



# **Charter School APPLICATION**

**Nikolaevsk Charter School**

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**FY [2026]**

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

## DIRECTIONS

### Application for an Initial Charter

Parties interested in submitting an initial application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this application form MUST be used.** Sufficient evidence must be presented to address all sections of this application form for the department to deem the application compliant and forward to the State Board of Education for approval.

#### **Timeline:**

Initial applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve an initial application for a charter school, the local school board must forward the application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

**An original and 4 copies of the DEED Charter School Application Form should be mailed to:**

Alaska Department of Education & Early Development  
Attn: Charter School Program Manager  
P.O. Box 110500  
Juneau, Alaska 99811-0500

**Please also submit via email an electronic copy of the application form to:  
amanda.duvall@alaska.gov**

An initial application approved by a local school board and submitted to the department ***must be received by the department at least 90 days*** before the next regularly scheduled meeting of the State Board of Education and Early Development. See the State Board schedule ([education.alaska.gov/State\\_Board](http://education.alaska.gov/State_Board)) for a list of upcoming Board meetings.

An initial application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the planned start-up date for the new school.

**Required Format:**

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered sections and sub-elements of the application.
5. ALL numbered sections and sub-elements must be addressed.

Upon receipt, the application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

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## Charter School Application – Initial

Please provide narrative responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

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

References: **AS 14.03.250**. Application for charter school, **AS 14.03.255** Organization and operation of a charter school, **AS 14.03.265** Admission, **4 AAC 33.110** Charter school application and review procedure.

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 Rating: Compliant/Noncompliant
Purpose	page 8 page 77 (Appendix E)	
Evidence of board approval	page 52 (Appendix A)	
Evidence of signed contract with all required elements	pages 53-57 (Appendix B) See required element below (Items 1-14)	
1. Description of educational program	pages 19-30 page 53 (Appendix B) page 86 pages 100 (Appendix F) pages 121-152 (Exhibit G)	
2. Specific levels of achievement for the education program	page 53 (Appendix B) pages 100 (Appendix F)	
3. Admissions Policy and Procedures	pages 54 (Appendix B) page 75 (Appendix E) page 101 (Appendix G)	
4. Administrative Policies	page 54 (Appendix B) pages 75-100 (Appendix E)	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
5. Statement of Charter funding	pages 45-46 page 54 (Appendix B) page 106 (Appendix I)	
6. Method of accountability for receipts and expenditures	pages 46-48 page 54 (Appendix B) pages 107-109 (Appendix I)	
7. Location and description of facility	page 54-55 (Appendix B)	
8. Name of teachers who by agreement will teach in the charter	pages 55 (Appendix B)	
9. Teacher to student ratio	page 28 page 55 (Appendix B)	
10. Number of students to be served	Pages 55 (Appendix B)	
11. Term of contract (not to exceed 10 years)	page 55 (Appendix B)	
12. Termination Clause	page 55 (Appendix B)	
13. Statement of state and federal law compliance	page 56 (Appendix B)	
14. Exemptions or requirements included in contract	page 56 (Appendix B)	
Evidence of bylaws	pages 58-65 (Appendix C)	
Evidence of APC, including list of names/qualifications, meeting minutes	pages 66-74 (Appendix D)	

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

1.1. The purpose of Nikolaevsk Charter School is to deliver an innovative hybrid academic program tailored to the diverse needs of the Nikolaevsk and Anchor Point communities, fostering a lifelong passion for learning. Our school serves both families seeking a traditional public school experience with a focus on hands-on learning, and those who prefer the flexibility of homeschooling, ensuring every student has access to a supportive, community-centered education.

For families desiring a structured educational environment, Nikolaevsk Charter School offers a robust 5-day-per-week public school program with classes held on campus. This traditional model provides students with a comprehensive curriculum, access to certified teachers, and opportunities for specialized courses and extracurricular activities, all within a close-knit community setting. For homeschooling families, we offer tailored guidance from on-campus certified teacher advisors, along with access to specialized courses, group learning projects, and extracurricular activities. This dual approach addresses the unique needs of our community, where many families have opted for homeschooling due to personal beliefs or the demands of agricultural and homesteading lifestyles but seek greater opportunities for collaboration and specialized education.

Many local families face long, costly drives on rough roads to access homeschool support. Nikolaevsk Charter School offers those services closer to home—keeping education accessible, consistent, and community-based. Many homeschooling families in the area underutilize existing programs because of geographic barriers. Our school bridges this gap by offering both a traditional public school option and a homeschool support model, ensuring all families have access to flexible, high-quality educational opportunities that foster academic growth, social connection, and community engagement.

1.1A Institution’s Beliefs:

- Nikolaevsk Charter School is “The Heart of the Community.”
- Genuine respect for the local culture, which was founded on freedom and autonomy by the Russian Old Believers in a rural, agricultural setting. By affording flexibility for subsistence and agricultural lifestyles through integrating

homeschool with on-campus learning, we support the educational needs of Nikolaevsk.

- An education of the highest standards can be offered and achieved without sacrificing beliefs, respect, a subsistence schedule, religious observances, or culture.
- By nurturing parent, student and community involvement, responsibility, and accountability through a school curriculum, we can improve education in our community.

#### 1.1B Institute's Vision, Mission, and Goals:

- **Vision:** To prepare students for college, careers and productive civic life.
- **Mission:** Our mission is to provide a high-quality education, fostering academic excellence in a community-focused, sustainable, small school environment.

#### **Goals:**

- To establish a supportive learning environment and encourage independent thought, curiosity and critical thinking through successful learning experiences.
- Implement on-going student progress monitoring assessments to inform instruction and make data-informed decisions.
- Provide access for neurodivergent students with appropriate services tailored to their needs.
- Foster community engagement with agriculture and Career Technical Education outreach projects.
- Provide ongoing support to homeschool families through a hybrid learning model.
- Provide ongoing Montessori and CTE training for staff and parents

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

1.2 Appendix A: This evidence will be provided as meeting minutes once the KPBSD School Board approves this charter application. Page 50.

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

1.3 Appendix B: The proposed MOA will be provided in Appendix B, and will be amended to include the signed MOA, upon approval, Page 51.

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

1.4 Appendix C: Charter School Bylaws, Page 59

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

1.5 Meeting minutes, times and location, APC Bylaw, and our current charter will be posted on our website provided by KPBSD. Evidence of APC meetings listed in the charter application in Appendix D (Pages 70-75)

## **Section 2: Organization and Administration**

References: **AS 14.03.255**. Organization and operation of a charter school, **4 AAC 33.110** Charter school application and review procedure.

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 Rating: Compliant/Noncompliant
Description of administrative oversight	page 11 page 75 (Appendix E)	
Evidence of written administrative policy manual	page 15 page 75 (Appendix E)	
Description of regular parent and teacher contacts for continuous improvement	page 16 page 84 (Appendix E)	
Description of APC meeting(s) to monitor progress	page 16-17 page 83 (Appendix E)	
Description of school schedule and calendar	page 17 pages 85-86 (Appendix E) page 111 (Exhibit A) pages 118-120 (Exhibit F)	
Alternative options for students if no other educational program exists	page 18	

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

The APC shall provide the governance for the charter school, and the operations of the school will be carried out by the administrative staff with input, guidance, and support from the APC. The school will include a 1.0 FTE certificated administrator/teacher, certificated teachers (depending on enrollment), certificated special education teacher, homeschool advisor(s) (depending on enrollment) and clerical staff. Staff responsibilities are listed below.

## 2.1 NCS Administration

Nikolaevsk Charter School (NCS) will employ staff aligned with student enrollment needs. The staffing plan outlined below is based on projected enrollment for the 2026–2027 school year. Final staffing levels, including the number of full-time and part-time positions, will be confirmed following spring enrollment counts in order to ensure both compliance with class size requirements and fiscal responsibility.

### **Administration with Type B Certificate (1.0 FTE)**

- Oversees, and in consultation with the APC, guides the implementation of the school's educational programs, APC bylaws, and student handbook
- Supervises daily operations of the school
- Oversees and manages staff and personnel issues
- Assigns staff additional responsibilities such as Assessment Coordinator, Intervention Coordinator, Activities Coordinator, Parent/Community Engagement Coordinator, and other roles as needed
- Develops an annual professional development plan for staff and submits it to the APC for approval
- Assists and verifies that staff complete mandated training and school safety drills
- Provides reports to the APC during regularly scheduled meetings regarding school operations, including the school's designation by the State of Alaska's assessment system
- Attends meetings with KPBSD administration as needed or required
- Develops draft annual program budget for APC approval, monitors ongoing implementation of the budget throughout the year, and provides audit reports on year-to-date expenditures versus planned budget
- Oversees the preparation of all reports required by the district administration, including enrollment and budget reports
- Approves purchase orders and parent reimbursements
- Prepares written evaluations of certified and classified staff as required by KPBSD
- Ensures compliance with applicable federal and state laws, as well as KPBSD policies
- Assumes responsibilities designated under a Certified Teacher when fulfilling a role in the general education classroom

### **Certified Teachers (3.0 FTE)**

- Plans for the instruction of students
- Provides whole-group, small-group, and individual instruction to students
- Communicates with parents to keep them informed of classroom learning and activities, and communicates individually with parents as needed
- Assesses student learning through formative and summative assessments

### **Certified Teacher Advisor (1.0 FTE)**

- Works collaboratively with parents of enrolled homeschool students to develop and implement Individualized Learning Plans (ILPs)
- Monitors implementation of students' ILPs
- Maintains records of communication with parents/guardians

### **CTE Instructor with Type M Certificate (0.25 FTE)**

- Provides Career and Technical Education instruction aligned with state standards and industry expectations
- Delivers hands-on learning experiences in selected CTE pathways (e.g., agriculture, food systems, construction, trades, or technology)
- Prepares students for industry-recognized certifications and workplace readiness skills
- Integrates academic knowledge with technical skills to support applied learning
- Develops, implements, and assesses CTE curriculum and projects
- Collaborates with staff to align CTE programming with Montessori K–8 foundations and high school pathways
- Ensures compliance with all state and district requirements for CTE programs

### **SPED/Interventionist (1.0 FTE)**

- Develops Individualized Education Plans (IEPs) for students
- Meets established timelines for annual review of IEPs and three-year reevaluations
- Provides support to classroom teachers for implementation of IEPs, including classroom accommodations and modifications
- Meets all federal, state, and district requirements applicable to special education processes

### **Secretary/Administrative Assistant (1.0 FTE)**

- Provides support to the school principal for the smooth daily operation of the school
- Communicates and provides assistance in obtaining important information requested by parents, staff, students, and community members
- Completes and maintains student records such as attendance, registration, enrollment, and permanent records
- Completes and maintains budgeting documents and reports
- Processes homeschool student allotments, including approving and paying for allowable expenses in accordance with district and state regulations
- Maintains accurate financial records for allotments, reimbursements, and curriculum/materials purchases
- Prepares financial reports for the Principal and APC to monitor allotment usage and overall school finances
- Ensures compliance with KPBSD fiscal policies, state law, and audit requirements

- Communicates with parents regarding reimbursement procedures, required documentation, and timelines
- Assists the Principal in managing budget implementation and reporting on expenditure.

### **Homeschool Advisor/Certified Teachers (1.0 FTE) with Type A Certificate**

- Provides input, assists parents, and approves students' individual learning plans
- Conducts grade conferences and tracks student's progress through regular communication with the parent-teacher and maintains records of communication
- Facilitates student learning activities during supplemental education opportunities such as sessions or field trips
- Approves and initiates requests for curriculum purchase orders
- Certifies and records student report cards, credits, and transcripts
- Proctors student assessments for high school courses, district assessments, and state-mandated assessments
- Attends all mandated training and curriculum-specific training

### **Custodian**

- Maintains and cleans school facilities as part of the agreement with Alaskan Homestead Education. To be provided by Alaska Homestead Education.

### **Nurse (Volunteer)**

- Maintains student health records, including immunization records, as required by state law and district policy
- Establishes protocols and procedures

2.1.1 The bargaining agreements with KPBSD will be honored for any covered employee of Nikolaevsk Charter School.

2.1.2 The administrator for Nikolaevsk Charter School will be a principal with a current Alaska Type B Administrative Certificate.

2.1.3 Teaching Staff: Instruction will be provided to Nikolaevsk Charter School students by certificated teachers and/or by qualified instructors as determined by parent/guardian and approved in the ILP. This section covers those individuals who are KPBSD full-time teachers, retired KPBSD teachers, or certificated teachers on the KPBSD eligible-to-hire list.

2.1.3.1 Any teacher employed by or retired from the KPBSD or in the KPBSD's eligible-to-hire pool of approved teacher candidates shall be eligible to be employed by Nikolaevsk Charter School. A teacher may not be assigned to the charter school unless the teacher consents to the assignment.

2.1.3.2 Charter school teachers (academic advisors) shall be evaluated in an equivalent manner as all other teachers in the District and in conformance with applicable District and State requirements. Although an advisor may teach about various religions as part of the curriculum, they may not advocate a particular religious view or that a particular religious view is true or false. Sept. 15, 1988 Op. Att'y Gen. on **AS 14.0090**.

2.1.3.3 The compensation rate for a teacher shall be that provided for under the existing collective bargaining agreement.

2.1.3.4 A teacher per hour compensation rate shall be the teacher's annual salary (according to 105 Salary Schedule) divided by the days in the school term and that quotient divided by the number of hours required by the agreement for a full-time teacher.

2.1.3.5 The principal will select and supervise teachers with input from the APC. They will work at Nikolaevsk Charter School and be assigned students according to a procedure designed in partnership between the APC and the principal.

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

2.2 Administrative Policy at Nikolaevsk Charter School is attached and marked as Appendix E, page 75.

2.2.1 Nikolaevsk Charter School will follow the KPBSD Administrative Policies and procedures as defined in the applicable documents created by the Kenai Peninsula School District.

2.2.2 The aforementioned KPBSD policy manual is available online and a copy is to be located in the Nikolaevsk Charter School Office.

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

### **2.3 Parent and Teacher Engagement (AS 14.03.255(b)(3))**

Nikolaevsk Charter School will maintain regular and structured communication with parents and teachers to review, evaluate, and improve school operations.

- **Academic Policy Committee (APC) Meetings:** The APC will meet at least nine times per year, exceeding statutory requirements. All meetings are open to the public, and families are encouraged to attend. Each meeting will include time for public comment, giving parents and staff the opportunity to provide input. The APC is responsible for considering this feedback and implementing changes in policy or practice to ensure continuous improvement.
- **Parent Engagement:** Two annual Parent Community Meetings will be held — one at the beginning of the school year and one at the end. In addition, Parent Conferences will take place twice each year. Both formats will provide families with opportunities to share feedback on school operations and educational programs.
- **Teacher Engagement:** Staff professional development days will include structured opportunities for teachers to provide input on school operations, curriculum, and instruction.
- **Responsibility:** The school Principal is responsible for implementing these processes and ensuring meaningful communication between parents, teachers, and the APC.

### **2.4 APC Monitoring of Policies and Goals (AS 14.03.255(b)(4))**

While AS 14.03.255(b)(4) requires at least one annual meeting of the Academic Policy Committee to monitor progress toward its goals, Nikolaevsk Charter School will exceed this requirement by holding regular APC meetings throughout the school year.

- **Meeting Schedule:** The APC will meet monthly from August through November and from January through May, resulting in nine meetings per year.
- **Annual Review:** The May meeting will serve as the official annual review required by statute. At this meeting, the Principal will present a comprehensive report including state assessment results, local benchmark data, enrollment trends, and financial statements.

- **Ongoing Monitoring:** At each APC meeting, the Principal will provide updates on staffing, budgeting, enrollment, curriculum, and facilities, ensuring continuous monitoring of progress throughout the year.
- **Strategic Planning:** To refine APC goals and establish specific timelines and measurable outcomes, the APC may seek consultative support from the Alaska Association of School Boards (AASB) or an independent consultant.
- **Responsibility:** The Principal will attend all APC meetings, provide regular reports, and facilitate the annual review process.

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

2.5 The calendar in section 2.f page 85 of the Administrative Policy Manual (Appendix E) provides detailed information for the 2026-2027 school year. The key differences of the Nikolaevsk Charter school calendar is allowing for three weeks of winter break to accommodate the observation of Russian Orthodox Christmas on January 7, and in addition to the standard spring break, there will be an extra week off to accommodate the observance of Pascha. A full visual of the calendar for Nikolaevsk Charter School 2026-2027 is attached as Exhibit A page 111

The school year will extend a week longer than the typical KPBSD schedule to account for the extra week of winter break.

**2.5.1 Daily Schedule for K-8:** (see page 118 Exhibit F for complete description.)

NCS schedule will include the following components for students in grades K - 8.

- 2.5 hours of core instruction (30 minutes math, 120 minutes of Language Arts)
- 30 minutes of Specials (music/art/PE)
- 1 hour for Recess & Lunch
- 3 hours of project-based learning (math, language arts are also integrated into project based learning time and Montessori Work Cycles.)

**2.5.2 High school students will follow a daily block schedule.** (see pages 118-120 Exhibit F for complete description.)

**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)**

## 2.6 Alternative Educational Options

If families choose not to enroll their students in Nikolaevsk Charter School, they have several alternative educational options. Students may:

- Enroll in NCS as homeschool students with an Individualized Learning Plan (ILP)
- Homeschool independently
- Participate in district- or state-wide homeschool programs such as Connections or IDEA
- Attend another KPBSD public school, including Chapman School (K–8), Ninilchik School (K-12), or Homer-area schools (K–12)

## Section 3: Educational Program and Student Achievement

References: **AS 14.03.255**. Organization and operation of a charter school, **AS 14.03.265** Admission, **4 AAC 33.110** Charter School application and review procedure.

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 Rating: Compliant/Noncompliant
Description of educational program	pages 19-30	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	pages 23-28 page 100 (Appendix F) pages 121-152 (Exhibit G)	
Evidence of written plan to address PTR and projected enrollment	pages 28	
Description of plans for serving special education,	page 28-30 page 87 (Appendix E)	

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
vocational education, gifted and bilingual students		
Evidence of written objectives for program achievement	pages 31-32 pages 87-88 (Appendix E)	
Description of the mechanisms for student assessment in addition to those required by state law	Page 31-33	

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

### **3.1 Description of Educational Program**

Nikolaevsk Charter School (NCS) is committed to providing a developmentally appropriate, hands-on education that meets Alaska State Standards while preparing students for successful futures rooted in both academic knowledge and practical skills. Our approach is based on the principles of Montessori education for grades K–8 and Career & Technical Education (CTE) for grades 9–12, with an emphasis on food security, homestead innovation, and community resilience.

The philosophy of NCS rests on three pillars:

- Individualized, student-centered instruction – Montessori-inspired pedagogy ensures students progress at their own pace and demonstrates mastery through applied learning.
- Hands-on, real-world experiences – Students engage in agricultural projects, engineering design, and subsistence-based learning that connect directly to community needs.
- Career readiness and community contribution – CTE programs equip students with technical knowledge, certifications, and entrepreneurial skills to graduate prepared for work, higher education, and leadership within their communities.

The program will have three distinct and complimentary components:

- Montessori-Based K - 8 Program

- CTE Enriched 9 - 12 Program
- Homeschool Path

### **3.1.1 Montessori-Based K - 8 Program**

The Montessori method takes a holistic approach to literacy, viewing language as both a tool for communication and a foundation for critical thought. At Nikolaevsk Charter School, literacy development will be cultivated through hands-on, multisensory materials and a carefully prepared environment that supports students as they progress from phonetic awareness to fluent reading and articulate writing.

Instruction is individualized, allowing each child to advance at their own pace while ensuring mastery at every stage. In the early grades, students engage with tactile materials such as sandpaper letters and movable alphabets to internalize phonetic principles. As they mature, they transition naturally to more abstract work, engaging in research projects, literature studies, and written expressions that deepen comprehension and foster a lifelong love of reading.

Montessori language education also emphasizes oral communication, listening, and collaborative dialogue. Multi-age classrooms provide authentic opportunities for students to practice public speaking, peer teaching, and respectful discourse. By integrating language learning with science, history, and the arts, students not only gain fluency but also develop the ability to think critically, synthesize ideas, and communicate effectively across disciplines.

Through this approach, NCS ensures that every student graduates with strong literacy skills, confidence in self-expression, and the capacity to engage thoughtfully in both academic and real-world contexts.

### **3.1.2 Career and Technical Education (CTE) (9-12)**

At the high school level, Nikolaevsk Charter School prioritizes Career and Technical Education (CTE) as the foundation of student learning. CTE equips students with technical expertise, problem-solving abilities, and hands-on experiences that directly connect to career opportunities in Alaska and beyond. The program is designed to prepare students for employment, postsecondary training, and meaningful contributions to their communities.

Instruction integrates academic rigor with project-based, real-world application. Students learn by doing: building structures, welding prototypes, repairing

equipment, growing food, managing livestock, and contributing to community-based projects. Each pathway reflects the unique needs of Nikolaevsk while providing transferable skills for future careers.

A distinguishing feature of the CTE program is access to industry-recognized certifications that open doors for students after graduation. These may include:

- First Aid/CPR and Wilderness Safety Certification
- OSHA 10/30 Workplace Safety Training
- Food Handler’s Card / ServSafe Certification
- Small Engine Repair Certification
- Welding Certifications (AWS entry-level)
- Carpentry/Construction Safety and Skills Certificates (NCCER Core)
- Technology Certifications such as Microsoft Office Specialist (MOS), Google IT Support, or CompTIA Fundamentals
- Agricultural and Animal Husbandry Certificates
- Alaska Hunter and Safety Education

These certifications not only validate technical competence but also provide students with portable credentials that make them competitive for jobs, apprenticeships, and internships.

Through local partnerships and apprenticeships, students gain real-world experience while contributing directly to projects that support community sustainability—such as greenhouse development, livestock care, and innovation in tools and systems for rural living. Older students apply advanced skills in welding, carpentry, agriculture, and technology while mentoring younger peers.

By graduation, NCS students will leave with a portfolio of projects, certifications, and professional experiences. Whether pursuing immediate employment, apprenticeships, technical college, or entrepreneurship, they will be equipped with the skills, credentials, and confidence to thrive in multiple pathways.

Upon approval of Nikolaevsk Charter School, the school will collaborate closely with the Alaska Department of Education & Early Development (DEED) to ensure that our Sustainable Living and Craftsmanship courses (Levels 1, 2, and 3) as well as any future CTE courses are fully aligned with Alaska State Standards. These courses will be developed upon and implemented to meet the requirements for Career and Technical

Education (CTE) under the Carl D. Perkins Career and Technical Education Act, ensuring that students receive a recognized, high-quality CTE pathway that supports skill development, industry readiness, and practical application in sustainable living and artisanal craftsmanship.

### **3.1.3 Homeschool Path (k-12)**

Nikolaevsk Charter School (NCS) provides a structured framework to support homeschool students while honoring the flexibility of parent-led education. Each student will have an Individual Learning Plan (ILP) developed collaboratively by the parent, student, and an NCS Advisor. The ILP will clearly outline academic goals aligned with Alaska State Standards, identify instructional resources, and establish timelines for completion.

Ongoing monitoring will ensure accountability and growth. Certified teacher advisor will conduct quarterly progress reviews to evaluate student work, provide feedback, and adjust plans as needed. Parents will submit work samples such as math assignments, writing samples, and project documentation to demonstrate student learning.

Homeschool students will also participate in all state-required standardized assessments (including PEAKS, AK STAR, and high school exams), with the option for parents to opt out as permitted by state law. To support comprehensive growth, NCS will additionally utilize school-based assessments such as Montessori benchmarks, CTE performance tasks, and reading/math screeners. Students who qualify for gifted education, special education, or English Learner services will receive appropriate accommodations and support during assessment.

Collaboration between parents and NCS advisors will be central to the program. Parents will receive training and ongoing support in their student's learning progress, while advisors provide feedback and coaching to ensure students remain on track with grade-level expectations.

Finally, accountability measures will be in place to support student success. If a student is not making sufficient progress, targeted intervention supports and adjustments to the learning plan will be implemented to help the student meet established goals.

## **3.2 Written Instructional Program Aligned with State Standards**

### 3.2.1 Montessori-Based K - 8 Program

Our program will address Alaska content standards and align with the statewide assessment system by integrating the KPBSD standards-aligned curriculum framework for language arts, mathematics, science, and social studies with Montessori content and methods. The KPBSD curriculum framework can be found here: <https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/>.

For all content areas, the academic content for K - 8 grounded in the Priority Standards and Supporting Standards in the KPBSD curriculum framework will be taught through the core principles of Montessori education as follows:

#### 1. Child-Centered Learning

- Students choose activities based on interest and ability.
- Teachers act as guides or facilitators rather than lecturers.
- Older students (grades 4–8) may engage in self-directed projects, research, and independent study.

#### 2. Mixed-Age Classrooms

- Lower Elementary (K–3), Upper Elementary (4–6), Middle School (7–8) groups may span 2–3 grade levels.
- Promotes peer mentoring, collaboration, and social development.
- Younger students learn from older peers; older students reinforce knowledge by teaching.

#### 3. Hands-On, Experiential Learning

- Use of Montessori materials for concrete learning in math, language, and science.
- Projects, experiments, and real-world applications are emphasized, especially for upper elementary and middle school.
- Art, music, and practical life activities continue to support cognitive and social development.

#### 4. Intrinsic Motivation and Responsibility

- Students develop self-discipline through choice and freedom within limits.
- Responsibilities like caring for the classroom, community projects, or leading discussions encourage independence.
- For middle schoolers, group projects, student-led conferences, or service

learning integrate responsibility.

## 5. Integrated Curriculum

- Subjects are interconnected rather than taught in isolation.
- Examples:
  - History + Literature + Geography: studying the Renaissance through reading, art, and mapping.
  - Math + Science: using data collection from experiments to practice statistics and measurement.

## 6. Prepared Environment

- Classrooms are designed for accessibility, order, and student engagement.
- Materials are at student height and organized to encourage exploration.
- Middle school labs, makerspaces, and outdoor classrooms can extend the Montessori environment.

