

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent
Re: Work-session – Strategic Plan Review

The Strategic Plan 2015-2020 was updated July 2017. This is presented for your review and discussion.

DRAFT

Yupiit School District

Strategic Plan 2015-2020:

Updated July 2017

Mission Statement:

To educate all children to be successful in any environment

Vision Statement (new draft):

All members of the community have pride and commitment in our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yupik and speak their language, and the curriculum and instruction is based in Yupik values and traditions. Our community members, elders, parents, and students feel ownership in our schools.

Values (taken from Yu'pik values posted in Yupiit schools):

| | | |
|-------------------|--------------------|--------------------------|
| Love for Children | Spirituality | Sharing |
| Humility | Hard work | Respect for Others |
| Cooperation | Family Roles | Knowledge of family tree |
| Hunter Success | Domestic Skills | Knowledge of Language |
| Avoid conflict | Humor | Respect for nature |
| Respect For Land | Respect For Nature | |

DRAFT

Strategic Actions:

- 1) Students Succeed Culturally and Academically
 - a. **Language and Culture:** Implement Yupik culture and language curriculum at all grade levels. Develop dual language program.
 - b. **Attendance:** Increase student attendance at all grade levels.
 - c. **Recognition:** Establish program to ensure academic, athletic, and artistic student efforts are recognized on a regular basis.
 - d. **Academic Progress/Growth:** Increase academic progress and growth at all grade levels.
 - e. **Graduation:** Increase district graduation rate.
 - f. **Preparation:** Ensure all students are prepared to be successful in both Native and non-Native environments.
 - g. **Safety and Satisfaction:** Ensure all students report high levels of satisfaction and feel safe in schools.

- 2) Community, Parents and Elder Involvement
 - a. **Ownership:** Increase opportunities for involvement, dialogue, building partnerships, and promoting commitment to education
 - b. **Participation:** Provide healthy activities and ways for meaningful parent, elder, and community involvement
 - c. **Communication:** Improve relationship with community through increased and improved communication.
 - d. **Satisfaction:** Ensure community, parents, and elders are satisfied with the safety and quality of schools.
 - e. **Parent Support:** Provide parent education and resources with a focus on younger parents, Yupik language development and helping families support children as successful students.

- 3) Staff Recruitment and Retention
 - a. **Local/Native Hire:** Develop systems to recruit and develop local and Native teachers, teacher aids, and staff.
 - b. **Recruitment and Preparation:** Improve hiring, orientation, and training of teachers and staff.
 - c. **Retention:** Improve support and retention efforts of quality teachers, administrators, and staff.
 - d. **Satisfaction:** Ensure all teachers and staff feel safe and satisfied in their work and community environment.

- 4) Education System Change
 - a. **Native Hire:** Establish plan to increase Yupik and Alaska Native hire across all district positions.
 - b. **Advocacy:** Develop plan to improve advocacy efforts at local, state and federal level to work towards increased tribal educational sovereignty

DRAFT

Notes for the Board to consider:

- 1) Review new draft vision statement. This was drafted based on community and board discussion.
- 2) Review values. These were taken from the Yupik values displayed in school. These can be changed. I would recommend that the district have values in the strategic plan.
- 3) You will notice that the Strategic Action section of the plan is focused on the “high level” priorities that the community and board discussed in the retreat. It does not include many of the “administrative level” actions that were in the previous plan. The intention is that the board sets the strategic direction and priorities and then the Administration uses those priorities and direction to develop an operational plan and measures. The expectation should be that once the board finalizes the Strategic Plan, the Administration would come back to the board with an operational plan, timeline and set of measures to successfully act on the board’s direction.
- 4) The words “improve” and “increase” are added throughout the document. This is intended to initiate board direction that is actionable and measureable. The specific measures that demonstrate “improvement” and “increased” need to be finalized by the board. My recommendation above is that the administration recommends measures and the board approves and monitors them.
- 5) Based on the discussion at the strategic planning retreat, I would recommend that you remove the “Effective Operations” section of the strategic plan. This section seems unnecessary. It is the administration’s responsibility to ensure that operations and facilities are managed effectively. They should be updating the board on a regular basis on the status of operations and facilities. In the previous strategic plan, the priorities identified under “Effective Operations” were a range of actions (some of which were repeated in other sections). This section does not seem necessary as part of the strategic plan, but should certainly be something that the Administration is focusing on. The actions from the previous plan can certainly be added to the Administrations operations plan.
- 6) The section “a successful Yupiit student” was not included in the above plan because it seemed to be captured in the vision statement and strategic actions. To simplify the plan I would recommend removing it.
- 7) If the board is interested in continuing to use the graphic map that is currently on the first page of the strategic plan, I can insert the updated strategic actions into the map. If the board is interested in establishing a new graphic, I would be happy to work with our graphic artist and provide a few new options. Three ideas that were shared with me are... a Tree graphic, a River graphic, and a Salmon graphic.

DRAFT

2017-18 Board Goals

- 1) The Board will increase the amount of time and energy it spends in reviewing and discussing student progress, including academic, attendance, culture and language development. It will also review progress on the strategic plan quarterly.
- 2) The Board will establish a student representative on Regional School Board.
- 3) The Board will identify ways to meet with community members to discuss the district strategic plan and other district information on a regular basis, including attending community and tribal meetings.
- 4) The Board will regularly invite the Superintendent to community meetings and events. They will also regularly share ideas for new resource opportunities with the Superintendent.
- 5) The Board will have the Strategic Plan translated into Yupik for distribution in print and electronically.
- 6) The Board will review the Board training budget to ensure members have adequate resources allocated towards professional development opportunities.
- 7) Board members will actively advocate for the Tribal Education Code and engage in advocacy efforts that affect School District.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Approval of Agenda

The Agenda for August 17, 2017 is presented for your approval.

Yupiit School District

The Mission of the Yupiit School District is to educate all children to be successful in any environment.

Regional Board Members

Akiachak

Willie Kasayulie, Chairman
Samuel George, Treasurer
Robert Charles, Board Member

Akiak

Ivan M. Ivan, Vice Chairman
Moses Owen, Board Member

Tuluksak

Noah Andrew, Board Secretary
Moses Peter, Board Member

Work Session

11:00 AM Strategic Plan Review

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska **DATE:** August 17, 2017

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
 - A. July 20, 2017
- VII. Correspondence:
 - A. Commissioner Johnson Legislative Updates
 - B. DEED Request to receive RSB monthly Agenda electronically
- VIII. Reports:
 - A. Attendance Report: no data available
 - B. School Reports
 1. Akiachak
 2. Akiak
 3. Tuluksak
 - C. Tribal Education Department Report
 - D. Curriculum, Instruction, Assessment Report
 - E. World Bridge
 - F. Federal/State Project Director's Report
 - G. Business and Finance Report
 - H. Maintenance & Operations Report
 - I. Superintendent's Report
- IX. Action Items:
 - A. New Hires:
 1. Barbara Stahr, Middle School Generalist, Akiak School
 2. Regina Turner, 3rd/4th Grade Teacher, Tuluksak School

3. Deborah Hirst, Sped Teacher, Akiachak School
 4. Freda Alexie, Tribal Liaison, Tuluksak School
 5. Chelsea Kasayulie, Site Tech Intern, Akiachak School
 - B. Strategic Plan
 - C. Student Council Advisor Job Description
 - D. Trillium World Bridge Agreement
 - E. MOA – Kathy Cappa
- X. Board Travel/Info
 - A. Fall Boardsmanship Academy, September 23-24, 2017
 - B. 2017 AASB Nominations
 - C. Request to reschedule RSB meeting in September 2017
- XI. Public Comments
- XII. Board Comments
- XIII. Executive Session
- XIV. Next Regular Meeting: **September 21 2017 (Proposed September 7)**
- XV. Adjournment

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Approval of Minutes

The Minutes for July 20, 2017 is presented for your approval.

Yupiit School District

Box 51190 Akiachak, AK 99551 (907) 825-3600 Fax (877) 825-2404

Regional School Board

Akiachak

Willie Kasayulie, Chairman
 Samuel George, Treasurer
 Robert Charles, Board Member

Akiak

Ivan M. Ivan, Vice Chairman
 Moses Owen, Board Member

Tuluksak

Noah Andrew, Secretary
 Moses Peter Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: July 20, 2017
 Village: Akiachak, Alaska

| | |
|--|---|
| <p>Committee Meeting & Work-session</p> | <p>10:00 AM –Meritain Insurance Rates were presented for review and board discussion.</p> |
| <p>Call to Order</p> | <p>I. Call to Order: Chairman Kasayulie called the regular meeting of the Regional School Board to order at 1:50 PM</p> |
| <p>Roll Call</p> | <p>II. Roll Call: Present:</p> <p>Willie Kasayulie, Chairman Ivan Ivan, Vice Chairman Samuel George, Treasurer – asked to be excused for 1 hr. at 2:04 PM Noah Andrew, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member</p> |
| <p>Invocation</p> | <p>III. Invocation: Moses Owen rendered the invocation</p> |
| <p>Recognition of Guests</p> | <p>IV. Recognition of Guests: Tariq Malik, K-12 Principal for Akiachak School introduced himself to the board and told of his background. Also present: Rayna Hartz, Sophie Kasayulie, Sharene Craft, Lisa Taylor, Jim Hartz and Bonnie James</p> |
| <p>Approval of Agenda</p> | <p>V. Approval of Agenda: Administration presented the July 20, 2017 Yupiit School District Regional School Board Agenda for approval.</p> <p>Motion, by Sam George, Seconded by Robert Charles to approve the agenda with additions to include Howard Diamond Letter under</p> |

| | |
|-----------------------------------|---|
| <p>Approval of Minutes</p> | <p>Correspondence; Regina Turner, 3rd/4th Grade Teacher, Tuluksak School and Tariq Malik, K-12 Principal, Akiachak School under Action Item C. New Hire. Motion passed.</p> <p>VI. Approval of Minutes: The Administration presented the June 29, 2017 Yupiit School District Regional School Board Minutes for approval.</p> <p>Motion by Sam George, Seconded by Robert Charles to approve the Regular Board meeting Minutes. Motion passed.</p> |
| <p>Correspondence</p> | <p>VII. Correspondence: Howard Diamond Letter</p> <p>Motion by Ivan Iv an, Seconded by Noah Andrew to direct Superintendent Rayna Hartz to look into the letter regarding the Division of Elections. Motion passed.</p> |
| <p>Reports</p> | <p>VIII. Reports:</p> <p>A. Tribal Education Director’s Report: Sophie Kasayulie highlighted her board report.</p> <p>B. Federal/State Project Coordinator’s Report: Kaylin Charles highlighted her board report.</p> <p>C. Business and Finance Report: Lisa Taylor highlighted her board report.</p> <p>D. Maintenance & Operation Report: Jim Hartz highlighted his board report.</p> <p>E. Superintendent’s Report: Rayna Hartz highlighted her board report.</p> |
| <p>Action Items</p> | <p>IX. Action Items:</p> <p>A. 3rd Reading of BP Updates: The Administration recommended approval of the 3rd Reading and final reading of the BP updates: BP 5040 Student Nutrition and Physical Activity; BP 5112.6 Education for Homeless Children and Children in Foster Care (formally titled: Education for Homeless Children & Youth); BP 5142.3 Restraint and Seclusion; BP/AR/E College and Career Readiness Assessments; BP 6164.4 Child Find; BP 6172 Special Education; BP 6174 Bilingual-Bicultural Education/English Language Learners; BP/E 6174.1 Education of Native/Indian Children; BB 9012 Communication to and from the Board; and BP 6173 Education for Gifted and Talented Students.</p> <p>Motion by Ivan Ivan, Seconded by Noah Andrew to approve the 3rd Reading of BP Updates. Motion passed.</p> <p>B. Approval of FY17-18 Strategic Plan: The Administration recommended the approval of FY 17-18 Strategic Planning.</p> |

