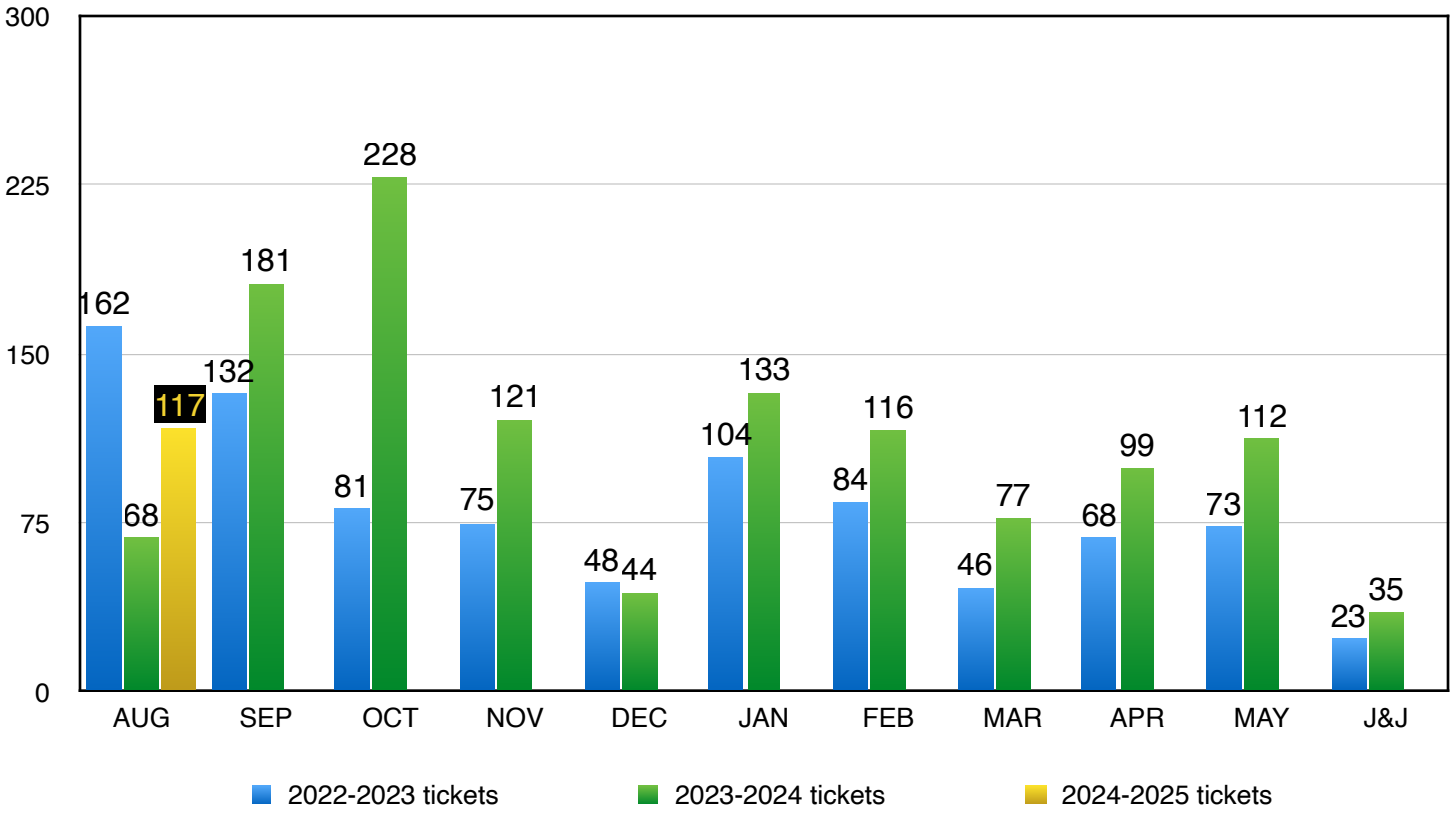


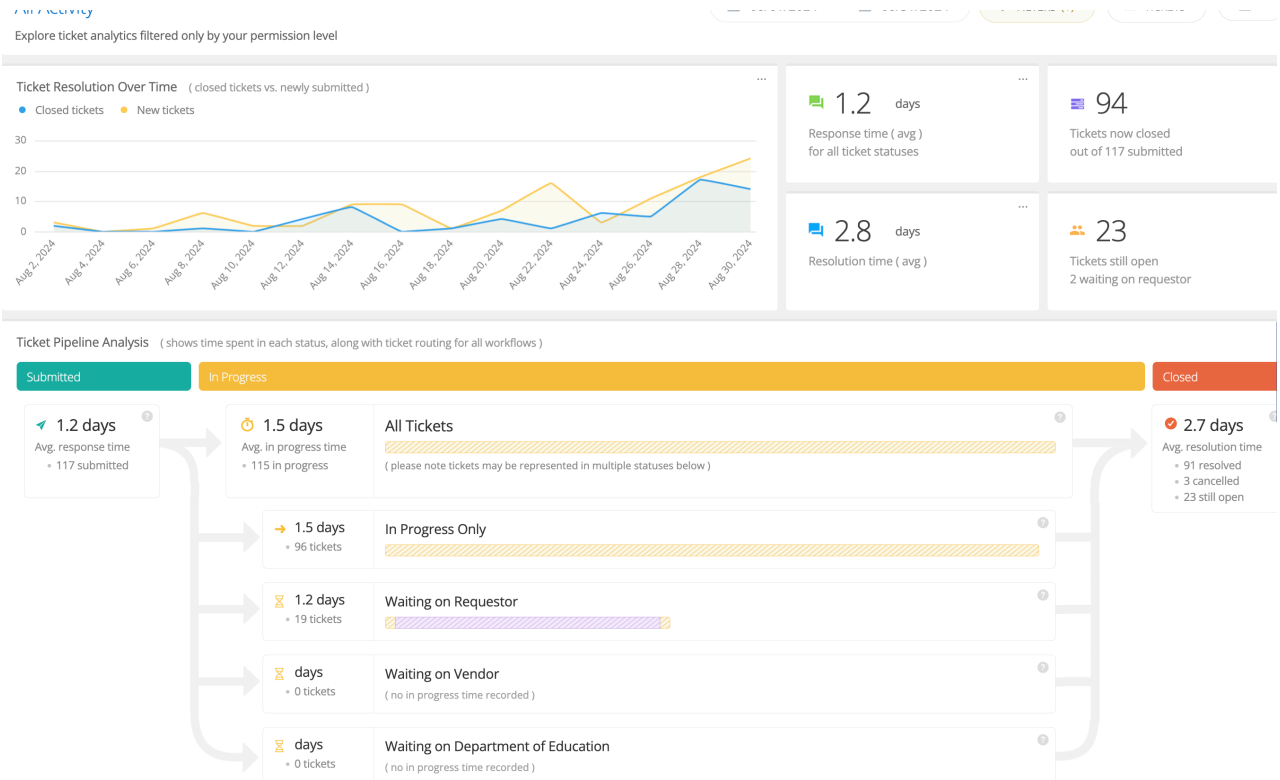
Total Parent and Student PS Web and Mobile Access Sessions



Technology Web HelpDesk

Part of the Technology Department's role is to maintain the Technology Web Help Desk for staff to request repairs, training, and troubleshooting. For last month we closed / resolved 94 of 117 (80.3%) of the tech requests submitted through the system. Our average response time was 1.2 days and average resolution time was 2.8 days. Many of the outstanding tickets are for student device repairs and issues reported at the end of last school year or tickets input by returning staff at the end of the month.





September Special Education Report
Mary Donaldson Special Education Director



State Report
Superintendent Burgess referred to the report in August. Nome School District Special Education for the first time met all of the state requirements mandated practices and performance. A shout out to our great staff and Becky Miller for their expertise in meeting the needs of our special needs children.

Staffing
We are short staffed. But we are overjoyed to have Peggy Simpson, Jill Peters, and Anne Madonia returning. New to the staff are Stacey Spencer and three international teachers who have not yet arrived. Joy Foret Stan Burgess Dan Holmes Marilyn Jorgensen Jenya McDowell have returned as paraprofessionals. We continue to recruit local talent with the desire to start hiring earlier next year. Trish Shambach has agreed to serve our children and mentor new teachers in a consultant role beginning in late September.

Mental Health
We will be piloting an online counseling service at the elementary school. Children who have social and emotional needs in their individual education plans will have the opportunity to meet with a counselor online for two to three 30 minute sessions a week. After the first quarter we will assess the progress and begin to offer the service to other children and families.

Partnerships with Norton Sound
We are partnering with the hospital on a hearing and vision screening process that is developing innovative technology solutions and generating evidence to support improvement in rural health care. We are partnering with NSHC/BSSD and 3 other regions of the state. Our physical, speech and occupational therapists continue to strengthen relationships and partnerships with the hospital providers. We are providing transportation to the hospital during school hours for our children in addition to receiving school services.

Goals
Work closely with classroom teachers to establish strong Tier 1 accommodations (see handout) to meet the needs of children. To set up child study teams to partner with parents and classroom teachers to meet the needs of our children. To have the best year ever!!

Tier ONE Accommodations

Instructional Accommodations/Strategies

- ☐ provide a copy of notes
- ☐ provide outline of notes to be taken
- ☐ provide graphic organizer to use or to be completed in class
- ☐ provide study guide to use or be completed in class
- ☐ pre teach: vocabulary concepts/skills/ strategies
- ☐ modify length of assignment
- ☐ modify task to meet learner capabilities
- ☐ use manipulatives
- ☐ use of audiobooks
- ☐ curriculum compacting
- ☐ check out text for home use
- ☐ provide audio textbooks
- ☐ reteach: vocabulary concepts/skills/strategies
- ☐ provide practice for at-home use
- ☐ provide use of speller/spell checker
- ☐ provide a writing prompt
- ☐ organizer notebook/folder
- ☐ pre-test and post-test
- ☐ provide high interest reading materials
- ☐ provide “dotted letter” written prompts
- ☐ provide framed paragraphs
- ☐ personal word wall

Classroom Accommodations/Strategies

- ☐ cooperative flexible learning groups
- ☐ preferential seating
- ☐ provide oral cues and prompts for transition
- ☐ provide visual cues for expectations and transitions
- ☐ provide oral and visual assignments
- ☐ allow for assignment extensions
- ☐ allow for assignment corrections
- ☐ reduce paper/pencil tasks
- ☐ hurdle help
- ☐ model/teach study skills
- ☐ provide peer tutoring
- ☐ provide materials such as calculators, word processing
- ☐ check often on understanding/need of clarification
- ☐ use of assignment notebooks
- ☐ model end product of assignment
- ☐ repeat/rephrase directions/ask student to repeat directions/clarify

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Environmental Strategies

- ☐ decrease distractibility/activity level
- ☐ structure classroom to reduce stress
- ☐ alert student of upcoming transitions
- ☐ provide individual daily visual schedule
- ☐ break reinforcement
- ☐ schedule change
- ☐ Check out seat band and/or wiggle seat
- ☐ pair with another student
- ☐ teach other organization skills/strategies
- ☐ alert student of upcoming schedule changes
- ☐ alter physical arrangement of room
- ☐ provide study carrel for isolation/focus

Test Taking Strategies/Adaptations

- ☐ allow for oral tests
- ☐ modify test format
- ☐ allow alternate location for test taking
- ☐ provide review of notes/study guide prior to test taking
- ☐ read test to students in content area subjects
- ☐ allow additional time for testing
- ☐ highlight tests

Behavior Management

- ☐ increase positive reinforcement
- ☐ proximity control
- ☐ **regular home communication**
- ☐ use of assignment notebook
- ☐ ignore inappropriate behavior(use your judgment)
- ☐ immediate reinforcement or consequences
- ☐ behavior contracts
- ☐ use of non-verbal signals
- ☐ Build a positive relationship
- ☐ 2 minutes x 10 days
- ☐ provide fidgets
- ☐ explore flexible seating options
- ☐ chart student progress
- ☐ conference with parents
- ☐ “helper” tasks in classroom
- ☐ allow earned privileges/rewards
- ☐ individual conference with student
- ☐ check-in and check-out
- ☐ vary activities
- ☐ frequent breaks given
- ☐ token economy
- ☐ structured days
- ☐ movement Breaks
- ☐ use of humor
- ☐ Offer choices within expected task

Alaska District Determination Matrix - 2024 (2022-23 Data)**

District: Nome Public Schools

Final District Determination: Meets Requirements

1. Did the district meet Universal Grand Guidance (UGG) requirements so there are not audit findings?

Meets Requirements	Needs Intervention	Needs Substantial Intervention
X		

2. Did the district correct noncompliance within timelines?

Meets Requirements	Needs Intervention	Needs Substantial Intervention
X		

3. Did the district submit timely, complete and accurate data?

Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
X			

4. Did the district meet the compliance target for specified procedural indicators?*

Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
X			

Section 4 Procedural Sub Indicators: 4b**, 9, 10

Element	Less than 5 Students	Met State Target	Meets Requirements	Needs Intervention
APR4b - Significant Discrepancey in Suspesion & Expulsion**		Yes	X	
APR9 - Disproportinality in Special Education		Yes	X	
APR 10 - Disproportionality in Specific Disability Categories		Yes	X	

Section 4 Procedural Sub Indicators: 11, 12, 13

Element	Less than 5 Students	Meets Requirements	Needs Assistance	Needs Intervention	District Percent	State Percent
APR 11 - Evaluation within 90 Calendar Days (Target 100%)		X			100%	96.60%
APR 12 - Part C to B	0	X			N/A	97.70%

Element	Less than 5 Students	Meets Requirements	Needs Assistance	Needs Intervention	District Percent	State Percent
Transition/IEP by 3 (Target 100%)						
APR 13 - Secondary Transition (Target 100 %)		X			100%	96.30%

5. Did the district meet the state targets for three of the five student and system results indicators?

Meets Requirements	Needs Assistance
X	

Section 5 Student System and Results Sub Indicators: 1, 2, Participation, 5a, 6a

Element	Less than 5 Students	Met State Target	District Percent	State Percent
APR 1 - Students Exiting SPED through Graduation**	2	Yes	100%	64.40%
APR 2 - Students Exiting SPED through Dropping Out**	2	Yes	0%	27.20%
Participation on the State Assessments is at least 95% in both ELA and Math for All Students (Grades 3-9 Combined)		No		
Participation ELA			93.80%	85.40%
Participation Math			89.20%	84.80%
APR 5A - LRE for Children Aged 5 in Grade KG through Age 21		Yes	83.30%	67.20%
APR 6A - LRE for Children Aged 3-5 (5 Year Olds not in Grade KG)	3	Yes	66.70%	15.40%

Scoring Codes:

Section 1:

- Meets Requirements = Yes
- Needs Intervention = No

Section 2:

- Meets Requirements = Yes
- Needs Intervention = No

Section 3:

- Meets Requirements = 3/3,
- Needs Assistance = 2/3 or 1/3
- Needs Intervention = 0/3

Section 4:

- Meets Requirements = Yes for indicators 4b, 8, 10, and all other indicators between 90%-100%
- Needs Assistance = Yes for indicators 4b, 9, 10, and 1 or more other indicator percents greater than or equal to 75% and less than 90%
- Needs Intervention = No for any indicators 4b, 9, 10, or one ore more other indicators that is less than 75%

Section 5:

- Meets Requirements = 5/5, 4/5, or 3/5
- Needs Assistance = 2/5, 1/5, or 0/5

Notes

- Three consecutive years in Needs Intervention in any of the elements 1-4 may result in a determination of Needs Substantial Intervention.
- “Yes” for indicators 4b, 9, and 10 indicates that the district met this indicator by either: not having disproportionality or a discrepancy OR having disproportionality or a significant discrepancy that was not the result of inappropriate identification or noncompliant policies, procedures, or practices.
- The <5 cells will appear empty unless the district had fewer than five students in the related population. For districts with cell sizes of fewer than five students in the Procedural Compliance Indicators or the Student and System Results Indicators, the state may examine each of the indicators individually.
- Data for Indicators 1, 2 and 4b are from the previous school year, noted by “**“.

Nome Public Schools
Board Report
Karen Dixon, Director of Federal Programs, Curriculum
September 10, 2024

During August 21, 2024 all staff orientation a brief overview was given, "Beginning With The End In Mind" that described what we wanted our graduate students to be able to meet regarding post-secondary college/university/vocational requirements and immediate employment requirements when they graduate from high school, as well as Nome Elementary School no longer on Continuous School Improvement.

