# Regular Board Meeting

Tuesday, May 10, 2022 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: April 12, 2022
2. Approval of Minutes: Special Meeting: April 26, 2022
3. Approval of April 2022 Disbursements
4. Approval of April 2022 Personnel Report
5. Approval of Staff Out of State Travel Requests

C. **Awards and Presentations**
1. Introductions of Guests & Visitors
2. Students of the Month
3. ACSA Academic Policy Committee Presentation
4. ESEA Presentation

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

E. **Superintendent Report**

F. **Information & Reports**
1. Student Representative Report
2. Principal Reports
3. Director Reports
4. Business Manager Report

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

H. **Action Item**
1. Approval of 2nd Reading of Board Policies
a. BP 0100 Philosophy
b. BP 0210 Goals for Student Learning
c. BP 1020 Youth Services
2. Approval of Classified Exempt Contracts for FY23
3. Approval of Fuel Purchase for FY23

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

J. **Upcoming Events:**
- **Tuesday, June 14, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, June 28, Work Session, 5:30 pm, NES Library**

K. **Adjournment**

# 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, April 12, 2022
5:32 pm
NES Library

Member Martinson called the meeting to order at 5:32 pm Tuesday, April 12, 2022 with a quorum present.

Superintendent Burgess led the Pledge of Allegiance.

Member Martinson read the Nome Public Schools Mission Statement.

**School Board Members Present**:

| | | |
|---|---|---|
| Sandy Martinson | Barb Amarok (excused) | Darlene Trigg (via Zoom) |
| Nancy Mendenhall | Bob Metcalf (via Zoom) | |

Guadalupe Callahan, Student Representative (excused)

**Others in attendance included:**

| | | |
|---|---|---|
| Jamie Burgess | Alisha Papineau | Genevieve Hollins (via Zoom) |
| Elizabeth Korenek-Johnson (via Zoom) | Peter Loewi (via Zoom) | Jim Shreve |
| Jennifer Shreve | Rebekah Albertson | Cynthia Gray |
| Teriscovkya Smith | Pat Booth | Heidi Secor |
| Rebecca Wilkerson | Miriam Trujillo | Mark Casey |
| Aaron Husemann | Brennan Kakoona | Erika Crisci-Olanna |
| Krista Marvin | Ashley Crockett | |

**APPROVAL OF AGENDA**

Member Trigg moved to approve the agenda as presented.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

**CONSENT AGENDA**

Member Trigg moved to approve the minutes from Regular Meeting, March 8, 2022; the March 2022 disbursements; the March 2022 personnel report; and the student out of state travel requests.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

**INTRODUCTIONS OF GUESTS AND VISITORS**

NONE

**STUDENTS OF THE MONTH**

NBMHS Vice Principal, Teriscovkya Smith announced Brennan Kakoona and Erika Crisci-Olanna as Students of the Month for March 2022.

There was no Student of the Month for Anvil City Science Academy.

**OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS**

Nome-Beltz High School English Teacher, Rebekah Albertson brought attention to the lack of custodial work and sanitary conditions at NBMHS. She informed that teachers and administrators are having to clean their own classrooms and bathrooms, which takes time away from checking in with each other. She also gave a handout to the school board with student complaints about the lack of cleanliness at NBMHS.

**SUPERINTENDENT REPORT**

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

**INFORMATION AND REPORTS**

Student Representative, Guadalupe Callahan reported. The report is attached to the original of these minutes.

NES Principal, Elizabeth Korenek-Johnson reported. The report is attached to the original of these minutes. Discussion followed.

ACSA Principal, Lisa Leeper reported. The report is attached to the original of these minutes.

NBMHS Principal, Jay Thomas reported. The report is attached to the original of these minutes. Discussion followed.

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

Director of Facilities, John Mortensen reported. The report is attached to the original of these minutes. Discussion followed.

Director of SPED, Aaron Husemann reported. The report is attached to the original of these minutes.

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

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

**SECOND PUBLIC COMMENT OPPORTUNITY**

NONE

**ACTION ITEMS**

Member Mendenhall moved to approve the second FY22 budget revision.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

Member Metcalf moved to approve the first reading of board policies BP 0100 Philosophy, BP 0210 Goals for Student Learning, and BP 1020 Youth Services. Discussion followed.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

Member Trigg moved to approve the second reading of board policies BP 0520 School Accountability/School Improvement, BP 1340 Access to District Records, BP 3311 Bids, and BP 6146.3 College and Career Readiness Assessments.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

Member Mendenhall moved to approve the adoption and purchase of the Bookworms reading program and materials for Nome Elementary School in the amount of $91,297.00.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

Member Mendenhall moved to approve issuing a contract for Annie Conger for the 2022-2023 school year.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

Member Trigg moved to approve adjusting the Board Work Session calendar to every other month, beginning in May of 2022.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: yes |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

**BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS**

Member Mendenhall thanked Superintendent Burgess, staff and teachers for all the work they had done this school year.
Member Mendenhall expressed her sorrow that the schools are losing good staff. She also said that it needed to be looked at how to retain staff who are in difficult positions due to the pandemic.

Member Trigg attended a Board Policy Review Committee meeting on March 9, 2022.
Member Trigg gave her gratitude to staff for their work.

Member Metcalf gave recognition to student successes at the basketball state championship, NYO and science fair.

Superintendent Burgess thanked the principals, assistant principals, directors and teachers.
Superintendent Burgess talked about events that have returned since the pandemic started.
Superintendent Burgess said she appreciated the comments on how to improve the school district and would continue working towards resolving them.

Member Martinson attended the virtual AASB board member training.
Member Martinson congratulated the Students of the Month.
Member Martinson thanked the Board Policy Review Committee and NES ELA Curriculum Committee for their work.
Member Martinson thanked Superintendent Burgess, the leadership team, teachers, students and families.
Member Martinson addressed Superintendent Burgess to continue working with facilities to find solutions to the sanitation concerns.

**UPCOMING EVENTS**

- Tuesday, April 26, Work Session/Special Meeting, 5:30 pm, NES Library
- Tuesday, May 10, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, June 14, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, June 28, Work Session, 5:30 pm, NES Library

**ADJOURNMENT**

Member Mendenhall moved to adjourn at 7:14 pm.

_____ _____

Sandy Martinson Date
President, Board of Education

Barb Amarok Date
Vice President, Board of Education

BOARD OF EDUCATION MINUTES
Special Meeting
Tuesday, April 26, 2022
5:30 pm
NES Library

Member Martinson called the meeting to order at 5:30 pm Tuesday, April 26, 2022 with a quorum present.

Superintendent Burgess led the Pledge of Allegiance.

Member Martinson read the Nome Public Schools Mission Statement.

**School Board Members Present**:

| | | |
|---|---|---|
| Sandy Martinson | Barb Amarok (excused) | Darlene Trigg (excused) |
| Nancy Mendenhall | Bob Metcalf | |

Guadalupe Callahan, Student Representative (excused)

**Others in attendance included:**

| | | |
|---|---|---|
| Jamie Burgess | Alisha Papineau | Genevieve Hollins (via Zoom) |
| Stan Burgess | | |

**APPROVAL OF AGENDA**

Member Mendenhall moved to approve the agenda as presented.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: (excused) |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

**OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS**

NONE

**ACTION ITEMS**

Member Metcalf moved to approve the hire of Evan Burgess as a Special Education Paraprofessional.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: (excused) |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

Member Metcalf moved to approve the final draft of the FY23 budget. Discussion followed.

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

| | | |
|---|---|---|
| Sandy Martinson: yes | Barb Amarok: (excused) | Darlene Trigg: (excused) |
| Nancy Mendenhall: yes | Bob Metcalf: yes | |

**UPCOMING EVENTS**

- Tuesday, May 10, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, June 14, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, June 28, Work Session, 5:30 pm, NES Library

**ADJOURNMENT**

Member Mendenhall moved to adjourn at 5:41 pm.

_____ _____

Sandy Martinson Date
President, Board of Education

Barb Amarok Date
Vice President, Board of Education

**Personnel-School Board Report**
**May 10, 2022**
**Cynthia Gray, NPS HR Manager**

## PERSONNEL ACTIONS: Staff changes/updates:

Certified Employees: New Hires/Change of Assignment:
None.

Certified Employees: End of employment/terminations/resignations:

1. Rickey McCase-Special Education Teacher/NES-Resignation
2. James Doering-Special Education Teacher/NES-Resignation

Classified Employees: New Hires/Change of Assignment/End of employment:

1. Karen Kunnuk-Classroom Aide/NES-Retirement
2. Daniel Holmes-SPED Paraprofessional/NBMHS/Resignation
3. Yevheniia McDowell-Instructional Aide/New Hire/NES

Current Classified vacancies for the 2021-2022 school year:

1. Classroom Aide/Kindergarten-NES
2. Special Education Paraprofessional-multiple positions/NES/NBMHS
3. Substitute Teacher-all schools

Certified vacancies for the 2022-2023 school year:

1. Special Education Teacher-NES/NBMHS
2. Speech Language Pathologist-SPED Department/District Wide
3. Elementary School Teacher -Grade 2, Grade 5
4. Elementary Inupiaq/Immersion Teacher

Certified New Hire List for the 2022-2023 school year:

1. Robert Morris Jr.-Assistant Principal/NBMHS

## PERSONNEL/HR PROJECTS

HR is working with administrators/principals to get all the end of the year personnel tasks complete. Including classified and certified evaluations, termination checklists and Exit Interviews for employees departing employment this year.

**PERSONNEL/HR PROJECTS -Continued**

Negotiations have begun between Nome Public Schools and the Nome Education Support Professionals Association. April 21 marked the first meeting to review ground rules and request collaborative bargaining model for the negotiations. The team scheduled the next meeting for May 11, 2022 to review specific agreed upon specific sections/articles of the agreement. The process overall seems to be going very well with aspiration of positive outcome for both teams. We anticipate to finalize a three-year agreement when negotiations are complete.

**EMPLOYEE BENEFITS**

Health Insurance Plan renewal for 2022-23 has begun. NPS has moved medical coverage from Premera Blue Cross/Blue Shield of Alaska to Meritain using the AETNA Network. Plan benefits will remain the same. There are no changes to any of the supplemental benefits. Guardian will continue to be the Life Insurance and supplemental carrier. New to the health coverage is a Diabetes/Hypertension Management Program called "Livongo". This is a free program offered to all enrolled members designed to help individuals with diabetes or hypertension manager their care. Open enrollment started May 4 and ends on May 15, 2022.

**STAFF RECOGNITION/EMPLOYEE ACTIVITIES/FUNCTIONS:**

Notification went out to staff in April for nominations for Teacher of the Year (TOY) as well as Education Support Personnel (ESP). Announcement of our annual winners and nominees will be at the end of the year luncheon on May 27, 2022. This celebration will include a hot lunch catered by the Siberian Chefs, served for all attending staff. There will be recognition for departing and retiring NPS staff. A nice year end celebration send off for NPS staff heading to summer vacation.

I am happy to answer any questions you may have regarding Personnel activity.

Respectfully submitted by

*Cynthia Gray*

Cynthia Gray-NPS Human Resources Manager

Terms & Conditions of Charter School Contract:

1. **Academic Policy Committee**: Compliant with composition as outlined. APC consists of five parents and a teacher.
2. **Educational Program**: Advance basic skills in math, science, language arts, and social studies, appropriate to the age of students in the program. Core classes (Social Studies, Science, Writing, and Reading) and Math (grades 5th-8th) are rostered by age/academic ability. Recently extracurricular opportunities include new programs and/or partnerships such as STEM/Career Exploration program with NACTEC ($5^{th}$-$8^{th}$), ANSEP Middle School Academy, and local/state Science Fair, LEGO Robotics, and cross country ski club. Academic assistance provided after school on Tuesdays and Thursdays.
3. **Achievement of Levels** (AYP): PEAKS school wide results data as addendum item. While ACSA PEAKS assessment results display evidence of students scoring higher than both district and state level results, a majority of students are below or far below proficiency in Math and English/Language Arts.
   ACSA PEAKS Assessment Results (Spring 2021) N=53:

| % Reported as: | Mathematics | English/Language Arts |
|---|---|---|
| Far Below Proficient | 7.2 | 32.1 |
| Below Proficient | 53.8 | 24.5 |
| Proficient | 30.8 | 34 |
| Advanced | 7.7 | 9.4 |

4. **Policies and Procedures**:
   a. Admission Policies and Procedures -A lottery is used if projected enrollment exceeds maximum enrollment. Current pool includes (6) in grade 6, (0) in grade 7, and (2) in grade 8 for the 2022-2023 school year.
   b. Administrative Policies - Administrative structure remains the same. Our Organizational Chart should reflect an update of staff additions: a half time teacher and a half time admin assistant. Administrative policies reflect current practice, including provisions for Special Education as determined by our current Interagency Agreement for Special Education Services between NPS and ACSA.
   c. Academic Policies -APC has supported the goal of establishing a four year rotation of academic themes around which curriculum is developed. Teachers are responsible for the curriculum, housed as a living document in a Shared Drive, and annual updates are approved by the APC. Also, after reviewing student, parent, and staff suggestions, the APC revises handbook policy each spring. Policy for school operations, such as Lottery Procedures and DC Trip policy are reviewed on an as-needed basis. One recent significant update was the creation of an online application form, which has now been available for two years.
   d. School Board Reports – The ACSA principal reports to the NPS School Board monthly. When required, academic progress of the past year is reported.

5. **Funding**: Average per pupil expenditure of $12,563 in FY22 with a total budget of $753,787. *School Foundation Formula of AS 14.17.410 and related statutes.* SPED population: FY21 had (8) students (one intensive), (1) full time SPED paraprofessional and 0.5 FTE dedicated SPED teacher. In FY22 there are (6) SPED students (two intensive), (1) full time SPED paraprofessional and a SPED teacher on premise for one period per day.
6. **School District Charges**: See the attached file called "ACSA Funding Calculations FY19." Genevieve will provide a current version of this document, and it will be distributed at the April 26th work session.
7. **Charter School Charges**: There are no fees charged to families for students who attend ACSA.
8. **Budgeting and Accounting**: See the proposed FY 23 budget on the NPS website.
9. **Facility**: We have 4 classrooms, each unique in structure due to acquiring them one at a time from existing or adapted spaces. Last year, a renovation was completed on the boys and girls bathrooms, increasing the number of stalls and sinks and creating an entrance located in our hallway. We have some storage space in the district receiving room and in the basement below the school. Lastly, this year we have been given permission to use Itinerant Room 2, located along our hallway, to serve as a Special Education services area.
10. **Staff**: Total 6.0 FTE including: 1.0 FTE Principal, 3.5 FTE Certified Teachers, 1.0 FTE Paraprofessional, and 0.5 FTE Administrative Assistant
11. **Retirement**: Nothing of significance to report unique to TRS/PERS.
12. **Pupil-Teacher Ratio**: ACSA: 17/1, NES: 14/1, NBMHS: 12/1
13. **Enrollment**: Charter is 48-66. 60 students currently enrolled, as that is a number we try to maintain to keep all grade levels steady across the district.
14. **Contract Term**: FY19 began the first year of a ten-year contract. Currently in Year #4.
15. **Termination**: Nothing to report. No intent by Charter School to terminate the contract.

NOME PUBLIC SCHOOLS
CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Anvil City Science Academy, whose address is P.O. Box 131, Nome, Alaska, 99762 hereinafter the "Charter School", and the Nome Public Schools Board of Education, whose address is P.O. Box 131, Nome, Alaska 99762, hereinafter the "School Board."

WHEREAS, the Charter School desires to operate within the Nome Public School District, hereinafter the "School District", in conformance with 4AAC 33.110, and School District policies and procedures; and

WHEREAS, in its meeting dated April 7, 1998, the School Board reviewed and approved the Charter School application; and

WHEREAS, the Charter School has fulfilled its obligations to its students, their parents, the community, and the School Board from that time to the present;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

The Charter School shall provide educational programs and services subject to the terms and conditions of this contract commencing with the first day of the school in the School District for the 2018-19 school year for a ten (10) year contract. The Charter School shall provide a quarterly report to the School Board which details the status of these programs and services.

The terms and conditions in the School District's "Charter School Policy" BP/AR 6181 and the "Charter School Application" are specifically incorporated and integral to this contract.

1. Academic Policy Committee: To develop and implement admission and administrative policies and to monitor the program, the Charter School shall establish an Academic Policy Committee. The Academic Policy Committee shall include at least five (5) persons, three (3) members must be parents of a student attending ACSA, one (1) must be a ACSA teacher, and the remaining member(s) may be a community member, parent, or teacher.

The Academic Policy Committee must approve additions or changes to Charter School administrative and admission policies and report them to the School Board.

2. Educational Program: The Charter School shall provide an educational program that shall advance basic skill areas including mathematics, science, language arts, and social studies, appropriate to the age of students included in the program. The Charter School shall comply with all Federal and State of Alaska regulations regarding its educational program and will update its educational program accordingly.

3. Achievement of Levels: The Charter School will strive to meet adequate yearly progress as dictated in all Federal and State of Alaska regulations.

4. Policies and Procedures: Except as otherwise specifically provided herein or as stated in AS14.03.255, the Charter School is not released from complying with School Board policies, procedures and regulations.

a. Admission Policies and Procedures: Any resident of the School District who is otherwise eligible to attend Nome Public Schools may apply for admission to the Charter School. All admissions shall be in accordance with Alaska State Statutes governing Charter Schools. A lottery will be used if projected enrollment exceeds the allowed maximum enrollment. In addition, the Charter School shall adhere to the section of the Application called "Admission."

b. Administrative Policies: The Charter School shall adhere to the section of the Application called "Organization and Administration."

c. Academic Policies: The Academic Policy Committee shall establish academic policies and goals for the Charter School. The Academic Policy Committee shall meet at least once a semester with the Charter School administrators to monitor the progress in achieving the committee's policies and goals.

d. School Board Reports: A liaison of the Charter School will report quarterly to the School Board regarding programs and activities at the school. By November of each year, the Academic Policy Committee's liaison will present the academic progress of its past year's students to the School Board.

5. Funding: The School District shall allocate funding for the Charter School based on a per pupil share of "basic need" funding the School District receives as determined by the School Foundation Funding Formula in accordance with AS 14.17.410 and related statutes. In addition, the School District shall provide services to students who qualify for categorical funding generated by virtue of their membership in a protected class or relationship to the United States or the State of Alaska.

6. School District Charges: The School District may deduct from this "basic need" funding indirect administrative expenses not to exceed the State of Alaska Department of Education approved indirect cost rate. These costs will be separately negotiated should the district desire to charge indirect administrative expenses during the term of this agreement.

7. Charter School Charges: The Charter School shall charge no tuition to the Charter School students who reside in the School District. The Charter School may collect student fees for special events and shall retain the fees collected from Charter School students. If the Charter School is dissolved, the remaining balance of these student fees shall revert to the School District.

8. Budgeting and Accounting: Between January and March, the Charter School liaison will work with the District Business Manager to develop a budget for the next school year. This will include the salaries of all staff at the Charter School. At this time an "estimated" student count for the following year will be given. The estimate may be finalized at the May School Board meeting.

All funds will run through the normal School District financial process. The Charter School agrees that it shall comply with all State of Alaska and Federal requirements for receipt and use of public funds.

9. Facility: The Charter School shall operate at the following location: Nome-Beltz Campus North Dorm Building Class Rooms D121, Dl22, D123, and Dl25; Toilet Rooms Dl30 and D131; storage room D1/D2, and Office Room D29.

Notice must be given by the School Board to the Charter School, no later than the regularly scheduled March School Board meeting, if the Charter School needs to change locations for the following school year.

The Charter School further covenants and warrants that the facility complies with all local State of Alaska and federal health and safety requirements applicable to other public schools in the School District.

10. Staff: The lead teacher/administrator will be chosen by the APC from the Anvil City Science Academy certified teaching staff. The lead teacher/administrator will select and appoint the employees of the Anvil City Science Academy, coordinating closely with the Chairperson of the APC. Ultimate responsibility is retained by the APC. All certified staff will be approved by the School Board or designee. It is agreed and understood that all teachers must sign a non-binding letter of intent with the Charter School before signing a standard teaching contract with the School Board or designee.

Normal statutory requirements and School Board practices should be followed by the School District for evaluation and retention of Charter School Certified Staff. Unless the School Board and the Nome Education Association agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to any teacher in the School District shall remain in effect while the teacher provides services to the Charter School.

Staff vacancies will be addressed as early as possible before the beginning of the school year, or immediately after any emergencies which arise within the school year. The Charter School shall promptly provide the School District with written notice of any changes to the staff.

The staff positions at ACSA are:
Principal / Teacher (Full Time Certified) -- Lisa Leeper
Teacher (Full Time Certified) -- Colleen Johnson
Teacher (Full Time Certified) -- Jeff Collins
Teacher (Full Time Certified) -- Heather Jameson

11. Retirement: All employees of the Charter School shall be members of the Teacher's Retirement System or the Public Employee's Retirement System, and are subject to the respective requirements.

12. Pupil-Teacher Ratio: At the Twenty Day Count for the School District, the teacher/student ratio at the Charter School should be between 1:12 and 1:17.

13. Enrollment: The Charter School shall enroll a minimum of forty-eight (48) and up to sixty-six (66) students.

14. Contract Term: This contract shall be effective upon the approval of the School Board, commencing with the first day of school in the School District for the 2018-2019 school year and shall continue for ten (10) years unless earlier terminated as provided for below.

15. Termination: The School Board may terminate this contract for:

a. Failure by the Charter School to meet the educational achievement goals;

b. Failure by the Charter School to meet fiscal management standards;

c. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the Nome Public Schools;

d. Default by the Charter School in any material provision in this agreement; or

e. Other good cause as proven by the Nome Public School Board. The School Board shall provide thirty (30) days written notice to the Charter School of its intent to terminate this contract. The notice shall include the reasons for its action and the specified time allotted for the situation to be remedied. If the Charter School fails to remedy the cause for termination within the time specified, this contract shall automatically terminate at the end of the specified time. The Charter School has thirty (30) days to appeal the School Board's decision to terminate this contract.

Upon termination, the Charter School has until a new semester start which is not less than forty-five (45) contact days from the date of termination, to close the School. For the welfare of the students, the School District shall work with the Charter School's staff and Academic Policy Committee to provide a smooth transition for all students into the appropriate Nome Public School(s).

At the close of the Charter School, any unused funds remaining shall be returned to the School District.

16. Equal Access: The Charter School covenants and agrees that it shall not discriminate against any applicant based upon membership in any of the protected classes and that it shall provide

equal access to its facilities to all students in compliance with District Policy, State of Alaska Law and Federal Law. The School District will assist the Charter School with Special Education facilities support and staff as is specified by the State of Alaska and Federal Law.

17. Nonsectarian: The Charter School shall be nonsectarian, and shall have no affiliation in any respect with any sectarian institution.

This contract signifies that the Nome Public Schools Board of Education approves the Anvil City Science Academy's operation as a Charter School with the Nome Public School District and will become effective upon the signatures of their representatives:

_____ _____

Chairperson/Designee,
Academic Policy Committee
Anvil City Science Academy

Date

_____ _____

Chairperson/Designee,
Nome Public Schools Board of Education

Date

# RENEWAL
# Charter School
# APPLICATION

for

# Anvil City Science Academy

# FY 2018

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

# Anvil City Science Academy

# Application for Charter Renewal

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## Charter Schools Assurances Page

**By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.**

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(B)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Nome Public Schools

Name of the Charter Program: Anvil City Science Academy

Name of Superintendent: Shawn Arnold

Signature of Superintendent: _____ Date: 10 Oct 2017

## Section 1: Establishment of the Charter at the local level

*i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. AS 14.03.265(a)(1-3)*

**Purpose of Charter**

Anvil City Science Academy was created and shaped by a small nucleus of like-minded parents, teachers, and community members interested in a family-oriented, character-developing, highly-rigorous academic education as well as concern for the future of their own and community children. It is an expectation that all students will have a high achievement, for each has great potential. Technology and scientific research methods are an integral part of the curriculum, as it will be an integral part of every child's future.

**Philosophy and Foundation Aspects**

The family is the primary institution for the transfer of values from one generation to the next. Over the years, families have lost or relinquished much of their educational responsibility to other institutions. Anvil City Science Academy seeks to create a platform returning control of education to the family. Parents will collaborate with other parents, teachers, community members and administrators in a spirit of sharing, in a cooperative non-threatening environment of inclusiveness, and flexibility for the continued discovery of education for our children.

- Multi-age
  ACSA is a multi-age school. We believe our multi-age structure allows children to learn at their own developmental pace as well as allowing for siblings to learn together.

- Content-Rich Academic Program
  Science Academy parents, the ones who have the strongest, sharpest, and truest motives for concern, believe education is a building block system of fundamental skills, facts, and ideas. A powerful tool for progressive learning is a broad base of knowledge covering many domains leading to and mutually supporting critical thinking skills, problem solving and decision-making. Children reach and attain the level of expectations and standards set for them. Anvil City Science Academy has set very high expectations and standards as all children have the potential to exceed our expectations. The question is not if the children will seek higher education but what is necessary to ensure they are successful in whatever they decide to seek.

- A Disciplined and Safe Learning Environment
  ACSA has a Code of Conduct (see Appendix 1.1.1) that outlines the basis for a disciplined and safe learning environment. Students and staff are expected to abide by the code and respect each other and their surroundings.

- Responsible Citizenship and Character Development
  There is a tremendous need for character development in concert with academic learning. Our students must acquire intellectual virtues such as commitment to learning, objectivity, respect for the truth, and humility in the face of facts. Anvil City Science Academy will have a positive moral environment. The ethos of the school, as well as its course offerings, is the decisive factors in forming character.

- Computer and Technology
  To prepare our students today, technology must be integrated into all aspects of the curriculum. Teachers will use computers and other technology equipment to locate, select and manage information; bolster and enhance curriculum; explore ideas and solve problems; express ideas and exchange information. Age and subject appropriate software will be used.

**Developments Made Since Prior Renewal**

Anvil City Science Academy's initial charter was approved in 1998 for five (5) years with renewal applications being approved in 2003, 2008 and 2013 for five (5) years each. We are now applying for charter for ten years from FY 2018 through FY 2027.

Over the course of the last charter period the APC has set and met a number of notable objectives, including:

- Starting with the 2014-2015 school year, we increased enrollment size to 60 students (15 students per grade level) to accommodate the large number of students on the waitlist.

- To accommodate increased enrollment, we increased staff to three full-time teachers and one teacher/administrator.

- To accommodate increased enrollment, we increased the number of classrooms from two to four.

- We focused on hiring of Principal/Teacher through internal recruitment and professional development.

- We expanded our elective program and non-traditional learning opportunities through increased community partnerships and collaborations.

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

The Nome School Board approved this charter renewal on October 10, 2017. Minutes from this meeting can be found in Appendix A.

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

*iv. Provide either the charter school's bylaws marked as Appendix C or an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110 (a) (4)*

Anvil City Science Academy's bylaws can be found in Appendix C.

*v. Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

## Academic Policy Committee

The Academic Policy Committee, comprised of parent volunteers, manages the business and affairs of the school and continually reviews its responsibilities in the school's functioning. The APC meets monthly and occasionally has work sessions to discuss and debate the documents which outline procedures for the school's operation. They assist with recruitment, facility oversight, planning, supervision, contracting, budgeting, and more.

The elected APC members serve three-year terms. Terms are staggered to provide continuity on the board. Three seats are up for election on a given year. An APC member may serve for multiple terms. ACSA parents and community members are invited to serve as members on the APC, and parents of students currently enrolled in the program may vote in an election.

Anvil City Science Academy's APC Minutes can be found in Appendix D.

**Current Members of the Academic Policy Committee:**

**Lisa Leeper:** ACSA teacher since 2001; lead teacher in 2016-17 and current principal; parent of two ACSA students (both current); holds a Master's Degree in Educational Leadership; coached Lego robotics and rope skipping; sponsored art programs, art training for teachers, and youth community service organizations

**Elizabeth Coler:** parent of two ACSA graduates; a Registered Nurse at Norton Sound Health Corporation; Elizabeth also teaches nursing courses for Nome-Betlz students and is involved in community theater.

**Charles Marble:** parent of two ACSA students (one current and one graduate); Juvenile Justice Officer for the State of Alaska since 2002; Nome Children's Home caretaker since 2016; current student enrolled at the University of Alaska Fairbanks Northwest Campus earning a Bachelor's Degree in Justice. Currently seated on the NWC Advisory Council as the NWC Student Representative.

**Brenda Menadelook:** parent of three ACSA students (one current and two graduates); currently Administrative Manager for Bonanza Fuel, LLC; active K-6th teaching certification for the state of Alaska; taught for three years in Little Diomede; substitute teacher for a variety of schools in Colorado for two years; completed a science consortium with the University of Alaska and led a training for teaching science at a Bering Straits School District teacher inservice; experience in coaching swimming and cross country skiing; currently on the coaching staff and a board member for the Nome Northstar Swim Team; numerous years as a Girl Scout volunteer and troop leader.

**Kacey Miller:** parent of two ACSA students (one current and one graduate); Student Services Manager at UAF- Northwest Campus. Kacey serves on the Norton Sound Postsecondary Preparation and Transitioning Success Workgroup, the Alaska ACT State Council, the Nome CAST (Community Alcohol Safety Team), the Northwestern Alaska Career and Technical Center Advisory Board, Alaska Spirit of Youth Board of Directors and is Vice President of Kawerak's Nome Early Headstart Parent Committee. Kacey also serves on the Nome Public Schools Cultural Committee and has participated in both Bering Strait School District and Nome Public School's strategic planning sessions.

**Julie Kelso:** parent of two ACSA graduate students; president of the Nome Parent Teacher Association (PTA) since 2007; regular volunteer and substitute teacher at Nome-Beltz High School and ACSA; certified public accountant (non-practicing); Girl Scout Troop 156 leader; Boy Scout Troop 298 treasurer; served on various curriculum, school improvement, and strategic planning committees for Nome Public Schools; served on the Nome Preschool Board.

**Elisabeth Brennan:** parent of two ACSA graduate students. Employed with the Alaska Department of Fish and Game, past Nome School Board member and President. Participated in Nome Public School strategic planning sessions.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 1 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Purpose | 4-5 | |
| Evidence of board approval | 6, Appendix A | |
| Evidence of signed contract with all required elements | See required element below (items 1-14) | |
| 1. Description of educational program | 6, Appendix B | |
| 2. Specific levels of achievement for the education program | 6, Appendix B | |
| 3. Admissions Policy and Procedures | 6, Appendix B | |
| 4. Administrative Policies | 6, Appendix B | |
| 5. Statement of Charter funding | 6, Appendix B | |
| 6. Method of accountability for receipts and expenditures | 6, Appendix B | |
| 7. Location and description of facility | 6, Appendix B | |
| 8. Name of teachers who by agreement will teach in the charter | 6, Appendix B | |

| | | |
|---|---|---|
| 9. Teacher to student ratio | 6, Appendix B | |
| 10. Number of students to be served | 6, Appendix B | |
| 11. Term of contract (not to exceed 10 years) | 6, Appendix B | |
| 12. Termination Clause | 6, Appendix B | |
| 13. Statement of state and federal law compliance | 6, Appendix B | |
| 14. Exemptions or requirements included in contract | 6, Appendix B | |
| Evidence of bylaws or assurance | 6, Appendix C | |
| Evidence of APC, including list of names/qualifications, meeting minutes | 6-7, Appendix D | |

# Section 2: Organization and Administration

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

## Administrative Structure

The Anvil City Science Academy is administered through a close partnership between the Nome School District, the school's Academic Policy Committee and teachers.

The Anvil City Science Academy follows the Nome Public Schools' administrative policies and procedures, unless superseded by policies found in the district's current-year contract. These policies and procedures conform to Alaska statutes. The Nome Public Schools' policy manual is available online at the school district website at http://www.nomeschools.org and a copy is located in the district administrative offices.

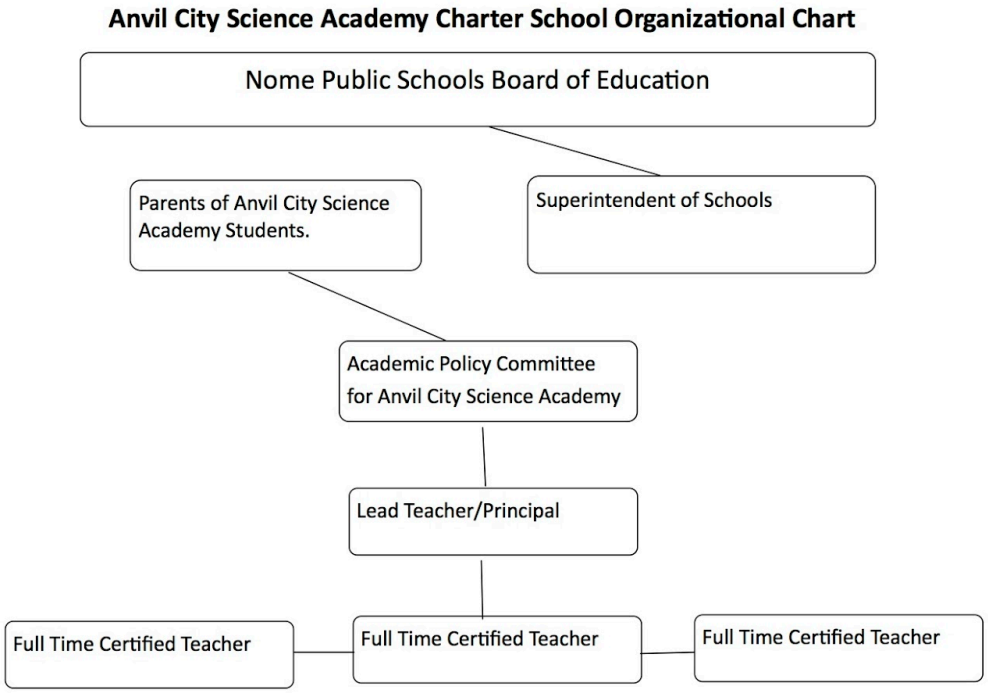
The obligations of the administration of Anvil City Science Academy are shared between the Nome Public Schools, Anvil City Science Academy staff, and the school's Academic Policy Committee (APC).

General administrative duties are carried out by the Lead Teacher or Principal, at the direction of the APC. This includes working with the district to ensure accurate fiscal accounting as well as day-to-day school operations.

The certified staff are evaluated and supervised by the Lead Teacher or Alaskan-certified Type-B Principal, who is approved by the Academic Policy Committee.

The instructional model and daily academic offerings are determined by the teaching staff and APC with the help of family volunteers.

Below shows the Anvil City Science Academy organizational chart.




The APC, the Lead Teacher/Principal, and the Nome Public School District oversees the operation of the charter school to ensure that the terms of the contract are being met.

*ii. Provide the written administrative policy manual utilized by the charter or an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. 4 AAC 33.110(a)(13)*

**Administrative Policy**

**(a)** Anvil City Science Academy will have a lead teacher/administrator designated by the Academic Policy Committee. The lead teacher/administrator will be responsible for administrative duties, daily operation, staff oversight and coordination, and communication between the charter school and the district administration.

**(b)** The Academic Policy Committee will supervise the operations of the charter school and ensure the fulfillment of the mission, philosophy, educational aspects and program goals of

Anvil City Science Academy. The APC will review and evaluate the operations of the charter school and continually seek to improve its operations to meet the needs of the families.

**(c)** The Academic Policy Committee shall include at least five (5) persons, three (3) members must be parents of a student attending ACSA, one (1) must be a ACSA teacher, and the remaining member(s) may be a community member, parent, or teacher. Notice of an APC open position will be made publicly available so that interested candidates may submit letters of interest to the APC. The APC will nominate new members, keeping the numbers by category as stated above. Members of the APC shall be confirmed by the parents of students attending the charter school.

The lead teacher is chosen by the APC from the Anvil City Science Academy certified teaching staff. In addition to the duties previously listed, the lead teacher/administrator will select and appoint the employees of the Anvil City Science Academy, coordinating closely with the APC. Ultimate responsibility is retained by the APC.

**(d)** If the lead teacher/administrator does not possess an Alaska Type B Administrative Certificate, then the School Board shall designate, with the concurrence of the Academic Policy Committee, a school district administrator to evaluate the Anvil City Science Academy teacher(s). Formal evaluations of the charter school, teachers have been done for the 2017-2018 school year and are on file with the district.

**(e)** Grievance procedures for all school district employees are provided in the negotiated agreements. Parents and students also have the right to appeal a decision. The following process sequence has been designed: classroom teacher, Principal/Lead Teacher, Academic Policy Committee, Superintendent, School Board.

The ACSA shall be responsible for its own operations within the limitations of any funding and other revenues derived by the school consistent with law, and shall have authority to independently exercise the following powers (including such powers as provided for elsewhere in the Charter):

Contract for goods and services; prepare a budget; select personnel; lease facilities for school purposes; purchase, lease or rent furniture, equipment and supplies; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any terms of the Charter.