| | |
|--|---|
| <p>Continue – Action Items</p> | <p>Tabled for next Board meeting.</p> <p>C. New Hire: The Administration recommended the New Hires: Jethro Albini Akiak Language Arts Teacher, Douglas Stahr Math; Science Teacher, Sheila Tumelson; Regina Turner, 3rd/4th Grade Teacher, Tuluksak School and Tariq Malik, K-12 Principal, Akiachak School</p> <p>Motion by Sam George, Seconded by Moses Peter to approve the New Hires as recommended by Administration. Motion passed.</p> <p>D. Akiachak Water Contract: The Administration recommended the approval of Akiachak Native Community Water Contract at the amount of \$150,000.00 for the services from July 1, 2017 to June 30, 2018 in quarterly payments of \$30,000.00 due beginning of each quarter: October 1, 2017; January 1, 2018; April 1, 2018 and July 1, 2018 for potable water delivered to the School District. The remaining quarterly payments of \$7,500.00 is payable to the Akiachak Native Community for rest of the service contract.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the Akiachak Native Community Water Contract at the amount of \$150,000.00. Motion passed unanimously with 7-0 votes.</p> <p>E. Meritain Insurance Rates: The Administration recommended the approval of the Meritain Insurance Rates Proposal.</p> <p>Motion by Sam George, Seconded by Robert Charles to approve the Meritain Insurance Rates Proposal. Motion passed unanimously with 7-0 votes.</p> |
| <p>Board Travel/Info</p> | <p>XII. Board Travel/Info: none</p> |
| <p>Public Comments</p> | <p>XIII. Public Comments</p> |
| <p>Board Comments</p> | <p>XIV. Board Comments</p> |
| <p>Executive Session</p> | <p>XV. Executive Session</p> |
| <p>Next Meeting Regular Meeting</p> | <p>XVI. Next Regular Meeting: August 17, 2017</p> |
| <p>Adjournment</p> | <p>XVII. Adjournment: Motion by, Seconded by to adjourn the meeting at</p> |
| | <p>_____</p> <p>Secretary _____</p> <p>Date</p> |

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Correspondence A. Commissioner Johnson Legislative Updates

The correspondence letter from Commissioner Johnson is presented for your review and information only.



MEMORANDUM NUMBER 2018-01

To: Superintendents
Business Managers

From: Dr. Michael Johnson, Commissioner

Date: July 31, 2017

Subject: 2017 Regular and Special Legislative Sessions

The purpose of this memorandum is to provide a summary of education related legislation passed during the regular and special sessions. The formula funding information is preliminary.

FY2018 Operating Budget – Conference Committee Substitute for HB57 ~ Signed by the Governor on June 30, 2017

Conference Committee Substitute for House Bill 57 contains the department’s operating budget for FY2018. Attached is a schedule titled “FY2018 Projected State Program Allocations based on Legislative Appropriations and Vetoes” which includes FY2018 estimated funding levels, by district, for the following programs: Foundation, Boarding Home Stipends, Residential Boarding Program, Youth in Detention, Special Schools, Pupil Transportation, and School Debt Retirement for the total funding level of approximately \$1,400,000.0. The funding levels listed by district are projected allocations and are **subject to change** based on actual FY2018 average daily membership and/or individual program requirements.

CCS HB57 provides \$11,750.0 to the Alaska Performance Scholarship Awards, and includes funding for the Online with Libraries and Live Homework Help programs. HB57 restored \$2,000.0 to the Pre-Kindergarten grant program, \$500.0 for Parents as Teachers and \$320.0 for Best Beginnings, while adding an additional \$1,200.00 to continue early learning programs in place from the Moore v Alaska settlement.

FY2018 Capital Budget – Free Conference Committee Substitute for Senate Bill 23 – Transmitted to the Governor

The Free Conference Committee for Senate Bill 23 met and passed the legislation on July 27, 2017. In SB 23, \$7,150.0 is appropriated for the Kivalina K-12 replacement school and \$3,500.0 is re-appropriated to the School Major Maintenance Grant Fund.

Additional Information:

Senate Committee Substitute for House Bill 141 – Alaska Workforce Investment Board; Funds – Awaiting Transmittal to the Governor

Senate Committee Substitute for House Bill 141 (SCS HB141) extends the Technical and Vocational Education Program (TVEP) established in AS 23.15.835 through June 30, 2020. TVEP funds are appropriated to the Alaska Workforce Investment Board. TVEP allocation percentages are set in statute and are directed to the University of Alaska, Galena Interior Learning Academy, Alaska Technical Center, Alaska Vocational Technical Center, Northwestern Alaska Career and Technical Center, Southwest Alaska Vocational and Education Center, Yuut Elitnaurviat, Inc. People's Learning Center, Partners for Progress in Delta, Inc., Amundsen Educational Center and Ilisagvik College.

Additional legislation DEED is tracking or following:

| Bill Number/Title | Current Cmte. | Bill Number/Title | Current Cmte. |
|---|----------------------|--|----------------------|
| HB 52 - Pre-Elementary Prgms. | (H) EDC | SB 12 - Employment Tax for Education Facilities | (S) L&C |
| HB 64/SB 27 - Reading Proficiency Task Force | (S) EDC | SB 18 - New Class of Borough | (S) CRA |
| HB 102/SB 75 - Limited Teacher Certs.; Languages | (S) L&C | SB 78 - Perm Fund Dividend Contributions/Lottery | (H) FIN |
| HB 135 – School Construction Grant Program | (S) FIN | SB 87 - School Construction Energy Efficiency Std | (S) FIN |
| HB 146 - School Tax; PFD Payment for School Tax | (H) FIN | SB 96 Education: Schools/Teachers/Funding | (S) FIN |
| HB 189 - School Bus Inspection Fees | (H) EDC | SB 99 - Pre-Elementary Programs/Funding | (S) EDC |
| HB 212 - REAA & Small Muni School District Fund | (H) EDC | SB 102 - Internet for Schools; Funding | (S) RLS |
| HB 214 - Bree's Law; Dating Violence Program | (H) EDC | SB103 - Ed Grants/Scholarship Innovative Ed Fund | (H) EDC |
| HB 221 - Workforce & ED Related Statistics Program | (H) EDC | SB 104 - Education Curriculum | (S) RLS |
| HB 224 - Reemployment of Retired Teachers & Admin | (H) STA | | |

Memorandum, Superintendents & Business Managers

July 31, 2017

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Attachment:

1. FY2018 Projected State Program Allocations based on Legislative Appropriations

cc: Sana Efir, Deputy Commissioner
Office of the Commissioner

Heidi Teshner, Director
Division of Finance & Support Services

Marcy Herman, Legislative Liaison
Office of the Commissioner

The Department of Education and Early Development
FY2018 Projected State Program Allocations based on Legislative Appropriations
Allocations are subject to adjustment based on individual program requirements
Prepared 6/30/2017

| | FY2018 Projected ADM | Projected Total Foundation @ \$5,930 | Projected Boarding Home | Residential Boarding Program | Youth in Detention | Projected Special Schools | Projected Pupil Transportation | Projected Municipal Debt Retirement | PROJECTED FY2018 TOTALS |
|--------------------|----------------------------|--|-------------------------------|------------------------------------|--------------------------|---------------------------------|--------------------------------------|---|-------------------------------|
| ALASKA GATEWAY | 353 | \$ 7,505,401 | | | | | \$ 696,597 | | \$ 8,202,351 |
| ALEUTIAN REGION | 24 | 1,273,008 | | | | | 0 | | 1,273,032 |
| ALEUTIANS EAST | 213 | 4,579,995 | | | | | 73,059 | 714,038 | 5,367,305 |
| ANCHORAGE | 47,547 | 324,592,613 | | 45,600 | 546,578 | 1,131,400 | 22,374,677 | 43,734,688 | 392,473,103 |
| ANNETTE ISLANDS | 307 | 3,020,314 | | | | | 61,707 | | 3,082,328 |
| BERING STRAIT | 1,748 | 36,704,118 | | 431,184 | | | 94,392 | | 37,231,442 |
| BRISTOL BAY | 121 | 1,188,286 | | | | | 342,432 | | 1,530,839 |
| CHATHAM | 173 | 3,563,595 | | | | | 51,460 | | 3,615,228 |
| CHUGACH | 371 | 3,247,611 | | 273,600 | | | 0 | | 3,521,582 |
| COPPER RIVER | 440 | 6,145,791 | | | | | 645,104 | | 6,791,335 |
| CORDOVA | 320 | 3,960,740 | | | | | 117,236 | 963,338 | 5,041,634 |
| CRAIG | 522 | 4,586,175 | | | | | 130,293 | | 4,716,990 |
| DELTA/GREELY | 810 | 9,691,613 | | | | | 1,357,860 | | 11,050,283 |
| DENALI | 866 | 6,346,588 | | | | | 431,352 | | 6,778,806 |
| DILLINGHAM | 487 | 6,324,272 | 34,310 | | | | 650,980 | 824,978 | 7,835,027 |
| FAIRBANKS | 13,700 | 115,971,672 | | | 120,356 | | 12,095,820 | 11,643,825 | 139,845,373 |
| GALENA | 3,993 | 23,736,463 | | 3,517,074 | | | 82,333 | | 27,339,863 |
| HAINES | 252 | 2,276,640 | | | | | 162,620 | 903,280 | 3,342,792 |
| HOONAH | 106 | 2,102,422 | | | | | 34,980 | 21,500 | 2,159,008 |
| HYDABURG | 92 | 1,798,763 | | | | | 0 | | 1,798,855 |
| IDITAROD | 310 | 6,411,444 | | | | | 47,970 | | 6,459,724 |
| JUNEAU | 4,745 | 38,168,531 | | | 95,746 | | 3,133,530 | 11,064,402 | 52,466,954 |
| KAKE | 97 | 1,710,521 | | | | | 29,100 | | 1,739,718 |
| KASHUNAMIUT | 331 | 5,524,840 | | | | | 1,655 | | 5,526,826 |
| KENAI | 8,781 | 79,477,105 | | | 73,776 | | 8,122,374 | 2,861,582 | 90,543,618 |
| KETCHIKAN | 2,285 | 23,513,317 | | | | | 1,782,660 | 2,696,316 | 27,994,578 |
| KLAWOCK | 129 | 1,993,158 | | | | | 83,205 | | 2,076,492 |
| KODIAK | 2,436 | 27,252,415 | | | | | 2,021,187 | 5,834,655 | 35,110,693 |
| KUSPUK | 355 | 6,548,454 | 7,540 | | | | 256,310 | | 6,812,659 |
| LAKE AND PENINSULA | 336 | 9,587,732 | | | | | 138,648 | 995,365 | 10,722,081 |
| LOWER KUSKOKWIM | 4,122 | 65,321,664 | | 1,060,616 | 104,772 | | 1,261,332 | | 67,752,506 |
| LOWER YUKON | 1,973 | 28,461,228 | | | | | 1,973 | | 28,465,174 |
| MAT-SU | 19,100 | 170,183,684 | | | 67,414 | | 17,053,845 | 22,788,609 | 210,112,652 |
| NENANA | 1,100 | 8,051,273 | | 1,382,572 | | | 116,820 | | 9,551,765 |
| NOME | 700 | 8,391,092 | | | 91,358 | | 469,910 | 334,376 | 9,287,436 |
| NORTH SLOPE | 1,902 | 18,170,027 | | | | | 2,353,083 | 75,272 | 20,600,284 |
| NORTHWEST ARCTIC | 2,011 | 36,904,642 | | 663,360 | | | 53,433 | 4,118,853 | 41,742,299 |
| PELICAN | 7 | 394,021 | | | | | 0 | | 394,028 |
| PETERSBURG | 479 | 6,163,350 | | | | | 198,306 | 470,462 | 6,832,597 |
| PRIBILOF | 60 | 1,265,201 | | | | | 0 | | 1,265,261 |
| SAINT MARY'S | 190 | 3,555,849 | | | | | 40,470 | | 3,596,509 |
| SITKA | 1,253 | 12,854,558 | | | | | 577,509 | 2,488,806 | 15,922,126 |
| SKAGWAY | 105 | 1,034,507 | | | | | 4,200 | | 1,038,812 |
| SOUTHEAST | 196 | 5,807,815 | | | | | 250,096 | | 6,058,107 |
| SOUTHWEST | 578 | 8,961,507 | 20,000 | | | | 381,777 | | 9,363,862 |
| TANANA | 37 | 988,436 | | | | | 19,499 | | 1,007,972 |
| UNALASKA | 420 | 4,277,321 | | | | | 300,720 | 672,831 | 5,251,292 |
| VALDEZ | 638 | 4,536,848 | | | | | 488,613 | 1,686,709 | 6,712,808 |
| WRANGELL | 273 | 3,373,598 | | | | | 211,302 | 166,915 | 3,752,088 |
| YAKUTAT | 84 | 1,054,300 | | | | | 48,498 | | 1,102,882 |
| YUKON FLATS | 257 | 6,863,580 | | | | | 75,044 | | 6,938,881 |
| YUKON/KOYUKUK | 1,560 | 14,709,665 | 17,344 | | | | 102,610 | | 14,831,179 |
| YUPIIT | 488 | 7,765,170 | | | | | 976 | | 7,766,634 |
| Mt. EDGE CUMBE | 420 | 3,337,343 | | | | | | | 3,337,763 |
| OTHER | 11 | 26,027,300 | | | | 2,432,475 | | 895,787 | 29,355,562 |
| Sub Totals | 130,203 | 1,217,257,576 | 79,194 | 7,374,006 | 1,100,000 | 3,563,875 | 79,029,557 | 115,956,587 | 1,424,360,795 |