Assessment:
Assessment is a tool for measuring what students know and what they can do. Statewide assessment ensures that families, teachers, administrators, and community leaders can see how students perform across the state. The information gathered from assessments helps guide policy decisions, curriculum selection, professional learning for teachers and staff, instructional decisions, and parent support recommendations.
Alaska System of Academic Readiness (AK STAR) has partnered with NWEA to implement a creative approach to balanced statewide assessment that better reflects learning and helps educators target instruction to meet student needs.
Assessments administered are:

- AK STAR: Alaska System of Academic Readiness- Grades 3-9
- Alaska Science: Grades 5, 8, and 10
- WIDA: Assessments for English Learners
- Dynamic: For students with significant cognitive disabilities
- Alaska Developmental Profile: Kindergarten Students
- Amplify/mCLASS: Literacy Screener for Grades K-3
- NAEP: National Assessment of Education Progress: Grades 4, 8, 12 and will not be given this school year in Alaska.

Test Coordinators are:

- Next, District Test Coordinator: Karen Dixon
- NES Building Test Coordinator: Nick Settle
- NBMHS Building Test Coordinator: Aaron Brown
- ACSA Building Test Coordinator: Lisa Leeper

School Improvement:

- NPS has one school, Nome Elementary School has as a Comprehensive School Improvement (CSI) designation
- Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school destinations for Alaska's schools:
- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.67%, that school receives a designation of Comprehensive Support (Graduation Rate).
  - **Targeted Support** - A Title I school that has the same student group identified as performing below the Lowest 5% threshold for three consecutive accountability years is designated as Comprehensive Support-Targeted Support (CSI-TSI).
- **Additional Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Additional Targeted Support.
- **Universal Support** - All other schools are considered Universal Support schools.

- District Liaison: Karen Dixon
- School Leadership: Nick Settle, Principal

Nome Public Schools
Board Report
Karen Dixon, Director of Federal Programs, Curriculum
September 10, 2024

PreSchool:

- Nome Public Schools has a Pre-K grant that supports Preschool initiatives with a local community private organization who …
- NPS Preschool is the initial foundation that will prepare children for primary education, especially for the development of basic skills such as reading, writing, numeracy and language learning.
- NPS Pre-K teacher, Dee Martinez brings a wealth of knowledge and experience in the areas of teacher and management. Creative Curriculum by *Teaching Strategies* for Pre-School is not new to Dee.
- Student enrollment:
    - 3-year olds: 15
    - 4-year olds: 19
    - Dual enrolled Head Start and Pre-K: TBD
- Staff:
    - 1 NPS Certified Teacher
    - 1 CDA Credential Uncertified Teacher
    - 1 CDA credential Teacher Aide
    - 1 Administrator
    - 1 President of the Nome Preschool Association board
- A Memorandum of Agreement with the private organization embodies our working relationship

Curriculum:

- What? Planned sequence of learning experiences that teachers facilitate for students in a school, program, or class:
    - Central guide that helps students develop knowledge and critical skills through instruction, assessments and resources;
    - Goal is to help students achieve proficiency in content and applied learning skills
- How? ELA, Math and Science will be NPS's primary curriculum focus:
    - NES will continue to use:
        - Bookworms reading resource and
        - Eureka for math
    - NBMHS:
        - Recognize and honor teachers work to develop curriculum within their areas;
        - Blend that work with the curriculum that will be brought into our learning environment…

Instruction:

- Raising The Bar grant is supporting 7 Alaska school districts and Nome Public Schools is one of them.
- Nome School Board goals are supported by Raising The Bar initiatives.
- Visible Learning by John Hattie is the strategy being incorporated into our district:
- Enhanced role for teachers:
    - Teachers become evaluators of their own teaching;
    - "According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teaches."
    - NPS focus on **"Clarity"** of instruction

Grants:

- Curriculum
- Instructional Strategies
- Assessment Analysis
- Federal/State grants provide additional support for all of the above:

- **AK Literacy:** Supports Alaska Reads Act
- **Career Technical Education**: Ensures all students can benefit from high-quality CTE programs that prepare them for high-skill, high-wage employment
- **Early Learning**: Development or improvement of district-wide early education programs for students four and five years of age.
- **Homeless:** Support for Homeless Children and Youth (McKinney-Vento Homeless Assistance A t)
- **Migrant Supplemental** (Literacy): Support literacy
- **School Improvement**: Support for improving academic achievement and the disadvantaged
- **Title I-A**: Improving the Academic Achievement of the Disadvantaged
- **Title I-C:** Education of Migratory Children
- **Title II-A**: Supporting Effective Instruction
- **Title IV-A**: Student Support and Academic Enrichment
- **JOM:** Culture and Language
- **Indian Education:** Culture and Language to support student achievement in ELA, Math

To Be Continued…

Nome Public School Board, Facilities Service Report, September 2024
Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 55

Staffing:

- Custodian Rotational Supervisor- Darius Johnson
- Custodian Lead- Julianna Duarte
- Custodian III -Bill Baxter and Stan Burgess
- Custodian II- Thuong Nguyen
- Custodian I- Sheryl Newyaka and Cody Foret
- Maintenance Technician III- Laban Iyatunguk and James Sherman
- Maintenance Technician II - Jakob Ploch and Cody Sherman

Maintenance Department Tasks with Status:

- AED's Inspected and operational.
- District Door PM's at 70% complete.
- DOT- Closet faucet repairs ongoing.
- Fleet Vehicles- PM's and Repairs ongoing.
- NBHS- Boiler 3 is out of service. Temporarily making repairs and seeking new replacement.
- NBHS- Dishwasher replacement approved.
- NBHS- Fire system annual inspections completed - Pending estimated quote on discrepancies.
- NBHS- Fire Water Pump and Motor Replaced - Pending soft start commission on 9/13/24.
- NBHS- Exterior lighting timers. Pending electrician for terminations.
- NBHS- Gym speaker installations are pending electrician.
- NBHS- Gym bathroom motor fans inoperable. Pending quote for replacement.
- NBHS- Hot water generators. Pending quote for new replacements. Servicing the inefficient ones in the meantime.
- NBHS- Kitchen heat exchanger needs to be replaced. Pending installation quote from AIS.
- NBHS- Main Septic tank cleaned out and serviced. Cement cover hatch repaired. Secondary tank is still due for service. On hold for the next available vac truck.
- NBHS- Roof leaks have temporarily been repaired.
- NES- Boiler 2 Power flame fan motor over current. Pending new replacement from AIS.
- NES- Classrooms 127, 129, 141 and 185 motor fans inoperable. Pending installation.
- NES- Fan room upstairs has been organized.
- NES- Fuel level sensor installation underway.
- NES- Main glycol pumps under continual repairs. Gathering quotes for replacements from AIS.
- NES- Roof repairs are complete.
- NES- Window replacements are being reviewed. Gathering quotes from available vendors.
- Pool DEC/DDC Integration is underway with Siemens and Polar Pools.

Janitorial Department Tasks with Status:

- Janitorial safetrax training complete.

Safety Concerns:

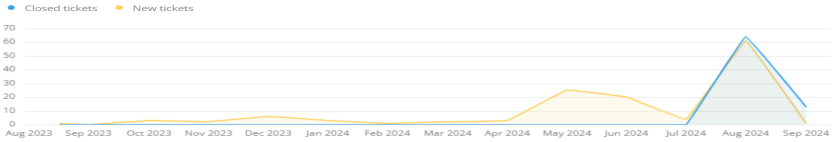
- Beltz- Fire water system not operational.

All Activity

Please wait - Exporting PDF ..

Explore ticket analytics filtered only by your permission level

Ticket Resolution Over Time (closed tickets vs. newly submitted)



6.1 days
Response time (avg)
for all ticket statuses

77
Tickets now closed
out of 132 submitted

36.3 days
Resolution time (avg)

55
Tickets still open
0 waiting on requestor

Ticket Pipeline Analysis (shows time spent in each status, along with ticket routing for all workflows)

Submitted | In Progress | Closed

6.2 days
Avg. response time
- 132 tickets
- 1 still submitted

30.3 days
Avg. in progress time
- 131 tickets
- 54 still in progress

All Tickets
(please note tickets may be represented in multiple statuses below)

36.4 days
Avg. resolution time
- 77 resolved
- 0 cancelled
- 55 still open

30.3 days - 130 tickets — In Progress Only

49.6 days - 1 tickets — Waiting on Requestor

days - 0 tickets — Waiting on Vendor
(no in progress time recorded)

days - 0 tickets — Waiting on Department of Education
(no in progress time recorded)

Top Models (sorted by total tickets)

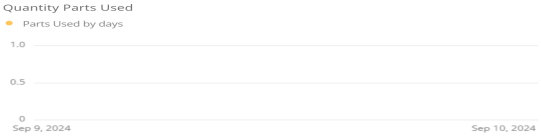
No data available

Total tickets

% Parts Used

No data available

Quantity Parts Used



Top 10 Parts Used

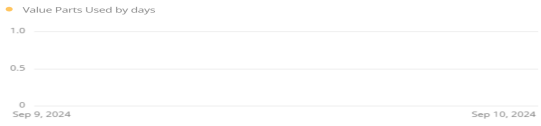
No data available

Top 10 Parts Used

% Value Parts Used

No data available

Value Parts Used



Top Issue Categories (sorted by total tickets)



Total tickets

Overall Satisfaction (click bars below for specific results details)

No data available

Avg. rating (out of 5.0)
Survey responses

128.9 minutes
Avg. time logged per ticket

Tickets by Priority



Tickets Submitted For



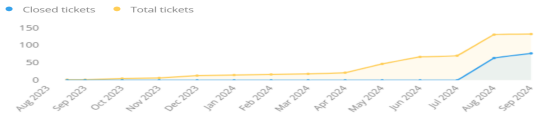
SLA Response Time

No data available

SLA Resolution Time

No data available

Total Tickets Over Time



Response Time



Resolution Time



Nome Public Schools

MEMORANDUM

To: Board of Education

Thru: Jamie Burgess, Superintendent

From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.

Date: September 5, 2024

Subject: **Financial Narrative**

Welcome back to school!

FY2024 Audit

The FY2024 financial audit is taking place at the end of this month. We are working diligently to wrap everything up properly for audit.

August Inservice

The Business Office staff presented information at the new year in-service and was able to meet with various staff, administration, coaches and volunteers to review processes, budgets, payroll, questions and concerns.

Grants

All FY2024 grant Final Expenditure Reports (FERs) have been submitted and are closed out. We are now awaiting all funding to be allocated to our FY2025 applications. The grants that we have been awarded thus far are listed under the consent agenda.

Food Service

We received notice that our food service program will have an administrative review this year. Food service reviews occur at least once every three years. We are awaiting contact from the reviewer.

Standard Operating Procedure (SOP) #28 – Developing School Calendars

Attached please find SOP #28 – Developing School Calendars - for your review, reference, and comments.

Thank you and have a great school year!

Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2025 Expenditures: 7/01/2024 through 8/31/2024
- All Except Special Revenue Programs -
DATE: September 5, 2024

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	$ 1,476,924	$ 9,085,980	$ 7,609,056	16.25%
State of Alaska - One Time	-	400,000	400,000	0.00%
State of Alaska - TRS On Behalf	137,268	808,112	670,844	16.99%
State of Alaska - PERS On Behalf	9,362	55,117	45,755	16.99%
City of Nome	238,556	3,400,000	3,161,444	7.02%
Impact Aid - U.S. Government PL-874	-	100,000	100,000	0.00%
E-Rate	220,150	2,641,798	2,421,648	8.33%
Earnings on Investments	23,249	100,000	76,751	23.25%
Other (Fees/Gate/Rentals/Donations)	45,905	340,000	294,095	13.50%
Transfer In From Other Funds		600,000	600,000	0.00%
Decrease (Increase) of Fund Balance		252,783	252,783	0.00%
Pupil Transportation (Fund 205)	154,350	560,975	406,625	27.51%
Food Service (Fund 255)		847,000	847,000	0.00%
TOTAL REVENUES	**$ 2,305,763**	**$ 19,191,765**	**$ 16,886,002**	**12.01%**

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	$ 2,291,120	$ 17,783,790	$ 15,492,670	12.88%
Pupil Transportation (205)[1]	596,842	604,342	7,500	98.76%
Food Service Fund (255)	4,800	847,000	842,200	0.57%
TOTAL EXPENDITURES AND ENCUMBRANCES	**$ 2,892,762**	**$ 19,235,132**	**$ 16,342,370**	**15.04%**

Percentage of Revenue Budget Recvd: 12.01%
Percentage of Budget Expended: 15.04%
Percentage of Year Passed: 16.99%

Days of Expenditures for this Fiscal Year: 62 Days

Remaining in Fiscal Year for Expenditures: 303 Days

Checking Account Book Balance as of August 31, 2024 - $6,863,966
CDs Book Balance as of August 31, 2024 - $2,024,459
Northrim Checking Bank Balance as of August 31, 2024 - $2,500

[1]All regular route costs are encumbered for the year. Budgeting to use ~ $43,000 of Pupil Transp Fund Balance.

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 28

DEVELOPING SCHOOL CALENDARS

1. PURPOSE: To establish uniform procedures for developing school calendars.

2. AUTHORITY: Board of Education and Superintendent

3. RESPONSIBILITY: Superintendent and principals

4. PROCEDURES: The following procedures should be followed for developing the District's multi-year school calendar:

   a. The principals and Superintendent, in cooperation with the Board of Education will establish a committee to work on the school calendar. The committee shall be comprised of the Superintendent, principals, counselor(s), teachers, board member(s), parents and community members. The Superintendent and a designee will co-chair this committee.

   b. The committee will begin work on the school calendar and if deemed necessary, will develop a survey for use in assessing their community's desires pertaining to their multi-year school calendar.

   c. The survey will address such issues as vacations, ending dates, holding school on City holidays, State mandated student testing dates, and such other options as the committee may deem appropriate. (The first day of school for teachers and students will be determined by the Superintendent.)

   d. The Board of Education will approve the survey in its final form.

   e. The principals will arrange for appropriate distribution, advertising, and collection of the surveys.

   f. The principals and Board will canvas survey results.

   g. The Superintendent will transmit draft school calendar to the Board for approval. The school calendar shall, at a minimum, show the following:

1) Beginning and ending school dates

2) Legal and local holidays

3) Orientation and teacher in-service days

4) Number of teaching days (i.e. student days)

5) Vacation periods and other pertinent dates

h. The Board will make the final decision on the school calendar at a public meeting and transmit the signed school calendars to the District Office.

i. The following are the timelines for developing the school calendar:

1) By October 30th – Committee established, begin work on school calendar and survey development.

2) By November 30th – First committee meeting to occur.

3) By December 15th – If deemed necessary, survey distributed.

4) By January 30th – Committee reviews survey results and prepares options(s) for the regular scheduled Board February meeting for their review and approval.

5) February – Calendars submitted to the District Office no later than February 28th.

REFERENCES:
BP/AR 6111 School Calendar
BP 6115 Ceremonies and Observances

REVISION DATE: 06/26/2019

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 1st Read

Date: September 10, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies

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

BACKGROUND INFORMATION

The Board Policy Committee met on August 22nd and reviewed Board Policy Updates recommended by the Alaska Association of School Boards.

The following policies and/or revisions are recommended for first read:

BP 5123 – Promotion/Acceleration/Retention – Revises policy to come into compliance with the Alaska Reads Act.
BB 9320 – Meeting – Clarifies that poll voting in between meetings is not allowed and all Board actions must take place in an open meeting.
BB 9322 – Agenda/Meeting Materials – Clarified that a board president and superintendent can reject community requests to place an item on the board agenda

ADMINISTRATIVE RECOMMENDATION

The administration recommends first read of BP 5123 Promotion/Acceleration/Retention, BB 9320 Meeting and BB9 322 Agenda/Meeting Materials.

Sample Motion: I move to approve the first read of BP 5123 Promotion/Acceleration/Retention, BB 9320 Meeting and BB9 322 Agenda/Meeting Materials.

BP 5123 PROMOTION/ACCELERATION/RETENTION

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

Students shall be assigned/promoted to the appropriate high school grade level in accordance with the number of credits attained by the student. Students may be promoted to the next grade level at mid-year (end of Semester 1) or end of year (end of Semester 2) if the student attains the required credits for promotion as outlined in the table below.