The School Board will be given written notice of all accepted gifts, donations, and grants, and any conditions thereof. Any equipment, supplies or other materials received from gifts or donations are covered by School District insurance, belong to the School District and will be redistributed upon the completion or termination of the Charter.

Anvil City Science Academy shall comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin or religion.

Anvil City Science Academy agrees that it shall operate as a nonsectarian public school. The charter school shall not be affiliated with any sectarian school or religious organization.

Nome Public Schools offers programs specifically designed to meet the various needs of children with special needs. ACSA will make referrals as necessary to the district's Special Education office for further assessment to determine abilities and possible interventions to help each child attain their maximum potential. ACSA will coordinate with the Special Education office to ensure all requirements are met. Appendix 2.2.1 is the Interagency Agreement for Special Education Services between NPS and ACSA. Additionally, ACSA will work closely with each family to ensure that educational decisions for their children are based on all the facts available, the services available, and the results of any/all assessments of their child to best meet their needs. Nome Public Schools and Anvil City Science Academy will coordinate maintenance of funds for servicing ACSA special needs students as required.

ACSA programs may involve day trips as well as more involved overnight learning opportunities. Each overnight trip will be a carefully planned activity that must be approved by the APC. Drivers will be approved by the administrator and/or APC and will comply with provisions of appropriate laws. Special medical treatment information will be collected annually for each student.

As a public school with our School District, ACSA will receive full access to the District's resources, which are normally available to any other public school in Nome. The District will make available all materials and equipment normally provided to other public schools. The District will make available the Library Media Services, the inter-school mail services and any equipment surplus program within the District. Staff members may attend classes for District employees and apply special grants and programs the same as any other staff member of the District.

ACSA will operate on the same basic school calendar as other schools in the district.

Transportation to and from school shall be provided by the District's bus system at the same time as other students.

The District's hot lunch program is available as it is for other Nome Public School District students.

Although the charter school remains accountable to the Nome Public Schools' Board of Education, as a charter school it is exempt from the District's textbook, program, curriculum and scheduling requirements and all other policies detailed in AS 14.03.255.

*iii: Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate and improve operations of the charter school, including any review recommendations. AS 14.03.255(b) (3)*

Over the past few years, revisions to the Lottery Procedures and to ACSA's Curriculum have been accomplished through the joint efforts of the APC and teachers.

1. The APC has made yearly revisions to the Lottery Procedures. Some examples are as follows: In 2014, the change focused on creating "Waiting Pools" rather than "Waiting Lists" because the APC felt it was in the best interest of the child to have an equal chance (contingent on enrollment priorities) of entering the program when an opening becomes available. In 2015, language was removed that required an August lottery. The August lottery is not needed because the new language provides for an annual May lottery and additional lotteries as needed. In 2017, language was removed that allowed use of the postal service for submitting applications because the slow mail service we receive could cause a student's application to arrive later than the required 10-day processing time for the May lottery. Applications can be submitted in person or scanned and emailed. Appendix 2.3.1 shows edits made to lottery language and Appendix 2.3.2 shows minutes from a meeting where lottery procedures were discussed and amended.

2. The school's four-year rotating curriculum was revised to create a logical continuum of themes and topics that are more effectively aligned between core subjects areas. The staff reviewed and revised the curriculum over a one-week period in late May of 2017 and will present it to the APC for their approval. The four-year theme rotation and the core content needs further updates, but through a collaborative process, the staff has taken the first step towards defining a tangible map of curriculum for Science, Social Studies, Reading, and Language Arts. Appendix 2.3.3 shows the Four Year Theme Rotation as it stands now, and an example of the corresponding curriculum for each subject area.

*iv. Provide evidence that the Charter school met with the APC at least once a year to monitor progress in achieving the committee's policies and goals.*

See Section 2, Element 3, above.

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

ACSA follows the Nome Public School District annual calendar, taking all the same inservice, workdays, and closures as schools across the district. See Appendix 2.5.1

The daily schedule for classes divides all students into three learning levels: a beginner level referred to as Class A, an intermediate level referred to as Class B, and an advanced level referred to as Class C. A student's learning level is determined by looking to several measures: MAP (Measures of Academic Progress) scores, PEAKS Assessment data, academic performance in past years, and ability to function independently when provided with outlined instructions. Math classes are leveled by ability based on MAP test scores and class performance. Electives, clubs, and special projects have rosters with students from all grade levels. Band is offered for 5th and 6th grade students before school at Nome Elementary Students and for 7th and 8th graders during 5th period at Nome Beltz Jr. High. See Appendix 2.5.2

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

Not Applicable.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 2 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Description of administrative oversight | 10-11 | |
| Evidence of written administrative policy manual or assurance | 11-13 | |
| Evidence of regular parent and teacher contacts for continuous improvement | 13-14<br>Appendix 2.3.1<br>Appendix 2.3.2<br>Appendix 2.3.3 | |
| Evidence of annual APC meeting | 13-14<br>Appendix 2.3.1<br>Appendix 2.3.2<br>Appendix 2.3.3 | |
| Description of school schedule and calendar | 14<br>Appendix 2.5.1<br>Appendix 2.5.2 | |
| Alternative options for students if no other educational program exists | Not applicable | |

## Section 3: Educational Program and Student Achievement

*i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

**Program Description**

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

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

Multi-age: ACSA is a multi-age school where students of various grade levels are enrolled in the same core classes based on instructional levels and content readiness. Teaching strategies differ for each level of the core classes; for example, beginning level classes have more direct instruction built into the lessons, whereas advanced level students are expected to function more independently. We believe our multi-age structure allows children to learn at their own developmental pace. In addition, when possible, such as during elective classes and for special projects, students of all grade levels and abilities are mixed for social emotional learning and to create cohesion in the student body.

Content-Rich Academic Program: Science Academy parents, the ones who have the strongest, sharpest, and truest motives for concern, believe education is a building block system of fundamental skills, facts, and ideas. A powerful tool for progressive learning is a broad base of knowledge covering many domains leading to and mutually supporting critical thinking skills, problem solving and decision-making.

Children reach and attain the level of expectations and standards set for them. Anvil City Science Academy has set very high expectations and standards as all children have the potential to exceed our expectations. Goal setting is an integral to the program, so students define goals for themselves and their education. Students and staff monitor progress through charts, conferences, and the use of a portfolio of student work that addresses Alaska State Standards.

A Disciplined and Safe Learning Environment: Parents and students will sign a Memorandum of Agreement to honor the code of behavior drawn up for Anvil City Science Academy. This code of behavior, in addition to stipulating standards of conduct, will specify disciplinary measures to be taken in the event of misbehavior. Students and staff will respect each other and their surroundings.

Responsible Citizenship and Character Development: There is a tremendous need for character development in concert with academic learning. Our students must acquire intellectual virtues such as commitment to learning, objectivity, respect for the truth, and humility in the face of facts. Anvil City Science Academy will have a positive moral environment. The ethos of the school, as well as its course offerings, is the decisive factors in forming character.

Computer and Technology: To prepare our students today, technology must be integrated into all aspects of the curriculum. Teachers will use computers and other technology equipment to locate, select and manage information; bolster and enhance curriculum; explore ideas and solve problems; express ideas and exchange information. Age and subject appropriate software and applications will be used.

Appendix 3.1.1 gives an example of a curricular unit developed by ACSA teacher Lisa Leeper for Language Arts. The unit encompasses the elements of our program that we believe foster personal and academic growth.

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

## Instructional Program

Anvil City Science Academy's Educational Program incorporates project based / hands-on learning techniques incorporating the Alaska Standards. Units are designed as comprehensive studies of a single theme or topic, generally lasting four to nine weeks and are the core of the curriculum. Each unit of study revolves around projects and performances, which often take students beyond the classroom, either outdoors or through the Internet. Lessons require research, investigation and fieldwork for a curriculum that is in-depth and focused, involving challenge, teamwork and learning by doing. Goal setting, in which students define goals for themselves and their education, is an integral strategy for students and staff. Students and staff monitor progress through the use of a portfolio of student work that addresses Alaska State Standards.

## Curriculum Description

### Art & Music

Art class will be driven by the thematic approach to learning. Students are given the opportunity to express themselves in several different ways, depending on the

medium used or artist being studied. The elements and principles of art, as well as art techniques, are used as focal points for projects. Students are expected to give their best effort and work towards achieving true "mastery" of the selected medium.

When available music will be taught through parent and community volunteers. Also, ACSA students can elect to participate in band (learn to play an instrument) either at the elementary or junior high level. Instruction is provided at Nome Elementary School and at Nome-Beltz Junior High by a certified music teacher.

## Electives

Elective classes are offered each quarter to round out the curriculum and provide learning opportunities that either extend standards-based instruction or deviate from traditional curriculum in order to provide unique curricular opportunities. The course offerings vary from year to year and are shaped by the interests of staff and students. A few of the commonly offered electives are PE, Media, and Life Skills.

## History / Social Studies

Much of the curriculum for the year will be designed around themes. These themes are interdisciplinary and are usually driven by history or science concepts. As such, the projects and assignments for history vary depending on the unit. The Alaska Standards for literacy in History/Social Studies are focused on through technology projects, outlines, independent research projects, group projects, and tests. As often as possible, a student is given a choice of topics and methods for demonstrating proficiency. To increase their awareness of the world, students will complete daily warm-ups pertaining to geography or current events.

## Language Arts

Language Arts class is designed to provide a two-fold approach to increasing students' writing skills. Students will build skills through regular drills in mechanics, usage and grammar. Students will apply these skills in process writing for pieces that are both fiction and non-fiction in nature. To assess these types of work, rubrics are used by students, their peers, and the teacher. Journaling is also an integral part of the regular class routine. Great Source/Write Source and Prentice Hall Writing Coach texts are used as reference or skill building tools in completing many types of assignments.

## Math

ACSA uses the McGraw Hill Connect Ed math texts My Math and Glencoe. Fifth through eighth grade students have a wide range of abilities, so students are leveled into several different courses: My Math Level 5, Course 1, Course 2, Course 3, and Algebra 1. The program will be supplemented with ALEKS assessment and learning system. Math concepts are also integrated into science and other class projects when possible. The students will complete math journals to explain the process and logic of solving word problems. Because of this, parents are asked assist in grading their child's work to help provide the teachers with more time to focus on delivery of well-prepared lessons.

## Physical Fitness

The primary means of achieving physical fitness is through parent/ community volunteer and teacher lead activities such as basketball and swimming. On occasion, other sports training and outdoor recreation opportunities are offered. Fifteen minutes each day students are given exercise time in the form of "open" gym. Students also have access to district afterschool programming of organized school sports such as wrestling, cross country, volleyball, basketball and cheerleading.

## Project-Based / Hands-On Learning

Project-Based / Hands-on learning is a part of our program. ACSA provides students with the opportunity to utilize cross-curricular hands-on projects as a means to synthesize what they have learned and to demonstrate how they can use it. Students acquire knowledge and skills through learning that cuts across and make connections among varying disciplines. Each unit of study has specific and well-defined academic, service, and /or physical goals that culminate with exhibitions or final products that must meet high standards.

## Reading

The reading program is literature based. Using the Prentice Hall Literature series and various teacher-selected source material, students will be exposed to a variety of acclaimed authors, literary works, and non-fiction texts and will have continued opportunities to explore themes, vocabulary, structure, purpose and literary devices. Students will also learn to answer interpretive questions, analyze text and look for meaning in word choice through daily homework reading responses. These same skills are reinforced when students form groups to participate in "Literature Circle," discussions where each student has a particular role to fulfill.

Students are directed to select materials that focus on the themes that are being studied school-wide and that correlate to their individual reading skill levels. As such, parents are asked to monitor their child's reading choices. Some time is usually given each day in school for silent sustained reading, and it is expected that the students read at home for a period of 30 minutes each day.

## Science

ACSA uses hands-on experimentation to help students develop problem-solving skills. Through the steps of the Scientific Method, students will increase their critical thinking skills and become better problem solvers in everyday life. Students will conduct scientific research inside the classroom as well as in an outdoor setting throughout the school year. When possible, students will share their data with scientists and other students from around the world. Students will also work on developing their organizational skills through the use of a science notebook that will be maintained throughout each semester of the school year.

## Technology

Technology is incorporated throughout ACSA and is the primary means of communicating with parents and students. Through various online platforms students, parents and teachers are able to effectively communicate with each other.

ACSA provides one to one student computer ratio. This direct technology access promotes student digital literacy leading to job readiness and technology sufficiency. Students practice ethical computer usage and practice appropriate access and processing strategies. Nome Technology Standards are used for any explicit media instruction.

Word processing, keyboarding, podcasts, spreadsheets, presentation software, scanning, photo and video editing, and Internet resources will all be used over the course of the school year. Students will also be instructed on how to organize and manage computer files. Student will also learn ethical computer use and how to remain safe when accessing or processing information.

Appendix F provides ACSA's four year thematic rotation, the weekly curriculum schedule, and the curriculum plan for core classes for 2017-2018.

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

Nome Public Schools offers programs specifically designed to meet the various needs of children with special needs. ACSA will make referrals as necessary to the district's Special Education office for further assessment to determine abilities and possible interventions to help each child attain their maximum potential. ACSA will coordinate with the Special Education office to ensure all requirements are met. Additionally, ACSA will work closely with each family to ensure that educational decisions for their children are based on all the facts available, the services available and the results of any/all assessments of their child to best meet needs of their child(ren). Nome Public Schools and Anvil City Science Academy will coordinate maintenance of funds for servicing ACSA special needs students as required.

When it appears that a student may need extra help, teachers and parents can make referrals and follow the Nome Public Schools process for determining additional support for students. This is a collaborative process, led by the NPS Special Education Coordinator, that includes teachers, staff, parents, and specialists. If it is determined to be the best course of action, teachers work the student's parents and the appropriate specialists to coordinate and implement a student's Individualized Education Plan (IEP). ACSA's agreement with the district to provide for the delivery of special education services is found in Appendix 2.2.1.

ACSA students can access vocational education through cooperation with the Northwest Alaska Career and Technical Education Center NACTEC. They offer junior high career exploration. Other community resources are also employed for vocational education through special course offerings such as Kids2Collge, Newspaper Club, and photography classes.

The needs of gifted students are addressed in many ways. Multiage classrooms and project based learning assignments that allow students to work at their levels helps the teacher serve the needs of many students including gifted students. In addition, students are sometimes mixed across classrooms to meet their needs. We do this especially in math. For example, we recently moved one 5th grader up to work with a middle school algebra class because that was the level he needed.

Students who are bilingual may be tested by district personnel to determine need for services. Currently the person who addresses our compliancy issues for these students works for NPS in the Director of Federal Programs and Instruction. This person coordinates referrals and communicates what types of ELL services must be provided.

*iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. 4 AAC 33.110(a)(7)*

**Continuous Improvement (or Objectives for Program Achievement)**

Anvil City Science Academy practices continuous improvement through peer mentorship and continual reflection on practices. Teachers and the APC collaborate to evaluate both individual and aggregate student progress and design and implement changes for continually improving student success.

Assessment of progress towards particular objectives is done chiefly through parent/teacher/student feedback and analysis of quantitative and qualitative data. Reviews of general and specific student gains are done by the teachers. The APC reviews the data as well and may request program adjustments if appropriate.

This continuous reflection process has resulted in several adjustments over the years. For example, we believe that the tools of learning should be accessible to families so that parents can help support their child's education. As such, we have moved towards more of a blended learning approach where students are able to supplement classroom instruction with online instruction. Our math program features an add-on program called ALEKS which uses adaptive questioning to measures students abilities and then instructs the student on topics he or she is most ready to learn. We are currently piloting other programs that provide non-fiction, leveled texts for social studies or science topics. We are also piloting Google Classroom to make curriculum available to students both at school and at home.

In the fall of the 2016-2017 school year, the ACSA staff agreed upon a school-wide improvement goal regarding using MAP data to inform instruction. We revisited our goal several times throughout the year and implemented shared plans for targeted instruction. The following indicates our goal and performance:

**SCHOOL MEASURABLE OBJECTIVE -- In order to provide staff with student benchmark data, ACSA staff will administer the MAP test in fall winter and spring in reading, writing, and math. We will use the data to evaluate how school programs impact student performance and to create individual learning plans for all students in the school.**

**CURRENT PERFORMANCE LEVEL on District Assessments: The MAP was administered in the three testing windows of the 2016-17 school year by all teachers at ACSA. Staff met after each testing window to review assessment data and plan two specific areas of instruction per teacher that would benefit large sectors of students.**

## Performance and ASPI Rating

The Alaska Measures of Progress (AMP) test in English, Language Arts and Mathematics were given for the first time in 2015. In the spring of 2016 the computer based test experienced repeated technical disruptions and testing was suspended. Effective April 1, 2016 the Alaska Measures of Progress (AMP) Test in English, Language Arts and Mathematics in students grades 3-10 (and Science in grades 4, 8 and 10) were cancelled for the 2015-2016 year. Due to this unforeseen circumstance, student test results were not able to be reported.

The following tables compare summative results for ACSA and NPS on the AMP test for 2015. It is important to note that this data represents the first time the state administered an assessment aligned to the more rigorous Alaska English Language Arts and Mathematics Standards.

2014-2015 Accountability Indicators Report
Alaska Department of Education & Early Development

School: Anvil City Science Academy
2013-2014 ASPI Rating: *****

District: Nome Public Schools
Title I School: No

Alaska Measures of Progress (AMP) - 2015 Summative Assessment
Percentage of FAY[1] Students Achieving Level 3 or Level 4 - School, District, and State Achievement[2]

| | English Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| **Subgroup** | **School** | **District** | **State** | **School** | **District** | **State** |
| All Students | 47.37% | 28.27% | 35.38% | 36.84% | 19.79% | 31.86% |
| African American | * | * | 23.86% | * | * | 20.13% |
| Alaska Native/American Indian | 35.14% | 19.78% | 14.01% | 29.73% | 15.24% | 14.38% |
| Asian/Pacific Islander | N/A | * | 28.21% | N/A | * | 30.84% |
| Hispanic | * | 60% or more | 31.35% | * | 40% or fewer | 26.17% |
| Two or More Races | 40% or fewer | 30.36% | 37.57% | 40% or fewer | 24.56% | 33.80% |
| White | 80% or more | 70.45% | 47.87% | 72.73% | 38.64% | 41.64% |
| Economically Disadvantaged | 44.12% | 25.29% | 20.55% | 35.29% | 19.19% | 19.20% |
| Students with Disabilities[3] | N/A | 11.11% | 8.05% | N/A | 10% or fewer | 8.15% |
| Limited English Proficient[3] | N/A | 10% or fewer | 4.55% | N/A | 10% or fewer | 8.17% |

| | Participation Rate | | | Attendance Rate | | Graduation Rate | | |
|---|---|---|---|---|---|---|---|---|
| **Subgroup** | **Enrolled** | **Rate (%)** | **Target Met?[4]** | **Rate (%)** | **Target Met?[5]** | **4-Year Rate** | **5-Year Rate** | **Target Met?[6]** |
| All Students | 60 | 100.00% | Yes | 96.20% | Yes | N/A | N/A | N/A |
| African American | 1 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |
| Alaska Native/American Indian | 38 | 100.00% | Yes | 96.53% | Yes | N/A | N/A | N/A |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 2 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | 7 | 100.00% | Yes | 94.81% | No | N/A | N/A | N/A |
| White | 12 | 100.00% | Yes | 96.06% | Yes | N/A | N/A | N/A |
| Economically Disadvantaged | 35 | 100.00% | Yes | 96.06% | Yes | N/A | N/A | N/A |
| Students with Disabilities[3] | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient[3] | 1 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |

**Notes:**

1. Full Academic Year (FAY) = Students enrolled continuously from October 1 through the first day of testing.
2. Due to the recent passage of the Every Student Succeeds Act, this report will provide a comparison of school and district achievement on the AMP assessment to statewide achievement for all students and for all subgroups for the 2014-2015 and 2015-2016 school years. Students achieving at Levels 3 and 4 are considered to be meeting the standards.
3. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
4. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
5. The attendance rate target is 95 percent for the school as a whole and each subgroup with at least five students enrolled.
6. The graduation rate target is 90 percent for the school as a whole and each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduate. A school meets this target if either the four- or five-year rate meets these criteria.

* - Cells with an asterisk represent at least one and no more than four students assessed. These data are suppressed to protect individual student confidentiality.

# 2014-2015 Alaska Measures of Progress (AMP)

## English Language Arts

All Grades | Grade 5 | Grade 6 | Grade 7 | Grade 8

| Subgroup | Meets The Standards Level 4 Count | Meets The Standards Level 4 Percent | Meets The Standards Level 3 Count | Meets The Standards Level 3 Percent | Partially Meets The Standards Level 2 Count | Partially Meets The Standards Level 2 Percent | Partially Meets The Standards Level 1 Count | Partially Meets The Standards Level 1 Percent | Total Tested | Percent Tested |
|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 6 | 10.00% | 24 | 40.00% | 25 | 41.67% | 5 | 8.33% | 60 | 100.00% |
| Male | 3 | 14.29% | 7 | 33.33% | 7 | 33.33% | 4 | 19.05% | 21 | 100.00% |
| Female | 3 | 7.69% | 17 | 43.59% | 18 | 46.15% | 1 | 2.56% | 39 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Alaska Native/American Indian | 1 | 2.63% | 13 | 34.21% | 21 | 55.26% | 3 | 7.89% | 38 | 100.00% |
| Caucasian | 4 | 33.33% | 6 | 50.00% | 2 | 16.67% | 0 | 0.00% | 12 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Two or More Races | 1 | 14.29% | 2 | 28.57% | 2 | 28.57% | 2 | 28.57% | 7 | 100.00% |
| Economically Disadvantaged | 1 | 2.86% | 15 | 42.86% | 15 | 42.86% | 4 | 11.43% | 35 | 100.00% |
| Not Economically Disadvantaged | 5 | 20.00% | 9 | 36.00% | 10 | 40.00% | 1 | 4.00% | 25 | 100.00% |
| Students Without Disabilities | 6 | 10.00% | 24 | 40.00% | 25 | 41.67% | 5 | 8.33% | 60 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Limited English Proficient | 6 | 10.17% | 23 | 38.98% | 25 | 42.37% | 5 | 8.47% | 59 | 100.00% |
| Migrant Students | 1 | 3.03% | 14 | 42.42% | 15 | 45.45% | 3 | 9.09% | 33 | 100.00% |
| Not Migrant Students | 5 | 18.52% | 10 | 37.04% | 10 | 37.04% | 2 | 7.41% | 27 | 100.00% |
| Not Active Duty Parent/Guardian | 6 | 10.00% | 24 | 40.00% | 25 | 41.67% | 5 | 8.33% | 60 | 100.00% |

## Mathematics

All Grades | Grade 5 | Grade 6 | Grade 7 | Grade 8

| Subgroup | Meets The Standards Level 4 Count | Meets The Standards Level 4 Percent | Meets The Standards Level 3 Count | Meets The Standards Level 3 Percent | Partially Meets The Standards Level 2 Count | Partially Meets The Standards Level 2 Percent | Partially Meets The Standards Level 1 Count | Partially Meets The Standards Level 1 Percent | Total Tested | Percent Tested |
|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 4 | 6.67% | 18 | 30.00% | 35 | 58.33% | 3 | 5.00% | 60 | 100.00% |
| Male | 3 | 14.29% | 7 | 33.33% | 8 | 38.10% | 3 | 14.29% | 21 | 100.00% |
| Female | 1 | 2.56% | 11 | 28.21% | 27 | 69.23% | 0 | 0.00% | 39 | 100.00% |
| African American | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Alaska Native/American Indian | 3 | 7.89% | 9 | 23.68% | 25 | 65.79% | 1 | 2.63% | 38 | 100.00% |
| Caucasian | 0 | 0.00% | 8 | 66.67% | 3 | 25.00% | 1 | 8.33% | 12 | 100.00% |
| Hispanic | * | * | * | * | * | * | * | * | 2 | 100.00% |
| Two or More Races | 1 | 14.29% | 1 | 14.29% | 4 | 57.14% | 1 | 14.29% | 7 | 100.00% |
| Economically Disadvantaged | 2 | 5.71% | 10 | 28.57% | 21 | 60.00% | 2 | 5.71% | 35 | 100.00% |
| Not Economically Disadvantaged | 2 | 8.00% | 8 | 32.00% | 14 | 56.00% | 1 | 4.00% | 25 | 100.00% |
| Students Without Disabilities | 4 | 6.67% | 18 | 30.00% | 35 | 58.33% | 3 | 5.00% | 60 | 100.00% |
| Limited English Proficient | * | * | * | * | * | * | * | * | 1 | 100.00% |
| Not Limited English Proficient | 4 | 6.78% | 18 | 30.51% | 34 | 57.63% | 3 | 5.08% | 59 | 100.00% |
| Migrant Students | 2 | 6.06% | 9 | 27.27% | 21 | 63.64% | 1 | 3.03% | 33 | 100.00% |
| Not Migrant Students | 2 | 7.41% | 9 | 33.33% | 14 | 51.85% | 2 | 7.41% | 27 | 100.00% |
| Not Active Duty Parent/Guardian | 4 | 6.67% | 18 | 30.00% | 35 | 58.33% | 3 | 5.00% | 60 | 100.00% |

2013-2014 Annual Measurable Objectives (AMO) Progress Report
Alaska Department of Education & Early Development
Prepared on August 28, 2014

School: Anvil City Science Academy District: Nome Public Schools Title I School: No

| Subgroup[1] | Reading | | | | Writing | | | | Math | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | State Target | School Target | Percent of FAY Students Proficient or Above[3] | Reading Target Met?[4] | State Target | School Target | Percent of FAY Students Proficient or Above[3] | Writing Target Met?[4] | State Target | School Target | Percent of FAY Students Proficient or Above[3] | Math Target Met?[4] |
| All Students | 83.83% | 100.00% | 97.67% | Yes | 79.17% | 98.08% | 93.02% | Yes | 74.50% | 98.08% | 90.70% | Yes |
| African American | 78.67% | N/A | N/A | N/A | 73.50% | N/A | N/A | N/A | 62.67% | N/A | N/A | N/A |
| Alaska Native & American Indian | 66.08% | 100.00% | 96.30% | Yes | 59.92% | 96.42% | 88.89% | Yes | 57.75% | 100.00% | 85.19% | Yes |
| Asian & Pacific Islander | 81.00% | N/A | N/A | N/A | 78.58% | N/A | N/A | N/A | 74.08% | N/A | N/A | N/A |
| Caucasian | 92.08% | 100.00% | 100.00% | Yes | 87.75% | 100.00% | 100.00% | Yes | 82.75% | 94.08% | 100.00% | Yes |
| Hispanic | 84.17% | N/A | N/A | N/A | 79.92% | N/A | N/A | N/A | 72.75% | N/A | N/A | N/A |
| Two or more races | 85.50% | 100.00% | N/A | N/A | 80.75% | 100.00% | N/A | N/A | 75.75% | 100.00% | N/A | N/A |
| Economically Disadvantaged | 74.33% | 100.00% | 96.43% | Yes | 68.75% | 100.00% | 89.29% | Yes | 64.17% | 100.00% | 89.29% | Yes |
| Students w/Disabilities (SWD)[2] | 57.42% | N/A | N/A | N/A | 52.33% | N/A | N/A | N/A | 47.50% | N/A | N/A | N/A |
| Limited English Proficient (LEP)[2] | 53.33% | N/A | N/A | N/A | 50.08% | N/A | N/A | N/A | 48.75% | N/A | N/A | N/A |

| Subgroup | Participation Rate | | | Attendance Rate | | Graduation Rate | | |
|---|---|---|---|---|---|---|---|---|
| | Enrolled | Rate (%) | Target Met?[5] | Rate | Target Met?[6] | 4-Year Rate | 5-Year Rate | Target Met?[7] |
| All Students | 45 | 100.00% | Yes | 97.45% | Yes | N/A | N/A | N/A |
| African American | 2 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |
| Alaska Native & American Indian | 29 | 100.00% | Yes | 97.58% | Yes | N/A | N/A | N/A |
| Asian & Pacific Islander | 1 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |
| Caucasian | 9 | 100.00% | Yes | 97.66% | Yes | N/A | N/A | N/A |
| Hispanic | 2 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or more races | 2 | 100.00% | N/A | N/A | N/A | N/A | N/A | N/A |
| Economically Disadvantaged | 29 | 100.00% | Yes | 97.37% | Yes | N/A | N/A | N/A |
| Students w/Disabilities (SWD)[2] | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient (LEP)[2] | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

**NOTES:**
1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

For 2015-2017 there are no Alaska School Performance Index (ASPI) Star ratings and Annual Measureable Objective Progress Reports. Due to the passage of the Every Student Succeeds Act (ESSA) that replaced the federal No Child Left Behind Law, these ratings have been paused until the state implements a new accountability system. The ASPI score and star rating reported from 2013-2014 are the most current. On a 100 point scale, ACSA scored 92.67 and given a 5 star rating. Prior to the ASPI system, ACSA met AYP for all years in its history.

Printed 9/3/2014

**ASPI Rating:** ***** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014**

**School Grade Span** 5 - 8

**School District** Nome Public Schools **School** Anvil City Science Academy

| | Number Tested | Number Enrolled | Participation Rate | Met Participation Rate | Points |
|---|---|---|---|---|---|
| Participation Rate Grades 3-10 | 45 | 45 | 100.00% | Yes | None, acts as a trigger to achievement denominator. |

**K-8 Performance**

| | Reading | | | Writing | | | Math | | | Points | Weighting | ASPI Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic Achievement | Cnt Proficient | Cnt Tested * | Pct Proficent | Cnt Proficient | Cnt Tested * | Pct Proficent | Cnt Proficient | Cnt Tested * | Pct Proficent | | | |
| | ^ | 45 | 95% or more | 42 | 45 | 93.33% | 40 | 45 | 88.89% | 93.33 | 0.35 | 32.67 |

| | Growth All | Growth-AK Nat | Growth-Econ Dis | Growth-w/Disabs | Growth-LEP | | | |
|---|---|---|---|---|---|---|---|---|
| School Progress (Subgroup must have >5 students to be considered) | 100.00 | 100.00 | 100.00 | N/A | N/A | 100.00 | 0.4 | 40.00 |
| Attendance Rate | 97.45% | | | | | 100.00 | 0.25 | 25.00 |
| | | | | | | **Total K-8 Points** | 1.00 | 97.67 |

**ASPI Rating:** ***** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013**

**School Grade Span** 5 - 8

**School District** Nome Public Schools **School** Anvil City Science Academy

| | Number Enrolled | Number Tested | Participation Rate | Met Participation Rate | Points |
|---|---|---|---|---|---|
| Participation Rate Grades 3-10 | 45 | 44 | 98% | Yes | None, acts as a trigger to achievement denominator. |

**K-8 Performance**

| | Reading | | Writing | | Math | | Points | Weighting | ASPI Points |
|---|---|---|---|---|---|---|---|---|---|
| Academic Achievement | Count Proficient | Pct Proficent | Count Proficient | Pct Proficent | Count Proficient | Pct Proficent | | | |
| | ^ | 95% or more | ^ | 95% or more | ^ | 95% or more | 97.00 | 0.35 | 33.95 |

| | Growth All | Growth-AK Native | Growth-Econ Dis | Growth-w/Disabilities | Growth-LEP | | | |
|---|---|---|---|---|---|---|---|---|
| School Progress (Subgroup must have 5> students to be considered) | 100.00 | 100.00 | 100.00 | N/A | N/A | 100.00 | 0.4 | 40.00 |
| Attendance Rate | 95.89% | | | | | 95.00 | 0.25 | 23.75 |
| | | | | | | **Total K-8 Points** | 1.00 | 97.70 |

## Disaggregated Performance

While most performance test scores in recent years indicate that ACSA students perform similarly or better than district averages, we are continuously aiming to improve individual student growth. In doing so, ACSA has made a recent goal of administering MAP tests and using the results to help guide instruction. Previous to the 2106-17 school year, ACSA has inconsistent MAP data; regular testing was not a schoolwide policy. Appendix 3.4.1 shows the MAP School Growth Summary aggregate by ethnicity for Spring 2017.

The information provided through MAP progress reports is our main source of aggregate data at this point. The spring 2017 testing window was compromised by many simultaneously occurring schoolwide events, and our year of data shows no conclusive trends for any aggregate group of students. We will continue to use the full spectrum of data from both formal and information assessments to guide instruction until our MAP data exists for a period of time which is useful for conclusive interpretations.

**Students Below Proficiency**

Students who do not perform at acceptable levels of proficiency in the statewide assessment program are systematically addressed through after school tutoring with the classroom teachers and summer school programs offered by the district. Students entitled to special education services receive help during class from NPS special education staff. Parent volunteers offer special assistance where needed.

Students who are enrolled into Federal Migrant Education Services are provided instructional tutoring free of charge from a certified teacher. In addition, after school tutoring is an opportunity that is available to all ACSA students upon request.

Lastly, students at ACSA are not enrolled in classes by grade level but rather by their academic performance and readiness for instruction. Reading, Language Arts (Writing), Science, and Social Studies are core classes delivered at three different instructional levels. Because ACSA has a four year program, students will be enrolled for two years in a row into one of the three levels for core classes. For example, a student may remain in level A for his first two years at ACSA, then move to level B classes for one year, and then to level C for his last year. On the other hand he may spend two years in level B or in level C, depending on his individual needs. Concerning math classes, a student who does not pass a certain level may repeat that level while, on the other hand, a student may skip a level when assessment data indicates he is ready to do so.

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

Anvil City Science Academy exists to fulfill students' academic and developmental needs. Performance standards will be evaluated using both objective and subjective assessment tools. Multiple assessments will be used to document student achievement such as standardized tests, Measures of Academic Progress K-8 (MAP) formative assessments, ALEKS (an adaptive testing and learning program for math), teacher created assessments, project based assessments with rubrics, anecdotal record keeping, student portfolios containing samples of work 5th - 8th grade, presentations, and report cards.

The nature of ACSA provides a connection between teachers and students to work together over a four year period. With close collaboration between teachers, decisions can be made with assessment data and teacher's understanding of students' abilities. The multiage program provides flexibility for placement and differentiation. Close coordination between the teacher and parent will provide the opportunity for each student to learn at his or her individual pace.

Anvil City Science Academy's assessment plan accommodates the distinctive concerns of the individuals, students, families, and the communities that are a part of the Science Academy. Embedded in the plan is an emphasis on what students

know and on which methods, such as authentic assessments and project based tasks, give them an opportunity to display these accomplishments. Using formal and informal assessments, ACSA attempts to honor the whole child's developmental growth.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 3 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Description of educational program | 17 - 18 | |
| Evidence of written instructional program that addressees content standards and aligns with statewide assessment system | 18-21<br>Appendix 3.1.1<br>Appendix F | |
| Description of plans for serving special education, vocational education, gifted and bilingual students | 21 - 22<br>Appendix 2.2.1 | |
| Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels | 22 - 28<br>Appendix 3.4.1 | |
| Description of the mechanisms for student assessment in addition to those required by state law | 28 | |

## Section 4: Professional Development

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

Anvil City Science Academy teachers participate in school district provided inservice trainings. For example, ACSA participated in the NPS beginning of the year inservice agenda for the 2016-17 school year (see Appendix 4.1.1 for the schedule of trainings). Some in-service trainings are site based and schools are expected to plan their own professional development. Some district trainings are required by the district and ACSA staff attend district provided in-services as applicable. If the district in-service does not serve ACSA's needs, ACSA staff attend alternative programming (see Appendix 4.1.2 for the ACSA Professional Development Plan 2016-17).

A current and ongoing initiative for the district is to learn and implement Kagan Cooperative Learning teaching practices and structures. We are also focused on learning more about how MAP testing and data interpretation can be used to enhance instruction.

In addition to district provided professional development, ACSA staff are encouraged to seek out professional development opportunities outside the district based on their interests.

Typically, the APC has budgeted funds to support extended professional development for teachers based on needs derived from student performance, family feedback, and teacher interest. Teachers, staff, or the APC can, as necessary, propose and organize relevant professional development throughout the year. A majority vote by the APC is required to approve professional development expenditures.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 4 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Description of and schedule for planned professional development | 31<br>Appendix 4.1.1<br>Appendix 4.1.2 | |

# Section 5: Facility

*I. provide for the location for the charter school, description of the facility and lease information.*

Anvil City Science Academy utilizes facilities within the Nome-Beltz Campus North Dorm Building. These facilities comply with all local, state, and federal requirements regarding health, safety, and accessibility. A schematic diagram of the facilities is included here as Appendix 5.1.1 and 5.1.2 and includes Building Classrooms D121, Dl22, D123, and Dl25; Toilet Rooms Dl30 and D131; storage room D1/D2, Office Room D29, and a copier room next to Room D121.