11 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Correspondence B. DEED Request to receive RSB monthly Agenda electronically

Scott McAdams, Education Specialist II is requesting to include him sending the Yupiit School District RSB monthly Agenda electronically. This is for your information.

From: **McAdams, Scott T (EED)** <scott.mcadams@alaska.gov>
Date: Tue, Aug 1, 2017 at 2:14 PM
Subject: Request to receive monthly school board agenda electronically
To: "McAdams, Scott T (EED)" <scott.mcadams@alaska.gov>
Cc: "Prussing, Paul R (EED)" <paul.prussing@alaska.gov>, "Johnson, Michael A (EED)" <michael.johnson2@alaska.gov>

Dear Alaska Executive Admin Staff,

Greetings from Juneau!

I write today to ask if you could please add me to your monthly school board agenda distribution list.

Commissioner Johnson and the Department are working to further strengthen relationships and understanding across the Alaska education community. Insomuch, I hope to provide the DEED leadership team with periodic summary updates based on my review of local board packets.

Thank You in Advance!

Scott McAdams

Education Specialist II

Alaska Department of Education and Early Development

[907-465-8729](tel:907-465-8729)

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Attendance Report

There is no data available this month. The August attendance report will be available during the September RSB meeting.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Reports

The Administrative Reports are presented for your review and information.

Yupik School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Tariq Malik
 Department/Location: Akiachak School
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yupik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|---------|----------------------------------|---|---|
| 08/2017 | In-service | Teacher In-Service was held at Akiachak School. Dr. Kayliss, Ron Fortunado, Regional School Board Chairperson Willie Kasayulie, Sophie Kasayulie, Sharene Craft and Superintendent Hartz did presentations. New Teachers were introduced to the Certified & Classified staff. | Effective Operations Yupik Curriculum, Academic Outcomes |
| 08/2017 | 1 st Day for Students | A general assembly was called and was attended by students, Teachers, para-professionals , community members and Elders. | Effective Operations |
| 08/2017 | Home Visits | Akiachak Staff conducted home visits with parents in the community on 8/9 and 8/10. | Yupik Curriculum, Academic Outcomes and Community Relations |
| 08/2017 | Rural CAP Elder Mentor | Elders attended the first day of school and started the school year with a traditional Yupik Blessing. Also present were other elders. | Elders & Community |
| 08/2017 | World Bridge | Teachers initiated the World Bridge planning collaboratively and shared information with students. | Academic Outcomes Career Pathways |
| 8/2017 | | Kindergarten Immersion Project Planned and ready to implement | Yupik Curriculum and Improved Student Attendance and Academic Outcomes Career Pathways Involving Elders and the Community |

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Teresa Cox
 Department/Location: Principal, Akiak School
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

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| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|----------------|-------------------------------------|---|--|
| 8/ 7/17 | Local Advisory Board Meeting (LASB) | -As a team we are reviewing our current school philosophy and mission statement to see if it is aligned to district strategic plan. -World Bridge president spoke with our LASB explaining the program. | -Mission Statement -Career Pathways -Involving the Community |
| 8/7/17 | Welcome Back Potluck | Elders and Community members talked about parent and community responsibilities to make sure their children were at school on time. | Involving Elders and the Community |
| 8/9/17 ongoing | Morning Meetings | As a school we meet every morning in the gym. -The Senior Class stepped up and is running the morning meetings each day. -A Class leads us in the Pledge in both English and Yupik'. -An Elder speaks to the staff and students about expectations for school. -Announcements for the day/week are made by staff -Yupik word of the day -Dancing with the students- We learned how to do the "Yupik' Shuffle" -Students are dismissed to their classes | -To Partner with parents and the community to ensure every child becomes a whole person and is a contributing member of society. -Effective Operations -Involving Elders and Community |
| 8/9/17 | World Bridge | Currently we have 12 students working on designing and re-building the greenhouse at AKI. Their project will be based on Nutrition. Their plan is as follows 1. Begin with the definition of the problem - what is the reason we want to grow fresh food year around, and the nutritional aspects of different foods to grow. 2. Set up research teams for - irrigation, - food selection, -lighting systems, -heating systems, -clearing and securing the greenhouse area, etc. | -Yupik Curriculum -Career Pathways -Academic Outcomes |

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|---------|---------------------------|--|--|
| 8/10/17 | Student Council Elections | Students designed ballots, and are working with their Leadership teacher to set up a schedule next week for their speeches as to "Why students should vote for them" | - To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice. |
| 8/10/17 | Calricaraq | -Two student representatives and our school counselor attended community meeting to discuss, plan for upcoming three day event for Traditional Yupik' healing | -To Partner with parents and the community to ensure every child becomes a whole person and is a contributing member of society. |
| 8/10/17 | Elders | -We have had two elders with speaking with our students in their classrooms. We are currently working on a schedule for our Elders | -Involving Elders |
| | | | |

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: David M. Macri
 Department/Location: Tuluksak School
 Date of Regional School Board Meeting: Thursday, August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

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- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
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| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|---------|------------------------|--|--|
| 7/20/17 | TLT TNC MTG | Principal was invited to and attended the Village Council Meeting. Principal gave updates on YSD Strategic Plan and various educational programs relative to achieving goals set forth in the District Plan | Community & Elder Involvement |
| 7/25/17 | Elder Communications | Principal phoned various Elders in the Village to re-establish Elder/School relations and to assist with Rural-Cap Enrollment | Community & Elder Involvement |
| 8/4/17 | Tuluksak Orientation | Tuluksak School held their teacher orientation items discussed included implementation of the YSD strategic plan relative to experiential learning, blended learning and team building | Community & Elder Involvement |
| 8/8/17 | Tuluksak Team Meetings | Principal met with Tuluksak School elementary teachers to gain input and to create shared understanding regarding their roll specifically toward student readiness, self regulation, responsibilities, community awareness | Yup'ik Curriculum |
| 8/8/17 | Tuluksak Team Meetings | Principal met with Tuluksak School secondary teachers regarding experiential learning, blended learning, integration of the curriculum across core subjects relevant to the five specific themes conservation, health and wellness, energy, subsistence living and transportation, (CHEST). | Yup'ik Curriculum |
| 8/10/17 | Open House | Tuluksak School Open House: Parents were invited to the school and introduced to the teaching staff, conversations were held regarding career pathways, post secondary options as well as community involvement regarding relevant topics important to the region such as conservation, health and wellness, energy, subsistence living and transportation, (CHEST). | Community & Elder Involvement Yup'ik Curriculum Academic Outcomes Career Pathways |

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Sophie Kasayulie
 Department/Location: Yup'iaq Department, Akiachak
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

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2. Objectives

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| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|------------------|---|--|---|
| July 24-28, 2017 | Yuuyaraq training | 2 Staff members from each site trained with LKSD and Calista staff on how to teach 7 th and 8 th grade Yuuyaraq curriculum. It was successful! | Yup'ik Curriculum and Improve Students Attendance and Academic Outcomes. |
| August 3, 2017 | Did a presentation at the Teacher | Did a power point presentation with a little bit of history and future plans. | Yup'ik Curriculum and Improve Students Attendance and Academic Outcomes |
| Aug. 8, | Full Immersion | We are starting Immersion in Kindergarten this fall. | Involving Elders and Community |
| August 8, 2017 | Invited Elders to visit school 1 st day of school. | Elders did a blessing during the assembly | Involving Elders and Community |
| Aug. 10, 2017 | Plan to attend Akiachak Native Community Monthly Meeting | We need to be aware of the current events of the communities. The liaisons will attend local meetings of the Council and LASB. | Involving Elders and Community |

Yupit School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Sharene Craft
 Department/Location: Curriculum, Assessment and Activities
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
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| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|--------------------|---|--|---|
| 2017-2018 | Trillium Learning/World Bridge | Ron Fortunato's contract to support K-12 World Bridge project based learning involving aerial mapping, water quality testing and erosion. | Career Pathways Involving the Community Improved Academic Outcomes |
| 2017-2018 | Educators Rising Course Descriptions | EdRising Academy curriculum emphasizes fundamental teaching practices and supports a Career and Technical Education (CTE) program of study. 60 Lesson topics organized into five domains: You, your students, your classroom, your community and your profession. The teacher flexible topics to cover local priorities. | Effective Operations Improved Academic Outcomes Career Pathways |
| August 2017 | Certified, Student & Activities Handbooks | The Certified, Student and Activities Handbooks were updated to reflect the current calendars and field trip permission forms. | Effective Operations Improved Student Attendance and Academic Outcomes |
| August 2017 | Digi-Pics | Digi-Pics has been contacted and will be available for school pictures in the fall. | Effective Operations Improved Student Attendance Involving the Community |
| August 2017 | Student Council | Student Council Advisory Job description is created and presented for approval. All 3 schools are in the process of creating student councils and will be sending student representation to LASB and RSB meetings. | Improved Student Attendance and Academic Outcomes |
| August 2017 | Best Beginnings and Imagination Library | Best Beginnings has awarded the YSD Imagination Library a grant award for \$1530. This provides free books to all children under the age of 5. The books are mailed each month, directly to the children at their home address. | Improved Academic Outcomes Involving the Community |
| July & August 2017 | Language! and Saxon Math | Received and inventoried new supplemental materials for 7 – 12 ELA and Math for 2017-2018. | Effective Operations Improved Academic Outcomes |
| August 3, 2017 | Assessment data | District-wide Spring PEAKS assessment data is available online and included in this report. It will be used as the baseline for future comparisons. | Improved Academic Outcomes |

Course #1: Leadership Development**Big Idea:** In order to be an educator you have to be a student first**Unit 1: Self Awareness****Enduring Understanding(s):** *What specific understanding(s) should students take away?
Personal identity influences how we are motivated to learn. Self reflection is critical to learning.***Essential Questions:** *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. *What does it mean to learn?*
2. *How do we learn?*
3. *Why do we learn?*
4. *What does it mean to be a reflective learner?*
5. *Who am I as a learner?*

STUDENT LEARNER OUTCOMES*What will students know and be able to do as a result of this topic/unit?*

Students will...

