



Charter School APPLICATION

Nikolaevsk Charter School

FY [2026-2027]

Alaska Department of Education & Early Development
801 W 10th 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. purpose

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) 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.

Table of Contents

Directions	2
Section 1: Establishment of the Charter at the local level	6
Reviewer Rating Template	6
Section 2: Organization and Administration	11
Reviewer Rating Template	11
Section 3: Educational Program and Student Achievement	19
Reviewer Rating Template	19
Section 4: Professional Development	45
Reviewer Rating Template	45
Section 5: Facility	47
Reviewer Rating Template	47
Section 6: Admission	51
Reviewer Rating Template	51
Section 7: Fiscal	53
Reviewer Rating Template	53
Section 8: Transportation	62
Reviewer Rating Template	62
Appendix A Evidence of School Board Approval	63
Appendix B Nikolaevsk Charter School Contracts	64
Appendix C ByLaws	69
Appendix D Members of the APC, Qualifications and Meeting Minutes	77
Appendix E Administrative Policy Manual	86
Appendix F Program that Aligns with State Content Standards and Statewide Assessment System	114

Appendix G	Admissions Policies and Procedures	115
Appendix H	Projected Budget	118
Appendix I	Financials, Receipts and Expenditures	121
Appendix J	Transportation	125
Appendix K	School Meals	125
Exhibit A	School Calendar	125
Exhibit B	Facility Floorplan	127
Exhibit C	Community Approval	128
Exhibit D	Intent to Enroll	129
Exhibit E	School Comparison	132
Exhibit F	Description of School Schedule	133
Exhibit G	Samples of Meeting Alaska State Standards Grades K-12	137
Exhibit H	Detailed APC Meeting Minutes from June 9th, July 1th, July 7th 2025	167
Exhibit I	Letter from Alaskan Homestead Education INC.	174
Exhibit J	501c3 Determination Letter- Alaskan Homestead Education INC.	176
Exhibit K	MOA Between AHE and NCS	177
Exhibit L	Letter from Nikolaevsk Community Council	181
Exhibit M	MEMO on Contracts and Negotiations for the Facility	182
Exhibit N	DEED Correspondence Assurance Document	183

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 88 (Appendix E)	
Evidence of board approval	page 63 (Appendix A)	
Evidence of signed contract with all required elements	pages 64-68 (Appendix B) See required element below (Items 1-14)	
1. Description of educational program	pages 20-39 page 64 (Appendix B) page 97 page 114 (Appendix F) pages 137-166 (Exhibit G)	
2. Specific levels of achievement for the education program	pages 39-43 page 64 (Appendix B)	
3. Admissions Policy and Procedures	page 65 (Appendix B) pages 105-107 (Appendix E) page 115 (Appendix G)	
4. Administrative Policies	page 65 (Appendix B) pages 86-113 (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 54-55 page 65 (Appendix B) page 121 (Appendix I)	
6. Method of accountability for receipts and expenditures	pages 56-58 page 65 (Appendix B) pages 122-124 (Appendix I)	
7. Location and description of facility	pages 65-66 (Appendix B)	
8. Name of teachers who by agreement will teach in the charter	pages 66 (Appendix B)	
9. Teacher to student ratio	page 36 page 66 (Appendix B)	
10. Number of students to be served	Pages 66 (Appendix B)	
11. Term of contract (not to exceed 10 years)	page 66 (Appendix B)	
12. Termination Clause	pages 66-67 (Appendix B)	
13. Statement of state and federal law compliance	page 67 (Appendix B)	
14. Exemptions or requirements included in contract	page 67 (Appendix B)	
Evidence of bylaws	pages 69-76 (Appendix C)	
Evidence of APC, including list of names/qualifications, meeting minutes	pages 77-85 (Appendix D) pages 167-173 (Exhibit H)	

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.”
- Our school motto is: “It takes a village.”

- 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.
- Support Neurodivergent Learners with flexible, inclusive instruction across Montessori-based, Homeschool, and High School programs. This support is built into daily learning—through individualized pacing, sensory-friendly environments, hands-on materials, and collaboration with families and specialists—so every student can thrive.
- Engage students in community outreach, by aligning the projects within our DEED approved CTE classes with the needs of the community.

- Provide ongoing support to homeschool families through a correspondence program which includes an allotment, a certified teacher advisor who will oversee their ILP's, and access to ILP-aligned on-campus instruction.
- We will provide varied, ongoing professional development—including AMS (American Montessori Society) online modules, in-house workshops/Professional Learning Communities, hands-on CTE training, and optional parent sessions—to support consistent, high-quality practice across all programs.

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 63.

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 64.

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

1.4 Appendix C: Charter School Bylaws, Page 69

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 77-85), Exhibit H (Page 167-173).

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	pages 12-16 pages 90- 92 (Appendix E)	
Evidence of written administrative policy manual	page 16 pages 86-113 (Appendix E)	
Description of regular parent and teacher contacts for continuous improvement	page 16 page 95-96 (Appendix E)	
Description of APC meeting(s) to monitor progress	page 16-17 page 94 (Appendix E)	
Description of school schedule and calendar	pages 17-18 pages 96-97 (Appendix E) pages 125-126 (Exhibit A) pages 133-136 (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 Type B certificated administrator/teacher, Type A certificated teachers (depending on enrollment), certificated special education teacher, Type A certificated 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.

Principal/ Grades 6-8 Teacher 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 (2.0 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

Homeschool Advisor with Professional (Type A) Teacher Certificate (0.4 FTE)

- 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
- Monitors implementation of ILPs to ensure progress toward Alaska State Standards and KPBSD high school graduation requirements
- Facilitates student learning activities during supplemental education opportunities such as sessions or field trips
- Acts as a liaison between homeschool families and the district, ensuring compliance with homeschool purchase order guidelines
- 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
- Provides resources, support, and training to parents in hands-on, Montessori-inspired instruction

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/ Grades K-2 Teacher (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
- Assumes responsibilities designated under a Certified Teacher when fulfilling a role in the general education classroom

Secretary/Administrative Assistant (0.4 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

Custodian

- Maintains and cleans school facilities as part of the agreement with Alaskan Homestead Education. To be provided by Alaskan Homestead Education **(0.5 FTE)**

Nurse (Volunteer) Fektista Nelson, RN

- Registered Nurse
- On-site twice monthly
- Maintains student health records, including immunization records, as required by state law and district policy
- Establishes protocols and procedures for training staff in safe storage and administration of medications
- Training staff in first aid, CPR, and addressing bloodborne pathogens
- Routine health screenings for vision and hearing

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 (homeschool 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 86-113.

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 96-97 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 125

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 133-134 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 134-136 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 20-39	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	pages 23-36 page 114 (Appendix F) pages 137-166 (Exhibit G)	
Evidence of written plan to address PTR and projected enrollment	page 36	
Description of plans for serving special education, vocational education, gifted and bilingual students	pages 36-39 pages 98-99 (Appendix E)	
Evidence of written objectives for program achievement	pages 39-43 pages 99-100 (Appendix E)	
Description of the mechanisms for student assessment in addition to those required by state law	pages 39-45	

- 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 educational principles of Montessori for grades K–8 and Career & Technical Education (CTE) for grades 9–12.

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)

Our grades 9-12 high school program is built around CTE, giving students practical skills alongside core academics. All high school students will participate in 6 hours of CTE weekly, delivered in 3 hour blocks on Tuesday and Thursday afternoons. Enrolled homeschool students will also have the option to take part in our on-campus CTE program.

Students can graduate with nationally recognized certifications, job-ready skills, and portfolios of real projects.

High School CTE courses at NCS will align with DEED approved CTE courses, and will incorporate rigorous academics such as applied math, language and communication skills, and science. These courses will be overseen by an instructor with an M type certification or an Alaska certified teacher with a CTE endorsement, and delivered in progression (for example, levels 1, 2, and 3) and earn students relevant certifications making them highly employable and work-force ready.

In years 1-3 we will offer a National Center for Construction Education and Research Core class, divided into 3 levels; the first year will be level 1- Introduction to Architecture and Construction, and will earn students their OSHA 10 hour Construction Safety certificate. The second year will be level 2- Intermediate Construction Technology, and will earn students their NCCER Carpentry Level 1 modules 1-2 certificate. The third year will be level 3- Advanced Architecture and Construction, earning students their NCCER Core, and Carpentry Level 1 Certificate. Throughout the three levels, students will take part in Skills USA leadership workshops, and competitions focused on Construction, Architectural drafting, and project management.

While we will initially focus on Architecture and Construction for the first 3 years of our CTE program, we plan to expand the program to incorporate additional career

clusters offering students foundational exposure and certifications in other in-demand fields. These expansions will depend on availability of qualified instructors, resources, and partnerships. These pathways could include; Sustainable Agriculture and Horticulture; Advanced Welding and Metal Fabrication; Culinary Arts and Food Entrepreneurship; Robotics and Technology; Health Sciences; Aviation Fundamentals; Fisheries and Aquaculture.

A distinguishing feature of the CTE program is access to industry-recognized certifications through our CTE instructors, or local partnerships and apprenticeships. 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

Upon approval of Nikolaevsk Charter School, the school will implement the Alaska Department of Education & Early Development (DEED)-approved Architecture and Construction courses (Levels 1, 2, and 3) for high school students, as well as any additional DEED-approved CTE courses adopted in the future. These courses are fully aligned with Alaska State Standards and meet the requirements for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act, ensuring that students follow a recognized, high-quality CTE pathway that supports skill development, industry readiness, and practical application in architecture and construction.

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 Homeschool 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. Homeschool advisors 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 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. Students who qualify for gifted education, special education, or English Learner services will receive accommodations and support during assessments as required.

Collaboration between parents and NCS homeschool advisors will be central to the program. Parents will receive training and ongoing support in their student's learning progress, while homeschool 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–2), Upper Elementary (3–5), Middle School (6–8) groups span 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 (K–8)

Montessori Delivery

- Core approach: multi-age groupings, prepared environments, and 3 hour work cycles.
- Integration: science, geography, ELA, math, and arts are woven into thematic units (e.g., biomes, water systems, cultures).
- Accountability: unit plans and pacing guides crosswalk to Alaska ELA, Math, Science (2019), and Social Studies standards; student portfolios and performance tasks provide evidence of mastery.

Curriculum Resources & Roles

English Language Arts (K–8)

- Waseca Language Arts (K–5):
Foundational skills (phonemic awareness, phonics/phonograms, decodables), handwriting, word study/morphology, grammar symbol work, sentence analysis, and structured writing.
Montessori fit: self-paced card work; concrete → pictorial → abstract progression; integrates with content studies.
- Great Books – Shared Inquiry (2–8):
Seminar-style close reading, text-evidence discussion, and response writing.
Montessori fit: student-led discourse; ties to history/science themes; supports speaking/listening and argumentative/explanatory writing.

Science / Geography (K–8)

- Waseca Biomes & Cosmic Education (K–5; adaptable 6–8):
Biomes, ecosystems, earth systems, continents, nomenclature, field journaling.
Montessori fit: concrete classification and systems thinking; natural integration with ELA writing and math data work.
- Map of the Month (2–8; simple 1–2 options):
Large-format maps for spatial skills, research, and data displays.
Montessori fit: independent work cycle artifacts; cross-curricular mapping for history, science, and current events.

Mathematics (K–8)

- Formative Loop (K–6/8):
Five-minute individualized daily spiral/fluency practice and quick progress checks.
Montessori fit: slots before/after hands-on math lessons without displacing materials work.
- Illustrative Mathematics (6–8) to provide scope/sequence and common assessments while continuing Montessori materials as primary instruction.

Culture & Language Extensions (K–2)

- Laughing Star Montessori:
Phonics/word-study, handwriting, and cultural card sets for shelves.
Montessori fit: self-correcting materials; independence; integrates with continent/culture studies.

High-Level Standards

Grade Band	ELA (Reading/Foundational/S L/Writing)	Math (Concepts/Fluency/P ractices)	Science (Practices/PEs)	Geography & SS (Inquiry/Geo)
K–2	Waseca LA decodables, phonics, handwriting; shared reading & dictated writing tied to biomes/cultures.	Montessori material for number, place value, ops, measurement; Formative Loop fluency;	Waseca Biomes nature study, classification, weather; observations/journals.	Map of the Month intro mapping; community & place studies; simple research notes.
3–5	Waseca LA morphology, grammar symbols, paragraphing/research; Great Books seminars & evidence-based essays.	Montessori → abstract fractions, geometry, data; Formative Loop spiral;	Waseca Biomes ecosystems/earth systems; data collection & simple statistics woven into math.	Map of the Month regions/human-environment; project maps tied to history/science
6–8	Waseca LA (support) continued morphology/grammar for technical vocab; Great Books close reading, seminars, analytic & argumentative writing.	Formative Loop as needed; (optional Illustrative Mathematics 6–8 for coherent units & assessments).	Thematic investigations (watersheds, climate, energy); labs/fieldwork; presentations.	Analytical mapping (migration, trade, environment); primary/secondary source projects.