The Charter School further covenants and warrants that the facility complies with all local State of Alaska and federal health and safety requirements applicable to other public schools in the School District.

Notice must be given by the School Board to the Charter School, no later than the regularly scheduled March School Board meeting, if the Charter School needs to change locations for the following school year.

*Ii. Describe the plans for the charter school's facility and any plans for projected growth.*

ACSA is currently able to serve 66 students within our four classroom facility. Three classrooms are being used at at one time, while one teacher per period has prep. In 2015, we expanded our program from 45 students to 60 because we had over 20 students on a waiting list. At that time, we acquired the full-time use of room D123 which we used to use on an as-needed basis. Also, classroom D121 and a copier room were created out of district storage space.

Due to the following reasons, we have no plans to expand at this time:

1. We are nestled into extra space between the Nome Public Schools District Office on one side and a teacher dormitory on the other.
2. Increasing the population of our school would have a negative impact on the balance of students left at Nome Elementary School and Nome Beltz Junior High.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 5 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Description of facility and location of the charter school including addressing district leased space if applicable | 33<br>Appendix 5.1.1<br>Appendix 5.1.2 | |
| Evidence of a written facility plans | 33 | |

## Section 6: Admissions

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

**Admission Policies**

**(a)** Anvil City Science Academy is a parent choice school. All parents who wish to enroll a child are given the opportunity to:

- Attend, with their prospective student(s), an orientation meeting explaining the philosophy, curriculum and policies of the school.
- Have their child(ren) complete their entire middle school program at the Academy.
- Complete and return an application packet to ACSA prior to established deadlines.

**(b)** In accordance with Section 4(a) of the contract, any resident of the school district who is otherwise eligible to attend Nome Public Schools may apply for admission to the charter school. All admissions shall be in accordance with Alaska State Statutes governing charter schools. First priority will be given to families with students already enrolled in the charter school and for Founding Families. "Founding Families" are identified as the original Organizational APC members for enrollment purposes. The individual Founding Family members are:

| | | |
|---|---|---|
| Tobin, Lew | James, Marty | Hahn, Pat |
| Johnson, Mark | Musich, Karin | Guglielmo, Jennifer |
| Craft, Martha | Testarmata, Megs | Schmidt, Lynette |
| Glodek, Garrett | Fullwood, George & Kaci | |

**(c)** The Charter School Contract stipulates in Section 13 a minimum enrollment of forty-eight (48) and a maximum enrollment of sixty-six (66) students at all times. Additional students may attend the district's Elementary or Jr. High schools.

**(d)** Anvil City Science Academy will strive to enroll all students who submit an application prior to the application deadlines. Applications for Open Enrollment will be accepted from the third Friday in March through the third Friday in April. After the application deadline of the third Friday in April, a lottery drawing for placement will be held, if there are more applicants than openings. The lottery drawing will be held within 10 school days of the third Friday in April. Appendix G is a copy of the lottery procedure established by Anvil City Science Academy.

After all openings are filled, applications not chosen remain in separate waiting pools determined by the grade level and the lottery date. Applications that are returned after the Open Enrollment period will be automatically be placed in a waiting pool for the next year's lottery. Students' parents must annually acknowledge their interest in remaining in the charter school's waiting pool by completing the waiting pool intent form.

When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If ACSA chooses to fill the vacancy, a lottery drawing will be held from the applicable grade level waiting pool with the earliest lottery date, subject to the enrollment priorities noted in the Lottery Procedures.

**(e)** ACSA does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

*i. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. AS 14.03.265(b), 4 AAC 33.110(a)(17)*

**Recruitment Process, Enrollment, and Waitlist Numbers**

ACSA's recruitment process involves sending word about our program to the community through several channels. With permission from the Nome Elementary School administrators and teachers, we visit the 4th grade classrooms at the start of the Open Enrollment period and provide applications to all students. Community-wide, we invite parents to an Open House/Informational Meeting and advertise on the local radio stations, on community posting boards in local businesses, on Nome Public School's website, and on social media (ie. Facebook, Nome Announce) throughout the month prior to the application submission due date. In one form or another, the advertisement reads:

Nome Public School's Anvil City Science Academy is accepting applications for the 2017-2018 school year.

The Science Academy is a public charter school open to all students in fifth through eighth grade. ACSA offers daily instruction in math, reading, language arts, science, social studies, and art, with technology integrated throughout the day. Parents interested in enrolling their child in a unique and innovative setting should submit an application by Friday, April 21st, at 4:00 PM to be included in the April Lottery drawing.
For inquires or to receive an application packet, email Lisa Leeper at lleeper@nomeschools.com or call 443-6207 between 8:00 AM and 5:00 PM. You may also download a copy of the application from Nome Public School's website.

Appendix H1 shows the enrollment numbers of ACSA from the past five years and Appendix H2 shows the waitlist numbers from the past five years.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 6 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Evidence of written admission policies and procedures | 35 - 36<br>Appendix G | |
| Evidence of a written student recruitment process, including enrollment and waitlist numbers | 36<br>Appendix H1<br>Appendix H2 | |

## Section 7: Fiscal

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

# Anvil City Science Academy (ACSA) Funding

Instructional and school administration expenditures associated with ACSA are expensed directly to ASCA's site budget. District Administration and Maintenance and Operations costs are expensed to the Districtwide budget. Rent is not charged to ACSA for use of their space. Indirect costs are not currently being expensed to ACSA's site budget and is instead expensed and paid for from the Districtwide General Fund. Costs incurred from the operation of ACSA that are expensed to the Districtwide budget or to other funds include:

. District Administration and Support Staff Salaries and Benefits
. School Administration Professional Development
. Utilities: Gas, Electric, Water, Sewer
. Liability Insurance
. Legal Services
. Federal or State-Mandated Testing
. Pupil Transportation
. Food Service costs for free breakfast and lunch

ACSA's funding allocation from the District is the lesser of estimated salaries, benefits, supplies, equipment and telecommunications costs for the ensuing year or the following:

*Proceeding numbers based on FY18 estimate.

Projected ACSA Enrollment (60)
Times School Size Factor (1.18) = 70.8
Times District Cost Factor (1.45) = 102.66
Times Special Needs Factor (1.2) = 123.19
Plus CTE (0.015) = 125.04
Plus (Intensive Needs (0) x Intensive Factor (13) = 0) = 125.04 ACSA Adjusted Avg Daily Membership (ADM)
Times Base Student Allocation ($5,930) = $741,487 Basic Need
Less Any State Cuts to Basic Need (removed from legislation as of 6/28/17) = $741,487
Less Impact Aid and Required Local Contribution Reductions based on pro-rated ADM (ACSA Adjusted ADM/Districtwide Adjusted ADM; 125.04/1611.01) = 7.76% reduction = $57,540 reduction
Equals ($741,487 - $57,540) = $683,947

Estimated salaries, benefits, equipment, telecomm = $496,866

Lesser of $496,866 or $683,947
FY18 Budget Total = $496,866

The following table shows the fiscal year 2013 through fiscal year 2017 actual expenditures and estimated fiscal year 2018 expenditures.

**Anvil City Science Academy**
**FY13-Projected FY18 Expenditures**

| | FY13 | FY14 | FY15 | FY16 | FY17 | FY18 |
|---|---|---|---|---|---|---|
| Regular Instruction | $ 159,873 | $ 361,077 | $373,793 | $392,802 | $440,862 | $491,866 |
| Vocational Instruction | $ - | $ - | $ - | $ - | $ 1,061 | $ 5,000 |
| Support Services - Instrcution | $ - | $ - | $ - | $ - | $ 4,914 | $ - |
| School Administration | $ 40,074 | $ 83,981 | $ 62,522 | $ 63,402 | $ 18,582 | $ - |
| Maintenance Supplies | $ 101 | $ - | $ - | $ - | $ - | $ - |
| School Activities | $ - | $ - | $ 350 | $ 140 | $ 640 | $ - |
| **TOTAL:** | **$ 200,049** | **$ 445,058** | **$436,665** | **$456,345** | **$466,059** | **$496,866** |

The projected ACSA FY18 budget can be found in Appendix I.

*Ii. Provide a signed assurance that: the charter school follows all district approved practices to account for receipts and expenditures; the charter school has been successful in ending each year with a zero or positive fund balance; all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03.255(b)(1)(c)(6)*

The signed assurance page at the beginning of this application indicates ACSA follows all district approved practices to account for receipts and expenditures, has been successful in ending each year with a zero or positive fund balance, and that all reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 7 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Evidence of a budget plan | 38 - 39 | |
| Evidence of assurance | 3 | |

## Section 8: Transportation

*i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)*

ACSA is provided bus service by Morgan Enterprises, LLC under contract with Nome Public Schools. Students are picked up and dropped off at bus stops in town and in Icy View in accordance with the routes and schedules set up for ACSA and Nome-Beltz Junior High students.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

| **Reviewer Rating Template** | | |
|---|---|---|
| Section 8 | Page Number location(s) of response(s) including Appendices | Reviewer's notes<br><br>Rating: Compliant/Noncompliant |
| Plans for pupil transportation | 41 | |

# Appendices

Nome Public Schools
P.O. Box 131 • Nome, Alaska • 99762 • (907) 443-2231 • Fax 443-5144
Shawn Arnold, Superintendent
907-443-6191 • sarnold@nomeschools.com

October 11, 2017

Commissioner Dr. Michael Johnson
Alaska Department of Education and Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500

Dear Commissioner Johnson,

This letter is to verify that at the October 10, 2017 meeting of Nome Public Schools' Board of Education, the Anvil City Science Academy's charter renewal was passed. Please accept this letter as verification that the Anvil City Science Academy's renewal charter was approved from FY 2019 to FY 2028.

The draft minutes, from the October 10, 2017, Board of Education meeting are attached.

Sincerely,

Shawn Arnold
Superintendent

Appendix A – Nome Public Schools District Board Minutes approving ACSA FY18 10-year Renewal

BOARD OF EDUCATION
MINUTES
Regular Meeting
Tuesday, October 10, 2017
5:30pm
Nome Elementary School Library

Member Amarok called the meeting to order at 5:30pm Tuesday, October 10, 2017 with a quorum present.

Member Arrington led the Pledge of Allegiance.

**School Board Members Present**:

| | | |
|---|---|---|
| Barb Amarok | Jennifer Reader (via GoToMeeting) | Brandy Arrington |
| Nancy Mendenhall | Sandy Martinson | |
| Katherine Scott, Student Representative | | |

**Others in attendance included:**

| | | |
|---|---|---|
| Shawn Arnold | Alisha Papineau | Jacob Phillips |
| Elizabeth Korenek-Johnson | James Shreve | Jennifer Shreve |
| Jamie Burgess | Ryan Martinson | Harmony Martinson |
| Cassidy Martinson | Cynthia Gray | Sandra Harvey |
| Hana Robb | Dean Maschner | Pat Booth |
| Kate Osborne | Lisa Leeper | Jon Berkeley |
| Lucas Frost | Elizabeth Dillman | |

Member Amarok read the Nome Public Schools Mission Statement.

**APPROVAL OF AGENDA**

Member Arrington moved to approve the agenda as presented. The motion passed unanimously.

**SWEARING IN OF NEW BOARD OF EDUCATION MEMBERS**

Superintendent Arnold asked newly elected board member, Sandy Martinson; and re-elected board member, Brandy Arrington to stand and administered the Oath of Office. Each member signed an Oath of Office that is part of the official minutes.
Superintendent Arnold administered the Oath of Office via GoToMeeting with re-elected board member, Jennifer Reader.
Sandy Martinson was elected for a one-year term, 2017 – 2018.
Brandy Arrington and Jennifer Reader were re-elected for a three-year term, 2017 – 2020.

**BOARD OF EDUCATION REORGANIZATION**

ELECTION OF PRESIDENT
Member Arrington moved and Member Mendenhall seconded to nominate Barb Amarok as President. There was no discussion and no other motions. Member Amarok was unanimously elected as the Nome Board of Education President.

DRAFT

ELECTION OF VICE-PRESIDENT
Member Arrington moved and Member Mendenhall seconded to nominate Jennifer Reader as Vice-President/Clerk. There was no discussion and no other motions. Member Reader was unanimously elected as the Nome Board of Education Vice-President/Clerk.

ELECTION OF TREASURER
Member Mendenhall moved and Member Amarok seconded to nominate Brandy Arrington as Treasurer. There was no discussion and no other motions. Member Arrington was unanimously elected as the Nome Board of Education Treasurer.

**COMMITTEE ASSIGNMENTS**
The Board and Superintendent Arnold agreed to table the reorganization of committee assignments for further discussion.
Member Reader moved to table the reorganization of committee assignments for the October 24th Work Session. The motion passed unanimously.

**CONSENT AGENDA**
Member Arrington moved to approve the minutes from Regular Meeting, September 12, 2017; and the September 2017 disbursements. Discussion followed.

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

| | | |
|---|---|---|
| Barb Amarok: yes | Jennifer Reader: (excused) | Brandy Arrington: yes |
| Nancy Mendenhall: yes | Sandy Martinson: yes | |

**INTRODUCTIONS OF GUESTS AND VISITORS**
Special Education Teacher, Jill Peters gave a presentation on Transition Camp hosted by SERC to help young adults transition to life after high school.

**STUDENTS OF THE MONTH**
NBHS Assistant Principal, Lucas Frost announced Devon Crowe and Kelsie Crisci as Students of the Month for September 2017.

**TEACHER OF THE MONTH**
Superintendent Arnold announced Jr. High Mathematics Teacher, Hana Robb as the Teacher of the Month for September 2017.

**SUPPORT STAFF MEMBER OF THE MONTH**
Superintendent Arnold announced Custodian, Jimmie Murdock as Support Staff Member of the Month for September 2017.

**OPPORTUNITY FOR PUBLIC COMMENTS ON AGENDA/NON-AGENDA ITEMS**
NONE

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

DRAFT

**INFORMATION AND REPORTS**

NES Principal, Elizabeth Korenek-Johnson reported. The report is attached to the original of these minutes.

ACSA Principal, Lisa Leeper reported. The report is attached to the original of these minutes.

NBHS Principal, Jon Berkeley reported. The report is attached to the original of these minutes.

Director of Federal Programs and Instruction, Jamie Burgess reported. The report is attached to the original of these minutes.

Human Resources Manager, Cynthia Gray reported. The report is attached to the original of these minutes.

Special Education Coordinator, Sandy Harvey reported. The report is attached to the original of these minutes.

Director of Technology, Jacob Phillips reported. The report is attached to the original of these minutes.

Facilities Manager, Dean Maschner reported. The report is attached to the original of these minutes.

**ACTION ITEMS**

Member Mendenhall moved to approve the second reading of the following board policies as follows:

**BP 0510** School District Report Card
**BP 3310** Purchasing Procedures
**BP 3311** Bids
**BP/AR 4111.2** Legal Status Requirement **(*New AR*)**
**BP 4115** Evaluation/Supervision
**BP 4131** Certified Staff Development
**BP 5112.6** Education for Homeless Children and Children in Foster Care
**BP 5142.3** Restraint and Seclusion
**BP 6146.3** College and Career Readiness Assessments
**BP 6164.4** Child Find
**BP 6172** Special Education **(*New*)**
**BP 6174** Bilingual-Bicultural Education/English Language Learners
**BB 9012** Communications to and from the Board

Discussion followed.
The motion passed unanimously.

Member Arrington moved to approve the first reading on the following board policies as follows:

**BP 4030** Nondiscrimination in Employment
**BP 5040** Student Nutrition and Physical Activity

Discussion followed.
The motion passed unanimously.

DRAFT

Member Arrington moved to approve the Anvil City Science Academy Renewal Application. Discussion followed. The motion passed unanimously.

Member Arrington moved to approve to adopt the NPS Strategic Equity Framework. The motion passed unanimously.

Member Arrington moved to make an exception to Board Policy 3311 to accept the purchase of six copy machines through Boynton Office in the final amount estimated at $59,358. Discussion followed.

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

| | | |
|---|---|---|
| Barb Amarok: yes | Jennifer Reader: no | Brandy Arrington: yes |
| Nancy Mendenhall: yes | Sandy Martinson: no | |

**SECOND PUBLIC COMMENT OPPORTUNITY**

ACSA Principal, Lisa Leeper thanked the board for thoroughly reading the ACSA Renewal Application.

**BOARD AND SUPERINTENDENT'S COMMENTS & COMMITTEE REPORTS**

Member Martinson thanked the community and expressed it is an honor to serve on the school board. She hopes to do what is best for the community.

Member Mendenhall thanked everyone for the work on the Equity Plan.

Member Reader thanked everyone for voting at the elections. She welcomed Member Martinson and Member Arrington.

Superintendent Arnold welcomed Member Martinson; and welcomed back Member Reader and Member Arrington.
Superintendent Arnold thanked teachers and staff.
He also announced that this would be his final weekend working at the Air Force after 24 years.

Member Amarok congratulated all those who received special notice for the month of September 2017. She also congratulated Member Martinson, Member Reader, and Member Arrington on their election/re-election.

**Next Meeting**

Tuesday, October 24, Work Session, 5:30pm, NES Library
Friday/Saturday, October 27-28, Board Retreat, District Office
Tuesday, November 14, Regular Meeting, 5:30pm, NES Library

**Adjournment**

Member Arrington moved to adjourn at 8:10pm.

| | |
|---|---|
| _____ | _____ |
| Barb Amarok Date | Jennifer Reader Date |
| President, Board of Education | Vice President, Board of Education |

DRAFT

## Appendix 1.1.1. - Code of Conduct

# Anvil City Science Academy Student Code of Conduct

We feel that every student should have or should develop the self-discipline that is necessary for self-rule. The student should be able to behave within the realm of common sense, courtesy, and intelligence. To be inundated with rules, most of which were developed out of extreme abuse of a normal simple act, does not promote an atmosphere of learning and discovery. However, situations arise and in today's legal world the rules must be spelled out. Within these rules we are recognizing Nome's uniqueness and will enforce them accordingly.

## *Offenses requiring reprimand or detention.*

Cheating on tests.
Arguing.
Dishonesty.
Misconduct committed outside of school hours on/off school premises.
Not following class rules.
Personal displays of affection.

## *Classroom dress and behavior.*

Students shall wear clean tidy clothes free of tears.
Clothing shall not have alcohol / cigarette commercials or offensive language on them.
No hats or gum chewing. (We may have a "hat" or "gum" day during a "Spirit Week.")
Students must show respect towards other students, the teachers and for volunteer parents at all times.
Students are expected to participate in classroom learning and in all activities.

## *Serious offense requiring suspension and/or criminal charges.*

Demoralizing or demeaning of fellow students.
Possession of weapons. This includes but is not limited to handguns, rifles, explosives, fireworks, and large knives. Knives and sharp tools, when required for class work, will be used responsibly & be supplied by the school.
Abuse of school property or fellow student's property.
Fighting or aggression toward students, parents, or the teacher.
Liquors, narcotics or tobacco use.
Theft.
Sexual harassment, including but not limited to verbal harassment, touching private areas, and unwanted advancements.
Leaving campus without permission.
Use of foul or obscene language.

**I have read the Code of Conduct and agree to abide by the outlined rules.**

**Student Signature** _____ **Date** _____

**I understand and support the consequences outlined in the Student Code of Conduct.**

**Parent Signature** _____ **Date** _____

Appendix B - NPS Charter School Contract 2018-19

NOME PUBLIC SCHOOLS
CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Anvil City Science Academy, whose address is P.O. Box 131, Nome, Alaska, 99762 hereinafter the "Charter School", and the Nome Public Schools Board of Education, whose address is P.O. Box 131, Nome, Alaska 99762, hereinafter the "School Board."

WHEREAS, the Charter School desires to operate within the Nome Public School District, hereinafter the "School District", in conformance with 4AAC 33.110, and School District policies and procedures; and

WHEREAS, in its meeting dated April 7, 1998, the School Board reviewed and approved the Charter School application; and

WHEREAS, the Charter School has fulfilled its obligations to its students, their parents, the community, and the School Board from that time to the present;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

The Charter School shall provide educational programs and services subject to the terms and conditions of this contract commencing with the first day of the school in the School District for the 2018-19 school year for a ten (10) year contract. The Charter School shall provide a quarterly report to the School Board which details the status of these programs and services.

The terms and conditions in the School District's "Charter School Policy" BP/AR 6181 and the "Charter School Application" are specifically incorporated and integral to this contract.

1. Academic Policy Committee: To develop and implement admission and administrative policies and to monitor the program, the Charter School shall establish an Academic Policy Committee. The Academic Policy Committee shall include at least five (5) persons, three (3) members must be parents of a student attending ACSA, one (1) must be a ACSA teacher, and the remaining member(s) may be a community member, parent, or teacher.

The Academic Policy Committee must approve additions or changes to Charter School administrative and admission policies and report them to the School Board.

2. Educational Program: The Charter School shall provide an educational program that shall advance basic skill areas including mathematics, science, language arts, and social studies, appropriate to the age of students included in the program. The Charter School shall comply with all Federal and State of Alaska regulations regarding its educational program and will update its educational program accordingly.

3. Achievement of Levels: The Charter School will strive to meet adequate yearly progress as dictated in all Federal and State of Alaska regulations.

4. Policies and Procedures: Except as otherwise specifically provided herein or as stated in AS14.03.255, the Charter School is not released from complying with School Board policies, procedures and regulations.

a. Admission Policies and Procedures: Any resident of the School District who is otherwise eligible to attend Nome Public Schools may apply for admission to the Charter School. All admissions shall be in accordance with Alaska State Statutes governing Charter Schools. A lottery will be used if projected enrollment exceeds the allowed maximum enrollment. In addition, the Charter School shall adhere to the section of the Application called "Admission."

b. Administrative Policies: The Charter School shall adhere to the section of the Application called "Organization and Administration."

c. Academic Policies: The Academic Policy Committee shall establish academic policies and goals for the Charter School. The Academic Policy Committee shall meet at least once a semester with the Charter School administrators to monitor the progress in achieving the committee's policies and goals.

d. School Board Reports: A liaison of the Charter School will report quarterly to the School Board regarding programs and activities at the school. By November of each year, the Academic Policy Committee's liaison will present the academic progress of its past year's students to the School Board.

5. Funding: The School District shall allocate funding for the Charter School based on a per pupil share of "basic need" funding the School District receives as determined by the School Foundation Funding Formula in accordance with AS 14.17.410 and related statutes. In addition, the School District shall provide services to students who qualify for categorical funding generated by virtue of their membership in a protected class or relationship to the United States or the State of Alaska.

6. School District Charges: The School District may deduct from this "basic need" funding indirect administrative expenses not to exceed the State of Alaska Department of Education approved indirect cost rate. These costs will be separately negotiated should the district desire to charge indirect administrative expenses during the term of this agreement.

7. Charter School Charges: The Charter School shall charge no tuition to the Charter School students who reside in the School District. The Charter School may collect student fees for special events and shall retain the fees collected from Charter School students. If the Charter School is dissolved, the remaining balance of these student fees shall revert to the School District.

8. Budgeting and Accounting: Between January and March, the Charter School liaison will work with the District Business Manager to develop a budget for the next school year. This will include the salaries of all staff at the Charter School. At this time an "estimated" student count for the following year will be given. The estimate may be finalized at the May School Board meeting.

All funds will run through the normal School District financial process. The Charter School agrees that it shall comply with all State of Alaska and Federal requirements for receipt and use of public funds.

9. Facility: The Charter School shall operate at the following location: Nome-Beltz Campus North Dorm Building Class Rooms D121, Dl22, D123, and Dl25; Toilet Rooms Dl30 and D131; storage room D1/D2, and Office Room D29.

Notice must be given by the School Board to the Charter School, no later than the regularly scheduled March School Board meeting, if the Charter School needs to change locations for the following school year.

The Charter School further covenants and warrants that the facility complies with all local State of Alaska and federal health and safety requirements applicable to other public schools in the School District.

10. Staff: The lead teacher/administrator will be chosen by the APC from the Anvil City Science Academy certified teaching staff. The lead teacher/administrator will select and appoint the employees of the Anvil City Science Academy, coordinating closely with the Chairperson of the APC. Ultimate responsibility is retained by the APC. All certified staff will be approved by the School Board or designee. It is agreed and understood that all teachers must sign a non-binding letter of intent with the Charter School before signing a standard teaching contract with the School Board or designee.

Normal statutory requirements and School Board practices should be followed by the School District for evaluation and retention of Charter School Certified Staff. Unless the School Board and the Nome Education Association agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to any teacher in the School District shall remain in effect while the teacher provides services to the Charter School.

Staff vacancies will be addressed as early as possible before the beginning of the school year, or immediately after any emergencies which arise within the school year. The Charter School shall promptly provide the School District with written notice of any changes to the staff.

The staff positions at ACSA are:
Principal / Teacher (Full Time Certified) -- Lisa Leeper
Teacher (Full Time Certified) -- Colleen Johnson
Teacher (Full Time Certified) -- Jeff Collins
Teacher (Full Time Certified) -- Heather Jameson

11. Retirement: All employees of the Charter School shall be members of the Teacher's Retirement System or the Public Employee's Retirement System, and are subject to the respective requirements.

12. Pupil-Teacher Ratio: At the Twenty Day Count for the School District, the teacher/student ratio at the Charter School should be between 1:12 and 1:17.

13. Enrollment: The Charter School shall enroll a minimum of forty-eight (48) and up to sixty-six (66) students.

14. Contract Term: This contract shall be effective upon the approval of the School Board, commencing with the first day of school in the School District for the 2018-2019 school year and shall continue for ten (10) years unless earlier terminated as provided for below.

15. Termination: The School Board may terminate this contract for:

a. Failure by the Charter School to meet the educational achievement goals;

b. Failure by the Charter School to meet fiscal management standards;

c. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the Nome Public Schools;

d. Default by the Charter School in any material provision in this agreement; or

e. Other good cause as proven by the Nome Public School Board. The School Board shall provide thirty (30) days written notice to the Charter School of its intent to terminate this contract. The notice shall include the reasons for its action and the specified time allotted for the situation to be remedied. If the Charter School fails to remedy the cause for termination within the time specified, this contract shall automatically terminate at the end of the specified time. The Charter School has thirty (30) days to appeal the School Board's decision to terminate this contract.

Upon termination, the Charter School has until a new semester start which is not less than forty-five (45) contact days from the date of termination, to close the School. For the welfare of the students, the School District shall work with the Charter School's staff and Academic Policy Committee to provide a smooth transition for all students into the appropriate Nome Public School(s).

At the close of the Charter School, any unused funds remaining shall be returned to the School District.

16. Equal Access: The Charter School covenants and agrees that it shall not discriminate against any applicant based upon membership in any of the protected classes and that it shall provide

equal access to its facilities to all students in compliance with District Policy, State of Alaska Law and Federal Law. The School District will assist the Charter School with Special Education facilities support and staff as is specified by the State of Alaska and Federal Law.

17. Nonsectarian: The Charter School shall be nonsectarian, and shall have no affiliation in any respect with any sectarian institution.

This contract signifies that the Nome Public Schools Board of Education approves the Anvil City Science Academy's operation as a Charter School with the Nome Public School District and will become effective upon the signatures of their representatives:

Julie Kelso — 10-2-17

Chairperson/Designee,
Academic Policy Committee
Anvil City Science Academy — Date

B Amack — 09/12/2017

Chairperson/Designee,
Nome Public Schools Board of Education — Date

## Appendix C - Bylaws - Anvil City Science Academy

## *ANVIL CITY SCIENCE ACADEMY BYLAWS*

Anvil City Science Academy (ACSA) is a community-driven school in which all stakeholders may participate in discussions which affect the school. The Academic Policy Committee (APC) supervises the operation and academic program of ACSA. The APC develops and implements admission and administrative policies to ensure the fulfillment of the mission of the charter school. These elements are monitored and evaluated in regular APC meetings open to the entire school community.

### ARTICLE I – Academic Policy Committee

The APC consists of school community members who are committed to attending meetings regularly. In order for decisions to be made in a regular meeting, a quorum of half of the existing APC members must be present and participating.

1. The APC is comprised of at least five (5) member representatives, including at least three (3) parents of students attending ACSA and one (1) ACSA lead teacher/principal, and the remaining member(s) may be a community member(s), parents, or teachers.

2. Any APC member may resign at any time by giving written notice to the APC. The resignation will be effective at the time stated in the written notice; no acceptance of the resignation is necessary.

3. Any APC member may be removed at any time with cause, by consensus of the remaining APC members, whenever, in their judgment it serves the best interests of ACSA.

4. A member may be reviewed for dismissal for excessive absences. Excessive absences is defined as more than three unexcused absences in any year.

5. The property, business and affairs of the school will be managed by the APC. The APC may exercise all powers of the Anvil City Science Academy as provided by the State and Federal law, Nome Public School District Board of Education policy and these Bylaws.

### ARTICLE II – APC Elections and Terms

1. The APC will nominate new members upon term expiration, keeping the numbers by category as stated above.
2. All APC members will serve three-year terms.
3. Filling of the seats will take place January of the start of term.
4. If a member resigns or is dismissed, the APC will appoint a replacement to serve out the remaining time of that term.

The Lead Teacher/Principal shall provide notice seeking candidate volunteers for the board. If the Lead Teacher/Principal is unable to attend an APC meeting, they shall appoint an ACSA teacher to attend the meeting to serve in that capacity.

**ARTICLE III – Notice of APC Meetings**

Notice of APC meetings and tentative agendas will be provided by the Lead Teacher/ Principal prior to the meeting.

**ARTICLE IV – Officers**

1. Election - Officers shall be elected by the APC.
2. Terms of Office - The APC shall elect officers for a term of one year.
3. President - The president shall be the Lead Teacher/Principal of ACSA and shall, in general, oversee all the business and affairs of the school. The President shall execute contracts on behalf of the school, except where another person is required by law to execute a contract, or the board has expressly delegated to another person the right to execute a contract on behalf of the school. The President shall preside at all meetings of the APC, and shall be responsible for developing the agenda for all meetings.
4. Secretary - The secretary issues notices for all the meetings and shall keep the minutes and publish these minutes on the ACSA website.
5. Treasurer - The treasurer shall report the financial condition of ACSA to the APC at each of the monthly meetings. The treasurer shall be responsible for developing and reviewing the budgets for ACSA.
6. School District Liaison- The APC shall appoint a member to act as school district liaison every academic year. Any board member or officer can serve in this capacity.

**ARTICLE V – Meeting Procedures**

1. The APC will hold one meeting per month.
2. The agenda will be approved or amended by consensus at the beginning of the meeting.
3. An APC member may participate in an APC meeting by phone or internet with prior arrangement.

**ARTICLE VI – Committees**

APC Committees will be formed at APC meetings. The APC shall select committee members from a list of volunteers, parents whose children attend the school, teachers currently employed by the school and community members at large who are approved by the board. The formation will be posted in the minutes and committee membership will be approved by the APC.

**ARTICLE VII – Executive Sessions**

Executive Sessions may be requested by an APC member. Executive sessions are convened by consensus of the APC for the following matters.

1. The immediate knowledge of which would clearly have an adverse effect upon the finances of the school.
2. Subjects that tend to prejudice the reputation and character of any person.
3. Which, by law, municipal charter, or ordinance are required to be confidential.
4. Involve the consideration of government records that by law are not subject to public disclosure.

The specific subject matter to be discussed during an executive session will be described in the motion calling for the executive session in sufficient detail to describe the subject of the executive session without defeating the purpose of holding an executive session. Executive sessions are conducted solely at the discretion of the APC. Only members of the APC and those expressly invited by consensus of the APC may attend an executive session.

The APC may not take official action in executive session and it must limit discussions in executive session to matters specified in the motion calling for an executive session.

The APC may give direction to its attorney or a labor negotiator regarding the handling of a specific legal matter or pending labor negotiations.

When the APC believes an executive session may be appropriate to discuss a subject that may prejudice the reputation or character of a person, the APC will provide advance notice to the affected individual. The notice will state when and where, the proposed executive session will be held and will inform the affected individual of her or his right to request a public discussion.

**ARTICLE VII – Procedure to amend bylaws**

The bylaws may be amended, altered or repealed and new bylaws adopted upon the affirmative majority vote of the APC. If any amendment to the bylaws creates a material conflict with the current Anvil City Science Academy contract with the Nome Public School District the Nome School Board must also approve that amendment.

Appendix D - ACSA APC Minutes 9.15.16

**Anvil City Science**
**Academic Policy Committee**
**Regular Meeting**

**September 15, 2016**

**M I N U T E S**

| | | | |
|---|---|---|---|
| Members Present: | Julie Kelso | Kacey Miller | Brenda Menadelook |
| | Charles Marble | Liz Coler | Betsy Brennan |

Staff Present: Lisa Leeper Colleen Johnson

## CALL TO ORDER

Liz called a scheduled regular meeting of the Academic Policy Committee to order at 6:38 p.m, on Thursday September 15, 2016 at ACSA, in Nome, Alaska.

1) Adoption of Minutes: August 15, 2016
   Add discussion about Kid2college with NWC

   Betsy made a motion to adopt the minutes of August 15, 2016 as amended. Charles seconded. Motion passed.

2) Enrollment/Waiting List update.
   Review of Waiting list/pools
   Discussion about where to host waiting pool file.
   Julie and Lisa will keep up-to-date copies of the waiting pool file.

3) Budget
   Review of budget
   Many questions about the budget. Lisa will speak to Lucienne about requesting an orientation for the APC to the budget. Liz ask if we should be concerned about the $10,000 decrease in supplies/material/media.

4) DC Trip
   Colleen shared discussion of a parent meeting to present a DC choice: go with Close Up or do trip as done in past years. Parents voted for the trip to be done as it has in past years. Colleen and Betsy will be the leads in planning. There was discussion about future years' trips. Other meetings need to be set for the other classes to discuss the trip.

5) Charter renewal

For each APC member, Julie made a binder of our current charter and included the updated application for charter renewal. We will apply for a 10-year renewal.

Julie will review charter and break it up into discussion sessions for upcoming meetings.

6) Strategic planning – timeline

Plan on discussing strategic planning as we discuss our Charter following the Charter renewal timeline.

7) Kids2College opportunity

Kacey would like ACSA to be involved and have input into the date and experience.

Lisa will send some workable dates to Miranda and Kacey.

8) Next meeting

Oct 20 5:30 pm

**BOARD COMMENTS**

Lisa: High praise to Julie for beginning of the year help and putting together the Charter binder.
Julie:
Liz:
Brenda:
Betsy:
Kacey: Good to see some of the ACSA students with the NACTEC visit to NWC.
Charles:

**ADJOURNMENT**

Liz moved to adjourn the meeting, 2nd by Julie. There being no further business to discuss, the meeting adjourned at 8:20 p.m.

Appendix E – N/A

Appendix 2.2.1 Interagency Agreement for Special Education Services

NOME PUBLIC SCHOOLS
Box 131, Nome, Alaska 99762 • FAX: (907) 443-5144 • Telephone (907) 443-2231

## Interagency Agreement Between Nome Public Schools & Anvil City Science Academy

In compliance with Alaska State Regulations, this Interagency Agreement is provided as a matter of record for purposes of describing the relationship between the charter school, Anvil City Science Academy, and Nome Public School District's delivery of special education services.

Students enrolled in Anvil City Science Academy are ensured a free and appropriate public education including provision of special education services. Any student identified as possessing a disability and eligible to receive special education services under the Individuals with Disabilities Education Act 2004 will be provided services as outlined in their Individual Education Program.

Nome Public Schools will:

- Provide a person to contact for any special education questions or issues Provide IEP information to Anvil City Science Academy Staff.
- Be the responsible agency for maintaining IEP paperwork
- Provide evaluation services in accordance with student needs.
- Provide special education services to eligible students in accordance with their IEPs.
- Provide appropriate special education information to Anvil City Science Academy staff

Anvil City Science Academy will:

- Provide appropriate space for evaluation and educational service
- Ensure that staff that are involved with students' educational program or planning will be available to participate in IEP meetings.
- Establish a procedure to ensure the confidentiality of any special education records that NPS provides to Anvil City Science Academy staff.

Sandra Harvey — Date
Special Education Coordinator
Nome Public Schools

Lisa Leeper — 4/20/17 — Date
Lisa Leeper
Principal/Lead Teacher
Anvil City Science Academy

Appendix 2.3.1 - ACSA Lottery edits 03.28.14

# Anvil City Science Academy Lottery Procedures – Open Enrollment

## I. Purpose

To provide an opportunity for all students who request participation in the Anvil City Science Academy and to provide grade level balance. ACSA does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

## Responsibilities

Administrator(s) of the Anvil City Science Academy will inform the parents and students of openings as they occur and will provide an information session. All parents and students are required to attend an information session prior to enrollment. These sessions will be designated to familiarize the parents and students with the new school and to identify the student's needs. Approval or denial shall be based on the school's total space availability and the grade level of the applicant (to ensure grade level balance.)

## How to Apply

A. Parents of children requesting entrance into the Anvil City Science Academy must complete and return an application on the approved application form to the administrator(s) in charge of the Anvil City Science Academy.