- Define their personal identity [ED II]
- Understand that the term “learner” applies outside the classroom [ED II]
- Name and describe characteristics of a learner [ED I,II]
- Describe the value of identifying and reflecting on personal strengths [ED II]
- Analyze personal strengths and weaknesses in relation to future goals [ED II]
- Describe and apply techniques for cultivating a reflective mindset (e.g. journals, observations, dialogue with peers and mentors, watching recordings) [ED II, VII]
 - Describe how and why a reflective mindset is critical to learning
 - Reflect on themselves as learners
 - Describe reflection as a habit of mind that requires time, openness, honesty, intention, discipline, and dedication and that helps determine what is meaningful and why and thus shape identity

ASSESSMENTS*What evidence will demonstrate student achievement of their learning?*

- Students will create a personal history of those who have acted as important educators in their own lives (visual or written)
- Students will write reflective journal entries on their own learning and on their identity as a learners
- Students will engage in think-pair-share discussions defining characteristics of successful learners
- Students will create a biographical presentation of self as learner, including future goals, strengths, weaknesses and influences

Unit 2: Social Awareness

Enduring Understanding(s):

Knowing your own bias gives you the ability to understand and respond to the needs of others. Cultural diversity encompasses acceptance and respect while recognizing our individual differences and uniqueness.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How can people have vastly different understandings of the basic facts of a situation?
2. How does bias affect relationship?
3. What is my place in my community?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Analyze and critique individual biases [ED II]
 - Define bias
 - Analyze and explain how personal histories and identities shape personal attitudes towards others
- Describe the benefits of being open to multiple viewpoints (ED II)
- Explain how community members benefit from various perspectives and viewpoints (ED II)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students will take a personality test and write reflections on their own type
- Interview classmates with different personality traits and create Venn Diagrams identifying similarities and differences in how they perceive and react to different scenarios.
- Participate in group initiatives (like Chocolate River Crossing, Egg Drop, The Tallest Tower, etc..) and use their experience to reflect in discussion on the importance of diverse perspectives, abilities and communication in accomplishing difficult tasks.
- In small groups rewrite a current event from an assigned perspective (i.e parent, teacher, law enforcement, youth, elder)
- Student observation of a learning environment and complete a questionnaire regarding Cooperative and Collaborative Learning

Unit 3: Leadership

Enduring Understanding(s):

Leadership is actions that empowers, shapes and influences others and is not a title. Everyone can be a leader.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What does it mean to lead?
2. Who can be a leader?
3. Can leadership be taught?
4. What are the characteristics of a good leader?
5. What is the difference between power and leadership?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Reflect on how everyday citizens/peers/students act as leaders and role models [ED II]
- Describe the characteristics of a successful leader [ED II]
 - Analyze the skills and dispositions required to lead effectively
 - Describe ethical practices of successful leaders
 - Explain how empathy helps leaders connect to community members
- Recognize different leadership styles [ED II]

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- With a group, create a presentation on one style of leadership (assigned from a list)
- Lead an ice-breaker or team-building initiative for the group and complete a leadership self-assessment
- Provide constructive feedback in group evaluation of peers' ice-breakers and initiatives
- Write a biographical profile of a person in your community who you feel embodies leadership

Unit 4: Ambassador of Learning

Enduring Understanding(s): *What specific understanding(s) should students take away?*
Learners become educators when they share their knowledge and experiences with others.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

- Who is an educator?
- What is the relationship between identity and persona?
- What does accomplished teaching encompass?
- How do I best reach, motivate, and inspire students?
- What expectations should I have for myself as a rising educator?
- Why are educational professionals important to society?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc. [ED II]
- Understand that mentors, leaders, ambassadors, Elders, coaches and other role models serve as educators [ED I, II]
 - Name and describe characteristics of an educator persona, including why these characteristics are important
- Practice inhabiting and presenting an educator persona [ED I, II]

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Compare & Contrast Teaching Activity
- Reflective essay on educator

Unit 5: Career Planning and Being a Professional

Enduring Understanding(s): *What specific understanding(s) should students take away?
Professionalism is a universal employability quality.
Planning occurs in stages and requires resiliency.*

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is professionalism?
2. How do appearance and communication influence employability?
3. How do past experiences influence future planning?
4. What options are available?
5. What does it mean to be ready for life?
6. When should you start planning your career?
7. How do you effectively plan for your future?
8. What skills and resources are needed to make a plan a reality?
9. What does it mean to be resilient?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explain what professionalism is and why it is important [ED, II]
 - Explain how appropriate dress, behavior, and interactions as professionals affects one's credibility and trustworthiness
 - Distinguish between social media posts that reflect positively on oneself and those that do not
 - Discern how successful professionals manage a synthesis between maintaining their values as individuals and upholding the values and policies of the institutions that employ them
- Determine how to use different modes of communication in different contexts
- Investigate possible career paths [ED I]
- Reflect on the differences between short term and long term goals [ED I, II]
 - Identify short term and long term goals
 - Analyze personal traits, strengths and weaknesses in relation to short term and long term goals

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Take a career aptitude/interest survey to identify potential careers of interest
- Research a particular career and create a written or visual report
- Students will participate in a professional dress day; teachers will sign a form recognizing that the student was dressed professionally in their class on that day
- Students will conduct a social media self-audit
- Students will write a S.M.A.R.T. goal
- Communication case studies

Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED):
<https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Common Technical Core Standards (CCTC): <http://www.careertech.org/CCTC>
 - The Common Career Technical Core - Education & Training Career Cluster (ED):
<http://www.careertech.org/>
 - Common Career Technical Core (CCTC): <http://www.careertech.org/>
- New Alaska ENG/LA Standards (CCSS.ELA): <http://www.corestandards.org/ELA-Literacy/>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS):
<https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>

Course Name: Course 2: Educational Development & Psychology

Big Idea: Knowing your students as learners is fundamental to effective teaching

Unit 1: Child Development

Enduring Understanding(s): *What specific understanding(s) should students take away?*
Children develop in a predictable sequence yet with a unique course for every child.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What are the benefits of knowing students as learners?
2. Do all students learn at the same pace?
3. Are there predictable learning stages?
4. Is determining readiness necessary for learning?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Describe the impact that child development has on instruction [ED II]
- Seek to understand the social, emotional, physical, and cognitive development factors that shape student identity and how this can affect the ability to learn [ED II]
- Understand that each student is an individual with spheres of influence [EDII]

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Create a child development mind map using social, emotional, physical, and cognitive development factors as the map's major "bubbles" or hubs
- Write an essay comparing and contrasting two cognitive development theories
- Observe a learning environment and complete an observation questionnaire regarding cognitive development
- In a small group, rewrite a lesson plan in your teaching area of interest to better support students by incorporating knowledge of cognitive development and defend your changes
- Compose a graphic organizer identifying your spheres of influence and write a reflection on how these spheres have shaped who you have become

Unit 2: Educational Psychology

Enduring Understanding(s): *What specific understanding(s) should students take away?*
Science is improving our understanding of learning. Intelligence comes in many forms.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is human development?
2. Is the IQ a valid assessment of intellectual capacity?
3. Is IQ or EQ better?
4. How can I best evaluate and develop my knowledge, skills, and abilities?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Describe the major approaches to learning theories (behavioural, cognitive, developmental, constructivist, transformative) and their implications for teaching [ED II]
 - Explain the concept of constructivism
 - Describe the theoretical basis of constructivism
 - Explain how constructivism can be applied within the classroom
 - Describe practical applications of constructivism, with particular respect to meeting student needs in specific contexts
 - Explain how the concept of constructivism influences the way teachers plan, design, and provide instruction based on students' individual talents and learning needs
- Describe the process of instructional design and common design models and tools [ED I,II]
 - Classify the cognitive nature and complexity of given tasks (e.g. Bloom's Taxonomy or Web's DOK)
 - Identify the variety of learning modalities as identified by Gardner's Theory of Multiple Intelligences
 - Define the concept of multiple intelligences
 - Explain and differentiate between the eight different intelligences
 - Describe how the concept of multiple intelligences accounts for a broader range of potential in students than just IQ testing
 - Explain how the concept of multiple intelligences influences the way teachers plan, design, and provide instruction based on students' individual talents and learning needs
 - Cultivate a growth mindset
 - Describe the characteristics of a growth mindset, including the difference between a growth mindset and a fixed mindset
 - Demonstrate a commitment to openness and honesty when reflecting on experiences

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Observe a learning environment and complete an observation questionnaire regarding constructivist strategies
- Choose a learning topic and create assessments for that topic in different levels of understanding (e.g. Bloom's Taxonomy or Web's DOK)
- Identify the learning modalities present in a lesson plan and suggest modifications that would employ additional modalities
- Write a letter to a future student reflecting on a time that you personally struggled to learn something and how you overcame it.
- Create a TED Talk presentation, video, or poster comparing a growth versus fixed mindset.

Unit 3: Interpersonal Relationships

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Relationships are the foundations of education.