How alignment is ensured

- Each unit includes a brief Alaska standards map (ELA strands, Math domains, Science PEs, Social Studies/Geography indicators) showing where

Waseca/Great Books/Map of the Month/Formative Loop.

- Benchmark checks (e.g., writing rubrics, math fluency targets, science investigation rubrics) document progress.

Standards & Integration. NCS implements a comprehensive Montessori curriculum delivered through protected work cycles and mixed-age groups. Core resources include Waseca Language Arts (foundational skills, word study, grammar, structured writing), Great Books Shared Inquiry (text-based discussion and writing), Waseca Biomes (science and geography), Map of the Month (spatial skills and research), Formative Loop (daily math fluency). Illustrative Mathematics 6–8—may be used to provide district-friendly scope/sequence and common assessments while maintaining Montessori materials as the primary mode of instruction. All units are cross-walked to Alaska English Language Arts, Mathematics, Science (2019), and Social Studies standards, with evidence gathered through portfolios, performance tasks, program reports, and benchmark assessments.

6. Prepared Environment

- Classrooms are designed for accessibility, order, and student engagement.
- Materials are within student reach, easily accessible 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. In traditional Montessori practice, mastery is the goal and the A,B,C,D,F rubric is not typically referenced. However, to meet district reporting requirements and ensure consistency with state expectations, NCS will employ the A,B,C,D,F rubric.

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 Academic Core (Grades 9–12)

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>

Physical Education (Grades 9–12)

Curriculum: SPARK High School PE & Presidential Youth Fitness Program

Overview:

SPARK High School PE is a research-based, standards-aligned curriculum promoting lifelong physical activity and wellness. The program emphasizes fitness development, skill acquisition, and inclusive participation through varied activities such as team sports, aerobic training, and subsistence-based outdoor fitness (e.g., snowshoeing, hiking). The integrated Presidential Youth

Fitness Program provides personalized health-related fitness assessments, goal setting, and progress tracking.

Why it works for CTE and Alaska Standards:

- Supports physical literacy and lifelong wellness essential for all career pathways
- Emphasizes culturally responsive, age-appropriate instruction adaptable to rural Alaska environments
- Builds motor skills, cardiovascular fitness, strength, and flexibility in alignment with Alaska Physical Education Standards

Teaching Flexibility:

The curriculum allows adaptation to student interests, seasonal conditions, and available resources, ensuring a responsive, engaging program that meets core standards while fostering positive attitudes toward physical activity.

Language Arts: *StudySync*, technical writing, public speaking, and literature with real-world application in CTE pathways.

Curriculum: Writing with Skill & Well-Trained Mind Press Literature

Overview:

This curriculum builds student writing competency through step-by-step instruction in research, expository, argumentative, and narrative writing. Literature selections are flexible and can be adapted to reflect student interests, local culture, and CTE themes.

Why it works for CTE and Alaska Standards:

- **Writing across disciplines:** Students learn how to write clearly and professionally, skills needed in all CTE fields—from business reports to grant writing to construction documentation.

Grammar and mechanics: Direct instruction ensures mastery of foundational skills often assumed in high school but necessary for workplace communication.

Reading with relevance: Literature selections are adaptable to include books tied to CTE pathways (e.g., biographies of inventors, historical fiction tied to civics and government, or nonfiction texts on environmental sustainability).

Teaching Flexibility:

The instructor-led structure ensures consistency, while the modular nature allows students to progress at their own pace. It's highly adaptable to small class sizes or multi-age classrooms.

Math: *Algebra I & II, Geometry, and Applied Math for CTE*, using contexts from welding, construction, and engineering.

Curriculum: Illustrative Mathematics (IM)

Illustrative Mathematics is a problem-based curriculum that emphasizes conceptual understanding, collaborative problem-solving, and mathematical reasoning. The high school courses include Algebra I, Geometry, and Algebra II, and offer full alignment to Alaska State Standards and College & Career Readiness expectations.

The structure supports CTE by encouraging students to:

Apply math in real-world contexts (budgeting, data analysis, measurement, design), Work in collaborative groups, mimicking project-based workplace environments, justify their thinking with evidence, supporting technical communication,

Develop mathematical modeling skills used in engineering, construction, health, and tech fields.

Science: *Biology, Chemistry, Physics, and Environmental Science* with lab-based and VR-assisted instruction aligned with CTE applications.

Curriculum: CPO Science (by Savvas Learning Company)**Overview:**

CPO Science is a lab-based, inquiry-driven curriculum designed to promote deep understanding of scientific concepts through hands-on investigation. It covers Physical Science, Biology, Chemistry, and Environmental Science.

Why it works for CTE and Alaska Standards:

Strong hands-on emphasis: Built-in labs and equipment kits promote real-world scientific exploration, critical for CTE pathways in Health Science, Natural Resources, and Engineering.

Alaska alignment: Meets Alaska Science Standards and integrates NGSS-style scientific practices (modeling, data analysis, lab safety, etc.).

Career connection: Lessons often include industry-related topics like energy transfer, chemical reactions, genetics, environmental systems, and practical lab skills.

Teaching Flexibility:

Each course comes with extensive teacher support materials, assessments, and built-in safety protocols for lab environments. CPO is known for its visuals and clear explanations, making it effective for mixed-ability classrooms.

Social Studies: *World History, U.S. History, Government/Economics*, with options to focus on *Alaska Studies* and *civics in career contexts*.

Curriculum: TCI (Teachers' Curriculum Institute) History Alive!

Overview:

TCI History Alive!'s has an inquiry-based, student-centered learning approach rooted in the Next Generation Social Studies (NGSS) framework. It emphasizes interactive methods like role-plays, simulations and primary source analysis to engage students in historical thinking, supporting Montessori's hands-on, student-centered pedagogy. This curriculum offers World History, U.S. History, and Government/Economics, customizable for Grades 9-12. Units cover ancient civilizations to Modern Issues, with Alaskan context easily integrated (e.g., Russian colonization, Alaska Purchase).

Why it works for CTE and Alaska Standards:

Project-based learning: Projects can be incorporated from the Alaska CTE Plan (e.g., economic analysis of fisheries for Business and Finance)

Primary source integration: History Alive! emphasizes analysis, critical thinking, and communication—skills needed for careers in public service, law, journalism, and education.

Economic and civic literacy: *Econ Alive! The Power to Choose:* introduces students to fundamental economic principles, such as scarcity, trade-offs, market analysis, which are foundational for CTE fields like business management, entrepreneurship, or agricultural economics. *Government Alive! Power, Politics, and You:* covers the U.S. government's structure, the

Constitution, and civic rights and responsibilities, which translate to workplace citizenship skills like understanding labor laws, workplace ethics, or community involvement.

Teaching Flexibility:

History Alive!'s modular structure, pacing guides and editable materials make lesson planning easily customizable. Differentiated instruction is supported through scaffolded activities, adjustable reading levels and lessons that incorporate multiple learning styles.

TCI's History Alive! meets Alaska's Social Studies Standards and provides clear instructional pathways for required government and economics credits.

Homeschool Integration: Homeschool High school students enroll in on-campus CTE/ core academic classes based on ILP goals. Students will be able to register for quarterly projects like the fall farmers market, students may participate in on-campus planning sessions or complete remote tasks (e.g., budgeting, marketing flyers) aligned with ILP objectives in math or social studies. ILPs are customized to ensure credit accrual aligns with state graduation requirements.

Assessment:

MAP Growth and/or **AK STAR** for Math and ELA

PEAKS Science in Grade 10

CTE Portfolios, performance rubrics, and **capstone projects** per pathway

Homeschool students' CTE work and project outcomes are assessed via ILP-aligned portfolios, with options for virtual submissions or in-person presentations.

Homeschool Integration: Students may attend on-campus core or CTE classes (up to 2 classes) per ILP. Quarterly projects such as the farmers market allow participation through in-person sessions or remote tasks aligned to academic goals.

3.2.3 CTE (Grades 9-12)

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. **Pathways Offered**

Perkins CTE: Architecture & Construction (Levels 1–3) Years 1–3

Nikolaevsk Charter School (NCS) will implement the DEED-approved **Architecture & Construction** course (Levels 1–3) for all full-time high school students, providing a recognized CTE pathway that meets Carl D. Perkins Career and Technical Education requirements. The course will integrate student-centered, project-based learning aligned with local community needs, with hands-on projects emphasizing sustainable living, farm infrastructure, and practical design.

Program Format

- **Delivery:** 3-hour blocks (with a 5-minute break) on Tuesdays and Thursdays (12:25–3:30 PM), accommodating homeschool schedules and maximizing hands-on experience.
- **Cross-Curricular Integration:**
 - **Math:** measurement, structural calculations, budgeting, and geometry applied to design and construction projects.
 - **Science:** environmental systems, and basic physics for building and mechanical systems.
 - **Language Arts:** technical writing, project documentation, and presentation skills.
 - **Social Studies:** local food systems, economics of sustainable projects, and community planning.

Quarterly Project Progression

- **Year 1 (Foundations):** Plan and construct a community garden, including raised beds and irrigation systems; create initial design blueprints; implement sustainable growing practices; document work in technical portfolios.

- **Year 2 (Infrastructure & Market Skills):** Design and build outdoor kitchens, chicken coops, goat or small livestock shelters, develop marketing plans and budget for community produce or craft projects; apply applied math and biology concepts.
- **Year 3 (Advanced Systems & Applied Design):** Design and construct greenhouse, storage sheds, and community-use structures; integrate sustainability, safety, and functional design; focus on advanced construction, applied engineering, and product/process documentation.

Assessment & Evaluation

- Skill mastery: 40%
- Project deliverables: 40%
- Cross-curricular integration: 20%
- Evaluation documented in student CTE portfolios using DEED-approved rubrics.

Staffing & Supports

- **Instruction:** Certified high school CTE teachers or M-type Certified instructor supported by parent volunteers and industry mentors (e.g., welders, farmers, builders).
- **Resources:** Equipment funded through school CTE Perkins Funding, grants, and fundraising; includes woodshop tools, welding stations, seeds, greenhouse supplies, and PPE.
- **Funding:** Supplemented by grants, community partnerships, and fundraising; budget lines cover equipment, consumables, and certification costs.

Future CTE Expansion (Years 4 and Beyond)

As enrollment and resources grow, 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.

Possible 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 be introduced to entry level 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 include a performance assessment survey by a mentor and portfolio documentation done by the intern.

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 homeschool advisor that specify pathway participation, credits, assessment methods, and attendance.

Policy (Homeschool On-Campus Classes):

Homeschool students may take up to two on-campus classes per semester at NCS. The first class is free (whether CTE or a core class). If a student adds a second on-campus

class in the same semester, a program fee equal to 25% of the student's annual allotment is charged for that semester. CTE counts as one class.

Examples:

- **CTE only** → 1 class → **no fee**
- **CTE + Math** → 2 classes → **25% of annual allotment charged that semester**
- **Math only** → 1 class → **no fee**
- **Science + Language Arts** (no CTE) → 2 classes → **25% fee that semester**

3.3 Evidence of Written Plan to Address PTR and Projected Enrollment

Year 1 (2026–27) Enrollment Caps

- **In-person:** Up to 80 students, with a maximum of 20 students per multi-age classroom
- **Homeschool:** Up to 75 students, each supported by an NCS Homeschool Advisor

Homeschool students will have access (according to availability based on the Pupil to Teacher Ratio) to on-campus programming through CTE and quarterly project 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; 6-8; 9-12). PTR 20:1, Homeschool Advisor to student ratio 75:1.

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

3.4.1 Special Education and Neurodiversity Support

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. Collaboration between families, staff, and the district’s Special Education department will ensure that students’ academic, social, and behavioral needs are met.

NCS recognizes that students learn and process information in diverse ways. The term “neurodivergent” refers to individuals whose neurological development and functioning differ from what is considered typical, including but not limited to students with autism, ADHD, dyslexia, dyscalculia, sensory processing differences, or other cognitive variations.

The Montessori and CTE instructional models were intentionally selected to support neurodivergent learners by emphasizing hands-on, experiential learning; individualized progress rather than age-based pacing; and flexible pathways that honor each student’s strengths and interests. This approach allows all students—whether identified under IDEA, Section 504, or not—to thrive within a structure that naturally accommodates differences in attention, sensory needs, and learning style. Through adaptive teaching strategies, collaboration, and environmental design, NCS seeks to create a learning community where neurodiversity is understood, supported, and valued as an essential part of an inclusive educational environment.