B. All applications received prior to the designated lottery date will be entered in the next available lottery. The administrator(s) will keep a copy of the applications on file in the school office. The application must include the standard application form and student generated writing sample. At the time of the application, parents are given a copy of the Open Enrollment Lottery Procedures. In addition, at the time of application, parents will be given written information regarding program philosophy, program goals, and parental and student commitments that are a part of the Anvil City Science Academy guidelines. Any required orientations, information sessions, or visits will be explained to the parents at the time applications are submitted.

## Enrollment Priorities

A. Existing students who have filed their letter of intent to re-enroll by the last school day in April for the following school year. These students are not required to submit an application nor go through the lottery process.

B. Children of certified staff employed by ACSA for the year to which the lottery applies.

C. Siblings of students enrolled at ACSA for the year to which the lottery applies.

D. Founding Family children.

E. New students district-wide.

## Time Period of Lotteries

The administrator(s) of the school will conduct **at least** two (2) lotteries annually, if the applications received to attend the school exceed the available openings at the school.

Schedule of Lotteries

A. May- Completed applications received or postmarked after the last working day in July through the last school day in April will be entered in the May lottery. The lottery will be conducted within a maximum of ten (10) school days after the last school day in April.

B. August- Completed applications received or postmarked after the last school day in April through the last working day in July will be entered in the August lottery. The lottery will be conducted within a maximum of ten (10) working days prior to the opening of school.

C. Additional lotteries may be held if needed.

## The Lottery Process

A. All new applications will be held without numbers between scheduled lotteries.

B. The **scheduled May and August** lotteries will proceed as follows:

1. ~~**New**~~ Applications ~~**and existing applications in the waiting pool from prior lotteries**~~ are ~~**combined and**~~ sorted first by grade level, and then by

the following enrollment priority categories within grade level: 1.) Children of ACSA certified staff, 2.) Siblings of enrolled ACSA students, 3.) Founding Family children, and 4.) District-wide applications. **Openings are filled first from these priority categories in the order given. When applications exceed the remaining openings, the openings are filled by random lottery, where each applicant has an equal chance of being drawn.** ~~Within each grade level and category, applications are placed in identical envelopes so that no distinction may be made between them, and shuffled randomly.~~

~~Numbers are drawn blindly and assigned to each envelope within each grade level and category.2.~~

~~C.~~ **After all openings are filled, applications not chosen are included in separate ~~grade level~~ waiting pools determined by the grade level and date the Lottery was held. ~~the upcoming school year~~.** ~~Within each grade level, children of ACSA certified staff, Sibling(s), Founding Family children, and District-wide application names are placed on the waiting list, in that order, according to the lottery draw, after any existing students on the waiting list from previous lotteries.~~

D. After each lottery, families will be notified of their status ~~on the list~~ and advised that they must notify the school if they wish to remain ~~on the list~~ **in the waiting pool.** At that time they should provide updated information (address, telephone number, etc.) if necessary.

## Enrollment from Waiting ~~List~~ Pool

A. ~~The~~ Names will be entered into the appropriate waiting ~~list~~ **pool** two (2) times each year in Ma***y*** and August ~~of each year~~ for grades 5-8 after the scheduled lottery is held.

~~B. Names will be numbered consecutively within each grade level based on the lottery draw.~~

~~C. An indication will be made after the last number entered from each lottery so that it will be possible to determine which names were entered from every lottery (i.e May 2012; August 2012, etc.).~~

D. **When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If ACSA chooses to fill the vacancy, ~~and has more applicants in~~ a Lottery drawing will be held for the applicable grade level waiting pool with the earliest Lottery date. ~~than spaces available, the spaces will be filled from those students currently in the waiting pool by~~**

~~**random lottery, where each applicant has an equal chance of being drawn**~~, **subject to the enrollment priorities noted above**. **As a students ~~are~~ is drawn from the pool,** ~~openings occur in a particular grade level,~~ the parents ~~of the next student on the waiting~~ will be notified of the opening and the requirement of registering in the school within two (2) school days.

E. ~~When an opening occurs and no names remain on~~ **in** ~~the waiting list~~**, pool** ~~,a special lottery will be held for that grade level only after soliciting~~ for interest from students in the school and/or the District.

## VII. Registration of Chosen Student

Students who have been chosen to attend ACSA must register within five (5) school days after notification for the May lottery; and must register within two (2) day after notification for the August lottery **and lotteries held during the school year**. Notification shall be by certified, return receipt mail. Those students who do not enroll within the designated period will be withdrawn from the waiting list / pool and they must reapply if they wish to attend. If students are already in the program and are withdrawn for any reason, they must follow the lottery procedures to reenroll if there is a waiting list / pool . Positions may not be reserved because of a student's temporary withdrawal from the program.

### Continued Participation

Students' parents must annually acknowledge their interest in remaining on **/ in** the charter school's waiting list / pool by completing the waiting list / pool intent form. Forms will be mailed by April 1 and completed forms must be received or postmarked by the last school day in April. Future drawings will add to the approved **pool** ~~list~~. ~~Students remaining on a waiting list will retain their place on the list; the grade level will move up a grade annually.~~

Appendix 2.3.2 - APC Minutes 3.28.14; Minutes 5.08.17

**Anvil City Science**
**Academic Policy Committee**
**Regular Meeting**

**March 28, 2014**

**M I N U T E S**

| | | | |
|---|---|---|---|
| Members Present: | Pat Robinson | Liz Coler | Krista Marvin |
| | Teresa Gartung | Lisa Leeper | Todd Hindman |

## CALL TO ORDER

Pat called a scheduled regular meeting of the Academic Policy Committee to order at 4:39 p.m., Friday, March 28, 2014 at ACSA, in Nome, Alaska.

1. No minutes were approved.

2. Staff Hire: Colleen Johnson letter of intent was reviewed. Amelia's transfer request was reviewed. Lisa is willing to teach any of the classes she currently teaches and to give up any of the classes she currently teaches. Todd made a motion to hire Colleen Johnson. Liz seconded the motion. All voted in favor of the hire.

3. Lottery adoption:
   With the current language, people who were drawn in previous lotteries would be included in pools for new drawings (thereby, they would not have a preference for an opening). Discussion says we need to have chronological pools (a pool from one waiting list must be exhausted before drawing a new student from a successive pool).
   Liz made a motion to adopt changes to the Lottery Procedures. Krista seconded the motion. All voted in favor of adopting the changes. There was no further discussion.

## BOARD COMMENTS

None

## NEXT MEETING(s)

The ACSA APC next regular meeting is scheduled for Thursday, March 8th, 2014 at 4:30 at ACSA.

## ADJOURNMENT

Krista moved to adjourn the meeting, 2nd by Pat. There being no further business to discuss, the meeting adjourned at 5:35p.m.

ACSA APC Meeting

Minutes 5/08/17

Present at meeting: Kacey Miller, Julie Kelso, Charles Marble, Brenda Menadelook, Lisa Leeper, Colleen Johnson, Betsy Brennan.

Meeting called to order at 5:40 pm.

Betsy Brennan made a motion made to approve minutes with amendments. Julie Kelso second. Approved unanimously.

The outcome of the Lottery and Waiting Pool was reviewed.

A Change was proposed to the Lottery Language to adjust for the slow mail service. The words "or postmarked" were stricken to indicate applications should be handed in or submitted via email, not by USPS mail. Julie Kelso made the motion, Kacey miller second the motion and the amendment was approved unanimously.

Another change to the lottery language was also proposed to indicate that an application may not be accepted if it is not handed in completed. The language was amended to read "incomplete applications could be denied at the discretion of the APC". Betsy Brennan made the motion, Kacey Miller second the motion, the motion passed unanimously.

Only 14 applications were received for the 5th grade lottery. Kacey Miller made a motion to hold another lottery to fill the final 5th grade spot and that more applications would be solicited. Julie Kelso seconds the motion. The motion passed unanimously. The deadline for the new applications will be May 22, 4 pm. The lottery for the final 5th grade spot will be held May 24th, 5:30 pm at the ACSA.

It was decided to offer the current available opening in the 7th grade to the only applicant in that corresponding waiting pool.

It was determined that Lottery minutes would now be kept from this point forward. This would keep an accurate record of what occurred during the Lottery each time.

Lisa presented a brief Budget Review worksheet.

The timeline and roles to finish the Charter Renewal were disused. Members will meet to review progress to date on May 24, after the conclusion of the Lottery that will be held.

. Section 1 – Kacey

. Section 2 – Brenda

. Section 3 – Colleen and Charles

. Section 4 to 8 - Lisa

The Curriculum Development meeting the ACSA teacher will conduct from May 30 – June 2 was disused. Lisa asked if the APC members had any ideas or suggestions for their work.

The Lead Teacher evaluation tool was discussed by the APC.

The APC elections and openings were disused. The old ACSA web site had a page where the terms and positions were listed. It was agreed that APC members would serve in their current capacity until the fall and we will address seat openings after September.

The 2017-2018 staffing of ACSA School was discussed. Lisa would find out the status of the contract offered to Ms Jameson.

There was a brief discussion about an APC appreciation dinner.

The meeting was adjourned at 7:42.

Appendix 2.5.1 -- Approved Calendar 17-18

## School Calendar 2017-2018

**Summary:** 188 contract days
5 holidays (per statute)
3 teacher work days
5 instructionally related in-service days
4 ISC days (count as in-service days)
171 student-bodies-in-seats days

C….School Closes
E…End of Quarter
H…Legal Holiday
I…Inservice Day
O…School Opens
UV…Unpaid vacation day
W…Teacher Workday
IC…Inservice Day used for Parent-Teacher Conferences
M…Minimum Day
T…Testing

### August 2017

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 I | 15 I | 16 I | 17 W | 18 W | 19 |
| 20 | 21 O | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

# of Inservice Days: 3
# of Student Days: 9
# of Teacher Days: 14
Total 14

### September 2017

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 UV | 2 |
| 3 | 4 H | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 M | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

# of Inservice Days: 0
# of Student Days: 19
# of Teacher Days: 20
Total 34

### October 2017

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 M | 19 | 20 E | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

# of Inservice Days: 0
# of Student Days: 22
# of Teacher Days: 22
Total 56

### November 2017

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 I | 2 IC | 3 IC | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 M | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 UV | 23 H | 24 H | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

# of Inservice Days: 3
# of Student Days: 16
# of Teacher Days: 21
Total 77

### December 2017

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 UV | 19 UV | 20 UV | 21 UV | 22 UV | 23 |
| 24 | 25 H | 26 UV | 27 UV | 28 UV | 29 UV | 30 |
| 31 | | | | | | |

# of Inservice Days: 0
# of Student Days: 11
# of Teacher Days: 12
Total 89

### January 2018

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 H | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 E | 13 |
| 14 | 15 I | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 M | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 23
Total 112

### February 2018

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 IC | 20 IC | 21 M | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

# of Inservice Days: 2
# of Student Days: 18
# of Teacher Days: 20
Total 132

### March 2018

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 E | 10 |
| 11 | 12 UV | 13 UV | 14 UV | 15 UV | 16 UV | 17 |
| 18 | 19 | 20 | 21 M | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 20 | 30 | 31 |

# of Inservice Days: 0
# of Student Days: 17
# of Teacher Days: 17
Total 149

### April 2018

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 M | 26 | 27 | 28 |
| 29 | 30 UV | | | | | |

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 20
Total 169

### May 2018

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 UV | 8 | 9 M | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 CM | 26 W |
| 27 | 28 H | 29 | 30 | 31 | | |

# of Inservice Days: 0
# of Student Days: 18
# of Teacher Days: 19
Total Contract 188

### June 2018

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

# of Inservice Days: 0
# of Student Days: 0
# of Teacher Days: 0

Form Number 05-00-079 (rev. 10/01)

** April 30 and May 7 will serve as make up days if snow days are called.

Proposed Future Calendars:

2018-2019: Staff start Aug 13; Student start Aug 20; Subsistence Break Aug 31-Sept 3; Thanksgiving Nov 21-23: Christmas Break Dec 21-Jan4; Iditarod March 11-15; Snow Days April 26, May 3; School Closes May 24; Staff end May 25

2019-2020: Staff start Aug 12; Student start Aug 19; Subsistence Break Aug 30-Sept 2; Thanksgiving Nov 27-29; Christmas Break Dec 20-Jan 3; Iditarod Break March 16-20; Snow Days April 24, May 1; School Closes May 22; Staff end May 23

Appendix 2.5.2 -- ACSA Master Schedule 2016-17

Anvil City Science Academy 2016-17

| Time | Leeper | Collins | Johnson | Holt |
|---|---|---|---|---|
| 9:05-10:00 | Algebra | Course 1 | Art | Art |
| 10:05-11:00 | Art | Course 3 | Math 5 | Course 2 |
| 11:05-11:55 | Lang Arts A | Prep | Social Studies C | Science B |
| 12:00-12:50 | Lang Arts B | Reading A | Prep | Science C |
| 12:50-1:05 | Gym | Gym | Gym | Gym |
| 1:05-1:30 | Lunch | Lunch | Lunch | Lunch |
| 1:35-2:15 | Prep | PE/Outdoor | Media | HomeEc |
| 2:20-3:10 | Lang Arts C | Reading B | Social Studies A | Prep |
| 3:15-4:05 | Admin | Reading C | Social Studies B | Science A |

Appendix 3.1.1 - Example of Curriculum Utilized in ACSA Program

**Unit Title: Speeches**

**Unit Topic: Speaking and Listening**

**In this unit, students will learn to develop a speech on a specific topic. The writing process will include proper organization of ideas and supporting details. Practice for speaking will involve peer feedback, and giving speeches will incorporate student evaluation and questioning. This unit can be used for multiple grade levels by assigning each grade level a particular purpose: 5th- informative/expository, 6th- demonstrative, 7th- compare and contrast, 8th – persuasive.**

**Grade Level or Course: 5th-8th grade Language Arts class**

**Length: The unit will take about five weeks. The first week will be spent exploring topics and gathering information, the second on writing the speech, the third for peer revising and creating multimedia elements, the fourth for practicing speaking and listening, and the fifth for giving speeches and doing final peer evaluations.**

**Organizing Concepts:**
**Clarity in writing creates a piece that can be easily understood and enjoyed.**
**Organization of ideas allows one to flow to the next.**
**Self-expression transforms good writing into a performance.**

**Principles:**
**Written and verbal communication transfers knowledge.**
**Personal growth is a result of processing feedback.**

**Standard(s):**

**Writing Standards 6-12; Page 53, 6th, 7th, 8th grade**

**Text Types and Purposes**

**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Production and Distribution of Writing**

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**Speaking and Listening Standards 6-12; Page 61-62, 6th, 7th, 8th grade**

**Presentation of Knowledge and Ideas**

**5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Comprehension and Collaboration**

**1.** Engage effectively in a range of collaborative discussions …. building on others' ideas and expressing their own clearly.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**Key Facts:**

Writing and delivering a speech involves the following key facts:

. There are three main purposes for formal speaking: *to inform, to persuade,* and *to demonstrate.*

. A good speech starts with a specific subject.

. Multiple sources of information must be referenced.

. The beginning of the speech must grab the listener's attention.

. Each detail in the body of the speech must flow into the next so a listener can easily follow and enjoy what is said.

. The ending of the speech must sum up the most important ideas and share a final idea that will keep the topic in the listener's thoughts.

. Effective delivery of a speech takes practice.

. Listening for comprehension takes practice.

. Giving effective feedback on a speaker's performance takes practice.

**Skills:**

A student will be able to:

. Create a properly-structured outline that organizes the topic, main ideas, and supporting details for a speech.

. Write an effective speech with an introduction, body, and conclusion about a specific speech topic.

. Use a peer-evaluation tool to revise a peer's writing.

. Create a multimedia or visual display to illustrate salient points of the topic.

. Use an evaluation tool (rubric) to judge the performance of a peer during practice sessions and offer feedback accordingly to help the speaker improve his or her speech delivery.

. Use peer feedback to improve his or her speaking ability during speech practice.

. Use model language to offer positive reflections on a peer's performance or to pose a question that elicits elaboration on the speech topic.

**Essential Questions:**

Acknowledge new information expressed by others and, when warranted, modify their own views.

What topic will keep my interest through three weeks of study and the writing process?

What information about my chosen topic will my listener find interesting?

How can I get and keep my listener's attention?

What images or graphics would be effective to present during my speech and why?

How can I help a peer to better his or her performance using positive and respectful evaluative comments?

How can I show the speaker that I am actively listening while he or she is speaking?

**Teaching Strategies:**

*Core or Basic Curriculum -*
Students will use exemplars and rubrics to develop speech writing skills. Writing can be adapted to all skill levels, with more advanced writers being expected to achieve deeper thinking, comparisons, or analysis.

*Curriculum of Identity –*
The student should understand how the information that interests him or her can be translated into an effective speech or presentation and how their speaking can influence the thinking of their peers. The student can exercise some choice in how the information is presented as a means of self-expression and deliberate choice for making him or herself understood.

*Curriculum of Practice -*
Memorizing a speech can be supported through a gambit of practice strategies. The length of time which a student is expected to speak from memory can be adjusted according to his or her experience level and can be modified by allowing the student to use notecards while speaking.

Delivery of the speeches can be rehearsed and refined through studying exemplars and non-examples. Giving peer feedback can be modeled and coached. Rubrics guide students on the elements of effective speaking so that they have specific areas to assess strengths and weaknesses of the speaking performance.

*Curriculum of Connections -*
Active listening can be modeled and coached by the teacher and developed through peer feedback. Again, rubrics guide students on the elements of effective listening so that they have specific areas to assess strengths and weaknesses of the listening performance.

Teach students to give positive and specific reflections on what they hear when listening. Teach them to ask pertinent questions after hearing information. This allows the student to use his or her background knowledge and beliefs to influence how he or she will respond to what is heard or discussed.

Cultural norms should be factored into proper speaking and listening practices.

**Learning Strategies:**

*Core or Basic Curriculum -*
Students will construct graphic organizers and outlines as a way to organize information into a written form that makes sense and flows. A key concept in writing is that gathering information is the first step and organizing that information into a useful structure should follow. It is also a skill of the discipline to determine what information is not relevant to the main idea or is not needed to make the main message clear.

Curriculum of Identity –
The student will choose a topic that fits the parameters set by the teacher but that are of interest to oneself. The student will identify sources of information that satisfy his or her need for pertinent information which is also relevant the main message or purpose of the speech. The student may consult with experts, whether these are friends or new sources.

*Curriculum of Practice -*
The student will engage in independent research from multiple sources to identify information that is relevant and important to the topic of his or her speech. This introduces students to the inquiry process and the tools of research (books, internet, interviews, etc.) A key concept in the field is that information must come from multiple sources, if possible, and all information should support or match that which is found elsewhere.

*Curriculum of Connections –*
Students will work in groups to practice giving their speeches thus providing the opportunity to note characteristics and attributes of effective speaking in each other's performances and to process the critiques they receive about their own performance. Students should make a connection to other public speaking experiences they've had and address how the skills and/or purposes compare.

**Pre-Assessment:**

Each student will be asked to create an outline with given facts and details or from a common shared experience. Using a model from their Writing Coach text and drawing on previous experience with outlines, the student will have to decide whether certain pieces of information are main ideas or supporting details and how to organize them into a proper outline format. This assessment will provide information about the student's understanding of big ideas and supporting details and how to make information flow.

Next, the student should have the opportunity to speak in front of the class with a piece of writing that is read or memorized, is not the original work of the speaker, and is short. This gives the student a chance to experience being in front of others and trying to convey meaning. The assessment will provide information about the student's comfort level and expertise in elements of public speaking.

Upon doing the pre-assessments, the teacher will be able to identify a student's readiness for

the following targeted behaviors, or a student's readiness to prepare and give a speech: 1.) How well can a student organize information into an outline, and 2.) How comfortable and skilled is a student at speaking in front of others.

The assessments accommodate unique learner needs because support can be given for different levels of readiness. If a student has little to no experience with creating an outline, he or she can be given a partially completed outline that only requires adding given details in logical places. However, for a student who is quite comfortable with creating outlines, he or she can be given an accessible topic and told to create an outline from scratch. The topics of any of these outlines can be modified to fit subject areas that reach a student's interests or content readiness. Cultural, intellectual, and emotional engagement comes from finding engaging and relevant topics to study, write, and speak about. The same can be said for finding excerpts that can be used for a student's first experience with public speaking. Choose short, engaging text that can easily be memorized if a student is new to public speaking. Adjust this expectation according to a student's experience and comfort level – longer and more complex texts can be chosen for assessing students with a higher degree of skill.

**Post Assessment:**

The post assessment in this unit is simply giving a successful speech based on the elements of public speaking defined in the rubric. The elements fit into three areas: Speaking, Organization and Delivery. Speaking is the ability to speak clearly and project one's voice and to respond thoughtfully to questions asked. Organization means to prepare effectively with a clear beginning, middle, and end. Delivery requires the student to make eye contact, show confidence, and be aware of his or her gestures and facial expressions.

The purpose of the assessment is for both formative and benchmark information. During the preparation and practice stages of the speech project, students will receive feedback from the teacher and from peers. Students use Google Docs or mark-ups on Pages to post comments on the written speech. When practicing delivery elements, students work in groups with Kagan structures that support rehearsal and peer feedback strategies. Each student will also self-assess throughout the unit, using a rubric to guide the speech writing and delivery process. All of this provides formative information for instruction, but benchmark information will also be determined upon completion of the speeches. The rubric for the writing and speaking parts of the speech is based on the state standards.

**Grouping Strategies:**

. Work with the entire class when presenting the elements of an effective speech
. When creating outlines, use pairs and small groups to help one another decide if information has been organized logically and if certain details are missing or unnecessary
. Use pairs and small groups to evaluate the effectiveness of one another's writing – does the writing address the purpose of the speech
. Hold teacher conferences with individual students to assess the degree to which he or she is able to create a well-developed speech
. Small groups can use rubrics to assess one another's speaking and listening skills and to offer feedback for growth in these areas

**Resources:**

. To support research as a basis for writing about a topic, a student can locate videos, books, artifacts, photographs, community members, experts in the field, primary sources documents, and methodological guides (how-to books)
. Provide a bank of graphic organizers which are suitable for particular purposes of writing (expository, demonstration, persuasive, narrative)

**Products:**

. Written speech
    . Easy to follow with a clear beginning, middle, and end
. Delivery of speech
    . Speaks clearly and projects voice so he or she can easily be heard and understood
    . Makes eye contact with the audience, stands still, and delivers his or her speech with satisfaction in a tone of voice that says the speech has been rehearsed
    . Answers questions from his or her peers in a complete and articulate manner

**Extension Activities:**

. Transform the speech into a multimedia presentation where timing and flow are regulated by the content presented in slides
. Speak at a public event such as a school board meeting, a church service, or a pep assembly in relation to an important agenda topic
. Demonstrate listening and questioning skills in a public forum such as a literature circle, club meeting, or interview

**Modifications for Learner Needs, including Ascending Intellectual Demand:**

Novice –

The novice will need support when organizing information for a speech. He or she can be given a partially completed outline that requires adding given details in logical places. The topics of any of these outlines can be modified to fit subject areas that reach a student's interests or content readiness. Cultural, intellectual, and emotional engagement comes from finding engaging and relevant topics to study, write, and speak about. The same can be said for finding excerpts that can be used for a student's first experience with public speaking. Choose short, engaging text that can easily be memorized if a student is new to public speaking. Adjust this expectation according to a student's experience and comfort level – longer and more complex texts can be chosen for assessing students with a higher degree of skill.

Apprentice –
The apprentice will require a little less support than the novice. He or she will need main ideas identified and examples of supporting details. Give a speech topic, say "Animals," where each student must choose a particular animal. Then give the main ideas for which facts must be found, like these: habitat, physical characteristics, and behaviors. The student may need support in deciding whether a certain researched fact fits into one of these categories and in what order to line up the facts found.

Practitioner –
For a student who is comfortable with researching and creating outlines, he or she can be given an accessible topic and told to create a standard outline, with main ideas and supporting details, from scratch. He or she may need support in deciding whether certain researched information is relevant to the main idea or whether enough information can support one of the main ideas. At this point, the student is mostly capable of finding details, but will often need help lining them up in a logical progression.

Expert –
For a student who has shown proficiency in creating a standard outline from scratch, he or she can be expected to create an outline that not only has main ideas and supporting details, but which also includes several specific details that further explain the supporting details. This requires a more sophisticated outline form and a clear understanding of how one fact relates to and supports another.

**Unit Sequence:**

. Pre-Assessment
. Assign a purpose or topic for the speeches
- The NOVICE must do an informative speech of 1 – 2 minutes in length

- The APPRENTICE must do a demonstration speech of 2 – 5 minutes in length
- The PRACTITIONER must do a compare and contrast speech of 3 – 5 minutes in length
- The EXPERT must do a persuasive / multi-media presentation of 3 – 5 minutes

. Research topic and gather information
. Pre-write using a graphic organizer / outline
. Write and revise
. Practice speaking and listening skills
. Deliver speeches

**Lesson Resources**

**(see attached documents)**

Name:_____ Date:_____ Period:_____

## Speeches: An Introduction

**Preparing a Speech, p. 347 in WS**
What are three things you can do to present an effective speech?

_____
_____
_____
_____
_____

**Planning a speech, P. 348-49 in WS** - A speech may have the following purposes: inform, persuade, demonstrate, or entertain. Define each.

_____
_____
_____
_____
_____
_____

**Planning a Speech, p. 348-49 in WS** – Name and describe three points you should consider when selecting a subject for a speech.

_____
_____
_____
_____
_____

**Planning a Speech, p. 348-49 in WS**
List five tips for collecting interesting details.

_____
_____
_____
_____
_____
_____

**Writing Your Speech, p. 350 - 51 in WS** - List five ways to get your listener's attention at the beginning of a speech.

_____
_____
_____
_____
_____

Name _____
Date _____
Class _____

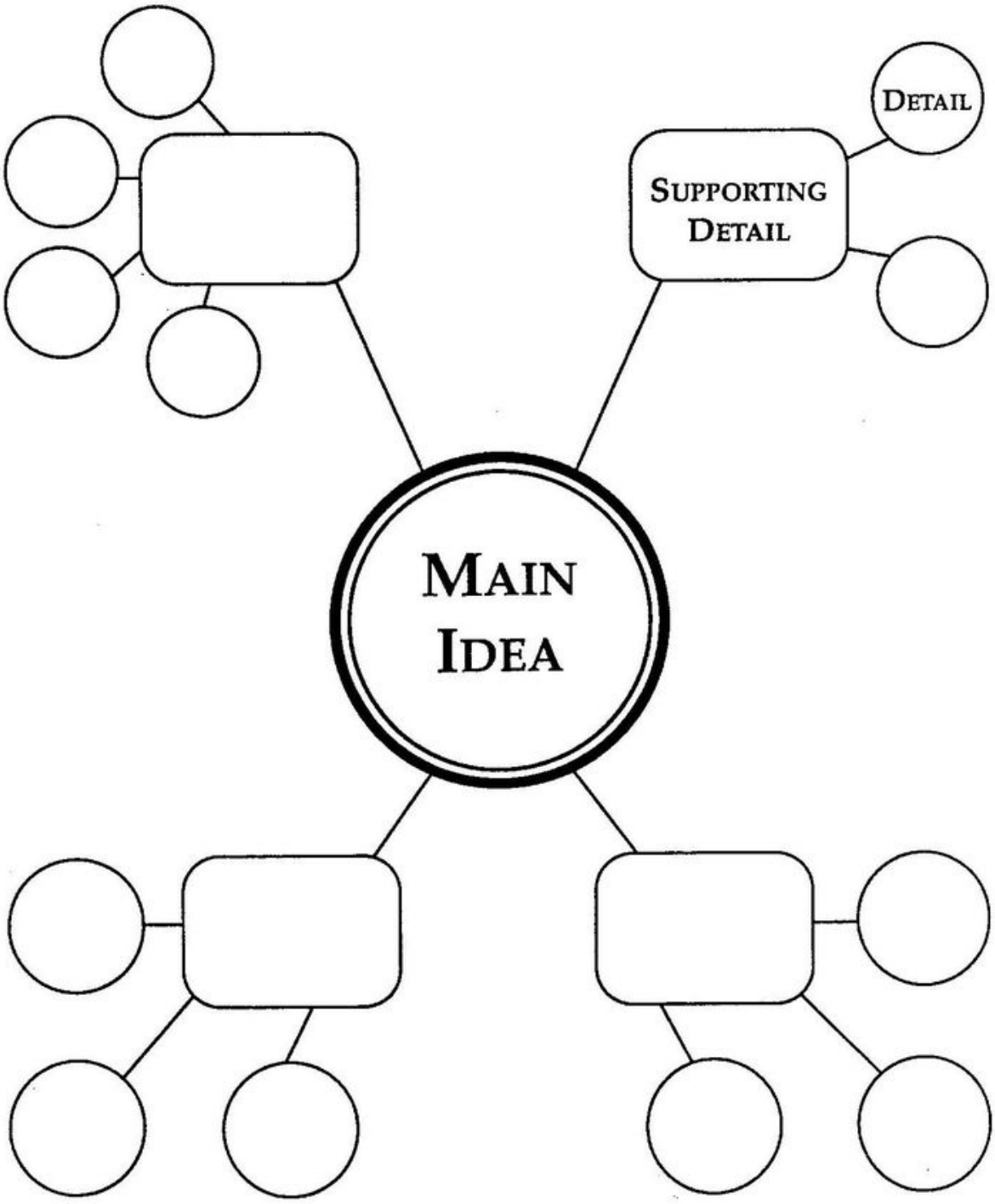
# Speech Preparation Point Sheet – Language Arts

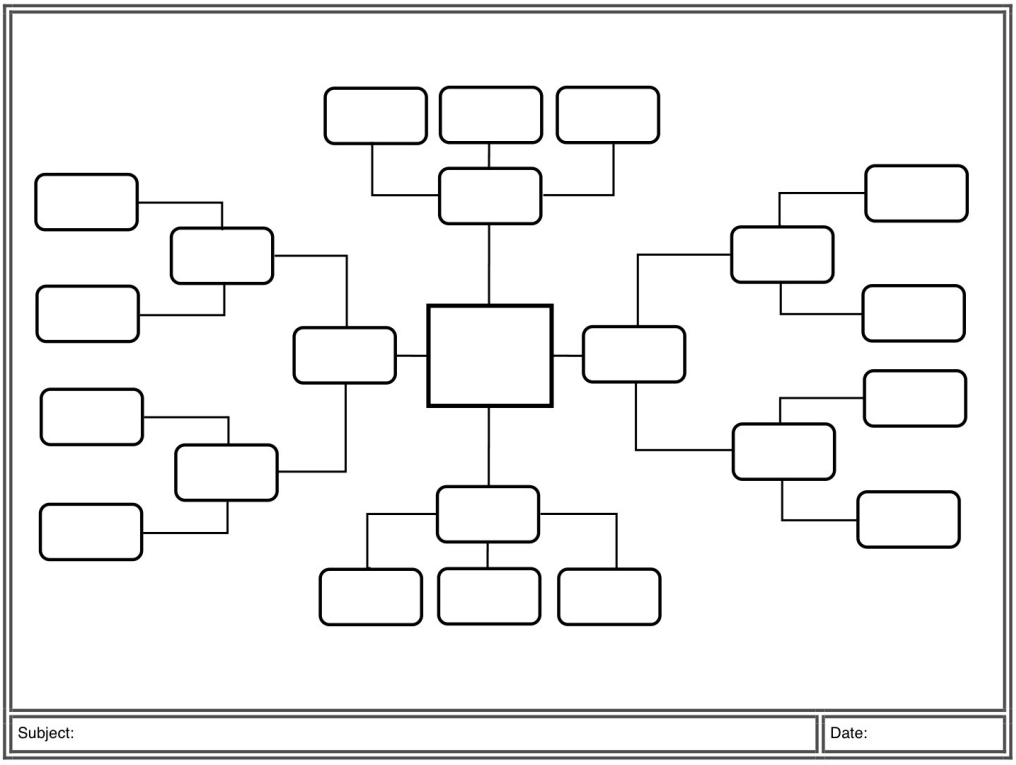
| Points Possible | Points Earned | |
|---|---|---|
| 10 | _____ | Two or more sources of information (one must be a book) |
| 10 | _____ | Bubble Map is used to organize your main ideas |
| 20 | _____ | Gather details to include in your speech (don't cut and paste) |
| 20 | _____ | Correctly formatted outline includes main ideas and details |
| 10 | _____ | Opening (includes one method from p. 350 in WS to catch attention) |
| 20 | _____ | Body (includes main ideas and supporting details) |
| 10 | _____ | Conclusion (includes one method from p. 351 in WS to end speech) |
| 100 | _____ | Total Points earned by end of period Friday, April 18th / 21st |

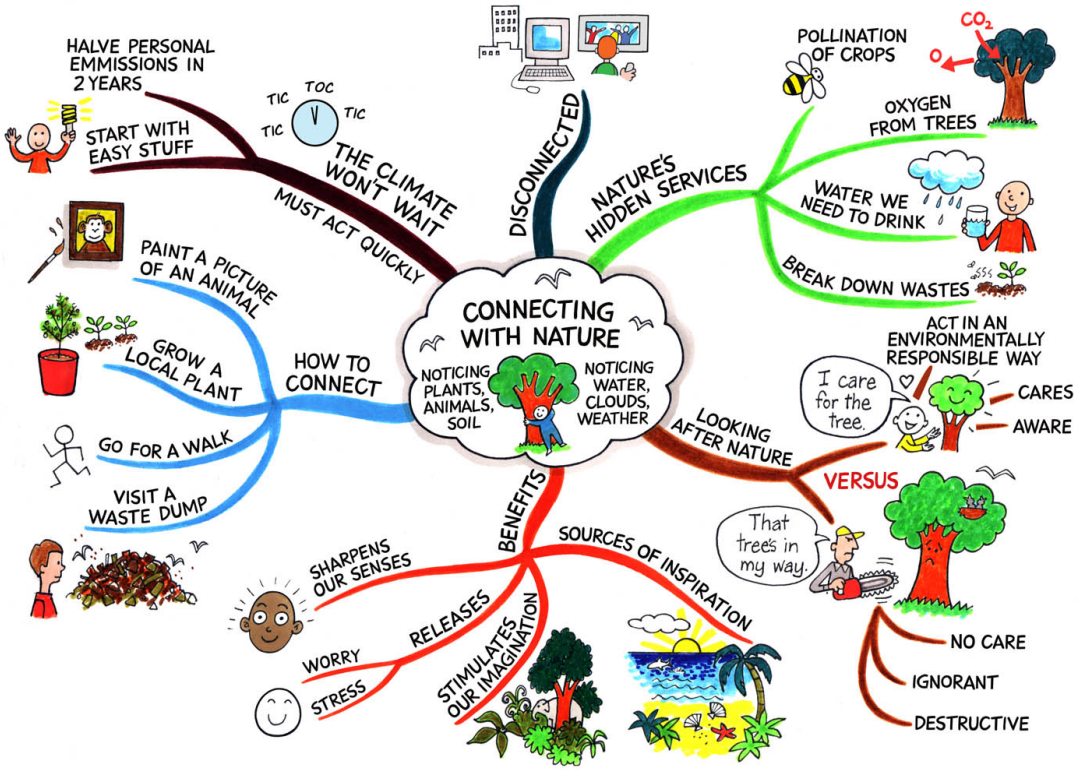
**********

| | | |
|---|---|---|
| 20 | _____ | Three comments and additional mark-ups show revisions suggested by a peer (submit mark-ups) |
| 20 | _____ | Evidence of revisions suggested by a teacher or a parent |
| 10 | _____ | Final copy typed and double-spaced |
| 20 | _____ | Numbered note cards include only key words for speech |
| 10 | _____ | Practice speech by yourself three times (you sign here _____) |
| 10 | _____ | Practice speech in front of a peer (peer signs here _____) |
| 10 | _____ | Practice speech in front of a parent (parent signs here _____) |
| 100 | _____ | Total Points earned by end of period Friday, May 8th |

# GRAPHIC ORGANIZER "MIND MAP"




Subject:
Date:


CONNECTING WITH NATURE
NOTICING PLANTS, ANIMALS, SOIL
NOTICING WATER, CLOUDS, WEATHER
HOW TO CONNECT
PAINT A PICTURE OF AN ANIMAL
GROW A LOCAL PLANT
GO FOR A WALK
VISIT A WASTE DUMP
THE CLIMATE WONT WAIT
MUST ACT QUICKLY
HALVE PERSONAL EMMISSIONS IN 2 YEARS
START WITH EASY STUFF
TIC TOC TIC TIC
DISCONNECTED
NATURE'S HIDDEN SERVICES
POLLINATION OF CROPS
OXYGEN FROM TREES
WATER WE NEED TO DRINK
BREAK DOWN WASTES
LOOKING AFTER NATURE
ACT IN AN ENVIRONMENTALLY RESPONSIBLE WAY
I care for the tree.
CARES
AWARE
VERSUS
That tree's in my way.
NO CARE
IGNORANT
DESTRUCTIVE
BENEFITS
SHARPENS OUR SENSES
RELEASES
WORRY
STRESS
SOURCES OF INSPIRATION
STIMULATES OUR IMAGINATION

Last Name, First Name
Date
Class

TITLE OF SPEECH

I. Introduction
  A. Get your listener's attention (see WS, page 350)
  B. Thesis statement (controls the entire piece)

II. Main Idea (Heading #1)
  A. Fact #1
  B. Fact #2
    1. Supporting detail for fact #2
    2. Another supporting detail for fact #2
  C. Fact #3

III. Main Idea (Heading #2)
  A. Fact #1
    1. Supporting detail for fact #1
    2. Another supporting detail for fact #1
  B. Fact #2
  C. Fact #3
    1. Supporting detail for fact #3
    2. Another supporting detail for fact #3

IV. Main Idea (Heading #3)
  A. Fact #1
  B. Fact #2
  C. Fact #3

V. Conclusion
  A. Summarize the ideas presented in the body
  B. Leave your listener with a final thought

Name _____
Date _____
Class _____

# Revising a speech

A peer must revise your speech. Ask him or her to do the following:
Read the list below and **initial next to the types of changes you made** in the speech. **Your comments and mark-ups should reflect the items you initialed.**

_____ **Add detail –** What information is needed to make the ideas more clear? Or…What would you like to know that has not been included?