## 7. Observation and Individualized Instruction

- Teachers observe students to tailor lessons and provide targeted challenges.
- Learning progresses at each child's pace; remediation or enrichment is built in naturally.
- Older students may have personalized learning plans, portfolios, or independent capstone projects.

## 8. Focus on Social and Emotional Development

- Emphasis on conflict resolution, collaboration, and empathy.
- Peace education, community service, and mentoring younger peers are common.
- Leadership and team skills are cultivated in middle school projects.

## 9. Autonomy and Self-Assessment

- Students set goals and reflect on their progress.
- Self-assessment and teacher conferences replace standard "one-size-fits-all" grading in many cases, allowing for a more personalized understanding of

student growth. However, traditional grades will also be assigned to meet district reporting requirements and ensure consistency with state expectations.

- Middle school students may do portfolios or presentations instead of traditional tests

#### 10. Connection to the Real World

- Community engagement, field trips, and practical experiences are integrated.
- Students may participate in local environmental projects, entrepreneurship, or internships by grades 7–8

### 3.2.2 CTE 9 - 12 Program

Nikolaevsk Charter School's (NCS) high school Career & Technical Education (CTE) program integrates core academics with hands-on, career-focused training to meet Alaska State Graduation Requirements (4 AAC 04) and statewide assessment requirements (4 AAC 06.710–790). The program prepares students for postsecondary training, trade careers, entrepreneurship, and community leadership through project-based learning, dual-credit opportunities (e.g., Kenai Peninsula College, AVTEC), and industry certifications. Instruction emphasizes applied skills, safety, workplace readiness, and alignment with Alaska Performance Scholarship (APS) criteria where applicable.

CTE instruction builds on Montessori foundations of independence and applied learning (K–8), emphasizing student agency, real-world problem solving, and integrated academic application across pathways. Our high school program will be grounded in the KPBSD curriculum framework which ensures alignment with Alaska content standards and alignment with the statewide assessment system. The KPBSD curriculum framework can be found here:

<https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/>.

Additionally, our program will meet KPBSD's graduation requirements by following the course progression and required credits outlined in KPBSD board policy 6146.1 found here:

<https://go.boarddocs.com/ak/kpbsd/Board.nsf/goto?open&id=B9ZSBY71B6AA>

#### Pathways Offered

In years 1-3 NCS will develop and phase in CTE pathways for its foundational CTE course "Sustainable Living and Craftsmanship" based on student interest, community needs, and available resources and partnerships. These could include:

- **Agriculture & Food Systems** — farming, livestock care, greenhouse production, food preservation, product development
- **Construction & Engineering** — carpentry, welding, machinery, alternative energy projects, small-scale construction

- **Culinary Arts & Food Entrepreneurship** — advanced cooking, food safety (ServSafe), product entrepreneurship.
- **Entrepreneurship & Business** — marketing, product development, sales, small business planning, farmers’ market operations
- **Health & Community Services** — first aid, community health projects, caregiver skills and basic certifications  
(See Section 3.5.6 for additional specialty pathways planned for expansion.)

### **Years 1–3: Sustainable Living & Craftsmanship (Core, Years 1–3)**

For the first three years NCS will deliver a project-based, cross-curricular course titled “**Sustainable Living & Craftsmanship**” for all high school students. This program provides the initial, school-wide CTE exposure and yields 1–2 elective/CTE credits annually.

#### **Program format**

- Delivery: 2.5-hour blocks (with breaks) on **Tuesdays and Thursdays (12:15–3:20 PM)** to accommodate homeschool travel schedules and maximize hands-on time.
- Target enrollment (Years 1–3): 18–25 students (approx. 7–10 full-time in-person; 11–15 homeschool hybrid).
- Cross-curricular integration: math (structural/calculation skills), science (soil chemistry, environmental systems), language arts (technical writing, process documentation), social studies (Alaskan food systems, local economies).
- Assessment weighting: **Skill mastery 40% / Project deliverables 40% / Cross-curricular work 20%**. Evaluation documented in CTE portfolios and performance rubrics.

#### **Quarterly project progression**

- **Year 1 (Foundations):** Design & build a community garden; construct raised beds (woodshop); grow cold-hardy crops; plan/prepare community meals (culinary). Students apply budgeting, soil analysis, documentation, and local food system research.
- **Year 2 (Market & Infrastructure):** Host a fall farmers’ market selling produce and crafted goods; build greenhouse & chicken coop; hatch eggs; develop marketing and product plans; apply business math and plant/animal biology.
- **Year 3 (Advanced Systems & Processing):** Build an outdoor kitchen for poultry processing and a goat shed; expand culinary arts and animal husbandry skills; focus on sustainability, processing, and product safety.

#### **Staffing & supports**

- Instruction: 1–2 certified teachers (CTE/High School) supported by community volunteers and industry mentors (e.g., local welders, farmers).

- Resources: school-funded and grant/fundraised equipment (welding stations, woodshop tools, seeds, greenhouse supplies). Safety protocols, PPE, and certifications required for applicable activities.
- Funding: supplemented by grants, fundraising, community partnerships; program budget lines include equipment, consumables, and certification costs.

### **Future CTE Expansion (Years 4 and Beyond)**

As enrollment and resources grow (projected at approximately 60 students in grades 9–12), Nikolaevsk Charter School will expand Career & Technical Education (CTE) pathways. These courses will be phased in based on demonstrated student interest, staffing capacity, safety and cost feasibility, and partnership opportunities.

### **Planned Future CTE Courses**

- **Advanced Welding & Metal Fabrication** – MIG/stick welding, blueprint reading, AWS entry-level preparation, with potential AWS certifications through KPC partnerships.
- **Culinary Arts & Food Entrepreneurship** – advanced cooking techniques, ServSafe certification, and small-scale food product development.
- **Sustainable Agriculture & Horticulture** – greenhouse management, hydroponics, permaculture, and animal husbandry.
- **Carpentry & Construction Trades** – framing, joinery, sustainable building practices, and apprenticeship placements.
- **Robotics & Technology** – coding, CAD, automation, electronics, and VR tools.
- **Health Sciences** – EMT, CNA, and BHA preparation, with anatomy and clinical simulations.
- **Aviation Fundamentals** – flight theory, navigation, VR/flight simulators, and FAA ground school preparation (with dual-credit opportunities).
- **Fisheries & Aquaculture** – fisheries management, seafood handling certifications, aquaculture systems, and water quality monitoring.

### **Implementation**

In grades 9–10, students will rotate through introductory CTE courses to build a broad foundation of applied skills. By grades 11–12, students will specialize in a pathway of their choice, with opportunities for certifications, dual-credit, and work-based learning placements. Homeschool students may enroll in individual CTE courses or complete equivalent Individual Learning Plan (ILP) tasks.

Each course will include safety training, documented learning outcomes, and assessment rubrics to ensure rigor, accountability, and alignment with Alaska State CTE Standards.

## Capstone Projects & Internships

- **Senior Capstone:** Each graduating student completes a capstone project demonstrating integration of academic knowledge and technical skills related to a pathway. Capstones are presented publicly to staff, peers, and community.
- **Internships & Apprenticeships:** NCS will develop local internship placements with businesses, service providers, and regional partners. Homeschool students may participate with flexible scheduling; all internships are supervised and include performance assessment and portfolio documentation.

### 3.2.3 Homeschool Pathway

Students' ILPs will be aligned with state content standards and the assessment system by incorporating KPBSD's curriculum framework as noted above. Homeschool students may be integrated into the high school CTE program with CTE-related goals on Individual Learning Plans. This participation will take place in person at Nikolaevsk Charter School. Assessment for homeschool students is ILP-aligned and may include portfolios, in-person projects, or presentations. Homeschool students will develop ILPs with the certified Teacher Advisor that specify pathway participation, credits, assessment methods, and attendance. Homeschool students will be allowed to participate in CTE courses at NCS and may also attend one additional core class, with a limit of two classes total (including CTE). A cost will apply for the second class.

### 3.3 Evidence of Written Plan to Address PTR and Projected Enrollment

For Year 1 (2026–27), NCS will enroll a maximum of:

- 80 in-person students (maximum of 20 students per class)
- 75 homeschool students (supported by NCS advisors, with access to electives)

Homeschool students will have access (according to availability based on the Pupil to Teacher Ratio) to on-campus programming through CTE afternoon blocks on Tuesdays and Thursdays, ensuring integration into community-based learning without disrupting classroom schedules. Priority will be given to high school homeschool students and their siblings, with additional seats filled via lottery.

This cap applies only to Year 1. Each year, the charter will incrementally add students and staff as needed, with the capacity to expand to 10 classrooms within the existing facility. Family units will always be accepted in full, even if doing so slightly exceeds the homeschool cap.

Targeted class size is ≤20 students per classroom (K- 2; 3 - 5; 7-8; 9 - 12).

### 3.4 Description of Plans for Serving Special Education, Vocational Education, Gifted, and Bilingual Students

### **3.4.1 Special Education**

Nikolaevsk Charter School (NCS) is committed to full inclusion of students with disabilities in accordance with IDEA and Section 504. Students with Individualized Education Programs (IEPs) will receive appropriate accommodations, modifications, and specialized instruction as outlined in their plans. A certified Special Education teacher, in coordination with general education teachers, will ensure that services are delivered within the Montessori/High School framework, which naturally supports individualized pacing and small-group instruction. Assistive technologies and paraprofessional support will be utilized when needed. Collaboration between families, staff, and the district's Special Education department will ensure that students' academic, social, and behavioral needs are met.

### **3.4.2 Vocational Education (Career & Technical Education – CTE)**

At the high school level, NCS will emphasize Career and Technical Education pathways aligned with Alaska's workforce needs, including Agriculture & Food Systems, Construction & Trades, Engineering & Innovation, and Business & Entrepreneurship. Students will complete core high school courses alongside hands-on, project-based learning experiences that prepare them for industry certifications, apprenticeships, and postsecondary opportunities. These pathways will allow students to apply academic skills in practical settings while developing employability skills such as teamwork, communication, and problem-solving. For younger students, exposure to CTE will occur through age-appropriate Montessori "practical life" activities and exploratory projects that build foundations for later specialization.

### **3.4.3 Gifted Education**

Gifted and high-achieving students at Nikolaevsk Charter School (NCS) will be supported through enrichment and extension opportunities embedded within the Montessori model, which emphasizes self-paced advancement, student-led inquiry, and multi-age classrooms. These students will have access to accelerated curriculum options in core academic areas as well as advanced projects in science, technology, engineering, arts, and mathematics (STEAM).

At the high school level, gifted students may pursue dual-credit courses, independent research projects, or leadership roles within Career & Technical Education (CTE) pathways, allowing them to deepen subject-area expertise and develop professional and academic skills. Enrichment programs will challenge students academically while

fostering creativity, critical thinking, leadership, and civic engagement.

Extensions to the regular coursework will be provided when students are formally identified as gifted, ensuring individualized learning that meets their advanced needs. Opportunities may include:

- **Independent study projects** tailored to student interests
- **Advanced problem-solving challenges** and competitions
- **Mentorship roles** supporting peers in collaborative learning
- **Participation in specialized workshops or community-based projects**

This approach ensures that gifted learners are continuously challenged, engaged, and supported in developing their talents and leadership skills while remaining fully integrated into the NCS learning community.

#### **3.4.4 Bilingual Education / English Learners**

Nikolaevsk Charter School (NCS) recognizes the presence of bilingual students and English Learners (ELs) in the community, particularly students from Russian-speaking homes and, in some cases, students from other linguistic backgrounds. Instruction will follow Alaska State English Language Proficiency Standards, with support provided through small-group interventions, and additional resources in reading and language development. Montessori's emphasis on individualized, multisensory learning supports language acquisition across subject areas. High school students will receive language development support embedded in both core courses and CTE pathways to ensure equitable access to all academic opportunities.

#### **3.4.5 Rural Student Considerations**

As a rural school, NCS is designed to provide comprehensive services in one central location, reducing the need for families to travel long distances for specialized programs. The Montessori approach ensures individualized attention in the elementary grades, while the high school's CTE pathways provide practical skills for students who may wish to enter the local workforce after graduation. Through community partnerships, NCS will offer students opportunities for experiential learning, mentorship, and cultural connections that prepare them for success in both local and global contexts.

### **3.5 Written Objectives for Program Achievement & Mechanisms for Student Assessment**

#### **3.5.1 Specific Levels of Achievement for K - 12 Program**

##### **a. Performance Targets**

NCS students will meet or exceed Alaska State Content and Performance Standards through a Montessori K–8 program and Career & Technical Education (CTE) pathways in grades 9–12. Targets include:

- Reading & Writing – All students will show annual growth in literacy. By grade 8, students will analyze literature independently, compose multi-paragraph essays, and conduct research-based projects.
- Mathematics – Students will demonstrate annual progress in computation, reasoning, and problem-solving. By grade 8, students who have been attending NCS for at least 3 years will be prepared for Algebra I or equivalent coursework.
- Science & Social Studies – Students will meet grade-level benchmarks through inquiry-based, hands-on projects.
- CTE (Grades 9–12) – Students will demonstrate proficiency in at least one CTE pathway, complete industry-standard projects, and, when available, earn certifications.
- Schoolwide – participate in community-based learning projects, and engage in service or cultural activities.

##### **b. Measurement Tools**

NCS will use a combination of statewide and local assessments to monitor growth, including:

- Statewide assessments (PEAKS, MAP Growth, or other DEED-approved tools) for reading, writing, and mathematics.
- Portfolios and performance tasks aligned with Montessori and CTE standards.
- CTE skill demonstrations and capstone projects to document technical proficiency.
- Teacher observations and progress reports to assess social-emotional growth and practical life skills.

***Parents retain the right to opt their students out of statewide assessments in accordance with Alaska law.***

### c. Timeline for Achievement

- **Year 1:** All students will establish baseline data through MAP Growth and portfolio assessment. Individual learning plans (ILPs) will be created for homeschool and in-person students.
- **Annual Growth:** Students will demonstrate measurable progress in literacy and math each year as evidenced by assessment results, ILPs, and teacher evaluations.
- **By Grade 8:** Students will be ready for Algebra I or equivalent and demonstrate strong literacy skills.
- **By Grade 12:** Students will meet or exceed Alaska graduation requirements and complete a CTE capstone project.

### d. Corrective Action Procedures

If student performance falls below district or state standards, NCS will:

1. Conduct a root-cause analysis with teachers and administrators to identify barriers.
2. Implement targeted intervention plans for individuals and groups, using research-based strategies.
3. Provide professional development to staff in areas of identified need.
4. Communicate progress and plans to families and the community to ensure transparency and support.
5. Monitor student progress quarterly, adjusting interventions as necessary.

## 3.5.2 Specific Levels of Achievement – Homeschool Path

### a. Performance Targets

- Student progress is monitored quarterly, with interventions adjusted as needed to ensure continued academic growth.
- A low student/parent-to-advisor ratio ensures that families have regular and timely access to their advisor through scheduled meetings, email, and phone/video conferencing.
- Students are expected to participate in all required statewide assessments, providing a clear measure of achievement and alignment with Alaska State Standards. (Parents retain their right to request an exemption if desired.)
- Families engage in quarterly homeschool projects that support and reflect the

mission of the school, fostering hands-on learning and community involvement.

- Students and families are actively engaged in their community, strengthening the connection between learning and real-world application.
- Parents are invited to attend at least one training session per semester and are offered a minimum of four workshops annually to support effective homeschooling practices and alignment with Montessori pedagogy and CTE pathways. Attendance is optional but strongly encouraged.

#### **b. Tools for Measuring Homeschool Success**

- **Quarterly Progress Reviews** – Advisors review student portfolios, samples of work, to confirm progress toward ILPs. Advisors provide feedback, document growth, and suggest interventions.
- **Statewide Assessments** – Students are expected to participate in Alaska’s required standardized tests as a benchmark for academic achievement (with opt-out available at parent request).
- **Portfolio & Project Documentation** – Advisors retain a student portfolio that includes work samples across subjects (writing, math, science, art, practical skills). Portfolios also showcase major projects, community service, and CTE-related work, including any certifications, competitions, or entrepreneurial products. Families contribute selected samples, while advisors assist students in building and organizing their portfolios.
- **Community & Applied Learning Records** – Advisors help families track student participation in community engagement, service projects, work-based learning, or applied skills experiences. Documentation may include photos, short write-ups, advisor observations, or public exhibitions.
- **Advisor Rubrics & Checklists** – Advisors provide standardized rubrics and checklists aligned to Alaska State Standards and Montessori benchmarks to track mastery of skills. For high school students, rubrics also incorporate CTE competencies, pathway progress, and work-based learning outcomes to support credit attainment and certification goals.

### **C. Timeline for Achievement – Homeschool Path**

**Year 1:** All homeschool students will establish baseline data through MAP Growth assessments (when participating) and portfolio review. Advisors will work with families to create Individual Learning Plans (ILPs) tailored to student needs and goals.

**Annual Growth:** Homeschool students will demonstrate measurable progress in literacy and math each year as evidenced by portfolio submissions, advisor evaluations, and ILP benchmarks.

**By Grade 8:** Homeschool students will be prepared for Algebra I or an equivalent math pathway and demonstrate strong literacy skills aligned with Alaska State Standards.

**By Grade 12:** Homeschool students will meet or exceed Alaska graduation requirements through advisor-verified coursework, portfolio completion, and will participate in a capstone project that may include CTE, community service, or a self-directed independent study aligned with their interests and future goals.

#### **d. Corrective Action Procedures – Homeschool Path**

If homeschool student performance falls below district or state standards, NCS will:

- Conduct a root-cause analysis with the advisor and family to identify barriers to progress.
- Revise the ILP and implement targeted intervention strategies (additional tutoring resources, curriculum adjustments, or increased advisor support).
- Provide parent support opportunities through workshops, resource guides, or one-on-one consultations with advisors.
- Communicate progress clearly with families, offering practical strategies to support student learning at home.
- Monitor student progress quarterly, adjusting interventions as necessary through portfolio reviews, project evaluations, and advisor check-ins.

#### **3.5.3 Grading System**

Nikolaevsk Charter School (NCS) will align grading practices with the instructional models used in Montessori (K–8) and Career and Technical Education (CTE, 9–12).

For Montessori students, assessment will focus on individualized learning goals, mastery of core concepts, and skill development. Teachers will use observation, work

journals, and performance-based assessments to evaluate student progress. Letter grades will be assigned based on mastery of learning objectives, with corresponding GPA calculated from the percentage achieved.

For CTE students, grades will be based on mastery of technical skills, industry-standard certifications, applied projects, and competency in academic content integrated with vocational training. Letter grades will follow a traditional scale, and GPA will be calculated as follows:

A (90–100%) = 4.0

B (80–89%) = 3.0–3.9

C (70–79%) = 2.0–2.9

D (60–69%) = 1.0–1.9

F (below 60%) = 0

The GPA calculation will include the percentage within the letter grade for precision. For example, a C+ at 79% would result in a GPA of 2.9. Advanced coursework and industry certifications may be given weighted recognition in GPA calculations, consistent with district guidelines.

This grading system ensures meaningful feedback for students, supports individualized learning and competency-based progress, and prepares high school students for post-secondary education or career pathways.

#### **3.5.4 Grading and Standards**

At Nikolaevsk Charter School (NCS), a student’s grade reflects not only the quality and quantity of their work but also their mastery of relevant standards, including federal, state, and course-specific benchmarks. Grades will be assigned and reviewed in alignment with NCS administration policies and guidance from designated academic committees to ensure consistency, fairness, and adherence to established learning objectives.

## Section 4: Professional Development

References: **4 AAC 33.110** Charter school application and review procedure.

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 Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	pages 36-38	

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

Nikolaevsk Charter School (NCS) is committed to providing ongoing professional development (PD) for all staff. PD is designed to support high-quality instruction, effective implementation of Montessori and Career & Technical Education (CTE) methods, and alignment with Alaska State Standards.

#### **4.1 Summer Training (2026 – Tentative Dates)**

- **June 3–7:** CTE-focused training for high school instructors, covering rural trades, applied technologies, and safety certifications.
- **June 10–14:** Montessori introductory and refresher training for K–8 teachers using AMS online materials, supporting both new and experienced staff.
- **July 7–11:** School-wide staff orientation and instructional planning:
  - Integration of Alaska State Standards
  - Trauma-informed instruction strategies
  - Project-based learning practices
  - Hands-on Montessori instructional methods

*Dates are flexible and subject to change based on provider availability and staffing needs.*

#### **4.2 Ongoing School-Year Training (2026–2027)**

- Monthly In-Service Days (Early Release Days): Focus on curriculum alignment, instructional strategies, peer coaching, and student support.

- Quarterly Staff Workshops (October, January, April): Led by external consultants with expertise in Montessori pedagogy, CTE instruction, special education, and project-based learning.
- Ongoing Learning Opportunities:
  - Webinars, online courses, and peer observations
  - Focused sessions on special education, behavioral interventions, and effective teaching practices
  - Attendance at state or national professional conferences when applicable

#### **4.3 Montessori Certification & Training**

- NCS staff will participate in professional development through American Montessori Society (AMS) and Center for Guided Montessori Studies (CGMS).
- Staff will complete blended (online + in-person) training to meet Montessori credentialing requirements.
- By Year 3, full Montessori school certification is anticipated, with K–8 staff fully implementing Montessori practices.

#### **4.4 Career & Technical Education (CTE) Training**

- CTE instructors will receive professional development in applied trades and safety standards.
- Training will include:
  - Trade-specific certifications (e.g., shop safety, first aid, equipment operation)
  - Effective instructional strategies for hands-on CTE learning in rural settings
  - Integration of CTE into project-based and Montessori-aligned instruction
- Ongoing PD will include industry workshops, peer collaborations, and continuing education updates.

#### 4.5 Professional Development Timeline & Milestones

Year	Montessori Milestones	CTE Milestones
Year 1 (2025–2026)	AMS membership initiated; CGMS training begins for 4 staff	Hire/designate CTE lead; initial safety/trade certifications; first CTE summer training
Year 2 (2026–2027)	Continue Montessori certification; deeper curriculum implementation	Expand CTE programming; incorporate student projects; ongoing workshops
Year 3 (2027–2028)	Full Montessori certification expected; K–8 practices fully implemented	CTE offerings stabilized; hybrid Montessori + CTE learning; continuous improvement

#### 4.6 Oversight and Evaluation

- NCS will maintain records of all PD activities, including attendees, hours, content focus, and reflections.
- Staff feedback will be collected after sessions to assess relevance and effectiveness.
- The Academic Policy Committee (APC) will review annual reports on PD progress, Montessori certification status, and CTE program development.

**Section 5: Facility**

References: **AS 14.03.255**. Organization and operation of a charter school, **4 AAC 33.110** Charter School application and review procedure. 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.

<b>Reviewer Rating Template</b>		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	pages 39-40	
Evidence of a written facility plans	page 40	

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

**Section 5: Facilities**

**5.1 Facility Location**

**Nikolaevsk Charter School (NCS) will be located at:**

**65524 Nikolaevsk Rd, Nikolaevsk, AK, 99556**

Alaskan Homestead Education, Inc. (AHE) is working on behalf of Nikolaevsk Charter School (NCS) to secure the use of the borough-owned building located at 65524 Nikolaevsk Road, Nikolaevsk, Alaska, as a school facility. AHE will lease the building from the Kenai Peninsula Borough (KPB). AHE will provide maintenance, utilities and general upkeep as will be outlined in the contract between KPB and AHE. KPBSD will pay AHE rent on behalf of NCS for twelve (12) months of the year; the rental rate will be the amount allocated in the NCS budget for utilities and maintenance. During school hours, the facility will operate as the Nikolaevsk Charter School. Outside of

school hours — including evenings, weekends, and summer months — the building will remain under the management and control of AHE, ensuring it can be used for AHE programs and broader community activities.

This arrangement will be formalized through three separate agreements: (1) between KPB and AHE, (2) between AHE and KPBSD, and (3) between KPBSD and NCS. The building's primary purpose will be to serve as the Nikolaevsk Charter School facility. To maximize the benefit of this community resource, AHE will make the building available for community use during non-school hours under its management, allowing for classes, training, and other community activities. These agreements are designed to ensure that the building serves both its educational mission and the broader needs of the Nikolaevsk community.

## **5.2 Facility Use and Capacity**

The Nikolaevsk School facility offers a well-rounded environment that supports both Montessori education (K–8) and Career & Technical Education (CTE, 9–12). The building currently includes ten classrooms, two office and administrative spaces, a gymnasium with storage and locker rooms, a music room/library, cafeteria and kitchen, staff lounge, staff and student restrooms, a nurse's office, concession stand, and a supply room. Hall lockers, built-in shelves, and ample cabinet space add to the functionality of the learning environment.

The school sits on 11.35 acres, providing more than enough space for outdoor learning and student-led projects. The large lawn on the east side of the building will be developed into a school garden and space for chickens, while the wooded area will be used for trails and Montessori-based outdoor activities. The playground, soccer fields, and basketball court will continue to serve as areas for recreation and physical education.

The facility also includes outbuildings, one of which will be converted into a woodshop for CTE classes, while another will be adapted as a small market space where students can sell handmade items and agricultural products. These opportunities will give students hands-on experience in entrepreneurship, craftsmanship, and food production.

The school building itself has the capacity to serve approximately 175 students. As enrollment grows, additional classrooms will be opened. Since the building was in use as a school as recently as 2025, we are confident that it is fully prepared to welcome

students again with minimal adjustments.

### **5.3 Projected Growth and Class Size**

- NCS will strive to maintain class sizes of 20 students or fewer.
- Multi-age classrooms will be preserved in grades K–12.
- Enrollment growth will be managed incrementally with additional classrooms and staffing as needed.
- SY26-27 NCS anticipates approx 80 students in person and 75 homeschool

### **5.4 Health, Safety, and Compliance**

In accordance with KPBSD Board Policy 6187 – Charter Schools Policy, NCS will ensure all facilities meet federal, state, and borough building, fire, health, and safety codes.