3.4.2 Vocational Education and Career & Technical Education (CTE)

At the high school level, Nikolaevsk Charter School (NCS) will emphasize Vocational Education and Career & Technical Education (CTE) pathways aligned with Alaska’s workforce needs. Initial programs will focus on Architecture and Construction, with future expansion into Trades, Engineering & Innovation, and Business & Entrepreneurship.

Students will also have access to additional vocational and CTE opportunities through AVTEC, the Kenai Peninsula College (KPC) JumpStart Program, and Middle College, providing pathways toward industry certifications, apprenticeships, postsecondary

education, or direct employment.

Vocational coursework at NCS will emphasize hands-on skill-building in areas such as carpentry, mechanics, animal care, welding, food production, and other trades relevant to local community and regional economic needs.

Through CTE and vocational instruction, students will apply academic knowledge in practical settings while developing essential employability skills such as teamwork, communication, problem-solving, and entrepreneurship. Local partnerships with tradespeople, farms, and businesses will provide opportunities for job shadowing, internships, and work-based learning experiences.

For younger students, exposure to vocational and technical concepts will occur through age-appropriate Montessori “Practical Life” and quarterly projects, where students learn responsibility, craftsmanship, and applied problem-solving—laying a strong foundation for future specialization within the high school CTE pathways.

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 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 student deficiency.
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-to-homeschool advisor ratio ensures that families have regular and timely access to their homeschool 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** –Homeschool advisors review student portfolios, samples of work, to confirm progress toward ILPs. Homeschool 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** – Homeschool 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 homeschool advisors assist students in building and organizing their portfolios.
- **Community & Applied Learning Records** – Homeschool 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, homeschool advisor observations, or public exhibitions.
- **Homeschool Advisor Rubrics & Checklists** – Homeschool 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. Homeschool 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, Homeschool 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 Homeschool 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 Homeschool advisor and family to identify barriers to progress.
- Revise the ILP and implement targeted intervention strategies (additional tutoring resources, curriculum adjustments, or increased Homeschool advisor support).
- Provide parent support opportunities through workshops, resource guides, or one-on-one consultations with Homeschool 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 Homeschool advisor check-ins.

3.5.3 Grading System

Nikolaevsk Charter School (NCS) Grading and Instructional Alignment

Nikolaevsk Charter School (NCS) will align grading practices with the instructional models used in Montessori (K–8) and High School (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.

At the high school level (grades 9–12), NCS will provide a rigorous academic foundation aligned with Alaska State Standards while integrating Career and Technical Education (CTE) pathways. Core academic classes will include English Language Arts, Mathematics, Science, and Social Studies, all designed to meet or exceed graduation requirements. Instruction in these courses will emphasize applied learning, project-based integration with CTE programs, and real-world skill development.

- **English Language Arts** will focus on technical writing, communication, and research to support both college readiness and workplace communication.
- **Mathematics** will emphasize algebra, geometry, and applied math for trades, construction, and agricultural management.
- **Science** will integrate environmental studies, biology, and applied sciences related to agriculture, engineering, and sustainability.
- **Social Studies** will cover U.S. and Alaska history, government, and economics, with an emphasis on community development and rural sustainability.

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.

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 45-47	

1. 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.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	page 48	
Evidence of a written facility plans	pages 49-50	

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 Road, Nikolaevsk, Alaska 99556**

Alaskan Homestead Education, Inc. (AHE) is working on behalf of NCS to secure the use of the borough-owned building at this address as the school facility. AHE will lease the building from the Kenai Peninsula Borough (KPB) and will serve as the lessee of record.

As lessee, AHE will be responsible for all maintenance, utilities, insurance, and general upkeep of the facility. As compensation for these expenses related to the operation of the charter school, KPBSD will use the \$215,000 allocated for facility costs within the NCS budget as payment of rent to AHE.

During school hours, the building will operate as Nikolaevsk Charter School. Outside of school hours—including evenings, weekends, and summer months—the facility 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 agreements:

1. Between KPB and AHE (facility lease agreement);
2. Between AHE and NCS (sublease and operations agreement); and
3. Between KPBSD and NCS (charter school contract).

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, providing space for classes, training, and other community events. These agreements are designed to ensure that the facility serves both its educational mission and the broader needs of the Nikolaevsk community.

See Exhibit M Memo on Contracts and negotiations for the facility pg. 182

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 several outbuildings, including the existing woodshop located behind the main school, which will be used for CTE classes. Another outbuilding will serve as a small market space where students can sell handmade items and agricultural products. These spaces provide students with authentic opportunities to develop skills 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.

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.
- SY2026-27 NCS anticipates up to 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 51-53, pages 105-107 (Appendix E) pages 115-117 (Appendix G)	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	pages 52-53 pages 106-107 (Appendix E) pages 115-117 (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. Priority will likewise 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.

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 Enrollment and Lottery Procedures

6.2 NCS may advertise enrollment opportunities through local social media, radio, print news, community bulletin boards, and at local events or gatherings to ensure broad community awareness.

6.2.1 Application Period: NCS will accept student applications for the upcoming school year through February 28.

6.2.2 Open Enrollment: If the number of applications received is at or below capacity, all eligible applicants will be enrolled.

6.2.3 Lottery Procedure:

If applications exceed capacity for any program, class, grade level, or for the school overall, NCS will conduct a random lottery to determine enrollment order. Applications not drawn for immediate placement will be assigned a waitlist number based on the order of the draw.

6.2.4 Rural Family Hardship Consideration:

In extraordinary cases where not enrolling a sibling would create a significant hardship—such as excessive transportation distance or unique family logistics—the Academic Policy Committee (APC) may recommend temporary over-enrollment to allow siblings to attend together.

Such exceptions must be approved jointly by the APC and the Kenai Peninsula Borough School District (KPBSD) to ensure that facility capacity, safety, and staffing considerations remain within state and district requirements. The APC will document the rationale for each decision and submit written notification and justification to the District

for final review and recordkeeping.

6.2.5 Lottery Oversight:

The lottery will be held on the third Tuesday in March and supervised by an independent third party or district-approved representative to ensure transparency and compliance with Alaska Statute AS 14.03.265 and KPBSD Policy BP/AR 6187.

6.3 Lottery Process (see page 106 Appendix E for 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.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Written budget summary and financial plan	pages 54-55 pages 118-120 (Appendix H) pages 121-124 (Appendix I)	
Description of how financial records will be kept	page 56	
Description of accountability for receipts and expenditures	pages 56-58 pages 122-124 (Appendix I)	

- 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 Donations and Nonprofit Funds

Donations and funds raised through the affiliated 501(c)(3) nonprofit organization supporting Nikolaevsk Charter School (NCS) will remain under the stewardship and financial management of the nonprofit.

These funds will be designated for use in support of NCS programs and activities, but will be maintained in separate nonprofit accounts and not deposited into or

commingled with District-managed funds, in accordance with KPBSD BP 3290 (Gifts, Grants, and Bequests).

Any funds or items that are formally accepted by the District on behalf of NCS will become District property under BP 3290. Items purchased with nonprofit funds that are retained as nonprofit property will be clearly labeled as such and may be loaned to or used by NCS under written agreement approved by both the nonprofit board and school leadership.

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 (page 118-119)

- 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

Allotment Amounts. NCS will establish annual homeschool allotments comparable to other Alaska programs. Final amounts are set each spring based on the approved budget.

Access & Release. Up to 50% of a student’s allotment may be accessed before the school year for ILP-approved purchases. The remaining balance is released after October 31 following enrollment verification.

Proration.

- Enroll by **October 15** → **100%** allotment
- **October 16–January 9** → **50%** allotment
- **January 10–March 1** → **25%** allotment
- After **March 1** → **0%** (case-by-case for required credits)

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.

Allowable Uses: ILP-aligned curriculum and materials, instructional supplies, tutoring/lessons, testing fees, dual-credit tuition/fees (as approved), approved CTE costs and safety gear, and other educational services tied to standards.

Non-Allowable Uses: Non-educational purchases; gifts; food; routine clothing; travel/lodging unless pre-approved for educational programs; entertainment;

sectarian/religious materials with public funds.

Procurement: Purchases must be pre-approved and made via: (1) district direct purchase, (2) approved vendor direct-pay, or (3) parent reimbursement with itemized receipt and proof of payment. Sales tax is not reimbursed where the district can purchase tax-exempt. Used items require pre-approval and documentation.

Ownership: Non-consumables are district property and must be returned upon withdrawal or if not re-enrolling; consumables remain with the family.

Deadlines: Encumber funds by April 15; submit reimbursements by May 15 (or dates set annually).

Carryover: Unspent funds carry over only if the student remains continuously enrolled at NCS; otherwise, funds revert to the program.

Family Allotments: Families with multiple enrolled students may pool allotments. NCS will track by student and require ILP alignment for each expenditure.

Withdrawals/Transfers: Unencumbered balances revert to NCS; encumbered POs may be canceled; all non-consumables must be returned; final reimbursements due within 15 days of withdrawal.

Advisor Oversight: Advisors approve ILPs and expenditures, monitor progress, and confirm balanced coverage of core subjects prior to fund release.

Compliance & Audit: NCS may conduct random audits; ineligible expenditures must be repaid; conflicts of interest require disclosure and approval.

Technology Purchases. Families may use allotment funds to purchase approved technology devices necessary for student learning (e.g., laptops, tablets, or printers). Technology purchases may be made once every three years per student and must be pre-approved as part of the student's Individual Learning Plan (ILP).

Alternatively, families may check out a device from NCS. Device checkout requires a signed Use and Care Agreement, which outlines expectations for responsible use, maintenance, and return. Families will be responsible for replacement or repair costs resulting from loss, negligence, or damage beyond normal wear and tear.

High School Participation

Homeschool Student Enrollment Options

Homeschool high school students may enroll in on-site classes at Nikolaevsk Charter School (NCS) under the following structure:

- **One-Class Enrollment:** Students may participate in one NCS class per semester free of charge, with no deduction from their allotment.

- **Two-Class Enrollment:** Students who enroll in two NCS classes per semester will contribute 25% of their annual allotment per semester toward participation costs.

Class Participation Limit

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

Enrollment Priority

- Full-time, in-person NCS students will be given priority placement in all classes during initial scheduling.
- Homeschool students may register for any remaining open seats after full-time student schedules are finalized.
- Enrollment for homeschool students will be approved on a space-available basis each semester and coordinated through the NCS academic advisor to ensure appropriate placement.

K–8 Participation

In the 2026–2027 school year, K–8 homeschool students will not participate in the daily Montessori classroom work cycles due to the individualized and immersive nature of Montessori instruction. This approach ensures that the integrity of the classroom environment and the continuity of learning for full-time students are maintained without disruption.

Instead, NCS will offer on-campus quarterly project sessions designed specifically to incorporate homeschool students. Each session will consist of three-hour project blocks scheduled during the high school Career and Technical Education (CTE) period. These projects will integrate Montessori principles with hands-on, thematic learning experiences that promote creativity, collaboration, and real-world application of academic concepts. Participation will be offered at no cost to homeschool families.

To complement the quarterly projects, the Homeschool Advisor will organize enrichment opportunities, such as interest-based activities, workshops, and field trips, that extend learning beyond the classroom and strengthen community connections.

For family convenience, the CTE block and Quarterly project block will be scheduled concurrently, allowing parents with students in multiple grade levels to drop off all participating homeschool students at the same time.

The Academic Policy Committee (APC) will periodically review the effectiveness of these offerings and may consider expanding access to the Montessori work cycle for

homeschool students in future years if it is determined to be beneficial to all NCS students.

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 62 page 125 (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 leased by Alaskan Homestead Education, Inc. and will be sub-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.

Under the lease agreement, Alaskan Homestead Education (AHE) shall assume responsibility for utilities, maintenance, and general facility operations. In consideration of these services, the Kenai Peninsula Borough School District (KPBSD) shall remit to AHE an annual payment of \$215,000, funded through the Nikolaevsk Charter School (NCS) budget, as rental compensation for the use of the facility.

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. Targeted teacher-to-student ratio 20:1 in person, 75:1 homeschool.

10. Enrollment

Charter School shall enroll a minimum of forty-four (44) students (in-person/ homeschool) 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 _____, school professional and clerical employees, and class code _____, 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

Section 19 – Insurance Costs

In accordance with Borough Ordinance and KPBSD policy, the District normally allocates insurance costs based on a pro-rata per-pupil share of risk-management expenses (liability insurance) and a per-square-foot allocation (property insurance).

However, under the Sublease Agreement between Alaskan Homestead Education, Inc. (AHE) and Nikolaevsk Charter School (NCS), all property and liability insurance associated with the Nikolaevsk School facility will be provided and paid by AHE.