Freshmen	0 - 5 credit(s)
Sophomore	5.5 - 10.5 credits
Junior	11 - 16 credits
Senior	16.5+ credits

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: *Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.*

Note: *The following paragraph requires the use of student study team when retention is recommended.*

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6147 - Alaska Reads Act Intervention Programs)

Legal References:

ALASKA STATUTES
14.30.760 Statewide screening and support
14.30.765 Reading intervention services and strategies; progression

ALASKA ADMINISTRATIVE CODE
4 AAC 06.400 Statewide literacy screening and support
4 AAC 06.405 Reading intervention services and strategies
4 AAC 06.410 Individual reading improvement plan
4 AAC 06.415 Student Progression
4 AAC 06.490 Definitions

Revised (approval date)
Adopted: June 10, 2003

BB 9320 MEETINGS

Meetings of the School Board are conducted for the purpose of accomplishing district business. A meeting of the School Board shall consist of any gathering of the members of the School Board when more than three members of the School Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the School Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The School Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. All business of the School Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the School Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

(cf. 9012 - Communications To and From the Board)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

Regular Meetings

The School Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular School Board meetings and shall be notified of any changes to the calendar.

The School Board shall hold 1 regular meetings each month. Unless changed by the School Board, regular meetings shall be held at 5:30 p.m. at Nome, AK. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings

Special meetings of the School Board may be called by the presiding officer or a majority of the School Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all School Board members,

the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The School Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the School Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the School Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of School Board members, the School Board strongly encourages School Board members to attend and participate at meetings of the School Board. 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. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The School Board also authorizes the use of teleconferences for School Board meetings when receiving public comment or testimony, and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the School Board meeting.

Legal Reference:

ALASKA STATUTES
14.08.091 Organization; oath and bond
14.14.070 Organization of school board
14.14.080 Declaring a school board vacancy
29.20.020 Meetings public
44.62.310 Government meetings public
44.62.312 State policy regarding meetings

Revised (adoption date)
Revised 06/2020
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 Handbooks

Date: September 10, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: NBMHS Coach/Activities Handbook, Extensions Handbook

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

BACKGROUND INFORMATION

Attached are the 2024-2025 handbooks for NBMHS Coach/Activities and Extensions Correspondence Program for the Board's review and approval. Changes to the Coach Handbook are noted in red.

The Equity Committee will be reviewing all handbooks over the course of the coming year, and each school will have handbooks prepared earlier in the school year for committee review and presentation to the Board.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the 2024-2025 NBMHS Coach/Activities Handbook and the Extension Correspondence Program Handbook.

Sample Motion: I move to approve the 2024-2025 NBMHS Coach/Activities Handbook and the Extension Correspondence Program Handbook.

Nome-Beltz Middle/High School

2024-2025

Athletic and Activity Handbook



Introduction **2**
General Guidelines **2**
Duties and Responsibilities **3**
Superintendent 3
Principal 3
Activities Director 3
Coaches, Sponsors, & Advisors 4
Student Participation **6**
Physicals 6
Student Activity Fee 6
Eligibility Requirements **6**
Grade Check Procedure (AR 6145) 6
Student Travel 7
Activities **7**
Sports Seasons 2023-2024 7
Initial Season Start Up 8
Facility Use Schedules 8
Locker Room and Facilities Supervision 8
Hazing 9
First Aid and Emergency Procedures 9
Letter Awards 9
Letter Award Qualifications 10
Uniform Replacement Rotation 10
Appendices **11**
Appendix A: Beginning of Year Coach & Sponsor Meetings 11
Appendix B: Coach Certification 11
NFHS/ASAA Coaches Education Program 12
Appendix C: Concession Operation and Activity Accounts 12
Concession Operation 12
Activity Accounts 12
Appendix D: Equipment 13
Appendix E: Student Travel Rules 15
Appendix F: Chaperone Duties and Responsibilities 17
Appendix G: TAD Policy 18
Appendix H: ASAA Rules 18
Appendix I: Nome Public Schools Head Coach Evaluation Form 20
Appendix J: District Standard Operating Procedures 22

Introduction

BP 6145: The School Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/co-curricular activities, which does not compromise the integrity and purpose of the educational program.

BP 6145.2: The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

General Guidelines

The activities program at Nome-Beltz Middle/High School will be conducted in accordance with the policy, rules and regulations adopted by the administration and the school board as dictated by the Nome School Board, Alaska School Activities Association (ASAA), and Region I Bylaws. Inherent in these guidelines are the following:

1. It is the responsibility of administrators and members of the coaching staff to understand and represent the school's philosophy, code of ethics, policies, rules and regulations.
2. Students in grades ninth (9) through twelve (12) participating in activities shall be governed by policies of the Alaska School Activities Association, Nome Public School Board Policy, and Nome-Beltz Middle/High School rules and regulations.
3. Students in grades six (6) through eight (8) participating in activities shall be governed by Nome Public School Board Policy and Nome-Beltz Middle/High School rules and regulations.
4. No student shall practice or compete without a current physical (as appropriate). The activity fee must be paid prior to the first competition. Students must be properly enrolled/re-enrolled with Nome Public Schools with the exception of homeschooling students.
5. All participants shall have a period of practice to insure proper conditioning before engaging in a contest. In all cases of activities covered by ASAA rules participants shall have completed the minimum number of practices required by ASAA.
6. Performances, games and events shall be scheduled so as to interfere as little as possible with other parts of the school program.
7. Sponsors and coaches will publish clear guidelines and expectations for the selection of participants and for participants continued membership in the organization.

The Activity Handbook shall be reviewed annually.

Duties and Responsibilities

Superintendent

The overall responsibility for the operation, policies and procedures that govern the extra-curricular programs of NPS rests with the Superintendent of Schools.

Principal

The principal of a school is responsible for promoting and conducting the activities program within his/her school in accordance with ASAA and NPS policies. The principal may assign some or all of the duties listed below, but the Principal has the ultimate responsibility to ensure that the following duties are carried out and that all District policies and procedures are followed. The following activities fall under the supervision of the Activities Director; however, **responsibility for any violation of the following rests with the building administrator.**

1. Hiring, terminating, and supervision of the coaching and activity staff.
2. Interpreting and enforcing ASAA and NPS policies and procedures.
3. Maintenance of all required records and reporting and filing all reports to the Board of Education, Superintendent, ASAA, and other agencies as required.
4. Ensuring supervision at all scheduled games and events.
5. Coordinating emergency procedures and coverage (when appropriate) at all school activities or events.
6. Each school shall have procedures for parental notification should a student emergency arise. Parents should be notified when student transport to a medical center is necessary. **The District provides an accident insurance plan for all students; the cost of emergency services not covered by the District plan is the responsibility of the athlete's parents/guardians.** Costs and their responsibility is secondary to student safety.
7. Ensuring that there is a meeting each year with all coaches and sponsors to review security, activities code, handbooks, paperwork, team rules, coaching responsibilities, etc. (Appendix A)
8. Arranging transportation and housing for all events.
9. Any other duties as necessary.

Activities Director

The Activities Director shall have general supervisory responsibility for the school's activities, will help coordinate programs, and provide professional leadership. Activities Directors' duties shall include:

1. Student and player eligibility and behavior.
2. Supervision and fiscal responsibility for all activity funds in their site budget or site activity account.
3. Scheduling events and contacting participating schools for each home contest.
4. Ensuring that when hosting an event:
    - Schools are sent essential, timely information.
    - Arrangements have been made for dressing rooms, showers, etc.
    - First aid equipment is available.

- Security of personal items has been provided.
- Appropriate officials have been contacted.
- Collecting keys after events.

5. Supervising the running and accounting for all gate receipts.
6. Assisting in the annual scheduling of all activities.
7. Overseeing the site activity budget and expenditures.
8. Ensuring High School ASAA coaches have registered with and are cleared through planeths.com. Ensuring participating High School students have registered and been cleared through planeths.com
9. Coordinating the school master activity calendar.
10. Overseeing inventory, purchase and maintenance of equipment, uniforms, and supplies.
11. Purchasing and distributing athletic awards, letters, and pins.
12. Organizing awards and recognition ceremonies.
13. Assisting in public relations, including newspaper, radio coverage and livestream
14. Purchasing and distributing first aid supplies.
15. Working as a liaison between the administration, parents, students, and coaching staff.
16. Any other duties as necessary.

Coaches, Sponsors, & Advisors

1. Accompany and appropriately supervise his/her students whenever the team or groups travel for the purpose of playing, practicing, scrimmaging or competing.
2. Obtain and maintain required certifications and licenses. The AD will help expedite this process. (Appendix B)
3. Supervise his/her students, within the bounds of propriety, in the locker/shower areas as well as in all other areas of the school building.
4. Follow all procedures related to injury reporting, record keeping and cooperation with medical personnel.
5. Maintain a thorough knowledge of skills development, training techniques, fundamentals, game strategy and rules of activity, along with the ability to demonstrate implementation of the above in practice schedules and competition/performances.
6. Organize, schedule, and conduct practice sessions designed to teach all participants while keeping the total welfare of all participants in mind.
7. Utilize an appropriate comprehensive (strength, flexibility, power, speed, etc.) strength and conditioning program to maximize enhancement of participant's physical abilities and resistance to injury.
8. Communicate effectively with team members, parents, community and administration. **Meeting with team members' parents at the beginning of the season is required**; other meetings should be held from time to time as appropriate. Suggested topics for discussion and clarification are:
    a. Player/participant selection, continued membership and usage
    b. Practice times
    c. Coaching style and philosophy
    d. Academics (in/out of season and "on the road")
    e. Eligibility
    f. Training rules
    g. Travel requirements, conduct and itineraries
    h. Required forms

i. Conditioning (in/off season)
j. Fundraising
k. Support of other activity programs
l. Cyberbullying
m. Electronic devices

9. Follow, as well as distribute and explain to participants, all activity policies, including suspension procedures.
10. Teach, model and require good sportsmanship, fair play, ethical conduct, good scholarship and a positive student-teacher relationship.
11. Have immediate access to the emergency information folder at all times (practices, home/away competition, and during travel). This includes emergency contact numbers for parents/guardians & home site administration, ASAA Consent for Student Travel and Participation form.
12. Conduct fundraising activities in cooperation with the activities director and the approval of the principal. (Appendix C, SOP #16 - Fundraising, SOP #29 - Gaming as Fundraising)
13. Be responsible in handling all money associated with the assigned activity and ensure cash totals are prepared within 48 hours of the end of the activity or event.
14. Properly complete district cash count sheet and deposit form, and securely transmit to school secretary or District office in sealed bank deposit bag. (SOP #15 - Cash & Square Handling)
15. Attend any meetings called by the building principal, designee or activities director related to the assigned activity.
16. Issue and maintain uniforms, equipment, supplies and physical property used by participants.(Appendix D)
17. Act as a student advocate when injury occurs. Fill out and submit accident report forms as required.
18. Provide an identified study/academic time for traveling athletes and act as proctor for administration of tests and exams if necessary.
19. Submit a travel roster to the AD at least 48 hours prior to travel.
20. Use your best judgment and act with school district authority when emergency situations occur while traveling or engaged in the execution of your duties.
21. When traveling, refer all instances of illegal activity, substance/alcohol use by participants to local law enforcement immediately and notify the activities director or administration should this occur.
22. Unless approved by the principal, no athletic practices shall occur between 8:00 AM and 4:00 PM on school days. Facility obligation, contract issues and opportunity equity dictate this.
23. Coaches will refer to **www.planeths.com** to view students that are cleared to participate under all ASAA mandated forms. Coaches will refer to NBHS produced Google documents to view students that have paid their activity fee. Coaches will update the list of participants on the Google Document as students join or depart the team

Student Participation

Physicals

As per Alaska Schools Activity Association (ASAA) rules students must have a current physical examination prior to participating in any practices. Completed physicals will be uploaded to planeths.com.

Student Activity Fee

Students at Nome-Beltz must pay an activity fee of $100 (one hundred dollars) for the first activity they are participating in, with a fee of $50 for each additional sport OR any additional sibling playing in the same sport. The activity fee will be paid in the main office. Students must pay the activity fee before they will be permitted to travel and/or compete. Students who are eligible for fee waivers as determined by the Income Survey Form/Direct Certification will receive a fee waiver.

Eligibility Requirements

Eligibility to participate in extracurricular/co-curricular activities is a privilege that students attain by meeting the standards set by the Alaska School Activities Association, Region I, the Nome Public School district, and the Nome-Beltz Middle High School.

Students must attend all classes on the day of competition or travel.

Students must also attend school the day after travel. If a student is absent the day after travel, he/she is ineligible to participate in the next week's competition. If the student is absent on the Monday after travel, he/she will not be eligible to travel for the next scheduled activity/event unless he or she was excused by the Principal or his or her designee from attending classes that day. Permission to miss classes on the Monday after travel should be secured no later than the day before the trip departure date.

Students who are traveling for school activities will need to request their homework from teachers at least two days in advance.

Ineligible students will not be allowed to wear the official team uniform for games/meets/cheer.

Grade Check Procedure (AR 6145)

Student academic performance must be a priority. Student involvement in extracurricular activities has been demonstrated to contribute to higher student achievement. Students, parents, coaches and sponsors should all be aware of a student's academic performance on a continuous basis.

Students must meet minimum ASAA and NPS eligibility requirements. Ineligible students will not be allowed to travel or participate in contests or performances, but may continue to practice at coach/sponsor discretion.

Activity Progress Reports/Grade Checks: The Activities Director or designee will check the grades of all participating students prior to competition and/or travel using PowerSchool. The following

procedure will be used for all students declared as ineligible or eligible:

1) On published dates, administration will certify all students as either eligible or ineligible based upon ASAA/NPS guidelines. Students certified as ineligible will be held out of travel and competition for the next 7 calendar days. Administration will check with teachers of students marked ineligible to ensure that accurate grades are shown on the Powerschool activity report.
2) Activity sponsors will receive a set of the progress reports distribution to the participants. The Activity Director will also maintain a set of the activity progress reports.
3) The participants should return the parent signed progress report to their coach/sponsor prior to travel and/or competition.
4) Teachers should only revise grades in the case of errors; work submitted on the day of grade checks will not be taken into consideration.
5) Students who were considered ineligible on the regular schoolwide eligibility check, will be re-checked on the Monday after the initial eligibility check. Therefore students that are marked as ineligible on the initial check can regain eligibility on the following Monday. Students that are marked eligible on the initial eligibility check are eligible for the following 14 days.

Student Travel

Students, while traveling and representing Nome-Beltz Middle High School, who are in attendance at room parties or other get-togethers during which violation of drug, alcohol and tobacco rules is taking place, will be subject to the same disciplinary actions as those directly violating the drug, alcohol or tobacco rules. (Appendix G, Appendix H, SOP #8 - Student Travel)

Activities

Sports Seasons

Sport	Season Start	Season End
Cross Country	July 31	October 5
Swimming	Aug 7	November 4
Volleyball	August 7	November 16
Esports (Spring Season	TBD	TBD
Wrestling	Oct 2	December 21
Basketball	Dec 4	March 22
Cheer	Dec 4	March 22
MS & HS NYO	March 24	April 19
MS & HS Ski	Jan 13	Late March
Middle School Cross Country	July 31	September 21

Middle School Wrestling	Jan 13	Feb 24
Middle School Volleyball	Jan 13	March 1
Middle School Basketball	Sep 23	Dec 14
Middle School Cheer	Sep 23	Dec 14

Initial Season Start Up

Coaches and sponsors are responsible for consolidating the names of participants in their respective activities. Sponsors/coaches should:

- identify all required paperwork, where it can be found;
- who it should be returned to and;
- the appropriate timelines for completing this.

Once the student has had their name submitted to the AD, has paid their fee and has all other supporting documentation in. School Administration will complete an eligibility check on those students using ASAA and local guidelines. The importance of students completing the requisite paperwork in a timely fashion is important. Students will be given 7 school days from season start date to complete required forms. After 7 days students will not be allowed to participate until forms have been received. Students who have not completed the district enrollment/re-enrollment process will not be allowed to participate in any extra-curricular activities.

Facility Use Schedules

The activities recognized by Nome Public Schools as part of the Beltz School Activities Program will have first priority for use of Beltz facilities. Nome Elementary School will make efforts to accommodate Beltz program needs.

Scheduling the use of the facilities is the responsibility of the Activities Director in cooperation with the coaches/sponsors.

Involved coaches and sponsors, as well as the Activities Director, will cooperatively work out practice schedules. Fair and equitable time for both female and male sports will be a primary consideration. The Activities Director will put in for NES practice time when required.

Practices scheduled during the holiday season will be cleared through the Activity Director in partnership with administration.