_____ **Take away detail –** What information is not needed? What ideas don't seem relevant to the main ideas? Are some ideas repated?

_____ **Rearrange –** Do any words, sentences or ideas seem out of order? What would make more sense?

_____ **Effective word choices –** Can you find a word that is used too often? (Can you suggest another word(s) that could be used to replace the word?) Can you suggest more effective word choices for some weak or confusing words?

_____ **Opening –** Did the opening catch your attention and make you want to listen to the rest of the speech? Do we know what the speech will be about? Can you suggest a way to get the listener's attention?

_____ **Grammar –** Has the author used correct grammar? Are pronouns used correctly? Is there subject-verb agreement? Have they used parallel verb tense throughout? (Do not edit spelling or punctuation – these things do not matter in a speech.)

_____ **Transition –** Does it sound like the speech is a list of facts? Can you suggest some transition words or phrases that would help one detail flow to the next? Tell the author where you get lost in the facts.

_____ **Closing –** Does it sounds like the speech ends too abrubtly (like putting on the breaks all of the sudden?) Suggest another sentence or two that could ease the speech to a close.

Signature of person who revised your speech: _____

Evaluator's Name (Your Name): _____
Date: _____

## Name of Speaker (person you are evaluating): _____

**Directions:** Circle the descriptors in each column that best explain the speaker you observed. Note: you may circle descriptors from different columns.

| Not Performing 50% | Developing 70% | Proficient 85% | Advanced 100% |
|---|---|---|---|
| **Speaking (Projection of voice and responses to audience questions)** | | | |
| Stood in front of audience but refused to talk. | Did not speak slowly or or clearly or with with enough volume for the audience to easily understand. | Spoke clearly and projected voice so audience could easily hear and understand. | Used inflection and rhythm while speaking. |
| Rambled - hard to follow. Refused to answer questions. | Responded to questions in an unclear manner or with incomplete information. | Responded with answers that completely addressed the questions asked. | Answered questions with supplementary information. |
| **Organization ( How the presentation is put together)** | | | |
| Did not prepare a speech. | Took minimal steps to prepare; organization is not clear and speech is hard to follow. | Prepared effectively; organization is easy to follow with a clear beginning, middle, and end. | Prepared flawlessly; organization is fluid with clear transitions between topics and details. |
| **Delivery (Body movements and body language)** | | | |
| Refused to stand if front of class. | Did not make eye contact with audience. Read speech from notecards. | Made eye contact with audience. Looked up from notes on occasion. | Captivated audience using only notes. Looked up from notes for the majority of the speech. |
| Showed no interest or emotion during speech. | Did not show much emotion during speech; the speaker's tone projects that he/she is uncomfortable. | Delivered speech with satisfaction; tone of voice says the speech has been rehearsed. | Delivered speech with enthusiasm or passion; facial expressions and tone of voice engage the listener. |
| Slouched or had bad posture. | Had problems with body posture; or nervous movements were distracting. | Stood still with good posture. | Used appropriate body language and gestures. |

# Listener Evaluation

Evaluator's Name (Your Name): _____
Date: _____
Class: _____

## Name of Listener (person you are evaluating): _____

**Directions:** Circle the descriptors in each column that best explain the listener you observed. Note, you may circle descriptors from different columns.

During the presentation the listener:

| Not Performing 50% | Developing 70% | Proficient 85% | Advanced 100% |
|---|---|---|---|
| Talked aloud to self or others, and made restless movements. | Remained quiet but made restless movements or slouched. | Remained quiet with hands and feet still. | Remained quiet with hands, feet and body still. |
| Physically turned away from the speaker at various times with irregular eye contact. | Physically turned toward speaker but did not make eye contact. Sat slouched or leaned back in chair. | Physically turned toward speaker and made regular eye contact. Sat up and appeared to be listening. | Physcially turned toward speaker, maintained eye contact, sat with good posture, and appeared to be interested. |
| Did not use nonverbal responses (smile, laugh, nod, facial expression) | Used a limited amount of appropriate nonverbal responses | Used some appropriate nonverbal responses | Used highly observable nonverbal responses |
| Did not ask a question | Asked a question that was not relevant to the topic of the speech | Asked a question that was relevant to the topic of the speech | Asked a question that showed depth of interest and understanding of the speech topic |
| Did not give a compliment | Gave a compliment that was general (could be said about any speaker) | Gave a compliment that mentioned the speaker's performance | Gave a compliment that included specific details from the speech |

Appendix F1 - ACSA Four Year Thematic Rotation

Anvil City Science Academy
Four Year Thematic Rotation

| Year | Theme | | Quarter 1 | | | |
|---|---|---|---|---|---|---|
| | | Science | Intro to AK studies - /Bacteria and Plants<br>*Generate questions for interview | Cells<br><br>*Interpret and represent information gathered from interviews | Animals | Humans/ Heredity |
| | | Social Studies<br>(AK studies) | AK Geography/Regions<br>Nome Region Geography/History | Alaska Native Cultures | Alaska History | Alaska Government from sale to statehood<br>Alaska Current Issues and Civic Responsibility |
| | | Language Arts | The Writing Process<br>Conventions<br>Narrative | Exposition | Poetry Description | Workplace Writing |
| | | Reading | Fiction and Nonfiction | Fiction and Nonfiction | Themes in Folk Literature | Types of Nonfiction |
| | | Art | Tundra Art<br>Perspective Drawing | Tlingit Block Print<br>Skills of the Actor/ Tableau | Animal Self Portrait<br>Beading | Carving |
| | | Culminating Projects | Nome Stories (Series of Skits) | | | |
| 2018-2019 | Foundational Changes | Science | Geology | Geology | Chemistry | Chemistry |
| | | Social Studies<br>(Early Am. History) | North American Native Cultures | Three Worlds Meet, Colonization and Settlement 1585 - 1763 | The American Revolution 1754 - 1783 | A New Nation 1781 - 1820 |
| | | Language Arts | | | | |
| | | Reading | Fiction and Nonfiction | Fiction and Nonfiction | Types of Nonfiction | Short Stories |
| | | Art | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2019-2020 | The World Around Us | Science | Earth Science | Earth Science | Environmental Science | Astronomy |
| | | Social Studies (World Geo. & Ancient Cultures) | Geography Skills<br>North America | Europe - Greece & Rome<br>Asia - China (Dynasties) | Africa<br>Mesopotamia<br>Egypt | Oceania - Mawari<br>Latin America - Maya, Aztec and Inca |
| | | Language Arts | | | | |
| | | Reading | Fiction and Nonfiction | Fiction and Nonfiction | Types of Nonfiction | Drama |
| | | Art | | | | |
| 2020-2021 | In Motion | Science | Physical Science | Simple Machines/ Inventions | Sound and Light | Electricity and Magnetism |
| | | Social Studies (Government & Am History 1801 - 1865/Civil Rights) | Government<br>Three levels<br>Legilslative | Government<br>Executive<br>Judicial | Westward Expansion<br>Civil War<br>1801-1865 | Movements -<br>Civil Rights and Women |
| | | Language Arts | | | | |
| | | Reading | Fiction and Nonfiction | Fiction and Nonfiction | Types of Nonfiction | |
| | | Art | | | | |

Appendix F2 - 2017-2018 Language Arts Who We Are and Where We Come From

## 2017-2018 Language Arts (Who We Are and Where We Come From)

| | | | | |
|---|---|---|---|---|
| **Grades:5-8**<br><br>**Length:Two Semesters**<br><br>**21st Century Skills: Collaboration, Communication, Creativity, Critical Thinking** | | | | **Overview:** Language Arts emphasizes writing to develop and organize ideas and to apply skill in the mechanics of writing. Students write for a variety of purposes and audiences, and conventions of good writing (such as grammar, vocabulary, spelling, and paragraph structures) are studied and applied. Additionally, responding to text and peer revising is integral to the processes of writing. Local and Alaska Hist/Cult/Geog/biology |
| **Suggested Units** | **Standards** | **Essential Learnings** | **Essential Vocabulary and Concepts** | **Suggested Content Objectives to Support Essential Learnings** |
| **Reading** | Alaska English/ Language Arts and Math Standards | Students will use texts as models of good writing | -Textual Evidence<br>-Text Structure<br>-Central Idea<br>-Summary<br>-Interpret | • Respond to literary works on the basis of personal insights and respect the different responses of others.<br>• Experience and respond to a variety of genres of literature, such as fiction, non- fiction, biography, autobiography, science fiction, fantasy, and historical fiction.<br>• (Use Writing Coach text examples based on MLA style.) |
| **Writing** | Alaska English/ Language Arts and Math Standards | Students will produce original writing that demonstrates grade appropriate use of the conventions | | • Use the 6+1 Traits as developmentally appropriate, which include: ideas, organization, voice, word choice, sentence fluency, and conventions<br>• Identify relevant information from credible sources with guidance from classroom teacher and librarians<br>• Begin to synthesize information toward an original composition<br>• Write in paragraphs that include<br>  ○ Relevant details<br>  ○ Appropriate paragraph breaks<br>  ○ Variety of transitional words and phrases<br>• relevant details |

| | | | | |
|---|---|---|---|---|
| | | | | • appropriate paragraph breaks<br>• variety of transitional words and phrases<br>• Recognize and attempt effective leads<br>• Recognize and use freewriting as a tool for discovery and understanding<br><br>• Identify and construct complete sentences versus fragments and run-ons Identify and construct simple, compound, and complex sentences<br>• Understand the purpose of the eight parts of speech: noun, verb, adjective, adverb, pronoun, preposition, interjection, and conjunction<br>• Identify and begin to analyze effective, powerful sentences in published nonfiction<br>• Participate in full-class revision workshops to begin to apply a significant revision process (may use multi-media projectors, document cameras, and overhead projectors to facilitate)<br>• Include outside readers from the community (parents, journalists/writers, administrators) in the revision process, either in or out of class<br>• Utilize standardized formats for citations (see Writing Coach, based on MLA style) |
| **Speaking and Listening** | Alaska English/ Language Arts and Math Standards | Students will express ideas coherently for a variety of audiences and purposes | | • Demonstrate ability to speak and listen for a variety of purposes and audiences<br>• Demonstrate ability to be active, respectful, and supportive audience members<br>• Ask clarifying questions<br>• Respond to others' ideas and questions, elaborating on or comparing/contrasting information |
| | **Standards** | **Essential Learnings** | **Essential Vocabulary and Concepts** | **Suggested Content Objectives** |
| **Mechanics and Conventions** | LS5.1<br>LS5.2<br>LS5.3 | Students will demonstrate grade appropriate use of the conventions of writing | | • Understand the purpose of the eight parts of speech: noun, verb, adjective, adverb, pronoun, preposition, interjection, and conjunction<br>• Identify and begin to analyze effective, powerful sentences in published nonfiction |
| **Suggested Activities** | • **Writing Coach Grammar** | | | |

| | | | | |
|---|---|---|---|---|
| **and Resources** | | • **MUG Shot Sentences and Quizzes (or comparable resource)** | | |
| **The Writing Process** | WS5.5<br>WS5.10<br>LS5.6 | Students will learn the steps of the writing process | -prewriting<br>-drafting<br>-revising<br>-editing<br>-publishing | • Recognize and use freewriting as a tool for discovery and understanding<br>• Prewriting - Explore ideas, choose a purpose, gather details, sequence ideas<br>• Drafting - Put ideas down, develop a controlling idea, structure ideas<br>• Revising - Re-read draft, use a rubric to evaluate, analyze and change or improve<br>• Participate in full-class revision workshops to begin to apply a significant revision process<br>• Editing - Check fact accuracy, correct errors in grammar, usage, and mechanics<br>• Publishing - Produce final copy, share writing |
| **Suggested Activities and Resources** | | • **Use Writing Coach, Chapter 1 for each grade level to introduce the writing process**<br>• **Write routinely for short periods (journals, reflections, response to text)**<br>• **Whole class, small group, and partner revising of paragraphs, stories, and essays** | | |
| **Nonfiction Narration** | WS5.3 | Student will explore Inupiaq values and correlate them to one's own beliefs and practices | -Inupiaq Values<br>-(all vocab associated with the Inupiaq values) | • Use the 6+1 Traits as developmentally appropriate, which include: ideas, organization, voice, word choice, sentence fluency, and conventions |
| **Suggested Activities and Resources** | | • **Inupiaq values comic life (includes paragraph, captions, and photos of self, family, community)**<br>• **Inupiaq Values poster (Kawerak)**<br>• **Alaska Native Knowledge Network** | | |
| **Fiction Narration** | WS5.3 | Student will employ qualities of a myth to an original story | | • Use the 6+1 Traits as developmentally appropriate, which include: ideas, organization, voice, word choice, sentence fluency, and conventions<br>• Compare a plot diagram to traditional myth structure |
| **Suggested Activities and Resources** | | • **Write a place-based myth or legend (in art, use pen and ink "scrimshaw" to create illustrations)**<br>• **Resource: site with wide selection of Tlingit Myths http://www.sacred-texts.com/nam/nw/tmt/** | | |
| **Workplace Writing** | WS5.1<br>WS5.4 | | | • Recognize and attempt effective leads<br>• Identify and begin to analyze effective, powerful sentences in published nonfiction |

| | | | | |
|---|---|---|---|---|
| | | | | • Produce a clear and coherent message in a letter format with the intent to elicit a written response (focus on task, purpose, and audience) |
| **Suggested Activities and Resources** | | • **Write a letter of request or concern to an community business or to a legislator**<br>• **Resource, Prentice Hall SuccessNet Interactive Writing Coach, Level 6 Workplace Writing: provides practice with structure and content for letter writing -- Prentice** | | |
| **Poetry/Description** | WS5.3<br>LS5.5 | | | • Compare/contrast AK Native Myths and Legends to a plot diagram<br>• Participate in oral tradition by listening to and re-telling stories<br>• Choose words for original writing based on word understanding and connotations |
| **Suggested Activities and Resources** | | • **Prose Out Loud: Retell an Alaskan Native Myth**<br>• **Resource: Digital collection of AK Myths and Legends housed at Kegoayah Kozga library**<br>• **Resource: site with lesson plans for presenting oral tradition**<br>**https://kuac.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/#.WT20WWWG8vo** | | |
| **Exposition** | WS5.2 | Student will synthesize relevant details to produce expository writing | -credible source<br>-elder<br>-contributor<br>-relation | • Identify relevant information from credible sources with guidance from classroom teacher and librarians<br>• Begin to synthesize information toward an original composition |
| **Suggested Activities and Resources** | | • **Interview an elder or community contributor (connect to what is being learned about the same topic in other classes or through other sources)** | | |
| **Persuasion** | WS5.1 | | | |
| **Suggested Activities and Resources** | | • **Replace text with your stuff here!** | | |
| **Research Writing** | WS5.7<br>WS5.8<br>WS5.9 | Students will gather and use relevant details to inform, persuade, or entertain the | **-credible sources<br>-transitions<br>-thesis statement<br>-opening<br>-body** | • Identify relevant information from credible online resources with guidance from classroom teacher and librarians<br>• Begin to synthesize information toward an original composition<br>• Recognize and attempt effective leads<br>• Write in paragraphs that include<br>○ Relevant details |

| | | | | |
|---|---|---|---|---|
| | | listener | **-closing** | ○ Appropriate paragraph breaks<br>○ Variety of transitional words and phrases<br>● Rehearse and deliver a speech using projection, pacing, articulation, and appropriate non-verbals |
| **Suggested Activities and Resources** | | **● Speeches (5th grade - informative, 6th grade - demonstration, 7th grade - compare and contrast, 8th - persuasive or promotion)** | | |

Appendix 3.4.1 - MAP School Growth Summary Aggregate by Ethnicity- Spring 2017

# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Mathematics

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| **5** | **14** | **211.9** | **13.6** | **53** | **220.9** | **18.5** | **49** | **8.9** | **2.3** | **9.6** | **-0.25** | **40** | **14** | **7** | **50** | **47** |
| Alaska Native | 5 | 207.4 | 14.5 | 28 | 213.0 | 20.6 | 16 | 5.6 | 4.0 | 9.2 | -1.42 | 8 | 5 | 3 | 60 | 53 |
| Asian | 1 | 233.0 | | 99 | 235.0 | | 96 | 2.0 | | 11.8 | -3.89 | 1 | 1 | 0 | 0 | 0 |
| Hispanic or Latino | 1 | 222.0 | | 93 | 225.0 | | 69 | 3.0 | | 10.7 | -3.05 | 1 | 1 | 0 | 0 | 0 |
| Multi-ethnic | 4 | 204.0 | 11.2 | 14 | 211.3 | 13.7 | 12 | 7.3 | 2.3 | 8.8 | -0.61 | 27 | 4 | 1 | 25 | 41 |
| White | 3 | 219.7 | 7.5 | 88 | 240.7 | 6.7 | 99 | 21.0 | 1.2 | 10.4 | 4.22 | 99 | 3 | 3 | 100 | 95 |
| **6** | **15** | **221.0** | **18.7** | **68** | **228.3** | **17.5** | **66** | **7.3** | **2.1** | **7.7** | **-0.17** | **43** | **15** | **8** | **53** | **47** |
| Alaska Native | 6 | 211.7 | 16.8 | 21 | 221.5 | 12.4 | 33 | 9.8 | 2.5 | 7.0 | 1.27 | 90 | 6 | 3 | 50 | 49 |
| Multi-ethnic | 4 | 225.5 | 9.5 | 86 | 231.8 | 9.3 | 80 | 6.3 | 1.7 | 8.0 | -0.77 | 22 | 4 | 2 | 50 | 46 |
| White | 5 | 228.6 | 24.0 | 94 | 233.8 | 26.4 | 86 | 5.2 | 5.7 | 8.2 | -1.38 | 8 | 5 | 3 | 60 | 67 |
| **7** | **11** | **232.8** | **14.1** | **91** | **237.7** | **14.1** | **87** | **4.9** | **1.2** | **6.3** | **-0.71** | **24** | **11** | **5** | **45** | **38** |
| Alaska Native | 3 | 227.7 | 5.7 | 74 | 235.0 | 4.4 | 78 | 7.3 | 2.6 | 6.0 | 0.63 | 74 | 3 | 2 | 67 | 58 |
| Black or African American | 1 | 227.0 | | 71 | 225.0 | | 34 | -2.0 | | 6.0 | -3.97 | 1 | 1 | 0 | 0 | 0 |
| Multi-ethnic | 4 | 233.8 | 19.6 | 93 | 238.0 | 20.4 | 87 | 4.3 | 1.3 | 6.4 | -1.08 | 14 | 4 | 1 | 25 | 36 |
| White | 3 | 238.7 | 16.8 | 98 | 244.3 | 13.6 | 97 | 5.7 | 1.9 | 6.7 | -0.52 | 30 | 3 | 2 | 67 | 58 |
| **8** | **10** | **235.6** | **14.6** | **85** | **242.8** | **17.4** | **89** | **7.2** | **2.5** | **5.1** | **1.03** | **85** | **10** | **6** | **60** | **62** |
| Alaska Native | 3 | 243.0 | 9.0 | 97 | 250.7 | 9.3 | 98 | 7.7 | 3.3 | 5.6 | 1.04 | 85 | 3 | 2 | 67 | 59 |
| Multi-ethnic | 4 | 234.0 | 19.8 | 81 | 242.0 | 19.3 | 88 | 8.0 | 4.1 | 5.0 | 1.47 | 93 | 4 | 2 | 50 | 65 |
| White | 3 | 230.3 | 12.7 | 68 | 236.0 | 23.5 | 71 | 5.7 | 7.0 | 4.7 | 0.47 | 68 | 3 | 2 | 67 | 65 |

**Explanatory Notes**
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


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# Student Growth Summary Report

## Aggregate by School

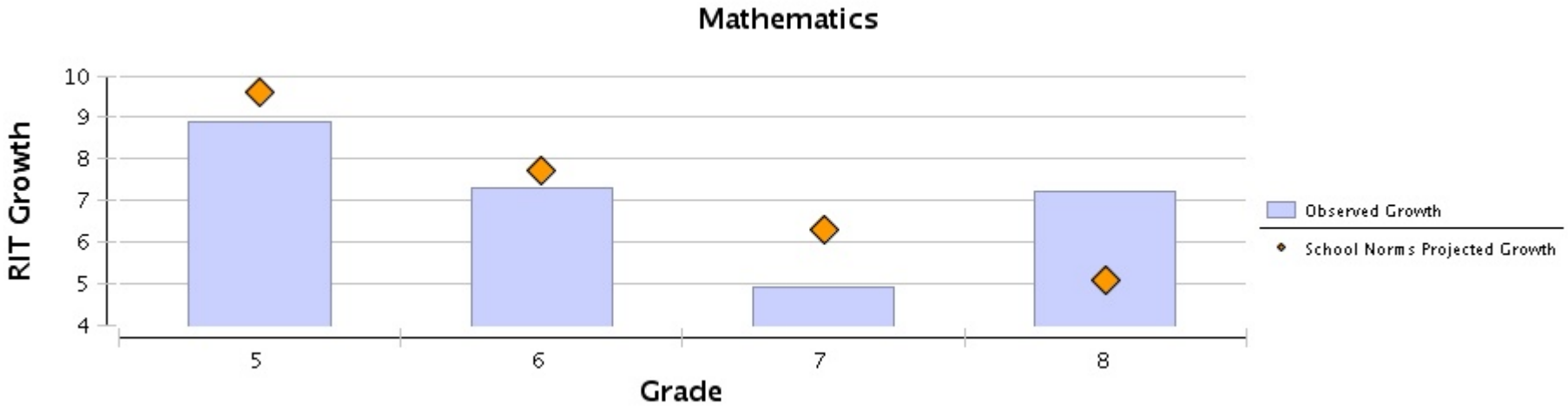
**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Mathematics

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | | |
| Grade (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |




**Explanatory Notes**
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


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# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| **5** | **15** | **205.6** | **12.3** | **50** | **207.4** | **14.8** | **25** | **1.8** | **2.1** | **6.0** | **-2.46** | **1** | **15** | **5** | **33** | **34** |
| Alaska Native | 6 | 201.5 | 12.0 | 25 | 202.5 | 16.7 | 7 | 1.0 | 4.6 | 6.1 | -3.00 | 1 | 6 | 2 | 33 | 32 |
| Asian | 1 | 216.0 | | 95 | 215.0 | | 70 | -1.0 | | 5.6 | -3.90 | 1 | 1 | 0 | 0 | 0 |
| Hispanic or Latino | 1 | 210.0 | | 75 | 200.0 | | 3 | -10.0 | | 5.8 | -9.29 | 1 | 1 | 0 | 0 | 0 |
| Multi-ethnic | 4 | 202.8 | 17.0 | 32 | 206.3 | 17.3 | 20 | 3.5 | 1.7 | 6.1 | -1.51 | 7 | 4 | 1 | 25 | 37 |
| White | 3 | 212.7 | 8.1 | 87 | 218.7 | 8.5 | 87 | 6.0 | 3.2 | 5.8 | 0.14 | 56 | 3 | 2 | 67 | 57 |
| **6** | **15** | **218.5** | **14.0** | **88** | **216.1** | **16.1** | **53** | **-2.3** | **1.9** | **4.5** | **-3.73** | **1** | **15** | **5** | **33** | **16** |
| Alaska Native | 6 | 213.0 | 15.2 | 63 | 212.0 | 17.1 | 28 | -1.0 | 3.6 | 4.6 | -3.04 | 1 | 6 | 2 | 33 | 23 |
| Multi-ethnic | 4 | 225.0 | 11.0 | 99 | 221.8 | 12.6 | 83 | -3.2 | 3.4 | 4.3 | -4.08 | 1 | 4 | 1 | 25 | 28 |
| White | 5 | 219.8 | 14.8 | 92 | 216.6 | 19.2 | 56 | -3.2 | 3.6 | 4.5 | -4.15 | 1 | 5 | 2 | 40 | 16 |
| **7** | **10** | **228.6** | **14.4** | **98** | **233.8** | **17.5** | **99** | **5.2** | **2.8** | **3.3** | **1.05** | **85** | **10** | **6** | **60** | **62** |
| Alaska Native | 2 | 227.5 | 3.5 | 98 | 223.0 | 4.2 | 77 | -4.5 | 0.5 | 3.4 | -4.47 | 1 | 2 | 0 | 0 | 17 |
| Black or African American | 1 | 224.0 | | 93 | 227.0 | | 91 | 3.0 | | 3.4 | -0.25 | 40 | 1 | 1 | 100 | 0 |
| Multi-ethnic | 4 | 223.8 | 19.0 | 92 | 234.3 | 26.7 | 99 | 10.5 | 4.8 | 3.4 | 4.01 | 99 | 4 | 3 | 75 | 84 |
| White | 3 | 237.3 | 14.6 | 99 | 242.7 | 6.4 | 99 | 5.3 | 4.8 | 3.2 | 1.26 | 90 | 3 | 2 | 67 | 83 |
| **8** | **10** | **228.5** | **12.1** | **93** | **227.6** | **15.2** | **85** | **-0.9** | **2.2** | **2.3** | **-1.49** | **7** | **10** | **4** | **40** | **35** |
| Alaska Native | 3 | 230.7 | 11.2 | 96 | 231.7 | 4.0 | 94 | 1.0 | 4.2 | 2.2 | -0.56 | 29 | 3 | 1 | 33 | 43 |
| Multi-ethnic | 4 | 227.8 | 14.5 | 92 | 226.0 | 22.9 | 79 | -1.7 | 5.1 | 2.3 | -1.92 | 3 | 4 | 2 | 50 | 41 |
| White | 3 | 227.3 | 14.6 | 91 | 225.7 | 14.4 | 78 | -1.7 | 2.0 | 2.3 | -1.84 | 3 | 3 | 1 | 33 | 26 |

**Explanatory Notes**
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# Student Growth Summary Report

## Aggregate by School

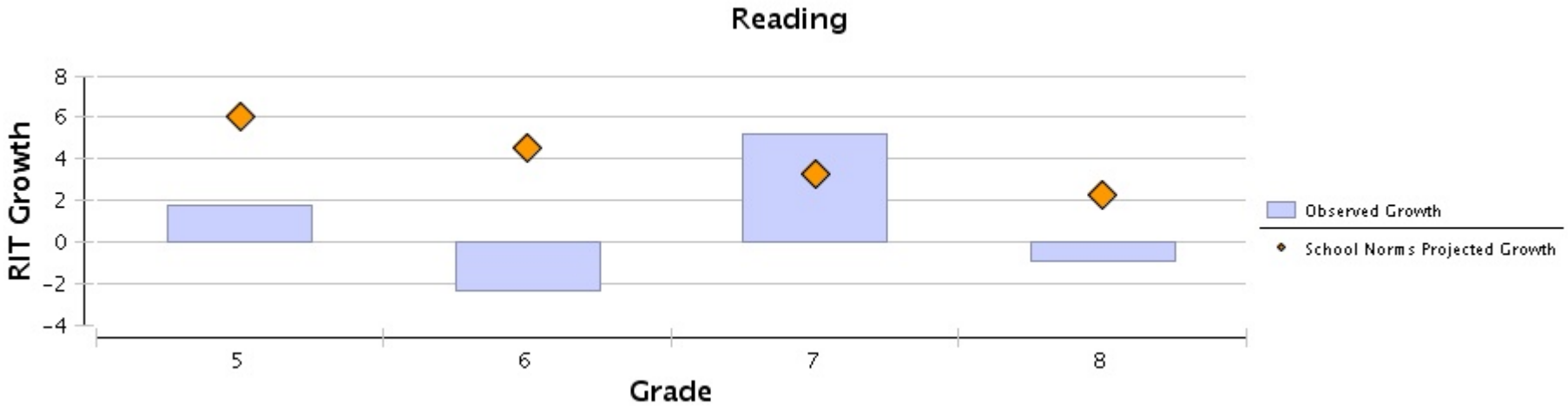
**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Reading

| | | | Comparison Periods | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade | (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |




**Explanatory Notes**
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# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Language Usage

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| **5** | **15** | **209.3** | **10.0** | **74** | **211.5** | **17.1** | **51** | **2.3** | **2.8** | **5.6** | **-2.06** | **2** | **15** | **8** | **53** | **50** |
| Alaska Native | 6 | 206.5 | 9.2 | 56 | 205.3 | 20.7 | 14 | -1.2 | 6.5 | 5.7 | -4.20 | 1 | 6 | 2 | 33 | 28 |
| Asian | 1 | 218.0 | | 99 | 223.0 | | 98 | 5.0 | | 5.2 | -0.15 | 44 | 1 | 1 | 100 | 0 |
| Hispanic or Latino | 1 | 207.0 | | 60 | 201.0 | | 3 | -6.0 | | 5.7 | -7.12 | 1 | 1 | 0 | 0 | 0 |
| Multi-ethnic | 4 | 204.8 | 12.4 | 44 | 209.3 | 16.0 | 36 | 4.5 | 3.1 | 5.8 | -0.77 | 22 | 4 | 2 | 50 | 54 |
| White | 3 | 218.7 | 4.7 | 99 | 226.7 | 3.5 | 99 | 8.0 | 1.2 | 5.2 | 1.70 | 96 | 3 | 3 | 100 | 73 |
| **6** | **14** | **214.9** | **16.8** | **76** | **217.4** | **10.2** | **65** | **2.6** | **2.3** | **4.3** | **-1.05** | **15** | **14** | **4** | **29** | **35** |
| Alaska Native | 6 | 211.2 | 20.8 | 53 | 214.0 | 9.8 | 42 | 2.8 | 5.1 | 4.4 | -0.94 | 17 | 6 | 2 | 33 | 20 |
| Multi-ethnic | 3 | 220.0 | 13.7 | 94 | 219.7 | 11.7 | 78 | -0.3 | 1.7 | 4.2 | -2.57 | 1 | 3 | 0 | 0 | 32 |
| White | 5 | 216.2 | 15.5 | 83 | 220.2 | 11.0 | 80 | 4.0 | 2.6 | 4.3 | -0.17 | 43 | 5 | 2 | 40 | 40 |
| **7** | **10** | **224.3** | **14.4** | **96** | **227.4** | **14.0** | **95** | **3.1** | **2.6** | **3.4** | **-0.14** | **44** | **10** | **6** | **60** | **65** |
| Alaska Native | 2 | 224.5 | 3.5 | 96 | 222.0 | 9.9 | 77 | -2.5 | 9.5 | 3.3 | -3.23 | 1 | 2 | 1 | 50 | 39 |
| Black or African American | 1 | 219.0 | | 80 | 212.0 | | 18 | -7.0 | | 3.4 | -5.77 | 1 | 1 | 0 | 0 | 0 |
| Multi-ethnic | 4 | 222.3 | 19.9 | 92 | 226.8 | 17.1 | 94 | 4.5 | 2.5 | 3.4 | 0.62 | 73 | 4 | 3 | 75 | 66 |
| White | 3 | 228.7 | 16.8 | 99 | 237.0 | 10.5 | 99 | 8.3 | 4.2 | 3.3 | 2.78 | 99 | 3 | 2 | 67 | 92 |
| **8** | **10** | **225.9** | **11.2** | **93** | **226.4** | **16.7** | **86** | **0.5** | **2.8** | **2.9** | **-1.29** | **10** | **10** | **7** | **70** | **58** |
| Alaska Native | 3 | 229.3 | 7.4 | 98 | 234.7 | 9.3 | 99 | 5.3 | 1.2 | 2.9 | 1.37 | 91 | 3 | 3 | 100 | 79 |
| Multi-ethnic | 4 | 224.3 | 16.6 | 89 | 226.5 | 16.2 | 86 | 2.3 | 1.2 | 2.9 | -0.36 | 36 | 4 | 3 | 75 | 56 |
| White | 3 | 224.7 | 8.5 | 90 | 218.0 | 23.8 | 44 | -6.7 | 8.8 | 2.9 | -5.22 | 1 | 3 | 1 | 33 | 36 |

**Explanatory Notes**
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


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# Student Growth Summary Report

## Aggregate by School

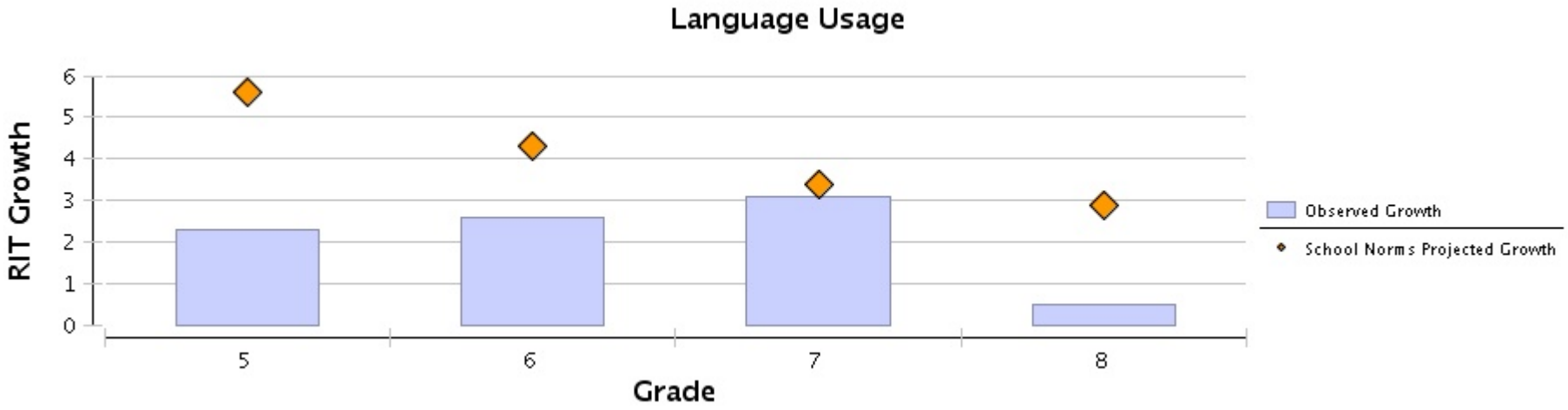
**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Language Usage

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | | |
| Grade (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |




**Explanatory Notes**
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


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# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Science - General Science