The charter school is responsible for:

- Obtaining inspections from the Department of Environmental Conservation (DEC) and the fire marshal
- Correcting any deficiencies in non-district facilities
- Maintaining compliance throughout the duration of the charter contract

Certificates and Compliance Documentation:

- Certificates from DEC and the fire marshal confirming facility compliance with all applicable regulations will be maintained on file.

### **5.5 Contracted Services**

NCS will use contracted services as needed. Contractors will be selected through competitive bidding and approved by the Academic Policy Committee (APC) to ensure quality and compliance.

### **5.6 Facility Sharing**

NCS will not share the facility with an active district-operated school. The charter school has full access to the building, ensuring scheduling, safety, and programmatic needs are fully met. Should any shared use occur in the future, NCS will comply with all “Sharing District Facility” requirements as outlined in Policy 6187.

**Section 6: Admission**

References: **AS 14.03.255** Organization and operation of a charter school, **AS 14.02.265** Admission, **4 AAC 33.110** Charter School application and review procedure.

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 Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	pages 42-44, page 75 (Appendix E) pages 101-102 (Appendix G)	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	pages 43-44 pages 93-94 (Appendix E) pages 101-102 (Appendix G)	

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

6.1 NCS will be open to the public.

6.1.1 Tuition will not and cannot be charged.

6.1.2 To ensure the long-term sustainability and success of Nikolaevsk Charter School, it is essential that the children and grandchildren of staff members are guaranteed enrollment. Given the village's geographic isolation and the absence of alternative educational options within the community, it is imperative that teachers have a reliable and accessible educational placement for their children. While the number of staff children represents a small portion of the overall student population, their enrollment must be prioritized as a critical factor in attracting and retaining high-quality educators who are committed to the school’s mission.

**6.1.3 Geographic Service Area and Enrollment Priority**

Nikolaevsk Charter School (NCS) will prioritize enrollment for students residing within the Nikolaevsk School Service Area, as defined by the 24-25 Kenai Peninsula Borough School District boundaries. Additionally, the highest priority will be given to families living along the full stretch of North Fork Road—a loop that exits and re-enters the Sterling Highway—including all roads that branch off of North Fork Road, from the northern entrance to the southern end.

This geographic area fully encompasses the village of Nikolaevsk and its surrounding neighborhoods, which are not only socio-culturally connected but also share a unique logistical challenge: for many families in this area, there is no closer public school option. A significant number of homes are located in zones where no district transportation is currently provided to alternative schools. Furthermore, the current district zoning inconsistently divides this community, with some students living on one side of the road assigned to Chapman school, while those directly across the street were previously attending Nikolaevsk School.

NCS will differ from most charter schools in that it is not serving as a specialized or alternative program within a larger educational ecosystem, but rather as the sole accessible and practical school option for families in this rural region. Alternative schools such as Homer High or Ninilchik School require a daily commute of approximately 45 minutes each way under favorable conditions—an unreasonable burden for many families, particularly in winter.

By establishing a clear, inclusive, and logical service boundary that reflects actual road access and community needs, Nikolaevsk Charter School will restore educational consistency and accessibility to this underserved area.

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

6.2 NCS may advertise on local social media, radio, print news, as well as posting on local bulletin boards and local gatherings.

6.2.1 NCS will accept all timely applications for enrollment. If applications are at or below capacity, all eligible applicants are enrolled. If applications exceed capacity for any program, class, grade level, or the school, applications will be selected by random drawing for enrollment until capacity is reached. Applications not drawn will be entered into a lottery conducted to determine the applicant's place number on a waitlist.

6.2.2 Families submit one application with all eligible children listed in the application.

6.2.3 If a family’s application is chosen from the drawing, then that entire family will be enrolled.

6.2.4 The application deadline is February 28th for the upcoming school year.

6.2.5 The lottery will be held on the third Tuesday in March and is to be supervised by an outside agency.

6.2.6 NCS may test applicants for academic and grade placement after application but before final enrollment.

6.3 Lottery Process (see page 93 Appendix E for full description)

**Section 7: Fiscal**

References: **AS 14.03.255**. Organization and operation of a charter school, **4 AAC 33.110** Charter School application and review procedure

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.

<b>Reviewer Rating Template</b>		
<b>Section 7</b>	<b>Page Number location(s) of response(s) including Appendices</b>	<b>Reviewer’s notes Rating: Compliant/Noncompliant</b>
Written budget summary and financial plan	pages 44-45, pages 103-105 (Appendix H) pages 106-109 (Appendix I)	
Description of how financial records will be kept	pages 46-47	

Description of accountability for receipts and expenditures	pages 47-48 pages 107-109 (Appendix I)	
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- 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)***

## **7.1 Budget Summary and Financial Plan**

### **7.1.1 Funding**

Funding for Nikolaevsk Charter School (NCS) will be provided via the state's public education foundation formula and local, borough contribution on a per-pupil basis. The school will operate with financial oversight and accountability in accordance with Kenai Peninsula Borough School District (KPBSD) procedures and the Alaska Department of Education and Early Development (DEED) regulations.

### **7.1.2 Supplementary Revenue Sources**

In addition to state funding, NCS may pursue additional revenue sources including:

- **Title I and other federal funds**, based on student eligibility;
- **Competitive and formula-based grants**, aligned with the mission and instructional model of the school (e.g., CTE, Montessori, rural education);
- **Community fundraising events**, coordinated in partnership between school staff and the Academic Policy Committee (APC);
- **Support from an associated non-profit organization**, which may independently solicit and receive donations for program enhancement. All such funds will remain the property of the non-profit and used solely in support of NCS programs.

### **7.1.3 Fundraising Coordination**

All fundraisers conducted by or for Nikolaevsk Charter School will be coordinated jointly by school leadership and the APC. Funds raised will support school-specific needs aligned with the mission and strategic goals of NCS.

#### **7.1.4 Grant Approval Process**

All grant applications made on behalf of NCS must directly support the school’s educational program or facilities. Proposals—including those related to extracurricular activities, transportation, and student meals—must be reviewed and approved by the APC prior to submission to ensure alignment with the school’s charter, priorities, and legal requirements.

#### **7.1.5 Non-Profit Contributions**

Donations and funds raised through the affiliated 501(c)(3) non-profit organization supporting NCS will remain under the stewardship of that organization. These funds will be designated for use at NCS but will be tracked separately from district-managed accounts and governed by the non-profit’s board in collaboration with school leadership. Items purchased with non-profit funds will be clearly marked as non-profit property and may be loaned for school use under agreed terms.

#### **7.1.6 Indirect Rate**

The indirect cost rate applied to Nikolaevsk Charter School shall not exceed **4%**, in accordance with **4 AAC 33.110(a)(14)(A)**. Indirect costs charged under this rate may include district-level administrative support services such as human resources, payroll, IT services, and fiscal auditing. These services will be detailed in a Memorandum of Agreement between KPBSD and NCS.

#### **7.1.7 Mills Eligibility**

As required under **AS 14.17.510**, NCS is eligible to receive funding derived from the **2.65 mills local contribution included** in the state foundation formula. Any revenues in excess of the required local contribution may also be accessible for district-approved charter expenses. Eligibility for additional funds will be determined by KPBSD in alignment with district budgeting procedures.

#### **7.1.8 Projected Budget**

This can be found in **Appendix H**

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

### **7.2 Description of How Financial Records Will be Kept**

7.2.1 NCS will provide a budget summary, and a statement of the charter school funding allocation for the local school board and costs assignable to the charter school program budget.

7.2.2 The charter school accounts for receipts and expenditures by using and complying with district accounting, audit and fiscal procedures that apply to charter schools. Nikolaevsk Charter School will

allow district personnel or district auditor's access to financial information to perform the annual audit.

7.2.3 The charter school shall cooperate with the School Board and the Department of Education in complying with the requirements of **AS 14.17.910**.

7.2.4 All leases, debts and other financial obligations of Nikolaevsk shall not constitute a debt liability or financial obligation of the Kenai Peninsula School Board or District.

7.2.5 All financial and accounting information requested by the Department of Education will be provided.

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

**7.3 Accounting Services Provided by NCS - The Operating Budget.**

7.3.1 Includes all expenses necessary for the day-to-day operation and continuation of the school, and is negotiated with the KPBSD School Board each year.

7.3.2 The budget is a cost-effective and efficient plan for educating students.

7.3.3 NCS is responsible for certifying all staff payroll information through current KPBSD processes to KPBSD in accordance with specific timelines that allow for the sequential processing of all employees' data and preparation of payroll checks consistent with KPBSD requirements.

7.3.4 KPBSD is responsible for furnishing NCS with these payroll practices and procedures, necessary to fulfill KPBSD requirements.

7.3.5 NCS reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure less than budgeted.

7.3.6 For budgetary purposes, annual appropriations lapse at fiscal year-end, except for that portion related to encumbered amounts.

7.3.7 Encumbrances outstanding at year-end are reported as reservations of fund balance and are automatically carried forward to

the new fiscal year budget, not included in the KPBSD negotiated budget for the new FY.

7.3.8 NCS agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations.

7.3.9 The school further agrees to make all such records available to the KPBSD for auditing purposes and cooperate in the annual independent financial audit of KPBSD records.

#### 7.3.9.1 Accounting Services Provided by KPBSD

7.3.9.1.1 KPBSD provides appropriate assistance to NCS in the areas of finance, budgeting, insurance, legal issues, administrative and instructional in-services to help ensure the most economical and sensible decision-making process in the utilization of the NCS budget funds.

7.3.9.1.2 KPBSD assists with technical details of budgeting and accounting. All purchase orders, expenses and payroll are routed to the KPBSD for payment. Proceeds from public funds, such as state foundational revenue, are forwarded directly to the KPBSD for credit to the NCS account.

7.3.9.1.3 KPBSD provides payroll functions for NCS similar to those provided for other employees of KPBSD, including the preparation of W-2's and other Form # 05-15-036 Alaska Department of Education & Early Development 35 reports that are required by state or federal law to be given to employees or filed with such agencies.

7.3.9.1.4 NCS is audited as any other public school.

## **7.4 Homeschool Student Allotment Policy**

7.4.1 NCS recognizes the importance of providing equitable financial support to homeschool students enrolled in the program. To align with best practices observed in other homeschool hybrid programs, such as Twindly Bridge Charter School in the Matanuska-Susitna School District, NCS will implement a structured allotment system for homeschool students, which will be detailed in a handbook created for NCS homeschool program.

## 7.4.2 Allotment Structure

- Allotments: NCS will establish annual allotments for enrolled homeschool students, with amounts comparable to those provided by other homeschool programs (e.g., Twindly Bridge Charter School currently allocates \$2,600 for K–8th grade students and \$3,000 for 9th–12th grade students).
- Access to Funds: Parents may access up to 50% of the allotment prior to the start of the school year for Individual Learning Plan (ILP)-supported purchases. The remaining funds will be released after October 31st to ensure accurate enrollment counts.

### 1/2 Allotment

- NCS offers 1/2 allotment to students that enroll between October 15th and January 9th.

## 7.4.3 Fund Distribution and Management

### Fund Distribution, Management, and Participation Options for Homeschool Students

Nikolaevsk Charter School (NCS) values its partnership with homeschool families and is committed to offering meaningful opportunities for student participation while ensuring responsible stewardship of resources.

### Fund Distribution and Management

- **Reimbursement Process:** NCS will manage allotment funds directly through the school, with reimbursements processed upon submission of approved receipts.
- **Carryover Policy:** Unspent allotment funds will carry over into the next school year, provided the student remains continuously enrolled at NCS.
- **Family Allotments:** All allotments shall be designated as family allotments, enabling enrolled siblings within the same household to utilize funds from a shared pool. Family allotments will continue to roll over annually until the final sibling graduates, provided the family remains continuously enrolled in NCS. Should a family withdraw from NCS, any remaining funds shall be retained by the school and redirected to support the broader NCS student body.

### High School Participation

Homeschool high school students may enroll in on-site classes according to the following structure:

- **One Class Enrollment** – Students may participate in one NCS class free of charge, with no deduction from their student allotment.
- **Two Class Enrollment** – Students who enroll in two NCS classes will contribute **25% of their student allotment** toward participation costs.

- **Class Participation Limit**

Homeschool students enrolled with Nikolaevsk Charter School (NCS) may participate in a maximum of two on-site classes per semester. This limit ensures that resources are equitably distributed, prioritizes scheduling for full-time enrolled students, and maintains the integrity of the homeschool program.

In-person, full-time NCS students will be given priority placement in all classes. Homeschool high school students will be offered any open seats remaining after core scheduling needs for full-time students have been met.

**K-8 Participation**

K-8 homeschool students may participate in quarterly project blocks that occur during the school's Career and Technical Education (CTE) period. These projects integrate Montessori methods with hands-on, thematic learning experiences and are offered at no cost to homeschool students.

Additionally, the homeschool advisor will provide enrichment opportunities, such as interest-based activities and field trips, to expand learning and strengthen community connections. To support families with multiple children, the CTE block and Montessori quarterly project block will be scheduled at the same time each day, allowing parents to drop off all participating homeschool students together.

**7.4.4 Annual Adjustments**

- NCS will review and adjust allotment amounts annually to account for inflation and rising costs of educational materials, ensuring students maintain equitable access to resources necessary for their ILPs.

**7.4.5 Compliance and Oversight**

- **Documentation Requirements:** Parents must submit appropriate documentation for all purchases made using allotment funds to ensure alignment with the student's ILP and compliance with state and federal financial policies.
- **Audit and Reporting:** NCS will maintain detailed records of all allotment fund distributions and expenditures. These records will be subject to periodic audits to ensure transparency and accountability in the management of public funds.

## Section 8: Transportation

References: **AS 14.09.010 (e)(1-3)(f)(g)** Transportation, **4 AAC 33.110** Charter School application and review procedure, **4 AAC 27.057** Charter School Transportation policy.

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 Rating: Compliant/Noncompliant
Plans for pupil transportation	page 51, page 110 (Appendix J)	

- i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)***

### 8.1 Section 8: Transportation

For the 2026–2027 school year, parents and guardians will be responsible for providing transportation to and from Nikolaevsk Charter School (NCS). NCS will continue to monitor and explore safe and feasible transportation solutions, in coordination with the district and state authorities, should conditions allow for district-provided or alternative transportation in the future.

## **Appendix A**

### **Evidence of School Board Approval**

## Appendix B

### NIKOLAEVSK CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Nikolaevsk Charter School, whose address is 65524 Nikolaevsk Rd, Nikolaevsk, Alaska 99556, hereinafter "Charter School," and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter "School Board."

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District (hereinafter "School District") in conformance with Alaska Statute 14.03.250–.290 and School District policies and procedures; and

WHEREAS, at its meeting dated [REDACTED], the School Board reviewed and approved Charter School's application; and

WHEREAS, at its meeting scheduled for [REDACTED], the Alaska State School Board will review and approve Charter School's application:

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

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2026–2027 school year and continuing through the last day of school in the 2030-2031 school year.

#### **1. Educational Program**

Charter School shall provide an educational program based on Montessori pedagogy for grades K–8 and Career and Technical Education (CTE) pathways for grades 9–12. In addition, the Charter School shall operate a homeschool program that offers families either full-time homeschool enrollment or a blended option that combines homeschool and in-person learning. The educational program shall be designed and implemented as defined in the Charter School Proposal as approved by the School District and the Alaska State Board of Education.

#### **2. Achievement Levels**

Charter School's educational program shall meet the specific levels of achievement specified in the proposal.

### **3. Policies and Procedures**

Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee.

a. **Admission Policies and Procedures:** Any resident of the school district who is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. Charter School shall also provide program options for families engaged in homeschooling as specified in the Charter School Proposal.

b. **Administrative Policies:** Charter School shall adhere to administrative policies as specified in the proposal.

c. **Student Conduct:** Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco, and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations, and school district policies.

### **4. Funding**

School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE-approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.

### **5. School District Charges**

All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district.

No tuition shall be charged to Charter School students who reside in the district. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.

### **6. Budget and Accounting**

Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

### **7. Facility**

Charter School shall be operated at 65524 Nikolaevsk Rd, Nikolaevsk, Alaska 99556.

The facility is managed by Alaskan Homestead Education, Inc. and will be leased to the Kenai Peninsula Borough School District for the purpose of operating Nikolaevsk Charter School.

The School District covenants and warrants that the facility will be operated in compliance with all local, state, and federal health and safety requirements applicable to public schools in the district.

Charter School shall not be responsible for paying utilities directly; the School District, as lessee, shall assume responsibility for facility operations under the lease agreement with Alaskan Homestead Education.

### **8. Teachers and Support Staff**

At the time of executing this contract, Charter School anticipates that the following teachers no specific names available and support staff will perform teaching/support services in the charter school:

- a) Administrator
- b) Teachers as budgeted
- c) Secretary
- d) support staff

Charter School shall promptly provide the School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through district processes and that teachers must sign a written contract with the School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

The Charter School agrees to hire an administrator with Class B Alaska certification.

### **9. Teacher-to-Student Ratio**

Charter School agrees to maintain the teacher-to-student ratio as defined in the charter school proposal approved by the School District.

### **10. Enrollment**

Charter School shall enroll a minimum of forty-four (44) students at all times and shall enroll a maximum number of students as specified in the proposal.

### **11. Contract Term**

This contract shall be effective upon complete execution and shall terminate at the end of five (5) academic years unless earlier terminated as provided elsewhere herein.

### **12. Termination**

This contract may be terminated by the School Board for Charter School's failure to meet educational achievements goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reason

therefore. If Charter School fails to remedy the cause for termination within the time provided by the School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

Upon the dissolution of Charter School the disposition of net proceeds for charitable gaming conducted under AS 05.15 will go to a permittee, other than a multiple-beneficiary permittee.

**13. Statement of State and Federal Law Compliance**

Charter School consents and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.

**14. Nonsectarian**

The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any institution.

**15. Charter School Proposal**

The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

**16. Exemption for Pupil Transportation**

Shall not be provided by the district under this contract.

**17. Exemption for Student Nutrition**

Shall not be provided by the district under this contract.

**18. Workers Compensation**

Cost will be charged based on actual salaries for workers compensation class code [redacted], school professional and clerical employees, and class code [redacted], all other school employees multiplied by the fiscal year workers compensation rate for these class codes. These costs will be charged to the applicable function code related to employee salaries

Class code---- School Professional Employee

Class code ---- Clerical Staff

Class code ---- Other School Employees

**19. Property and Liability Insurance**

Costs will be charged based on the Districts portion of the insurance cost per Borough Ordinance and the supporting documentation.

**Liability Insurance**

Costs will be allocated based on a pro-rata per-pupil share of risk management expenses, liability insurance, and any use of fund balance applied as a cost-leveling measure. The District's enrollment, as determined through the OASIS process, will be used to calculate the per-pupil cost for Nikolaevsk Charter School liability insurance. These costs will be charged to account 374-63-4100-0000-4470.

**Property Insurance**

Costs will be charged based on a per square foot basis using the total cost associated with school buildings divided by square feet for school buildings. This amount will then be multiplied by the total square feet allocated to Nikolaevsk Charter School. These costs will be charged to [redacted]

This Charter School was approved by the Kenai Peninsula Borough School Board on [Insert Date].

The undersigned agree to this contract as specified herein:

For Kenai Borough School District \_\_\_\_\_ Date: \_\_\_\_\_

For Nikolaevsk Charter School \_\_\_\_\_ Date: \_\_\_\_\_

All highlighted information has been requested from the District and is awaiting their review and response

## **Appendix C**

### **Nikolaevsk Charter School Bylaws**

#### Mission Statement

The purpose of Nikolaevsk Charter School is to provide a high-quality education, fostering academic excellence in a community focused, sustainable, small school environment.

#### Article 1

##### SCHOOL NAME

The name of the school Nikolaevsk Charter School, hereinafter referred to as NCS.

#### Article 2

##### IMPLEMENTATION OF MISSION STATEMENT

- A. To conduct NCS affairs in accordance with its mission statement.
- B. To exercise all such powers as are provided by state and federal law, Kenai Peninsula Borough School District (KPBSD) policy, including but not limited to the power to make use of and file the applicable forms (listed) under KPBSD policy 6187, and these bylaws in order to accomplish this NCS mission statement.
- C. Support teachers in maintaining a classroom environment where high academic, character, and citizenship standards can be met for all students.
- D. Support the administrator in the accomplishment of this mission statement through implementation of adopted policies and procedures while holding the administrator accountable for the achievement of measurable standards through annual review of test scores.
- E. Maintain current core curriculum classroom materials as approved by the APC.
- F. Encourage parents/guardians to actively participate in their child's education.

## Article 3

### ACADEMIC POLICY COMMITTEE

There shall be an Academic Policy Committee (APC) pursuant to Alaska State Statute 14.03.255. Organization and Operation of Charter Schools.

#### Section 1: APC Seats

##### A. Composition

The Academic Policy Committee (APC) shall consist of 7 voting members and up to three non-voting members:

- Six (6) parents of currently enrolled Nikolaevsk Charter School (NCS) students, elected at large by NCS parents.
- One (1) community member, nominated by the APC and elected by NCS parents, serves as a voting member.
- The Principal/Type B certificated administrator under contract to the school shall be an advisory member of the APC (non-voting).
- Teacher Representative (non-voting)
- Student Body President – student representative (non-voting; the student body president will be invited to attend when appropriate)

Any members of the charter school staff (classified or certified) who serve on the APC in a parent seat shall recuse themselves from any votes, discussions, or other APC proceedings pertaining to the Principal/Teacher's salary, contract, evaluation, and termination.

##### B. Parent Seat Terms

Parent members serve 3-year terms, beginning upon charter approval in 2025 or on February 28 for subsequent elections, and ending February 28 of the third year following their election, with the exception of the first operating year of the Charter. There shall be no limitation on the number of consecutive or non-consecutive terms that any parent member of the APC may serve.

To ensure continuity and prevent simultaneous replacement of the majority of seats, the 6 parent seats shall be staggered as follows:

- **Initial Terms (2025–2029):** For the current APC (established 2025), parent member

terms starting upon charter approval are assigned as follows:

- Natalie Thomas and Olivia Tipikin: Terms expire February 28, 2029
- Mariah Kerrone and Annebelle: Terms expire February 28, 2028
- Blake Sawyer and Tisa Nelson: Terms expire February 28, 2027
- **Ongoing Elections:**
  - After the initial terms, elections shall occur annually to replace expiring parent seats.
  - Each year, two parent seats shall be elected for a 3-year term.
  - Elected members shall be seated at the next APC meeting following February 28 of the election year.

### **C. Community Member Seat Terms**

The community member serves a 1-year term, beginning upon charter approval in 2025 or on February 28 for subsequent terms, and ending February 28 of the following year. There shall be no limitation on the number of consecutive or non-consecutive terms that any community member of the APC may serve.

The current community member, Jim Engebretsen, has a term expiring February 28, 2027. Community members are nominated by the APC and elected by NCS parents. They may be removed by a majority vote of the APC.

### **D. Vacancies**

- **Parent Seats:** Interim vacancies shall be filled by appointment by a majority of the remaining APC members, provided a quorum (4 voting members) exists. Appointed members shall serve until the end of the original term. If a quorum does not exist due to resignations or dismissals, a special election by secret ballot shall be held to fill vacant seats for the remainder of the original term.
- **Community Member Seats:** Vacancies may be filled at the nomination of the APC and election by NCS parents, serving until the end of the original term (February 28).

### **E. Election of Parent Members**

- Parent seats shall be filled by parents of currently enrolled NCS students, with only one parent per family eligible to serve.
- Nominations shall be accepted in writing during February.
- Elections shall be conducted via ballots distributed and collected in the NCS gymnasium on an APC-designated election day. One ballot per family shall be provided; in custody cases, only one custodial parent/guardian may vote.

## **F. Election of Community Member**

- A Community Member shall be nominated by the APC and elected by NCS parents.
- Nominations shall be accepted in writing during February.

## **Section 2: APC Offices**

The APC shall elect the following officer position as determined among the APC at the first APC meeting following the February election. The offices are:

1. Chairperson: The Chair-Person shall preside over all meetings of the APC and shall have the duties and powers normally given to that office, in addition to those particularly specified by these by laws.
2. Vice Chairperson: The Vice Chairperson shall have the powers and exercise the duties of the Chair in the Chair Person's absence or his/her incapacitation as well as assign duties by the APC over the course thereof.
3. Secretary- The Secretary shall keep a record of all meetings of the APC and shall have all the duties and powers normally attributed to the office of Secretary.
4. Treasurer- The Treasurer shall have access to all financial records of NCS both present and past and have all the powers and duties attributed to the office of Treasurer. The Treasurer shall give a financial report at each quarterly meeting of the APC and such report shall be made a part of the minutes of that meeting.

## **Section 3: APC Responsibilities**

1. The APC is accountable to the KPBSD School Board.
2. Pursuant to the State of Alaska Charter School Law (AS 14.03.255 (b) (4)), the NCS APC shall meet at least annually to monitor progress in achieving the committee's policies and goals. However, the APC will strive to meet at least 9 times.
3. The APC has the due responsibility to review and approve proposed annual budget, make changes to the maximum enrollment, curricula, plan, brainstorm approve and help bring to fruition co-curricular activities, as well as make any changes to policies and procedures of any part of Nikolaevsk Charter School that is under the jurisdiction of the APC.
4. The APC shall review all proposed contracts with any party seeking to make a contract

with the Nikolaevsk Charter School or any part thereof.