AHE shall maintain insurance coverage meeting or exceeding Kenai Peninsula Borough and KPBSD requirements and will provide proof of coverage annually or upon request.

Accordingly, no separate insurance costs will be charged to NCS under the District's per-pupil or per-square-foot cost-allocation formula, as those services are included in the sublease payment of \$215,000 per year.

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 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 as 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 Kuzmin: Terms expire February 28, 2028
- Blake Sawyer and Fektista 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 Chairperson 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 Chairperson in his/her absence or 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

Members of the APC, Respective Qualifications and 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-	Fektista 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 Fektista (Tisa) Nelson

Raised in Nikolaevsk, Fektista 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. Fektista 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

The Academic Policy Committee meetings were held on the following dates. Official Meeting minutes will be posted to the Nikolaevsk Charter School website upon approval of the charter. (dates with an asterisk have minutes included in this document. See in Exhibit H.

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, Fektista 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, Fektista 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), Fektista 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), Fektista 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 Fektista 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 Charter 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.

TABLE OF CONTENTS

- 1. Section 1: Establishment of the Charter at the Local Level**
 - a. Primary purpose
 - b. Local school board approval
 - c. Evidence of the signed contract
 - d. Charter school bylaws
 - e. Academic Policy Committee (APC)
- 2. Section 2: Organization and Administration**
 - a. Administration of charter school
 - b. Administrative policy manual
 - c. Regular stakeholder meetings
 - d. APC meetings
 - e. Standard Parent and Teacher Contacts for Continuous Sustainable Improvement of Academic Learning and Administration
 - f. School calendar
- 3. Section 3: Educational Program and Student Achievement**
 - a. Educational program
 - b. Instructional program addresses state standards
 - c. Plans to serve special populations
 - d. Objectives for program achievement
 - e. Student assessment utilized
- 4. Section 4: Professional Development**
 - a. Staff professional development
- 5. Section 5: Facility**
 - a. Location and description of facility
 - b. Plans for projected growth
- 6. Section 6: Admission**
 - a. Admission policies
 - b. Recruitment process
- 7. Section 7: Fiscal**
 - a. Budget summary and financial plan
 - b. Fiscal assurances

8. Section 8: Transportation

- a. Transportation policy

9. Section 9: Corrective Action at NCS

- a. Academic Expectations and Corrective Procedures
- b. Disciplinary Actions at NCS

10. Section 10: Nikolaevsk Charter School Complaint Resolution Policy

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

Appendix A: Evidence of school board approval

Appendix B: Contract between the charter school and school board

Appendix C: Charter School Bylaws

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 Program: Families receive guidance from certified homeschool 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.

As of the current Intent to Enroll commitments (10/13/25)—reflecting 51 full-time students and

38 homeschool students projected for the 2026–2027 school year—Nikolaevsk Charter School (NCS) projects the following staffing plan. Staffing levels will be reviewed and adjusted annually in response to verified enrollment:

- **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. Principal will also fulfill the role of teacher for the grades 6-8 classroom.
- **Certified Teachers (2.0 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 Homeschool Advisor (0.4 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/ Teacher (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. Will also fulfill the role of teacher for grades K-2 classroom.
- **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. Retain the necessary credentials to award state-standards-aligned CTE credit.

- **Secretary/Administrative Assistant (0.4 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 :**
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. (0.5 FTE)
- **School Nurse (Volunteer):**
Provides services twice monthly. 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. Certified Nursing services will be provided by Fektista Nelson, RN.

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.
- The APC will assess student academic outcomes and program effectiveness
- The APC will facilitate necessary adjustments to school operations and curriculum
- The APC will evaluate the performance of the school administrator
- The APC will review and oversee financial management
- The APC will 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 in whatever capacity they are able, whether in-classroom or behind-the-scenes support. Nikolaevsk Charter School motto is: “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 homeschool advisor. Homeschool 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. In future years, we hope to offer a pre-school sibling allotment of \$500, but will not be able to budget for this in year 1.

- **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 homeschool 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

Nikolaevsk Charter School (NCS) is committed to providing an inclusive educational environment that supports the success of every student.

Students with Disabilities (IEPs & 504 Plans)

NCS will serve students with disabilities in full compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and state regulations (4 AAC 52). Special education and related services will be coordinated by the KPBSD Special Education Department and delivered by certified staff. Individualized Education Programs (IEPs) will be implemented within the Montessori and CTE classrooms through accommodations, modified materials, and differentiated instruction.

Multi-Tiered System of Supports (MTSS)

NCS will utilize a data-driven MTSS model to identify students in need of additional support. Tier 1 focuses on high-quality, inclusive instruction; Tier 2 provides targeted small-group interventions; and Tier 3 offers individualized support and may lead to referral for special education evaluation when appropriate.

Neurodivergent Learners

Instructional strategies will emphasize universal design for learning (UDL) and sensory-friendly environments to support students with ADHD, autism, dyslexia, and other neurological differences. Montessori materials naturally allow for self-paced, hands-on learning, while CTE pathways provide concrete, project-based applications that help neurodivergent students demonstrate mastery through action. Staff will receive ongoing professional development in

trauma-informed practices, executive-function supports, and differentiated assessment.

English / Bilingual Learners (EL Program)

NCS will identify and support students who are English Learners (ELs) in accordance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA). Upon enrollment, all students will complete a Home Language Survey, and those flagged for review will receive language proficiency screening using district-approved tools.

Identified EL students will receive English Language Development (ELD) instruction delivered by a certified teacher or qualified paraprofessional in coordination with KPBSD's ELL Program. Services may include small-group or push-in instruction emphasizing vocabulary, reading comprehension, and academic language development. Progress will be monitored at least twice per year, and students will exit the program once they demonstrate proficiency on the state-approved English Language Proficiency Assessment.

Gifted & Advanced Learners

Gifted students will be supported through accelerated work plans, enrichment projects, and mentorship opportunities integrated within both Montessori and CTE pathways.

Family & Community Partnership

NCS will maintain strong collaboration with families and the community to ensure supports are personalized, culturally responsive, and respectful of local values and traditions.

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)
- NCS will administer the state-mandated Alaska Reads literacy screener (mCLASS/Amplify) in fall, winter, and spring to all K–3 students. Students identified as having reading deficiencies will receive intensive reading interventions in addition to core reading instruction
- 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.

Early Literacy Assessment and Alaska Reads Act Compliance

In accordance with the Alaska Reads Act, Nikolaevsk Charter School (NCS) will administer the state-approved early literacy screener (mCLASS by Amplify) three times annually — fall, winter, and spring — for all students in grades K–3.

The screener will assess foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, to identify students who may be at risk for reading difficulties.

Intervention and Support Process

1. **Benchmark Screening:**

Students are assessed at the beginning (fall), middle (winter), and end (spring) of each academic year using the state-mandated screener. Results are reviewed by teachers and administrators within ten (10) days of completion.

2. **Identification of Reading Deficiencies:**

Students scoring below the state-defined proficiency threshold are identified as having a reading deficiency. These students will receive targeted, evidence-based reading interventions designed to address specific skill gaps.

3. **Parent Notification and Reading Improvement Plans (RIPs):**

Parents or guardians will be notified in writing within fifteen (15) days of the screening if their child demonstrates a reading deficiency. Together with the classroom teacher, parents will participate in developing an individualized Reading Improvement Plan outlining goals, progress-monitoring methods, and at-home reading activities.

4. **Progress Monitoring:**

Students receiving interventions will be progress-monitored bi-weekly using curriculum-based measures to evaluate growth and adjust supports as needed.

5. Tiered Support Structure:

- **Tier 1:** High-quality, research-based literacy instruction for all students.
- **Tier 2:** Small-group targeted instruction using diagnostic data for students below benchmark.
- **Tier 3:** Intensive, individualized intervention for students with persistent reading deficiencies, possibly including supplemental reading specialists or SPED referral when warranted.

6. Reporting and Accountability:

Screening data will be entered into the state’s Alaska Reads data system and shared with the KPBSD Office of Teaching and Learning to ensure compliance with reporting and progress-monitoring requirements.

Program Alignment

All literacy instruction and intervention materials used at NCS will align with the Science of Reading and state-approved curricula under the Alaska Reads framework. Teachers will receive ongoing professional development in explicit phonics instruction, structured literacy, and data-driven intervention planning.

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)	2 staff completed Montessori certification expected; K–8 practices fully implemented	CTE offerings stabilized; 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

Alaska Homestead Education is in active negotiations to lease the former Nikolaevsk School building from the borough on behalf of NCS. 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 third Tuesday March 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.

Withdrawal and Allotment Adjustment Policy

In the event that a student withdraws from Nikolaevsk Charter School (NCS), the student's portion of the family allotment will be prorated and subtracted from the family's total allotment balance based on the student's date of withdrawal.

Encumbered funds or pending purchase orders associated with the withdrawing student will be reviewed and cancelled unless the goods or services were rendered prior to the date of withdrawal.

Only pre-approved purchases completed before the withdrawal date will be eligible for reimbursement.

The remaining allotment funds may continue to be used for other enrolled students in the

household, up to the total of their respective allotment amounts.

If all students in the family withdraw, any remaining funds shall revert to NCS and be used to support the general 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 further evaluation to determine eligibility for Special Education or Section 504 services in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Alaska Administrative Code (4 AAC 52). Referrals may be initiated by a teacher, parent, or advisor when a student demonstrates persistent academic, behavioral, or developmental difficulties that interfere with learning despite targeted support.

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.

The Intervention Team shall include the school administrator, certified teacher(s), and the student's parent or guardian, and may include other relevant staff members (such as a tutor, mentor, or special education teacher) as needed.

The team will:

- Review academic performance, attendance, and behavioral data;
- Identify barriers to learning and potential underlying causes;
- Develop a Student Support Plan that may include tutoring, schedule adjustments, study skills assistance, mentoring, behavioral or attendance interventions, or referral for further evaluation under Section 504 or Special Education if appropriate.

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: 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 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. 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.

In-Person Enrollment Capacity and Priority (Year One 2026-2027)

For the initial year of operation, in-person enrollment shall be capped at eighty (80) students, with an approximate class size of twenty (20) students per classroom.

Enrollment Priority.

Priority for in-person enrollment shall be granted in the following order:

1. Full-time enrolled students;
2. High-school homeschool students participating in on-campus classes; and
3. Younger siblings of enrolled students.

Class size limits may be temporarily adjusted, at the discretion of the Academic Policy Committee (APC), to prevent the separation of immediate family members, provided the school remains within facility capacity and safety requirements established by the Kenai Peninsula Borough School District (KPBSD) and state regulation.

If in-person enrollment reaches full capacity, additional applicants—including homeschool students requesting on-campus class participation—shall be placed on a waitlist in the order determined by the approved lottery process in compliance with AS 14.03.265 and KPBSD BP/AR 6187.

Enrollment for Homeschool students (Year One 2026-2027)

For the initial year of operation, homeschool enrollment shall be capped at seventy-five (75) students to ensure that Individual Learning Plans (ILPs) can be effectively overseen by the certified teacher advisor and that all homeschool families receive appropriate instructional support.

If the number of timely applications exceeds available capacity, students shall be admitted through a random drawing until the homeschool enrollment cap is reached. Applications not selected during the drawing shall be assigned a waitlist position determined by the lottery, in accordance with AS 14.03.265 and KPBSD BP/AR 6187.

Enrolled homeschool students may register for up to two (2) in-person classes per semester. If applications exceed available seats for any program, class, grade level, or the school overall, a lottery will be conducted to determine enrollment order.

In assigning waitlist positions, families of homeschool high school students seeking participation in on-campus courses shall receive first consideration, provided that all admissions procedures remain consistent with state law and district policy.

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 2026-2027 Projected Revenue provided to NCS by Alaska DEED, and reflects a projected count of 42 students (including 2 intensive needs) and 40 homeschool students. These were the numbers of students intended to enroll when NCS first submitted the charter application on September 30, 2025. Due to ongoing outreach and growing interest, additional intent to enroll forms have been received via a Google Forms survey. Additionally, a homeschool family has decided instead to opt for full-time enrollment, shifting the counts for full-time and homeschool students.

The projected budget on the following page does not reflect current data on intent to enroll student numbers, but reflects previous data. NCS has updated information on the intended student enrollment count as of 10/13/25 to 51 full-time students (2 of which are intensive needs), and 38 homeschool students.