Teaching depends, fundamentally, on the quality of relationships among people.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What defines a quality relationship?
2. How do you build rapport?
3. What are healthy boundaries?
4. How do you use relationships to influence behaviors?
5. What does mutual respect look like?
6. Does respect have to be earned?
7. What is the role of communication in relationships?
8. How do relationships, emotions, and experiences affect learning?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explain the importance of interpersonal relationships within the learning environment [ED I,II]
 - Explain why establishing mutual respect between you as the instructor and your students is important
 - Describe the methods teachers use to establish a sense of mutual respect
 - Describe how a school culture that promotes mutual respect and rapport will support the growth of all students
 - Analyze how cultural knowledge affects how you as the teacher perceive the students and how they perceive you
 - Understand how individual personality types differ and how they affect the dynamics of relationships
- Demonstrate an understanding of the various types of teaching relationships including teacher-to-student, student-to-student, teacher-to-parent/caregivers, and teacher-to-peers [ED I,II]
- Reflect on the need to empathize with students while still maintaining a high bar and professional boundaries [ED I,II]
 - Describe appropriate boundaries between teachers and students
 - Explain why establishing boundaries is important in the classroom
 - Evaluate successful methods for achieving boundaries
 - Describe how ethical practices help in establishing boundaries between teachers and students
- Integrate knowledge of interpersonal skills to enhance educator effectiveness, including verbal and nonverbal communication, listening skills, negotiation, problem solving, decision making and assertiveness [ED I,II]
 - Understand the relationship of culture to interpersonal communication

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Take an introspective self-report questionnaire (i.e., Big Five, Myers-Briggs) and write an analysis of how your personality traits would affect your ability to be an educator and specifically the relationship you would have with your students, including both the strengths and challenges you might face
- Write personal reflection on the topic of respect and instances where you felt you were both respected and disrespected in the classroom. Then interview one peer and one adult (parent, guardian, teacher, neighbor) on the same topic.
- Evaluate case studies involving boundaries in the learning environment
- In small groups, read and discuss local professional code of ethics and Professional Teaching Practices Commission Code of Ethics (PTPC)
- Research empathy building exercises and practice one on a new acquaintance and write a self-reflection on the experience
- Observe a learning environment and complete a questionnaire describing the variety of relationships observed and interpersonal skills employed by the instructor that fostered a productive environment

Unit 4: Diverse Learners

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Equality is not equity.

One size does not fit all.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do we meet the needs of all learners?
2. Should we categorize learners?
3. Should all students be expected to achieve the same things?
4. How does teacher bias affect student success?
5. How can I learn about my students as individuals and as members of a culture?
6. How should a student's interests, skills, and cultural background inform instruction?
7. How can I customize instruction and interaction with students based on their individual talents and needs?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explain the concept of equity in general and education-specific terms, including its application in broader society and in specific educational contexts [ED I]
 - Explain why it's important for teachers to understand equity
 - Explain how a teacher's understanding of equity or lack thereof influence student growth and development
- Understand that students come from different social, cultural, ethnic and economic backgrounds and have different family structures, religious beliefs, physical traits, intellectual attributes, and career ambitions and use that understanding to promote an inclusive learning environment [ED II]
 - Define cultural competence as the ability to teach students who come from a culture or cultures other than their own.
 - Describe the importance of learning about students' backgrounds, interests, motivations, and stages of development (i.e. social, emotional, cognitive) when developing cultural competence
 - Identify and describe the personal and interpersonal awareness and sensitivities, understanding of bodies of cultural knowledge, and skills that are necessary to demonstrate cultural competence
 - Identify, describe, and apply best practices for developing cultural competence
 - Analyze how cultural knowledge affects cross-cultural teaching and culturally responsive teaching
- Identify appropriate strategies to differentiate instruction to meet diverse student needs [ED II, IV, V]
 - Explain how students are individuals and that instruction should be designed based on individual needs
 - Explain the importance of customized interactions with students
 - Describe how teachers must plan, design, and provide instruction based on students' individual talents and learning needs

- Describe how accomplished teachers customize their interaction with students by forming relationships with them as people and distinguishing them as learners
- Describe how a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students
- Recognize and accommodate individuals with special needs [ED II,V]
 - Recognize that the Individuals with Disabilities Education Act (IDEA) requires schools to provide special education and related services to students who are “adversely affected” by one of the 13 conditions identified in the law
 - Identify the 13 conditions described in IDEA
 - Describe how a school culture that respects the individual and changing needs of students will help students with special needs prosper
 - Explain what an individualized education program (IEP) is and how it helps students
 - Name and describe the specific responsibilities of teachers in fulfilling the requirements of IEPs
 - Explain how instruction should be designed based on individual needs
 - Explain the importance of customized interactions with students

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Observe a learning environment and complete an observation questionnaire regarding equitable classroom culture
- Write an essay (500-word max) describing two past experiences you have had as a learner in which your teacher succeeded in facilitating a sustainable, equitable classroom culture. Describe specific strategies the teacher implemented to do this and what that meant for you and your peers. Use the five critical components of classroom culture as a guide for framing the experiences your teacher facilitated
- Identify a time when you didn’t feel like you fit in and describe strategies that those in positions of leadership could have done to make you feel more comfortable
- In small groups, read case studies involving scenarios where a student’s cultural identity made them uncomfortable in the classroom and discuss strategies the teacher could have taken to make them more at ease. Briefly present your key ideas to the class
- Reflect on your own biases and strategies you could employ to minimize their effects in the classroom
- Write modifications to a lesson plan to demonstrate an understanding of differentiated instruction
- Given 3 different student profiles (IEP, 504, ELL), discuss strategies to meet the needs of these learners

Unit 5: Pedagogy and Lesson Planning

Enduring Understanding(s): *What specific understanding(s) should students take away?*

How something is taught is as important as what is taught. You cannot teach what you do not prepare to teach.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How important is content knowledge?
2. What does good teaching look like?
3. How can we plan to engage diverse students?
4. How do you decide what to teach?
5. What does an effective lesson look like?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Analyze the underlying strategies and active practices of anti-bias instruction that skilled educators implement and sustain utilizing the critical components of anti-bias instruction: critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and value-based assessment, evaluation, and grading [ED II, VI]
- Demonstrate an understanding of students needs to inform all aspects of the planning process to create a dynamic and productive learning environment [ED II,V]
 - Identify a variety of lesson structure blocks, such as learner outcomes, openers / teasers, direct instruction, and summative and formative assessments used in developing lesson plans
 - Explore a variety of pedagogical approaches, such as open-ended instruction (multiple, complex answers possible), interdisciplinary learning, discovery learning, experiential learning, cooperative learning, peer teaching, and case studies.

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Observe a learning environment and complete an observation questionnaire regarding anti-bias instruction
- Describe two experiences you have had as a learner in which your teacher succeeded in facilitating anti-bias instruction. Describe specific strategies the teacher implemented to do this and what that meant for you. Use the five critical components of anti-bias instruction as a guide for framing the experiences your teacher facilitated
- Observe a learning environment over several days and identify elements that create a predictable routine along with a various pedagogical approaches employed by the instructor to vary and differential instruction
- Formulate a personal lesson planning template for chosen content knowledge area.
- Use differentiated instruction techniques to adapt an instructor-provided lesson plan
- Rewrite a lesson planning using a teacher-centric approach to one using a more student-centric approach and then actually teach it to a peer or group of peers.

Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED):
<https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Common Technical Core Standards (CCTC): <http://www.careertech.org/CCTC>
 - The Common Career Technical Core - Education & Training Career Cluster (ED):
<http://www.careertech.org/>
 - Common Career Technical Core (CCTC): <http://www.careertech.org/>
- New Alaska ENG/LA Standards (CCSS.ELA): <http://www.corestandards.org/ELA-Literacy/>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS):
<https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>



ALASKA

Course Name: Course 3: Supporting Learning

Big Idea: Quality learning environments facilitate growth

Unit 1: Classroom Management

Enduring Understanding(s): *What specific understanding(s) should students take away?*

A well-managed classroom is marked by engaged students.

Clear routines and procedures and behavior management plans maximize instructional time

Safe and inclusive classroom environments foster learning.

Effective planning is needed to create safe and productive learning environments

Discipline incidents must provide opportunities for growth, restitution and community building.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. *How do learning environments shape learners?*
2. *What constitutes a safe and inclusive learning environment for students (physical, behavioral, academic, social)?*
3. *What actions should I take when establishing a safe and supportive learning environment for all students?*

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Define and describe norms and routines and procedures, including what they are, why they are important, and how to use them to create a safe and supportive learning environment. [ED V, VII]
 - Cite specific examples of norms and routines that can be implemented for classroom discourse and work for different purpose
 - Practice planning and/or implementing norms and routines for classroom discourse and work
- Analyze how physical layouts, available resources, and student groupings can affect the classroom culture and management [ED V, VII]
 - Describe the importance of addressing physical and social aspects of the learning environment while planning to meet students' individual needs
 - Describe how a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students
 - Practice setting up classrooms in a way that fosters learning and creates a safe and inclusive environment for all students
- Analyze the relevance of values-based behavior management [ED II, III, IV, V, VII]
 - Explain how and why behavior management strategies should be used to create a dynamic, productive, safe, and supportive learning environment
 - Describe strategies for responding to student behavioral issues using values-based behavior management
 - Practice using value-based behavior management strategies

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Observe a video for classroom environment, management and procedures.
- Draft and teach a lesson plan on how to create classroom norms with students and then teach it
- Design procedures for classroom routines and physical layout taking into consideration grouping of students, space, materials and resources
- Examine and analyze a lesson plan for procedures, groupings and materials
- Redesign a sample lesson plan to address cultural, academic and behavioral differences.
- Role play a variety of classroom behavior scenarios and problem solve with peers responses.

Unit 2: Culture for Learning (Class and Curriculum)

Enduring Understanding(s): *What specific understanding(s) should students take away?*
Student centered environments foster growth, motivate learning, and encourage achievement

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What actions should I take when establishing a safe and supportive learning environment for students?
2. Who are my students and how might our interactions affect them?
3. How can teachers meet students' needs and help students feel valued and capable of realizing their potential?
4. What are effective instructional techniques in different situations and contexts?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Describe ways to strengthen relationships with students in order to help them feel valued, important, and capable of realizing their potential [ED II, III]
- Describe strategies for communicating with students and fostering communication among students to foster learning within a safe and supportive learning environment (de-escalation and conflict management strategies) [EDII, III, IV, V, VII]
- Consider methods of communication with students, determining how to share information and exchange ideas to help develop an equitable, empowering learning environment [ED II, III, V]
- Describe a range of communication strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills. [ED II, III, IV, V]

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Define, describe and reflect on the importance of creating an inclusive learning environment (i.e. discussion posts, journals)
- Observe an unfamiliar learning environment and record observation notes that provide evidence of the five critical components to support a sustainable, equitable classroom culture: Listening, humility, respect, trust and voice.
- Using the Teaching Tolerance Anti-Bias Framework, choose a grade level and outcome and write an original scenario to align with the outcome.
- Research communication and conflict resolution skills for students and teach a short lesson to your peers.
- Analyze how strategically designed norms and routines can promote mutual respect and rapport and support the growth of all students (small group discussion, short reflection papers).

Unit 3: Curriculum and Standards

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Students need teachers who are experts in both content and pedagogical knowledge

Teachers reflect and continually refine and evaluate their content and pedagogical knowledge in formal and informal ways (the teaching can always get better)...

Lesson plans align standards, outcomes, content, pedagogy and assessment with the needs of the learners

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understanding?*

What does an effective lesson look like?

How do I develop my content knowledge and expertise?

How can I design learning experiences to reach all students?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Analyze methods of proper alignment between standards, curriculum, instruction and assessment [ED III, IV, VI, VII]
 - Explain what standards are and why educators use standards
 - Name and explain common standard systems
 - Address alignment issues while developing lesson plans
- Explain the importance of aligning lesson plans by balancing objectives with short and long term curricular goals, academic content standards, and student needs and interests [ED II, III, IV, V]
- Define curriculum and review different curriculum models [ED III]
- Describe the steps in the backwards design planning method [ED III, IV]

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- View a video and record evidence of student outcomes. What were the students supposed to learn as a result of the lesson? Write a short reflection detailing evidence of the student outcome.
- Research a curriculum model you have researched such as Understanding by Design, use a lesson plan template and create a 15 minute lesson plan that address a standard, learning outcome, activity and formative assessment.
- Analyze a lesson plan for alignment. Revise the lesson to include an interdisciplinary connection.
- Working with a partner, co-create a lesson using the backwards design planning method.