5. The APC will discuss the terms of employment of and hire the NCS Administrator.
6. The APC will conduct an Annual Administrator Performance Review based on the Administrator's contract and renew the contract as merited.
7. An APC member's absence from 3 consecutive APC meetings may constitute grounds for dismissal from the APC.
8. To avoid conflicts of interest, APC members shall disclose known or potential conflicts of interest prior to the time set for voting on any transactions and shall not vote on the matter or attempt to influence the decision of other APC members in voting on the matter. Such disclosure will be noted in the minutes of the meeting. The APC may, by a majority vote, determine there is not a conflict of interest. If no such declaration of conflict of interest is made while the person has such conflict of interest and such conflict of interest is made known to the board or any of its members at a subsequent meeting or at another time such may constitute grounds to nullify the vote of the person who wrongly declared they did not have such conflict of interest.
9. Members of the APC shall not receive any form of compensation due to their membership of the APC.
10. For voting purposes a quorum shall consist of 4 voting APC members. Action requires an affirmative vote of at least 4 of the voting members. Audio or video conferencing participation is permitted. The vote at a meeting held by teleconference shall be taken by roll call. Members of the APC may not vote by proxy.
11. All regular and special meetings of the APC shall be open to the public.
12. The APC may call an Executive Session to discuss any one or more of the following:
  - a. Attorney/client matters
  - b. Acquisitions, leases, rental, or sale of school property
  - c. Contract proposals and/or negotiations
  - d. Confidential or sensitive personal or student matters. Only those persons invited by the APC may be present during the Executive Session. The APC shall not make

final policy decisions, nor shall any resolution, rule, regulation, formal action, or any action approving a contract or regarding monetary payments or debts be adopted or approved at any session that is closed to the general public. Matters discussed during an Executive Session shall remain confidential among those attending. The Secretary of the APC will name the topic of the Executive Session in the APC minutes of the following, open to the public APC meeting.

13. Any APC member may resign at any time by giving written notice to the Chairperson or the Secretary of the APC. Such resignation shall take effect at the time specified in the written notice.
14. The APC may recommend removal of an APC member with an affirmative vote for removal by 4 of the APC members at an APC meeting open to the public. The APC member who is being considered to be removed from their office shall not participate in the voting of the APC on the matter of their removal.
  - a. Upon an affirmative vote by the APC to remove an APC member, such APC member shall be suspended from membership on the APC until a parent/guardian vote is conducted.
  - b. Removal of an APC member shall be confirmed a majority of the NCS parents, by ballot vote in the gymnasium of the school within 10 days such election will be held in a similar fashion to election day using paper ballots, conducted at a similar time and the parents of attending and (or) enrolled students given a similar notice.
  - c. Notifications of the removal of an APC member shall be posted within the minutes of the following APC meeting.

#### **Article 4**

#### **ADVISORY COMMITTEES**

The APC possesses and shall possess certain legal powers and prerogatives, which can not be delegated or surrendered to others or other committees. As a result, all recommendations of an advisory committee must be submitted to the APC for an or any official action. The APC shall have power to create or dissolve any advisory committee or committees and shall reserve the

right to exercise this right at any time during the term of the current Academic Policy Committee.

**Article 5**  
**NOTICE OF THE MEETINGS OF THE ACADEMIC POLICY COMMITTEE**

Notice of meetings of the APC and committee meetings shall be posted, at least one week prior, at a prominent place outside of NCS office. Such notice should include specified agenda information when possible, including any proposed policy, position, resolution, rule, regulation, or formal action to be considered. The posting of such notice shall be considered full and timely notice to the public of such meetings. Parents will also be notified of such meetings by receiving an email stating the same items of the posted notice of meetings. The “Notice of Meetings” can and may be posted on any social media account operated full or in part by Nikolaevsk Charter School.

**Article 6**  
**TRANSACTION OF BUSINESS**

All business shall be conducted through the financial office of the Kenai Peninsula Borough School District.

**Article 7**  
**BYLAWS**

A draft of changes to the bylaws of NCS will be read at two consecutive, open to the public, APC meetings before a vote is held regarding the changes. The approval or amendment of said bylaws requires a 2/3rd vote of the APC.

**Article 8**  
**BOOKS AND RECORDS**

NCS shall keep minutes of regular APC meetings and meetings of APC committees. It shall also keep at its registered or principal office: a record giving the names and contact information of the APC members and the APC committees. All records of NCS are considered public and may be inspected at any reasonable time.

**Article 9**  
**INDEMNIFICATION AND HOLD HARMLESS OF APC MEMBERS**

APC members shall be indemnified and held harmless in the conduct of official NCS business in the same manner as the members of the KPBSD School Board.

**Article 10**  
**DISSOLUTION**

On the dissolution of NCS, all properties not labeled as non profit property, shall be dispersed in accordance with contract provisions approved by the State of Alaska Department of Education and the Kenai Peninsula School District.

## Appendix D

### Evidence of Academic Policy, Committee Names and Respective Qualifications;

#### Academic Policy Committee Membership and APC Meeting Minutes

Nikolaevsk Charter School is governed by an APC consisting of parents, educators, and members of our community.

Chairperson-	Blake Sawyer (parent) term expires 2027
Vice Chairperson-	Natalie Thomas (parent) term expires 2029
Secretary-	Olivia Tipikin (parent) term expires 2029
Professional Development-	Mariah Kerrone (parent) term expires 2028
Special Events Coordinator-	Annebelle Kuzmin (parent) term expires 2028
Treasurer-	Tisa Nelson (parent) term expires 2027
Community Member-	Jim Engebretsen term expires 2027

These volunteers establish the mission for our school and ensure that the policies are in line with this mission. They oversee the management, budget, and processes of our school, according to established bylaws.

Additionally, APC members conduct an extensive rewrite of the charter and resubmit an application for renewal to the Kenai Peninsula School District and the State of Alaska a year five and then every ten years.

Parents and advisors serve three- year terms, and other community members serve one-year terms.

APC meetings are held at least 9 times a year and more, as needed. All members of the public, and especially our Nikolaevsk Charter families, are invited to attend meetings to engage with our APC members and learn more about school operations.

#### **Chairperson** Blake Sawyer

Blake is a father of six, with three children currently homeschooling and three still too young for school. He grew up in the Nikolaevsk area and, after serving his country as a Marine helicopter mechanic, returned home to raise his family and contribute to the community. In addition to his military service, Blake is also a skilled diesel mechanic, bringing both technical expertise and real-world problem-solving to his work. He is passionate about practical education that equips students with skills they can use in everyday life and believes that strong schools help build stronger communities. Blake is committed to supporting Nikolaevsk Charter School in preparing

the next generation with both academic knowledge and hands-on learning.

**Vice-Chairperson** Natalie Thomas

Natalie is a homeschooling mother of five and a dedicated member of the Nikolaevsk community. With four years of homeschooling experience, Natalie has developed skill in creating personalized educational plans that promote academic growth and creativity. As a homesteader, she offers a unique perspective, advocating for hands-on, community-rooted learning that reflects Nikolaevsk's values. Natalie previously taught high school Language Arts at the Nikolaevsk homeschool co-op, where she designed engaging curricula to support student learning. A graduate of San Diego State University, she has lived in Alaska for 13 years. She actively contributes to local initiatives with a focus on enhancing educational opportunities for families. Her commitment to collaborative decision-making and innovative education strengthens the APC's mission to select effective curricula and guide school leadership.

**Treasurer** Tisa Nelson

Raised in Nikolaevsk, Tisa Nelson is a respected member of the Nikolaevsk community and a homeschooling mother of five. As a local business owner and manager, she brings strong organizational and financial skills to the Academic Policy Committee. Tisa holds a Bachelor's degree in Science and has been a registered nurse since 2012, contributing her expertise through volunteer work at the local hospital. Her deep ties to Nikolaevsk Village and commitment to education make her a valuable asset to the charter school's mission.

**Secretary** Olivia Tipikin

Olivia has deep roots in the community and a genuine love for its children. A mother of three girls who grew up in Nikolaevsk, Olivia knows the students personally and understands the needs of both the school and the village.

Over the years, she has filled nearly every role at Nikolaevsk School—including secretary, nurse, temporary substitute teacher, hall monitor, custodian, and lunch staff—always stepping in wherever help was needed. While not formally certified in every position, Olivia's willingness to

serve and her many talents have made her an indispensable part of school life.

Beyond the school, Olivia has served for many years on the Nikolaevsk Community Council and is passionate about community development, including hydroponics and local food production. Her strong relationships with families, her dedication to the well-being of children, and her countless hours of service make her a trusted and invaluable member of the APC.

### **Professional Development/Curriculum Coordinator** Mariah Kerrone

Mariah Kerrone is serving on the APC as the professional development and curriculum coordinator. As a mother who has been homeschooling children for 12 years, raising them in Alaska with a lifestyle rooted in subsistence fishing and homesteading. She has also worked in both public and charter schools, giving her a well-rounded perspective on the strengths and challenges of different learning environments. Mariah graduated from Western Washington University, where she focused on early childhood development and psychology, providing her with a strong foundation in understanding how children learn and grow. She is dedicated to helping Nikolaevsk Charter School become a place where Alaskan kids receive a high-quality education that prepares them for both academics and real-life skills.

### **Special Events Coordinator** Annebelle Kuzmin

Annebelle Kuzmin is a vibrant member of the Nikolaevsk Charter School's Academic Policy Committee, bringing creativity and global perspective to her role as Special Events Coordinator. A mother of five, Annebelle was born and raised in South Africa, where her family managed a farm, instilling in her a strong work ethic and connection to community. A world traveler and multi-linguistic, she has a deep appreciation for diverse cultures. Annebelle designs and sells her own clothing and ceramics, showcasing her skills in textiles and pottery. Married to a Nikolaevsk Village native, she now calls the village home and actively homesteads, contributing her artistic talents and organizational flair to enrich the school's community events.

### **Community Member Jim Engebretsen**

Jim is a lifelong resident of Nikolaevsk, having grown up in the area and attended Chapman School. A mechanic, small business owner, and property owner in the village, Jim is a dedicated lifelong fisherman and a trusted pillar of the community. He brings practical problem-solving skills and a “jack-of-all-trades” approach that has benefited countless local projects.

Jim has volunteered extensively at both the statewide and local levels, particularly in water and soil conservation, and has served on the boards of numerous local organizations. His leadership, reliability, and willingness to step in wherever needed have made him a valued team member throughout the community.

Deeply familiar with the people, the local way of life, and the unique needs and strengths of Nikolaevsk, Jim is committed to supporting Nikolaevsk Charter School. He works to ensure the school remains rooted in community values while providing students with the skills and opportunities they need to succeed. For Jim, Nikolaevsk has been his family for many, many years.

### **Informative Positions on the APC**

Principal (non voting)

Teacher Representative (Non voting)

Student Body President - student representative (Non voting, student body president will be invited to attend when appropriate)

### **Evidence of APC Meetings**

Official Meeting minutes will be posted to the Nikolaevsk Charter School website upon approval of the charter.

#### **1.5.6.1. Jun 2, 2025 6:00pm 65524 Nikolaevsk Road.**

**In attendance:** Lisa James, Blake Sawyer, Colleen James, Jenny Stauffer, Annebelle Kuzmin, Nicole Donham, Mariah Kerrone, Natalie Thomas, Lisa Robbins, Juley McConnell, Sophia Martishev, Miron Martishev, Olivia Tipikin, Tisa Nelson, Jim Engebrestsen

**Discussion focused on the following:**

- General meeting for those interested in pursuing a charter school
- Charter School APC members nominated
- Community members in attendance vote in favor of the nominations

**1.5.6.2. Jun 9, 2025 at 6pm 64498 Nikolaevsk Road.**

**In attendance:** Blake Sawyer (member), Mariah Kerrone (member), Juley McConnell (member), Lisa Robbins (member), Sophia Martishev (member), Natalie Thomas (member), Olivia Tipikin (member), Jim Engebretsen, Annebelle Kuzmin, Nicole Donham, Kerstin Sawyer, Lisa James, Colleen James

**Discussion focused on the following:**

- APC voted on the roles of its members, and the number of seats of which the APC will be comprised
- Deadline for submitting the Intent to Develop Charter School Application
- Vision and mission for the school

**1.5.6.3. Jun 16, 2025 at 6:15pm 64498 Nikolaevsk Road.**

**In attendance:** Blake Sawyer (chairperson), , Juley McConnell (member), Natalie Thomas (member), Lisa Robbins (member), Olivia Tipikin (secretary), Sophia Martishev (treasurer), Lisa James, Colleen James, Annebelle Kuzmin, Jim Engebretsen, Kerstin Sawyer, Miron Martishev

**Discussion focused on the following:**

- Meeting to write the mission statement and vision statement for the school.
- Goals for the school
- Invite Tim Daugharty to next meeting
- Set up meeting with Robert Ruffner for use of the building
- Advertising

**1.5.6.4. Jun 23, 2025 6:15pm 64498 Nikolaevsk Road**

**In attendance:** Mariah Kerrone (vice chairperson), Olivia Tipikin (secretary), Sophia Martishev (treasurer), Lisa Robbins (member), Natalie Thomas (member), Juley McConnell (member), Lisa James, Colleen James, Annebelle Kuzmin, Jim Engebretsen, Miron Martishev, Tisa Nelson (via phone), Tim Daugherty (via phone)

**Discussion focused on the following:**

- Open Q&A with Daugharty (not speaking on behalf of the School Board)
- APC approves official Mission Statement
- Continue collaborating on Vision and Goals
- Special Education Services
- Twindly Bridge Charter School hybrid model

**1.5.6.5. Jul 1, 2025 6:15pm 64498 Nikolaevsk Road.**

**In attendance:** Blake Sawyer (chairperson), Olivia Tipikin (secretary), Juley McConnell (member), Natalie Thomas (member), Lisa James, Colleen James, Miron Martishev

**Discussion focused on the following:**

- Finalize the Vision Statement
- Blake Sawyer will act as point of contact for the Intent to Apply for a Charter, due Aug 1st
- Approving and publishing a parent interest survey/ intent to enroll to start building list of students
- Support of Nikolaevsk Community Council and local non-profit Alaskan Homestead Education, Inc.

**1.5.6.6. Jul 7, 2025 6:15pm 64498 Nikolaevsk Road.**

**In attendance:** Blake Sawyer (chairperson)- via phone, Mariah Kerrone (vice chairperson), Olivia Tipikin (secretary), Sophia Martishev (Treasurer), Juley Mc Connell (member), Lisa James, Nicole Donham, Colleen James, Miron Martishev

**Discussion focused on the following:**

- Members present vote on finalized vision statement
- Open discussion on curriculum
- Open discussion on school policy
- APC has gathered strong interest from community in a homeschool/hybrid option
- Meeting with IXL representative set for July 14th at 6:15pm

**1.5.6.7. Jul 18, 2025 6:15pm 64498 Nikolaevsk Road.**

**In attendance:** Blake Sawyer (chairperson), Olivia Tipikin (secretary), Natalie Thomas (member), Lisa Robbins (member), Lisa James, Colleen James, Kerstin Sawyer

**Discussion focused on the following:**

- Meeting to finalize Intent Narrative Application and discuss enrollment survey.
- APC members present vote in favor of adoption of homeschool-hybrid model to include and support all families in our community
- APC members present vote in favor of finalized Goals
- Open discussion on policies and educational program

**1.5.6.8. Jul 22, 2025 6:30pm 65524 Nikolaevsk Road in the school parking lot.**

**In attendance:** Blake Sawyer (chairperson), Mariah Kerrone (vice chairperson), Olivia Tipikin (secretary), Natalie Thomas (member), Lisa Robbins (member), Juley McConnell (member), Lisa James, Colleen James, Kerstin Sawyer, Nicole Donham, Jim Engebretsen

**Discussion focused on the following:**

- Delegate APC members into groups, one publish the enrollment survey and one group to write the charter application.
- Intent Application has been submitted
- MOA for the building
- Open discussion on curriculum and policies

**1.5.6.9. Aug 5, 2025 6:15pm 65524 Nikolaevsk Road in the school parking lot.**

**In attendance:** Blake Sawyer (chairperson), Mariah Kerrone (vice chairperson), Olivia Tipikin (secretary), Natalie Thomas (member), Lisa James, Colleen James, Jim Engebretsen

**Discussion focused on the following:**

- Intent application received by KPBSD. Need required meetings
- Current results of the distributed interest and enrollment survey
- Progress of the charter application, access to Google Docs
- Resignation of Sophia Martishev from APC
- APC votes in favor of addition of Jim Engebretsen to the APC
- APC votes in favor of new APC roles for Mariah Kerrone, and Natalie Thomas
- Set up a meeting with Robert Ruffner regarding the building
- Informative presentation for the community about the charter school
- Open discussion on curriculum and policies and administration

**1.5.6.10 Aug 12, 2025 6:30pm 65524 Nikolaevsk Road in the school parking lot**

**In attendance:** Blake Sawyer (chairperson), Natalie Thomas (vice chairperson, Olivia Tipikin (secretary), Mariah Kerrone (treasurer), Lisa Robbins (member), Jim Engebretsen (member), Annebelle Kuzmin

**Discussion to focus on the following:**

- to discuss fundraising for radio advertisement and planning for community presentation.
- APC votes in favor of Montessori for K-8 curriculum and CTE for high school program
- Plan a tour of Soldotna Montessori.
- Bylaws and academic policies.
- school mascot and colors

**1.5.6.11 Aug 19, 2025 6:30pm 65524 Nikolaevsk Road in the school parking lot**

**In attendance:** Blake Sawyer (chairperson), Natalie Thomas (vice chairperson), Olivia Tipikin (secretary), Mariah Kerrone (treasurer), Jim Engebretsen (member), Juley McConnell (member), Lisa Robbins (member)

**Discussion to focus on the following:**

- Academic Program and bylaws
- Insight into CTE with retired CTE teacher
- Still needing budget meeting and MOA

**1.5.6.12 Aug 26, 2025 6:30pm 65524 Nikolaevsk Road in the school parking lot**

**In attendance:** Natalie Thomas (vice chairperson), Olivia Tipikin (secretary), Mariah Kerrone (treasurer), Jim Engebretsen(member)

**Discussion to focus on the following:**

- upcoming meetings, goals, deadlines
- Bylaws and Academic Policies

**1.5.6.13 Sept 10, 2025 6:00pm 65524 Nikolaevsk Road in the school parking lot**

**In attendance:** Mariah Kerrone (treasurer), Natalie Thomas (vice chairperson), Olivia Tipikin (secretary), Jim Engebretsen (member), Tisa Nelson

**Discussion to focus on the following:**

- Debriefing on the 9/2/25 meeting with Robert Ruffner regarding the building
- Debriefing on the 9/9/25 meeting with Kari Dendurent and her financial team regarding budget

**1.5.6.14 Sept 16, 2025 6:30pm 65538 Nikolevsk Road**

**In attendance:** Blake Sawyer (chairperson) via phone, Natalie Thomas (vice chairperson) -via phone, Mariah Kerrone (curriculum coordinator), Olivia Tipikin (secretary), Tisa Nelson (treasurer), Annebelle Kuzmin (special events coordinator), Lisa Airaudi

**Discussion to focus on the following:**

- Resignation on members Juley McConnell and Lisa Robbins
- Nomination and voting in by quorum of 2 new APC members Tisa Nelson and Annebelle Kuzmin
- APC votes in favor of new role for Mariah Kerrone
- Nomination and voting on the APC roles of the 2 new members
- Upcoming meeting on 9/22/25 with Kari Dendurent regarding MOA
- Tour of Soldotna Montessori on 9/22/25
- Finishing charter application with goal to submit on 9/22/25

## Appendix E

### **Nikolaevsk School Administrative Policy Manual**

#### Nikolaevsk Charter School Administrative Policy Manual

Nikolaevsk Charter School (NCS) will comply with Alaska State Statutes applicable to charter schools and with Kenai Peninsula Borough School District's Charter School Policy. The bylaws of the Academic Policy Committee adhere to applicable laws, policies, and regulations of the district, borough, and state. When in doubt, the APC Board and administration of NCS will refer to the KPBSD, KPAA, KPEA, KPESA, and appropriate training institutions for guidance on charter school law, labor law, and state and local school district policy.

The charter application, including the APC Bylaws, serves as the foundation for the Administrative Policy Manual (APM) for NCS. This living document is maintained by the APC Board and provides guidelines that ensure the daily requirements of the school's operations are met. Review, adoption, and amendments to the APM are the result of APC meetings and reflect and ensure ongoing actions and practices fall within the parameters established by the charter application and contract approved by both the KPBSD and DEED.

The Principal/Administrator and APC Chair are expected to follow and ensure compliance of NCS with the administrative policy manual, charter application, and APC bylaws. The administrator attends district-wide administrator meetings when possible and advises the staff and APC Board of KPBSD policies and procedures. When a situation arises not covered by the NCS policy manual, the staff will follow the applicable administrative policies of the district.

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**Section 1: Establishment of the Charter at the Local Level**

**1.a Primary Purpose**

The purpose of Nikolaevsk Charter School is to deliver an innovative hybrid academic program tailored to the diverse needs of the Nikolaevsk and Anchor Point communities, fostering a lifelong passion for learning.

Our school serves both families seeking a traditional public school experience and those who prefer the flexibility of homeschooling, ensuring every student has access to a supportive, community-centered education.

- Traditional Program (On-Campus, 5 Days/Week): Students receive a comprehensive curriculum, instruction from certified teachers, access to specialized courses, and extracurricular activities in a close-knit community setting.
- Homeschool Hybrid Program: Families receive guidance from certified teacher advisors, access to specialized courses, group learning projects, and extracurricular opportunities. This model supports families balancing education with agricultural and homesteading lifestyles while reducing the need for long, costly drives to access homeschool support

services.

Nikolaevsk Charter School bridges the gap between existing educational models by providing flexible, high-quality opportunities that foster academic growth, social connection, and community engagement.

### **1.b Local School Board Approval**

Nikolaevsk Charter School operates under the authority of the Kenai Peninsula Borough School District (KPBSD). Local school board approval will be documented and included in Appendix A once finalized.

### **1.c Evidence of the Signed Contract**

Nikolaevsk Charter School will operate under a charter contract between the Academic Policy Committee (APC) and the KPBSD Board of Education. The signed contract, including all required elements, will be submitted upon completion and filed as Appendix B.

### **1.d Charter School Bylaws**

The bylaws of Nikolaevsk Charter School define the structure, authority, and responsibilities of the Academic Policy Committee. They establish procedures for governance, policy development, and accountability. The bylaws will be included as Appendix C.

### **1.e Academic Policy Committee (APC)**

The Academic Policy Committee (APC) is the governing body of Nikolaevsk Charter School. The APC will, hereby, consist of: six parents or guardians of currently enrolled NCS students, the school administrator or appropriate staff designee acting in an advisory, and non-voting capacity, a student representative acting in an advisory, non-voting capacity, and a selected

community member. The Nikolaevsk Charter School (APC) shall operate according to the provisions of Alaska Statute 14.03.255. The APC may execute any powers delegated to it by federal or Alaska state law. The Academic Policy Committee (APC) will meet at least quarterly to monitor progress in achieving the schools' goals. The role of the APC:

- Establish and adopt school policies.
- Approve the school's annual budget.
- Oversee educational programs and outcomes.
- Supervise and evaluate the school principal.
- Ensure compliance with the charter contract, KPBSD policies, and state and federal law.

The APC works collaboratively with the KPBSD Board of Education, which maintains ultimate oversight authority, ensuring that Nikolaevsk Charter School remains aligned with district standards while meeting community-specific needs.

## **Section 2: Organization and Administration**

### **2.a Administration of the Charter School**

The Academic Policy Committee (APC) provides governance for Nikolaevsk Charter School (NCS) in accordance with Alaska State statutes. The APC is responsible for establishing and monitoring school policies, ensuring compliance with state law, and overseeing the administrator. The administrator reports directly to the APC and is charged with day-to-day management, staff supervision, and ensuring that educational programs meet the goals outlined in the charter. The school will employ a certificated principal/administrator, certificated teachers, a certificated special education teacher, and clerical staff.

### **2.b NCS Administration and Staff Roles**

#### **Staff and Instructional Oversight**

Staff are responsible for implementing policies established by the APC and ensuring student success across Montessori and CTE programs. The administrator oversees staff professional development, performance evaluations, and ensures adherence to established educational and

safety standards.

Based on the current signed intent to enroll 42 full-time students and 40 homeschool students for the 2026–2027 school year. Nikolaevsk Charter School anticipates employing the following staff, but will adjust this with enrollment growth:

- **Principal/Teacher (1.0 FTE, Type B Certificate):** Oversees the daily in-person, homeschooling, and hybrid operations of the school and the effective implementation of Montessori programs (K–8) and Career & Technical Education (CTE) programs (9–12); oversees the supervision of assessment, grading, and reporting systems; supervises and evaluates all certified and classified staff; develops and implements professional development plans; provides standing reports to the APC at scheduled meetings; completes district-required reports; attends KPBSD administrative meetings; prepares the annual program budget for APC approval; manages the financial, facility, and resource allocations according to the approved the budget; and ensures compliance with applicable laws, Alaska State Standards and KPBSD policies.
- **Certified Teachers (3.0 FTE):**  
Deliver instruction to students through whole-group, small-group, and individualized teaching. Maintain ongoing communication with parents regarding classroom activities and student progress. Assess student learning using formative and summative assessments aligned with state standards.
- **Certified Teacher Advisor (1.0 FTE):**  
Works collaboratively with parents of homeschool families to develop and monitor Individualized Learning Plans (ILPs). Maintains records of student progress and parent communication.
- **SPED/Interventionist (1.0 FTE):**  
Develops and implements Individualized Education Programs (IEPs). Ensures timely annual reviews and triennial evaluations. Supports classroom teachers in implementing accommodations and modifications. Meets all federal, state, and district requirements related to special education.
- **CTE Instructor (0.25 FTE):**Lead hands-on learning experiences, guide students in developing technical and career skills, and support exploration of real-world applications.

- **Secretary/Administrative Assistant (1.0 FTE):**  
Provides clerical support for daily school operations. Manages communication with parents, staff, and community members. Maintains attendance, registration, enrollment, and permanent student records. Supports budgeting and reporting functions.
- **Custodian (0.5 FTE):**  
Maintains and cleans the school facility in accordance with the rental agreement with Alaskan Homestead Education. Custodial services will be provided by Alaska Homestead Education.
- **School Nurse (as needed):**  
Maintains health and immunization records; establishes and trains staff in health protocols, medication management, and student illness procedures, in compliance with state law and district policy. Nursing services will be provided by Alaska Homestead Education.