Nikolaevsk Charter School Projected Budget		42 in-person (including 2 intensive)	
		40 homeschool	
Budget	Descriptions		
\$ 873,192.36	Foundation Formula (AADM at \$6,660)		
\$ 2,098.00	Quality Schools		
\$ 209,930.71	Additional Allowable		
\$ 43,000.00	AK State Charter School Grant		
\$ 1,128,221.07	Total Projected Revenue		
Budget	Descriptions	FTE	Comments
\$ 112,989.00	Principal/Teacher	1.00	Principal Salaries
\$ 236,292.00	Certified Teacher	3	Teachers' Salaries
\$ 5,000.00	Subs		
\$ 13,651.97	Administrative Assistant	0.4	Secretary's Salaries
\$ 31,505.60	Homeschool advisor	0.4	Advisor Salaries
\$ 20,000.00	CTE M Certified Instructor	0.25	Instructor's Salaries
\$ 255,441.98	Employee Benefits		TRS/PERS, FICA, Medicare, UI, LI
\$ 10,000.00	Professional Technical services		
\$ 55,175.51	Supplies/Materials		
\$ 2,000.00	Office Supplies		
\$ 29,500.00	Equipment		
\$ 108,000.00	Homeschool Allotments		\$2,700 X 40 students
\$ -	In-Kind		KPB in-kind and rent
\$ -	Rent		
\$ 1,301.88	Audit		
\$ 1,128.59	Custodial		
\$ 67,000.00	Utilities		
\$ 103,458.12	Maintenance		
\$ 15,088.83	Liability Insurance		
\$ 13,233.22	Property Insurance		
\$ 13,789.36	Workers' Compensation		
\$ 33,665.01	Indirect Services		KPBSD indirect services
\$ 1,128,221.07	Total Projected Expenditures	5.05	
\$ -	Unallocated amount		

Breakdown of Materials Costs: \$55,175.51 Total

- \$20,000 K-8 Montessori instructional materials/ supplies
- \$10,000 High School core curriculum / supplies
- \$25,175.51 CTE instructional materials/ supplies

Alaska Homestead Education

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

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.

Upon approval Nikolaevsk Charter School (NCS) will immediately finalize Memorandums of Agreement (MOA) with Alaskan Homestead Education (AHE) for services related to custodial work, school nursing, and facility maintenance and support.

The NCS budget is built upon the student count of 40 in-person students, 2 intensive needs and 40 homeschool 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

For the 2026-2027 school year, Nikolaevsk Charter School is opting to not participate in the National School Lunch Program. Students will bring home-packed lunches. Nikolaevsk Charter School (NCS) is seeking to partner 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 Montessori program, 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 will be a variance calendar but will meet the Kenai Peninsula Borough School District (KPBSD) and State requirements by providing 170 student days and 188 teacher workdays. Calendar on next page

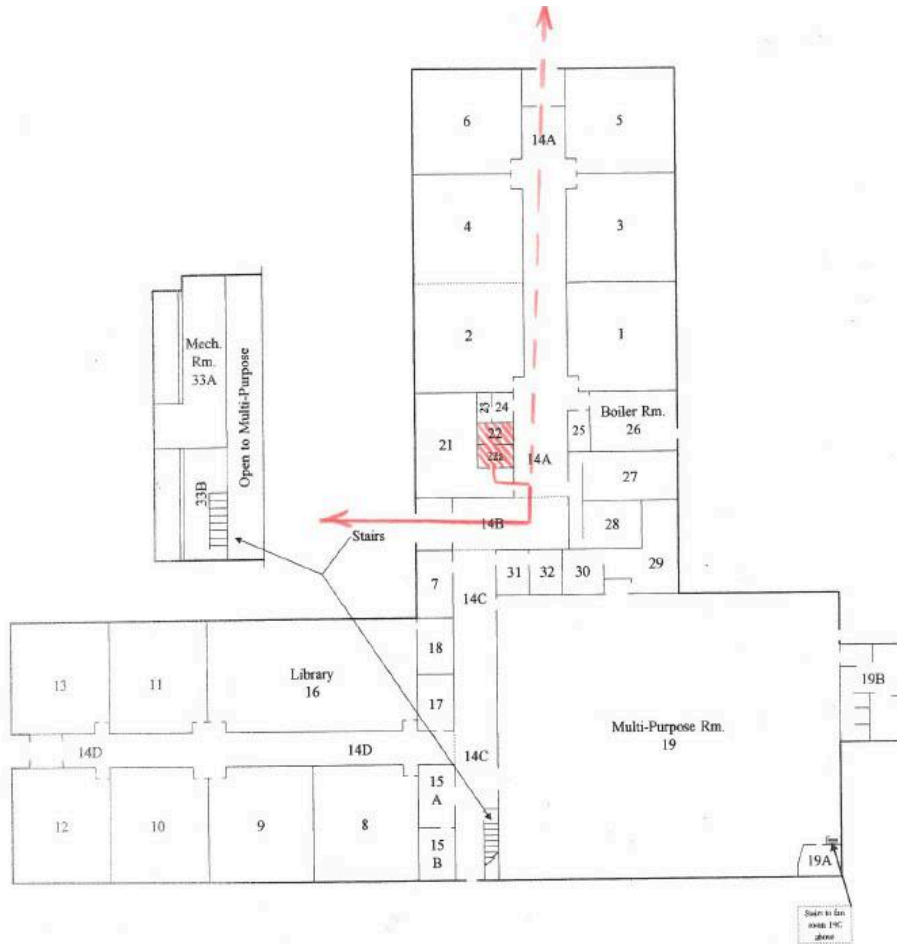
Kenai Peninsula Borough School District

2026-27 Nikolaevsk Charter School Calendar

C School Closes	O School Opens
E End of Quarter	CI PT Conference/Inservice
H Legal Holiday	V/M Vacation/Make Up Day
IW Inservice/Work	ER 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							IW	IW	IW		6	7	8	9	10	11	12	4	5	6	7	8	9	10
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	11	12	13	14	15	16	17

Exhibit B- NCS Facility Floor Plan



FIRE EVACUATION PLAN

- Primary
- - - - Secondary

NOTE: Drawing is Not To Scale

KENAI PENINSULA BOROUGH - Nikolaevsk school #038
#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, 2025 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. Evidence of this meeting can be found on pages 80–81.

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	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	traditional
██████████	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
██████████	2 Students	6th, 5th	IDEA	homeschool
██████████	3 Students	10th, 10th, 1st	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
██████████	1 Student	K		traditional
██████████	1 Student	10th	Homer High	traditional

██████████	1 Student	9th	Flex	traditional
██████████	1 Student	4th	Big Lake Elem.	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
██████████	1 Student	11th	IDEA	traditional
██████████	4 Students	1st, 3rd, 10th, 12th	Homer High Paul Banks	traditional
██████████	2 Students	8th, 11th	Chapman Homer High	traditional
██████████	2 Students	3rd, 9th	Chapman	homeschool

Exhibit E - School Comparison

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

Illustrative K-8 Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-11:30am (3 hours) (180 minutes)	Core Instruction Montessori Work Cycle: Math & Language Arts	Core Instruction Montessori Work Cycle: Math & Language Arts	Core Instruction Montessori Work Cycle: Math & Language Arts	Core Instruction Montessori Work Cycle: Math & Language Arts	Core Instruction Montessori Work Cycle: Math & Language Arts
11:30am-12:00pm (30 minutes)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00pm-12:30pm (30 minutes)	RECESS	RECESS	RECESS	RECESS	RECESS
12:30pm-2:30pm (2 hours) (120 minutes)	Group Project Lessons in Science/Social Studies	Quarterly Project 12:30pm-3:30pm (3 hours) (180 minutes) Hands-on Cross-Curricular	Group Project Lessons in Science/Social Studies	Quarterly Project 12:30pm-3:30pm (3 hours) (180 minutes) Hands-on Cross-Curricular	Group Project Lessons in Science/Social Studies
2:30pm-3:30pm (1 hour) (60 minutes)	Specials Music, Art, PE (Rotates)		Specials Music, Art, PE (Rotates)		Specials Music, Art, PE (Rotates)

Monday- Friday

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

11:30-12:00– Lunch

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

Monday-Wednesday-Friday

12:30- 2:30– Group project/ lessons in Science/Social studies

2:30-3:30 Specials (Music, PE, Art): Standards based activities (e.g., PE: SPARK, outdoor games; Art: nature sketches, Alaska PE/ Arts Standards). Rotates.

Tuesday-Thursday

12:30-3:30 Quarterly projects - hands on, cross curricular

The Schedule will include the following components:

- 2.5 hours of core instruction (30 minutes math, 120 minutes of Language Arts)
- 1 hr per day, 3 days a week of Specials (music/PE/ art)
- 1 hour for Recess & Lunch
- 3 hours of Montessori work cycles plus 2 hr group project/lessons per day cross curricular (Math, language Arts, Science, Social Studies, Practical Life)

Students will develop a weekly work plan in collaboration with their teacher to ensure that academic balance is maintained throughout the week. This process helps confirm that each student dedicates sufficient time to Math and Language Arts while meeting Alaska State Standards within the Montessori work cycle.

Because Montessori education emphasizes student choice and self-direction, learners may decide to complete a concentration of one subject—such as finishing most of their math work in the first two days of the week—while maintaining a full range of learning experiences across all core areas by week’s end.

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 provides the ability to meet students where they are at in regards to graduation requirements. For example, the program block schedule makes room for the fact that one 11th grade student may have completed geometry requirements and is working on Algebra II, while another homeschooled 11th grade student enrolled in the class may be currently completing geometry.

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. A longer work period for core subjects in a multi-grade classroom allows the teacher more time to instruct separate groups of students in their

respective level or focus of the subject. Students can break into groups according to their level (e.g. Algebra II, Geometry) and the teacher may go from group to group to provide instruction and explanation, in a way that would be less feasible in a 50 or 60 minute work period.

- **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

Illustrative 9-12 Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10:00am (1.5 hours) (90 minutes)	Language Arts	Math	Language Arts	Math	Language Arts
10:05am-11:35pm (1.5 hours) (90 minutes)	Social Studies	Science	Social Studies	Science	Social Studies
11:40am-12:20pm (40 minutes)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:25pm-1:55pm (1.5 hours) (90 minutes)	Science	CTE 12:25pm-3:30pm (3 hr) (180 minutes) Architecture and Construction -Includes 5 min break mid class-	Math	CTE 12:25pm-3:30pm (3 hr) (180 minutes) Architecture and Construction -Includes 5 min break mid class-	Study Hall / Flex Period
2:00pm-3:30pm (1.5 hours) (90 minutes)	PE/Health Art Elective (Rotates)		PE/Health Art Elective (Rotates)		PE/Health Art Elective (Rotates)

Monday

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

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

11:40 AM- 12:20 PM- Lunch Break

12:25- 1:55 PM- Science: Biology, Physics, Chemistry, Environmental Science

2:00- 3:30 PM- PE/ Health, Art, Elective

Tuesday

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

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

11:40AM- 12:20 PM- Lunch Break

12:25- 3:30 PM- CTE: Architecture and Construction (includes 5 min break mid-class)

Wednesday

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

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

11:40 AM- 12:20 PM- Lunch Break

12:25- 1:55 PM- Math: Algebra I, Geometry, Algebra II

2:00- 3:30 PM- PE/ Health, Art, Elective

Thursday

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

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

11:40 AM- 12:20 PM- Lunch Break

12:25- 3:30 PM- CTE: Architecture and Construction (includes 5 min break mid-class)

Friday

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

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

11:40AM- 12:20 PM- Lunch Break

12:25- 1:55PM- Study Hall/flex

2:00- 3:30 PM PE/ Health, Art, Elective

Exhibit G

Samples of meeting Alaska state standards for K-12

Including all core subjects

In the sample schedules demonstrating how K–8 students may meet Alaska State Standards, specific examples of daily activities are provided to illustrate what learning might look like in a Montessori classroom. However, because each student learns differently and may use a variety of Montessori materials to master a concept, these examples are not prescriptive or limited to particular materials or days.

Each student will have an individualized work plan and participate in a three-hour uninterrupted morning work cycle, during which they choose activities from their plan to complete each day. This structure supports student independence, encourages deep engagement, and ensures that all learners meet academic standards through personalized pacing and meaningful hands-on work.

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:

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

- 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:

- Number rods & bead chains for counting and place value practice (CC.1–3).
- Addition & subtraction with manipulatives (OA.1–4).
- Shape exploration & pattern recognition using Montessori geometric solids (G.1–4).
- Measurement activities: comparing lengths, weights, capacities (MD.1–3).
- 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:

- Nature walk; observe plants, animals, and seasonal changes (L.1–3).
- Simple experiments: water, light, and motion (P.1–3).
- Weather charting & earth materials exploration (E.1–3).
- Planting seeds and documenting growth in journals.