The head coach in accordance with the rules and regulations of ASAA determines athletic practice schedules.

Sunday practices, team events, and fund-raising are NOT allowed. Published schedules are helpful to parents, participants, and school personnel. By starting and ending on time enhances the program's relationship with all involved.

Locker Room and Facilities Supervision

All coaches and sponsors must be present at practice sessions unless otherwise cleared through the Activities Director and/or building principal. Coaches should arrive in advance of the participants if at all possible. The coach is responsible for the supervision of the locker room while team members

are present, both before and after practice. Coaches shall ensure that adequate procedures are established to prevent interruption of academic/instructional time before or after practices. No horseplay or inappropriate use of equipment or facilities should be permitted. Coaches are responsible for the supervision of their athletes from the time the athlete arrives for practice until the athlete has left practice. No coach should leave a practice or competition and leave an athlete unsupervised, awaiting transportation.

After each practice, game or performance, coaches/sponsors shall be responsible for seeing that all locker rooms are vacated and doors providing access to equipment and to the building are secured. **All athletes should be off premises before a coach leaves.** The head coach will be responsible for ensuring security and safety.

Hazing

There will be no hazing of students by anyone in any way. Hazing means a behavior or pattern of behavior directed at one or more specific individuals which persecutes, harasses, humiliates, degrades, or endangers the physical safety of an individual. Failure to understand the serious nature of this type of mistreatment or to ignore the warnings provided may result in disciplinary actions to include suspension and expulsion from the team, the sanctioned activity, or school.

First Aid and Emergency Procedures

Each ASAA coach must have a Basic First Aid card. Coaches that are newly hired will work with the Activities Director to receive certification. It is recommended that all personnel traveling with students have the Basic First Aid card.

In the event of injury:

1. Give immediate care. Do not leave the injured student in the care of a student trainer or other student.
2. If there is an on-site medical person available, allow him or her to handle the situation.
3. Seek assistance from hosting school personnel when competing away from home.
4. When attending an injured student, a coach or sponsor should put aside contest emotions and evaluate the injured student with care. If, in the coach or sponsor's opinion, the student should not be moved, then don't. Call for medical personnel or an ambulance immediately.
5. If a student has a serious injury, the coach should contact the parent(s) guardian(s).
6. If the parent(s)/guardian(s) cannot be reached, the coach/sponsor will act on behalf of the parent.
7. Always act in the best interest of the injured player and follow those steps deemed to be reasonable and prudent.
8. Report all injuries that need professional attention to either the building principal or the Activities Director as soon as possible. Also, all injuries that result in loss of playing or practice time should be reported on the Injury Report Form and submitted to the school office.
9. For any injury, even those that require minimal administrations, encourage the student to seek an additional opinion from a parent and/or family doctor.

Letter Awards

All awards will be in accordance with the requirements set forth in the Activities manual.

No award of any kind other than awards by school, Alaska School Activities Association, or group approved by the State Association shall be made to participants in any activity. If participants accept unapproved awards, such participants shall jeopardize their eligibility to represent the school in extracurricular activities and jeopardize the school's standing in the State Association.

Only one chenille or felt letter will be presented to students during the time they represent Nome-Beltz High School in extracurricular activities.

Students may letter in the following activities: Varsity Basketball, Varsity Wrestling, Varsity Volleyball, Varsity Cheerleading, Varsity Cross-Country, Music, Swimming, eSports, and Native Youth Olympics.

Letter Award Qualifications

For all qualifying activities, students must meet the following criteria:

- Marked ineligible on the NPS weekly checks no more than 1 time during the season
- Eligible for the entire season based upon ASAA guidelines
- No Tad violations during the season
- Complete the season in good standing
- Attend 90% of all practices

In addition, students must meet additional criteria for the activities listed below:

- Boys and Girls Basketball: Suit up for 50%+1 of Varsity games during the season
- Wrestling: Wrestle at least one match in at least 50% of NBHS participating events, including Regionals
- Swimming: Compete in one regular season meet and Regionals.
- Cross Country: Run in 3 Varsity level meets
- Volleyball: Suit up for 50%+1 of the Varsity games during the season; games are **only** best of 3 and best of 5.
- Cheer: Sideline cheer during Varsity games for 80% of the home Varsity Boys and Girls games during the season.
- Native Youth Olympics: Compete at the Home Meet and the State Meet.

Uniform Replacement Rotation

Uniform replacement is based on a rotation by activity and funded through the athletic general fund budget.

20-21	Cheer & NYO (minimum of 10)
21-22	Cross Country
22-23	Music
23-24	Wrestling (minimum of 30)
24-25	Volleyball (minimum of 15 sets; home and away)

25-26	Boys Basketball (minimum of 15 sets; home and away)
26-27	Girls Basketball (minimum of 15 sets; home and away)

Replaced uniforms will become the uniforms for the junior varsity teams and the corresponding junior varsity uniforms will become the junior high uniforms. Serviceable uniforms that have completed the cycle will be made available for sale at auction.

Visiting Team Fees

A fee of $4 per meal per student will be charged to each team attending a tournament or other non-regional game/meet where there is no reciprocal invitation to a past/future tournament or meet. This fee is to cover the cost of food provided outside of breakfast/lunch via the Nanook Cafe on a normal school day, as well as transportation costs within Nome. Visiting coaches can request the use of a district van with 72 hours notice to the AD. Drivers must hold a valid Alaska Driver's License and complete the NPS Vehicle Driver form and provide a copy of said license. If more than one team requests to use the district van, the AD or administration will coordinate a schedule to allow team use.

Appendices

Appendix A: Beginning of Year Coach & Sponsor Meetings

The items listed below are suggested topics for discussion and clarification at the beginning of the year and reviewed with coaches and sponsors prior to the start of each respective activity:

1. Establishing rules and procedures for respective activities
2. Supervision of students and facilities
3. Facility use and set up/breakdown requirements
4. Inventory of activity equipment
5. Equipment care and security
6. First aid training
7. Rosters and student information
8. Grade-checks/Pre-arrange procedures
9. Travel packets
10. Fundraising
11. Paperwork (check requests, deposits, etc.)
12. Student forms (physicals, consent to participate and travel, etc)
13. Eligibility
14. Practices (practice plans, schedule, etc.)
15. Parent meetings
16. Strength & conditioning (in/off season)
17. Clinic workshop attendance
18. Goals and evaluation of coaches and program

19. Captain/Co-Captain selection criteria

Appendix B: Coach Certification

At any time during the season, all ASAA coaches asked to be the sole chaperone or coach of a team must be NFHS certified. NFHS Fundamentals of Coaching and the ASAA Component only need to be taken and passed once. The NFHS First Aid Course must be passed once, but coaches must retake a First Aid Class every three years. For clarification, the definition of an ASAA high school season runs from the first practice day until the last day of its corresponding state tournament.

NFHS/ASAA Coaches Education Program

The Board of Directors has adopted the Alaska Coaches Education Program for all high school level coaches who actually supervise students including coaches of all outsourced teams (See Article 10, Sections 1-2-3 of the ASAA handbook). The Alaska Coaches Education Program consists of the NFHS Coaching Fundamentals course, American Red Cross Sports Safety Course, Sudden Cardiac, Concussion Awareness, and the ASAA component.

For Required Coaching Courses, costs, and details, please visit the **Coaches Education** section of the ASAA website. Expenses related to ASAA coaching certification are reimbursable from the corresponding Student Activity Account.

Appendix C: Concession Operation and Activity Accounts

Concession Operation

Administration assigns concessions dates. Concessions will have sole selling rights on all food and drink items unless specifically released by the group running concessions that weekend. Each group is responsible for getting their own supplies and leaving the concession stand clean and ready for the next event.

Fundraisers put on by individual teams are not subject to this process, for example Alumni tournaments and other fundraising events.

Activity Accounts

The individual activity accounts are expended at the discretion of the activity head coach or sponsor. These funds are primarily used for travel (transportation, lodging and food) expenses, uniforms, and specialty equipment purchases.

The general fund provides money to cover some general equipment needs (medical supplies, balls, scorebooks, etc.) and competition obligations, which includes travel to the regional event. Only teams, groups, or individuals competing in an ASAA sanctioned regional competition are eligible to use these funds. Activities wishing to attend regional non-competitive events will need to fundraise money.

The district provides funds for officials, scorers, timers, and cooks. Gate receipts primarily generate

these funds.

The Beltz Principal or designee shall approve all fundraising activities. (Standard Operating Procedure #16)

CHECKS WILL NOT BE WRITTEN IF THE ACCOUNT DOES NOT CONTAIN THE FUNDS TO COVER THE CHECK.

Prior to purchasing or ordering anything, a purchase requisition must be submitted to the building principal for approval. The purchase order must be approved at the District Office before money is spent.

All funds collected shall be turned into the Nome Public Schools District office accompanied by an activity cash count form on the first business day following the event. Cash should not be kept in the possession of anyone other than a school administrator overnight. (Standard Operating Procedure #15)

Student activity funds shall be used to finance extra/co-curricular school activities augmenting but not replacing the activity funds provided by the district.

The coach or sponsor shall be responsible for assuring that the organization has a plan or specific goal in mind for the funds being raised.

Appendix D: Equipment

The head coach or sponsor of each activity is responsible for the safe storage and inventory of that activity's equipment. Careful planning before issuing equipment is the key to a successful rate of return.

School district-owned equipment is not to be issued to individuals or groups outside the dates of formal practice and competitive season of each activity during the school year.

In order to give the student a sense of responsibility and an appreciation for his/her equipment, each will be held accountable for its abuse or loss. Equipment lost by an individual will be paid for by that individual at a cost equal to the replacement cost of the lost item. The coach/sponsor should demonstrate the proper manner in which equipment is to be worn, and used as well as how it should be taken care of.

Athletic equipment, supplies and materials belong to the school district and are not to be given away or sold to students. Exceptions may exist under certain circumstances, but these must be cleared with the activities director and principal prior to any action.

1. Uniforms, equipment, and supplies shall be issued by the sponsor/coach. Equipment issue records must be maintained by the head coach/sponsor.
2. At the end of the season, equipment, uniforms, and supplies will be checked in according to the equipment issue records kept by the coach/sponsor.
3. The sponsor/head coach will designate the date of return.
4. A survey of all equipment and current inventory must be submitted by the head

coach/sponsor to the Activities Director within 20 days of the end of the season.

5. If the normal procedure for recovering school owned property does not obtain the desired result, the following procedure will be used and documented:
   The coach will:
   a. Personally contact the student
   b. Telephone student's parents or guardians
   c. Send a letter home to parents or guardians
   d. Turn the name and documentation over to the High School Secretary who will send another letter home and finally forward all materials to the building principal who will take final action on the matter.

No student will receive any award until all his/her equipment has been checked-in by the issuing coach. Such notice will be included in the letter sent to the parent or guardian by the coach.

When athletic equipment becomes worthless or obsolete, it will be removed from the inventory by bringing it to the attention of the Activities Director. Disposition is the responsibility of the Activities Director in cooperation with administration and in accordance with Board of Education policy.

Appendix E: Student Travel Rules

1. Students must obey the instructions of the chaperone(s). Students, who display disobedience or uncooperativeness to the chaperone(s), to the extent that safety or chaperone effectiveness is compromised may be returned to their home-site with administrative (principal or assistant principal and superintendent) concurrence, and their parent/guardian may be billed by the school district for the cost of return travel.
2. The use of tobacco, alcohol, and/or drugs is prohibited regardless of the age of the student. Students who break the laws of Alaska, such as in the case of shoplifting, alcohol possession or consumption, drug use, etc., will be reported to local law enforcement, the principal, and parent(s)/guardian(s). The student will also be returned to their home-site and their parent-guardian may be billed by the school district for the price of return travel.
3. Students must attend all classes on the day of a trip prior to departure. Students failing to attend classes on the day of departure will not be allowed to travel. The Principal or their designee may excuse students from attending classes. Permission to miss classes on the day of departure should be secured no later than the day before the trip departure date.
4. Students must attend all classes the next school day AFTER travel. Failure to attend the next school day after travel will cause the student to be ineligible to compete the next week. Permission to miss classes on the day after travel may be granted by the Principal or their designee and must be obtained prior to the commencement of travel.
5. Students who are traveling for school activities will need to request their homework from teachers at least two days in advance.
6. Students shall be with the chaperone(s) at all times when traveling. Chaperone(s) may assign students to groups of at least three students while at a mall, movie or event. Under no circumstances will students be permitted to leave the building without a chaperone(s) in attendance.
7. Students must dress appropriately for cold weather travel on commuter airlines (Bering Air, Pen Air, Olson Air, etc.). This includes Parka, insulated boots, gloves, insulated pants, and insulating headgear. All are to be worn on the plane. Appropriate clothing for both departure and arrival destinations is required when traveling on a major airline (Alaska Air, TWA, etc.).
8. Students must respect the chaperone(s) decisions regarding the selection and approval of all activities. Only movies rated “G”, “PG” and “PG-13” shall be permitted.
9. Unless the schedule absolutely does not permit it, time will be set aside daily (time identified in published itinerary) for students to work on classroom assignments.
10. Students will not be out of their rooms following curfew, lights out and bed check. Offenses may result in the student(s) being returned to their home-site with home-site administrator (principal or assistant principal and superintendent) concurrence.

Revised August 2024

11. Students will abide by the traveling group's electronic devices policy. Coaches/sponsors reserve the right to confiscate any electronic devices from students when necessary.
12. Students will abide by the coach's/sponsor's cell phone usage policy.

Students returned to the home-site for rules violation will be subject to the following:

FIRST OFFENSE:
The student will be ineligible to compete in or travel for any extra-curricular activity for a period of 30-calendar school/competition days. Parent(s)/Guardian(s) may be billed for the cost of return travel for the student following a meeting between parents/guardians and NPS administration.

SECOND OFFENSE:
The student shall not be allowed to travel on School District funds for the remainder of the school year.

I HAVE READ, UNDERSTAND, AND AGREE TO ABIDE BY THE ABOVE RULES.

Student Name (Please print): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please print): _____

Parent/Guardian Signature: _____ Date: _____

Appendix F: Chaperone Duties and Responsibilities

1. While adults are on a school trip chaperoning students, they are expected to set an example of proper behavior. In addition, chaperones will remain with the group/team at all times except in cases of emergency or with the lead chaperone's permission.
2. Chaperones are expected to enforce School District travel regulations and procedures and to report all violations of the rules to the principal of the student who violates the rules.
3. Chaperones have the right and responsibility to screen and authorize all student activities, such as movies, dances, etc. Only movies rated "G", "PG", and "PG-13" shall be permitted.
4. The use of drugs and/or alcohol by persons chaperoning is prohibited.
5. If in the judgment of the chaperone(s) weather conditions are marginal for safe travel, the chaperone(s) shall have the authority to cancel or reschedule travel. The chaperone(s) are also authorized to make other arrangements (accommodations, car rental, etc) as necessitated by the aforementioned travel changes.
6. Chaperones have the authority to set and enforce appropriate curfew times ensuring that students receive adequate rest. Chaperone(s) will ensure that they have a key for each room in which students are staying. Chaperone(s) of appropriate gender will conduct an unannounced bed check sometime between lights out and morning wake up.
7. Chaperones have the responsibility to report a student to appropriate local law enforcement and to turn a student over to the police or juvenile authorities when, in their judgment, they are unable to control the student or the student presents a danger to others or has engaged in any illegal activity.
8. Chaperones have the responsibility to notify the principal, and the principal has the responsibility to notify the parent(s)/guardian(s), if the student is having medical problems, is being returned to the home-site, or is being held by the police. The principal has the responsibility to notify the Superintendent.
9. Chaperones shall determine if a student is using or is under the influence of alcohol and or illegal drugs. If the student denies being under the influence, the chaperone may request assistance from the police department to administer a Breath Alcohol Test.
10. If a student leaves the group without authorization and cannot be found immediately or will not return to the group, the chaperone(s) shall contact the police and make every effort to contact the principal as well.

I HAVE READ, UNDERSTAND, AND AGREE TO ABIDE BY THE ABOVE RULES.

Chaperone Name (Please print): _____

Chaperone Signature: _____ Date: _____

Revised August 2024

Principal Name (Please print): _____

Principal Signature: _____ Date: _____

Activity:_____ Inclusive Dates: _____

Appendix G: TAD Policy

ASAA Citizenship Rule (TAD Policy)

ASAA Bylaw Article 12, Section 8, Citizenship Rule and Tobacco, Alcohol and Controlled Substance Policy Reference Citizenship Rule:

The determination by a member school that a student is ineligible based on poor citizenship or violation of the Tobacco, Alcohol and Controlled Substance Policy, is not appealable to the Association.