Unit 4: Assessment

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Teachers measure learning based on a broad range of assessments

Formal and informal assessments are used for a variety purposes

Summative and formative assessments evaluate student learning in a variety of ways

Assessment benefit and advance and celebrate student learning

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understanding?*

How can I assess what students have learned?

How can I use assessment data to better my teaching and advance learning?

How do assessments affect how and what I teach?

How do I best use the results of assessments to inform teaching and learning?

How can I use assessments in the best way possible to advance student learning and teaching?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

- Describe how teachers measure learning based on curricular goals and objectives as well as diverse needs of learners [ED IV, VI]
 - Explain how teachers select, create, modify, and administer a broad range of assessments
- Analyze the differences between formative and summative assessments. [ED VI]
- Explain how teachers analyze and interpret assessment data to advance student learning [ED II, III, VI, VII]
 - Create and use assessment materials to evaluate student achievement and growth
- Explain how teachers view assessment as a step within a larger process that involves planning, teaching, assessing, reflecting, and adjusting to strengthen instructional practices and promote learning [ED II, VI, VII]
 - Describe how teachers use assessment to obtain information about student learning before, during and after instruction

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Review a variety of assessments. Determine their purpose in a broader instructional plan
- Analyze a lesson plan and set of data from an assessment and to determine if the learning objectives were achieved.
- Design a formative assessment (pre or post) that is aligned with a standard and learning outcome
- Modify an assessment to meet a student IEP
- View a video of teaching and record evidence of formal and informal assessment strategies
- Create and use assessment materials to evaluate student growth

Unit 5: Instruction

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Effective question and discussion techniques nurture student voice and engagement

Scaffolding and modeling provide students with support that will increase success

Instructional pacing should adjust to student needs - flexible and responsive

Engaging students in their learning is the goal

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understanding?*

What does an effective lesson look like?

How can I customize instruction and interaction with students based on their individual talents and needs?

How can I be prepared to adjust classroom instruction as needed?

How do I best reach, motivate and inspire students?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

- Describe what modeling is and in which contexts it works best [ED II, III, IV, V, VII]
 - Practice modeling techniques
- Explain the importance of scaffolding instruction to encourage higher levels of performance [ED II, III, IV, V]
- Practice techniques that will elicit individual student thinking [ED II, III, IV, V, VI, VII]
- Describe types of questions teachers should ask students to encourage them to share their thoughts [ED III, IV, V, VI]
- Describe a few common patterns of student thinking and development in a subject matter domain [ED II, III, IV, V]
- Demonstrate preparedness to make adjustments in instruction as needed [ED II, IV, V, VII]
 - List common instructional strategies
 - Identify common problems that may require adjusting instruction
- Describe and explain the purpose of composition of single lessons and sequence of lessons [ED IV, V]

ASSESSMENT

What evidence will demonstrate student achievement of their learning?

- Create a sequence of lessons using a comprehensive lesson plan format; design both formative and summative assessment and describe how the assessment data influences instructional decisions
- Analyze a series of lesson plans for alignment
- Research an evidence-based instructional strategy and prepare a short lesson to teach to peers using the strategy

Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED):
<https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Common Technical Core Standards (CCTC): <http://www.careertech.org/CCTC>
 - The Common Career Technical Core - Education & Training Career Cluster (ED):
<http://www.careertech.org/>
 - Common Career Technical Core (CCTC): <http://www.careertech.org/>
- Alaska English/Language Arts and Mathematics Standards June 2012– Alaska Department of Education and Early Development: <https://education.alaska.gov>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS):
<https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>

All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>

- Educators Rising Micro-credentials: <https://www.educatorsrising.org/what-we-offer/micro-credentials>

Course Name: Course #4 Developing Professionalism

Course Big Idea: I will have an impact

Unit 1: Practicum/Apprenticeship

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Professionals develop through regular and consistent ongoing education, experiences and mentorship

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. *How has my engagement as a teacher-leader in the classroom changed my beliefs, knowledge, and skills as a teacher?*
2. *How do I identify the resources I need (educational materials, education, experiences) that I need to continue my professional growth?*

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Demonstrate success practices that lead one to be a highly skilled educational professional
- Demonstrate organizational, planning and quality of work skills

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Each rising educator are assigned to one classroom with a cooperating mentor teacher for an extended clinical placement. Rising educators observe their assigned teacher and classroom closely to get to know student names, daily routines, and classroom rules and expectations.
- Rising educators begin working with individuals and/or small groups of students (possibly during independent work time or learning stations).
- Rising educators continue working with individuals and small groups of students. They also teach at least one small group or whole group lesson that was planned using a collaborative process.
- Rising educators write thank you notes for cooperating teachers.

Unit 2: Portfolio

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Regular self-reflection is essential for professional growth
- Evidence of your skills will open the doors to employment.

Essential Questions: What provocative questions will explore and lead to the big idea and enduring understandings?

1. What does a quality portfolio look like today?
2. How do we curate a portfolio that exemplifies our strengths as an educator?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Be able to identify quality work that will demonstrate their skills as an educator
- Demonstrate their ability to market themselves through a professional portfolio
- Describe and prove why they should be considered to pursue an education career

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students will select the best educational, personal, and clinical experiences and skills to compose a professional portfolio that could be presented to a potential employer or continuing education program.
- Students will design a portfolio that
 - markets and demonstrates their uniqueness and individuality and
 - be organized and designed in a way that demonstrates the student's ability to plan and produce thoughtful, high quality work
- Students will prepare a presentation for a committee of educators that is convincing and justifies why that student has demonstrated the skills and qualities of a successful educator.

Unit 3: Networking Basics

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Social structures impact success and failure in a profession.
- Communication includes verbal and nonverbal cues.
- People interpret social interaction based on their background knowledge and cultural interpretations.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

- 1 Who is a mentor?
- 2 What networks support one to be a successful educator?
- 3 What does it mean to communicate professionally?
- 4 How does communication occur through verbal and nonverbal cues?
- 5 What are communication cues?
- 6 How can a situation be interpreted differently by different people?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Be able to identify the qualities of a person that who could be a positive mentor that supports their professional growth
- Demonstrate their ability to develop a professional network in and outside the classroom
- Demonstrate professional communication in and outside the classroom
- Describe the meaning of verbal and nonverbal communication.
- Demonstrate verbal and nonverbal cues that students are aware of in their community

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students will create a detailed profile of a mentor who will support the professional growth of an educator. The profile will contain the description of qualities, actions, and knowledge that depicts a good mentor.
- Students will create a profile of people who influence their life and explain the role each of those people play in their life. The profile could include pictures, and graphics that communicate the importance of each person in this network.
- Identify professional organizations related to your self-identified professional growth needs and take steps to become an active member.
- Students will work in groups to create a flow chart for effective communication for the following communication circles: among colleagues (peers); between the educator and student; between the educator and parent; between the educator and community. Each group will be randomly assigned a communication circle.
- The class will identify communication practices that demonstrate professional communication. The implementation of these practices will be observed throughout the course. Students will receive weekly feedback about their practices from both the teacher, their peers and self-assessment.
- Students will work in assigned groups to create a 5 minute skit that demonstrate one or more verbal or nonverbal cues. Each skit will communicate a moral to their skit.

Unit 4: Reflective Practices

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Regular self-reflection is essential for professional growth
- Self-image influences success or failure
- Individual identity determines who a person is and who they will become

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

- 1) What is regular self-reflection?
- 2) Who am I?
- 3) How do I characterize my identity?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Self-evaluate their teaching abilities
- Be able to describe who they are in their current context and situation
- Be able to communicate their identity in their current context and situation.
- Be able to describe their spheres of influence and how they influence others both positively and negatively.

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students will create an autobiography of their experiences in the previous three education courses. The autobiography will include:
 - A description of who they are in their current context and personal/cultural identity. How you see yourself fitting in?
 - Their identity as an educator and teaching experiences so far
 - What went well- Successes
 - What did not work so well- Failures
 - What would you do differently?
 - This autobiography should include pictures, graphics, quotes and anything else the students determines to express their experience.

Unit 5: Planning the Path

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Professionals develop through regular and consistent ongoing education, experiences and mentorship
- Planning occurs in stages and requires resiliency

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

- 1) What are the next steps that I need to take in order to pursue my goal of becoming an educator?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the educational and professional experiences that they need to continue working toward their goal of becoming an educator.
- Will be able to create a comprehensive PLCP to support career and life goals
- Be able to identify various funding sources for support of ongoing education

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students will create a comprehensive PLCP in AKCIS that includes the following:
 - Personal information and experiences
 - Professional resume
 - Career and life goals
 - Course planner
 - Applying to Post-secondary institutions of choice
 - Identify pertinent scholarships, grants and funding and complete applications
 - Identify a mentor- whether parent, teacher, youth pastor, or other leader...
 - Skills assessment
 - Interest inventory
 - List and contact information of influential people in the students network
 - Identify upcoming internship/OJT/apprenticeships, camps, or other experiences that would support the student in their education profession.
 - Identify certifications necessary for their career path

Recommended Micro-Credential: Learner Engagement

Standards Referenced

- Specific Occupational Skills Standards:
 - Educators Rising (ED):
<https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Common Technical Core Standards (CCTC): <http://www.careertech.org/CCTC>
 - The Common Career Technical Core - Education & Training Career Cluster (ED):
<http://www.careertech.org/>
 - Common Career Technical Core (CCTC): <http://www.careertech.org/>
- New Alaska ENG/LA Standards (CCSS.ELA): <http://www.corestandards.org/ELA-Literacy/>
- Alaska Cultural Standards (ACS): <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Employability/ Career Readiness Standards (AECRS):
<https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf>
- All Aspects of Industry (AAOI): <https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf>

District: Yupiit School District

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 2017

Achievement Level Summary

| Group | # Tested | % in Each Level | | | |
|----------|----------|-----------------|------|------|-----|
| District | 246 | 86.2 | 12.2 | 1.2 | 0.4 |
| State | 70,590 | 30.9 | 30.8 | 30.6 | 7.7 |



Achievement Level Summary | By Grade

| Grade | Group | # Tested | % in Each Level | | | |
|-------|----------|----------|-----------------|------|------|-----|
| 3 | District | 29 | 82.8 | 10.3 | 3.4 | 3.4 |
| | State | 9,709 | 30.7 | 35.0 | 29.1 | 5.2 |
| 4 | District | 30 | ≥90 | ≤10 | ≤10 | ≤10 |
| | State | 9,552 | 30.1 | 31.1 | 29.0 | 9.9 |
| 5 | District | 26 | 80.8 | 19.2 | 0.0 | 0.0 |
| | State | 9,370 | 25.9 | 34.6 | 33.8 | 5.7 |
| 6 | District | 34 | 76.5 | 20.6 | 2.9 | 0.0 |
| | State | 8,964 | 27.6 | 27.2 | 38.0 | 7.2 |
| 7 | District | 38 | 84.2 | 13.2 | 2.6 | 0.0 |
| | State | 8,769 | 27.0 | 29.3 | 33.8 | 9.9 |
| 8 | District | 30 | 90.0 | 10.0 | 0.0 | 0.0 |
| | State | 8,488 | 29.2 | 32.8 | 28.9 | 9.1 |
| 9 | District | 27 | ≥90 | ≤10 | ≤10 | ≤10 |
| | State | 8,244 | 39.8 | 26.1 | 26.5 | 7.6 |
| 10 | District | 32 | 87.5 | 12.5 | 0.0 | 0.0 |
| | State | 7,494 | 39.3 | 28.9 | 24.7 | 7.1 |



District: Yupiit School District

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 2017

Achievement Levels

Overall scores on the PEAKS Assessment are divided into four achievement levels: Advanced, Proficient, Below Proficient, and Far Below Proficient.