- 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:

- Family & community studies; storytelling about home and culture.
- Mapping activities: classroom map, local neighborhood (G.1–3).
- Explore needs vs. wants; class market activity (E.1–2).
- Cultural traditions & celebrations; art tied to history.
- 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:

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

- Number rods and bead bars for counting and addition/subtraction practice (CC.1–3, OA.1–4).
- Addition and subtraction word problems with manipulatives (OA.2, OA.4).
- Geometry exploration with Montessori geometric solids and pattern blocks (G.1–3).

- Thursday: Measurement: compare lengths, weights, and capacities; calendar exercises (MD.1–3).
- 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:

- Nature walk: observe plants, animals, and local habitats (L.1–3).
- Simple physical science experiments with motion, light, or water (P.1–3).
- Weather observation charts, discuss seasonal changes (E.1–3).
- Planting seeds and documenting growth; animal care observation.
- 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:

- Family and community studies; storytelling about local culture and traditions.
- Map and globe activities; classroom and community mapping (G.1–3).
- Explore needs vs. wants; simple classroom market activity (E.1–2).
- Cultural or historical project (drawing, diorama, storytelling).

- 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.

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:

- Guided reading of literary & informational texts; comprehension journal (RL.1–2, RI.1–2).
- Writing workshop: short stories or informational paragraphs; grammar & vocabulary exercises (W.3, L.1–3).
- Small-group reading; peer storytelling & oral discussion (SL.1–3).

- Sentence writing practice: punctuation, capitalization, and spelling (W.2, L.2).
- 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:

- Number rods, golden beads, and place value exercises (NBT.1–5).
- Addition & subtraction word problems with manipulatives (OA.1–4).
- Geometry activities: pattern blocks, solids, and spatial reasoning (G.1–3).
- Measurement activities: length, weight, time, and money (MD.1–6).
- 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:

- Nature walk and observation journal (L.1–3).
- Hands-on experiments: motion, light, water, and materials (P.1–3).
- Weather and seasonal patterns; simple earth science experiments (E.1–3).
- Planting and tracking growth; observation of local animals.

- 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:

- Local history & community traditions; storytelling or skits.
- Mapping activities: classroom, school, and local geography (G.1–3).
- Needs vs. wants activity; simple classroom economy project (E.1–2).
- Cultural art or research project (drawing, diorama, storytelling).
- 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:

- Guided reading of literary & informational texts; comprehension journal (RL.1–2, RI.1–2).
- 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).
- Sentence writing with punctuation, capitalization, and grammar focus (W.2, L.2).
- 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:

- Place value exercises with Montessori beads and number rods (NBT.1–5).
- Multiplication and division practice using manipulatives (OA.1–4).
- Geometry: shape exploration, area & perimeter with blocks and solids (G.1–3).
- Measurement: length, weight, time, and graphing activities (MD.1–7).
- 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:

- Observation of local ecosystems; nature journaling (L.1–3).
- Experiments: properties of matter, motion, energy (P.1–3).
- Earth science exploration: rocks, soil, water cycle (E.1–3).
- Plant and animal life study; record growth and behavior.
- 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:

- Study Alaska history and local community traditions (H.1–3).
- Mapping exercises; classroom, school, and local area maps (G.1–3).
- Needs vs. wants activities; classroom economy project (E.1–3).
- Cultural research projects: art, storytelling, or mini-presentations.
- 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:

- Guided reading of literary & informational texts; comprehension journal (RL.1–2, RI.1–2).
- Writing workshop: narratives, persuasive, and informational paragraphs (W.1–3, W.5); vocabulary exercises (L.4–6).
- Small-group reading; oral presentations and peer discussions (SL.1–3).
- Sentence writing with grammar, punctuation, and editing practice (W.2, L.2).
- 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:

- Place value, rounding, and multi-digit operations using Montessori beads and number rods (NBT.1–5).
- Multiplication and division problem-solving with manipulatives (OA.1–4).
- Geometry: area, perimeter, angles, symmetry with geometric solids (G.1–3).
- Measurement activities: length, weight, volume, time, and graphing data (MD.1–7).
- 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:

- Observation of local ecosystems; nature journaling (L.1–3).
- Experiments: properties of matter, energy, and motion (P.1–3).
- Earth science exploration: rocks, soil, water cycle, climate (E.1–3).
- Plant and animal study; document growth, behavior, and adaptations.
- 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:

- Alaska history & cultural traditions; storytelling or class discussion (H.1–3).
- Mapping exercises: classroom, school, local, and regional maps (G.1–3).
- Economics: needs vs. wants, classroom economy project, community roles (E.1–3).
- Cultural research projects: art, storytelling, or mini-presentations.
- 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:

- Independent reading (informational/literary text); comprehension journal aligned to standards (RI.1, RI.2).
- Grammar & vocabulary exercises (L.1–3); write a short narrative paragraph (W.3).
- Peer discussion on reading; oral presentation on research topic (SL.1, SL.4).
- Writing workshop: persuasive or informative essay draft (W.1–2, W.5).
- 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:

- Place value & multiplication/division exercises (NBT.1–5).
- Fraction equivalence & operations practice with manipulatives (NF.1–4).
- Geometry & coordinate plane exploration using Montessori geometric solids (G.1–4).
- Measurement & data: graphs, area, volume, unit conversion (MD.1–5).
- 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:

- Observations of the local environment (ecosystems, plant/animal life). Lab notebook entries (L.1–3).
- Experiments with matter, energy, and physical science concepts (P.1–3).
- Earth science activities: weather patterns, soil, water cycle (E.1–3).
- Research & presentation on a living organism or ecosystem.
- 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:

- Study Alaska history & indigenous cultures (H.1–3).
- Map reading & geography exercises (G.1–3).
- Economics concepts: local trade, resources, community projects (E.1–3).
- Current events discussion; reflection journals.
- 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 Montessori Work Plan

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

- 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).
- Peer review, editing, and collaborative writing projects (W.5–6).

- Oral presentations, group discussion, and reflection journals (SL.1–6).

Montessori Specific Connection:

- 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

- Independent practice on fractions, decimals, ratios, and algebraic expressions (45–60 min).
- Hands-on manipulatives: fraction tiles, number lines, and coordinate grids.
- Word problem workshops, real-world application, peer tutoring.
- Group math projects or problem-solving challenges integrating geometry, data, or statistics.

Montessori Specific Connection:

- 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:

- Independent observations, journaling, and small experiments.
- Lab notebooks: record hypotheses, procedures, and results.
- Hands-on lab experiments or simulations.
- Group science projects: ecosystem models, climate reports, or engineering design challenges.

Montessori Specific Connection:

- 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:

- Independent research, reading primary/secondary sources, note-taking.
- Map work and geography exercises.
- Collaborative history or geography project planning.
- Group projects: timelines, dioramas, presentations, or simulations of historical events and trade systems.

Montessori Specific Connection:

- Independent research supports self-directed learning.
- Group projects allow multi-age collaboration, fostering peer teaching.

Montessori Specific Subjects

1. Practical Life / Life Skills

- Independent classroom responsibilities, organization, time management.

2. Sensorial / Hands-On Learning

- Experiments, manipulatives, models, maps, and art integration.

3. Art / Music / Grace & Courtesy

- Integrated into projects, discussion, and reflections to support social-emotional learning.

7th Grade Montessori Work Plan

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

- Independent reading of literary and informational texts.
- Writing exercises: essays, research reports, grammar, and vocabulary practice.
- Peer review, editing, and collaborative writing projects.
- Oral presentations, group discussion, debate, and reflection journals.

Montessori Specific Connection:

- 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

- Independent practice on rational numbers, expressions, and equations.
- Hands-on manipulatives: algebra tiles, number lines, geometry models.
- Word problems, real-world applications, peer tutoring.
- Group math projects: design challenges, data collection, statistical analysis.

Montessori Specific Connection:

- 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:

- Independent experiments, lab notebooks, observation journaling.
- Hands-on lab experiments or simulations.
- Group science projects: ecosystem models, engineering challenges, climate research presentations.

Montessori Specific Connection:

- 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:

- Independent research, reading primary/secondary sources, note-taking.
- Map work and geography exercises.
- Collaborative history or geography project planning.
- Group projects: historical simulations, region-based research, economic models, presentations.

Montessori Specific Connection:

- Independent research supports self-directed learning.
- Group projects allow multi-age peer collaboration and presentation skills.

Montessori Specific Subjects

- 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 Montessori Work Plan

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:

- Independent reading of literary and informational texts.
- Writing exercises: essays, research papers, grammar, and vocabulary practice.
- Peer review, editing, and collaborative writing projects.
- Oral presentations, debates, and reflective journals.

Montessori Specific Connection:

- 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

- Independent practice on real numbers, algebra, functions, and geometry concepts.
- Hands-on manipulatives: algebra tiles, geometric models, graphing tools.
- Problem-solving workshops, real-world applications, peer tutoring.
- Group math projects: STEM challenges, data collection, statistical analysis, or design projects.

Montessori Specific Connection:

- 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:

- Independent labs, research, observations, and lab notebook documentation.
- Hands-on experiments, simulations, and hypothesis testing.
- Group science projects: ecosystem studies, engineering challenges, climate reports, or astronomy models.

Montessori Specific Connection:

- 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:

- Independent research, map work, reading primary/secondary sources, note-taking.
- Collaborative project planning and preparation.
- Group projects: historical simulations, economic models, presentations, debates.

Montessori Specific Connection:

- Independent research stations and project-based learning support self-directed work.
- Peer collaboration allows 8th graders to lead multi-age group projects.

Specific Montessori Subjects

- 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

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

- Independent reading of assigned literature and informational texts tied to CTE themes; writing practice in essays, research projects, and technical writing.
- Peer review, collaborative workshops, oral presentations.
- 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

- Algebra I concepts, geometry foundations, applied math (welding measurements, carpentry calculations, budgeting).
- Problem-solving workshops, collaborative projects, peer tutoring.
- 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:

- Inquiry-based labs and observations documented in lab notebooks.
- Applied experiments connected to CTE (hydroponics, soil testing, welding metallurgy).
- 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:

- Independent research, reading of primary/secondary sources, map work, note-taking.

- Small-group collaboration on civic or historical projects.
- Applied civics and economics—business plan development, market research for student-run enterprises, historical simulations.

10th Grade Work Plan

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

- Independent literary analysis of novels, nonfiction, and primary sources.
- Writing: argumentative essays, research-based reports, narrative journals.
- Peer editing workshops, Socratic seminars, and oral presentations.
- 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

- Problem-based practice: algebra, geometry, and functions.
- Real-world application (budgeting, construction measurements, welding angles).
- Group workshops solving applied math in CTE contexts.

- 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:

- Independent labs, reading scientific texts, maintaining lab journals.
- Group experiments, hypothesis testing, simulations (e.g., soil health, energy transfer).
- 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:

- Research projects, primary source analysis, economics simulations.
- Collaborative presentations, debates, model UN, or town-hall simulations.
- Applied social studies: business planning, policy proposals, community projects.

11th Grade Work Plan

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

- Independent reading: classic literature, contemporary works, technical texts tied to CTE.
- Writing: argumentative essays, technical reports, resumes, cover letters.
- Peer critique, Socratic seminars, oral defenses of research.
- 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

- Independent practice with algebra, trigonometry, and statistics.
- Applied math in construction, budgeting, and agriculture projects.
- Group workshops solving industry-based math problems (e.g., estimating greenhouse yields, welding angle calculations).
- 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:

- Independent labs and technical readings.
- Lab notebooks documenting hypotheses and results.
- Hands-on experiments and field studies (e.g., soil analysis, energy systems, health science labs).
- 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:

- Independent research on U.S. history, economics, and global issues.
- Document analysis and case studies.
- Debates, model legislation, and economic simulations.
- Applied social studies projects: business plans, community surveys, civic engagement initiatives.

12th Grade Work Plan

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

- Independent reading: classic works, modern nonfiction, technical and professional texts.
- Writing: essays, research reports, technical documentation, grant proposals, workplace writing.
- Peer review, oral defenses of capstone drafts, Socratic seminars.
- 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

- Independent practice in advanced algebra, functions, statistics, or applied math.
- Financial literacy and quantitative reasoning for real-world readiness.
- Workshops applying math to senior projects: budgeting, engineering, data analysis.
- 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:

- Independent labs, technical readings, data collection for capstone.
- Lab journals documenting applied research.
- Peer collaboration on experiments, simulations, and environmental studies.
- 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:

- Independent research on civics, economics, and global issues.
- Case studies: policy, law, and business planning.
- Seminars on civic engagement, business strategies, or current events.
- Senior capstone integration: policy proposals, business plans, or civic engagement projects.