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| **5** | **15** | **200.0** | **11.1** | **48** | **204.5** | **10.1** | **42** | **4.5** | **2.4** | **5.3** | **-0.47** | **32** | **15** | **6** | **40** | **40** |
| Alaska Native | 6 | 197.8 | 7.4 | 32 | 200.7 | 7.6 | 18 | 2.8 | 2.1 | 5.4 | -1.38 | 8 | 6 | 1 | 17 | 34 |
| Asian | 1 | 219.0 | | 99 | 209.0 | | 74 | -10.0 | | 4.9 | -8.27 | 1 | 1 | 0 | 0 | 0 |
| Hispanic or Latino | 1 | 179.0 | | 1 | 207.0 | | 61 | 28.0 | | 5.8 | 12.30 | 99 | 1 | 1 | 100 | 0 |
| Multi-ethnic | 4 | 197.3 | 6.7 | 28 | 202.5 | 14.8 | 28 | 5.3 | 4.3 | 5.4 | -0.11 | 45 | 4 | 2 | 50 | 51 |
| White | 3 | 208.7 | 11.0 | 95 | 212.7 | 8.5 | 91 | 4.0 | 3.5 | 5.2 | -0.64 | 26 | 3 | 2 | 67 | 62 |
| **6** | **13** | **209.7** | **11.4** | **84** | **214.5** | **10.4** | **85** | **4.8** | **1.5** | **4.3** | **0.35** | **64** | **13** | **8** | **62** | **61** |
| Alaska Native | 4 | 205.5 | 4.1 | 59 | 208.5 | 2.1 | 50 | 3.0 | 2.7 | 4.2 | -0.81 | 21 | 4 | 3 | 75 | 56 |
| Multi-ethnic | 4 | 210.0 | 14.0 | 85 | 215.3 | 10.3 | 88 | 5.3 | 2.8 | 4.3 | 0.68 | 75 | 4 | 2 | 50 | 54 |
| White | 5 | 212.8 | 14.2 | 94 | 218.8 | 13.4 | 97 | 6.0 | 2.6 | 4.3 | 1.13 | 87 | 5 | 3 | 60 | 61 |
| **7** | **10** | **213.7** | **10.5** | **89** | **217.9** | **9.6** | **90** | **4.2** | **1.8** | **3.7** | **0.36** | **64** | **10** | **4** | **40** | **46** |
| Alaska Native | 3 | 206.7 | 3.1 | 46 | 213.7 | 5.0 | 70 | 7.0 | 4.0 | 3.6 | 2.58 | 99 | 3 | 2 | 67 | 49 |
| Black or African American | 1 | 217.0 | | 97 | 214.0 | | 72 | -3.0 | | 3.8 | -5.10 | 1 | 1 | 0 | 0 | 0 |
| Multi-ethnic | 3 | 214.7 | 17.5 | 92 | 216.0 | 16.0 | 83 | 1.3 | 0.9 | 3.7 | -1.83 | 3 | 3 | 0 | 0 | 40 |
| White | 3 | 218.7 | 8.1 | 99 | 225.3 | 3.1 | 99 | 6.7 | 3.5 | 3.8 | 2.08 | 98 | 3 | 2 | 67 | 80 |
| **8** | **10** | **215.8** | **11.2** | **83** | **215.1** | **17.8** | **61** | **-0.7** | **3.1** | **3.0** | **-2.26** | **1** | **10** | **4** | **40** | **49** |
| Alaska Native | 3 | 220.7 | 4.9 | 96 | 224.0 | 6.2 | 96 | 3.3 | 0.9 | 2.9 | 0.22 | 59 | 3 | 2 | 67 | 59 |
| Multi-ethnic | 4 | 215.8 | 14.7 | 83 | 218.5 | 13.2 | 80 | 2.8 | 2.9 | 3.0 | -0.20 | 42 | 4 | 2 | 50 | 62 |
| White | 3 | 211.0 | 12.2 | 55 | 201.7 | 26.6 | 2 | -9.3 | 8.4 | 3.1 | -7.50 | 1 | 3 | 0 | 0 | 26 |

**Explanatory Notes**
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


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# Student Growth Summary Report

## Aggregate by School

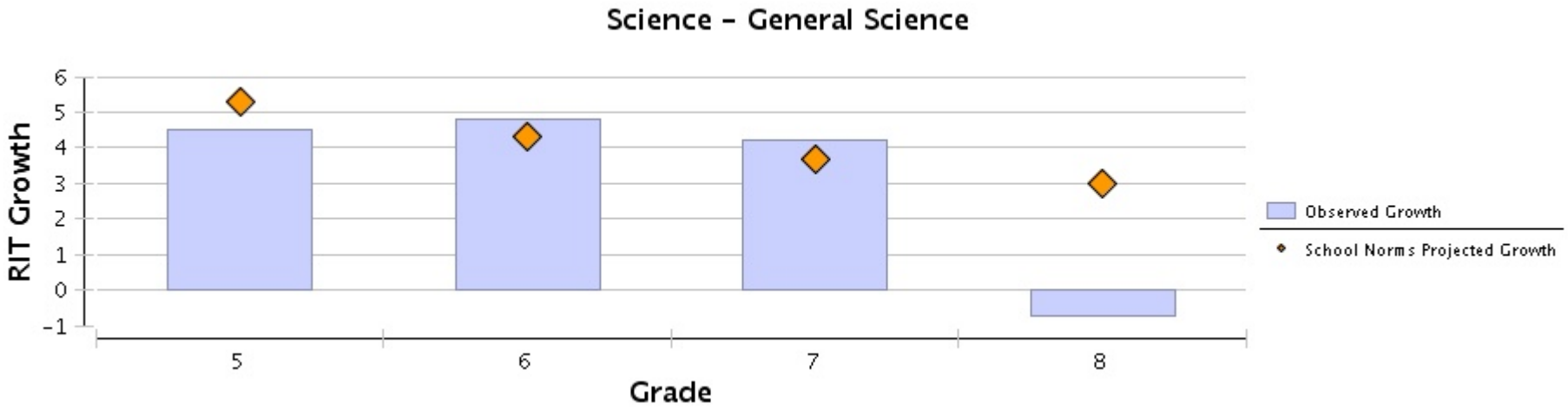
**Term:** Spring 2016-2017
**District:** Nome School District

**Norms Reference Data:** 2015 Norms
**Growth Comparison Period:** Fall 2016 - Spring 2017
**Weeks of Instruction:** Start - 4 (Fall 2016)
End - 31 (Spring 2017)
**Grouping:** Ethnicity
**Small Group Display:** Yes

## Anvil City Science Academy

Science - General Science

| | | | Comparison Periods | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| Grade | (Spring 2017) | Growth Count‡ | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |




**Explanatory Notes**
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


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Appendix 4.1.1 - August In-Service Agenda 2017

**Nome Public Schools**
**Schedule for Training**
**All Certified Staff In-Service**

**Day: Monday August 14, 2017**
**Location: Nome-Beltz RC**

| Time | Description | Presenter |
|---|---|---|
| 8:00am – 8:30 | Continental Breakfast | |
| 8:30am – 12:00pm | 2017 School Climate & Connectedness Survey results and SEL | |
| 12:00pm - 1pm | Lunch (Provided by NEA) | |
| 1:00pm – 1:15pm | FERPA and Confidentiality | Sandy Harvey |
| 1:15pm – 1:45pm | Assessments | Jamie Burgess |
| 1:45pm – 2:15pm | Medical Insurance Benefits | Diana Stewart |
| 2:15pm – 2:25pm | Break | |
| 2:25pm – 2:40pm | Maintenance | Dean Maschner |
| 2:40pm – 3:00pm | IT | Jacob Phillips |
| 3:00pm – 3:15pm | Teacher Web Sites | Jacob & Shawn |
| 3:15pm – 3:30pm | Teacher Evaluations | Shawn Arnold |
| 3:30pm – 3:45pm | State Mandatory Training | Shawn Arnold |

**Day: Tuesday and Wednesday, August 15-16, 2017**
**Location: Nome-Beltz RC**

| Time | Description | Presenter |
|---|---|---|
| 8:00am – 8:30am | Continental Breakfast | |
| 12:00pm - 1pm | Lunch | |
| 8:30am – 3:45pm | Kagan Cooperative Learning Days 4-5 | Sarah Carr |

*All staff must bring your *Kagan Cooperative Learning* book from Days 1-3

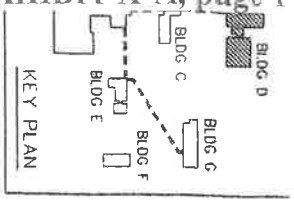
**August 17 Thursday**
8am – 4pm Teacher Workday

**August 18 Friday**
8am – 4pm Teacher Workday
6pm – 8pm All Staff BBQ (TBD on Weather)

Appendix 4.1.2 - ACSA Professional Development Plan 2016-17

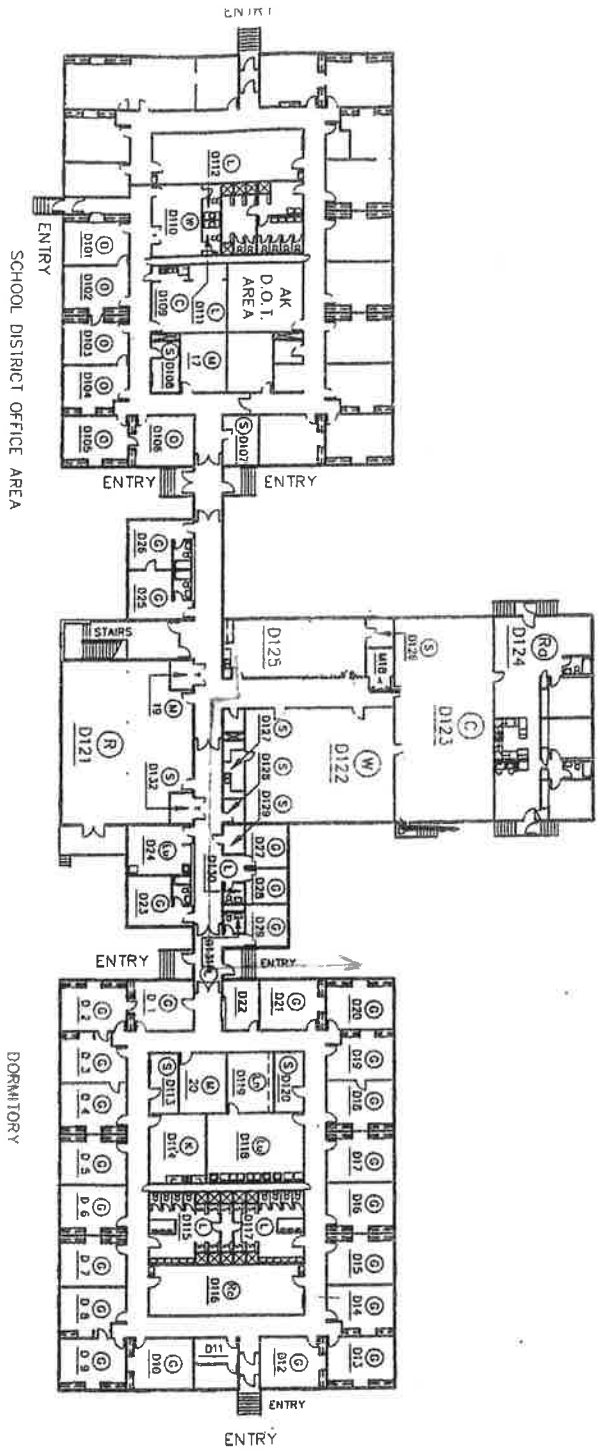
| | | |
|---|---|---|
| Weekly | School | Planning for interdisciplinary lessons around this year's theme: *Around the World* |
| 8/12/17 | District | PowerSchool, Class Websites, MAP Overview, Marzano and iObservation, Alaska State Instructional Standards |
| 8/16/17 | District | Staff Workshops of 2016 School Climate and Connectedness Survey |
| 8/17/17 | District | Child Abuse Prevention, Domestic Violence and Sexual Assault, Suicide Awareness and Prevention, Precautions Against Blood-borne Pathogens, FERPA and Confidentiality, School Dude, ESSA and Standards |
| 9/12/17 | School | MAP Proctor Training |
| 9/14/17 | School | Early Release - Training with Tech Dept on Goolgle Classroom |
| 9/29/17 | District | Inservice |
| 9/30/17 | District | Inservice |
| 10/6/17 | School | Early Release - Re-visit MAP data and make plans for reporting to parents about individualized student learning goals and how parents can help with these goals |
| 10/29/17 | School | MAP Reports Workshop (Part 1) presented by NWEA |
| 11/16/17 | School | Early Release - Advanced training (at least one new feature) and sharing our experiences with Jacob concerning Google classroom |
| 11/17/17 | District | MAP Reports Workshop (Part 2) presented by NWEA |
| 12/7/17 | District | Early Release - Learn a new Kagan structure from Jodi Arnold |
| 2/15/17 | District | Early Release - Learn a new Kagan structure from Jodi Arnold |
| 3/1/17 | District | Peaks Proctor Training |
| 3/22/17 | School | Early Release - Student Handbook Creation: What policies are needed at ACSA that may be unique to our school? |
| 4/19/17 | School | Early Release - Learn a new Kagan structure from Jodi Arnold |
| May 30-June 2 | School | Curriculum Development - Revise and update the ACSA curriculum |

Appendix 5.1.1 - Map of Building "D"




# FIRST FLOOR PLAN – BUILDING "D"

SCALE: 1" = 1'-0"




LEGEND:
G – GUEST ROOM
Ln – LINEN STORAGE
Lu – LAUNDRY
M – MECHANICAL
Ra – RESIDENT APARTMENT
R – RECEIVING
C – CONFERENCE
W – WORK ROOM
L – LAVATORY
K – KITCHEN
S – SHOWERS
Rc – RECREATION
O – OFFICE

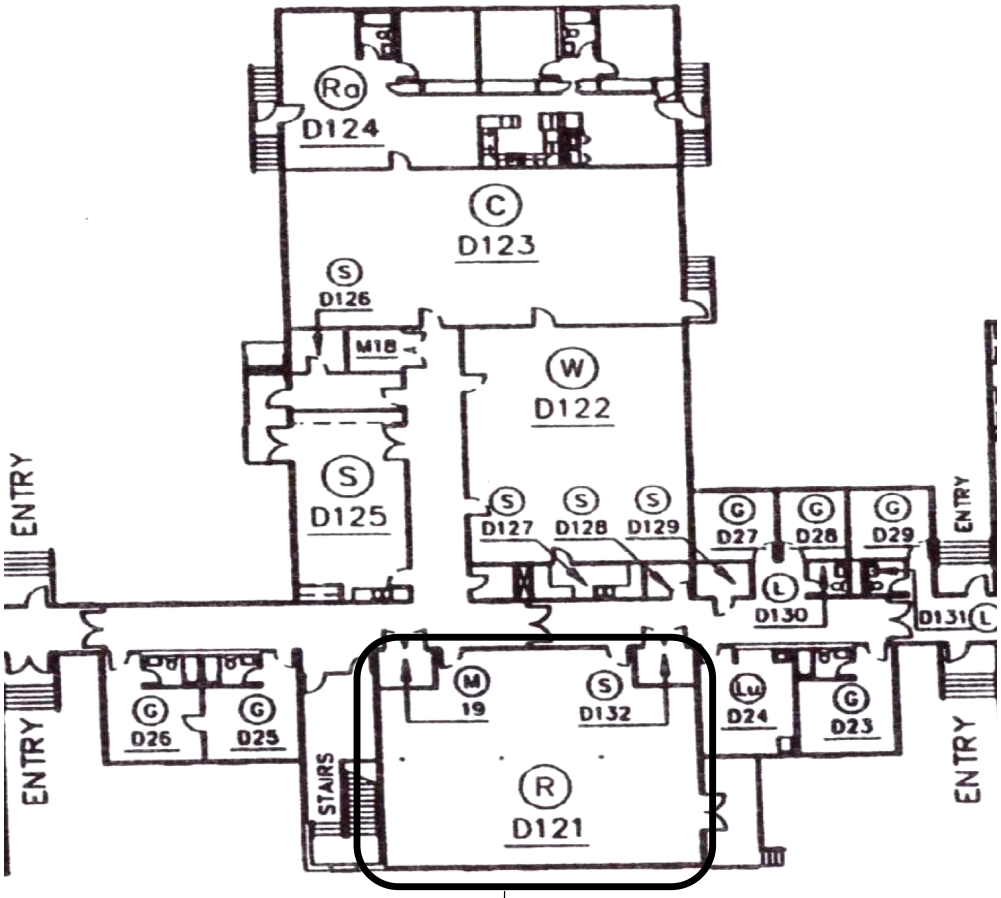
NOME PUBLIC SCHOOLS
NOME BELTZ JR.-SR. HIGHSCHOOL
COMPLEX – BUILDING "D"

DATE: 09-19-95
PROJECT: 9505
SHEET NO. A1

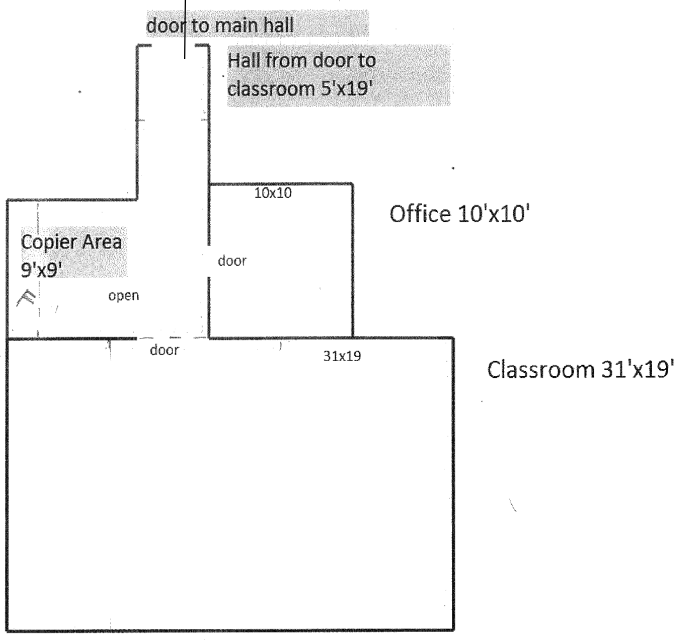
VERIFY SCALES:
THIS BAR IS 1" ON ORIGINAL DRAWING, ADJUST SCALE IF NOT 1"

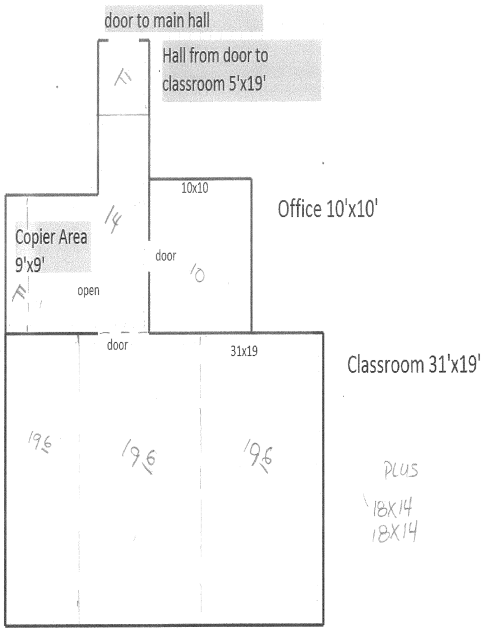
MD RUDISEL • ARCHITECT
PO BOX 1838 • NOME, AK 99762 • (907) 443-2676

Appendix 5.1.2 - 2017 ACSA Floor plan




ACSA Showing newly renovated office and classroom within D121.




door to main hall
Hall from door to classroom 5'x19'
5
10x10
Office 10'x10'
14
Copier Area 9'x9'
door
10
open
door
31x19
Classroom 31'x19'
196
196
196
PLUS
18X14
18X14

# Appendix G - ACSA Lottery Procedures for Open Enrollment

# Anvil City Science Academy Lottery Procedures – Open Enrollment

## Purpose

To provide an opportunity for all students who request participation in Anvil City Science Academy and to provide grade level balance. ACSA does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

## Responsibilities

Administrator(s) of the Anvil City Science Academy will inform the parents and students of openings as they occur and will provide an information session. All parents and students are required to attend an information session prior to enrollment. These sessions will be designated to familiarize the parents and students with the new school and to identify the student's needs. Approval or denial shall be based on the school's total space availability and the grade level of the applicant (to ensure grade level balance.)

## How to Apply

A. Parents of children requesting entrance into the Anvil City Science Academy must complete and return an application on the approved application form to the administrator(s) in charge of the Anvil City Science Academy. Incomplete applications could be denied at the discretion of the APC.

B. The administrator(s) will keep a copy of the applications on file in the school office. The application must include the standard application form and student generated writing sample. At the time of the application, parents are given a copy of the Open Enrollment Lottery Procedures. In addition, at the time of application, parents will be given written information regarding program philosophy, program goals, and parental and student commitments that are a part of the Anvil City Science Academy guidelines. Any required orientations, information sessions, or visits will be explained to the parents at the time applications are submitted.

## Enrollment Priorities

A. Existing students who have filed their letter of intent to re-enroll by the third Friday in April for the following school year. These students are not required to submit an application nor go through the lottery process.

B. Children of certified staff employed by ACSA for the year to which the lottery applies.

C. Siblings of students enrolled at ACSA for the year to which the lottery applies.

D. Founding Family children.

E. New students district-wide.

## Schedule of Lotteries

A. Completed applications received by the 3rd Friday in April will be entered in the April lottery. The lottery will be conducted within a maximum of ten (10) school days after the 3rd Friday in April.

B. Additional lotteries may be held if needed.

## The Lottery Process

A. All new applications will be held without numbers between April lotteries.

B. Lotteries will proceed as follows:

Applications are sorted first by grade level, and then by the following enrollment priority categories within grade level: 1.) Children of ACSA certified staff, 2.) Siblings of enrolled ACSA students, 3.) Founding Family children, and 4.) District-wide applications. Openings are filled first from these priority categories in the order given. When applications exceed the remaining openings, the openings are filled by random lottery, where each applicant has an equal chance of being drawn.

After all openings are filled, applications not chosen remain in separate waiting pools determined by the grade level and the lottery date.

C. After each lottery, families will be notified of their status and advised that they must notify the school if they wish to remain in the waiting pool**.** At that time they should provide updated information (address, telephone number, etc.) if necessary.

## Enrollment from Waiting Pools

A. Names will be entered into the appropriate waiting pool in April for grades 5-8 after the scheduled lottery is held.

B. When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If ACSA chooses to fill the vacancy, a lottery drawing will be held from the applicable grade level waiting pool with the earliest lottery date, subject to the enrollment priorities noted above. As a student is drawn from the pool, the parents will be notified of the opening and the requirement of registering in the school within two (2) school days.

## Registration of Chosen Student

Students who have been chosen to attend ACSA must register within five (5) school days after notification for the April lottery; and must register within two (2) days after notification for lotteries held during the school year. Notification shall be by certified, return-receipt mail. Those students who do not enroll within the designated period will be withdrawn from the waiting list / pool and they must reapply if they wish to attend. If students are already in the program and are withdrawn for any reason, they must follow the lottery procedures to reenroll if there is a waiting list / pool. Positions may not be reserved because of a student's temporary withdrawal from the program.

## Continued Participation

Students' parents must annually acknowledge their interest in remaining in the charter school's waiting pool by completing the waiting pool intent form. Forms will be mailed the week after Spring Break and completed forms must be received by the 3rd Friday in April.

Appendix H1 - Enrollment at ACSA and NPS 2012-2016

Enrollment by Grade Level and Race/Ethnicity
Nome Public Schools and Anvil City Science Academy
Enrollment on October 1, 2016

Nome Public Schools -- Enrollment on October 1, 2016

| Race/Ethnicity | Grade Level | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.1% |
| Alaska Native | 1 | 49 | 46 | 42 | 41 | 43 | 39 | 37 | 27 | 39 | 31 | 44 | 28 | 27 | 494 | 72.2% |
| Asian | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 5 | 0.7% |
| Caucasian | 0 | 4 | 8 | 3 | 7 | 3 | 9 | 8 | 7 | 10 | 6 | 5 | 3 | 3 | 76 | 11.1% |
| Hispanic | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 5 | 0.7% |
| Native Hawaiian or Pacific Islander | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0.6% |
| Two or More Races | 0 | 4 | 11 | 6 | 13 | 11 | 7 | 10 | 9 | 13 | 2 | 2 | 7 | 4 | 99 | 14.5% |
| Total | 1 | 58 | 66 | 51 | 64 | 58 | 58 | 55 | 45 | 62 | 42 | 51 | 39 | 34 | 684 | 100.0% |

Anvil City Science Academy -- Enrollment on October 1, 2016

| Race/Ethnicity | | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | | | | | | | 0 | 0 | 1 | 0 | | | | | 1 | 1.7% |
| Alaska Native | | | | | | | 6 | 5 | 3 | 4 | | | | | 18 | 30.5% |
| Asian | | | | | | | 1 | 0 | 0 | 0 | | | | | 1 | 1.7% |
| Caucasian | | | | | | | 3 | 6 | 4 | 4 | | | | | 17 | 28.8% |
| Hispanic | | | | | | | 1 | 0 | 0 | 0 | | | | | 1 | 1.7% |
| Native Hawaiian or Pacific Islander | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Two or More Races | | | | | | | 4 | 4 | 6 | 7 | | | | | 21 | 35.6% |
| Total | | | | | | | 15 | 15 | 14 | 15 | | | | | 59 | 100.0% |

Source: Alaska Department of Education & Early Development

Prepared on June 29, 2017

Enrollment by Grade Level and Race/Ethnicity
Nome Public Schools and Anvil City Science Academy
Enrollment on October 1, 2015

Nome Public Schools -- Enrollment on October 1, 2015

| Race/Ethnicity | Grade Level | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 4 | 0.6% |
| Alaska Native | 2 | 50 | 42 | 49 | 43 | 44 | 43 | 29 | 43 | 40 | 52 | 29 | 27 | 20 | 513 | 71.7% |
| Asian | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 7 | 1.0% |
| Caucasian | 0 | 8 | 4 | 10 | 3 | 10 | 7 | 8 | 8 | 6 | 7 | 4 | 4 | 9 | 88 | 12.3% |
| Hispanic | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 0 | 7 | 1.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Two or More Races | 0 | 8 | 6 | 6 | 12 | 7 | 7 | 10 | 11 | 4 | 3 | 7 | 4 | 11 | 96 | 13.4% |
| Total | 2 | 66 | 53 | 67 | 59 | 63 | 57 | 49 | 63 | 54 | 63 | 42 | 37 | 40 | 715 | 100.0% |

Anvil City Science Academy -- Enrollment on October 1, 2015

| Race/Ethnicity | | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | | | | | | | 0 | 1 | 0 | 0 | | | | | 1 | 1.6% |
| Alaska Native | | | | | | | 9 | 5 | 10 | 11 | | | | | 35 | 57.4% |
| Asian | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Caucasian | | | | | | | 5 | 4 | 4 | 2 | | | | | 15 | 24.6% |
| Hispanic | | | | | | | 0 | 0 | 0 | 2 | | | | | 2 | 3.3% |
| Native Hawaiian or Pacific Islander | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Two or More Races | | | | | | | 1 | 5 | 2 | 0 | | | | | 8 | 13.1% |
| Total | | | | | | | 15 | 15 | 16 | 15 | | | | | 61 | 100.0% |

Source: Alaska Department of Education & Early Development

Prepared on July 19, 2017

Enrollment by Grade Level and Race/Ethnicity
Nome Public Schools and Anvil City Science Academy
Enrollment on October 1, 2014

Nome Public Schools -- Enrollment on October 1, 2014

| Race/Ethnicity | Grade Level | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 4 | 0.6% |
| Alaska Native | 2 | 45 | 53 | 40 | 45 | 39 | 26 | 43 | 33 | 50 | 39 | 30 | 16 | 25 | 486 | 69.5% |
| Asian | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 7 | 1.0% |
| Caucasian | 1 | 4 | 8 | 5 | 6 | 5 | 9 | 7 | 4 | 6 | 6 | 4 | 8 | 7 | 80 | 11.4% |
| Hispanic | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 8 | 1.1% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Two or More Races | 0 | 8 | 8 | 15 | 7 | 7 | 11 | 11 | 5 | 4 | 9 | 6 | 11 | 12 | 114 | 16.3% |
| Total | 3 | 58 | 71 | 61 | 60 | 52 | 48 | 62 | 45 | 61 | 56 | 42 | 36 | 44 | 699 | 100.0% |

Anvil City Science Academy -- Enrollment on October 1, 2014

| Race/Ethnicity | | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | | | | | | | 1 | 0 | 0 | 0 | | | | | 1 | 1.7% |
| Alaska Native | | | | | | | 6 | 10 | 10 | 13 | | | | | 39 | 65.0% |
| Asian | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Caucasian | | | | | | | 3 | 4 | 2 | 2 | | | | | 11 | 18.3% |
| Hispanic | | | | | | | 0 | 0 | 2 | 0 | | | | | 2 | 3.3% |
| Native Hawaiian or Pacific Islander | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Two or More Races | | | | | | | 5 | 1 | 1 | 0 | | | | | 7 | 11.7% |
| Total | | | | | | | 15 | 15 | 15 | 15 | | | | | 60 | 100.0% |

Source: Alaska Department of Education & Early Development

Prepared on June 29, 2017

Enrollment by Grade Level and Race/Ethnicity
Nome Public Schools and Anvil City Science Academy
Enrollment on October 1, 2013

Nome Public Schools -- Enrollment on October 1, 2013

| Race/Ethnicity | Grade Level | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 7 | 1.0% |
| Alaska Native | 8 | 53 | 51 | 40 | 46 | 33 | 48 | 39 | 44 | 39 | 43 | 20 | 26 | 21 | 511 | 73.0% |
| Asian | 0 | 1 | 1 | 3 | 1 | 2 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 13 | 1.9% |
| Caucasian | 1 | 7 | 5 | 9 | 3 | 7 | 8 | 4 | 5 | 6 | 5 | 8 | 7 | 11 | 86 | 12.3% |
| Hispanic | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 6 | 0.9% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.1% |
| Two or More Races | 0 | 6 | 9 | 4 | 4 | 7 | 3 | 1 | 6 | 4 | 8 | 8 | 12 | 4 | 76 | 10.9% |
| Total | 9 | 67 | 66 | 57 | 55 | 50 | 61 | 47 | 56 | 51 | 61 | 36 | 45 | 39 | 700 | 100.0% |

Anvil City Science Academy -- Enrollment on October 1, 2013

| Race/Ethnicity | | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | | | | | | | 0 | 1 | 0 | 1 | | | | | 2 | 4.4% |
| Alaska Native | | | | | | | 7 | 7 | 9 | 5 | | | | | 28 | 62.2% |
| Asian | | | | | | | 0 | 0 | 0 | 1 | | | | | 1 | 2.2% |
| Caucasian | | | | | | | 3 | 1 | 2 | 4 | | | | | 10 | 22.2% |
| Hispanic | | | | | | | 0 | 2 | 0 | 0 | | | | | 2 | 4.4% |
| Native Hawaiian or Pacific Islander | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Two or More Races | | | | | | | 1 | 1 | 0 | 0 | | | | | 2 | 4.4% |
| Total | | | | | | | 11 | 12 | 11 | 11 | | | | | 45 | 100.0% |

Source: Alaska Department of Education & Early Development

Prepared on June 29, 2017

Enrollment by Grade Level and Race/Ethnicity
Nome Public Schools and Anvil City Science Academy
Enrollment on October 1, 2012

Nome Public Schools -- Enrollment on October 1, 2012

| Race/Ethnicity | Grade Level | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0.3% |
| Alaska Native | 5 | 49 | 43 | 44 | 29 | 51 | 37 | 54 | 41 | 39 | 35 | 25 | 25 | 8 | 485 | 69.7% |
| Asian | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 0 | 10 | 1.4% |
| Caucasian | 2 | 9 | 12 | 5 | 9 | 5 | 6 | 5 | 7 | 4 | 9 | 8 | 7 | 10 | 98 | 14.1% |
| Hispanic | 0 | 0 | 1 | 1 | 0 | 1 | 3 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 10 | 1.4% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0.3% |
| Two or More Races | 0 | 10 | 6 | 4 | 9 | 5 | 2 | 2 | 5 | 9 | 10 | 13 | 6 | 8 | 89 | 12.8% |
| Total | 7 | 69 | 64 | 55 | 48 | 62 | 49 | 62 | 55 | 55 | 54 | 46 | 42 | 28 | 696 | 100.0% |

Anvil City Science Academy -- Enrollment on October 1, 2012

| Race/Ethnicity | | | | | | | | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| African American | | | | | | | 1 | 0 | 1 | 0 | | | | | 2 | 4.4% |
| Alaska Native | | | | | | | 9 | 9 | 5 | 5 | | | | | 28 | 62.2% |
| Asian | | | | | | | 0 | 0 | 1 | 1 | | | | | 2 | 4.4% |
| Caucasian | | | | | | | 1 | 2 | 4 | 3 | | | | | 10 | 22.2% |
| Hispanic | | | | | | | 1 | 0 | 0 | 0 | | | | | 1 | 2.2% |
| Native Hawaiian or Pacific Islander | | | | | | | 0 | 0 | 0 | 0 | | | | | 0 | 0.0% |
| Two or More Races | | | | | | | 0 | 0 | 0 | 2 | | | | | 2 | 4.4% |
| Total | | | | | | | 12 | 11 | 11 | 11 | | | | | 45 | 100.0% |

Source: Alaska Department of Education & Early Development

Prepared on June 29, 2017

## Appendix H2 - ACSA Waiting List

ACSA Waiting List/Pool Numbers

Year **2017-2018** (from file dated May 24, 2017)

5th grade – 2
6th grade – 9
7th grade – 0
8th grade – 1

Year **2016-2017** (from file dated July 19, 2016)

5th grade – 11
6th grade – 4
7th grade – 1
8th grade – 3

Year **2015-2016** (from file dated August 7, 2015)

5th grade – 7
6th grade – 6
7th grade – 9
8th grade – 3

Year **2014-2015** (from file dated June 19, 2014) – Starting with the 2014-2015 school year, ACSA increased its enrollment to 60 students.

5th grade – 3
6th grade – 10
7th grade – 2
8th grade – 0

Year **2013-2014** (from file dated August 19, 2013)

5th grade – 17
6th grade – 10
7th grade – 6
8th grade – 2

Appendix I - ACSA FY18 FINAL Budget as Approved July 18, 2017 BOD Mtg

# NOME
# ANVIL CITY SCIENCE ACADEMY

FY 2018 Budget

**Location 025**

| | | FY18 Original Budget | FY18 2nd Revised Budget | Change |
|---|---|---|---|---|
| **Fund 100:** | **School Operating** | | | |
| Function: 100 | Regular Instruction | $ 491,866 | $ 491,866 | $ - |
| 160 | Vocational Education | 5,000 | 5,000 | $ - |
| 400 | School Administration | - | - | $ - |
| | Fund Total | **496,866** | **496,866** | **-** |
| | **TOTAL** | **$ 496,866** | **$ 496,866** | **$ -** |

| | | | |
|---|---|---|---|
| # Students | 60.00 | 60.00 | 0.00 |
| # Teachers | 4.00 | 4.00 | 0.00 |
| # Classified | - | - | 0.00 |
| # Administrators | - | - | 0.00 |
| Pupil / Teacher Ratio | 15.00 | 15.00 | 0.00 |
| Average Per Pupil Expenditure | $ 8,281 | $ 8,281 | $ - |

# NOME PUBLIC SCHOOLS

## FY 2018 Budget

### Location 025 Anvil City Science Academy

| Anvil City Science Academy Account Code | Description | Comments | FY18 Original Budget | FY18 2nd Revised Budget | Change |
|---|---|---|---|---|---|
| **Regular Instruction** | | | | | |
| 100.025.100 315 | Cert-Teacher 4.00 FTE | Includes Lead Teacher | $ 292,363 | $ 292,363 | $ - |
| 100.025.100 323 | NonCert-Aides 0.00 FTE | | - | - | - |
| 100.025.100 329 | Substitute and Temporary | | 4,000 | 4,000 | - |
| 100.025.100 360 | Benefits: (Health, SS, Med, ESC, WC, TRS-PERS) | | 107,404 | 107,404 | - |
| 100.025.100 367 | TRS On Behalf | | 45,199 | 45,199 | - |
| 100.025.100 368 | PERS On Behalf | | - | - | - |
| 100.025.100 390 | Transportation Allowance | (Up to $400 per teacher | 1,200 | 1,200 | - |
| 100.025.100 420 | Staff Travel | | 3,000 | 3,000 | - |
| 100.025.100 433 | Communications | | 1,000 | 1,000 | - |
| 100.025.100 440 | Other Purchased S | (Meter Rental; copier maintenan | 2,700 | 2,700 | - |
| 100.025.100 450 | Supplies/Material/Media | | 20,000 | 20,000 | - |
| 100.025.100 510 | Equipment | | 15,000 | 15,000 | - |
| **Total 100** | **Regular Instruction** | | **491,866** | **491,866** | **-** |
| **Vocational Education** | | | | | |
| 100.025.160 450 | Supplies/Material/Media | | 5,000 | 5,000 | - |
| **Total 160** | **Vocational Education** | | **5,000** | **5,000** | **-** |
| **School Administration** | | | | | |
| 100.025.400. 313 | Principal 0.00 FTE | | - | - | - |
| 100.025.400. 316 | Extra-Duty Pay | | - | - | - |
| 100.025.400. 360 | Benefits: (Health, SS, Med, ESC, WC, TRS-PERS) | | - | - | - |
| 100.025.400. 367 | TRS On Behalf | | - | - | - |
| 100.025.400. 420 | Staff Travel | | - | - | - |
| 100.025.400. 490 | Dues & fees | | - | - | - |
| **Total 400** | **School Administration** | | **-** | **-** | **-** |
| **Total 100** | **School Operating Fund** | | **496,866** | **496,866** | **-** |
| **Total 025** | **Anvil City Science Academy** | | **$ 496,866** | **$ 496,866** | **$ -** |

**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
# May 10, 2022

1. COVID Update: All three schools are now on mask-optional status. Active case counts in Nome and the region remain very low. As of the writing of this report, graduation is planned to be held in the Beltz gym, and as long as Nome case counts remain in the low single digits, indoor capacity restrictions for graduation will be lifted for the ceremony. The administration will recommend that attendees consider wearing masks, and test prior to attending, especially if they are from out of town.