### **Collective Bargaining Agreements**

Nikolaevsk Charter School will honor existing bargaining agreements with the Kenai Peninsula Borough School District (KPBSD) for any covered employees.

### **Administrator Qualifications**

The school administrator will be a principal holding a current Alaska Type B Administrative Certificate.

### **Teaching Staff**

Instruction will be provided by certificated teachers and/or qualified instructors as determined by parent/guardian and approved in the ILP. Eligible teachers include current or retired KPBSD teachers, or certificated teachers on the district's eligible-to-hire list.

- Teachers employed by or retired from KPBSD, or listed as eligible-to-hire, may be employed by NCS. Assignment to the school requires teacher consent.
- Teachers and academic advisors will be evaluated in accordance with district and state requirements. Instruction may include comparative teaching about religions but may not advocate for or against any particular belief (AS 14.0090, Sept. 15, 1988 Op. Att'y Gen.).
- Teacher compensation will follow the existing KPBSD collective bargaining agreement.
- Hourly compensation will be calculated by dividing the teacher's annual salary (per the

105 Salary Schedule) by the number of school days and contracted hours.

- The principal, with input from the APC, will select and supervise teachers. Student assignments will be determined through procedures designed jointly by the principal and APC.

## **2.b Administrative Policy Manual**

This Administrative Policy Manual is a living document maintained by the APC. It is reviewed and updated regularly to reflect compliance with the charter contract, district requirements, and state law. Amendments to the manual are adopted during APC meetings and recorded in official minutes.

### **Policy Development and Implementation**

NCS develops internal policies to govern curriculum, student assessment, staff conduct, and operational procedures. These policies are:

- Approved by the APC and reviewed annually.
- Designed to meet state standards and promote student achievement.
- Maintained on-site for staff access and accountability.

### **Continuous Improvement**

The APC and administrator review policies and operational outcomes annually to ensure that the school's programs remain effective, relevant, and aligned with the educational needs of the Nikolaevsk community.

### **Compliance and Reporting**

NCS maintains records and documentation to demonstrate compliance with all applicable state and federal statutes. Reporting to KPBSD is limited to statutory requirements and charter contract obligations. NCS reserves authority over all instructional, operational, and administrative decisions.

### **Operation of Social Media Account and Website**

NCS will operate a school website that will allow students and parents to find all necessary tools. NCS also has the power to operate social media accounts on all major and minor social media platforms.

## **2.c APC Meetings**

The Academic Policy Committee will administer the contract with the Kenai Peninsula Borough School District Board of Education, ensuring that NCS operates in compliance with federal, state, and local laws and regulations.

- The APC will hold at least quarterly (generally monthly) meetings to review progress, update goals, revise handbooks and policies, and make decisions regarding educational and programmatic matters.
- The APC will conduct at least one annual goal-setting meeting to review data, establish school goals, and align priorities with community and educational needs.
- Periodic school improvement work sessions will be scheduled, with guidance from the school administrator and partnering entities, to ensure the APC operates using best practices in school governance.
- The school administrator will attend all APC meetings and subcommittee meetings, providing updates on staffing, budgeting, facilities, and school operations.
- Assess student academic outcomes and program effectiveness
- Facilitate necessary adjustments to school operations and curriculum
- Evaluate the performance of the school administrator
- Review and oversee financial management
- Make informed decisions regarding curriculum implementation and development

The APC will document meeting outcomes and action items to ensure transparency, accountability, and continuous improvement. Staff, parents, and community members are encouraged to attend APC meetings. Staff may be invited to present reports about school functions such as cultural events, field trips, or family engagement activities.

## **2.d Parental and Community Involvement**

NCS is a public school. Teachers and staff are hired under Kenai Peninsula Education Association negotiated agreements, and Nikolaevsk Charter School is and will be administered under a specific Academic Policy Committee (APC) according to the provision of the applicable

Alaska Statute. The APC sets school policy and is accountable to the parents of enrolled students. The APC is subject to its written bylaws and funding formulas negotiated by the Kenai Peninsula Borough School District. Parents are encouraged to be involved in the education of their children at NCS. Parents are expected to support the educational needs of their children by assisting in various areas of organization and preparation. Parents and community members are encouraged to be involved in NCS, including volunteering in classrooms and/or the office, serving on the APC, and/or its subcommittees.

Parents are strongly encouraged to volunteer 38hrs per school year, per family. In Nikolaevsk, “it takes a village” and we are stronger when we come together.

## **2.e Standard Parent and Teacher Contacts for Continuous Sustainable Improvement of Academic Learning and Administration**

Nikolaevsk Charter School (NCS) maintains regular and structured communication between parents and teachers to support student learning and the effective administration of the school. Standard practices include:

### **Parent-Teacher Conferences – In-Person Students**

NCS will hold parent-teacher conferences twice per year for all in-person students. These conferences provide families with opportunities to:

- Review student progress, assessment results, and classroom performance.
- Discuss learning goals, instructional needs, and areas for growth.
- Collaborate with teachers to adjust Individual Learning Plans (ILPs) as needed.
- Address social and emotional development, ensuring a well-rounded educational experience.
- Celebrate student achievements and set strategies for continued success.

Conferences are designed to strengthen the partnership between families and teachers, providing a structured space to ensure students remain on track academically and personally.

- **Homeschool and Hybrid Family Support:** Families participating in the homeschool or hybrid models have additional structured contact with their assigned advisor. Advisors assist with the development and review of Individual Learning Plans (ILPs), monitor student progress, provide guidance on coursework and standards, and follow up on

grades to ensure students are meeting academic expectations. We aim to offer an allotment comparable to other local homeschool program options (e.g., Connections and IDEA) while leaving flexibility for adjustment according to inflation and needs specific to the particular circumstances of our rural community.

- **APC Feedback Opportunities:** Parents are invited to provide feedback during each Academic Policy Committee (APC) meeting. Each agenda includes a dedicated parent comment section to solicit input on school operations, programs, and student learning.
- **Regular Communication:** Weekly newsletters and announcements are sent to families through written letters and email. Parents may join the NCS email list to receive electronic communications and updates.
- **Annual Parent Survey:** The APC administers a yearly survey to all parents to gather feedback on the academic year, identify areas for improvement, and inform future planning.

Through these regular contacts and feedback mechanisms, NCS ensures ongoing collaboration with families, promotes continuous improvement in academic programming, and provides structured support for both in-person and homeschool students.

## 2.f School Calendar

Nikolaevsk Charter School will follow a calendar beginning in August and ending in May, providing 170 instructional days while accommodating Russian Orthodox religious observances.

### 2026–2027 School Year Calendar

- Start Date: August 12, 2026
- End Date: May 26, 2027
- Winter Break: December 21, 2026 – January 8, 2027 (three weeks, to include Russian Orthodox Christmas on January 7).
- Pascha break May 3-7, 2027 (this varies year to year)
- Spring Break: March 15-19, 2027
- Other Closures: Standard U.S. holidays observed by KPBSD, including:
  - Labor Day – September 7, 2026
  - Thanksgiving – November 26–27, 2026
  - Memorial Day – May 31, 2027 (not in session, but included for clarity).

- Nikolaevsk Charter School’s calendar aligns with the Kenai Peninsula Borough School District (KPBSD) calendar, providing 170 student days and 188 teacher workdays. Should the State of Alaska require a minimum of 180 student days, the school will make the necessary adjustments to ensure full compliance with state requirements.

## **Section 3: Educational Program and Student Achievement**

### **3.a. Educational Program**

Nikolaevsk Charter School (NCS) offers a hybrid educational model that combines Montessori instruction for grades K–8 with Career and Technical Education (CTE) pathways for grades 9–12. The school provides two distinct options:

- **Five-day, on-campus program:** Designed for families seeking a structured public school experience.
- **Homeschool support program:** Offers certified teacher advisors, elective opportunities, and access to specialized courses for families desiring flexibility.

This dual approach reflects the needs of the Nikolaevsk and Anchor Point communities, where agricultural and homesteading lifestyles are common, and ensures equitable access to a high-quality, community-centered education.

### **3.b. Instructional Program Addresses State Standards**

NCS aligns instruction with the Alaska Content and Performance Standards, ensuring education is both academically rigorous. Montessori instruction fosters self-directed learning, independence, and mastery of foundational skills in grades K–8. In grades 9–12, CTE courses provide hands-on, career-focused learning in fields such as agriculture, construction, engineering, and applied arts.

### **Alaska Reads Act Compliance**

Nikolaevsk Charter School (NCS) will comply with the **Alaska Reads Act (AS 14.03.420–14.03.440)**, which requires schools to identify and provide support for students in grades K–3 who demonstrate a reading deficiency as measured by the state-approved screening

and assessment tools. In the event a student is identified as below proficiency, NCS will develop an **Individual Reading Improvement Plan (IRIP)** in collaboration with parents, in alignment with the timelines and requirements outlined in the Act.

At NCS, these plans will be developed and implemented by our Montessori teachers, ensuring interventions are seamlessly integrated into the Montessori curriculum and philosophy. While Montessori instruction has historically resulted in students performing at or above their grade level in literacy, NCS recognizes its obligation under the Alaska Reads Act and will meet all state requirements should a student fall below proficiency.

### **3.c. Plans to Serve Special Populations**

NCS is committed to providing an inclusive education for all students. The school will:

- Offer specialized services for students with Individualized Education Programs (IEPs) and 504 Plans in accordance with state and federal requirements.
- Provide targeted interventions for students identified through a Multi-Tiered System of Supports (MTSS).
- Adapt Montessori and CTE instructional practices to meet the needs of neurodivergent learners.
- Support the academic and social growth of gifted students through enrichment opportunities.
- Provide instruction and resources for bilingual learners to ensure language development and academic success.
- Partner with families to ensure support is personalized and respectful of cultural and community values.

### **3.d. Objectives for Program Achievement**

NCS has established the following objectives:

1. Academic Growth: Students will demonstrate measurable progress in reading and math, with a focus on proficiency beginning in the first year of operation.
2. Career Readiness: High school students will graduate with skills, certifications, and

experiences that prepare them for employment, postsecondary education, or vocational training. Community Responsiveness: Students will engage in projects that honor local traditions, agriculture, and homesteading lifestyles, strengthening community ties.

3. Support for Homeschool Families: The hybrid model will expand access to resources, training, and electives, improving educational outcomes for homeschoolers.
4. Professional Growth: Staff and parents will receive ongoing Montessori and CTE training to sustain program quality.

### **Written objective for Academic Success**

Academic success at NCS will be seen through performance in the state standardized test in current use during the current school year. Nikolaevsk Charter School will constantly be looking to improve the state testing results of the attending students. Nikolaevsk Charter School will discover and document the level of state deemed, proficient, advanced, approaching proficient and needs support (or any future terms used by the state to deem academic performance) and seek to improve and (or) maintain the level of proficient and advanced students.

In addition students academic success will be measured by quarterly and semester grades assigned by teachers of the Nikolaevsk Charter School.

### **3.e. Student Assessment Utilized**

Student achievement will be measured through a variety of assessments, including:

- State-mandated assessments (e.g., PEAKS, AK STAR)
- Benchmark literacy testing administered three times annually
- Montessori-based evaluations, including portfolios, observational records, and performance demonstrations
- CTE-based assessments, such as project completions, skills checklists, certifications, and apprenticeships
- Formative and summative classroom assessments, including oral presentations, written work, and digital demonstrations

### **NCS Student Assessment**

Academic success will be quantified and measured using the aforementioned assessments.

Including but not limited assessments administered by the State of Alaska and the instructors at NCS. Nikolaevsk Charter School exists to fulfill students' academic and developmental needs. NCS submits the following description of our assessment plan which draws from current educational research, state standards, KPBSD School District goals, parent surveys, and needs assessments. Performance standards are evaluated using both formal and informal objective and subjective assessment tools. Multiple assessments are used to evaluate and document student achievement, including anecdotal record keeping, reading assessments, student portfolios, report cards, presentations, and state-mandated standardized tests. Attainment of standards is demonstrated by oral presentation, written examinations, writing samples, audio recordings, artistic renderings, technology presentations, or any combination of these examples.

AK Reads Act Assessments will be given three times a year to track progress and identify students that have fallen behind grade level standards, as well as identify the areas that students require additional help. An MTSS program will be implemented that meets AK requirements, to meet the needs of the students that fall behind.

## **Section 4: Professional Development**

### **4.a Summer Training (2026 – Tentative Dates)**

- **June 3–7:** CTE-focused training for high school instructors, covering rural trades, applied technologies, and safety certifications.
- **June 10–14:** Montessori introductory and refresher training for K–8 teachers using AMS online materials, supporting both new and experienced staff.
- **July 7–11:** School-wide staff orientation and instructional planning:
  - Integration of Alaska State Standards
  - Trauma-informed instruction strategies
  - Project-based learning practices
  - Hands-on Montessori instructional methods

*Dates are flexible and subject to change based on provider availability and staffing needs.*

#### **4.b Ongoing School-Year Training (2026–2027)**

- Monthly In-Service Days (First Friday of each month): Focus on curriculum alignment, instructional strategies, peer coaching, and student support.
- Quarterly Staff Workshops (October, January, April): Led by external consultants with expertise in Montessori pedagogy, CTE instruction, special education, and project-based learning.
- Ongoing Learning Opportunities:
  - Webinars, online courses, and peer observations
  - Focused sessions on special education, behavioral interventions, and effective teaching practices
  - Attendance at state or national professional conferences when applicable

#### **4.c Montessori Certification & Training**

- NCS staff will participate in professional development through American Montessori Society (AMS) and Center for Guided Montessori Studies (CGMS).
- Staff will complete blended (online + in-person) training to meet Montessori credentialing requirements.
- By Year 3, full Montessori school certification is anticipated, with K–8 staff fully implementing Montessori practices.

#### **4.d Career & Technical Education (CTE) Training**

- CTE instructors will receive professional development in applied trades and safety standards.
- Training will include:
  - Trade-specific certifications (e.g., shop safety, first aid, equipment operation)
  - Effective instructional strategies for hands-on CTE learning in rural settings
  - Integration of CTE into project-based and Montessori-aligned instruction
- Ongoing PD will include industry workshops, peer collaborations, and continuing education updates.

#### 4.5 Professional Development Timeline & Milestones

Year	Montessori Milestones	CTE Milestones
Year 1 (2025–2026)	AMS membership initiated; CGMS training begins for 4 staff	Hire/designate CTE lead; initial safety/trade certifications; first CTE summer training
Year 2 (2026–2027)	Continue Montessori certification; deeper curriculum implementation	Expand CTE programming; incorporate student projects; ongoing workshops
Year 3 (2027–2028)	Full Montessori certification expected; K–8 practices fully implemented	CTE offerings stabilized; hybrid Montessori + CTE learning; continuous improvement

#### 4.6 Oversight and Evaluation

- NCS will maintain records of all PD activities, including attendees, hours, content focus, and reflections.
- Staff feedback will be collected after sessions to assess relevance and effectiveness.
- The Academic Policy Committee (APC) will review annual reports on PD progress, Montessori certification status, and CTE program development.

### Section 5: Facility

#### 5.a Proposed Location

NCS’s proposed location is at the Nikolaevsk School, 65524 Nikolaevsk Road 99556 in the village of Nikolaevsk, Alaska. Nikolaevsk Charter School is currently pursuing a building agreement with the Kenai Peninsula borough.

#### 5.b Written Facility Plans and Evidences Thereof

Nikolaevsk Charter School is in active negotiations to lease the former Nikolaevsk School building from the borough. Once the final lease agreement is executed, a copy of the contract will be inserted here as documentation of the facility plan. Health, Safety, and Compliance

In accordance with KPBSD Board Policy 6187 – Charter Schools Policy, NCS will ensure all facilities meet federal, state, and borough building, fire, health, and safety codes. The charter school is responsible for:

- Obtaining inspections from the Department of Environmental Conservation (DEC) and the fire marshal
- Correcting any deficiencies in non-district facilities
- Maintaining compliance throughout the duration of the charter contract

Certificates and Compliance Documentation:

- Certificates from DEC and the fire marshal confirming facility compliance with all applicable regulations will be maintained on file.

## **Section 6: Admissions**

### **6.a. Admission Policies**

AS 14.18.020 “No person may be deprived of access to an educational program or activity based on sex, race, religion, color, national origin, or disability.” Nikolaevsk Charter School shall not discriminate against applicants based upon any of the protected classes, and shall provide equal access to its facilities to all students in compliance with state and federal law. Nikolaevsk Charter School (NCS) is a public school. Tuition cannot and will not be charged. NCS will serve the students living inside of the current (2024-2025 District map) Nikolaevsk school boundaries with priority. The staff’s children/grandchildren account for a small percentage of the student body, and are to be considered the highest priority. Families (whether full-time or homeschooled) that have signed an intent to enroll in 2025 will be accepted for the 2026-2027 school year. Parents must meet with the Administrator prior to enrollment. NCS reserves the right to test all students for proper academic placement. NCS will accept all eligible students including those who are at-risk and academically low-achieving, exceptional students, and those with special needs to promote diversity in the student population.

### **6.b. Recruitment and Lottery Procedure**

NCS will advertise on local social media as well as posting on local bulletin boards and at local events. Nikolaevsk Charter School shall enroll all eligible students who submit a timely application, without discrimination. Families submit one application listing all eligible children to ensure family unity. Applications are accepted digitally (via email or online portal) or in person by 4PM February 28th for the upcoming school year. In the event of an excess of timely applications, the charter school and Kenai Peninsula Borough School District shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to NCS. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by a random drawing. Those whose applications are not drawn will be entered into a lottery to determine their place number on the waitlist. Students who have enrolled in NCS will automatically qualify for future terms, until they graduate or are withdrawn. If a student who is enrolled has a sibling, including foster siblings that would like to enroll in NCS, the enrollment will be accepted at any time.

Enrolled homeschool students may enroll in up to 2 in-person classes. If timely applications exceed capacity for any program, class, grade level, or the school, a lottery is conducted to determine their family's place on the waitlist, with families of homeschool students in Grades 9-12 given first consideration.

#### **Lottery**

The lottery will be held on the second Tuesday in April and is to be supervised by an outside agency. The lottery is managed by an impartial third-party organization (e.g., a certified auditing or administrative firm) to ensure transparency and fairness. Each family drawn in the lottery is assigned a place number based on the order of the random draw. This place number determines enrollment order and persists for waitlisted families in subsequent years until all their children are enrolled or graduate (e.g., the youngest child completes 12th grade).

Family applications will be flagged as either "full-time" or "homeschool" and the applications that have priority status (e.g. living inside of the current (2024-2025 District map) Nikolaevsk school boundaries or those including homeschool student(s) in Grades 9-12) will have an additional flag. Applications are assigned a waitlist number by random drawing. As space becomes available, (e.g. due to withdrawal) NCS will reach out to the family closest to the top of the waitlist with priority status, until all priority status applications are exhausted. In the case

there are no applications with priority status, the family at the top of the waitlist will be enrolled. Selected families are notified via email, phone, or mail within one week of the lottery.

## **Section 7: Fiscal**

### **7.a. Budget Summary and Financial Plan**

Nikolaevsk Charter School (NCS) will be funded primarily through the state public education foundation formula and local per-pupil contributions. Additional revenue sources may include federal Title I funds, competitive and formula grants aligned with the school's mission, community fundraising events, and contributions from an affiliated non-profit organization. All fundraisers and grant applications will be coordinated and approved by the Academic Policy Committee (APC) to ensure alignment with NCS priorities and legal requirements.

The school's projected budget covers staffing, instructional materials, facility use, and operational expenses, with indirect costs capped at 4% per DEED guidelines. Annual appropriations lapse at fiscal year-end, except for encumbered funds, which carry forward to the next fiscal year. Homeschool students enrolled in Nikolaevsk Charter School (NCS) will receive allotments to support purchases outlined in their Individual Learning Plans (ILPs). Allotments are designated at the family level, allowing funds to be used for any enrolled student within the same household as needed. Unspent funds will roll over annually for continued use by the family, provided at least one student from the household remains continuously enrolled at NCS. Should all students in the family withdraw from NCS, any remaining funds shall be retained by the school and redirected to support the broader NCS student body.

### **7.b. Fiscal Assurances**

NCS will maintain financial records in accordance with federal, state, and local laws. Accounting and budgeting processes follow KPBSD procedures, and NCS cooperates fully with district personnel for annual audits. All leases, debts, and obligations of NCS are the responsibility of the school and do not constitute liabilities of KPBSD. Payroll, purchasing, and financial reporting are managed in coordination with KPBSD, ensuring transparency and compliance. Detailed records of revenues, expenditures, and homeschool allotments are maintained and subject to audit.

## **Section 8: Transportation**

**8.a** For the 2026–2027 school year, parents and guardians will be responsible for providing transportation to and from Nikolaevsk Charter School (NCS). NCS will continue to monitor and explore safe and feasible transportation solutions, in coordination with the district and state authorities, should conditions allow for district-provided or alternative transportation in the future.

## **Section 9: Corrective Action at NCS**

### **9.a Academic Expectations and Corrective Procedures**

Students at Nikolaevsk Charter School are expected to maintain at least a C (70%) average in all subject areas. Students experiencing academic difficulty will receive individual or small-group support from a tutor or other staff member, under the direction of NCS, with input from the student, teacher, parent, or other relevant staff.

Indicators that a student may require additional support include, but are not limited to:

- Failing to turn in assignments resulting in a grade below 70%.
- Demonstrating a lack of understanding in class or in submitted work.
- Consistently submitting low-quality work.
- Submitting three or more consecutive assignments below a passing grade.

When appropriate, students may be referred for special education services.

### **Academic Probation**

- Middle School: Students who do not meet academic expectations will be placed on academic probation for five academic days.
- High School: Students with a C (70%) or lower will be placed on academic probation for ten academic days.

Probation is enacted when a student has failing grades on three or more consecutive

assignments over a period of 10–30 days, as determined by the administrator with input from the instructor.

During probation, an Academic Corrective Contract is established between the student, staff, and parents, outlining specific academic goals and expectations. At the end of the probation period:

1. Staff will review the student's progress.
2. If the terms of the contract are met, the student is removed from probation.
3. If the student has not met the agreed-upon terms, the contract will be revised, and the student will remain on probation for an additional ten academic days.

Students who remain on probation after repeated interventions will be referred to the Intervention Team for additional support and planning.

### **9.b Disciplinary Actions at NCS**

The purpose of our disciplinary policy is to foster an environment where teacher centered instruction is both possible and effective. Classroom teachers will work with their students to establish rules and consequences in their classroom. Additionally, the school staff will construct rules and consequences for general indoor/outdoor areas and will be responsible for enforcing them.

#### **Card-Based Discipline System**

Nikolaevsk Charter School uses a card-based discipline system for students of all ages and grades. Each student is issued four cards: green, yellow, red, and white.

#### **Daily Start:**

- Students generally begin each day on green.

#### **Card Pulls and Meaning:**

- **Green** → **Yellow**: Minor offense; a warning or area of caution.
- **Yellow** → **Red**: Continued minor infractions; may result in a special chore or minor restriction.
- **Red** → **White**: Further infractions; student is referred to the administrator, and a

parent/guardian is contacted.

#### **Behavior Contracts:**

- If a student receives multiple white cards over time, a behavior contract will be created outlining specific expectations and steps to improve behavior.

#### **Administrative Referral:**

- Students engaging in mischief or repeated violations may be sent directly to the administrator for review.
- The administrator gathers information from the student, teacher, and other relevant parties before determining consequences.
- Parents are notified of all administrative interactions and consequences.

#### **Escalation:**

- Persistent or severe behavioral issues may lead to suspension or, after due process, a recommendation to the KPBSD School Board for expulsion.
- NCS follows KPBSD policies concerning alcohol, drugs, weapons, and other serious infractions.
- Discipline is applied progressively, escalating as needed, with the goal of corrective intervention before severe consequences.

### **Section 10: Nikolaevsk Charter School Complaint Resolution Policy**

Nikolaevsk Charter School values open communication and is committed to resolving concerns promptly and fairly. Parents, students, and community members are encouraged to bring forward complaints or concerns following this process:

1. **Direct Resolution** – Concerns should first be discussed directly with the staff member involved.
2. **Escalation to Administration** – If the issue is not resolved, the complaint may be submitted in writing to the school principal or director.
3. **APC Review** – If the concern remains unresolved, it may be brought to the Academic Policy Committee (APC) for review and final decision.
4. **District Appeal** – If necessary, unresolved matters may be appealed through the Kenai Peninsula Borough School District's established procedures.

All complaints will be addressed in a respectful and timely manner. Retaliation against individuals who raise concerns are strictly prohibited.

## **Accountability**

The Nikolaevsk Charter School Academic Policy Committee (APC) shall operate according to the provisions of Alaska Statute 14.03.255. The APC may execute any powers delegated to it by federal or Alaska state law. The APC will, hereby, consist of: five parents or guardians of currently enrolled NCS students, the school administrator or appropriate staff designee acting in an advisory, and non-voting capacity, a student representative acting in an advisory, non-voting capacity, and a selected community member.

The Academic Policy Committee (APC) will meet at least quarterly to monitor progress in achieving the schools' goals.

Nikolaevsk Charter School will develop a complaint resolution policy along with their administrator, in accordance with all applicable laws, statutes and policies.

## **Section 11: NCS Dress Code Requirements for Staff, Students and Volunteers**

All students and staff are expected to abide by these uniform requirements. The dress code is designed to ensure a positive and distraction-free learning environment, foster school pride, and promote student safety.

### **1. Clothing Must Be Appropriate:**

- Clothing should be clean, modest, and in good repair.
- Attire must not disrupt the educational process or pose a safety hazard.
- Clothing should not display offensive, obscene, or inappropriate content, including references to drugs, alcohol, tobacco, violence, or discriminatory language.

### **2. Tops:**

- Shirts must have sleeves (e.g., short or long sleeves; no sleeveless tops, tank tops, or crop tops).
- No low-cut or revealing tops that expose cleavage, midriff, or undergarments.
- Hoodies are allowed, but hoods must remain down during school hours for safety and identification purposes.