Exhibit H

Detailed APC Meeting Minutes

June 9, 2025 (page 168-169)

July 1, 2025 (page 170-171)

July 7, 2025 (page 172-173)

NIKOLAEVSK CHARTER SCHOOL
Meeting Minutes
Regular Board Meeting

Date and Time: Monday June 9th, 2025 at 6:15pm

Location: 64498 Nikolaevsk Road

Parents and community joined in the first official Nikolaevsk Charter School meeting.

Assembled Guests:

Lisa James, Jim Engebretsen, Sophia Martishev, Blake Sawyer, Kerstin Sawyer, Juley McConnell, Annebelle Kuzmin, Natalie Thomas, Lisa Robbins, Nicole Donham, Colleen James, Olivia Tipikin and Mariah Kerrone (via phone).

The meeting started with a review of the Charter Board Nominees. Opportunity was given for additional interested nominees to be added. Individuals voted for Charter Board Members and their positions. The votes were unanimous in the formation of an Academic Policy Committee, and the results are as follows:

The Academic Policy Committee (APC) for the Nikolaevsk Charter School Board:

President-Blake Sawyer, Parent, and Public Relations Spokesperson

Vice President-Mariah Kerrone, Parent

Secretary-Olivia Tipikin, Parent

Treasurer-Sophia Martishev, Parent

Member-Lisa Robbins, Parent

Member-Natalie Thomas, Parent

Member-Juley McConnell, Parent

Points of Discussion:

Find State of Alaska deadline for submitting the Intent to Develop Charter School Application. It was suggested that we find an advocate from the state to work with. Blake Sawyer agreed to reach out to Dr. Deena Bishop, Commissioner of Education, to help guide the process. The main application is due in October 1st.

All in attendance shared their input on Vision and Mission statements. It is important that this reflects the right fit for our school since this is the foundation on which everything else will be built. Continue collaborating at next meeting.

In addition, we need goals for the charter. Goals should be measurable and doable year after year. The district can shut down a charter that doesn't meet goals. The group was asked to think about what goals they wanted to set and bring to next meeting.

Discussion continued about future academic policies and how we would like to address such policies for attendance, pre-arranged travelers, state testing and diagnostics.

APC asked parents regarding technology in classrooms. Parents liked the idea of using technology as an instructional tool, but on a healthy ratio of 70% offline and 30% online for instruction. Cell phones on the other hand, parents made clear they are not in favor of in the classrooms. They should be turned into Secretary's office during school hours.

President made a motion to keep regular meetings no longer than 1 ½ hours. Motion passed unanimously.

APC created agenda items for next meeting.

Next meeting tentative agenda:

- A. Intent Application
- B. Mission Statement
- C. Vision Statement
- D. Goals
- E. Open Discussion

President motions approval of agenda items. Martishev seconds. Unanimously approved.

Notice of next meeting time and place:

Next meeting set for Monday June 16th at 6:15. Same location 64498 Nikolaevsk Road.

Adjournment:

President adjourned meeting at 7:46 pm. Tipikin seconds the motion.

Minutes approved by:

President _____ Date _____

Secretary _____ Date _____

NIKOLAEVSK CHARTER SCHOOL

Meeting Minutes
Regular Board Meeting
Tuesday July 1, 2025

PLACE: 64498 Nikolaevsk Road

I. **CALL TO ORDER**

Secretary started the meeting at 6:23 pm. Sawyer seconds the motion.

II. **ROLL CALL**

<u>APC Members Present:</u>	<u>APC Members Absent:</u>	<u>Others Present</u>
Blake Sawyer-President	Mariah Kerrone-V. President	Lisa James
Olivia Tipikin-Secretary	Lisa Robbins-Member	Colleen James
Natalie Thomas-Member	Sophia Martishev-Treasurer	Miron Martishev
Juley McConnell-Member		

III. **ADDITIONS/SUBTRACTIONS TO AGENDA**

No Changes. Motion to approve agenda: Sawyer/Thomas 2nds. Unanimously approved.

IV. **PREVIOUS MINUTES**

June 23, 2025 minutes read and approved. Motion to approve minutes. Sawyer/Thomas 2nds. Motion passed unanimously.

V. **BUSINESS**

- A. **Intent Application:** APC looks over Intent to Enroll Survey. President calls vote for approval and distribution. Thomas seconds. Unanimously approved. Natalie suggests parents fill out the intent to enroll survey first to start building an official list of committed students. Expand to friends, neighbors, community, and beyond.

Blake Sawyer will be the person of contact on our Intent to Apply for a Charter School application.

- B. **Mission Statement:** Has been completed. Nothing to report. Tipikin motions to remove from agenda. President seconds. Motion passed unanimously.

- C. **Vision Statement:** Those gathered decided on the final statement: "To prepare students for college, careers and productive civic life." President motions to approve this rough draft. All present agree. Official APC voting next meeting.

- D. **Goals:** Work in progress.

- E. **Open Discussion:** A request was made to collaborate on the charter application together through Google Docs.

Lisa James willing to do a fundraiser on her farm for the Charter.

Nikolaevsk Community Council announced they would stand behind and support our Charter. Our local non-profit Alaskan Homestead Education, Inc. also promotes and is dedicated to supporting our charter.

NIKOLAEVSK CHARTER SCHOOL

Meeting Minutes

Lisa James created a Facebook page. Still needs a picture.

VI. NEXT MEETING TENTATIVE AGENDA

- A. Intent Application
- B. Vision Statement
- C. Goals
- D. Open Discussion

VII. NOTICE OF NEXT MEETING TIME & PLACE

Next meeting set for Monday July 7th at 6:15pm. Location 64498 Nikolaevsk Road.

VIII. ADJOURNMENT

Tipikin adjourned meeting at 7:50pm. Thomas seconds the motion.

MINUTES APPROVED BY:

PRESIDENT _____ DATE _____

SECRETARY _____ DATE _____

NIKOLAEVSK CHARTER SCHOOL

Meeting Minutes
Regular Board Meeting
Monday July 7, 2025

PLACE: 64498 Nikolaevsk Road

I. CALL TO ORDER

Secretary started the meeting at 6:23 pm. Kerrone seconds the motion.

II. ROLL CALL

<u>APC Members Present:</u>	<u>APC Members Absent:</u>	<u>Others Present</u>
Blake Sawyer-President (via phone)	Natalie Thomas-Member	Nicole Donham
Mariah Kerrone-V. President	Lisa Robbins-Member	Lisa James
Olivia Tipikin-Secretary		Colleen James
Sophia Martishev-Treasurer		Miron Martishev
Juley McConnell-Member		

III. ADDITIONS/SUBTRACTIONS TO AGENDA

Removed Mission Statement. Motion to approve agenda: Sawyer/Tipikin 2nds. Unanimously approved.

IV. PREVIOUS MINUTES

July 1, 2025 minutes read and approved. Motion to approve minutes. Sawyer/Martishev 2nds. Motion passed unanimously.

V. BUSINESS

A. **Intent Application:** We need to include a narrative description and submit it with our Intent Application.

Keep sharing intent to enroll survey.

B. **Vision Statement:** Tipikin calls to vote on final vision statement as presented, "To prepare students for college, careers and a productive civic life." President seconds the motion. Motion passed unanimously.

Tipikin motions to remove Vision Statement from Agenda. President seconds. Motion passed unanimously.

C. **Goals:** Work in progress.

D. **Open Discussion:** After talking with majority of families in our vicinity- integrating a home school hybrid option seems to be the winner. We need to create a school that meets our unique vicinity needs. We need to evolve. APC agrees to solidify and move forward with a fully functional K-12 Charter School –and- Home School Hybrid model. The homeschoolers would count as a head for our school enrollment. This should be appealing to KPBSD, because 30% of families in the Kenai Peninsula home school, and 60% of those students are enrolled in IDEA, taking about \$8 million outside to the Galena School District. In our model, we would employ our own certified home school advisors, which is attractive to the families in our vicinity that prefer to home school with IDEA, bringing them back to KPBSD and keeping funds local.

NIKOLAEVSK CHARTER SCHOOL

Meeting Minutes

A program called IXL monitors how kids are progressing through K-12. A zoom meeting and demonstration with IXL representative, Joshua Levy, is set for Monday July 14th @ 6:15pm.

APC reviewed school policy and relevant information from District and State Laws ensuring compliance.

Colleen brought a sample list of CTE classes offered at Bristol Bay. There is funding for CTE right now.

We need to ensure curriculums meet Alaska State Standards. Some examples of tried and true curriculums:
(Math) Saxon.
(Reading/Writing) Success for All, Daily Oral Language, Write Source.
Others mentioned: Brain Writer.
Keep researching and collaborating at next meeting.

Check out Aurora Borealis Charter curriculum.

VI. NEXT MEETING TENTATIVE AGENDA

- A. Intent Application
- B. Goals
- C. Open Discussion

VII. NOTICE OF NEXT MEETING TIME & PLACE

Next meeting set for Friday July 18th at 6:30pm. 64498 Nikolaevsk Road.

VIII. ADJOURNMENT

Tipikin adjourned meeting at 7:34pm. Kerrone seconds the motion.

MINUTES APPROVED BY:

PRESIDENT _____

DATE _____

SECRETARY _____

DATE _____

Exhibit I- Letter from Alaskan Homestead Education, INC

Alaskan Homestead Education, Inc.
PO Box 422
Anchor Point, Alaska 99556
info@akhomestead.org



13th October 2025

To:
Kenai Peninsula Borough School District
Attn: Superintendent and Facilities Department
148 N. Binkley Street
Soldotna, AK 99669

Subject: Notification of Lease Process for Nikolaevsk School Building

Dear Superintendent and Members of the District Administration,

On behalf of Alaskan Homestead Education, Inc. (AHE), we wish to formally notify the Kenai Peninsula Borough School District (KPBSD) that AHE is currently working with the Kenai Peninsula Borough (KPB) to lease the borough-owned building located at 65524 Nikolaevsk Road, Nikolaevsk, Alaska 99556.

This process is being undertaken at the request of the Nikolaevsk Community Council, which has asked AHE to help restore and repurpose the use of this facility to serve local students and families. Once the lease with the Borough is finalized, AHE will assume full responsibility for maintenance, utilities, insurance, and upkeep of the building. It is our intent that the facility will serve as the future home of the Nikolaevsk Charter School (NCS) during school hours, while continuing to be available for community use outside of school hours under AHE's management.

AHE is a nonprofit organization dedicated to improving food security, community education, and sustainable living opportunities within Nikolaevsk and surrounding areas. Over the past couple of years, AHE has worked to expand local agricultural production through initiatives, such as the Potato Project and Chicken Coop Building Program, provided hands-on youth education through summer and educational programs, and developed community-based projects focused on homesteading, trades education, and local food systems.

We believe this collaborative use of the former school facility represents an opportunity to revitalize a vital and central community asset, provide educational and vocational opportunities for Nikolaevsk families, and ensure

that the building continues to serve the broader community in alignment with its original purpose.

We appreciate your consideration and ongoing partnership as we move forward in cooperation with both the Borough and KPBSD. Please don't hesitate to contact us if additional information or documentation is needed during this process.

Sincerely,

Bonnie Pierson, Treasurer

Alaskan Homestead Education Inc.
PO Box 422
Anchor Point, Alaska 99556
info@akhomestead.org

Exhibit J- 501c3 Determination Letter



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

ALASKAN HOMESTEAD EDUCATION INC
C/O MARIAH R KERRONE
PO BOX 422
ANCHOR POINT, AK 99556

Date:
05/30/2024
Employer ID number:
93-3375461
Person to contact:
Name: Customer Service
ID number: 31954
Telephone: 877-829-5500
Accounting period ending:
December 31
Public charity status:
509(a)(2)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
June 06, 2023
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053549008494

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

Exhibit K

MEMORANDUM OF AGREEMENT

Between

Alaskan Homestead Education, Inc. (AHE)

and

Nikolaevsk Charter School (NCS)

Effective Date: Signed upon the approval of the Nikolaevsk Charter School Charter

1. Purpose

This Memorandum of Agreement (MOA) outlines the terms between Alaskan Homestead Education, Inc. (AHE) and Nikolaevsk Charter School (NCS) for the sublease and use of the school facility located at:

65524 Nikolaevsk Road, Nikolaevsk, Alaska 99556.

The purpose of this agreement is to ensure that NCS has access to a safe and functional educational facility while maintaining AHE's ability to manage the property for community benefit in coordination with the Kenai Peninsula Borough (KPBS).

2. Contingency

This sublease and agreement are expressly contingent upon the official approval and operation of Nikolaevsk Charter School by the Kenai Peninsula Borough School District (KPBSD) and the Alaska Department of Education & Early Development (DEED).

If NCS is not approved, this MOA shall be rendered null and void.