2. Attendance is planned for ATP's scheduled fair in Salt Lake City in May. The District is still looking to fill several certified positions at this time, and may be hiring a few international teachers to fill positions. Creativity in the hiring process is a necessity and will likely continue going forward.

3. Funding Update: The District awaits the City's final budget as well as the work of the Legislature in Juneau. The City is struggling with budget issues of their own, and has not made a final decision on their contribution to the school district. The Legislature still is holding steady on the message of either passing a bill to increase the BSA (HB 272) or to pass a one-time increase to schools roughly equivalent to the first year's increase in HB272. The Governor has threatened to veto any increase unless a reading bill is passed (SB111); it does look likely that SB111 will pass at this point. SB111 does also fund four-year-old children enrolled in a DEED-approved pre-K program at 0.5 ADM, which could be beneficial for Nome to revive the dormant partnership with Nome Preschool and/or Head Start.

4. Year End Wrap Up – The District would like to invite School Board members to attend the year end celebration luncheon at noon on Friday May 27th at the Nome-Beltz Cafeteria. We will bid outgoing staff goodbye, recognize longevity milestones and a retiring staff member, and celebrate our Teacher of the Year and our Support Staff of the Year.

5. Looking Ahead – We are already receiving registrations for next year's Culture Camp! The District is able to support the cost for Tom Gray's camp fee as well as course tuition for staff, and we continue to encourage current returning staff to take advantage of the opportunity as well as our new incoming staff. The leadership team is working on the plan for inservice days for next fall as well.

# Student Representative Board Report

# April 2022

Hello, today I am going to start off by telling you about the TASK Honolulu trip that happened earlier this april. Before going on this trip, I expected the usual “boring” lecture type learning style to take place. I also had thought and assumed that we would be talking about different cultures' way of life through adults rather than teenagers and kids. But I was so very wrong. Infact, I believe most of the information I have learned and obtained on this trip came from kids my age and even younger. It was definitely a big shock throughout the rest of our stay in Honolulu and the Northern part of the island, taking in all this information from children who were just like us. I enjoyed interacting with the students from Wai’anae Highschool a lot because I felt very connected to them the instant we started talking to each other. Conversing about how different we are from each other made me realize that we are truly not that different and that we really are, as a Wai’anae high school kid stated, “the other family across the ocean.” However, the cherry on top of the ice cream was when we got to spend the day with middle schoolers.

The middle schoolers we visited in Honolulu really inspired me and everyone on this trip to start to get in touch with the land we live and prosper on. These kids were able to name every single plant they grew and their traditional names for them and what the crops can be used for. They were very impressive and I thought it was amazing that they just enjoyed doing the stuff they did at school. They were in touch with who they are and I can tell that they were being meaningful and sincere when showing us their school and the place they call home. I hope to

return the information I had gathered back to our community in hopes of also having more incorporation of our region's culture into our daily lives.

Now, enough of the Hawaii talk, now it's time for our Nome Beltz student to get the spotlight. In April we had a team of NYO participants go and compete at the first in person state tournament since covid hit. They came back with two state champions, Parker Kenick in the one arm reach and Teague Green-Johnson in the Indian Stick Pull. Parker Kenick stated that “It's nice to compete in person, especially for my last year of competing as a high school athlete.“ Along with two state champions coming out of the 2022 NYO state tournament, the following week our back to back esport state champs teams compete for the spring title of state champs. They played the same team, North Pole High School, for the state title and once again, they became back to back state champs. Teammate and sophomore Calvin Fry stated that “ the nerves were going crazy, especially because we were competing against a team that wanted it just as much as us. The team will be saying goodbye to their two seniors this coming fall and the esports team hopes to continue the seniors legacy with young and aspiring gamers.

Teacher Appreciation week creeped up on us with the first week of May being entirely dedicated to teachers at nome belts, ACSA, and the elementary school. Students at the NHS took it upon themselves to show just how important teachers are by gifting teachers with homemade cards, favorite snacks, and even favorite drinks. Raina McRae and I volunteered to make coffee for teachers in the morning with an espresso machine that was loaned to us in order to make the coffee for teachers. We spent a morning at the elementary school making coffees, and then a day at the high school making coffees for teachers at nome beltz and for teachers at ACSA. Overall, I would like to give a kind thank you to students who just appreciated their teachers out of the

kindness of their own hearts and an even bigger thank you to the teachers at the elementary school and the highschool. As a senior, I can confidently say that we would be where we are today without the help of our community and our teachers who have helped raise and educate us throughout our lives. Thank You, you deserve this.

Our Nome Beltz Advanced art class has finished the mural after over 4 months of planning and executing. The students of the art class kindly encourage you to come and take a look at the wall, there might be some hidden surprises that may just bring a smile to your face. They thank the school and administration and most importantly Mr Thomas and Ms Smith for letting us use the school's walls as a way to express creativity and storytelling while also giving a gift to our community.

As a senior, I am extremely proud and grateful for the school I was able to come and talk to you about at these meetings. I have been able to come to this meeting and let you know about how kind our students are, the achievements they have accomplished, and the history they have made here at nome belts. I couldn't have asked for a better school. With that being said, I thank you for your time and I hope this report has been just as informative as it was impressive.

# Nome Elementary School

**Box 131 • Nome, Alaska 99762**

Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson
Principal

Elizabeth Dillman
Assistant Principal


May 5, 2022 (April Report)

Dear Board Members,

April was another busy month, of course! Many thanks to Ms. Keller and all the people who helped make ice-fishing happen for all our first through fifth grade students in April. We got skunked – piilaq! No fish! But, everyone had a great time putting their new homemade fishing jigs to use. The students were thrilled to have our youth basketball season begin in April. They have one more week of practice before their final weekend games (May 14th). The ski club also wrapped up their season with a photo slide show and pizza party. STEM clubs are still going strong, and well-attended. We wrapped up AK STAR/AK Science (5th Grade) testing for our third through fifth grade students, and got started on MAP testing. And, of course, every school day is filled with learning!

With this being our last board report of the school year, I would like to express my appreciation for Mrs. Karen Kunnuk. Karen will be retiring at the end of the school year after 29 years of dedicated service to our school community. Karen has been an invaluable part of our team. She's always worked hard for teachers and kids, and been reliable and caring. She will be deeply missed. If you see Karen, please congratulate her on this accomplishment, and, share your gratitude with her as well. She will be recognized at our NES year-end celebration, as well as the district's end-of-year luncheon.

In the month of April we celebrated three Nanauyaat mascots posted in NES hallways –one each for Ms. Ten Eyck's class, Ms. Balice's class, and Ms. Secor's class. This reflects a total of 60 reading logs being returned between these classes. Ms. Secor's class has made it to twelve mascots, so we have two snaps and a clap for "Read to Lead!"

We are working hard to recruit teachers and staff for 2022-2023 vacant positions. We have received signed contracts from individuals for Assistant Principal, SPED Teacher (x1), and a 5th Grade Teacher. We are continuing to search for two 2nd Grade teachers – one will hopefully be Inupiaq-speaking to continue our immersion program, another 5th Grade teacher, and two more SPED Teachers. Searching, interviewing, and reference-checking is on-going, however it appears we do need to attend a late May job fair. One very bright spot, however, is that we have filled a kindergarten instructional aide position that has been vacant since January. We would like to welcome Ms. Yeniia McDowell to our Kindergarten team! She will be starting in Ms. Janet's class on Monday, May 9th. YAY!

The Northwest Positive Behavior Intervention and Support (NWPBIS) Conference was hosted in Tacoma, WA, April 11 – 15. The Alaska Department of Education and Early

Development (AK DEED) sponsored attendance for one school leader and two staff members. Zora Anderson, Julie Fabignon-Cross, and myself all attended the conference. It was a nice compliment to the Trauma Sensitive Schools Conference a team attended in February. Additionally, AK DEED organized a Science of Reading Symposium in Anchorage April 29-May 1. We were able to have a team of eleven in attendance. This conference was a great opportunity to hear from stakeholders all over the state about the concern for reading achievement, and how it can be addressed. There were also a lot of learning opportunities for staff, and I saw ties into the previously mentioned conferences. There is always a lot of work to be done, so seeing how the pieces can fit together is so important.

In the month of April -Qayitiġvik- we had the following Inupiaq weekly phrases:

- Manaġiaq (to go ice fishing!), week of April 4;
- Iġałuaq (fish), week of April 11;
- Aukaa! (it's melting!), week of April 18
- Uuktuaqłuk (Try it!), week of May 2;

and focused on the Inupiaq Values of:

- Spirituality – Ukpaisrun, and
- Humility – Qinuinnaq

In May -Kuzriniġnaa-, we are focused on the Inupiaq Values of:

- Reverence toward Nature – Kammałui nunamiit
- Honesty – Nagguatun kulliaglutin

**NPS Strategic Plan Goal #1: Students are prepared for the post-secondary pathway of their choice.**

**1.1:** All students have an opportunity to explore a variety of post-secondary options.

There is no new information for report here, other than we were able to return to in-person events. Our second grade students participated in the "I Know I Can" project in the month of April, sponsored by Northwest UAF Campus. Also in April, our fifth graders took part in "Kids2College" and walked over to the campus for activities and programming.

**1.2:** Students develop learning goals and are able to measure their own progress against those goals.

Again, there is not new information here. We continue to have students set personal goals in the classroom, with the help of their teachers. Most consistent has been the continuation of MAP goal-setting. Students are very aware of their growth goals and are excitedly watching for that final widow to come up when they finish their test.

**1.3:** Students are able to demonstrate high levels of achievement on a variety of assessments.

There are no new developments here, but a continued urgency to meet the needs of our students to foster their academic success. We must do better for our students.

With the adoption of Bookworms, and a state-wide focus on the Science of Reading, we will have some more refined direction in this area as the new school year begins.

**Coming Events:**
-Now – May 13: MAP Growth Make-up Testing
-Now – May 26: Field Trips a-plenty! Classes are going to the Foster building (all three entities), the Park Service, the Rec. Center, Bering Air, East End Park, and the swimming pool, just to name a few!
-May 10 – 13: ANSEP STEM Ready Academy – four NES students will attend in Anchorage
-May 10, 12, 19: Pre-K classes visit Nome Elementary School
-May 17: 5th grade students visit Nome-Beltz for Middle School Orientation
-May 20-21: KJ will attend ATP Job Fair in Salt Lake City, UT with Ms. Burgess
-May 26: Final day for students
-May 27: Final work day for staff
-June: Kindergarten, 1st, and 2nd grades will be working with essential standards to define learning targets and formative assessments.
-June 6-10: Kagan Win-Win Discipline training in Phoenix – KJ and H. Secor will attend
-July 14-22: Kagan Summer Academy in Orlando – Zora Anderson, Janet Balice, and Katie Bourdon will attend various sessions.

**Statistics:**
School was in session for 20 days in April.
-Our attendance rate was 85.9%.
-We served 3,723 student breakfasts, and 3,532 student lunches.
-**30** volunteers spent a total of 139 hours in NES classrooms during the month of April.

*Nome Elementary School provides a positive and welcoming environment where our culturally-diverse students, staff, and community members are valued through mutual respect, collaboration, safe interactions, and enriching experiences. Clear and high expectations serve as guidelines to reach success and wellness for all students in this rapidly-changing world.*

**ACSA Board Report, May 10, 2022**
Lisa Leeper, Principal

## Enrollment / Attendance Update

- We had a 93% student attendance rate for April 2022.

## Classes and Activities

- March Student of the Month: Avery Erlich-Piscoya, 8th grade
- April Student of the Month: Talan Johnson, 7th grade
- ACSA received 19 applications for the 2022-2023 school year from students entering 5th grade, and no new applications for students entering 6th, 7th grade or 8th grade. We held a lottery and have registered new students for the upcoming school year. Our current waiting pools have four 5th graders, six 6th graders, and no 7th or 8th graders. Student enrollment follows lottery priorities: grade level balance, children of certified staff, siblings, children of founding families, and the oldest waiting pool.
- During the second week in April, students in grades 5th - 8th took the AK STAR and the Alaska Science Assessment tests. The Alaska System of Academic Readiness (AK STAR) provides students the opportunity to show their understanding of important skills and concepts at their grade level. All tests went smoothly and we rewarded kids with more outside play time to help offset the extra concentration this testing requires.
- Jill Peters, Ryan Fox, most ACSA and Beltz 8th graders, and I traveled together to Washington DC for a Close-Up program for the dates of April 9-16. On the trip, our kids met students from Washington state and discussed the roles of active citizens in democracy. Our students also visited monuments and memorials and learned some of the history behind each, went to several museums (American Indian, Holocaust, Hirshorn, American History, and Natural History), attended a performance at Ford's Theater, toured colonial Williamsburg, and enjoyed many other excursions/activities. Students really

appreciated the trip and wrote thank you letters to the Pioneers for the funding they contributed.

- During the week of April 25th-29th, Brett Dillingham, a past president of the Alaska State Literacy Association, came to Nome to teach performance literacy at ACSA. Brett worked with Mr. Collins and Mrs. Ventress to conduct a workshop each day where he helped students write and tell their own stories. As a culminating event, families were invited to a performance of stories to celebrate the students' efforts. Many families were in attendance. Also, Mr. Dillingham worked with two high school classes and one elementary class as their schedules allowed.
- During the same week of the storytelling workshop, NACTEC provided a 5th/6th Grade Career Exploration program. The students participated in a variety of career and technical activities as well as STEM explorations. As always, the students come back from the program each day excited to share details about what they've done, and the NACTEC staff is very supportive of everyone's participation.
- The ACSA staff wants to thank the Nome School Board, Superintendent Jamie Burgess, community members, parents, and students for making Teacher Appreciation Week special. We received many expressions of thanks and wonderful food items that made us feel truly appreciated.
- Strategic Plan Goal #1 - Students are prepared for the post-secondary pathway of their choice.
    - NACTEC provides ever more supportive ways to offer our students exposure to post-secondary skills and opportunities. The following have been made available this school year: Career Exploration - 7th/8th grade session and 5th/6th grade session, ANSEP Middle School Academy - 6th-8th, a residential experience at UAA that emphasizes increasing students' mathematics and science knowledge while introducing them to college life, and an ANSEP 5th Grade STEM Ready Camp.
    - Much of the work we do with students requires them to read and follow directions, use resources, think creatively, solve problems, create a plan, and follow through to meet objectives and deadlines. We believe these skills will prepare them for whatever post-secondary occupation or avenue they may wish to pursue.

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

Date: May 05, 2022
To: NPS Board
From: Jay Thomas and Teriscovkya Smith
Subject: May Board Report

NBMHS Current Enrollment: 283

- The NBMHS Teacher of the Month: Misty Tweet
- The NBMHS Support Staff of the Month: Bill Baxter (NANA)
- The NBMHS Students of the Month
    - Middle School: Clary Ruud
    - High School: Kelvin Lewis

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

- Welcome Dr. Robert Morris as the new Assistant Principal at NBMHS;
- We are in the process of interviewing candidates for one Special Education teacher opening;
- Custodial issues continue to be a major concern throughout the Beltz campus. This problem truly needs a solution before the start of school in August;
- Summer school is planned for June 7-24;
- Testing students in MAP and AK Star in a matter of six weeks has been a challenge; Usable data from state testing is still at least a year away.
- The main entrance mural created by students in Advanced Art is finished; please stop by the campus and have a look!

**Activities Wrap-up:**

- The Nome-Beltz Drama Club is gearing up for live performance on May 13-14;
- ASAA State music solo and ensemble will be May 6-7. Congratulations to Thomas Dempsey, Alyssa Hahn and Luke Hansen for qualifying for this event;
- NBHS Prom will be May 6, 2022 and the NBMS formal will be held May 7 2022;
- Sports Night will be held on May 16;
- Graduation will be held in the NBMHS Gym on May 25 at 7:00;
- The last day of school for students is May 26, 2022;
- The CTE/Vocational exploration trip for Juniors and Seniors was a huge success. Thanks to Aaron Brown for organizing the week-long experience that was sponsored by NSEDC.

- Middle School Eighth Grade Washington D.C. trip was a great success. A big thanks to Jill Peters and Ryan Fox for their hard work throughout the year to help make this trip possible;
- 16 high school students traveled to Hawaii April 10-16 as a continuation of the TASK Cultural Exchange;
- The NBMHS NYO team results from state are as follows:
    - Parker Kenick- STATE CHAMPION in the one-hand reach, 2nd place in the two-foot high kick, and 4th in the one-foot high kick;
    - Teague Green-Johnson- State Champion in the Indian Stick Pull and 2nd place in the seal hop;
    - Colin McFarland took 5th place in the scissor broad jump.
- Esports has won the Spring Championship for the second time in a row. That makes the Nanooks the only team to win a state championship in "Rocket League" since it became an ASAA sponsored event. The team consisted of Bode Leeper, Parker Kenick and Calvin Fry. They are coached by Mike Deering.

**Strategic Plan Goal 1**: Students are prepared for the post-secondary pathway of their choice

- Career, vocational, and job readiness pathways are in development through the College and Career Guide in cooperation with the academic counselor.
- The College and Career Guide has met with every junior and senior to discuss post-secondary options and plans.
- CTE/Vocational trip to AVTEC, Job Corps, and many other vocational opportunities on the road system.
- Our Discovery class explores post-secondary opportunities on a daily basis.
- NBMHS has a robust partnership with NACTAC that includes the following career exploration:
    - Aviation
    - Welding
    - Carpentry
    - Design Technology
    - Heavy Equipment
    - Small Engines
    - Driver's Education



The Nome-Beltz Advanced Art Mural (Title and formal dedication, TBA)

# Nome Public Schools

*Special Education Board Report, May 2022*

Aaron Husemann, Special Education Coordinator

## Special Education Department

- 90 Active Special Education Students
- 7 Paraprofessionals
  - 1 Rehire at NBMHS up for Board Approval
- 1 Administrative Assistant
- 5 Special Education Teachers
  - 2 at Nome Elementary School
  - 3 at Nome-Beltz Middle High School & Anvil City Science Academy
    - 1 Long-Term Substitute at NBMHS
- Next Level Speech Therapy
  - 2 Speech-Language Pathologists
  - 1 Speech Language-Pathologist Assistant
- 2 Itinerant School Psychologists
- Sprouting Trees Pediatric Therapy and Recreation, Inc.
  - 1 Itinerant Physical Therapist
  - 1 Itinerant Occupational Therapist

## Speech Caseload

- 9 Speech Only Students
- 29 Additional Students receive Speech Therapy

## Special Education News

- FY21 to FY22 comparison with Next Level Speech (NLS)
  - Year to date savings of $28,168.00 over FY21 rate (through 4/29/2022)
- 3 anticipated Special Education Teacher openings for FY23
  - 2 Positions at NES
  - 1 Position at NBMHS
- Coordinated Early Intervening Services
  - Nome Public Schools was found to have significant disproportionality over the past 3 years in American Indian/Native Alaskan Special Education Disciplinary Removals (15.43)
  - Nome Public Schools is at Risk for significant disproportionality in American Indian/Native Alaskan Number of Students with ISS <= 10 days (17.73)
  - Nome Public Schools is at Risk for significant disproportionality in American Indian/Native Alaskan Number of Students with OSS Suspension/Expulsion >10 days (23.06)
  - Nome Public Schools is required to use 15% of Part B Funds in FY23 to develop a Comprehensive Coordinated Early Intervening Services Plan to address the significant disproportionality

# Disproportionality in Alaska

DEED conducts an **annual analysis** of data[1] to determine **disproportionality by race ethnicity** in the following areas:

- **Identification** of students for special education and related services;
- Identification of students in specific **disability categories**;
- **Placement** of students with disabilities in education settings; and
- **Discipline** of students with disabilities.

**No Disproportionality**

RR[2] < 2.0

- DEED will provide each district with its disproportionality annually with notification of disproportionality or risk as appropriate.
- No review or action is required, but recommendations and resources are provided.

**At Risk for Disproportionality**

2.0 ≤ RR < 2.5

**Disproportionality**

RR ≥ 2.5

- DEED will notify each district and provide the data indicating disproportionality.
- The district is required to complete a self assessment (or selections from a self assessment) to determine whether the disproportionality is the result of inappropriate identification or noncompliant policies, procedures or practices.
- As needed, DEED conducts follow-up reviews to verify the information provided in the self assessment and review additional data.
- The district is required to correct any noncompliance identified during the self assessment and follow-up reviews.
- DEED considers these data and any results of subsequent reviews when making local determinations.
- DEED provides intensive TA to districts, upon request, to assist in improving policies, procedures and practices that may be resulting in disproportionality.

**At Risk for Significant Disproportionality**

RR ≥ 3.5

- In addition to all actions listed above for disproportionality:
  - The district is required to complete additional sections of a self assessment to determine the root cause of the disproportionality and develop an action plan for disproportionality.
  - DEED will provide intensive TA to each district.

**Significant Disproportionality**

RR ≥ 3.5 for three consecutive years

- In addition to all actions listed above for disproportionality and at risk for significant disproportionality:
  - The district will be required to use 15% of its Part B grant award for coordinated early intervening services for students who are not yet identified as special education students.
  - The district will report on the students who receive services and track them for two years.
  - DEED will conduct an onsite compliance review of policies, procedures and practices and require the LEA to report publicly on any required revisions.

1 The data used for these calculations are data required under section 618 of IDEA. For discipline calculations, rates of suspensions and expulsions greater than 10 days are used.

2 RR refers to the risk ratio calculation that DEED has chosen to use to calculate disproportionality. The equation used for the risk ratio is:

$$\text{risk ratio} = \frac{\text{risk for racial/ethnic group}}{\text{risk for all other students}}$$

# Guide for Understanding Your Disproportionality Report

As required by IDEA, Alaska DEED conducted its analysis of 2021-2022 data to identify disproportionality in identification and LRE and 2020-2021 data for discipline. The results for your district are included in the attached table. Please refer to the "Disproportionality in Alaska" enclosure for Alaska's definitions of disproportionality as well as the actions required for determinations of disproportionality and significant disproportionality.

Alaska DEED determines disproportionality using a risk ratio methodology. A risk ratio, when applied to a category of students in special education from a specific racial/ethnic group, answers the question, "What is a specific racial/ethnic group's risk of receiving special education and related services compared to the risk for all other students?" So, if the risk ratio for Hispanic students is 3.0, that means that Hispanic students are three times as likely to be identified for special education. The equation used for the risk ratio is:

$$\text{risk ratio} = \frac{\text{risk for racial/ethnic group for special education}}{\text{risk for all other students for special education}}$$

If you would like to know more about how to calculate risk, risk ratio and the often necessary alternate risk, we recommend reviewing “Methods for Assessing Racial/Ethnic Disproportionality in Special Education” which can be found at the following link: http://ideadata.org/tools-products/methods-for-assessing-racialethnic-disproportionality-in-special-education---a-technical-assistance-guide-revised.html. This is an extensive paper, but if you focus on chapters 1-5, you will gain a good understanding of what disproportionality is and what the process is for calculating both risk and the risk ratio which is the measurement that Alaska DEED has chosen to use to measure disproportionality.

The table that follows reports the risk and risk ratio for identification, placement, and discipline for each racial ethnic category for your district. Areas where your district:

- is at risk for disproportionality are highlighted in blue;
- has disproportionality are highlighted in yellow;
- is at risk for significant disproportionality are highlighted in orange and
- has significant disproportionality are highlighted in red.

If your district has disproportionality or significant disproportionality, this letter contains instructions for next steps your district must take. Technical assistance is available from Alaska DEED upon request.

Here are some notes that will help you understand your report:

- There will be no risk or risk Ratio reported if 0 students were in SPED or 0 students were enrolled (includes gen. ed.) in the analyzed group.
- NA – reported in Risk Ratio if fewer than 10 students were enrolled in the district in the group being analyzed. A small denominator in the Risk calculation results in a Risk Ratio that is statistically unreliable.
- ** These data were not included in the calculations reported in Alaska DEED's APR to meet federal requirements because there were fewer than 10 students with IEPs in the racial/ethnic group of interest or fewer than 10 students with IEPs in the comparison group (all other race/ethnic groups). However, DEED may still require the district to conduct additional analyses if it is concerned about the disproportionality.

Additional important note:
The asterisk (*) located in the ‘Number of Incidents of Suspension or Expulsion > 10 Days’ area of analysis, indicates that this analysis of data is not the same as the review of suspension and expulsion rates to determine a significant discrepancy from state rates, required by Indicator 4 of the SPP and APR.

# Disproportionality Resources

**Background:** States are required by the Individuals with Disabilities Education Act (IDEA) to examine data to determine whether students of certain races and ethnicities are more likely to be: identified for special education; placed in specific disability categories; placed in more restrictive settings; and disciplined. While Congress included disproportionality in IDEA 1997, IDEA 2004 strengthened the requirements for states to examine data, added a reporting mechanism (the SPP and APR), and included sanctions for significant disproportionality. Federal resources on Disproportionality and Equity are available at https://www.osepideasthatwork.org/federal-resources-stakeholders/disproportionality-and-equity.

If your district is at risk for or has disproportionality, there are many resources available to assist you and your schools in analyzing data to determine root causes of and address disproportionality in addition to those federal resources.

- **Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education**
  http://www.rtinetwork.org/learn/diversity/disproportionaterepresentation

# 2021-2022 Disproportionality Report
## Nome Public Schools

| Disability Identification 2021-2022 Data | | | | | | | |
|---|---|---|---|---|---|---|---|
| Race / Ethnicity Categories | | | | | | | |
| Areas of Analysis | Hispanic | Am. Indian /Native Alaskan | Asian | Black | Pacific Islander | White | More than One Race/Eth. |
| | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio |
| Identification for Special Education | 0.00 | 1.99 | 0.00 | 0.00 | 0.00 | 0.31 | 0.76 |
| Identification for Autism | 0.00 | 0.69 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Identification for Emotional Disturbance | 0.00 | 3.16** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Identification for Cognitive Impairment | 0.00 | 0.88 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Identification for Specific Learning Disability | 0.00 | 1.72 | 0.00 | 0.00 | 0.00 | 0.38 | 0.85 |
| Identification for Speech Impairment | 0.00 | 0.54 | 0.00 | 0.00 | 0.00 | 0.00 | 0.77 |
| Identification for Other Health Impairment | 0.00 | 0.38 | 0.00 | 0.00 | 0.00 | 0.00 | 0.23 |

| Least Restrictive Environment 2021-2022 Data | | | | | | | |
|---|---|---|---|---|---|---|---|
| Race / Ethnicity Categories | | | | | | | |
| Areas of Analysis | Hispanic | Am. Indian /Native Alaskan | Asian | Black | Pacific Islander | White | More than One Race/Eth. |
| | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio |
| Placed in Regular Classroom <40% of Day | | 0.00 | | | | 0.00 | 0.00 |
| Placed in Separate Sch., Home/ Hospital & Residential Facility | | 2.31 | | | | 0.00 | 0.00 |

| Discipline 2020-2021 Data | | | | | | | |
|---|---|---|---|---|---|---|---|
| Race / Ethnicity Categories | | | | | | | |
| Areas of Analysis | Hispanic | Am. Indian /Native Alaskan | Asian | Black | Pacific Islander | White | More than One Race/Eth. |
| | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio | Risk Ratio |
| Number of Students with ISS Suspension <=10 Days* | | 17.73** | | | | 0.00 | 0.00 |
| Number of Students with ISS Suspension >10 Days* | | 0.00 | | | | 0.00 | |
| Number of Students with OSS Suspension/Expulsion <=10 Days* | | 7.26** | | | | 0.00 | 0.00 |
| Number of Students with OSS Suspension/Expulsion >10 Days* | | 23.06** | | | | 0.00 | 0.00 |
| Total Number of SPED Disciplinary Removals* | | 15.43 | | | | 0.00 | 0.00 |

**Key**

- At risk for disproportionality (between 2.0 and 2.49).
- At risk for significant disproportionality (>= 3.5).
- Disproportionality (between 2.5 and 3.49).
- Significant disproportionality (3 consecutive years >=3.5).
- * data analysis different from that used for indicator 4.
- ** Although risk ratio is >=2.5, this cell is not included in Federal reporting calculations due to data point(s) that did not meet the minimum cell size(s).
- ISS=In school suspensions, OSS=Out of school suspension

To: Aaron Husemann, Superintendent

From: Colleen Shivers, Education Specialist II

Date: May 26, 2021

Re: Annual Disproportionality Analysis and Report

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As required by IDEA, EED conducted its annual analysis to identify disproportionality in identification and LRE (2021-2022 data) and discipline (2020-2021 data). The results for Nome Public Schools are reported in the attached 2021-2022 Disproportionality Report. Please refer to the "DEED Disproportionality Definitions and Required Actions" enclosure for Alaska's disproportionality definitions and the actions required of districts for determinations of disproportionality and significant disproportionality.

As noted on the attached report, your district has been identified as having significant disproportionality in at least one area and the following actions are required:

- Complete the attached self-assessment and root cause analysis: Equity, Inclusion, and Opportunity, Addressing Success Gaps, Indicators of Success Rubric and return completed document to DEED by July 15, 2022. This assessment **must** be facilitated by Gail Greenhalgh. Please contact her directly to schedule a time.
- Reserve 15% of your FFY 2023 IDEA Part B allocation for comprehensive coordinated early intervening services.
- Complete the attached CCEIS Expenditure Plan and return it to DEED by July 15, 2022 for approval.

Alaska determines disproportionality using a risk ratio methodology. A risk ratio, when applied to a category of students in special education from a specific racial/ethnic group, answers the question, "What is a specific racial/ethnic group's risk of receiving special education and related services compared to the risk for all other students in the district?" So, if the risk ratio for Hispanic students is 3.0, that means that Hispanic students are three times as likely to be identified for special education. The equation used for the risk ratio is:

$$\text{risk ratio} = \frac{\text{risk for racial/ethnic group for special education}}{\text{risk for all other students for special education}}$$

When a district does not have sufficient data to determine a risk ratio, Alaska calculated an alternate risk ratio that compares district data to statewide data.

Please contact Colleen Shivers at colleen.shivers@alaska.gov or 907-465-8705 with any questions.

# Nome Public Schools
# Director of Technology Report

Jim Shreve
10 May 2022

## Completed Projects

Completed installation of approximately 2,500 feet of network cable to provide drops to mechanical rooms in support of the Districts Environmental Controls installation project.

Identification and preparation of devices for electronic waste turn in to Kawerak this Spring. Identified equipment is presaged at NES Music room and NBMHS Computer Lab, tickets are submitted for Maint Dept to pickup the equipment.

Completed the PowerSchool online enrollment forms for New and Returning Students for the 2022-2023 School Year. Awaiting all Student Handbooks to fully publish the forms. The New Student form is presently launched for Kindergarten Kickoff. The Returning Student form will go live once the End of Year and Start of Year processes are complete in our PowerSchool Student Information System (after 01JUL22).

BLOCKSI training for Grades 4-5 Teachers at NES.

## Current projects

SPED Equipment - SPED interactive displays and EOY devices are ordered.

Received and installing the mass Network Attached Storage solution to provide encrypted / redundant backup capabilities and storage for servers, admin / secretarial staff, and remote access to specified accounts.

Preparing for the configuration and replacement of network switches districtwide. Network Equipment Update: the two core switches and 6 of the 17 switches on order have arrived, the remaining 11 switches are supposed to ship soon.

Lifecycle replacement of student devices for NES, NBMHS, and ACSA (approx. 210, 120 are already ordered).

End of Year Staff and Student device review / repair.

## Future Projects

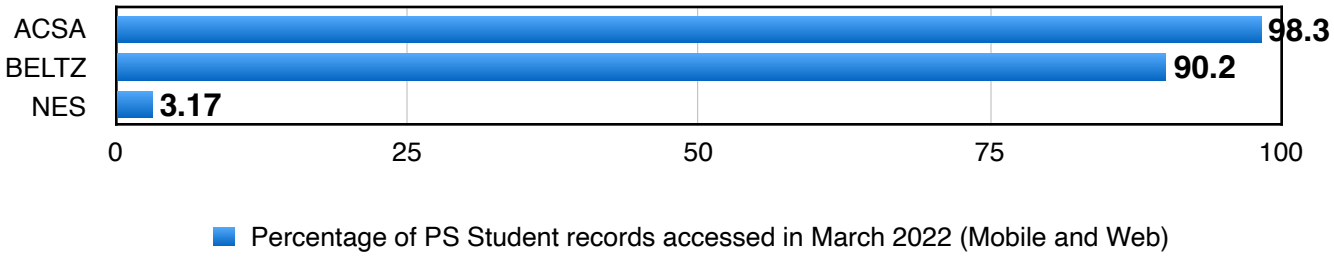
Preparing for PowerSchool Student Information System End of Year and Start of Year processes.

Installation of incoming interactive displays for SPED Dept.

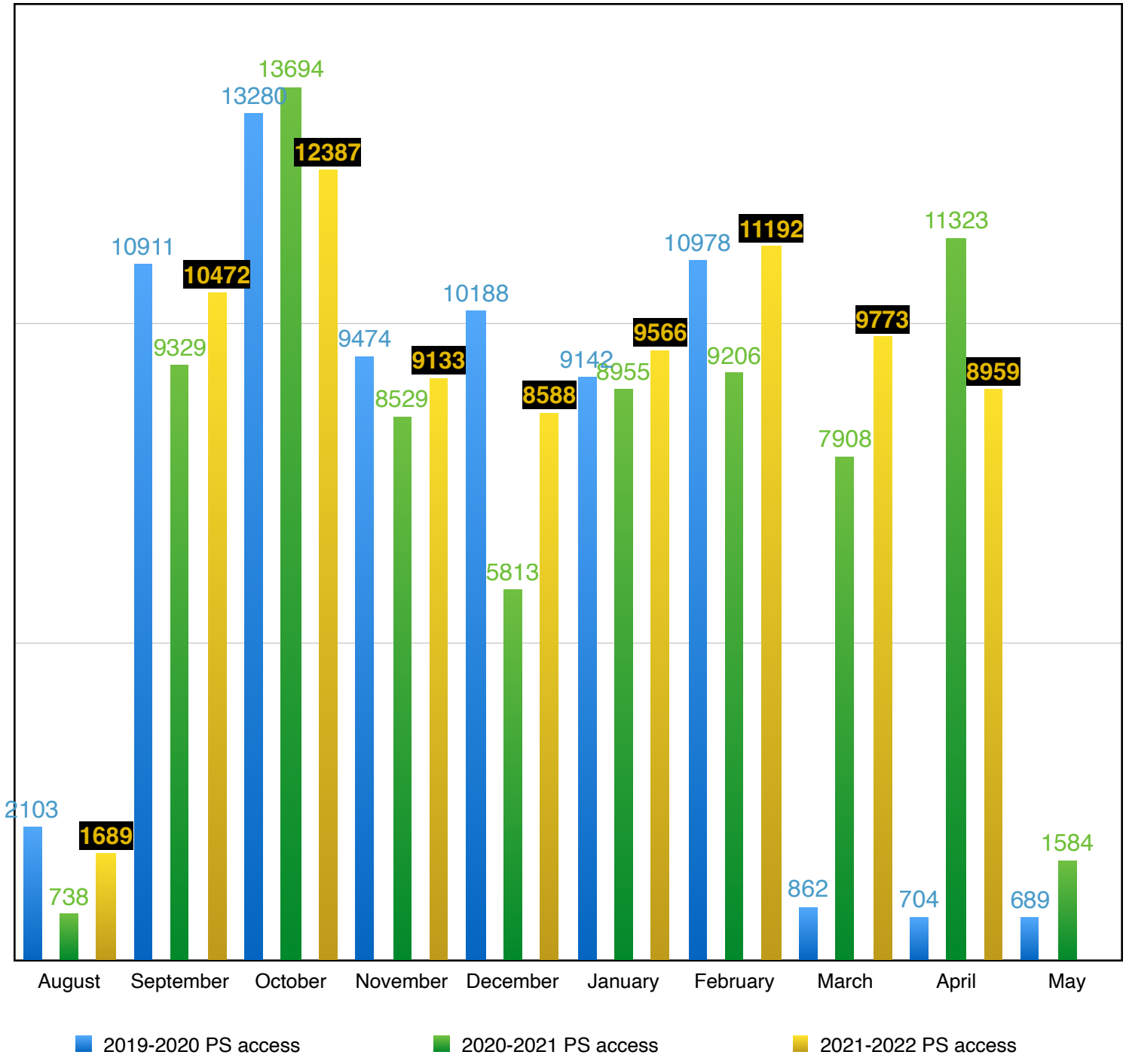
## PowerSchool Online Enrollment

There is no change in our PowerSchool Online Enrollment data. We are still tracking a total of 30 un-submitted returning student records (8 for NES and 22 for NBMHS) in our roster workspace. The Returning Student Registration form closed on 31JAN22. Efforts shifted to updating the data for the New and Returning Student forms for 2022-2023 School Year.