Penalties for violation of the ASAA TAD policy can be found in Nome Public Schools Board Policy. NPS Board policy is available online via the Nome Public Schools website. Please NOTE that NPS has a more stringent penalty for offenses than what is called for in the ASAA TAD policy.

Appendix H: ASAA Rules

A member school may not permit students who are ineligible under ASAA bylaws to participate in or otherwise appear on the field or floor in uniform during any contest between itself and other member schools. (ASAA Art. 6, Sec. 3)

Prior to each year of interscholastic athletic participation, a student shall furnish a statement via planeths.com, signed by the student's parent or guardian, which grants permission for the student to participate in interscholastic athletics. (ASAA Art. 11, Sec. 2)

In order to be eligible for participation or travel associated with activities under ASAA bylaws, students must be enrolled in at least five (5) classes (semester units) that lead to granting of credit toward graduation. (ASAA Art. 12, Sec. 2)

In order to be eligible to participate in interscholastic activities during any semester after completion of the first semester of the ninth (9^{th}) grade, a student must have passed, for the immediately

preceding semester, at least five semester units of credit toward graduation. 5. Seniors who are on track to graduate must be enrolled in a minimum of courses needed to receive 2.0 units of semester credit or the equivalent at the School of Eligibility or supervised by the School of Eligibility or its school district that lead to granting of credit toward graduation from the school district or the School of Eligibility. Full time seniors who are on track to graduate, must be enrolled in a minimum of two (2) semester units of credit, or equivalent, at School of Eligibility.(ASAA Art. 12, Sec. 7)

All students must have maintained at least an overall 2.0 GPA for the previous semester. Students who did not maintain an overall 2.0 GPA for the previous semester may regain eligibility in the current semester by achieving and maintaining an overall 2.0 GPA within the school's grading system. (ASAA, Section 7).

Appendix I: Nome Public Schools Head Coach Evaluation Form

Name **Position**	Exceeds Standard	Meets Standard	Does Not Meet Standard
Appropriately supervise students whenever the team or groups travel			
Obtain and maintain required certifications and licenses			
Follow all procedures related to injury reporting and record keeping			
Maintain a thorough knowledge of skills development, training techniques, fundamentals, game strategy and rules of activity			
Organize, schedule, and conduct practice sessions designed to teach all participants while keeping the total welfare of all participants in mind			
Keep practice sessions within reasonable time			
Utilize an appropriate comprehensive strength and conditioning program to maximize enhancement of participant's physical abilities and resistance to injury			
Communicate effectively with team members, parents and administration			
Follow and explain to participants, all activity policies			
Teach, model and require good sportsmanship, fair play, ethical conduct, good scholarship and a positive student-teacher relationship			
Have immediate access to the emergency information folder at all times. This includes emergency contact numbers for parents/guardians & home site administration, ASAA Consent for Student Travel and Participation form.			
Conduct fundraising activities			
Be responsible in handling all money associated with the assigned activity.			
Issue and maintain uniforms, equipment, supplies and physical property			
Act as a student advocate when injury occurs. Fill out and submit accident report forms as required.			
Provide an identified study/academic time for traveling athletes			
Submit a travel roster on the insurance form to the Activities Director and principal at least 48 hours prior to travel.			
Use your best judgment and act with school district authority when emergency situations occur while traveling or engaged in the execution of your duties.			
When traveling, refers all instances of illegal activity to local law enforcement immediately and notifies the activities director and/or administration should this occur.			

Recommended for rehire the following season: Yes No

_____ _____ _____

School Principal Coach Date

PARENT/ATHLETE COACH FEEDBACK FORM
NOME-BELTZ MIDDLE HIGH SCHOOL

COACH: _____ SPORT: _____

LEVEL(Circle): MS JV VARSITY

Please return this form to Nome-Beltz Principal Teriscovkya Smith at tsmith@nomeschools.org or to the NBMHS Main Office.

RATINGS:

1 = Not Acceptable 2=Needs Improvement 3=Meets Expectations 4=Exceeds Expectations

Practice & Game Organization		**1**	**2**	**3**	**4**
1	Coach's level of knowledge as it relates to your particular sport				
2	Coach is prepared & organized				
3	Coach teaches age appropriate skills and tactics				
4	Coach encourages players to respect opponents, officials, and fair play				
5	Coach is in control of the team and his/her emotions during game situations				
6	Practice times are well planned and effective				
7	Players are mentally and physically prepared to play				
8	Coach creates a safe practice environment				
Coaching Style		**1**	**2**	**3**	**4**
1	Is direct and honest when dealing with players and parents				

2	Able to teach/instruct skills to youth; demonstrates patience & encouragement				
3	Has a positive attitude towards players; acknowledges improvement and effort				
4	Positive role model for athletes				
Season		**1**	**2**	**3**	**4**
1	The team's abilities have improved				
2	Fund-raising is done appropriately				
Overall		**1**	**2**	**3**	**4**
1	Student-athlete looks forward to playing again next season				
2	I recommend this coach for the next season				

Name (Please print): _____

Signature: _____ Date: _____

Contact Number (optional): _____

Additional Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for supporting NBMHS Athletics! #nanookpower

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 8

STUDENT TRAVEL

1. PURPOSE: To establish uniform guidelines for approval of and fiscal accountability for student travel and travel study programs.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Principals are responsible for ensuring compliance with these procedures. Sponsors of the students involved shall ensure compliance as trips are in progress. (See School Board Policy BP 3541.1)

4. **PRE**-TRAVEL PROCEDURE: The Principal is responsible for following all steps in the authorization for student travel. All District purchasing and travel procedures must be followed. See SOP No. 5 – Purchasing and No. 7 – Travel.

   a. Fundraising for student trips must comply with District policy including pre-approval by Superintendent or designee prior to fundraising activities commencing. See SOP No. 16 – Fundraising Activities and also SOP No. 28 - Gaming Fund Raising Activities.

   b. Obtain and complete the *Student Activity Travel Requisition* form (see EXHIBITS below). Complete all travel related information (airfare, hotel, car rental), if hotel, car rental and per diem is not applicable, please note same.

   c. Submit the *Student Activity Travel Requisition* form to the Principal and Superintendent for approval. This form shall be submitted a minimum of three (3) weeks in advance to the Business Office.

   d. The Principal must sign the Student Activity Travel Requisition form, ensure appropriate account codes are listed which will cover travel expenses, and forward to the Business Office. (The Business Office will obtain CFO and Superintendent approval, and will obtain Board of Education approval when applicable.)

   e. All travel must receive *advance* approval from the immediate budget supervisor and Superintendent.

   f. Obtain sixty (60) day advance approval by the Superintendent and Board of Education for any out-of-state student travel.

g. No person may authorize funds for his/her own travel.

h. No person may authorize funds that are not under his/her supervision.

i. The Purchasing Clerk will disburse all PO's (airfare, lodging, registration, per diem) and provide a copy to the traveling supervisor via email. Per diem for chaperones/students will be provided to chaperones one week before scheduled travel.
    i. The District's credit card information will be used to hold and pay for lodging when possible, or will hold lodging on the District's account.

j. A Leave Request form for all District employee chaperones must be submitted per SOP No. 25 – Leave Request Approval.

k. Unapproved travel costs will not be reimbursed.

l. Budgeted funds must be available in the appropriate account.

m. Approved travel is required for the travelers to be covered by the District's travel insurance and worker's compensation.

n. Travel will not be reimbursed for personal award miles used.

o. District travel on personal aircraft is <u>strictly prohibited</u>. Private automobiles shall not be used to transport student on any school-related trips, per BP 3541.1.

p. Upon return submit all receipts (if applicable) and any remaining cash to the Business office within 30 days of the return travel date.

q. The District will not be responsible for payment of penalties for guarantees of reservations not canceled due to the traveler's negligence. If a traveler determines he or she will not use accommodations that were reserved, the traveler is responsible for release of such reservations within the time limits specified by the carrier, hotel, or other vendor.

r. Voluntary travel delay incentives belong to the District. If an employee accepts a voluntary delay, they are responsible for all costs associated with the delay.

s. Consent and emergency medical information forms must be completed before travel.

t. When students aren't staying in a hotel or at a school, signed parent consent forms are required acknowledging students will be staying in a personal residence.

u. For any student related travel, and/all chaperones (non-district employees) are required to go through the District volunteer approval process in advance.

v. Administrative leave or personal leave may be used for employees serving as chaperones participating in student travel activities.

w. Please ensure all students traveling are eligible as stated under BP 6145; AR 6145 – Extracurricular and Cocurricular Activities and AR 6145.2 Interscholastic Competition.

5. **DURING** TRAVEL PROCEDURE: Students must be escorted and appropriately supervised during their travel.

   a. In some rare cases and with prior Superintendent approval, it is acceptable for a chaperone to place students on an airplane and to arrange for them to be met at their arrival by another chaperone.

   b. Cold weather clothing is required when temperature fall below 40 degrees.

   c. Individuals who have agreed to be chaperones must follow District policy or procedures governing student activities and chaperones.

   d. If a student violates school policy they may be returned home early at parent or guardian's expense.

6. **POST**-TRAVEL PROCEDURE: The building principal shall ensure that all receipts are submitted to the Business Office within thirty (30) days of the last day of travel.

REFERENCES:
BP 3540 – Transportation
BP 3541.1 – School-Related Trips
BP 6145 – Extracurricular and Cocurricular Activities
BP 6153 – School-Sponsored Trips

REVISION DATE: 06/13/2019

EXHIBITS:
Student Activity Travel Requisition

Nome Public Schools
Student Activity Travel Requisition

Team/Group Name: _____ **Code:** _____

(attach all reservation back up)

Name and Location of Event: _____

Dates of Event: _____

Legal Name of Chaperone 1: _____

Mobile Phone#: _____ ☐ Male ☐ Female

Est. Cost of Trip: $ -

Legal Name of Chaperone 2: _____

Mobile Phone#: _____ ☐ Male ☐ Female

Actual Cost of Trip: $

Airline: _____ Confirmaton#	FAX# _____ **Cost:**	*For office Use:* **PO#**
Lodging: _____ Reservation#:	FAX# _____ **Cost:**	**PO#**
Transportation: _____ Reservation#:	FAX# _____ **Cost:**	**PO#**
Other: _____	FAX# _____ **Cost:**	**PO#**

Please List Each Student Traveling: *include alternates*	Birth Date:	Male/Female:

Requested By: _____

Budget Administrator: _____

Business Manager Approval: _____

Superintendent Approval: _____

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 29

GAMING AS FUNDRAISING ACTIVITIES

1. PURPOSE: To establish procedures for gaming fundraising events by student organizations and comply with Alaska Statutes and regulations.

2. AUTHORITY: Superintendent

3. RESPONSIBILITY: The school secretaries, Payroll Technician, Activities Director, Principals, and Superintendent are responsible for ensuring compliance with this policy. It is the intent that students participating in extra-curricular activities be actively involved in fundraising to support their activity.

4. APPROVAL: All gaming fundraising events shall be approved by the Principal and Superintendent.

5. PROCEDURES:

   a. Prior to engaging in fundraising activity(ies), all clubs or organizations shall request in writing, to the building supervisor (Principal), permission to raise funds. See also SOP No. 16 – Fundraising Activities.

   b. The method of raising funds and the purpose for which the funds will be raised shall be specified in writing. If the fund raising will require use of the gaming permit, the club/organization must complete the *Application for Gaming Permit Use* and obtain prior approval by the Superintendent.

   c. Once approved, the written documentation shall be forwarded to the Payroll Technician. Use of the gaming permit is the responsibility of the Payroll Technician.

   d. The Payroll Technician will forward the gaming Exhibits as a packet to the contact person for the group conducting the activity. This packet will contain Record of Information Raffle Sheet, State of Alaska Gaming Statutes, Nome Public Schools Cash Count Sheet, Alaska Prize Receipts, and a blank W9 form. These forms can also be found on the District website.

   e. All activities using the gaming permit shall meet the requirements of the gaming section of the Alaska Statutes. Activities such as “Split the Pot”, “Raffles”,

"Bingo", "Games of Skill and Chance", etc., are controlled by the gaming regulations.

f. Once the activity is complete, the club/organization must complete the *Record of Information Raffle Sheet*, keep a copy and forward the original to the Payroll Technician.

g. All proceeds from the gaming activity shall be deposited in the school District Gaming account. They shall not be mixed up with gate receipts or any other activity proceeds.

h. A gaming deposit shall be used when preparing funds for deposit; two people shall be present when counting the money and will sign the deposit form.

i. All funds shall be turned into the Business Office with the gaming deposit slip completely filled out.

j. The Business Office shall make the deposit and credit the funds to the appropriate activity.

k. All deposits and withdrawals shall comply with procedures set out in SOP No. 5 - Purchasing and SOP No. 6 - Receiving.

REFERENCES:
BP 3452 – Student Activity Funds
BP 3290 – Gifts/Grants/Bequests

REVISION DATE: 08/06/2019

EXHIBITS:
Application for Gaming Permit Use
Record of Information Raffle Sheet
State of Alaska Gaming Statutes Excerpt for Raffles
Cash count Sheet
Alaska Prize Receipt
W9 form

NOME PUBLIC SCHOOLS
PO Box 131 Nome, AK 99762
Phone: 907-443-2231
Fax: 907-443-5144

Name & grade of group conducting raffle	
Name of Raffle Example: firearms raffle	
Contact Person	
Phone & email address	
Date & Location of Raffle Drawing	
SUPERINTENDENT APPROVAL	

APPLICATION FOR GAMING PERMIT USE

Instructions

1. **Fill in required information in top-right corner of this form**
2. **Attach sample of raffle ticket**
3. **List raffle expenses & value of donated items, if any**
4. **Submit 1st page of application to Superintendent prior to advertising your raffle**
5. **Use cash count sheet to track all ticket sales earnings (write name of raffle on bank deposit slip)**
6. **Once raffle drawing has taken place: fill out the "Record of Information Raffle Sheet"**
7. **If necessary, use the "Alaska Prize Receipt" form for any prizes more than $50**
8. **If necessary, use the "W-9 (Request for Taxpayer Identification Number & Certification)" form for any prizes more than $600**

Attach sample of raffle ticket (see required information below, needed on each ticket)

• Nome Public Schools, Permit # 855 • Ticket # • Signature line for: name/mailing address/phone # of buyer	• Nome Public Schools, Permit # 855 • Ticket # • Date & Location of raffle drawing • Cost per raffle ticket • Whether the buyer must be present during raffle drawing • List of prizes

Raffle related expenses, if any: (prizes and/or misc. items)

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

Use back of sheet if needed

Total expenses (if any)	
Total value of donated prizes (if any)	

RECORD OF INFORMATION RAFFLE SHEET

To be kept on file at the DO for 3 years from the date of the raffle drawing, per statute 15 AAC 160.670

Number of raffle tickets printed	
Number of raffle tickets sold	
Number of raffle tickets unsold	
Price per raffle ticket	
The date and location of raffle drawing	

List of prizes		Winner information (name, address & phone #)	Mark "x" if prize has been claimed	Disposition if unclaimed?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Article 7 15 AAC 160.640. Raffle Tickets

(a) Raffle tickets must be consecutively numbered and must have a numbered, detachable stub for purposes of the drawing at the conclusion of raffle ticket sales.

(b) A raffle ticket must provide the following information on its face:
1. The date and location of the drawing;
2. The name of the permittee and the permit number;
3. If applicable, the name of the operator and the operator's license number;
4. The price of the raffle ticket;
5. Whether the player must be present at the drawing to be eligible for a prize;
6. The ticket number.

(c) A permittee operator conducting a raffle shall disclose the raffle procedures, prizes, and the price collected from a player either on a pamphlet or similar document give to a player at the time of sale, or on the face of the raffle ticket.

(d) The detachable stub on a raffle ticket must provide the following information on its face:
1. The permit number
2. If applicable, the operator's license number;
3. Adequate space for a player to write the player's name, mailing address, and telephone number
4. The ticket number

(e) Repealed 9/3/2005.

15 AAC 160.650. Raffle Drawings

(a) At a raffle drawing, the permittee or operator shall post a copy of the permit and a copy of the operator's license, if applicable, in a manner that is clearly visible to the gaming public.