3. Facility Use and Sublease Terms

- AHE, as the lessee of the Nikolaevsk School facility under agreement with KPB, agrees to sublease the facility to NCS for the operation of the charter school.
- The annual lease cost shall be Two Hundred Fifteen Thousand Dollars (\$215,000.00), paid from the Nikolaevsk Charter School budget allocated through KPBSD.
- The initial lease term shall be five (5) years, aligning with the initial charter authorization period.
- Upon renewal of the charter, NCS shall have first right of renewal for the facility sublease, with each renewal period extending up to ten (10) years by mutual written agreement between AHE, KPB, and KPBSD.

4. Services Provided by AHE

AHE shall provide the following services as part of this lease arrangement:

1. **Custodial Services** – (FTE 0.5) Routine cleaning and sanitation of classrooms, offices, restrooms, and shared spaces.
2. **Maintenance** – General facility upkeep, repairs, and coordination of required maintenance.
3. **Utilities** – Including, but not limited to:
 - Water and septic services
 - Electricity
 - Trash
 - Heating gas
 - Internet access
4. **Insurance** – AHE shall maintain facility and liability insurance in accordance with KPB and KPBSD requirements and provide proof of coverage annually or upon request.
5. **Furnishings and Equipment** – AHE shall provide and maintain school furnishings necessary for the operation of Nikolaevsk Charter School, including classroom furniture, desks, chairs, shelving, and essential equipment as mutually agreed upon by both parties. All furnishings provided by AHE shall remain the property of AHE unless otherwise transferred under a separate written agreement.

5. Priority Use and Access

- NCS shall have first priority use of the building and all related facilities for:
 - Regular school-day operations
 - After-school programs
 - School-sponsored activities, clubs, and athletics
- AHE may schedule community programs, training, or events during non-school hours, provided such use does not interfere with NCS operations or facility maintenance.
- Both parties will maintain a shared-use calendar and coordinate scheduling to ensure smooth operation and equitable community access.

6. Compliance

Both parties agree to comply with all applicable federal, state, and local laws, as well as KPB and KPBSD policies governing school facilities, insurance, and public safety.

7. Hold Harmless and Indemnification

Each party agrees to indemnify, defend, and hold harmless the other party, as well as the Kenai Peninsula Borough and Kenai Peninsula Borough School District, and their officers, agents, and employees, from and against any and all claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from the acts, omissions, or negligence of its own officers, employees, agents, contractors, or invitees, in connection with the performance of this Agreement.

This clause shall survive the termination or expiration of this Agreement.

8. Term and Renewal

This agreement shall:

- Take effect upon approval of the Nikolaevsk Charter School charter;
- Remain in effect for five (5) years, concurrent with the initial charter authorization;
- Automatically be eligible for renewal priority by NCS for successive ten (10) year terms upon charter renewal, subject to mutual written agreement among all parties; and
- Be subject to annual review to ensure continued compliance and effectiveness.

9. Signatures

For Alaskan Homestead Education, Inc. (AHE):

Name: _____

Title: _____

Date: _____

Signature: _____

For Nikolaevsk Charter School (NCS):

Name: _____

Title: _____

Date: _____

Signature: _____

Exhibit L- Letter from Nikolaevsk Community Council

NIKOLAEVSK COMMUNITY COUNCIL



news31@gmail.com



(907) 235-2731

Dear Robert Ruffner,

On September 29, 2025, the Nikolaevsk Community Council voted unanimously to support Alaskan Homestead Education leasing the former school building located at 65524 Nikolaevsk Road, Nikolaevsk, Alaska.

The school building has always been more than a place of education. It is the only gathering place in Nikolaevsk, and its closure was devastating for our village. We believe that leasing the building to Alaskan Homestead Education is the best way forward. They are proven to be good stewards of the resources they have, active members of our community, and they deeply understand village life, our needs, and our values. Most importantly, they have the heart to serve both the school and the wider community.

While opening the charter school is our top priority, we also recognize the importance of using the building effectively. In the past, under district management, the facility often sat empty and underutilized. With Alaskan Homestead Education, we are confident the building will not only serve the school with priority but will also be used to strengthen and enrich the whole community.

Thank you for your consideration of this request and for your support of Nikolaevsk families.

Sincerely,
Nikolaevsk Community Council Members

Exhibit M

MEMO on Contracts and 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 at this address as the school facility. AHE will lease the building from the Kenai Peninsula Borough (KPB) and will serve as the lessee of record.

As lessee, AHE will be responsible for all maintenance, utilities, insurance, and general upkeep of the facility. As compensation for these expenses related to the operation of the charter school, KPBSD will use the \$215,000 allocated for facility costs within the NCS budget as payment of rent to AHE.

During school hours, the building will operate as Nikolaevsk Charter School. Outside of school hours—including evenings, weekends, and summer months—the facility 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 agreements:

1. Between KPB and AHE (facility lease agreement);
2. Between AHE and NCS (sublease and operations agreement); and
3. Between KPBSD and NCS (charter school contract).

The building's primary purpose will be to serve as the Nikolaevsk Charter School (NCS) facility. To maximize the benefit of this community resource, AHE will make the building available for community use during non-school hours, providing space for classes, training, and other community events.

Nikolaevsk Charter School will be given priority access to the facility for all school-sponsored activities, including athletics, clubs, performances, and other extracurricular programs that occur outside of regular instructional hours. Community use of the facility will be scheduled around NCS events to ensure that all student and school needs are fully supported before other activities are approved.

These agreements are not yet executed, but will be formally drafted and signed upon approval of the Nikolaevsk Charter School charter. Execution of these agreements shall occur in a timely manner following charter approval to ensure facility access, district compliance, and uninterrupted preparation for school operations.

Exhibit N



Alaska Department of Education and Early Development Correspondence Program Statement of Assurance

As the Superintendent of the school district, I make the following assurances to the department. This listing is not exhaustive and may not reflect all requirements, including future regulatory changes. Please initial all clarifications statements in the sections below.

_____ **Learning Plans (4 AAC 33.421)**

Initial

Correspondence student's individual learning plan must provide for, monitoring of each student by the assigned certificated teacher (for students that achievement levels did not meet standards, and at least monthly teacher-student, or teacher-parent contact).

The district must maintain a record of quarterly reviews of a student's work or progress with a grade (or other determination that the student has met the standards for a course), determined by the assigned teacher responsible for the course.

Textbooks or other curriculum materials and the course of study are appropriate for the student as outlined in the individual learning plan.

For each course offered for credit by the program, the program must assign a certificated teacher who has the primary responsibility for the course.

A correspondence study program (that is not a charter school) shall use curriculum materials, including textbooks and other instructional aids, that have been approved by the district, are of the same quality as those materials that the district offers in the district's other programs, and follow AS 14.03.090 and AS 14.18.060 (A program that is a charter school shall review and approve all curriculum materials for compliance in accordance with state statutes).

An employee of the district, including a certificated staff member, may not advocate religious, partisan, sectarian, or denominational doctrine as part of the employee's instructional or other duties. This does not prevent a parent from providing supplemental instruction to the parent's own child using materials of the parent's choice, if the materials were not purchased with money provided by the department or district.

The district must require students to participate in the statewide student assessment program.

A correspondence program must have an open enrollment policy for the program for the entire school year (only charter schools may limit enrollment).

A correspondence study program may not pay for or provide money for services or materials that do not reasonably relate to the delivery of the students' instructional needs. Textbooks, curriculum materials, school supplies, tutoring services, athletic equipment, and technology expenses may be approved by the certificated teacher who has primary responsibility for the course. Funding for other materials/services requires approval of the correspondence program director or designee and must be noted in the student's individual learning plan.

A correspondence study program, or a parent through a fund account, may contract with a private

individual to provide tutoring to a student in a subject described in 4 AAC 04.140, fine arts, music, or physical education, if the instruction is part of the student's individual learning plan under (d) of this section and the tutor is not vested with the primary responsibility to plan, instruct, or evaluate the learning of the student in the subject.

_____ Fund Accounts (4 AAC 33.422)

Initial

A correspondence study program may provide a fund account to the student's parents for the purpose of meeting instructional expenses for the student enrolled in the program. Expenditures from a fund account must be for the student's instructional needs as described in the individual learning plan.

Textbooks, equipment, and other curriculum materials purchased with state money, including money provided to the parent through a fund account, are property of the district. Materials that are not consumables must be returned to the district when the student leaves the program for any reason.

A fund account may not be used to pay for any item or service excluded under 4 AAC 33.421(h) (additional clarification is provided by the department upon request).

The fund account may not be used by the district or the parent to supplant district funds or obligations for IEP services.

The district or charter school may not permit the transfer of funds between student fund accounts except in the case of families with multiple students enrolled.

_____ Core Course Requirements (4 AAC 33.426)

Initial

A student enrolled in a correspondence study program, whether full-time or part-time, must take at least 50 percent of the student's coursework that the student takes through the correspondence study program in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas (districts may waive the requirement for a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation).

Core course work performed outside the student's correspondence study program may not count towards the requirements.

A student may not be counted as being enrolled in a course if the student is concurrently enrolled in a substantially similar course in a different educational institution, including a private school.

_____ Special Education (4 AAC 33.432)

Initial

A district that offers a correspondence study program shall enroll a special education student on the same basis as any other student, including child find, provision of special education and related services, procedural safeguards, and the development of the student's IEP.

_____ Reporting Requirements (4 AAC 33.440)

Initial

Districts shall submit a report to the department (along with the student count period information) in an electronic format and must contain the number of out-of-district students enrolled in the district's statewide correspondence study program, by district of residence with the name, address, telephone number, and student identification number of each student enrolled part-time in the district's statewide correspondence study program, and the percentage of full-time equivalency.

_____ Program Review (4 AAC 33.460)

Initial

The department monitors correspondence study programs to ensure compliance with the requirements. Upon request by the department, the district shall provide:

"a list of all students enrolled in the statewide correspondence program, including each student's name, age, student identification issued by the department, entry date, exit date, whether the student has a disability category. Separately, the district shall provide a list of all administrators, teachers, teacher aides, and related services personnel who provide special education and related services in the district, including, for certificated staff members, the teacher certificate numbers, and any other information required by the department to monitor programs."

This information may be used to identify individual student records for more detailed examination.

The department may place a district on a plan of correction for violations of any regulatory requirements. If a district is found to have knowingly violated regulations, the department may withdraw approval for the district to operate a correspondence study program. If the department finds that public money was spent in violation of the requirements, the department will require repayment of the misspent money, without regard to fault or intent.

_____ Clarification of Terms

Initial

"curriculum" means a written plan that sets out the scope and arrangement of the educational program planned for a district; "curriculum" includes the scope and sequence of objectives and activities for a given course.

"curriculum material" includes textbooks, software, multi-media materials, and other materials for which the primary purpose is for use in instructional activity; "curriculum material" does not include literary works.

"home school" means an educational program provided in the child's home by a parent or legal guardian under AS 14.30.010 (b)(12).

"teacher" means a person employed by a district in a teaching, counseling, or administrative position and has the appropriate certificate issued by the department.

"correspondence study program" means any educational program, including a charter school program or a state supported home-schooling program that provides:

(A) For each secondary course, less than three hours per week of scheduled face to face interaction in

- the same location, between a teacher certified under AS 14.20.020 and each class;
- (B) For elementary students, less than 15 hours per week of scheduled face to face interaction, in the same location, between a teacher certified under AS 14.20.020 And each full-time equivalent elementary student.

This assurance agreement between the district and the Department identifies that the district understands its obligation to comply with all state statutes and regulations that apply to correspondence study programs and confirms that it will comply with established laws.

This document is required to operate a school district correspondence program within the State of Alaska, under 4 ACC 33.420.

By signing this document, the school district files its assurance to operate a correspondence study program and to comply with regulations 4 AAC 33.405 – 4AAC 33.440, and any other applicable state and federal regulations and statutes.

Except as provided in 4 AAC 33.460(c), after the receipt of this signed statement, the department will review for approval a school district's intent to operate a correspondence program. Once approved, the district does not have to submit a new statement of assurance each year, except that a district must submit a new statement before implementing any change in the program. The department may require a renewal of assurances as necessary as regulatory or other changes warrant.

Name of the School District: Kenai Peninsula Borough School District

Name of the Correspondence Program: Nikolaevsk Charter School

Type of Program (select one):

State-wide program District-wide program

Grades Addressed by the Program: K-12

Name of Superintendent: Clayton Holland

Signature of Superintendent: _____ Date: _____

-----Department Use Only-----

Date of Approval: _____

Department approval by: _____

Note: This Statement of Assurance applies from the date of approval to the date of withdrawal, superseded or revocation by the State of Alaska.

Return to:
Correspondence Program Administrator, Don Enoch
via email: donald.enoch@alaska.gov

Form #05-23-019
Alaska Department of Education & Early Development