### **3. Bottoms:**

- Pants, shorts, skirts, or dresses must be worn at the waist and fit appropriately.
- Shorts and skirts must be at least mid-thigh length or longer.
- No sagging pants or exposed undergarments.

- Leggings and yoga pants are permitted only if paired with a top that reaches mid-thigh.

#### **4. Footwear:**

- Closed-toed shoes are required for safety (e.g., sneakers, loafers).
- No flip-flops, sandals, or high-heels
- Shoes must be appropriate for school activities, including recess and gym.

#### **5. Accessories and Other Items:**

- Hats, caps, or head coverings are not permitted indoors, except for religious or medical reasons.
- Jewelry should not be excessive or pose a safety risk (e.g., no large hoop earrings or spiked accessories).
- Backpacks and bags must be stored in lockers or designated areas during class time.

#### **6. Prohibited Items:**

- Clothing with gang-related symbols or logos.
- Pajamas, slippers, or costumes (except on designated spirit or theme days).
- See-through, ripped, or overly tight clothing that reveals undergarments or skin inappropriately.
- Face paint or masks that obscure identity (except for approved events).

#### **7. Special Considerations:**

- Physical Education: Students must wear appropriate athletic attire (e.g., sneakers shorts/sweatpants, and t-shirts) during PE classes.
- Dress-up Days: NCS may allow exceptions for spirit weeks, cultural events, or special activities, but guidelines for modesty and appropriateness still apply.
- Religious/Cultural Accommodations: Reasonable accommodations will be made for religious or cultural attire upon request.

#### **8. Enforcement:**

- First violation: Verbal warning and opportunity to correct attire (e.g., change into school-provided clothing or call home).
- Repeated violations: May result in parent/guardian contact, detention, or other disciplinary actions.

## Appendix F

### Program that Aligns with State Content Standards and Statewide Assessment System

Our program will address Alaska content standards and align with the statewide assessment system by integrating the KPBSD standards-aligned curriculum framework for language arts, mathematics, science, and social studies with Montessori content and methods. The KPBSD curriculum framework can be found here:

<https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/>.

Nikolaevsk Charter School's (NCS) high school Career & Technical Education (CTE) program integrates core academics with hands-on, career-focused training to meet Alaska State Graduation Requirements (4 AAC 04) and statewide assessment requirements (4 AAC 06.710–790). The program prepares students for postsecondary training, trade careers, entrepreneurship, and community leadership through project-based learning, dual-credit opportunities (e.g., Kenai Peninsula College, AVTEC), and industry certifications. Instruction emphasizes applied skills, safety, workplace readiness, and alignment with Alaska Performance Scholarship (APS) criteria where applicable.

CTE instruction builds on Montessori foundations of independence and applied learning (K–8), emphasizing student agency, real-world problem solving, and integrated academic application across pathways. Our high school program will be grounded in the KPBSD curriculum framework which ensures alignment with Alaska content standards and alignment with the statewide assessment system. The KPBSD curriculum framework can be found here:

<https://kpbsd.org/departments/assistant-superintendent/instructional-services/curriculum/>.

Additionally, our program will meet KPBSD's graduation requirements by following the course progression and required credits outlined in KPBSD board policy 6146.1 found here:

<https://go.boarddocs.com/ak/kpbsd/Board.nsf/goto?open&id=B9ZSBY71B6AA>

## **Appendix G**

### **Admission Policy and Procedures**

Nikolaevsk Charter School (NCS) is a public school. Tuition cannot and will not be charged. NCS will serve the students living inside of the current (2024-2025 District map) Nikolaevsk school boundaries with priority. The staff's children/grandchildren account for a small percentage of the student body, and we ask that the district allow the staff's children and grandchildren to be considered the highest priority. Families (whether full-time or homeschool) that have signed an intent to enroll in 2025 will be accepted for the 2026-2027 school year. Parents must meet with the Administrator prior to enrollment. NCS reserves the right to test all students for proper academic placement.

### **Evidence of Equal and Bias-Free Access**

AS 14.18.020 "No person may be deprived of access to an educational program or activity based on sex, race, religion, color, national origin, or disability." Nikolaevsk Charter school covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.

### **Student Recruitment Procedure and in Case of Excess Applications**

NCS will advertise on local social media as well as posting on local bulletin boards and local gatherings. Nikolaevsk Charter School shall enroll all eligible students who submit a timely application, without discrimination. Families submit one application listing all eligible children to ensure family unity. Applications are accepted digitally (via email or online portal) or in person by 4PM February 28th for the 2026-2027 school year. In the event of an excess of timely applications, the charter school and Kenai Peninsula Borough School District shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to NCS. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by a random drawing. Those whose applications are not drawn will be entered into a lottery to determine their space number on the waitlist. Students who have enrolled in NCS will automatically qualify for future terms, until they graduate or are withdrawn. If a student who is enrolled has a sibling, including foster siblings that would like to enroll in NCS, the enrollment will be accepted at any time.

The lottery will be held on the third Tuesday in March and is to be supervised by an outside agency.

### **Enrollment for In-Person Full-Time Students for the 2026-2027 School Year**

In year one, the enrollment for in-person classes will be capped at approximately 80 students (20 per class) with priority given to full-time students first, then high school homeschoolers, and their younger enrolled siblings. Class maximums (20 students per class) are flexible to avoid separating families.

### **Enrollment for Homeschool students for the 2026-2027 School Year**

In year one the homeschool enrollment will be capped at 75 students to ensure Individual Learning Plans can be effectively overseen by our certified teacher advisor, and homeschool families will have access to personalized support. If timely applications exceed these numbers, students shall be admitted by random drawing until capacity is reached. Students not selected in the random drawing will be entered into the lottery to determine their place on the waitlist.

Enrolled homeschool students may enroll in up to 2 in-person classes. If timely applications exceed capacity for any program, class, grade level, or the school, a lottery is conducted to determine their family's place on the waitlist, with families of homeschool high school students given first consideration.

## Appendix H

### Projected Budget

#### Proposed Budget 2026-2027

All funding generated by NCS students will be provided to NCS. **ALASKA STATUTES 14.03.260**  
Funding for charter schools

The "amount generated by students enrolled in the charter school" **is to be determined in the same manner as it would be for a student enrolled in another public school in that school district** and includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under **AS 14.17.410(c)**, special needs under **AS 14.17.420(a)(1)**, and secondary school vocational and technical instruction under **AS 14.17.420(a)(3)**. A school district shall direct state aid under **AS 14.11** for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to state aid under **AS 14.11** for construction or major maintenance of a school facility that is not a charter school.

The following budget is based on the FY 2026 Projected Revenue provided to NCS by Alaska DEED, and adjusted to reflect a projected count of 42 students (including 2 intensive needs) and 40 correspondence students:

### Nikolaevsk Charter School Projected Budget

Budget	Descriptions	FTE	Comments
1,113,111.00	Foundation Formula (AADM at \$6,660)		
2,673.00	Quality Schools		
266,815	Additional Allowable		
<b>\$ 1,382,599.00</b>	<b>Total Projected Revenue</b>		
Budget	Descriptions	FTE	Comments
109,474.00	Principal/Teacher	1.00	Principal Salaries
236,292.00	Certified Teacher	3	Teachers' Salaries
78,764.00	Certified Teacher/Advisor	1	
78,764.00	SPED Teacher	1	
20,000.00	CTE Instructor	0.25	
7,000.00	subs		
48,880.00	Administrative Assistant	1	Secretary's Salaries
263,329.00	Employee Benefits		TRS/PERS, FICA, Medicare, UI, LI
10,000.00	Professional Technical services		
72,000.00	Utilities		
65,000.00	Maintenance		
	In-Kind		KPB in-kind and rent
130,000.00	Supplies/Materials		
3,000.00	Office Supplies		
50,304.00	Indirect Services		KPBSD indirect services
50,000.00	Equipment		
108,000.00	Homeschool Allotments		2,700.00 x 40
\$10,350.00	Teacher Training		AMS Professional Development
<b>\$ 1,341,157.00</b>	<b>Total Projected Expenditures</b>		
<b>\$ 41,442.00</b>	<b>Unallocated amount</b>		Contingency/ Reserves

### Alaska Homestead Education

Alaska Homestead Education (AHE) is a 501c3 established for Nikolaevsk Charter School. AHE agrees to provide Nikolaevsk Charter school with a **nurse, custodial services, groundskeeping and furniture.**

### **Nikolaevsk Community Council**

Nikolaevsk Community Council is a 501c3 in partnering support with Nikolaevsk Charter School and agrees to provide liability insurance for \$1,000,000.00

### **Breakdown of Materials Costs: \$130,000.00 Total**

- \$50,000 K-8 Montessori instructional materials
- \$10,000 High School core curriculum
- \$70,000 CTE instructional materials

**All other funding generated by NCS student enrollment not included in the proposed budget by KPBSD will be provided to NCS for the appropriate spending purposes, (Title I, Lunches, Transportation, etc).**

## Appendix I

### Financials

#### Statement of Charter Funding

All funding generated by NCS students will be provided to NCS. ALASKA STATUTES 14.03.260

Funding for charter schools

The "amount generated by students enrolled in the charter school" **is to be determined in the same manner as it would be for a student enrolled in another public school in that school district** and includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). A school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to state aid under AS 14.11 for construction or major maintenance of a school facility that is not a charter school.

KPBSD, or any relevant boards, shall allocate funding for NCS in accordance with Alaska State Law, including administrative costs. This is to be determined by applying the Department of Education approved indirect cost rate to the amount allocated for Nikolaevsk Charter School. An annual budget for NCS shall be submitted to the school district according to schedules established as standard by the Kenai Peninsula School District. Funds shall be made available to Nikolaevsk Charter School on July 1st of each year of this contract. The amount of the budget will be adjusted immediately following the ADM (average daily member) count period as established by the State of Alaska. All materials and services provided by the school district to Nikolaevsk Charter School shall be provided to Nikolaevsk Charter School at rates equal to those of other schools in the district. No tuition shall be charged to Nikolaevsk Charter School students who reside in the Kenai Peninsula School District. Fees shall be consistent with KPBSD policy and any funds collected from charter school students shall be retained by the Nikolaevsk Charter School.

## Method of Accountability for Receipts and Expenditures

### Funding and Financial Operations

Funding for Nikolaevsk Charter School (NCS) is based on the per-pupil allocation from the federal, state and borough to the district.

There is a standard percentage (4%) of the per-pupil operating revenue retained by KPBSD for routine services provided by the District in the handling of payroll, purchasing, business services, accounts payable, insurance, and other services. This 4% fee is accounted for by KPBSD in a detailed breakdown of services and is applied to NCS's operating budget **after allocations for building, maintenance, and utilities expenses**. NCS will use the normal procedures established by KPBSD for its accounting, purchasing, and business functions.

Grants, gifts, donations, and special revenue funds may also be received by NCS if accepted by the APC and will be used for the specified purpose agreed upon at the time of acceptance. Fees may be charged only for optional activities held outside of the instructional day.

NCS will also seek to develop Memorandums of Understanding with the Alaskan Homestead Education for services pertaining to custodial work, school nursing, and school meal programs and the facility.

The NCS budget is built upon the student count of 80 in-person students and 75 homeschool hybrid students in grades K–12. Similar to the district budget, the NCS budget development process is centered on students. The students generate funding on a per-pupil basis, and these amounts will be used for preliminary budget purposes. Of course, the preliminary NCS budget is built from district averages and will need to be adjusted as actual enrollment numbers are realized.

## **Power of Operation**

NCS is responsible to operate with the allocated funds it receives, consistent with law, and has the authority to independently exercise the following powers: prepare a budget; contract for goods and services; purchase, lease, or rent furniture, equipment, and supplies; and accept and expend donations, gifts, or grants according to the specifications of the donor.

The school administrator and administrative assistant will work with the KPBSD finance department to ensure appropriate accounting. In the event additional staffing is required to assist with the charter school's accounting, the school will budget for additional in-house support.

NCS will work cooperatively with KPBSD to seek appropriate assistance in the areas of finance, budget, insurance, legal issues, administrative and instructional in-services, and workshops to help ensure the most economical and sensible decision-making process in the utilization of budget funds. NCS will utilize the APECS system for succinct record keeping, and the APC will review financial records at monthly meetings to ensure effective oversight.

## **Administrative Assistant Accounting Duties**

- **Record Keeping** – Performs secretarial/bookkeeping duties such as but not limited to: processing payroll, petty cash, and pro-card statements; data entry; processing reimbursements; processing requisitions; reviewing and managing budget accounts as necessary; answering phone calls/emails; documenting parent contacts. Manages, processes, and audits all school attendance. Maintains, processes, and audits all student records, including permanent records, enrollment information, student demographics, transfers, and charter school lottery procedures. Maintains all student attendance records and communicates with parents, teachers, and students regarding attendance. Initiates, processes, audits, and updates specific reports, records, and files, including but not limited to: student enrollment, discipline, and attendance records. Creates, updates, and maintains appropriate files and records. Ensures that required records and

paperwork are handled efficiently, orderly, and confidentially with consideration for long-term archiving.

- **Fiscal Duties:**

- Processes and tracks certified, classified, and substitute payroll
- Processes and tracks vendor payments and contracts
- Maintains accurate records of the school's student activity funds
- Provides budget information to the administrator upon request
- Purchases curriculum and school supplies

## **Appendix J**

### **Transportation**

For the 2026–2027 school year, parents and guardians will be responsible for providing transportation to and from Nikolaevsk Charter School (NCS). NCS will continue to monitor and explore safe and feasible transportation solutions, in coordination with the district and state authorities, should conditions allow for district-provided or alternative transportation in the future.

## **Appendix K**

### **School Meals Program**

Nikolaevsk Charter School (NCS) is partnering with Alaskan Homestead Education (AHE) to develop a sustainable, high-quality school meals program that emphasizes whole, nutritious foods and aligns with our educational mission and local agricultural values. As our school garden and community agriculture initiatives grow, we aim to incorporate fresh, locally produced ingredients into the meals we serve. Through our Career and Technical Education (CTE) program, older students will engage in hands-on learning by planning menus, preparing meals, managing food safety protocols, serving students, and handling kitchen clean-up and bookkeeping. This integrated approach supports student nutrition and wellness while equipping students with practical life and career skills.

## **Exhibit A**

### **Nikolaevsk Charter School Calendar (2026-2027)**

**Nikolaevsk Charter School’s calendar aligns with the Kenai Peninsula Borough School District (KPBSD) calendar, providing 170 student days and 188 teacher workdays. Should the State of Alaska require a minimum of 180 student days, the school will make the necessary adjustments to ensure full compliance with state requirements**

**Calendar on next page**

# Kenai Peninsula Borough School District

## 2026-27 Nikolaevsk Charter School Calendar

<b>C</b> School Closes	<b>O</b> School Opens
<b>E</b> End of Quarter	<b>CI</b> PT Conference/Inservice
<b>H</b> Legal Holiday	<b>V/M</b> Vacation/Make Up Day
<b>IW</b> Inservice/Work	<b>ER</b> Early Release Day

July 2026							August 2026							September 2026							October 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4								1		1	2	3	4	5				1	2	3			
			H																								
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
										IW	IW	IW		H													
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
							IW	IW																IW/E			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			25	26	27	28	29	30	31	
																							CI	CI			
							30	31																			
# of Inservice Days:							# of Inservice Days:	5						# of Inservice Days:	0						# of Inservice Days:	3					
# of Student Days:							# of Student Days:	14						# of Student Days:	21						# of Student Days:	19					
# of Teacher Days:							# of Teacher Days:	19						# of Teacher Days:	22						# of Teacher Days:	22					

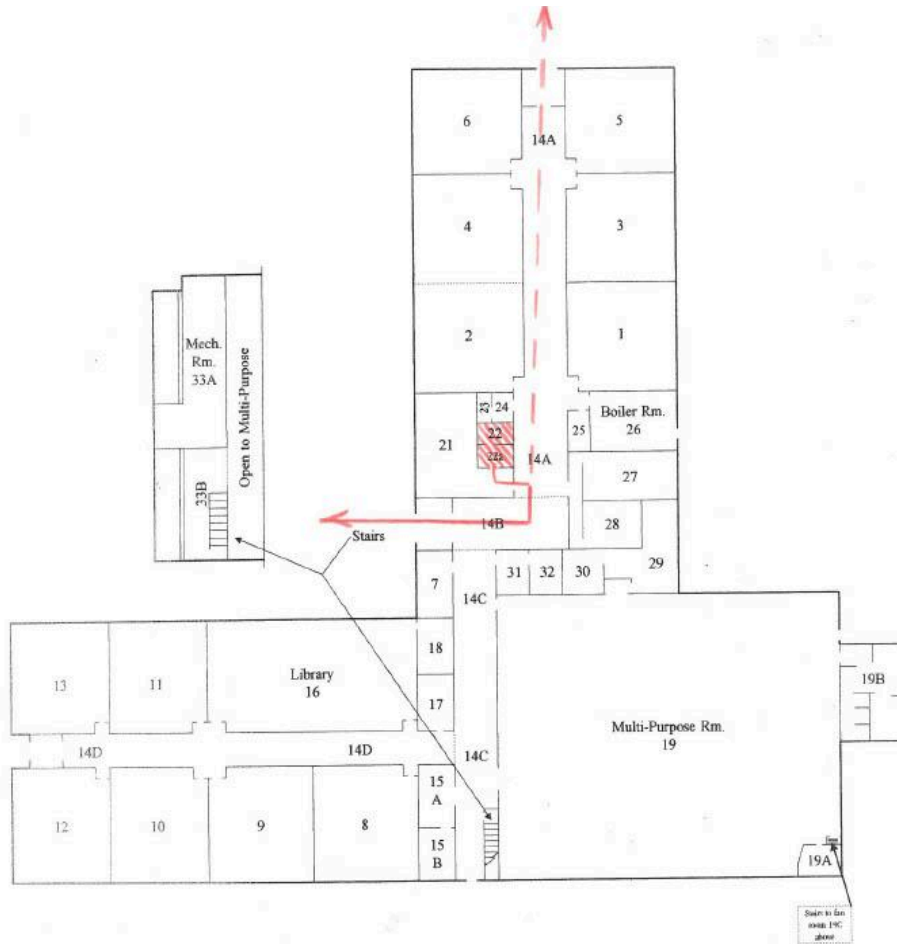
November 2026							December 2026							January 2027							February 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7													1	2	1	2	3	4	5	6	
																			H								
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
														V	V	V	V	V					CI	CI			
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
																				M							
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
				H	H		IW/E	V	V	V	H																
29	30						27	28	29	30	31		24	25	26	27	28	29	30	28							
							V	V	V	V																	
													31														
# of Inservice Days:	0						# of Inservice Days:	1						# of Inservice Days:	0						# of Inservice Days:	2					
# of Student Days:	19						# of Student Days:	14						# of Student Days:	15						# of Student Days:	17					
# of Teacher Days:	21						# of Teacher Days:	16						# of Teacher Days:	16						# of Teacher Days:	19					

March 2027							April 2027							May 2027							June 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6														1	1	2	3	4	5			
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	7	6	7	8	9	10	11	12
														V	V	V	V	V									
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30				
													30	31													
													H														
# of Inservice Days:	1						# of Inservice Days:	0						# of Inservice Days:	1						# of Inservice Days:						
# of Student Days:	16						# of Student Days:	22						# of Student Days:	13						# of Student Days:						
# of Teacher Days:	17						# of Teacher Days:	22						# of Teacher Days:	14						# of Teacher Days:						

End of Quarter				Inservice Dates				Legal Holidays & Vacation Days			
1st Quarter	46	days	Teacher First	August 5	August 5, 6, 7, 10, 11	Independence Day	July 3				
2nd Quarter	41	days	Teacher Last	May 27	October 16	Labor Day	September 7				
3rd Quarter	41	days	Student First	August 12	December 21	Thanksgiving	November 26-27				
4th Quarter	42	days	Student Last	May 26	March 12	Winter Break	Dec 21-Jan 8				
	170	days	<b>PT Conference/IS Days</b>	May 27	May 27	Spring Break	March 15-19				
Approved: 01/09/2023)			Oct 29 & 30			Russian Orthodox Pascha	May 3-7				
Dept of Ed. Approved:			Feb 11 & 12			Vacation/Make Up	Feb 15 & Mar 26				
						Memorial Day	May 31				

# Exhibit B



## FIRE EVACUATION PLAN

- Primary
- - - - Secondary

NOTE: Drawing Is Not To Scale

KENAI PENINSULA BOROUGH - Nikolaevsk school #036 #1 Warrior Way, Nikolaevsk, Alaska		
Basic Floor Plan		
By: MGM	Revised: 9 - 04 - 2002	Drawing 1 of 1

## **Exhibit C:**

### **Community Approval**

On June 2nd, a community meeting was held at Nikolaevsk School where families gathered to discuss the possibility of opening a charter school. The community was in full agreement, with 100 percent support expressed for moving forward. This strong and unified response reflects the overwhelming desire voiced by the community for many years. During the meeting, several members stepped forward to assume leadership roles, and the Academic Policy Committee (APC) was formally established. A detailed record of this meeting can be found on pages 69–70.

**Exhibit D**

**Intent to Enroll**

Parents name	Number of Student to enroll 2026-2027	Student grade 2026-27	Current School	Traditional or homeschool hybrid
██████████	1 Student	12th	IDEA	traditional
██████████	4 Students	3rd, 5th, 11th, 12th	IDEA	traditional
██████████	1 Student	10th	Homer High	traditional
██████████	3 Students	12th, 7th, 5th	Homer High, Chapman, IDEA	traditional
██████████	1 Student	7th	Chapman	traditional
██████████	4 Students	4th, 3rd, 3rd, K	IDEA	traditional
██████████	3 Students	9th, 6th, 5th	Chapman	traditional
██████████	1 Student	5th	West Homer	traditional
██████████	1 Student	3rd	Chapman	traditional
██████████	5 Students	8th, 6th, 3rd, 1st, K	IDEA	traditional
██████████	3 Students	12th, 7th, 4th	IDEA	homeschool
██████████	4 Students	12th, 11th, 9th, 5th	Connections	homeschool
██████████	4 Students	4th, 2nd, K, K	Connections	homeschool
██████████	5 Students	11th, 10th, 7th, 5th, 2nd	IDEA	homeschool

██████████	1 Student	4th	West Homer	traditional
██████████	1 Student	4th	Connections	Homeschool Considering traditional
██████████	2 Students	6th, 5th	IDEA	homeschool
██████████	4 Students	11th, 11th, 2nd, K	IDEA	homeschool
██████████	2 Students	9th, 4th	IDEA	Homeschool Considering traditional
██████████	1 Student	K		homeschool
██████████	3 Students	11th, 9th, 1st	IDEA	traditional
██████████	2 Students	11th, 7th	IDEA	homeschool
██████████	2 Students	8th, 6th	IDEA	homeschool
██████████	3 Students	6th, 4th, 2nd	IDEA	traditional
██████████	1 Student	9th	IDEA	Homeschool Considering traditional
██████████	3 Students	6th, 4th, 2nd	IDEA	Homeschool Considering traditional
██████████	1 Student	K		traditional
██████████	1 Student	10th	Homer High	traditional

██████████	1 Student	9th	Flex	traditional
██████████	2 Students	7th, K	IDEA	traditional
██████████	2 Students	11th, 7th	Connections IDEA	traditional
██████████	1 Student	K	IDEA	traditional
██████████	3 Students	3rd, 2nd, K	Connections	homeschool
██████████	2 Students	12th, 12th	Connections Homer High	homeschool
██████████	1 Student	6th	Connections	homeschool
██████████	3 Students	8th, 5th, 5th	Chapman	traditional

## Exhibit E

Feature / Program	Nikolaevsk Charter School (NCS)	Homer High School	Ninilchik School	Chapman Elementary	Soldotna Montessori	Connections Homeschool Program
Location	Nikolaevsk Village	45 min away	45 min away	30 min away	70+ miles away	Remote
In-Person Classes	Yes	Yes	Yes	Yes	Yes	No
Hands-On / Experiential Learning	Yes	Limited	Limited	No	Limited	No
Montessori Education	K-8	No	No	No	Yes	No
Career & Technical Education (CTE)	Yes, high school	Limited	Limited	No	No	No
Parent Support / Training	Yes	No	No	No	No	Minimal
Advisor-to-Student Ratio	Low	Standard	Standard	Standard	Standard	High
Hybrid / Homeschool Options	Yes (flexible in-person or remote)	No	No	No	No	Yes
Unique Programs	STEM, engineering, agriculture, community projects, service learning	Standard curriculum	Standard curriculum	Standard curriculum	Montessori only	Standard homeschool support

## Exhibit F

### Description of 2026/2027 School Schedule

#### K-8 Schedule

**8:30- 11:00– Core Instruction/Montessori Work Cycle:** Math, Language Arts, Science

**11:00-11:30– Lunch:** Community meal in shared lunchroom, featuring culturally relevant foods prepared by the students when possible (e.g., vegetable soups). Separate from high school

**11:30-12:00– Recess:** Outdoor play, fostering social skills in rural Alaskan context

**12:00- 1:30– Specials (Music, PE, Art):** Standards based activities (e.g., PE: SPARK, outdoor games; art: nature sketches, Alaska PE/ Arts Standards). Rotates daily.

**1:30- 3:25– Montessori Work Cycle:** Continued science/social studies tasks. Grades 6-8 finalize CTE tasks (e.g., decorating stakes with hand tools) in separate spaces

**3:25- 4:25– Flex/Advisory:** Independent work, Montessori choice activities (e.g., reading, practical life), or community projects (e.g., garden maintenance).

The Schedule will include the following components:

- 2.5 hours of core instruction (30 minutes math, 120 minutes of Language Arts)
- 30 minutes of Specials (music/PE/ art)
- 1 hour for Recess & Lunch
- 3 hours of Montessori work cycles (math, language arts, cultural studies, practical life skills )

#### High School Block Schedule

Nikolaevsk Charter School proposes a 90-minute block schedule for core subjects (Math, Science, English/Language Arts, and Social Studies) to foster personalized learning and support a multi-grade classroom environment. This structure is designed to allow students to progress at their own pace on grade-appropriate curricula (e.g., Algebra I for 9th grade, Geometry for 10th grade) while facilitating seamless integration of homeschool students who wish to join on-campus classes for specific subjects, such as math or science.