Scale Scores

The number of students, median scale score, mean scale score, and the standard error of the mean are reported at the district and state level in the table below. The median is the middle score in the ordered list of all students' scale scores and is shown by the colored bar. The —●— symbol shows the mean, or average, of all the students' scale scores; the dark circle is the mean and the lines on either side of the circle represent two standard errors of the mean.

For more information, see the Educator and Parent Guides to Reports at <https://education.alaska.gov/tls/assessments/peaks.html>

Score Summary — By Grade

| Grade | Group | # Tested | Scale Score Median/Mean | Score | | | | | |
|-------|----------|----------|----------------------------|-------|-----|-----|-----|-----|--|
| | | | | 400 | 450 | 500 | 550 | 600 | |
| 3 | District | 29 | 445/449 | | | | | | |
| | State | 9,709 | 482/484 | | | | | | |
| 4 | District | 30 | 439/439 | | | | | | |
| | State | 9,552 | 489/489 | | | | | | |
| 5 | District | 26 | 448/447 | | | | | | |
| | State | 9,370 | 489/490 | | | | | | |
| 6 | District | 34 | 458/458 | | | | | | |
| | State | 8,964 | 495/496 | | | | | | |
| 7 | District | 38 | 455/454 | | | | | | |
| | State | 8,769 | 494/496 | | | | | | |
| 8 | District | 30 | 451/450 | | | | | | |
| | State | 8,488 | 487/490 | | | | | | |
| 9 | District | 27 | 444/443 | | | | | | |
| | State | 8,244 | 483/484 | | | | | | |
| 10 | District | 32 | 447/448 | | | | | | |
| | State | 7,494 | 481/481 | | | | | | |

District: Yupiit School District

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 2017

Performance by Reporting Category

The table below shows how the performance of the district and state compared to the state standard for proficiency on specific areas of the English Language Arts test.

| Grade | # Tested | English Language Arts Reporting Category | District | State |
|-------|----------|--|----------|-------|
| 3 | 29 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |
| 4 | 30 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |
| 5 | 26 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |
| 6 | 34 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |

Performance Results Key

The district or state

▲ *did better than* the state standard for proficiency.

■ *did about as well as* the state standard for proficiency.

▼ *did not do as well as* the state standard for proficiency.

■ *did not attempt any items in this category.*

District: Yupiit School District

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 2017

Performance by Reporting Category, Cont.

The table below shows how the performance of the district and state compared to the state standard for proficiency on specific areas of the English Language Arts test.

| Grade | # Tested | English Language Arts Reporting Category | District | State |
|-------|----------|--|----------|-------|
| 7 | 38 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ≡ |
| 8 | 30 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |
| 9 | 27 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |
| 10 | 32 | Reading | ▼ | ▼ |
| | | Key Ideas and Details | ▼ | ▼ |
| | | Craft and Structure/Integration of Knowledge and Ideas | ▼ | ▼ |
| | | Literary Text | ▼ | ▼ |
| | | Informational Text | ▼ | ▼ |
| | | Writing | ▼ | ▼ |
| | | Text Types and Purposes | ▼ | ▼ |
| | | Distribution and Production/Research | ▼ | ▼ |
| | | Language | ▼ | ▼ |

Performance Results Key

The district or state

▲ *did better than* the state standard for proficiency.

▼ *did not do as well as* the state standard for proficiency.

≡ *did about as well as* the state standard for proficiency.

■ *did not attempt any items in this category.*

District: Yupiit School District

SUBJECT: MATHEMATICS

Test Date: Spring 2017

Achievement Level Summary

| Group | # Tested | % in Each Level | | | |
|----------|----------|-----------------|------|------|-----|
| District | 248 | 56.0 | 42.3 | 1.6 | 0.0 |
| State | 70,600 | 17.1 | 51.1 | 27.8 | 3.9 |



Achievement Level Summary | By Grade

| Grade | Group | # Tested | % in Each Level | | | |
|-------|----------|----------|-----------------|------|------|-----|
| 3 | District | 30 | 36.7 | 56.7 | 6.7 | 0.0 |
| | State | 9,708 | 13.0 | 42.5 | 38.0 | 6.4 |
| 4 | District | 31 | 61.3 | 35.5 | 3.2 | 0.0 |
| | State | 9,591 | 14.9 | 44.1 | 35.2 | 5.8 |
| 5 | District | 27 | 44.4 | 55.6 | 0.0 | 0.0 |
| | State | 9,393 | 17.2 | 46.8 | 32.0 | 4.1 |
| 6 | District | 36 | 69.4 | 30.6 | 0.0 | 0.0 |
| | State | 8,993 | 13.9 | 51.8 | 29.3 | 5.0 |
| 7 | District | 37 | 54.1 | 43.2 | 2.7 | 0.0 |
| | State | 8,759 | 16.0 | 54.2 | 26.6 | 3.1 |
| 8 | District | 31 | 54.8 | 45.2 | 0.0 | 0.0 |
| | State | 8,472 | 17.8 | 58.3 | 21.4 | 2.4 |
| 9 | District | 23 | 60.9 | 39.1 | 0.0 | 0.0 |
| | State | 8,176 | 19.7 | 56.0 | 22.5 | 1.8 |
| 10 | District | 33 | 63.6 | 36.4 | 0.0 | 0.0 |
| | State | 7,508 | 26.4 | 59.0 | 12.7 | 1.9 |



District: Yupiit School District

SUBJECT: MATHEMATICS

Test Date: Spring 2017

Achievement Levels

Overall scores on the PEAKS Assessment are divided into four achievement levels: Advanced, Proficient, Below Proficient, and Far Below Proficient.

Scale Scores

The number of students, median scale score, mean scale score, and the standard error of the mean are reported at the district and state level in the table below. The median is the middle score in the ordered list of all students' scale scores and is shown by the colored bar. The —●— symbol shows the mean, or average, of all the students' scale scores; the dark circle is the mean and the lines on either side of the circle represent two standard errors of the mean.

For more information, see the Educator and Parent Guides to Reports at <https://education.alaska.gov/tls/assessments/peaks.html>

Score Summary — By Grade

| Grade | Group | # Tested | Scale Score Median/Mean | Scale Score | | | | | |
|-------|----------|----------|----------------------------|-------------|-----|-----|-----|-----|--|
| | | | | 400 | 450 | 500 | 550 | 600 | |
| 3 | District | 30 | 467/466 | | | | | | |
| | State | 9,708 | 492/495 | | | | | | |
| 4 | District | 31 | 459/458 | | | | | | |
| | State | 9,591 | 489/495 | | | | | | |
| 5 | District | 27 | 462/456 | | | | | | |
| | State | 9,393 | 486/491 | | | | | | |
| 6 | District | 36 | 448/447 | | | | | | |
| | State | 8,993 | 485/489 | | | | | | |
| 7 | District | 37 | 446/447 | | | | | | |
| | State | 8,759 | 477/482 | | | | | | |
| 8 | District | 31 | 442/440 | | | | | | |
| | State | 8,472 | 472/477 | | | | | | |
| 9 | District | 23 | 440/443 | | | | | | |
| | State | 8,176 | 472/477 | | | | | | |
| 10 | District | 33 | 440/437 | | | | | | |
| | State | 7,508 | 459/464 | | | | | | |

District: Yupiit School District

SUBJECT: MATHEMATICS

Test Date: Spring 2017

Performance by Reporting Category

The table below shows how the performance of the district and state compared to the state standard for proficiency on specific areas of the mathematics test.

| Grade | # Tested | Mathematics Reporting Category | District | State |
|-------|----------|---------------------------------------|----------|-------|
| 3 | 30 | Numbers and Operations in Base Ten | ▼ | ▼ |
| | | Numbers and Operations—Fractions | ▼ | ▼ |
| | | Operations and Algebraic Thinking | ▼ | ▼ |
| | | Geometry/Measurement and Data | ▼ | ▼ |
| 4 | 31 | Numbers and Operations in Base Ten | ▼ | ▼ |
| | | Numbers and Operations—Fractions | ▼ | ▼ |
| | | Operations and Algebraic Thinking | ▼ | ▼ |
| | | Geometry/Measurement and Data | ▼ | ▼ |
| 5 | 27 | Numbers and Operations in Base Ten | ▼ | ▼ |
| | | Numbers and Operations—Fractions | ▼ | ▼ |
| | | Operations and Algebraic Thinking | ▼ | ▼ |
| | | Geometry/Measurement and Data | ▼ | ▼ |
| 6 | 36 | The Number System | ▼ | ▼ |
| | | Ratios and Proportional Relationships | ▼ | ▼ |
| | | Expressions and Equations | ▼ | ▼ |
| | | Geometry | ▼ | ▼ |
| | | Statistics and Probability | ▼ | ▼ |
| 7 | 37 | The Number System | ▼ | ▼ |
| | | Ratios and Proportional Relationships | ▼ | ▼ |
| | | Expressions and Equations | ▼ | ▼ |
| | | Geometry | ▼ | ▼ |
| | | Statistics and Probability | ▼ | ▼ |
| 8 | 31 | Number, Expressions, and Equations | ▼ | ▼ |
| | | Functions | ▼ | ▼ |
| | | Geometry | ▼ | ▼ |
| | | Statistics and Probability | ▼ | ▼ |
| 9 | 23 | Number and Quantity | ▼ | ▼ |
| | | Algebra | ▼ | ▼ |
| | | Functions | ▼ | ▼ |
| | | Geometry | ▼ | ▼ |
| | | Statistics and Probability | ▼ | ▼ |
| 10 | 33 | Number and Quantity | ▼ | ▼ |
| | | Algebra | ▼ | ▼ |
| | | Functions | ▼ | ▼ |
| | | Geometry | ▼ | ▼ |
| | | Statistics and Probability | ▼ | ▼ |

Performance Results Key

The district or state

▲ *did better than* the state standard for proficiency.

▬ *did about as well as* the state standard for proficiency.

▼ *did not do as well as* the state standard for proficiency.