**PowerSchool Student Information System Access data**
**PowerSchool use, by students and parents.**

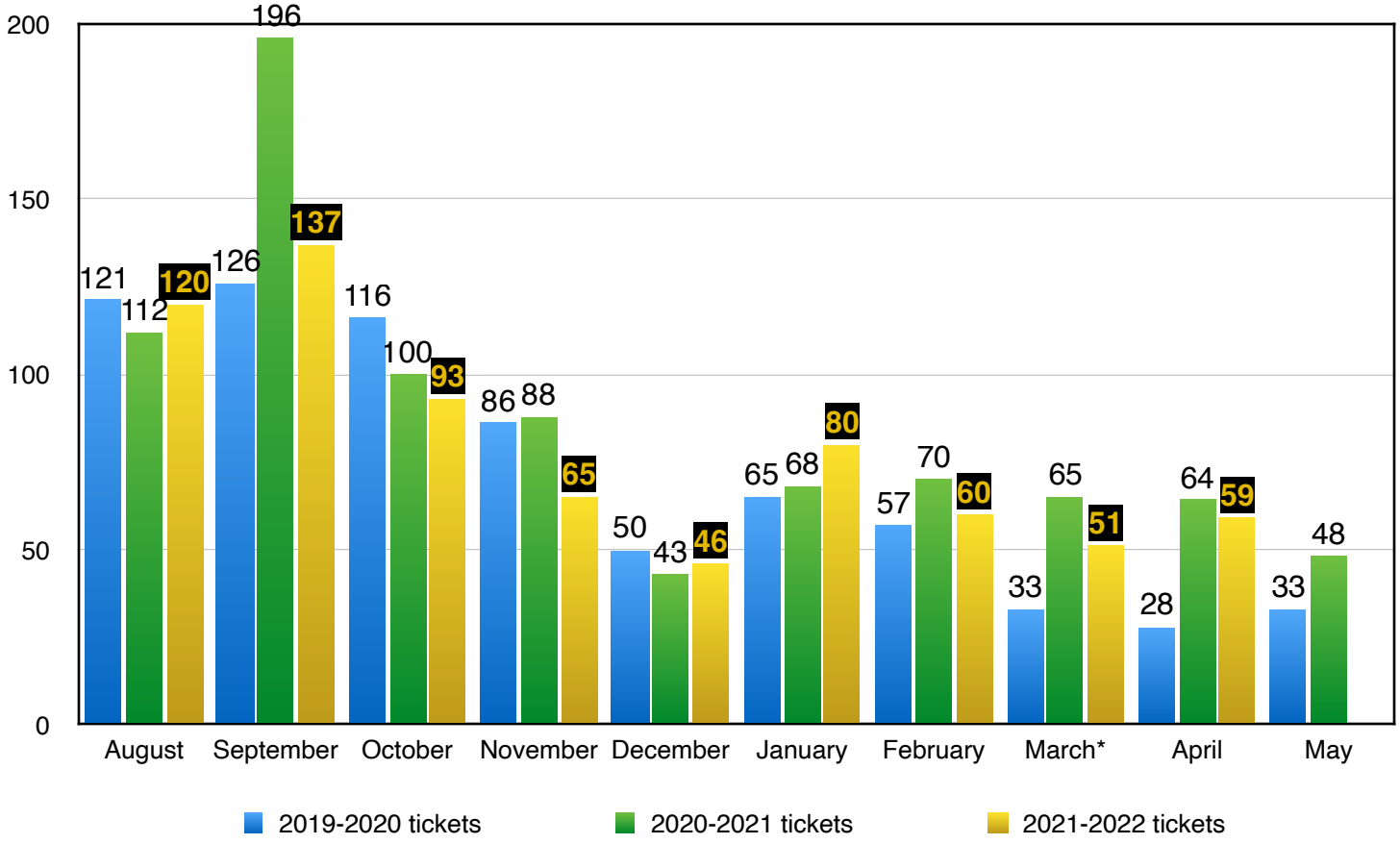


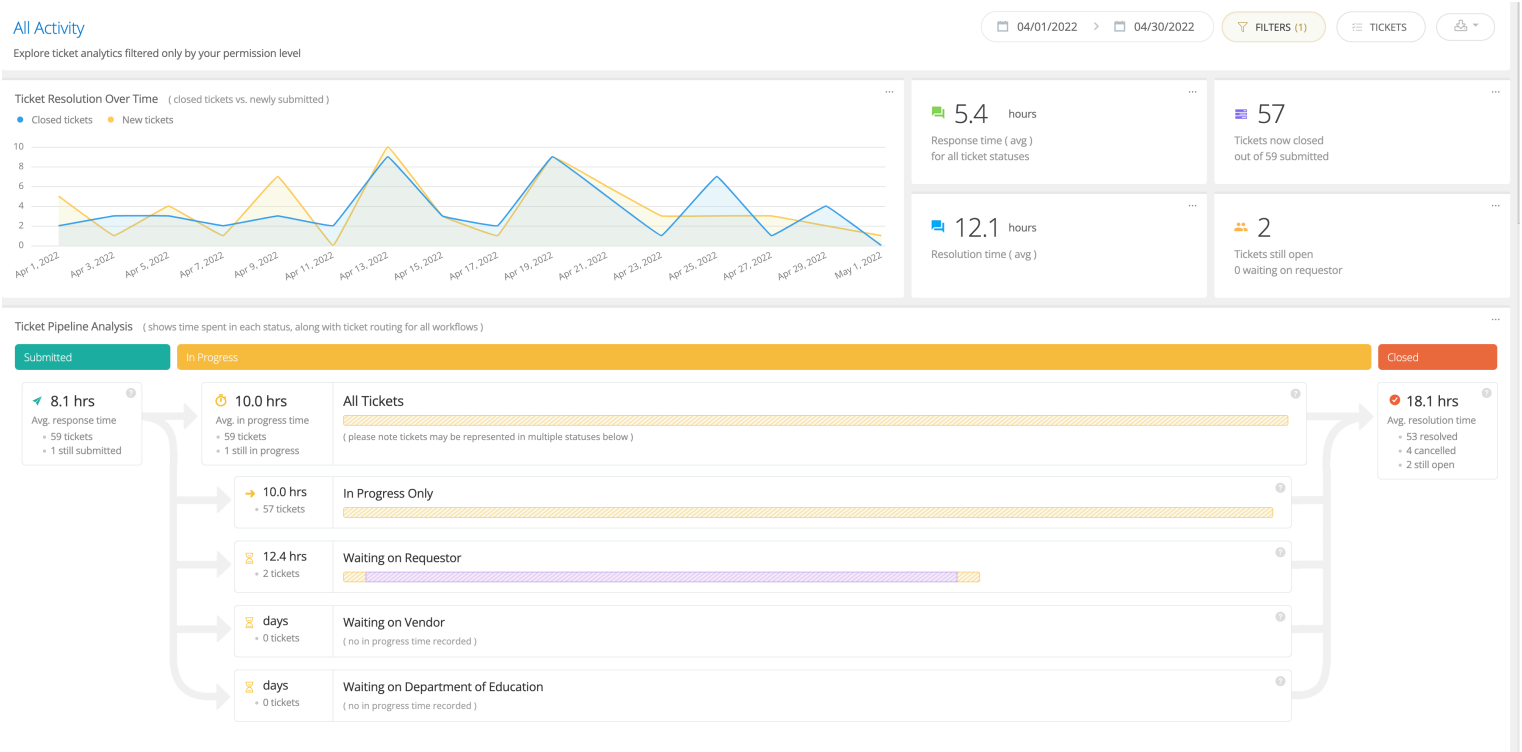

**Total Parent and Student PS Web and Mobile Access Sessions:**



## Technology Web HelpDesk

**Part of the Technology Department's duty is to maintain the Technology Web Help Desk for staff to request repairs, training and troubleshooting. In April we closed / resolved 57 out of 59 (96.6%) of the tech requests submitted through the system. Our average response time was 5.4 hours and average resolution time was 12.1 hours. We encourage staff to make use of this resource but many immediate needs are still handled outside of it.**



Nome Public Schools Board Report
Megan Hayes
Director of Federal Programs
Report prepared for May 10, 2022 Nome Public Schools School Board Meeting

## Grants- Consolidated ESEA: Title I-A/Title I-C/Title II-A/Title IV; EASIE; and RLIS

**Consolidated ESEA-**

Attended 4 days of the State of Alaska DEED ESEA Conference and Training. Sessions include compliance, overview of individual title funds, allocations, deadlines, and using the state data application system, GMS, to submit completed applications.

•**Title I-C, Migratory Education-**

- Winter tutoring will wrap up at NES on May 12 and May 9 at NBMSH.
- Continued funding to cover tuition at Nome Preschool for eligible students.
- Spring Swim lessons for 40 students, grades k-4.

•Reviewed 3rd qtr expenditures
•Updated AK Literacy Grant in GMS
•School Improvement Grant- completed upload of supplemental documents and input budget data into GMS
•**Migrant Literacy Grant**- Submitted migratory literacy grant report- During SY 21-22, 776 books were sent to 238 students.
•**Quality Schools Grant** Submitted application
•**EASIE (Indian Education, Title VI)** Held required Parent Advisory Council meeting on May 3. **Part 2 due May 13**

## Assessments-

•**AK STAR & AK Science** completed on 4/29/22

**State Reports**

•**Spring OASIS (Participation Rate Report)** prepared and submitted report to DEED. This data collection includes student demographic and will be used to calculate NPS participation in state testing.
•**Attended webinars for Suspension Expulsion and Summer OASIS submissions**

Enrollment by school-

| **Enrollment** | **5/7/21** | **9/9/21** | **10/7/21** | **11/5/21** | **12/9/21** | **1/4/22** | **2/4/22** | **3/3/22** | **4/4/22** | **5/5/22** |
|---|---|---|---|---|---|---|---|---|---|---|
| Nome Elementary School | 292 | 317 | 309 | 308 | 311 | 311 | 312 | 315 | 315 | 315 |
| Anvil City Science Academy | 56 | 60 | 60 | 60 | 58 | 60 | 60 | 60 | 60 | 60 |
| Nome-Beltz Middle Senior High | 277 | 319 | 298 | 291 | 299 | 298 | 286 | 288 | 282 | 285 |
| NPS Extensions Correspondence | 52 | 16 | 18 | 24 | 27 | 28 | 31 | 27 | 26 | 26 |
| **Total Enrollment K-12** | **677** | **712** | **685** | **683** | **695** | **697** | **689** | **690** | **683** | **686** |

Nome Public Schools Board Facilities Report May 6, 2022

April 2022 Summary

- Work in Progress : 22
- Open Work Orders : 225
- Open Preventive Maintenance Work Orders : 35
- Preventive Maintenance : 15

Injuries and Accidents

- IAN Smith – Near Miss Splash with Peroxide soap mis-handled delivery. Safetrax hazmat.
- Sean Hulls - Zamboni Vacuum operator error crash. Temporary suspensión/ No injury.

Employee New Hires / Departures

- Kristian Awinona Smith – Quit No Notice
- Kelly McDaniels – Trial Training Quit
- Ethan Seeganna – Night Housekeeping Trainee
- Peter Ellana – Part Time Transfer from Food Service

Maintenance Department Tasks / Status

- AIS Boiler service at both schools completed Boiler #2 installation , circ pump seals, and low water alarms.Also troubleshot NBHS Emergency Generator auto start and circuit breaker.
- Siemens controls rough in ongoing. RFI 50 and counting. Value engineering vs. Change Orders.
- NBHS roof replacement RFP closed. Solitary bid from Wolverine Roofing in Fairbanks. Contract pending negotiation for phased funding.
- State 5 Year PM inspection was successfully completed. No contingencies imposed. CIP reimbursements expected from current legislative session / Governor's review.

Safety Concerns

- NES Playground and Fence Replacement Bids
- Yukon Fire summer backflush tests on Fire Sprinkler system, additional PM issues.
- AIS July annual boiler service and State inspection updates.
- Hard water scaling lab analysis and recommendations pending.
- Questions and comments pleaser contact Mark Casey – NMS Facilities Director 907-244-4121

Nome Public Schools

# MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: May 5, 2022
Subject: **Financial Narrative**

## Action Item – Fuel Purchase

In this Board packet you will find an action item for approval of the purchase 190,000 gallons of heating fuel for the summer barge order through NJUS. The price of fuel has increased dramatically and it is uncertain what the cost may be. The City has chosen to not lock in a price and we will all await the final price when the fuel arrives for the barge. The District does require at least 190,000 gallons to replenish our supply. We have included $750,000 in the FY2023 budget for the fuel purchase. We do seek administration's approval to purchase at least 190,000 gallons of fuel, not to exceed $750,000.

## FY2022 Budget

The FY2022 financial report is attached. Any unspent funds at year-end will remain in fund balance. Any amount that remains in fund balance will help the District out financially in the future, as costs are increasing and fund balance is dwindling.

## FY2023 Budget

The FY2023 Board approved budget was sent to the City and awaits their response. According to AS 14.14.060, within 30 days after receipt of the budget the assembly shall determine the total amount of money to be made available from local sources for school purposes and shall furnish the school board with a statement of the sum to be made available. If the assembly does not, within 30 days, furnish the school board with a statement of the sum to be made available, the amount requested in the budget is automatically approved.

The DEED-formatted version of the budget is due to DEED by July 15th, although we usually send that in well in advance to ensure our Foundation payments are not held.

## Fiscal Year-End

Year-end payrolls are in the works, excess cost calculations for grants are being performed, invoicing entities who are reimbursing will be occurring shortly thereafter. Setting up the new year in the accounting system will be occurring over the next month. Purchasing is deep in the throes of finalizing purchases and working on tracking orders, receiving supplies, and paying

invoices. The purchasing deadline was April 30th. The transition from one fiscal year to the next is upon us and we are working toward the goal of wrapping the books up nicely for FY22.

**Standard Operating Procedure (SOP) #5-#6**

Attached you will find SOP Number 5 – Purchasing and Number 6 – Receiving for your information and any questions.

***Thank you!***

NOME PUBLIC SCHOOLS
Nome, Alaska

**SOP No. 5**

PURCHASING PROCEDURE

1. PURPOSE: To ensure purchases are made in a timely manner and to protect and maximize the value of public resources, educational and support programs by safeguarding pubic assets through internal controls and procedures.

2. AUTHORITY: Board of Education, Superintendent or designee

3. RESPONSIBILITY: It is the responsibility of the individual requiring equipment, supplies, and/or services to initiate the requisition, the budget supervisor(s) to approve it and the purchasing clerk to process the requisition by generating the purchase order. The Superintendent or designee will sign [electronic approval and laser signature is considered approval] all purchase orders.

4. GENERAL PROCEDURES: The following procedures shall be followed in all instances for payments to vendors for goods and services.

    1) All purchases require approval before the transaction occurs. Unapproved purchase of goods will be returned to the vendor at the purchaser's expense. Unapproved purchase of services may result in disciplinary action.

    2) All purchases using federal funds must follow OMB Guidance 2 CFR Title 2 Vol 1, Part 200, commonly known as Uniform Guidance (UG). See sections 200.317 through 200.326.

    3) Employee may not make purchases using their own funds and then seek reimbursement from the District without prior approval.

    4) Requisitions, particularly grant funded requisitions, must be submitted by April 1st to ensure delivery of goods or services and payment by June 30th.

    5) The State of Alaska has contracts for many types of items. The District will take advantage of these contracts and negotiated costs (if they are lower than what can be obtained elsewhere). (AS 36.30.700) See https://doa.alaska.gov/dgs/polisubs. In addition, there are purchasing cooperatives with low or no-cost memberships (US Communities, KCDA, National IPA, etc.) that offer pre-bid contracts for certain items to school districts.

a. ORIGINATOR'S RESPONSIBILITY

The originator of the requisition shall be the school district employee who is requesting goods and/or services from a vendor.

1) Each site shall determine who will have access to enter requisitions into the Remote Requisition system and relay that information to the Chief Financial Officer (CFO).

2) CFO will authorize access as applicable and place each user on their correct Approval Chain within the software system.

3) The originator shall enter all appropriate information in the requisition system including using an approved vendor (if the vendor is not on the approved list, email the Purchasing Clerk), program/grant charges, and submit for approval.

4) If the Originator is also a budget supervisor with Remote Requisition approval access, they must ensure their usernames/passwords are never shared.

5) Estimated freight or postage shall be listed on the requisition. If in doubt as to an appropriate estimate, use 20% of the merchandise cost. Be certain to define the shipping method (e.g. air freight, insured parcel post, etc.).

6) Order pre-planning is strongly encouraged. Failure to plan is not the responsibility of the purchasing department.

7) For orders exceeding $3,500 contact the Purchasing Clerk for assistance.

NOTE: The "ship to" area must be completed with the name and address of the District's Business Office and shall include the name of the originator.

EXAMPLE: Nome Public Schools
Attn: Jill Smith
PO Box 131
Nome, AK 99762
(907) 443-2231

**District purchases may not be shipped to an employee's home address.**

b. BUDGET SUPERVISOR'S RESPONSIBILITY

1) The budget supervisor (Principal, Director, Manager, or Superintendent) must first determine that the items being requested are needed or wanted and eliminate any he/she determine to be unneeded or unwanted.

2) The entire requisition should be checked for errors and corrected if necessary.

3) The proper account code or codes shall be placed on the requisition with a dollar breakdown between codes. (Coding of items shall be completed based on the item and not the budget line item where money is available).

c. CHIEF FINANCIAL OFFICER'S RESPONSIBILITY

1) Setup correct Approval Chain within software system to ensure that all requisitions $1,000 or greater, receive approval by the Superintendent. All requisitions receive approval by budget supervisor, and all requisitions flow through both the Purchasing Clerk and the CFO. Users with approval access must ensure their usernames/passwords are never shared.

2) If it is determined there is sufficient money in that line item of the budget, the requisition should be approved.

3) Grant Program Manager (Director of Federal Programs, Curriculum & Instruction or other Grant Managers) approval must be obtained for all grant funds. IT Coordinator approval shall be obtained for all software and hardware.

4) **FEDERAL FUNDING** - For orders less than $50,000 purchases should be spread among qualified suppliers. Orders for $50,000 or more must conform to Board Policy (BP) 3311, which states that there must be rate quotes obtained from an adequate number of qualified sources for purchases between $50,000 and $150,000. Sealed bids are required for purchases of more than $150,000. There is a possibility that some purchases may be sole source.

5) Purchase orders greater than $50,000 will require prior approval of the Board. Purchases may not be segmented to circumvent the requirement for approval.

6) Purchases under federal awards will meet the standards as described under BP 3311.

d. PURCHASING CLERKS RESPONSIBILITY

1) All requisitions shall be checked for accuracy and appropriateness. Inaccurate or inappropriate requisitions will be returned to the budget supervisor.

2) If the line item in the budget has an unencumbered balance larger than the requisition amount, it will be processed. If not, the requisition will be returned to the budget supervisor unprocessed.

3) The vendor may be changed on a requisition to one that offers lower prices or a lower overall cost to the district if approved by the site/budget supervisor. Alaska vendors are given first preference.

4) Several requisitions for similar items may be combined to obtain quantity discounts (normally done for school start-up supply orders).

5) **FEDERAL FUNDING** - For orders less than $50,000 purchases should be spread among qualified suppliers. Orders for $50,000 or more must conform to Board Policy (BP) 3311, which states that there must be rate quotes obtained from an adequate number of qualified sources for purchases between $50,000 and $150,000. Sealed bids are required for purchases of more than $150,000. There is a possibility that some purchases may be sole source.

7) Purchase orders greater than $50,000 will require prior approval of the Board. Purchases may not be segmented to circumvent the requirement for approval.

8) Purchases under federal awards will meet the standards as described under BP 3311.

6) After the requisition meets the guidelines above, a purchase order will be printed (or saved as PDF) by the Purchasing Clerk with the Superintendent's laser signature. The Purchasing Clerk will complete this by logging into the financial software (Black Mountain) using an employee specific User ID and password.

7) The original copy will be emailed (or faxed) to the vendor and the original will be retained by the Purchasing Clerk, and one copy will be sent to the originator (school secretaries will keep all purchase order copies for their site).

e. OTHER PURCHASING PROCEDURES

1) "On Approval": Invoices received by the school district from vendors requesting payment for good and/or services that were requested by an employee who did not follow the above procedures will not be honored by the school district. These vendors will be referred to the employee to collect the billed amount [or employee will provide written authorization for the school district to make payment and deduct the amount from any monies the school district owes the employee].

2) Travel: Requisitions for all travel, including airfare, hotel and rental car (accompanied by an approved leave request form) will define the names of all persons traveling, departure point, destination and return as appropriate, dates of travel and purpose for travel.

i. Requisitions shall be received in the Business Office no later than three weeks in advance of the departure date to allow time for processing and to enable the District to receive the best airfare prices.
ii. All travel must have an approved leave slip signed by the Supervisor/Advisor and/or the Superintendent. See SOP No. 7 – Travel Procedures for more information.
iii. All out-of-district travel must have an approved leave slip signed by the Supervisor and the Superintendent. The School Board must pre-approve all out-of-state travel (per BP 6153).

f. Retain purchasing records as required by ASLAM/DEED Records Retention Schedule (see REFERENCES below).

REFERENCES:
BP 3300 – Expenditures/Expending Authority
BP 3310 – Purchasing Procedures
BP 3311 – Bids
BP 3314 – Payment for Goods and Services
BP 3315 – Relations with Vendors

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

OMB Guidance (Uniform Guidance), 2 CFR Title 2 Vol 1, Part 200.
https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-part200/content-detail.html
https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-part200.pdf]

REVISION DATE: 03/08/2022

EXHIBITS: None

NOME PUBLIC SCHOOLS
Nome, Alaska

**SOP No. 6**

RECEIVING

1. PURPOSE: To establish procedures for informing the Business Office of the quantity and quality of items received so that vendors may be properly and promptly paid.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: The Business department and all budget supervisors are responsible for ensuring compliance with this procedure.

4. REPORTING: The purchase order (P.O.) copies will be used to report receiving information as follows:

   a. Currently all products shall be delivered to the Receiving Clerk and the Receiving Clerk will perform this duty. The person receiving the items will take an inventory upon receipt and enter the quantity of items received on the purchase order copy.

   b. If all items on the purchase order have been received, sign and date the copy of the P.O. and send it to the Accounts Payable Technician in the Business Office.

   c. If only a partial shipment is received, make a photocopy of the P.O., check off the items received, sign and date the copy and send it to the Accounts Payable Technician along with a copy of the packing slip. When all items on the original P.O. have been received, sign and date the copy of the P.O. and send it to the Accounts Payable Technician.

   d. When available, also send a copy of the freight bill.

      NOTE: The person who receives the materials noted above will also be responsible for marking all equipment bought under expenditure object code 510 with the fixed asset inventory tag (furnished by the Business department) complete a fixed asset form, and forward the information to the Chief Financial Officer who shall maintain the District's fixed asset inventory.

REFERENCES:
BP 3320 – Purchasing Procedures
BP 3314 – Payment for Goods and Services
BP 3440 – Inventories

REVISION DATE: 06/13/2019

EXHIBITS: None

# Nome Public Schools

**TO:** Nome Public Schools Board of Education
**THRU:** Jamie Burgess, Superintendent
**FROM:** Genevieve Hollins, Alaska Education & Business Services, Inc.
**SUBJECT:** FY2022 Expenditures: 7/01/2021 through 4/30/2022
- All Except Special Revenue Programs -
**DATE:** May 5, 2022

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**REVENUES:**

| | Received | Current Budget | Amount Remaining | % Received |
|---|---|---|---|---|
| State of Alaska - Foundation | $ 7,494,979 | $ 9,014,186 | $ 1,519,207 | 83.15% |
| State of Alaska - TRS On Behalf | 718,771 | 865,362 | 146,591 | 83.06% |
| State of Alaska - PERS On Behalf | 86,620 | 104,286 | 17,666 | 83.06% |
| City of Nome | 1,886,430 | 3,000,000 | 1,113,570 | 62.88% |
| Impact Aid - U.S. Government PL-874 | 17,115 | 35,200 | 18,085 | 48.62% |
| E-Rate | 675,968 | 725,822 | 49,854 | 93.13% |
| Other (Fees/Gate/Rentals/Donations) | 242,316 | 385,000 | 142,684 | 62.94% |
| Use of General Fund's Fund Balance | - | 806,164 | 806,164 | 0.00% |
| Pupil Transportation (Fund 205) | 456,602 | 530,000 | 73,398 | 86.15% |
| Food Service (Fund 255) | 324,042 | 775,000 | 450,958 | 41.81% |
| **TOTAL REVENUES** | **$ 11,902,842** | **$ 16,241,020** | **$ 4,338,178** | **73.29%** |

(Excluding Federal Special Revenue Programs)

**EXPENDITURES:**

| | Expended & Encumbered | Current Budget | Amount Remaining | % Expended |
|---|---|---|---|---|
| General Fund (100) | $ 9,594,206 | $ 14,936,020 | $ 5,341,814 | 64.24% |
| Pupil Transportation (205)[1] | 511,804 | 530,000 | 18,196 | 96.57% |
| Food Service Fund (255) | 450,274 | 775,000 | 324,726 | 58.10% |
| **TOTAL EXPENDITURES AND ENCUMBRANCES** | **$ 10,556,283** | **$ 16,241,020** | **$ 5,684,737** | **65.00%** |

Percentage of Revenue Budget Recvd: 73.29%
Percentage of Budget Expended: 65.00%
Percentage of Year Passed: 83.06%

Days of Expenditures for this Fiscal Year: 304 Days

Remaining in Fiscal Year for Expenditures: 61 Days

*Checking Account Bank Balance as of April 30, 2022 - $9,165,129*

[1]FY22 Pupil Transportation contract is fully encumbered for the year.

**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 Policy 2nd Reading**

**Date: May 10, 2022**

**Administrator: Jamie Burgess, Superintendent**

**Attachments: Board Policies for Adoption**

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

## BACKGROUND INFORMATION

The Board of Education reviewed and approved the first reading of the policies listed below at the April 12, 2022 Regular Board meeting. The policies are now presented to the Board for a second reading and adoption.

BP0100 Philosophy
BP0210 Goals for Student Learning
BP1020 Youth Services

## ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the second and final reading of board policies BP0100 Philosophy, BP0210 Goals for Student Learning, and BP1020 Youth Services.

**Sample Motion: I move to approve the second and final reading of board policies BP0100 Philosophy, BP0210 Goals for Student Learning, and BP1020 Youth Services.**

# BP 0100 PHILOSOPHY

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The School Board is committed to calling out disparities in our schools, identifying the district's role in erasing them, and holding up high expectations to ensure that all students reach their academic potential. In light of our mission and beliefs, Nome Public Schools' historic, persistent achievement gaps between different ethnic and socioeconomic subgroups of students is unacceptable. While complex societal and historical factors have contributed to the inequities our students face, our district must address and overcome institutionalized racism wherever it is found, significantly changing its practices, policies and procedures in order to achieve and maintain equity in education. This goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where all students have the opportunity, regardless of background, to benefit and achieve equally. The School Board believes that all students can succeed regardless of their race, background or ability. The School Board is committed to providing a program of instruction which students are prepared and empowered to find their purpose and pathway. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the
world. School staff shall embody this philosophy in all district programs and activities.

## Understanding and Supporting Equity

Addressing systemic racism and cultivating equity and inclusion is necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Some of the desired outcomes of diversity and inclusion include: acknowledgment of the intergenerational impact of Westernized schooling on our children and families, correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as an Indigenous place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

Legal References:

ALASKA STATUTES

14.03.015 State education policy

14.08.111 Duties

Revised (approval date)

Revised 04/2019

Revised 04/2017

Adopted: June 10, 2003

**Nome Public Schools**

# BP 0210 GOALS FOR STUDENT LEARNING

The School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.

2. A positive attitude toward responsible citizenship.

3. Mastery and a working knowledge of mathematics, technology, reading, language arts (including effective oral and written communication), the sciences, geography, history, government and citizenship, world languages and fine arts.

4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.

5. Skills to think logically and critically, and to acknowledge diverse viewpoints.

6. An awareness and understanding of the ability to critically think through our country, state and regional history and its diverse ethnic, racial and cultural heritage.

7. An awareness and understanding of the heritage, ideals, and contributions of one's own and other cultures, races and countries.

8. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature, and to recognize value and use creativity.

9. A recognition of the importance of physical and mental health and an understanding of skills for a healthy life.

10. An ability to adapt and participate constructively in a changing society.

11. An understanding of the relationship of people and his/her environment.

12. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

13. Students are prepared and empowered to find their purpose and pathway.

14. Educational experiences respectfully integrate Indigenous identity.

*(cf. 6143 - Courses of Study)*

Legal References:

ALASKA STATUTES

14.03.015 State Education Policy

ALASKA ADMINISTRATIVE CODE

4 AAC Chap. 4 Statewide goals

Revised (approval date)

Revised 04/2017

Revised 11/2014

Revised 04/2014

Adopted: June 10, 2003

**Nome Public Schools**

# BP 1020 YOUTH SERVICES

The School Board recognizes that children who are connected to their culture and identity have a high resilience.

Children have a right to have their physical, emotional and intellectual needs met. The Board supports public policies, which respect children by meeting their needs. The Board will advocate for local, state and national public and private policies, legislation and programs designed to provide or better coordinate services that help children to make the most of their educational opportunities.

Children who come to school with unmet physical, social and emotional needs may be unable to devote themselves to learning. Our future depends upon these children becoming literate, independent and productive citizens. The Board believes that all aspects of a child's welfare must become our society's top priority.

The Board realizes that local schools alone cannot meet our children's complex individual needs. The schools have, therefore, a legitimate interest in cooperating with public and private agencies that provide day care, nutrition, and health services for children. The victims of homelessness, exploitation, substance abuse and child abuse may need multiple services which should be coordinated in order to avoid gaps, duplication, or delay. Schools, local government, businesses, foundations and charitable organizations all must work together to improve conditions for our community's youth.

Revised (approval date)

Revised 04/2017

Adopted: June 10, 2003

Nome Public Schools
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## SCHOOL BOARD COMMUNICATION

**Title: Approval of Classified Exempt Contracts for the 2022-2023 School Year**

**Date: May 10, 2022**

**Administrator: Jamie Burgess, Superintendent**

**Attachments: N/A**

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

## BACKGROUND INFORMATION

The administration recommends that the following classified exempt employees be offered contracts for the 2022-2023 school year.

Cynthia Gray, HR Manager
Jim Shreve, IT Director
Tim Davies, Systems Administrator

## ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of contracts for the classified exempt employees as presented for the 2022-2023 school year.

**Sample Motion: I move to approve contracts for the classified exempt employees as presented for the 2022-2023 school year.**

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

## SCHOOL BOARD COMMUNICATION

**Title:** Approval of Fuel Order for the 2022-2023 School Year

**Date:** May 10, 2022

**Administrator:** Jamie Burgess, Superintendent

**Attachments:** NPS Fuel Inventory and Cost Projection

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

## BACKGROUND INFORMATION

Based on last year's fuel usage and current inventory levels, the administration has requested purchase of up to 200,000 gallons for the 2022-2023 school year. The current projected price may be as high as approximately $3.90/gallon, although the final cost will not be known until the barge arrives in the fall. NPS combines its fuel order with that of the City of Nome to receive the best possible pricing. The District has budgeted $750,000 for fuel for the year, and needs to purchase a minimum of 190,000 gallons but would like to purchase up to 200,000 gallons depending upon the price at delivery, as consumption was higher than anticipated due to cold temperatures and wind chills this past winter.

## ADMINISTRATIVE RECOMMENDATION

The administration recommends purchase of a minimum of 190,000 gallons up to a maximum of 200,000 gallons of fuel oil for the 2022-2023 school year at a maximum cost of $750,000.

**Sample Motion: I move to approve the fuel order of a minimum of 190,000 gallons up to a maximum of 200,000 gallons of fuel oil for the 2022-2023 school year at a maximum cost of $750,000.**

**NOME PUBLIC SCHOOLS**
**FUEL IN NJUS TANKS**

| Date | NJUS Meter Gallons | Gallons Temp Corrected | NJUS PP Fuel Report Total | DIESEL FUEL INVENTORY | | RUNNING INVENTORY (GALLONS) |
|---|---|---|---|---|---|---|
| 7/31/2020 | 8,008 | 8,039 | 8,039 | 7/31/2020 | (8,039) | 30,117 |
| 8/31/2020 | 8,009 | 8,033 | 8,033 | 8/31/2020 | (8,033) | 22,084 |
| 9/11/2020 | | | 190,000 | | 190,000 | 212,084 |
| 9/30/2020 | 5,974 | 6,018 | 6,018 | 9/30/2020 | (6,018) | 206,066 |
| 10/31/2020 | 5,985 | 6,050 | 6,050 | 10/31/2020 | (6,050) | 200,016 |
| 11/30/2020 | 16,007 | 16,225 | 16,225 | 11/30/2020 | (16,225) | 183,791 |
| 12/31/2020 | 22,007 | 22,458 | 22,458 | 12/31/2020 | (22,458) | 161,333 |
| 1/31/2021 | 19,906 | 20,340 | 20,340 | 1/31/2021 | (20,340) | 140,993 |
| 2/28/2021 | 17,943 | 18,370 | 18,370 | 2/28/2021 | (18,370) | 122,623 |
| 3/31/2021 | 25,729 | 26,357 | 26,357 | 3/31/2021 | (26,357) | 96,266 |
| 4/30/2021 | 13,807 | 14,104 | 14,104 | 4/30/2021 | (14,104) | 82,162 |
| 5/31/2021 | 17,724 | 17,893 | 17,893 | 5/31/2021 | (17,893) | 64,269 |
| 6/30/2021 | 9,717 | 9,763 | 9,763 | 6/30/2021 | (9,763) | 54,506 |

| | | | |
|---|---|---|---|
| **6/30/2020** | **Inventory Forward** | | **38,156** |
| 9/11/2020 | Fuel Purchase | $1.98 | 190,000 |
| **6/30/2021** | **Inventory** | | **54,506** |
| | 2020 -21 FY Consumption | | 173,650 |

/c williamson

| | | | | | | |
|---|---|---|---|---|---|---|
| 7/31/2021 | - | - | - | 7/31/2021 | - | 54,506 |
| 8/5/2021 | | | 180,000 | | 180,000 | 234,506 |
| 8/31/2021 | 8,965 | 9,011 | 9,011 | 8/31/2021 | (9,011) | 225,495 |
| 9/30/2021 | 16,287 | 16,429 | 16,429 | 9/30/2021 | (16,429) | 209,066 |
| 10/31/2021 | 7,666 | 7,767 | 7,767 | 10/31/2021 | (7,767) | 201,299 |
| 11/30/2021 | 16,831 | 17,144 | 17,144 | 11/30/2021 | (17,144) | 184,155 |
| 12/31/2021 | 29,098 | 29,801 | 29,801 | 12/31/2021 | (29,801) | 154,354 |
| 1/31/2022 | 27,040 | 27,713 | 27,713 | 1/31/2022 | (27,713) | 126,641 |
| 2/28/2022 | 25,206 | 25,868 | 25,868 | 2/28/2022 | (25,868) | 100,773 |
| 3/31/2022 | - | - | - | 3/31/2022 | - | 100,773 |
| 4/30/2022 | - | - | - | 4/30/2022 | - | 100,773 |
| 5/31/2022 | - | - | - | 5/31/2022 | - | 100,773 |
| 6/30/2022 | - | - | - | 6/30/2022 | - | 100,773 |

| | | | | | |
|---|---|---|---|---|---|
| 3/31/2021 | 26,357 | | **6/30/2021** | **Inventory Forward** | **54,506** |
| 4/30/2021 | 14,104 | $2.70 | 8/5/2021 | Fuel Purchase | 180,000 |
| 5/31/2021 | 17,893 | | **6/30/2022** | **Inventory (as of 2/28/22)** | **100,773** |
| 6/30/2021 | 9,763 | | | 2021 -22 FY Consumption | 133,733 |
| | 68,117 | | | | |
| ROUND | 68,000 | | Mar- Jun 21 | For Estimating | (68,000) |
| | | | **6/30/2022** | **Projected Inventory** | **32,773** |
| | | | | 2021 -22 FY Projected Consumption | 201,733 |

Project price/gal for August 2022 Delivery: $3.75

| | Gallons | Cost Est. |
|---|---|---|
| | 170,000 | $637,500.00 |
| /c williamson | 180,000 | $675,000.00 |
| /j handeland | 190,000 | $712,500.00 |
| 3/22/2022 | 200,000 | $750,000.00 |

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