The 90-minute block schedule offers several key advantages:

- **Personalized Learning:** Extended blocks provide time for differentiated instruction, enabling teachers to address diverse skill levels within a single classroom. Students can engage in independent, group, or teacher-led activities tailored to their grade-specific standards, ensuring mastery of core concepts.
- **Multi-Grade Flexibility:** The schedule supports mixed-grade classrooms by allowing teachers to deliver targeted instruction and assign grade-appropriate tasks within the same block. This is particularly effective for subjects like math, where 9th graders may focus on Algebra I while 10th graders work on Geometry.
- **Homeschool Integration:** Homeschool students can enroll in specific blocks without committing to a full school day, aligning their participation to fulfill their ILP criteria with the school's curriculum and standards. This flexibility strengthens community ties and expands educational opportunities for homeschool families.
- **Deeper Engagement:** Longer blocks allow for in-depth exploration of subjects through hands-on activities, projects, and discussions, promoting critical thinking and skill development.

## 9th-12th Schedule

### Monday

**8:30- 10:00 AM- Language Arts:** Reading, Writing, Literature, Communications

**10:05- 11:35 AM- Science:** Biology, Physics, Chemistry, Environmental Science

**11:40 AM- 12:10 PM- Lunch Break**

**12:15- 1:45PM- Math:** Algebra

**1:50- 3:20PM- PE/ Health:** Anatomy, Nutrition, Mental Health

**3:25- 4:25PM- Flex/ Elective**

### Tuesday

**8:30- 10:00AM- Math:** Algebra I, Geometry, Algebra II

**10:05- 11:35AM- Social Studies:** Government, Geography, World History, Economics

**11:40AM- 12:10PM- Lunch Break**

**12:15- 3:20PM- CTE:** Sustainable Living and Craftsmanship

**3:25- 4:25PM- Flex/ Elective**

### **Wednesday**

**8:30- 10:00AM- Language Arts:** Reading, Writing, Literature, Communications

**10:05- 11:35AM- Social Studies:** Government, Geography, World History, Economics

**11:40AM- 12:10PM- Lunch Break**

**12:15- 1:45PM- PE**

**1:50- 3:20PM- Science:** Biology, Physics, Chemistry, Environmental Science

**3:25- 4:25PM- Flex/Advisory**

### **Thursday**

**8:30- 10:00AM- Math:** Algebra I, Geometry, Algebra II

**10:05- 11:35AM- Science:** Biology, Physics, Chemistry, Environmental Science

**11:40AM- 12:10PM- Lunch Break**

**12:15- 3:20PM- CTE:** Sustainable Living and Craftsmanship

**3:25- 4:25PM- Flex/Elective**

### **Friday**

**8:30- 10:00AM- Science** (Biology, Physics, Chemistry, Environmental Science)

**10:05- 11:35AM- Language Arts** (Reading, Writing, Literature, Communications)

**11:40AM- 12:10PM- Lunch Break**

**12:15- 1:45PM- Social Studies:** Government, Geography, World History, Economics

**1:50- 3:20PM- Health/Elective**

**3:25PM- 4:25PM- Early Dismissal/ Flex**

A notice will be given to parents stating: "Please notify the office by note or telephone if you will not be able to pick up your student as scheduled. Any students remaining after 4:45 pm will be supervised in the office. Such students will not be allowed to remain unsupervised in the building."

## Exhibit G

### Samples of meeting Alaska state standards for K-12

#### Including all core subjects

##### Kindergarten Montessori Work Plan

###### Core Subjects

###### 1. Language Arts (Reading, Writing, Speaking, Listening)

###### Standards:

- ELA.K.RF.1–4: Phonological awareness, phonics, fluency
- ELA.K.RL.1–10 / ELA.K.RI.1–10: Reading comprehension of literary & informational texts
- ELA.K.W.1–3: Writing narratives, labeling, drawing to express ideas
- ELA.K.SL.1–6: Speaking & listening skills
- ELA.K.L.1–6: Language conventions, vocabulary, grammar

###### Weekly Plan:

- Monday: Phonics & letter recognition with sandpaper letters; shared reading of a picture book (RF.1–4, RL.1–2).
- Tuesday: Writing workshop: drawing & labeling stories or observations (W.1–3); vocabulary games (L.4–6).
- Wednesday: Story retelling & oral discussions (SL.1–3); guided reading with small groups (RL.1–3).
- Thursday: Phonics practice with moveable alphabet; writing simple sentences (RF.2, W.1).
- Friday: Reflection journal or class storytelling circle; reading fluency games (RF.3–4, SL.4).

###### Montessori-Specific Connection:

- Sandpaper letters, moveable alphabet, and phonetic objects for hands-on literacy learning.
- Oral storytelling and peer discussions build communication and social skills.

###### 2. Mathematics

###### Standards:

- MA.K.CC.1–9: Counting, number recognition, and cardinality
- MA.K.OA.1–5: Operations and algebraic thinking (basic addition & subtraction)

- MA.K.NBT.1: Numbers 11–19
- MA.K.MD.1–3: Measurement & data
- MA.K.G.1–4: Geometry

Weekly Plan:

- Monday: Number rods & bead chains for counting and place value practice (CC.1–3).
- Tuesday: Addition & subtraction with manipulatives (OA.1–4).
- Wednesday: Shape exploration & pattern recognition using Montessori geometric solids (G.1–4).
- Thursday: Measurement activities: comparing lengths, weights, capacities (MD.1–3).
- Friday: Math games & puzzles; calendar activities for sequencing & counting (CC.4–9).

Montessori-Specific Connection:

- Bead chains, number rods, golden beads, and geometric solids for hands-on understanding.
- Daily math time ensures 60 minutes of focused math activities, meeting Alaska standards.

### 3. Science

Standards:

- SC.K.P.1–3: Properties of materials, motion, energy
- SC.K.L.1–3: Plants, animals, habitats
- SC.K.E.1–3: Earth, weather, and the environment

Weekly Plan:

- Monday: Nature walk; observe plants, animals, and seasonal changes (L.1–3).
- Tuesday: Simple experiments: water, light, and motion (P.1–3).
- Wednesday: Weather charting & earth materials exploration (E.1–3).
- Thursday: Planting seeds and documenting growth in journals.
- Friday: Science storytelling; class discussion on observations and experiments.

Montessori-Specific Connection:

- Nature trays, magnifying glasses, and hands-on experiments connect students to real-world science.

### 4. Social Studies / Cultural Studies

Standards:

- SS.K.H.1–2: Understanding self, family, community
- SS.K.G.1–3: Map awareness, local community, globe introduction

- SS.K.E.1–2: Basic economics (needs/wants, goods/services)

#### Weekly Plan:

- Monday: Family & community studies; storytelling about home and culture.
- Tuesday: Mapping activities: classroom map, local neighborhood (G.1–3).
- Wednesday: Explore needs vs. wants; class market activity (E.1–2).
- Thursday: Cultural traditions & celebrations; art tied to history.
- Friday: Reflection journal; discussion circle on community values.

#### Montessori-Specific Connection:

- Use maps, globes, cultural artifacts, and timeline exercises.
- Encourage peer teaching, role play, and storytelling.

#### Montessori-Specific Subjects

##### 1. Practical Life / Life Skills

- Daily chores: pouring, sweeping, food preparation, plant care, self-care routines.
- Builds coordination, independence, and responsibility.

##### 2. Sensorial

- Activities to refine senses: color tablets, sound boxes, geometric solids, tactile exploration.
- Develops pattern recognition, observation, and cognitive skills.

##### 3. Art / Music / Grace & Courtesy

- Daily art and music activities integrated with core subjects.
- Grace & Courtesy exercises embedded throughout the day to support social-emotional learning.

#### 1st Grade Montessori Work Plan

##### Core Subjects

##### 1. Language Arts (Reading, Writing, Speaking, Listening)

##### Standards:

- ELA.1.RF.1–4: Phonemic awareness, phonics, decoding, fluency
- ELA.1.RL.1–10 / ELA.1.RI.1–10: Reading comprehension of literary & informational texts
- ELA.1.W.1–8: Writing narratives, opinions, informative/explanatory texts
- ELA.1.SL.1–6: Speaking & listening skills

- ELA.1.L.1–6: Language conventions, grammar, vocabulary

#### Weekly Plan:

- Monday: Guided reading of literary and informational texts; comprehension journal entries (RL.1–2, RI.1–2).
- Tuesday: Writing workshop: short stories or personal narratives (W.3, W.5); grammar & vocabulary activities (L.1–3).
- Wednesday: Small-group reading; oral storytelling & peer discussions (SL.1–3).
- Thursday: Writing sentences with correct punctuation & capitalization (W.2, L.2); spelling practice.
- Friday: Reflection journal, fluency practice, and vocabulary games (RF.3–4, SL.4–6).

#### Montessori-Specific Connection:

- Use sandpaper letters, moveable alphabet, and phonetic objects for reading/writing reinforcement.
- Storytelling and peer presentations develop social-emotional skills.

## 2. Mathematics

#### Standards:

- MA.1.CC.1–9: Counting, number recognition, number patterns
- MA.1.OA.1–8: Addition and subtraction within 20
- MA.1.NBT.1–5: Place value (tens and ones)
- MA.1.MD.1–4: Measurement, time, and data
- MA.1.G.1–3: Geometry: shapes, spatial reasoning

#### Weekly Plan:

- Monday: Number rods and bead bars for counting and addition/subtraction practice (CC.1–3, OA.1–4).
- Tuesday: Addition and subtraction word problems with manipulatives (OA.2, OA.4).
- Wednesday: Geometry exploration with Montessori geometric solids and pattern blocks (G.1–3).
- Thursday: Measurement: compare lengths, weights, and capacities; calendar exercises (MD.1–3).
- Friday: Math games: sequencing, skip counting, and interactive bead chain activities (CC.4–9).

#### Montessori-Specific Connection:

- Hands-on manipulatives like beads, rods, and geometric solids reinforce abstract concepts.

- Ensures daily math instruction meets Alaska State Standard time requirements (~45–60 min/day).

### 3. Science

#### Standards:

- SC.1.P.1–3: Properties of matter, energy, motion
- SC.1.L.1–3: Plants, animals, habitats, basic ecosystems
- SC.1.E.1–3: Earth and space: weather, seasons, environment

#### Weekly Plan:

- Monday: Nature walk: observe plants, animals, and local habitats (L.1–3).
- Tuesday: Simple physical science experiments with motion, light, or water (P.1–3).
- Wednesday: Weather observation charts, discuss seasonal changes (E.1–3).
- Thursday: Planting seeds and documenting growth; animal care observation.
- Friday: Science storytelling or reflection journal; discussion on findings.

#### Montessori-Specific Connection:

- Hands-on materials (nature trays, magnifying glasses, experiments) support inquiry-based learning.
- Encourages multi-age peer teaching for observation and discussion.

### 4. Social Studies / Cultural Studies

#### Standards:

- SS.1.H.1–3: Understanding family, community, history of local and state traditions
- SS.1.G.1–3: Maps, globes, and geography awareness
- SS.1.E.1–2: Basic economics: needs vs. wants, goods and services

#### Weekly Plan:

- Monday: Family and community studies; storytelling about local culture and traditions.
- Tuesday: Map and globe activities; classroom and community mapping (G.1–3).
- Wednesday: Explore needs vs. wants; simple classroom market activity (E.1–2).
- Thursday: Cultural or historical project (drawing, diorama, storytelling).
- Friday: Reflection journal; group discussion about community values.

#### Montessori-Specific Connection:

- Globes, maps, timelines, and cultural artifacts for tactile learning.
- Multi-age students can collaborate: older students mentor younger ones in mapping and cultural activities.

## Montessori-Specific Subjects

### 1. Practical Life / Life Skills

- Daily chores: food prep, pouring, sweeping, self-care routines.
- Develops independence, coordination, and responsibility.

### 2. Sensorial

- Color tablets, sound boxes, tactile materials, geometric solids.
- Refines observation, pattern recognition, and cognitive reasoning.

### 3. Art / Music / Grace & Courtesy

- Daily creative activities integrated with core subjects.
- Grace & Courtesy exercises embedded throughout the day for social-emotional learning.

## Nikolaevsk Charter School – 2nd Grade Montessori Work Plan

### Core Subjects

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

##### Standards:

- ELA.2.RF.1–4: Phonics, decoding, fluency
- ELA.2.RL.1–10 / ELA.2.RI.1–10: Reading comprehension of literary & informational texts
- ELA.2.W.1–8: Writing narratives, opinion, and informative/explanatory texts
- ELA.2.SL.1–6: Speaking & listening skills
- ELA.2.L.1–6: Grammar, vocabulary, and conventions

##### Weekly Plan:

- Monday: Guided reading of literary & informational texts; comprehension journal (RL.1–2, RI.1–2).
- Tuesday: Writing workshop: short stories or informational paragraphs; grammar & vocabulary exercises (W.3, L.1–3).
- Wednesday: Small-group reading; peer storytelling & oral discussion (SL.1–3).
- Thursday: Sentence writing practice: punctuation, capitalization, and spelling (W.2, L.2).
- Friday: Reflection journal, fluency activities, vocabulary games (RF.3–4, SL.4–6).

##### Montessori-Specific Connection:

- Moveable alphabet, sandpaper letters, and word-building activities support phonics and reading fluency.
- Peer presentations and storytelling enhance Grace & Courtesy and communication skills.

## 2. Mathematics

### Standards:

- MA.2.NBT.1–9: Place value, addition & subtraction, and regrouping
- MA.2.OA.1–4: Addition & subtraction word problems, strategies
- MA.2.MD.1–6: Measurement, time, money, and data
- MA.2.G.1–3: Geometry, shapes, spatial reasoning

### Weekly Plan:

- Monday: Number rods, golden beads, and place value exercises (NBT.1–5).
- Tuesday: Addition & subtraction word problems with manipulatives (OA.1–4).
- Wednesday: Geometry activities: pattern blocks, solids, and spatial reasoning (G.1–3).
- Thursday: Measurement activities: length, weight, time, and money (MD.1–6).
- Friday: Math games: skip counting, bead chains, and interactive problem-solving (NBT.6–9).

### Montessori-Specific Connection:

- Hands-on materials reinforce abstract concepts, supporting daily 45–60 minutes of math.
- Multi-age grouping allows peer tutoring for advanced students.

## 3. Science

### Standards:

- SC.2.P.1–3: Properties of matter, energy, motion
- SC.2.L.1–3: Plant & animal life, habitats, and ecosystems
- SC.2.E.1–3: Earth & space: weather, seasons, soil, and environmental awareness

### Weekly Plan:

- Monday: Nature walk and observation journal (L.1–3).
- Tuesday: Hands-on experiments: motion, light, water, and materials (P.1–3).
- Wednesday: Weather and seasonal patterns; simple earth science experiments (E.1–3).
- Thursday: Planting and tracking growth; observation of local animals.
- Friday: Science reflection and group discussion; create posters or presentations.

### Montessori-Specific Connection:

- Use nature trays, magnifying glasses, and small experiments to explore concepts.
- Encourage older students to mentor younger peers in observation and journaling.

#### 4. Social Studies / Cultural Studies

##### Standards:

- SS.2.H.1–4: Local history, family, community, and cultural traditions
- SS.2.G.1–3: Maps, globes, and geographic awareness
- SS.2.E.1–2: Economics: needs vs. wants, goods/services, community roles

##### Weekly Plan:

- Monday: Local history & community traditions; storytelling or skits.
- Tuesday: Mapping activities: classroom, school, and local geography (G.1–3).
- Wednesday: Needs vs. wants activity; simple classroom economy project (E.1–2).
- Thursday: Cultural art or research project (drawing, diorama, storytelling).
- Friday: Reflection journal; discussion circle on community and culture.

##### Montessori-Specific Connection:

- Globes, maps, cultural artifacts, and timelines support tactile and visual learning.
- Peer teaching: multi-age students collaborate and mentor younger classmates.

##### Montessori-Specific Subjects

###### 1. Practical Life / Life Skills

- Daily chores: food prep, cleaning, plant care, self-care routines.
- Supports independence, coordination, and responsibility.

###### 2. Sensorial

- Activities include color tablets, sound boxes, tactile materials, geometric solids.
- Develops pattern recognition, observation skills, and cognitive reasoning.

###### 3. Art / Music / Grace & Courtesy

- Daily creative activities integrated with core subjects.
- Grace & Courtesy exercises embedded throughout the day for social-emotional learning.

## 3rd Grade Montessori Work Plan

### Core Subjects

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

##### Standards:

- ELA.3.RF.1–4: Phonics, decoding, fluency
- ELA.3.RL.1–10 / ELA.3.RI.1–10: Reading comprehension of literary & informational texts
- ELA.3.W.1–8: Narrative, opinion, and informative/explanatory writing
- ELA.3.SL.1–6: Speaking & listening, collaborative discussions
- ELA.3.L.1–6: Grammar, vocabulary, and conventions

##### Weekly Plan:

- Monday: Guided reading of literary & informational texts; comprehension journal (RL.1–2, RI.1–2).
- Tuesday: Writing workshop: opinion pieces, narratives, and informational paragraphs (W.1–3, W.5); vocabulary exercises (L.4–6).
- Wednesday: Small-group reading; peer storytelling & oral discussions (SL.1–3).
- Thursday: Sentence writing with punctuation, capitalization, and grammar focus (W.2, L.2).
- Friday: Reflection journal, reading fluency activities, vocabulary games (RF.3–4, SL.4–6).

##### Montessori-Specific Connection:

- Use of moveable alphabet, grammar boxes, and word-building exercises to reinforce reading and writing skills.
- Peer presentations and storytelling promote Grace & Courtesy and communication skills.

#### 2. Mathematics

##### Standards:

- MA.3.NBT.1–9: Place value, multi-digit addition and subtraction, rounding
- MA.3.OA.1–9: Multiplication, division, problem-solving strategies
- MA.3.MD.1–7: Measurement, time, perimeter, data, and graphs
- MA.3.G.1–3: Geometry: shapes, angles, area, spatial reasoning

##### Weekly Plan:

- Monday: Place value exercises with Montessori beads and number rods (NBT.1–5).
- Tuesday: Multiplication and division practice using manipulatives (OA.1–4).
- Wednesday: Geometry: shape exploration, area & perimeter with blocks and solids (G.1–3).

- Thursday: Measurement: length, weight, time, and graphing activities (MD.1–7).
- Friday: Math games and problem-solving activities; multi-age peer support (NBT.6–9, OA.5–9).

Montessori-Specific Connection:

- Hands-on manipulatives reinforce abstract math concepts and support daily 45–60 min math instruction.
- Multi-age grouping allows older students to mentor younger students.

### 3. Science

Standards:

- SC.3.P.1–3: Matter, energy, and forces
- SC.3.L.1–3: Plant and animal life, ecosystems, adaptation
- SC.3.E.1–3: Earth & space sciences: weather, geology, natural resources

Weekly Plan:

- Monday: Observation of local ecosystems; nature journaling (L.1–3).
- Tuesday: Experiments: properties of matter, motion, energy (P.1–3).
- Wednesday: Earth science exploration: rocks, soil, water cycle (E.1–3).
- Thursday: Plant and animal life study; record growth and behavior.
- Friday: Science reflection, class presentations, or posters summarizing findings.

Montessori-Specific Connection:

- Hands-on experiments, nature trays, magnifying glasses, and observation journals.
- Older students help younger students with experiments, journaling, and reporting.

### 4. Social Studies / Cultural Studies

Standards:

- SS.3.H.1–5: State and local history, government, community roles
- SS.3.G.1–3: Geography: maps, globes, spatial awareness
- SS.3.E.1–3: Economics: goods/services, needs vs. wants, community resources

Weekly Plan:

- Monday: Study Alaska history and local community traditions (H.1–3).
- Tuesday: Mapping exercises; classroom, school, and local area maps (G.1–3).
- Wednesday: Needs vs. wants activities; classroom economy project (E.1–3).
- Thursday: Cultural research projects: art, storytelling, or mini-presentations.

- Friday: Reflection journal and discussion on community values and history.

#### Montessori-Specific Connection:

- Globes, maps, timelines, and cultural artifacts provide hands-on learning.
- Peer teaching: multi-age students collaborate and mentor younger classmates.

#### Montessori-Specific Subjects

##### 1. Practical Life / Life Skills

- Daily chores: food prep, sweeping, plant care, self-care routines.
- Builds independence, coordination, and responsibility.

##### 2. Sensorial

- Color tablets, sound boxes, geometric solids, tactile materials.
- Enhances observation, pattern recognition, and reasoning skills.

##### 3. Art / Music / Grace & Courtesy

- Daily art/music integrated with core subjects.
- Grace & Courtesy exercises embedded throughout the day to support social-emotional learning.

#### 4th Grade Montessori Work Plan

##### Core Subjects

##### 1. Language Arts (Reading, Writing, Speaking, Listening)

###### Standards:

- ELA.4.RF.1–4: Fluency, decoding, comprehension
- ELA.4.RL.1–10 / ELA.4.RI.1–10: Reading comprehension of literary & informational texts
- ELA.4.W.1–8: Narrative, opinion, informative/explanatory writing
- ELA.4.SL.1–6: Speaking & listening, collaborative discussions
- ELA.4.L.1–6: Grammar, vocabulary, conventions

###### Weekly Plan:

- Monday: Guided reading of literary & informational texts; comprehension journal (RL.1–2, RI.1–2).
- Tuesday: Writing workshop: narratives, persuasive, and informational paragraphs (W.1–3, W.5); vocabulary exercises (L.4–6).
- Wednesday: Small-group reading; oral presentations and peer discussions (SL.1–3).
- Thursday: Sentence writing with grammar, punctuation, and editing practice (W.2, L.2).

- Friday: Reflection journal, reading fluency exercises, and vocabulary games (RF.3–4, SL.4–6).

Montessori-Specific Connection:

- Grammar boxes, moveable alphabet, and word-building exercises reinforce reading/writing skills.
- Peer storytelling and oral presentations develop communication and social-emotional skills.

## 2. Mathematics

Standards:

- MA.4.NBT.1–9: Multi-digit addition, subtraction, place value, rounding
- MA.4.OA.1–9: Multiplication, division, problem-solving strategies
- MA.4.MD.1–7: Measurement, area, perimeter, data, graphs
- MA.4.G.1–3: Geometry: angles, shapes, symmetry, spatial reasoning

Weekly Plan:

- Monday: Place value, rounding, and multi-digit operations using Montessori beads and number rods (NBT.1–5).
- Tuesday: Multiplication and division problem-solving with manipulatives (OA.1–4).
- Wednesday: Geometry: area, perimeter, angles, symmetry with geometric solids (G.1–3).
- Thursday: Measurement activities: length, weight, volume, time, and graphing data (MD.1–7).
- Friday: Math games, interactive problem-solving, and multi-age peer collaboration (NBT.6–9, OA.5–9).

Montessori-Specific Connection:

- Hands-on manipulatives support abstract math concepts and scaffold multi-age learning.
- Daily 45–60 minutes of focused math instruction meets Alaska State Standards.

## 3. Science

Standards:

- SC.4.P.1–3: Matter, energy, forces, and motion
- SC.4.L.1–3: Plant & animal life, ecosystems, adaptations
- SC.4.E.1–3: Earth & space science: weather, geology, natural resources

#### Weekly Plan:

- Monday: Observation of local ecosystems; nature journaling (L.1–3).
- Tuesday: Experiments: properties of matter, energy, and motion (P.1–3).
- Wednesday: Earth science exploration: rocks, soil, water cycle, climate (E.1–3).
- Thursday: Plant and animal study; document growth, behavior, and adaptations.
- Friday: Reflection journal, science presentations, or poster projects summarizing findings.

#### Montessori-Specific Connection:

- Hands-on experiments, nature trays, magnifying glasses, and observation journals engage students in inquiry-based learning.
- Older students can mentor younger peers in experiments and data recording.

#### 4. Social Studies / Cultural Studies

##### Standards:

- SS.4.H.1–5: Alaska history, local government, cultural traditions
- SS.4.G.1–3: Geography: maps, globes, regions, and spatial reasoning
- SS.4.E.1–3: Economics: goods/services, needs vs. wants, community resources

#### Weekly Plan:

- Monday: Alaska history & cultural traditions; storytelling or class discussion (H.1–3).
- Tuesday: Mapping exercises: classroom, school, local, and regional maps (G.1–3).
- Wednesday: Economics: needs vs. wants, classroom economy project, community roles (E.1–3).
- Thursday: Cultural research projects: art, storytelling, or mini-presentations.
- Friday: Reflection journal and group discussion on community, history, and geography.

#### Montessori-Specific Connection:

- Globes, maps, timelines, and cultural artifacts support tactile and visual learning.
- Peer mentoring allows multi-age collaboration on projects.

#### Montessori-Specific Subjects

##### 1. Practical Life / Life Skills

- Daily chores: food prep, cleaning, plant care, self-care routines.
- Develops independence, coordination, and responsibility.

##### 2. Sensorial

- Activities include color tablets, sound boxes, geometric solids, and tactile materials.

- Enhances observation, pattern recognition, and reasoning skills.

### 3. Art / Music / Grace & Courtesy

- Daily art/music integrated with core subjects.
- Grace & Courtesy exercises embedded throughout the day to support social-emotional learning.

## 5th Grade Montessori Work Plan

### Core Subjects

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

##### Standards:

- ELA.5.RI.1–10: Reading comprehension of literary & informational texts
- ELA.5.W.1–10: Writing arguments, informative/explanatory texts, narratives
- ELA.5.SL.1–6: Speaking & listening skills, collaborative discussions
- ELA.5.L.1–6: Language conventions, vocabulary, grammar

##### Weekly Plan:

- Monday: Independent reading (informational/literary text); comprehension journal aligned to standards (RI.1, RI.2).
- Tuesday: Grammar & vocabulary exercises (L.1–3); write a short narrative paragraph (W.3).
- Wednesday: Peer discussion on reading; oral presentation on research topic (SL.1, SL.4).
- Thursday: Writing workshop: persuasive or informative essay draft (W.1–2, W.5).
- Friday: Reflection & editing session; vocabulary quiz/game (L.4–6).