(b) Before a raffle drawing, the permittee or operator shall place the detachable stubs of all raffle tickets sold into a receptacle that is designed so that each stub placed within it has an equal opportunity of being drawn.

(c) The permittee or operator shall draw the detachable stub in a manner that is clearly visible to the gaming public.

(d) A raffle drawing must determine a winning detachable stub for each prize offered.

(e) A raffle drawing must occur at the date and location scheduled, which must be no later than the end of the calendar year following the calendar year in which the first ticket for the raffle was sold. If a raffle drawing cannot be held at the date and location scheduled for a reason that is beyond the control of the permittee or operator, the permittee or operator shall
1. Immediately notify the department in writing of the reason;
2. Reschedule the date and location of the raffle drawing, only if the entire raffle is completed no later than the end of the calendar year following the calendar year in which the first ticket for the raffle was sold; and
3. If a player must be present at the raffle drawing to be eligible for a prize, notify each player in writing of the date and location of the rescheduled drawing.

(f) If a permittee or operator elects to terminate a raffle after a raffle ticket is sold but before the raffle drawing, or does not hold the raffle drawing within the time allowed under this section, the permittee or operator shall
1. Notify the department in writing before the scheduled date of the drawing of the reason for the termination; and
2. Refund the price of each ticket sold to each player not later than 20 days after the scheduled date of the drawing.

(g) If a permittee or operator awards a raffle cash prize of $50 or more, the winner shall acknowledge receipt of the prize by completing and signing a raffle prize for that includes the winner's name and address.

(h) A permittee or operator shall make every reasonable effort to award a raffle prize. If, after not more than 45 days following a raffle drawing, a raffle prize in not awarded, the permittee or operator shall

DISTRICT CASH COUNT SHEET

Date: _____ ACCOUNT CODE: _____

Group Name: _____

How Money Raised: _____

CURRENCY

_____	X $100	$0.00
_____	X $50	$0.00
_____	X $20	$0.00
_____	X $10	$0.00
_____	X $5	$0.00
_____	X $1	$0.00
TOTAL ***CURRENCY***		$0.00

COIN

_____	DOLLARS	$0.00
_____	HALVES	$0.00
_____	QUARTERS	$0.00
_____	DIMES	$0.00
_____	NICKLES	$0.00
_____	PENNIES	$0.00
TOTAL ***COIN***		$0.00

CHECKS

Check #	Last Name	Amount	Check #	Last Name	Amount

TOTAL ***CHECKS*** **:** $0.00

TOTAL CASH COUNT $0.00

Signature _____

Signature _____

Alaska
PRIZE RECEIPT

(OTHER THAN PULL-TABS AND BINGO)

This receipt is required for each prize of $50.00 or more.

Type of Activity	
Amount Won $	Date Won
Name of Prize Winner	
Mailing Address	
City, State, Zip	
Telephone Number	
Signature of Prize Winner X	

0405-874 Rev 04/22/13

Alaska
PRIZE RECEIPT

(OTHER THAN PULL-TABS AND BINGO)

This receipt is required for each prize of $50.00 or more.

Type of Activity	
Amount Won $	Date Won
Name of Prize Winner	
Mailing Address	
City, State, Zip	
Telephone Number	
Signature of Prize Winner X	

0405-874 Rev 04/22/13

Alaska
PRIZE RECEIPT

(OTHER THAN PULL-TABS AND BINGO)

This receipt is required for each prize of $50.00 or more.

Type of Activity	
Amount Won $	Date Won
Name of Prize Winner	
Mailing Address	
City, State, Zip	
Telephone Number	
Signature of Prize Winner X	

0405-874 Rev 04/22/13

Alaska
PRIZE RECEIPT

(OTHER THAN PULL-TABS AND BINGO)

This receipt is required for each prize of $50.00 or more.

Type of Activity	
Amount Won $	Date Won
Name of Prize Winner	
Mailing Address	
City, State, Zip	
Telephone Number	
Signature of Prize Winner X	

0405-874 Rev 04/22/13

Alaska
PRIZE RECEIPT

(OTHER THAN PULL-TABS AND BINGO)

This receipt is required for each prize of $50.00 or more.

Type of Activity	
Amount Won $	Date Won
Name of Prize Winner	
Mailing Address	
City, State, Zip	
Telephone Number	
Signature of Prize Winner X	

0405-874 Rev 04/22/13

Alaska
PRIZE RECEIPT

(OTHER THAN PULL-TABS AND BINGO)

This receipt is required for each prize of $50.00 or more.

Type of Activity	
Amount Won $	Date Won
Name of Prize Winner	
Mailing Address	
City, State, Zip	
Telephone Number	
Signature of Prize Winner X	

0405-874 Rev 04/22/13

Form **W-9**
(Rev. December 2014)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type
See **Specific Instructions** on page 2.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification; check only **one** of the following seven boxes:

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____

Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

6 City, state, and ZIP code

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

		–							

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here	**Signature of U.S. person** ▶	**Date** ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at *www.irs.gov/fw9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 15

CASH & SQUARE® HANDLING

1. PURPOSE: To establish uniform procedures to properly account for receipt of all student activity and administrative funds. To provide detailed accounting reports of financial activities to the Business Office.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: The CFO and Principals

4. PROCEDURE: The following are the general accounting procedures for receipt of all student activity accounts and/or administrative funds.

a. BANK ACCOUNT: The Nome Public Schools maintains bank accounts at Wells Fargo.

b. CASH COLLECTION AND TRANSMITTAL: ALL FUNDS MUST BE DEPOSITED INTACT AND AS SOON AS POSSIBLE. Funds may not be used to cash personal checks, pay vendors, reimburse expenses, pay refunds, or any other purpose other than deposit. Under no circumstances may employees take district cash home with them. FAILURE TO COMPLY WITH THIS POLICY IS GROUNDS FOR DISCIPLINARY ACTION.

1) All cash must be kept in a secure location until taken to the bank for deposit. At a minimum, a locked room with limited access can be used to secure cash. Ideally, cash is secured in the District Office safe in an area of low visibility (i.e. back room or interior room without windows).

2) Individuals collecting cash prepare receipt forms in duplicate for each receipt with the original copy given to the remitter and the duplicate copy held in the school office for future reference.

3) All cash shall be counted and signed by two individuals whenever transmitted to another person.

4) Identify the source of cash with a description (i.e. Boys Varsity Basketball, Student Council, Yearbook, etc.) and the appropriate account code to which the funds will be recorded.

5) Student Activity Funds: Complete an activity form, including cash count, when reporting Student Activity deposits. Coins should be rolled.

6) A copy of the deposit form, cash count sheet, and bank deposit bag shall be sent to the Business department. The Business department will prepare and deposit funds weekly, however, more often if large amounts are collected in order to safeguard cash.

c. ACCEPTING CREDIT CARD PAYMENTS
   1) The District has begun use of the Square® system to receive payments via credit cards.
   2) Access to Square® setup will be limited to the Accounts Receivable clerk and the CFO. No other individuals will be allowed access to add/change setup.
   3) Prior to any sales, ensure the sale options are in the square menu so that proper detailed reports can be pulled, which include a description of the reason for the sale.
   4) Accounts Receivable Clerk must login to Square® system after each "event", or at least monthly, to pull the deposit info from Square® and enter as an RV in the accounting system. Attach copy of Square report with RV as backup.
   5) The CFO will review during the bank reconciliation process.

d. CASH DISBURSEMENTS: Accounts Payable processes all district and Student Activity cash disbursements. See SOP No. 9 – Accounts Payable. Collected cash **may not be used** to cash personal checks, pay vendors, reimburse expenses, pay refunds, or any other purpose other than deposit.

e. CASH BOXES FOR EVENTS: Accounts Payable will provide a check made payable to an employee event sponsor for the event cash box. This employee is responsible for cashing the check to create the cash box and the redeposit of the funds after the event has ended.

f. REVENUE AND EXPENSE STATEMENTS: All sites receive their student activity reports, revenues and expenses, from the CFO. Reports have been set up for each activity, so the report indicates each individual club/activity balances. Student Activity coaches and advisors may contact the Athletic Director or Principal at their site to obtain information about their Activity account balances.

g. STUDENT ACTIVITY ACCOUNT BALANCES: Coaches/Advisors/Principals are responsible for maintaining a positive balance in their respective accounts. Under no circumstance shall a club or activity receive approval to spend funds that would exceed their current balance.

h. BANK RECONCILIATION: See SOP No. 12 for instructions on performing a bank reconciliation.

i. SECURING CASH: All cash on site shall be kept in a locked safe or other secure location such as a locked file cabinet in a locked room with limited access.

REFERENCES:
BP 3450 – Money in School Buildings
BP 3452 – Student Activity Funds

REVISION DATE: 10/21/2019

EXHIBITS: None

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 16

FUNDRAISING ACTIVITIES

1. PURPOSE: To establish procedures for fundraising activities by student organizations and/or staff members.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: The Principals are responsible for ensuring compliance with this policy and will ensure all information is turned into the Business Office in a timely manner.

4. APPROVAL: All fundraising events or activities shall be pre-approved by the Superintendent and when applicable, from the IT Director.

5. PROCEDURES:

a. PRE-APPROVAL REQUIRED
   1) All clubs, organizations, or staff members shall request pre-approval in writing, from the Superintendent, to raise funds. Include a description of the method and purpose for the fundraising activity. Keep a copy of this approval in the fundraising activity file for future reference (an email with this information and approval response is sufficient for non-gaming fundraising. See SOP No. 29 – Gaming Fundraising Activities for forms and procedures pertaining to using the District Gaming Permit).

b. DEPOSITS & WITHDRAWALS
   1) All deposits and withdrawals shall comply with procedures in SOP No. 15 – Cash Handling. ALL FUNDS MUST BE DEPOSITED INTACT AND AS SOON AS POSSIBLE. Funds may not be used to cash personal checks, pay vendors, reimburse expenses, pay refunds, or any other purpose other than deposit. Under no circumstances may employees take district cash home with them. FAILURE TO COMPLY WITH THIS POLICY IS GROUNDS FOR DISCIPLINARY ACTION.

c. FUNDRAISING UNDER GAMING PERMIT
   1) Fundraising that falls under the school gaming permit is to be conducted in accordance with SOP No. 29 – Gaming Fundraising Activities.

d. SOLICITING CONTRIBUTIONS

1) Soliciting contributions is not considered fundraising, but still requires the Superintendent's pre-approval.

e. CROWDFUNDING

Crowdfunding is the practice of funding a project, idea, or items by raising small amounts of money from a large number of people, typically via the internet. The following summarizes the District's guidelines and procedures for District staff when wanting to initiate a crowdfunding effort. Note: The District will take into account the volume of requests and may reserve the right to limit the number of requests approved.

1) Establishing any online crowdfunding account on behalf of a classroom, school or the District, requires written pre-approval from the Superintendent, who must also ensure BP 3290 is followed.
2) Requests for technology must also be pre-approved by the Technology Director.
3) Requests that require electric, plumbing or other facility considerations must be approved by the Maintenance & Operations department.
4) Requests that involve athletics must be approved by the Athletic Director or Principal.
5) Approved requests must be forwarded to the Business Office.
6) Following notification of final approval, the staff member can create the crowdfunding page.
7) No use of the District name, logo, or likeness by any staff member, student or school group may be used for crowdfunding purposes without prior written permission as stated above.
8) If a proposal is successfully funded, the staff member must immediately notify the Superintendent and Business Office, who will setup a program to track the revenues and expenses.
9) The District will not fund the remainder of projects receiving partial funding from donors.
10) All cash or property secured from crowdfunding is the property of the District.
11) Please see SOP No. 15 – Cash Handling and SOP No. 29 – Gaming Fundraising Activities.
12) All funds raised must be deposited to the District's checking account as soon as possible, accompanied by a dated report from the crowdfunding site.
13) SOP No. 5 – Purchasing must be followed for the expenditures made with the proceeds of any crowdfunding.
14) If there are any unspent funds, the District will determine the appropriate way to spend or return the unused funds.
15) All items/materials obtained through District approved crowdfunding are the property of the District. While preference is given for the items/materials to be used and maintained by the employee/group who originally obtained them through crowdfunding, the District reserves the right to transfer such items/materials to another classroom and/or teacher, where necessary.

REFERENCES:
BP 3452 – Student Activity Funds
BP 3290 – Gifts/Grants/Bequests

REVISION DATE: 02/14/2022

EXHIBITS: None

Nome Public Schools

Extensions Correspondence School

2024-2025
Parent-Student Handbook

Updated: 08/20/2024 by Rachel Ventress

Table of Contents

Mission Statement	page 3
Extensions Enrollment	page 4
Individualized Learning Plan (ILP)	page 7
Course Requirements	page 8
Program Requirements	page 13-14
Graduation Requirements	page 15
Assessments	page 18-22
Allotment Funding	page 22
Appeals Procedures/Public Complaints	page 28
Special Needs	page 29
Appendices/Forms	page 30
Handbook Agreement Form	page 76

Mission Statement

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

Nome Public Schools

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Jamie Burgess, Superintendent
Rachel Ventress, Extensions Teacher of Record

Enrollment

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

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

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

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

Regular Enrollment

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

New Enrollment

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

Late Enrollment and Prorated Allotment Amounts

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

Date of Enrollment

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

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

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

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

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

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

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

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

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

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

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

Retention

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

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

Emancipated Minors and Single/Married Students

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

Late-Enrollment

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

Withdrawal from Extensions Correspondence School

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

Individualized Learning Plan

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

To be considered enrolled, the following must be completed:

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

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

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

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

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

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

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

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

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

reimbursement/requisition requests and to verify reports.

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

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

Core Course Requirements

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

Core classes are defined as the following:

● 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 ECS administration for extenuating circumstances such as fulfilling graduation requirements.

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

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

Alaska State Standards and Grade Level Expectations

Curriculum must be aligned to state standards and grade level expectations. The Department of Education & Early Development website provides explanations and the key elements of educational standards: https://education.alaska.gov/akstandards/. Alaska has adopted standards in the following content areas: English Language Arts,

Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, Cultural Standards, and Alaska Studies.

Proficiency

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

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

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

Curriculum Choices

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

In accordance with AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7), Extensions Correspondence School shall use curriculum materials, including textbooks and other instructional aids, that have been approved by the district, and are of the same quality as those materials that the district offers in the district's other programs. All materials must be in compliance with AS 14.03.090 and AS 14.18.060 to ensure they do not promote religious, partisan, sectarian, or denominational doctrine, and they are nondiscriminatory

and non-gender-biased. Any material that does not meet the above criteria can be used at parental discretion and can earn credit, but cannot be reimbursed with Extensions allotment funds.

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

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

Semester Requirements

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

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

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

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

Parent Designed Classes

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

Faith-based Curriculum

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

Courses Taken From Private Institutions

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

Amending the ILP

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

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

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

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

Academic Honesty

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

Instructional Timelines

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

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

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

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

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

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

Grading Scale
Nome Extensions will use the following standard grade scales:
Grade Kindergarten through 12th grade:

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

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

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

Program Requirements

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

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

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

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

Quarter Grades and Progress Review

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

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

Non-Compliance Procedures

Non-Compliance/Monthly Contact/Quarter Reviews

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

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

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

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

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

Non-Compliance Testing Participation

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

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

Required Paperwork and Signatures

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

Counseling Student Support Services

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

Graduation Requirements

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

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

High School Diploma

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

High School Credits

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

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

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

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

High School Credit for College Courses

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

- A three-credit college course (100-level or higher) is equal to 1 (1.0) high school credit.
- A one-credit college course is equal to 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 ECS requirements and be monitored by the advisory teacher through online reporting.

Extensions students meeting NPS and Alaska School Activity Association (ASAA) eligibility requirements may participate in NPS athletics and other extracurricular

activities, such as Honor Roll, Future Teachers, NNYLO, and National Honor Society, etc. Students interested in functions such as the National Honor Society should call Beltz and ask for the advising teacher sponsoring these functions for more information.

Quarter Credits

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

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

CLEP Policy

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

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

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

Testing Out of a Course

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

High School Credit Prior to Entering High School

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

NPS Certified Transcripts

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

Scholarships and Opportunities for High School

Alaska Scholars Scholarships

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

Alaska Performance Scholarship

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

Statewide Mandated Testing Program/Achievement Testing Procedures

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

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

	SAT	**October - June**

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

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

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

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

The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities. The ACT has up to

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

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

English Language Proficiency (ELP) Assessment

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

National Assessment of Education Progress (NAEP)

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

Who is tested?

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

Waivers or Refusal to Test

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

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

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

Non-Participation

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

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

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

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

MAP is a formative assessment in the core areas of reading, language usage, and math. MAP is based on an interactive program based on a student's responses as they take the test. For example, if a student answers a question correctly, they are presented with a more challenging item. If a student misses a question, they are presented with another question that is a bit less challenging. MAP describes this process as narrowing in on a student's learning level with content that allows them to succeed. MAPs are aligned with State and national standards. The assessment can be given to students in grades K-2 and

10-122 three times during the school year. For students 3rd-9th grades, the spring MAP will be replaced with the PEAKS test. MAP is designed to measure student growth in content areas, and focus on a student's achievement level and academic needs. Results provide teachers with information that can help guide instructional planning for students individually or in groups (4 AAC 06.737(a) Standards-based Assessment).

Student Assessment Data

What data is collected?

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

How does Extensions or EED use the data?

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

How the data will not be used?

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

What does Extensions and EED do to protect student data?

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

Funding Accounts and Expenditures

Students have access to an allotment amount starting July 1st of the fiscal year. To receive reimbursement from this allotment fund, the reimbursement request form on pg. 46 must be filled out, signed, and submitted along with receipts for services or purchases.

Student allotments must be used for instructional expenses for the student enrolled in our program**. All expenses must be directly related to the Individual Learning Plan (ILP) and reviewed and approved by the certified teacher and administration.** Some items or services may require pre-approval. As per regulations, limitations and restrictions may also apply. Verified students are eligible for allotments per the table below.

Student Allotment Amounts (FY24)

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

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

Approved Curriculum Purchases

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

Purchases for Supplies and Materials

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

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

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

Pre-Approval Process and Purchase Limitations

- **All tutoring and lessons being paid for out of a student's account must be preapproved.** The vendor for the tutoring and lessons must also be approved. The Instructor/Tutor application form is located in the appendix (pg. 69). Per regulation 4AAC 33.421 (l), certain qualifications must be met to contract with a private individual for tutoring or lessons.
    - Tutoring cannot be provided by a private or sectarian educational institution
    - Tutoring must be aligned to the Individual Learning Plan and
    - Be provided by a qualified tutor. Extensions has determined tutors to be highly qualified if;

    - They hold a current AK teaching certificate in the subject area of study, or
    - They are employed under a business license for in kind services
    - They are granted approval through submitting a letter of request with documentation supporting their qualifications (transcripts, letters etc.)

- Planned expenditures for the student's instructional needs must be documented in the student's ILP and associated with a particular course. (i.e.: if the student is receiving tutoring for a math class the ILP must indicate tutoring for math, three hours per week.) An individualized vendor invoice should document the student's name, course tutored and actual dates and session times for tutoring (either past or projected). This level of documentation in the ILP and corresponding source documents are required for any form of reimbursement. For weekly sessions such as tutoring or music lessons, invoices can be submitted each quarter for projected dates of completion. If, for any reason, a lesson is missed or skipped, that lesson should be made up during and not invoiced for the following quarter. If a lesson in the second quarter is missed or skipped, that lesson should be made up during the third quarter, and so on. Nome Extensions reserves the right to verify use and completion of invoiced services with listed vendors.

- Extensions promotes a balanced education and equitable services, initial expenditures (lessons, curriculum, materials and supplies) for fine arts, music and physical education (curriculum and lessons only) for a student cannot exceed 25% of the student allotment for any one student. The initial limitation can be waived upon verification of proficient test scores, compliance with program policy and procedures, use of approved curriculum, and recommendation from the advisory teacher. Students will not be allowed to spend their entire allotment on elective courses except in cases where all other core course requirements have been met.

- Additional items that do not fall into the general group above should be preapproved to protect you. Submit your request for pre-approval to your teacher of record.

- Expenses incurred during out-of-state travel must be pre-approved by the superintendent or designee. A letter of explanation, alignment to grade level expectations and educational purpose must accompany the pre-approval request.

- Specialized items such as musical instruments and related equipment may be limited to $250 in total. Rental of these items also may not be allowed to exceed the $250 limit per year. Purchases may be limited to one instrument per student per year.

- Items such as sewing machines, eReaders, cameras, and printers may be necessary to deliver education to students; however, these purchases may be limited per

family as determined by prior purchases. These items may not be purchased for replacement each year. Items damaged or lost will not be eligible for replacement. Purchasing guidelines used within the Computer Program may be applied as appropriate. To ensure your purchase will be covered by Extensions, please seek pre-approval of these and related items.

Purchase Limitations

- Items priced at $250 or more require pre-approval of the advisor and will carry a depreciation schedule as follows: at the end of the school year, the item can be purchased by the family at 75% of the original cost. At the end of the second year of enrollment, the item can be purchased at 50% of the original cost. At the end of the third school year, the item can be purchased at 25% of the original cost. At the end of the 4th year, the item will belong to the family outright. If the family opts to not purchase the item, then the special purchases can be made and then remain property of NPS, subject to be returned to NPS at the end of the school year.

- Technology purchases over $250 must be compatible with NPS systems (Apple products).

- The district considers any purchase from $250 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. Any item purchased by the district over $250 must be returned after the student leaves the program unless purchased under the depreciation schedule.

- Items such as televisions, audio players, DVD players are generally considered personal items and are not allowed for purchase or reimbursement. See also Items Not Approved for purchase or reimbursement.

- Purchase of used curricula is allowed and reimbursable with a valid itemized original vendor receipt.

- An Extensions student may take one class at one of the NPS Main Campuses without affecting his/her allotment. Additional classes may be taken, but the allotment will be decreased to the fractional equivalent of the course load.

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

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

Curriculum/Textbook/Materials Return Policy

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

Items NOT Approved for Purchase or Reimbursement

Whether purchased by the district or reimbursed, all expenses for your student must have an educational purpose related to their Individual Learning Plan as written or amended. Your requests must reflect the student goals and the purchases must be reasonable. We always compare our reimbursements to the ILP and what would be a reasonable purchase in a local school for the same class. We cannot pay for materials that will be used for personal or business use. The preapproval process is in place to ensure that families do not make purchases they would not generally make without reimbursement.

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

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

or parking fees;
(8) permanent items that adhere to or enhance the value of a non-school facility; or
(9) items that are considered excessive by the school administrator.

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

Reimbursement Schedule

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

- Reimbursement requests for the first semester can be submitted on the first school day.
- Reimbursement requests can be submitted not more often than once per quarter.
- Reimbursement for lessons and tutoring also require vendor approval and documentation of the student's name, course tutored and actual dates and time billed for tutoring.
- Approved, reimbursable items will be paid within three weeks of the date stamp from the NPS Business Office.
- In order to avoid any delays, please submit all necessary forms and original well-documented receipts to your advising teacher for approval.
- To expedite the reimbursement process, please make sure a direct deposit form is on file.
- The last day to submit for reimbursements is April 30th. Excessive spending at the end of the school year may result in denied purchases or reimbursements.
- Reimbursement forms and receipts for Internet services will be allowed July-June of the school year (May and June Internet bills may be submitted for future reimbursement based on April's bill as a projection for summer costs). July bills can be submitted for reimbursement with the current fiscal year.
- If you have money left in your student account at the end of the year, a request IN WRITING must be submitted before the last day of school for that excess amount to be held for use by that student the following school year. Students who are graduating from the program cannot have funds transferred to siblings for use in following years.

Educational Travel

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

Field trip approval forms are not always necessary, but are recommended for tickets into

museums, appropriate concerts, zoos, or exhibits with obvious educational value. There is a limit of one visit per institution per academic year per student with the exception for special exhibits which may be reimbursed with pre-approval. Only student admission is reimbursed. Field trips must be supported by the ILP. Examples of fieldtrips that may align to the student ILP include:

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

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

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

Appeals Procedure/Public Complaints

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

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

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

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

1. When a complaint involves accusations of child abuse as defined in Alaska Statutes, the provisions of this policy and regulations shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.

2. The School Board has taken great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students and their parents/guardians. A public complaint regarding the instructional materials used by the district shall be accepted only from parents and guardians of children enrolled in the School District.

3. The School Board recognized that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities. The Board prohibits retaliation in any for the filing of a complaint, the reporting of incidents of discrimination, or for participation in discrimination complaint procedures.

Special Education

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

APPENDICES

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

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

Student Records Transmittal Request

Student Name: _____ Birth date: _____

Last Grade Completed: _____ Withdrawal Date: _____

SENT TO:

Previous School: _____

Street or Box number: _____

City: _____State: ____ Zip:_____

Email: _____

REQUESTED BY:

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

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

___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

Nome Extensions Correspondence School

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

STUDENT INFORMATION

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

PARENT INFORMATION

Name	email	Phone Number
_____	_____	_____

Address	City, State, Zip code
_____	_____

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

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

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

Parent Signature	*Parent Name (Print)*	*Date*
_____	_____	_____

_____	_____	_____

Teacher of Record Signature *Teacher of Record Name (Print)* *Date*

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

Select All That Apply (4 required): ___English Language Arts ___Reading ___Writing ___Grammar ___Math ___Science ___Social Studies ___Cultural Studies ___PE/Health ___Fine and Practical Arts ___Enrichment Studies ___Foreign Language ___Technology ___OTHER (please list):	**Methods of Assessment (select all that apply):** ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report ____Other (please explain):
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, any supplies you will use, etc.	
COURSE:_____ **Materials:**	COURSE:_____ **Materials:**
COURSE: _____ **Materials:**	COURSE: _____ **Materials:**
COURSE:_____ **Materials:**	COURSE: _____ **Materials:**
COURSE:_____ **Materials:**	COURSE: _____ **Materials:**

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

FOR K-8 students:

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

READING: YES _____ NO _____

MATH: YES _____ NO _____

If NO was checked above, answer the following:

Strategies and ILP modifications for reaching proficiency:

-
-
-
-

ILP form updated 06/23/2024

Nome Extensions Correspondence School

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

ILP form updated 06/23/2024

STUDENT INFORMATION

_____, _____, _____ _____ _____ _____

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

Extensions Correspondence School ***Progress Report*** *of Student Work 2024-2025*

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

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

Directions: *fill out this form as completely as possible to report student progress.*
For semester reports (ending with 2nd quarter and 4th quarter), at LEAST 2 pages of work samples for each subject (including electives) are required to accompany this form. Please reference the handbook for details on acceptable work samples for elective classes.

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

6.			
7.			
8.			

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

Four Progress Reports are required for the entire school year.

Additional notes: _____

_____

_____

_____

_____

Parent/Guardian Signature: _____ *Date:* _____

Teacher of record Signature: _____ *Date:* _____

Monthly Contact Log

Family name: _____

Teacher of Record Name: _____

Enrollment month: _____

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

Please submit this log by the end of the school year

Reimbursement Request Form: Extensions Correspondence Program
Box 131, Nome, AK 99762

Submit this form to Academic Advisor

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

Submit record times for lessons and tutoring only

Family 1st Half Amt: $_____

Family 2nd Half Amt: $_____

Family Year Total Amt: $_____

Year to date reimbursed: $_____

Total Available (this request): $_____

Total spent for this request: $_____

Updated Family Allotment: $_____

ILP Complete: _____

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

Office use:

Academic Advisor Approval: _____ Total Refund: $_____

Superintendent Approval: _____

Business Manager Approval: _____ CODE_____

For Items listed on reimbursement request, a receipt must be included for each vendor

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				****Track 1 and 2: Social Studies (1.0)**			
Math I (1.0)				*REQUIRED: 3.0* ***Track 1 and 2: 4.0*			
Math 2 (1.0)				**Elective 1**			
Math 3 (1.0)				**Elective 2**			
****(Track 1) Math 4 (1.0)**				**Elective 3**			
Required: 3.0 **4.0 (track 1)*				**Elective 4**			
Science I (1.0)				**Elective 5**			
Science 2 (1.0)				**Elective 6**			
****(Track 1 and 2): Science 3 (1.0)**				**Elective 7**			
****(Track 1): Science 4 (1.0)**				**Elective 8**			
REQUIRED: 2.0 *3.0 (track 2)* *4.0 (track 1)*				***Elective 9**			
Health (.5)				****Track 2: Two electives must be a foreign language (same language)**			
REQUIRED: .5				*REQUIRED: 8.0* **9.0*			
PE 1 (.5)							
***PE 2 (1.0)**							
REQUIRED: .5 **.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

	EXTENSIONS 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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 2/11		
Elem	Language Arts	First Language Lessons(Peace Hill Press)	Yes
Elem	Language Arts	Great Source	Yes
Elem	Language Arts	Institute for Excellence In Writing	Yes
Elem	Language Arts	Lindamood-Bell	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Language Arts	Veritas Press	Yes
Elem	Language Arts	Zaner Blaser	Yes
Elem	Language Arts	Michael Clay Thompson	Yes
Elem	Language Arts	Carson-Dellosa Publishing	Yes
Elem	Math	ALEKS Math	Yes
Elem	Math	Delta Education	Yes
Elem	Math	Everyday Math	Yes
Elem	Math	Horizons	Yes
Elem	Math	Lexia	Yes
Elem	Math	Math U-See	Yes
Elem	Math	Rightstart Math	Yes
Elem	Math	Saxon Publishers, Inc.	Yes
Elem	Math	Singapore Math	Yes
Elem	Math	Teaching Textbook (Timberdoodle)	Yes
Elem	Math	Thinkfast	Yes
Elem	Math & History	Encore	Yes
Elem	Math & Science	The Learning Company	Yes
Elem	Math Subjects	Aleks	Yes
Elem	Math Subjects	Ipass	Yes
Elem	Math	Marshall Cavendish Education	Yes
Elem	Music	Mayron Cole Method	Yes
Elem	Piano	Suzuki	Yes
Elem	Penmanship	Zaner Blaser	Yes
Elem	Phonics	Hooked on Phonics	Yes
Elem	Phonics	Rocket Phonics	Yes
Elem	Phonics	Zoo Phonics	Yes
Elem	Phonics and Spelling	Saxon Phonics	Yes
Elem	Reading	PCI Reading Program	Yes
Elem	Reading	Sonday 2	Yes
Elem	Reading	Sonday System	Yes
Elem	Reading	SRA	Yes
Elem	Reading/ Language Arts	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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 3/11		
Elem	Reading/Spelling/Phonics	The Ordinary Parent's Guide to Teaching Reading	Yes
Elem	Science	Delta Science	Yes
Elem	Science	McGraw Hill	Yes
Elem	Science	Steck-Vaughn Wonders of Science	Yes
Elem	Sign Language	Prentice Hall	Yes
Elem	Sign Language	The Joy of Signing	Yes
Elem	Social Studies & History	American Education Publishing	Yes
Elem	Social Studies	Nystrom	Yes
Elem	Social Studies	The Mail Box	Yes
Elem	Social Studies	Weekly Reader Publishing	Yes
Elem	Social Studies, History	Animated Hero Classics	Yes
Elem	Social Studies, History, Government	Frank Schaffer Publications: Skill for Scholars	Yes
Elem	Spelling	SRA Morprographic	Yes

Elem	Writing	Adventures in Writing	Yes
Elem	Writing	Compass Learning	Yes
Elem	Writing	Criterion Writing	Yes
Elem	Writing	Institute for Excellence In Writing	Yes
Elem	Writing	Razzle Dazzle Creative Writing	Yes
Elem	Writing	Razzle Dazzle Expository Writing	Yes
Elem	Writing	Write Source	Yes
Elem	Writing	Writing With Ease {Peace Hill Press)	Yes
Elem	Writing	Adventures in Writing	Yes
Elem	Science	Holt	Yes
Elem	Science	Steck-Vaughn Wonders of Science see above	Yes
Elem	Writing	Write Source	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Writing	Adventures in Writing	Yes
Elem	Writing	Write Source	Yes
Elem	World Language 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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 4/11		
Elem	Math	Abeka	No
Elem	Health	Abeka	No
Elem	History	Mystery of History	No
Elem	Home Economics	Alpha Omega	No
Elem	Language Arts	Abeka	No
Elem	Language Arts	Winter Promise	No
Elem	Science	Abeka	No
Elem	Science	Winter Promise	No
Elem	Science (Astronomy/ Zoology /Botany)	Apologia	No
Elem	Social Studies	Abeka	No
Elem	Social Studies	Winter Promise	No
Elem	Technology	Alpha Omega	No
Elem	Unit studies include all subjects except Math and Reading/Phonic	Konos	No
Elem	Science	Abeka	No