##### Montessori-Specific Connection:

- Use language cards, sandpaper letters, moveable alphabet for grammar/phonics reinforcement.
- Oral presentations build Grace & Courtesy, confidence, and communication skills.

#### 2. Mathematics

##### Standards:

- MA.5.NBT.1–7: Place value, operations with multi-digit whole numbers & decimals
- MA.5.NF.1–7: Fractions & operations
- MA.5.MD.1–5: Measurement & data
- MA.5.G.1–4: Geometry, coordinate plane

#### Weekly Plan:

- Monday: Place value & multiplication/division exercises (NBT.1–5).
- Tuesday: Fraction equivalence & operations practice with manipulatives (NF.1–4).
- Wednesday: Geometry & coordinate plane exploration using Montessori geometric solids (G.1–4).
- Thursday: Measurement & data: graphs, area, volume, unit conversion (MD.1–5).
- Friday: Math games using Montessori bead frames, fraction insets, and golden beads.

#### Montessori-Specific Connection:

- Bead chains, fraction circles, and geometric solids reinforce abstract concepts with hands-on learning.

### 3. Science

#### Standards:

- SC.5.P.1–3: Matter & energy, properties of materials
- SC.5.L.1–5: Structure & function of organisms, ecosystems
- SC.5.E.1–3: Earth & space sciences

#### Weekly Plan:

- Monday: Observation of local environment (ecosystems, plant/animal life). Lab notebook entries (L.1–3).
- Tuesday: Experiments with matter, energy, and physical science concepts (P.1–3).
- Wednesday: Earth science activities: weather patterns, soil, water cycle (E.1–3).
- Thursday: Research & presentation on a living organism or ecosystem.
- Friday: Reflection & discussion; concept mapping; tie to real-world sustainability.

#### Montessori-Specific Connection:

- Hands-on experiments with botany, zoology, geology kits, fieldwork, and nature journaling.
- Independent and collaborative exploration builds scientific method skills.

### 4. Social Studies / Cultural Studies

#### Standards:

- SS.5.H.1–5: U.S. & Alaska history, government
- SS.5.G.1–3: Geography, map skills, global awareness
- SS.5.E.1–3: Economic concepts

### Weekly Plan:

- Monday: Study Alaska history & indigenous cultures (H.1–3).
- Tuesday: Map reading & geography exercises (G.1–3).
- Wednesday: Economics concepts: local trade, resources, community projects (E.1–3).
- Thursday: Current events discussion; reflection journals.
- Friday: Cultural project: storytelling, art, or research presentation.

### Montessori-Specific Connection:

- Timeline exercises, globes, map puzzles, and cultural artifacts support hands-on learning.
- Encourage peer teaching and storytelling.

### Montessori-Specific Subjects

#### 1. Practical Life / Life Skills

- Daily chores, care of classroom environment, food prep, gardening, self-care routines.
- Builds executive function, responsibility, coordination, and independence.

#### 2. Sensorial

- Activities to refine senses: geometric solids, sound boxes, color tablets, tactile exploration.
- Supports pattern recognition, observation, and logical thinking.

#### 3. Art / Music / Grace & Courtesy

- Weekly art projects aligned to cultural studies or science themes.
- Music lessons using classroom instruments or singing.
- Grace & Courtesy exercises incorporated daily into all interactions.

### 6th Grade Work Plan (Multi-Age Classroom)

#### Core Subjects and Alaska Standards

##### 1. Language Arts (Reading, Writing, Speaking, Listening)

###### Standards:

- ELA.6.RL.1–10 / ELA.6.RI.1–10: Reading comprehension, literary analysis, informational texts
- ELA.6.W.1–10: Narrative, opinion, informational, and research writing
- ELA.6.SL.1–6: Collaborative discussions, presentations
- ELA.6.L.1–6: Grammar, vocabulary, conventions

### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent reading of literary or informational texts (RL.1–3, RI.1–3).
  - Writing exercises: paragraph/essay drafting, grammar practice (W.2–3, L.1–3).
  - Vocabulary activities (L.4–6).
- Thursday: Peer review, editing, and collaborative writing projects (W.5–6).
- Friday: Oral presentations, group discussion, and reflection journals (SL.1–6).

### Montessori Adaptation:

- Use independent work trays, choice-based reading, and journaling for morning focus.
- Afternoon group projects integrate research, debate, and collaborative storytelling.

## 2. Mathematics

### Standards:

- MA.6.NS.1–8: Fractions, decimals, ratios, negative numbers
- MA.6.EE.1–9: Expressions, equations, inequalities
- MA.6.RP.1–3: Ratios and proportional relationships
- MA.6.G.1–4: Geometry, area, volume, coordinate plane
- MA.6.SP.1–6: Statistics and probability

### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent practice on fractions, decimals, ratios, and algebraic expressions (45–60 min).
  - Hands-on manipulatives: fraction tiles, number lines, and coordinate grids.
- Thursday: Word problem workshops, real-world application, peer tutoring.
- Friday: Group math projects or problem-solving challenges integrating geometry, data, or statistics.

### Montessori Adaptation:

- Use hands-on manipulatives, visual models, and self-paced independent practice.
- Multi-age peer collaboration allows 7th–8th graders to mentor 6th graders.

## 3. Science

### Standards:

- SC.6.P.1–6: Matter, energy, forces, motion
- SC.6.L.1–3: Ecosystems, cell biology, human body systems
- SC.6.E.1–3: Earth and space sciences, climate, geology, natural resources

#### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent observations, journaling, and small experiments.
  - Lab notebooks: record hypotheses, procedures, and results.
- Thursday: Hands-on lab experiments or simulations.
- Friday (Afternoon Project Session):
  - Group science projects: ecosystem models, climate reports, or engineering design challenges.

#### Montessori Adaptation:

- Nature trays, lab experiments, and inquiry-based activities encourage exploration.
- Multi-age collaboration builds teamwork and reinforces concepts for younger students.

#### 4. Social Studies

##### Standards:

- SS.6.H.1–5: History of Alaska, U.S., and world civilizations
- SS.6.G.1–3: Geography: maps, spatial thinking, regions, human-environment interaction
- SS.6.E.1–2: Economics: trade, resources, personal finance

#### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent research, reading primary/secondary sources, note-taking.
  - Map work and geography exercises.
- Thursday: Collaborative history or geography project planning.
- Friday (Afternoon Project Session):
  - Group projects: timelines, dioramas, presentations, or simulations of historical events and trade systems.

#### Montessori Adaptation:

- Independent research supports self-directed learning.
- Group projects allow multi-age collaboration, fostering peer teaching.

#### Additional Montessori Elements

- Practical Life / Life Skills: Independent classroom responsibilities, organization, time management.
- Sensorial / Hands-On Learning: Experiments, manipulatives, models, maps, and art integration.
- Art / Music / Grace & Courtesy: Integrated into projects, discussion, and reflections to support social-emotional learning.

## 7th Grade Work Plan (Multi-Age Classroom)

### Core Subjects and Alaska Standards

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

##### Standards:

- ELA.7.RL.1–10 / ELA.7.RI.1–10: Reading comprehension, literary analysis, informational texts
- ELA.7.W.1–10: Narrative, opinion, informational, and research writing
- ELA.7.SL.1–6: Collaborative discussions, presentations
- ELA.7.L.1–6: Grammar, vocabulary, conventions

##### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent reading of literary and informational texts.
  - Writing exercises: essays, research reports, grammar, and vocabulary practice.
- Thursday: Peer review, editing, and collaborative writing projects.
- Friday (Afternoon Project Session):
  - Oral presentations, group discussion, debate, and reflection journals.

##### Montessori Adaptation:

- Independent choice-based reading trays and research stations.
- Afternoon projects integrate research, presentation, and collaborative storytelling.

#### 2. Mathematics

##### Standards:

- MA.7.NS.1–8: Operations with rational numbers, integers, fractions, decimals
- MA.7.EE.1–9: Expressions, equations, inequalities, proportional relationships
- MA.7.G.1–4: Geometry, area, volume, angles, transformations
- MA.7.SP.1–6: Probability, statistics, data analysis

##### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent practice on rational numbers, expressions, and equations.
  - Hands-on manipulatives: algebra tiles, number lines, geometry models.
- Thursday: Word problems, real-world applications, peer tutoring.
- Friday (Afternoon Project Session):
  - Group math projects: design challenges, data collection, statistical analysis.

#### Montessori Adaptation:

- Use visual models and manipulatives to scaffold abstract concepts.
- Multi-age collaboration allows 6th–8th graders to mentor each other

### 3. Science

#### Standards:

- SC.7.P.1–6: Matter, energy, forces, motion
- SC.7.L.1–3: Cells, human body systems, ecosystems, adaptation
- SC.7.E.1–3: Earth & space science: geology, climate, natural resources

#### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent experiments, lab notebooks, observation journaling.
- Thursday: Hands-on lab experiments or simulations.
- Friday (Afternoon Project Session):
  - Group science projects: ecosystem models, engineering challenges, climate research presentations.

#### Montessori Adaptation:

- Nature trays, lab experiments, inquiry-based stations.
- Older students mentor younger students in scientific procedures and observations.

### 4. Social Studies

#### Standards:

- SS.7.H.1–5: Alaska, U.S., and world history, government, civics
- SS.7.G.1–3: Geography, spatial thinking, regions, human-environment interaction
- SS.7.E.1–3: Economics, trade, resources, personal finance

#### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent research, reading primary/secondary sources, note-taking.
  - Map work and geography exercises.
- Thursday: Collaborative history or geography project planning.
- Friday (Afternoon Project Session):
  - Group projects: historical simulations, region-based research, economic models, presentations.

### Montessori Adaptation:

- Independent research supports self-directed learning.
- Group projects allow multi-age peer collaboration and presentation skills.

### Additional Montessori Elements

- Practical Life / Life Skills: Organization, time management, classroom responsibilities.
- Sensorial / Hands-On Learning: Manipulatives, models, maps, and STEM materials.
- Art / Music / Grace & Courtesy: Integrated into projects, discussion, and reflections for social-emotional learning.

### 8th Grade Work Plan (Multi-Age Classroom)

#### Core Subjects and Alaska Standards

##### 1. Language Arts (Reading, Writing, Speaking, Listening)

###### Standards:

- ELA.8.RL.1–10 / ELA.8.RI.1–10: Reading comprehension, literary analysis, informational texts
- ELA.8.W.1–10: Narrative, opinion, informational, and research writing
- ELA.8.SL.1–6: Collaborative discussions, presentations, debate
- ELA.8.L.1–6: Grammar, vocabulary, conventions

###### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent reading of literary and informational texts.
  - Writing exercises: essays, research papers, grammar, and vocabulary practice.
- Thursday: Peer review, editing, and collaborative writing projects.
- Friday (Afternoon Project Session):
  - Oral presentations, debates, and reflective journals.

### Montessori Adaptation:

- Independent research stations, choice-based reading trays, and journaling support self-directed learning.
- Afternoon projects integrate research, debate, and multi-age collaboration.

##### 2. Mathematics

###### Standards:

- MA.8.NS.1–8: Real numbers, exponents, scientific notation

- MA.8.EE.1–9: Expressions, equations, inequalities, functions
- MA.8.G.1–4: Geometry, transformations, congruence, volume, Pythagorean Theorem
- MA.8.SP.1–6: Statistics, probability, data analysis

Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent practice on real numbers, algebra, functions, and geometry concepts.
  - Hands-on manipulatives: algebra tiles, geometric models, graphing tools.
- Thursday: Problem-solving workshops, real-world applications, peer tutoring.
- Friday (Afternoon Project Session):
  - Group math projects: STEM challenges, data collection, statistical analysis, or design projects.

Montessori Adaptation:

- Visual models, manipulatives, and self-paced independent work support mastery.
- Peer mentoring allows 6th–7th graders to scaffold learning for younger students.

### 3. Science

Standards:

- SC.8.P.1–6: Physics: energy, forces, motion, conservation laws
- SC.8.L.1–3: Biology: cells, genetics, ecosystems, human body systems
- SC.8.E.1–3: Earth & space science: geology, climate change, natural resources, astronomy

Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent labs, research, observations, and lab notebook documentation.
- Thursday: Hands-on experiments, simulations, and hypothesis testing.
- Friday (Afternoon Project Session):
  - Group science projects: ecosystem studies, engineering challenges, climate reports, or astronomy models.

Montessori Adaptation:

- Inquiry-based stations, lab experiments, and observation trays reinforce self-directed exploration.
- Multi-age collaboration strengthens teamwork and leadership skills.

#### 4. Social Studies

##### Standards:

- SS.8.H.1–5: Alaska, U.S., and world history, government, civics
- SS.8.G.1–3: Geography, regions, spatial thinking, human-environment interaction
- SS.8.E.1–3: Economics: trade, resources, personal finance, global systems

##### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent research, map work, reading primary/secondary sources, note-taking.
- Thursday: Collaborative project planning and preparation.
- Friday (Afternoon Project Session):
  - Group projects: historical simulations, economic models, presentations, debates.

##### Montessori Adaptation:

- Independent research stations and project-based learning support self-directed work.
- Peer collaboration allows 8th graders to lead multi-age group projects.

##### Additional Montessori Elements

- Practical Life / Life Skills: Organization, time management, classroom responsibilities, project planning.
- Sensorial / Hands-On Learning: Models, manipulatives, STEM kits, and maps.
- Art / Music / Grace & Courtesy: Integrated into projects, presentations, and reflections.

#### 9th Grade Work Plan (Multi-Age CTE-Integrated Classroom)

##### 1. Language Arts (Reading, Writing, Speaking, Listening)

##### Standards:

- ELA.9–10.RL.1–10 / ELA.9–10.RI.1–10: Comprehension of complex texts, analysis of literary and informational works
- ELA.9–10.W.1–10: Argumentative, narrative, expository, and research writing
- ELA.9–10.SL.1–6: Discussions, presentations, speaking and listening skills
- ELA.9–10.L.1–6: Grammar, vocabulary, language conventions

### Weekly Plan / Daily Structure:

- Mon–Wed (Morning Work Sessions): Independent reading of assigned literature and informational texts tied to CTE themes; writing practice in essays, research projects, and technical writing.
- Thursday: Peer review, collaborative workshops, oral presentations.
- Friday (Afternoon Project Session): Applied literacy in CTE context—technical manuals, grant proposals, product marketing copy.

## 2. Mathematics

### Standards:

- MA.HS.N.1–12: Real numbers, exponents, roots, scientific notation
- MA.HS.A.1–10: Algebraic expressions, equations, functions
- MA.HS.G.1–9: Geometry, transformations, measurement
- MA.HS.S.1–8: Statistics, probability, data analysis

### Weekly Plan / Daily Structure:

- Mon–Wed: Algebra I concepts, geometry foundations, applied math (welding measurements, carpentry calculations, budgeting).
- Thursday: Problem-solving workshops, collaborative projects, peer tutoring.
- Friday (Afternoon Project Session): Applied math in CTE (building scale models, energy efficiency calculations, farm yield data).

## 3. Science

### Standards:

- SC.HS.P.1–6: Physical science (energy, forces, motion, engineering design)
- SC.HS.L.1–4: Life science (cells, ecosystems, genetics, health)
- SC.HS.E.1–3: Earth & environmental science (resources, climate, geology)

### Weekly Plan:

- Mon–Wed: Inquiry-based labs and observations documented in lab notebooks.
- Thursday: Applied experiments connected to CTE (hydroponics, soil testing, welding metallurgy).
- Friday (Afternoon Project Session): Group projects such as environmental studies, greenhouse efficiency, or robotics challenges.

## 4. Social Studies

### Standards:

- SS.HS.H.1–6: U.S. and world history, civics, government
- SS.HS.G.1–3: Geography, mapping, human-environment interaction
- SS.HS.E.1–3: Economics, personal finance, entrepreneurship

### Weekly Plan:

- Mon–Wed: Independent research, reading of primary/secondary sources, map work, note-taking.
- Thursday: Small-group collaboration on civic or historical projects.
- Friday (Afternoon Project Session): Applied civics and economics—business plan development, market research for student-run enterprises, historical simulations.

## 10th Grade Work Plan (Multi-Age Classroom)

### Core Subjects and Alaska Standards

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

### Standards:

- ELA.9-10.RL.1–10 / ELA.9-10.RI.1–10: Literary and informational text analysis, evaluating arguments and themes.
- ELA.9-10.W.1–10: Argumentative, narrative, research, and expository writing.
- ELA.9-10.SL.1–6: Structured discussions, collaborative presentations, debates, speeches.
- ELA.9-10.L.1–6: Conventions, grammar, vocabulary, and language use.

### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent literary analysis of novels, nonfiction, and primary sources.
  - Writing: argumentative essays, research-based reports, narrative journals.
- Thursday:
  - Peer editing workshops, Socratic seminars, and oral presentations.
- Friday (Afternoon Project Session):
  - Project-based writing linked to CTE (e.g., technical manuals, business plans, health brochures).

## 2. Mathematics

### Standards:

- MA.HS.A-SSE, A-CED, F-IF, F-LE, G-SRT, S-ID:
  - Expressions and equations, functions, linear/quadratic models.
  - Geometry: similarity, right triangles, trigonometry.
  - Statistics: data interpretation, regression models, probability.

### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Problem-based practice: algebra, geometry, and functions.
  - Real-world application (budgeting, construction measurements, welding angles).
- Thursday:
  - Group workshops solving applied math in CTE contexts.
- Friday (Afternoon Project Session):
  - STEM challenges: design projects, data analysis, or cost-estimation for projects.

## 3. Science

### Standards:

- SC.HS.PS.1–4: Chemistry: atomic structure, bonding, reactions, energy transfer.
- SC.HS.LS.1–3: Biology: ecosystems, genetics, cellular processes.
- SC.HS.ESS.1–3: Earth & space: environmental impact, resource management.
- SC.HS.ETS.1–2: Engineering design & technology application.

### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent labs, reading scientific texts, maintaining lab journals.
- Thursday:
  - Group experiments, hypothesis testing, simulations (e.g., soil health, energy transfer).
- Friday (Afternoon Project Session):
  - CTE-linked projects (hydroponics, food preservation, welding material science).

## 4. Social Studies

### Standards:

- SS.HS.H.1–5: U.S. and world history, civics, government.
- SS.HS.G.1–4: Geography, environment, human systems, spatial reasoning.
- SS.HS.E.1–4: Economics, trade, personal finance, entrepreneurship.
- SS.HS.C.1–5: Civic participation, rights, and responsibilities.

### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Research projects, primary source analysis, economics simulations.
- Thursday:
  - Collaborative presentations, debates, model UN, or town-hall simulations.
- Friday (Afternoon Project Session):
  - Applied social studies: business planning, policy proposals, community projects.

## 11th Grade Work Plan (Multi-Age Classroom)

### Core Subjects and Alaska Standards

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

### Standards:

- ELA.11-12.RL.1–10 / ELA.11-12.RI.1–10: Literary analysis, informational text evaluation, synthesis of multiple sources.
- ELA.11-12.W.1–10: Research, argumentative, narrative, and technical writing.
- ELA.11-12.SL.1–6: Advanced discussions, presentations, formal debates, professional communication.
- ELA.11-12.L.1–6: Grammar, vocabulary, conventions in academic and workplace writing.

### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent reading: classic literature, contemporary works, technical texts tied to CTE.
  - Writing: argumentative essays, technical reports, resumes, cover letters.
- Thursday:
  - Peer critique, Socratic seminars, oral defenses of research.
- Friday (Afternoon Project Session):

- Applied writing projects: grant proposals, marketing plans, lab reports, business documentation.

## 2. Mathematics

### Standards:

- MA.HS.F-IF, F-BF, F-LE, F-TF, S-CP, S-MD:
  - Functions, trigonometry, sequences, probability, statistics, decision-making with data.
- MA.HS.G-GMD, G-MG: Geometry: modeling with 3D shapes, surface area, volume, measurement.
- MA.HS.A-CED, A-REI: Solving equations, systems, inequalities.

### Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent practice with algebra, trigonometry, and statistics.
  - Applied math in construction, budgeting, and agriculture projects.
- Thursday:
  - Group workshops solving industry-based math problems (e.g., estimating greenhouse yields, welding angle calculations).
- Friday (Afternoon Project Session):
  - CTE-integrated math projects: blueprint scaling, CAD measurements, or financial modeling.

## 3. Science

### Standards:

- SC.HS.PS.1–4: Physics: energy, motion, electricity, thermodynamics.
- SC.HS.LS.1–4: Biology: evolution, ecosystems, genetics, biotechnology.
- SC.HS.ESS.1–3: Environmental systems, climate science, resource management.
- SC.HS.ETS.1–2: Engineering design, testing, iterative problem-solving.

### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent labs and technical readings.
  - Lab notebooks documenting hypotheses and results.
- Thursday:

- Hands-on experiments and field studies (e.g., soil analysis, energy systems, health science labs).
- Friday (Afternoon Project Session):
  - Project-based science applications: renewable energy prototypes, watershed monitoring, greenhouse system trials.

#### 4. Social Studies

Standards:

- SS.HS.H.1–5: U.S. History post-1900, world history, government, civics.
- SS.HS.G.1–4: Global geography, economics, resource use, cultural systems.
- SS.HS.E.1–4: Microeconomics, macroeconomics, business systems, entrepreneurship.
- SS.HS.C.1–5: Policy-making, civic responsibility, community engagement.

Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent research on U.S. history, economics, and global issues.
  - Document analysis and case studies.
- Thursday:
  - Debates, model legislation, and economic simulations.
- Friday (Afternoon Project Session):
  - Applied social studies projects: business plans, community surveys, civic engagement initiatives.

### 12th Grade Work Plan (Multi-Age Classroom)

Core Subjects and Alaska Standards

#### 1. Language Arts (Reading, Writing, Speaking, Listening)

Standards:

- ELA.11-12.RL.1–10 / ELA.11-12.RI.1–10: Advanced literary analysis, synthesis across multiple sources, evaluation of informational texts.
- ELA.11-12.W.1–10: Extended research projects, argumentative and technical writing,

professional communication.

- ELA.11-12.SL.1–6: Formal debates, polished presentations, collaborative planning, oral defense of capstone.
- ELA.11-12.L.1–6: Advanced grammar, vocabulary, and language conventions in academic and professional writing.

Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent reading: classic works, modern nonfiction, technical and professional texts.
  - Writing: essays, research reports, technical documentation, grant proposals, workplace writing.
- Thursday:
  - Peer review, oral defenses of capstone drafts, Socratic seminars.
- Friday (Afternoon Project Session):
  - Senior capstone writing, speeches, and portfolio development.

## 2. Mathematics

Standards:

- MA.HS.A-REI, A-CED, F-IF, F-BF, F-LE, F-TF, S-IC, S-ID: Algebraic modeling, trigonometry, probability, statistics, functions.
- MA.HS.G-GMD, G-MG: Geometry and measurement in applied design and real-world contexts.
- MA.HS.N-Q, N-CN: Quantitative reasoning, complex numbers, applied problem solving.

Weekly Plan / Daily Structure:

- Monday–Wednesday (Morning Work Sessions):
  - Independent practice in advanced algebra, functions, statistics, or applied math.
  - Financial literacy and quantitative reasoning for real-world readiness.
- Thursday:
  - Workshops applying math to senior projects: budgeting, engineering, data analysis.

- Friday (Afternoon Project Session):
  - Capstone integration: blueprint scaling, market analysis, or scientific data interpretation.

### 3. Science

#### Standards:

- SC.HS.PS.1–4: Physics and applied sciences (energy, motion, thermodynamics, engineering).
- SC.HS.LS.1–4: Advanced life sciences (biotechnology, health sciences, ecosystems).
- SC.HS.ESS.1–3: Earth systems, climate, environmental and cultural resource management.
- SC.HS.ETS.1–2: Engineering design and innovation applied to community needs.

#### Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent labs, technical readings, data collection for capstone.
  - Lab journals documenting applied research.
- Thursday:
  - Peer collaboration on experiments, simulations, and environmental studies.
- Friday (Afternoon Project Session):
  - Capstone experiments: renewable energy trials, health projects, sustainability studies.

### 4. Social Studies

#### Standards:

- SS.HS.H.1–5: Contemporary U.S. history, civics, and government.
- SS.HS.G.1–4: Global systems, economics, and geography of resources.
- SS.HS.E.1–4: Entrepreneurship, business systems, personal finance.
- SS.HS.C.1–5: Civic responsibility, leadership, and policy analysis.

## Weekly Plan:

- Monday–Wednesday (Morning Work Sessions):
  - Independent research on civics, economics, and global issues.
  - Case studies: policy, law, and business planning.
- Thursday:
  - Seminars on civic engagement, business strategies, or current events.
- Friday (Afternoon Project Session):
  - Senior capstone integration: policy proposals, business plans, or civic engagement projects.

## **MEMO on Negotiations for the Facility**

Alaskan Homestead Education, Inc. (AHE) is working on behalf of Nikolaevsk Charter School (NCS) to secure the use of the borough-owned building located at 65524 Nikolaevsk Road, Nikolaevsk, Alaska, as a school facility. AHE will lease the building from the Kenai Peninsula Borough (KPB) for the nominal sum of one dollar per year and will be responsible for utilities, maintenance, and general upkeep as outlined in the budget. The Kenai Peninsula Borough School District (KPBSD) will reimburse AHE for utility and maintenance costs in accordance with the budget.

This arrangement will be formalized through three separate agreements: (1) between KPB and AHE, (2) between AHE and KPBSD, and (3) between KPBSD and NCS. The building's primary purpose will be to serve as the Nikolaevsk Charter School facility. To maximize the benefit of this community resource, the building will also be available for community use during non-school hours, including summer months, allowing for classes, training, and other community activities. These agreements are designed to ensure that the building serves both its educational mission and the broader needs of the Nikolaevsk community.