MIDDLE SCHOOL

Grade Level	Program of Studies	Vendor	Reimbursable?
Middle	All Subjects {Intervention)	AGS {Intervention or SPED Only)	Yes
Middle	All Subjects	BYU, Dept. of Ind. Study	Yes
Middle	All Subjects	Chalkduster Company	Yes
Middle	All Subjects	Compass Learning Odyssey	Yes
Middle	All Subjects	Core Curriculum	Yes
Middle	All Subjects	EMC Paradigm Publishing	Yes
Middle	All Subjects	Follet	Yes
Middle	All Subjects	Glencoe/McGraw-Hill	Yes
Middle	All Subjects	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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 5/11		
Middle	All Subjects	Silver Burdett Ginn	Yes
Middle	All Subjects	Steck-Vaughn CO.	Yes
Middle	All Subjects	time41earning.com	Yes
Middle	All Subjects	University of Missouri Center of Indept. Study	Yes
Middle	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
Middle	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
Middle	Fine Arts (Art)	Atelier	Yes
Middle	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
Middle	Fine Arts {Art)	Meet The Masters	Yes
Middle	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
Middle	Music - Piano	Mayron Cole Method	Yes
Middle	Fine Arts (Music)	Suzuki	Yes
Middle	Language Arts	Creative Teaching Press: The Learning Works	Yes
Middle	Language Arts	English for the Thoughtful Child	Yes
Middle	Language Arts	Evan-Moor	Yes
Middle	Language Arts	Great Source	Yes
Middle	Language Arts	Institute for Excellence In Writing	Yes
Middle	Language Arts	Language Strategies Curriculum	Yes
Middle	Language Arts	Lindamood-Bell	Yes
Middle	Language Arts	Shurley English	Yes
Middle	Language Arts	SRA	Yes
Middle	Language Arts	Zaner Bleser	Yes
Middle	Language Arts (Writing)	Criterion Writing	Yes
Middle	Language Arts {Grammar)	Razzle Dazzle Daily Dazzle	Yes
Middle	Language Arts- (Grammar, Vocabulary, Poetry, Writing)	Michael Clay Thompson	Yes
Middle	Handwriting	D'Nealian	Yes
Middle	Language Arts {Reading)	Lexia	Yes
Middle	Language Arts {Spelling)	SRA Morphographic	Yes
Middle	Language Arts (Writing)	Compass Learning	Yes
Middle	Language Arts {Writing)	Institute for Excellence In Writing	Yes

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 6/11		
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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 7/11		
Middle	World Language	Rosetta Stone	Yes
Middle	World Language	Standard Deviants	Yes
Middle	(Sign Language)	Prentice Hall	Yes
Middle	(Sign Language)	The Joy of Signing	Yes
Middle	Writing	Write Source	Yes
Middle	Writing	Adventures in Writing	Yes
Middle	Writing	Write Source	Yes
Middle	All Subjects	The Robinson Curriculum	Yes
Middle	Science I Mathematics	Zometool System	Yes
Middle	History I Science	Joy Hakim	Yes
Middle	Science	Holt	Yes
Middle	Language Arts	Shurley English	Yes
Middle	All Subjects	K-12	Secular Only
Middle	All Subjects	Sonlight Curriculum	Secular Only
Middle	Social Studies I Language Arts	Peace Hill Press	Secular Only
Middle	All Subjects	Bob Jones	No
Middle	All subjects (except Math and Reading/Phonics)	Konos	No
Middle	Career and Technical Education	Alpha Omega	No
Middle	Health/PE	Abeka	No
Middle	Language Arts	Abeka	No
Middle	Mathematics	Abeka	No
Middle	Other (Home Ec)	Alpha Omega	No
Middle	Science (General Science)	Apologia	No
Middle	Science (Physical Science)	Apologia	No
Middle	Social Studies	Abeka	No
Middle	Social Studies	Mystery of History	No

HIGH SCHOOL

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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 8/11		
HS	All Subjects	Follet	Yes
HS	All Subjects	Glencoe/McGraw-Hill	Yes
HS	All Subjects	Harcourt Co.	Yes
HS	All Subjects	Holt Rinehart & Winston	Yes
HS	All Subjects	Indiana University	Yes
HS	All Subjects	Keystone National High School	Yes
HS	All Subjects	MacMillian/McGraw-Hill	Yes
HS	All Subjects	McDougal-Littell	Yes
HS	All Subjects	North Dakota Div. Of Ind. Study (NDIS or NDCDE)	Yes
HS	All Subjects	Oak Meadow School	Yes
HS	All Subjects	Pearson	Yes
HS	All Subjects	Odyssey Ware	Yes
HS	All Subjects	Penn Foster	Yes
HS	All Subjects	Prentice Hall	Yes
HS	All Subjects	Scholastic Inc.	Yes
HS	All Subjects	Silver Burdett Ginn	Yes
HS	All Subjects	Sophia Learning (online, dual credit options)	Yes
HS	All Subjects	Steck-Vaughn Co.	Yes
HS	All Subjects	Time for Learning	Yes
HS	All Subjects	University of Alaska Fairbanks	Yes
HS	All Subjects	University of Alaska Southeast	Yes
HS	All Subjects	University of Missouri Center of Indept. Study	Yes
HS	All Subjects	Williamsburg Academy (online, instructor-based)	Yes (for classes not faith-based)
HS	All Subjects	University of Nebraska-Lincoln	Yes
HS	All Subjects	University of Alaska Anchorage	Yes
HS	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
HS	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
HS	Fine Arts (Art)	Atelier	Yes
HS	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
HS	Fine Arts (Art)	Meet The Masters	Yes
HS	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
HS	Fine Arts (Piano)	Suzuki	Yes

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 9/11		
HS	Health/Physical Education (Health)	Pacemaker/Pearson	Yes

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

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 10/11		
HS	Other (Keyboarding)	Mavis Beacon	Yes
HS	Science	Holt	Yes
HS	Science (Physics}	Singapore Physics	Yes
HS	Science, Social Studies, Foreign Language	Classroom With a View	Yes
HS	Social Studies	Holt	Yes
HS	Social Studies: Alaska History	Aunt Phil's Trunk: Alaska History Course	Yes
HS	Social Studies: AK History	Alaska Land in Motion	Yes
HS	Social Studies: AK History	Alaska Digital Academy	Yes
HS	World Languages	Rosetta Stone	Yes
HS	World Language	EMC Paradigm Publishing	Yes
HS	World Language	PowerGlide	Yes
HS	World Language	Standard Deviants	Yes
HS	World Language (Sign Language)	Prentice Hall	Yes
HS	Writing	Write Source	Yes
HS	Writing	Adventures in Writing	Yes
HS	All Subjects	The Robinson Curriculum	Yes
HS	Science I Mathematics	Zometool System	Yes
HS	(Sign Language)	The Joy Of Signing	Yes
HS	History I Science	Joy Hakim	Yes
HS	Science	Holt	Yes
HS	Writing	Write Source	Yes
HS	All Subjects (Intervention)	AGS	Yes
HS	All Subjects	K-12	Secular Only
HS	All Subjects	Sonlight Curriculum	Secular Only
HS	Social Studies I Language Arts	Peace Hill Press	Secular Only
HS	All Subjects	Bob Jones	No
HS	All subjects except Math and Reading/Phonic	Konos	No
HS	Health	Abeka	No
HS	Language Arts I Grammar	Abeka	No
HS	Language Arts I Literature	Abeka	No
HS	Language Arts I Poetry	Abeka	No

	EXTENSIONS APPROVED CURRICULUM LIST Pg. 11/11		
HS	Language Arts I Vocab/Spelling	Abeka	No
HS	Language Arts (Vocab/Spelling/Poetry IV)	Abeka	No
HS	Language Arts (Vocab/Spelling/Poetry IV) (9)	Abeka	No
HS	Mathematics I Algebra 1	Abeka	No
HS	Mathematics I Algebra 2	Abeka	No
HS	Mathematics I Consumer Math	Abeka	No
HS	Mathematics I Geometry	Abeka	No
HS	Mathematics I Pre-Algebra	Abeka	No
HS	Home Economics	Alpha Omega	No
HS	Technology	Alpha Omega	No
HS	Science (Biology)	Apologia	No
HS	Science (Botany)	Apologia	No
HS	Science (Chemistry)	Abeka	No
HS	Science (Chemistry)	Apologia	No
HS	Science (Physical Science)	Abeka	No
HS	Science (Physics)	Abeka	No
HS	Science (Physics)	Apologia	No
HS	Social Studies I American Govt	Abeka	No
HS	Social Studies I Economics	Abeka	No
HS	Social Studies I History	Mystery of History	No
HS	Social Studies I US History	Abeka	No
HS	Social Studies I World Geog.	Abeka	No
HS	Social Studies I World History	Abeka	No

Extensions Basic Student Grading Guidelines

Grade scale:

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: _____

[APS Tracking Form](#) Pg.1/2

Class of 2018 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP

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

Required Curriculum *(for all levels)*

Students can choose either curriculum option:

Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade contained in your high school's permanent student record.

	Option 1: Math & Science Curriculum	Option 2: Social Studies & Language Curriculum
Science	(4 credits)	(3 credits)
Math	(4 credits)	(3 credits)
Social Studies	(4 credits)	(4 credits)
Language Arts	(4 credits)	(4 credits)
World Language		(2 credits) *Same language for both credits*

	Level 1	Level 2	Level 3
	UP TO **$4,755** *per year*	UP TO **$3,566** *per year*	UP TO **$2,378** *per year*
Required GPA	○ 3.5 or greater	○ 3.0 or greater	○ 2.5 or greater
Required Testing	**ACT/SAT: Use APS for Degree or Certificate**		
	○ ACT 25 SAT 1210* *for SAT taken March 2016 or later	○ ACT 23 SAT 1130* *for SAT taken March 2016 or later	○ ACT 21 SAT 1060* *for SAT taken March 2016 or later
	WorkKeys: Use APS for Certificate Only	*A combination score of 13 or higher with no score below 4, is required in Applied Math, Graphic Literacy, and Workplace Documents*	
	○ WorkKeys 13	○ WorkKeys 13	○ WorkKeys 13

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

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

Questions? Visit APS.alaska.gov

rev. 09/23/2022

APS QUALIFYING COURSES

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

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

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

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

STUDENTS MAY ALSO USE APPROVED ADDITIONAL COURSES AS FOLLOWS:

Option 1: Math & Science Curriculum

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

Option 2: Social Studies & Language Curriculum

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

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

MATH
standard courses

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

SCIENCE
standard courses

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

LANGUAGE ARTS
standard courses

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

SOCIAL STUDIES
standard courses

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

WAYS TO ACCESS APPROVED COURSES:

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

Alaska Department of Education & Early Development

Questions? Visit APS.alaska.gov

Alaska Commission on Postsecondary Education

rev. 09/23/2022

Developmental Profile

Student Name: Profile completed by:
Observation Dates: Relationship to student:

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

2. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Cuts, draws, glues with materials provided			
• Copies several letters or shapes			
• Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)			
• Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately			
• Cuts, draws, glues with materials provided			
3. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Follows simple rules of participation in group activities			
• Participates cooperatively in large and small group activities			
• Invents and sets up activities that include more than one child			
• Is sometimes part of the audience, as well as an active participant in group events			

4. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)			
• Shows ability to control impulses, with guidance			
• Seeks peaceful resolution to conflict			
• Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway)			
• Stops and listens to instructions before starting an activity			
5. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Engages in discussions and asks questions about new events and occurrences (e.g., "Why did this happen?")			
• Looks for new information and wants to know more about personal interests			
• Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)			
6. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Remains engaged while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")			
• Works on a task over a period of time, leaving and returning to it (e.g., block structure)			
• Shifts attention back to activity at hand after being distracted			
• Accepts age-appropriate challenges and continues through frustration			

7. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Counts to 10 from memory			
• Understands that when counting a set of items, each must be counted only once and none should be left out.			
• Uses math manipulatives (e.g., in games, toys and coins) in counting activities			
• Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")			
8. SKILL			
• Sorts objects into categories, classifying and comparing according to a characteristic (e.g. size, color)	Not at all able to	Sometimes able to	Able to All the time
• Recognizes, describes, duplicates and extends a two part pattern (e.g., A/B, circle/square			
• Describes how and why objects are arranged or sorted the way they are			
9. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Listens to others in group conversations and discussions			
• Responds to a request			
• Attends to book reading/story telling for at least five minutes			
• Understands prepositions in simple commands (e.g., put the bowl **on** the table, **beside** the chair, or **under** the book)			

10. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Expresses an idea in more than one way (e.g., "I like salmon very much" and "Salmon is my favorite food.")			
• Names several non-present objects using appropriate words (e.g., "We went on the boat and I saw a whale.")			
• Correctly uses words to indicate understanding			
• Defines words, with assistance (e.g., "Firefighters put out fires.")			
• Asks others for help			
11. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)			
• Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound) • Finds objects in a picture with the same beginning sound, with assistance			
• Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)			
12. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)			
• Recognizes difference between letters, words, and numerals			
• Points to the title of a book when asked			
• Reads own first name			
• Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes)			

13. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Recognizes several uppercase and lowercase letters			
• Prints several alphabet letters for given letter names			
• Writes several uppercase and lowercase letters			
• Writes his or her first name			
• Recognizes letters in his or her name			

Observation notes or explanations:

Extensions Correspondence Instructor/Tutor Application

Instructor/Tutor Name:	**Business Name:**		
Mailing Address:	**City:**	**State:**	**Zip:**
Name or topic of course:	**Cost per lesson:**		
Instructional certification or other qualifications (please attach copies of any certifications or other qualifications):			
Instructional or content experience and length of time in this field:			
Explain specific skills to be taught. List any professional standards, programs, methodology, materials, or texts to be used:			
How will you measure or determine progress of the skills taught?			
Length of lesson:	**Frequency of lesson:**	**Estimate practice time needed between lessons:**	
70-75 hours per semester are needed for each .5 high school credit. Could this course qualify for high school credit? Check 1: ☐ **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:

Nome Extensions Program Handbook Agreement Form

Terms of Agreement

- I understand and agree to follow the Extensions program procedures and policies as per the NPS Extensions handbook.
- I agree to notify Extensions School if my enrollment status changes before or during the month of October.
- I understand that my student(s) and I have access to the district appeal process, as available to all students in the district.
- I understand and confirm that textbooks, curriculum materials and the course of study as outlined by each student's Individual Learning Plan (ILP) are appropriate to that student, aligned to state standards, and comply with AS 14.03.090 and AS 14.18.060
- I understand and agree to document the process used to ensure curriculum materials are aligned to state standards and comply with AS 14.03.090 and AS
- 14.18.060, including the review of textbooks and materials by a certified teacher.
- I will keep my contact information current, maintain monthly contact, and submit quarterly paperwork.
- My student(s) will participate in the state-mandated and program required testing.
- All materials purchased with Extensions funds are to remain the property of the Extensions School. If I should withdraw from the program at some future date, Extensions may request the return of those reusable materials and equipment.
- I understand that failure to keep any part of this agreement may result in the withdrawal of my student(s), and that I will be held liable for the cost of purchased materials, curriculum, and services.

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

Signature Date

Administrator/Academic Advisor Date

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

FERPA Consent to Release Student Information

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

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

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

The type of information that is to be released under this consent is:
_____ transcript(s)
_____ disciplinary records
_____ testing data
_____ recommendations for employment or admission to other schools
_____ all records
_____ other (specify) _____

The information is to be released for the following purpose:
____ family communications about the student's education
____ other (specify)_____

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

Student's legal guardian:

Name (print)_____
Signature_____

Date_____

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

Student Allotment Deduction Authorization

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

Item(s):

Total cost:

Updated remaining allotment:

Student name:

Parent Printed Name:

Parent Signature:

Date:

Extensions Correspondence School

Box 131 • Nome, Alaska 99762

Rachel Ventress
Teacher of Record

Jamie Burgess
Administrator

PROGRESSION DECISION CONSIDERATIONS

Initial Team Meeting Date: _____ Student Name: _____

Initial Family Meeting Date: _____ Grade Level: _____

Final Confirmation Date: _____ DOB: _____ Younger / Older in Class

DIBELS MOY Composite: _____ MAP Growth Reading MOY %ile _____

DIBELS Growth from BOY: _____ MAP Reading Growth from BOY_____

DIBELS EOY Composite: _____ MAP Growth Reading EOY %: _____

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

_____

_____

_____

Other notes/considerations: _____

_____

_____

Team recommendation: **PROGRESSION** **NON-PROGRESSION**

Date: _____