■ *did not attempt any items in this category.*



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4 - 3x5 individuals
16 - wallets
16 - mini wallets

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Save \$67

\$84

Package B
1 - 8x10 individual
4 - 5x7 individuals
4 - 3x5 individuals
16 - wallets

\$102 Value
Save \$37

\$65

Package C
1 - 8x10 individual
3 - 5x7 individuals
4 - 3x5 individuals
4 - wallets

\$65 Value
Save \$15

\$50

A La Carte Items

- F. 1 - 12x18 individual.....\$40.00
- G. 1 - 11x14 individual\$35.00
- H. 1 - 8x10 individual.....\$14.00
- I. 2 - 5x7 individuals.....\$ 14.00
- J. 2 - 3x5 individuals.....\$10.00
- K. 4 - wallets.....\$10.00
- L. 8 - mini wallets.....\$10.00
- M. 4 - Photo Magnets.....\$20.00
- N. 2 - Keychains.....\$15.00
- O. 2 - Photo Buttons.....\$15.00
- P. 1 - Mousepad.....\$20.00
- Q. 1 - Sheet Stickers.....\$15.00
- R. 2 - 5x7's Calendars.....\$15.00
(Vertical Photos Only)
- S. 1 - Skin Touch Up.....\$15.00
- T. 1 - Fun Pack.....\$15.00
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8 - wallets

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\$49

Package E
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4 - wallets
2 - 3x5 individuals

\$41 Value
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\$28

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|------------------|-----------------|-----|------------|-------------|
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A World Bridge at the Yupiit School District – Project Update August 7, 2017

A World Bridge projects were launched at YSD for the 2017-18 school year for Akiachak and Akiak Schools.

Akiachak School: A World Bridge Project Launch August 3-5, 2017

A World Bridge (AWB) projects were launched today, with initial professional development workshop for project teachers. The project model at Akiachak represents a collaborative articulation from Elementary (Brian Sacry, Multidisciplinary), to Middle (Nhung Dinh, Language Arts) to High School (Patrick Navin, Science). A strategic planning session was held with Principal Malik on Aug. 5.

Workshop Activities Aug. 4

Projects Overview

Since the teachers attended the A World Bridge presentation yesterday, the two main projects were reviewed briefly: NASA CitySmart-Sustainable Communities and Unmanned Aircraft Systems – Scientific Applications.

Initial Project Selection

The team then focused on CitySmart, and identified the project problem definition, areas of research, and project activities. This resulted in planning the general activities for a good part of Semester 1. The three main areas of research for NASA CitySmart are Renewable Energy, Water Quality/Treatment/ Purification and Agricultural Development.

Project Management Portal

Teachers were provided accounts on the Basecamp Project Management Portal, and will now develop project plans and shared research/discussion on the portal.

Team Focus

The first foundational activity is for Brian and Nhung to develop inter-class collaboration with their students working together on: Understanding the importance of the project related to the effects of climate change, then moving to researching energy usage/energy generation by the school and community. The resultant Energy Budget will then provide a baseline for renewable energy systems that match Akiachak's energy demand.

Patrick will focus on water quality, with students first identifying the long-term issues concerning the community's various water supplies, where to acquire water for testing, and engage in training to use the new water quality testing equipment. This team will also develop a water budget data baseline.



Unmanned Aircraft Systems – Scientific Applications (UAS-SA) projects will follow the energy and water quality efforts, with scientific applications which support resource management, including shoreline, water system and energy distribution system mapping. Additional UAS-SA project discussed for future activities include:

- Aerial mapping for the road system
- River mapping for shoreline erosion and river water level studies
- Ice road condition updating
- Search & Rescue team support
- Tower/building inspections
- Mapping for land and winter trails to neighboring villages

Action Items

1. Create energy budget for the Akiachak school system (including teacher housing) for the NASA CitySmart project. Utilize all information available to determine the energy consumption and distribution, over time. Break down data into specific usage, distribution and generation. Research the Bethel wind turbine initiative to determine research areas we can implement.
2. Design and develop similar resource budgets for water. Following energy and water budget development, begin research on using thermal infrared-capable drone that can help us to create a pipe inspection and maintenance support program.
3. FOSS kits – we should look at climate resource measurements – there are several types of probes and sensors we can use for our water quality testing project. Prepare student training for the water quality sensors/probes, then inventory the FOSS equipment to determine any similar equipment we may have onsite.

Akiak School: A World Bridge Project Launch August 6-7, 2017

A World Bridge projects were launched on Aug. 6, beginning with planning meetings with Principal Cox and an initial projects overview for A World Bridge class teacher Gregg Brown.

Workshop Activities Aug. 7

Projects Overview

A review of all previous work from last year, and overview of upcoming A World Bridge projects was given to Principal Cox. This was followed by an extended meeting with AWB teacher Gregg Brown. We also inspected all the containers to search for equipment left over from the previous greenhouse structure. Since the teachers attended the A World Bridge presentation on Aug. 3, the two main projects were reviewed briefly: NASA CitySmart-Sustainable Communities and Unmanned Aircraft Systems – Scientific Applications.



Initial Project Selection

The team then focused on CitySmart, and identified the project problem definition, areas of research, and project activities. This resulted in planning the general activities for a good part of Semester 1. The three main areas of research for NASA CitySmart are Renewable Energy, Water Quality/Treatment/ Purification and Agricultural Development. Mr. Brown is particularly interested in the sustainable food – greenhouse project, so the beginning emphasis is on research to determine the current status and requirements for re-establishing the greenhouse to full food-growing mode.

A second meeting was held with the social sciences and technical writing teacher (Jethro). We discussed working project content into his classes – especially the technical writing class. The A World Bridge students in Mr. Brown’s class will be required to write and present Weekly Status Reviews on their project progress, which Jethro’s class can help with. When data begins to be acquired and reports are due, the Technical Writing class will create the reports based on the AWB class data. This level of report writing will be evaluated by project partners like NASA.

Project Management Portal

The teachers are provided accounts on the Basecamp Project Management Portal, and will now develop project plans and shared research/discussion on the portal.

Team Focus

The first foundational activity is for Gregg Brown to develop project definitions and research activities for the NASA CitySmart – Sustainable Communities project, with a focus on agricultural systems. Students will begin with discussions on understanding the importance of the project related to the effects of climate change, then moving to researching greenhouse systems and nutrition. The resultant food development system will then provide a baseline for a proposal to re-establish the greenhouse to full food production that will support the cafeteria.

The second focus is on water quality, with students first identifying the long-term issues concerning the community’s various water supplies, where to acquire water for testing, and engage in training to use the new water quality testing equipment. This team will also develop a water budget data baseline.

Unmanned Aircraft Systems – Scientific Applications (UAS-SA) projects will follow the energy and water quality efforts, with scientific applications which support resource management, including shoreline, water system and energy distribution system mapping. A meeting with the Akiak LASB provided priorities for mapping the village resources. Discussion for future activities included:

- Aerial mapping for the road system
- River mapping for shoreline erosion and river water level studies
- Ice road condition updating
- Search & Rescue team support
- Tower/building inspections
- Mapping for land and winter trails to neighboring villages



Meeting with the Akiak LASB

Topics covered from the meeting with Akiak's LASB included an overview of AWB project status, and alignment with local community needs. Several activities for the Unmanned Aircraft systems were discussed, and listed in the section above. Additionally, an Akiak School – Community Open House will be planned for September, where all teachers and students including AWB project teachers can demonstrate their work to the community and parents.

Action Items

1. Create a water budget for the Akiak school system (including teacher housing) for the NASA CitySmart project. Utilize all information available to determine the areas that water is collected for consumption and distribution, over time. Develop a set of questions for the water treatment staff to better understand the current system for treating water. Following the water budget development, begin research on using thermal infrared-capable drone that can help us to create a pipe inspection and maintenance support program.
2. - Set up student research teams to develop understanding of food production systems. The following topics will:
 - Begin with the definition of the problem - what is the reason we want to grow fresh food year around, and the nutritional aspects of different foods to grow.
 - Set up research teams for
 - irrigation,
 - food selection,
 - lighting systems,
 - heating systems
3. Design and develop procedures for learning how to use the professional-level water quality testing equipment. The equipment was set up this past weekend and the following summary was provided to the schools:

YSD – A World Bridge Sensors & Probes Equipment August 5, 2017

A World Bridge projects utilize professional-level equipment. The NASA CitySmart – Sustainable Communities project includes an in-depth study of our community's water supply, quality and treatment. To that goal, the following equipment has been purchased and inventories, equally distributed between the 3 schools. AWB teachers are responsible for learning how to use this sensitive equipment along with the students, to ensure proper data measurements, professional results and especially safety for the students – and the equipment.

Equipment – Sensors and Probes

The following diagram illustrates the unboxed equipment provided for each school's AWB projects.

1. Optical Dissolved Oxygen Sensor



2. Flow Rate Sensor
3. Chloride Ion-Selective Electrode
4. Ammonium Ion-Selective Electrode
5. Calcium Ion-Selective Electrode
6. Extra-Long Temperature Probe
7. Tris-Compatible Flat pH Sensor
8. Water Depth Sampler

Software/Hardware System

1. LabQuest 2 WiFi Data Acquisition System
2. Logger Pro 3 Data-Logger Software
3. LabQuest Viewer - Software Data Viewer
4. Water Quality Experiments, Study and Curriculum Guide

Please note that this guide and equipment may be utilized across many grade levels, given appropriate instruction, guidance and practice. Water quality testing data from the students will be matched for accuracy with UA Fairbanks Lab services.

Trillium Learning will provide guidance throughout the training and testing procedures. Please let me know if you have any questions,

Ron Fortunato
Trillium Learning – A World Bridge Projects
ron@trilliumlearning.com
(M) 862-222-2233

Yupit School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Kaylin Charles
 Department/Location: Federal/State Programs & Food Service
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
 b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

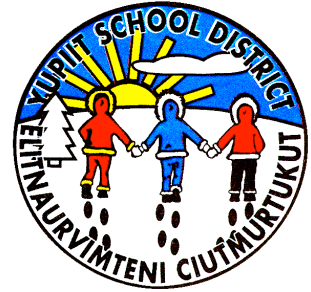
3. Strategic Goal Areas:

- a. Effective Operations
 b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
 c. Career Pathways
 d. Involving Elders and the Community

| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|---------------------|--------------------------|---|--|
| End of July-Present | FER Reporting | Final Expenditure Reporting for 4 th quarter of Federal Grants. | Effective Operations |
| End of July-Present | Audit Prep | Assisting with preparations for FY 2017 audit. | Effective Operations |
| 07/31/17 | Enrollment Prep | Updating Student enrollment packets where some forms that were updated through the new ESSA | Effective Operations |
| 8/03/17 | District Wide In-service | Participation in District Wide In-service. | Effective Operations |
| 8/07/17 | Voyage To Excellence | Statement from Patrick Hecker received in regards to FY 17 phases: (Yupit) students earned a combined 52 elective credits <ul style="list-style-type: none"> • 17 of your students earned Food Handler certificates • 9 students earned Emergency Trauma Technician certificates • 7 students earned CPR/First Aid cards • 4 students earned their Learner's Permit • 1 student earned her driver's license • 4 students earned Wilderness First Aid certifications • 5 students earned Early Childhood Education I certifications • 1 student earned a Microsoft Office Specialist (Word) Certificate | Effective Operations Improved Student Attendance and Academic Outcomes Career Pathways Involving Elders and the Community |
| 08/07/17 | NSBP/NSLP | Updated documents for the National School Breakfast/Lunch Program distributed to school kitchen sites for daily counting and claiming and production records | Effective Operations |
| 8/09/17 | RLIS Grant | Submitted the Rural and Low-Income School grant program application for funding | Effective Operations |

Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



LISA TAYLOR, CERTIFIED PUBLIC ACCOUNTANT
Business Manager Yupit School District
907-980-9450

August 17, 2017

Dear Board Members:

Re: July 31, 2017 Board Report

The FY 2018 July Board Report contains the following:

- District Revenue Budget versus Actual
- Expenditure Summary by Function and Location
- Revenue Summary by Function and Location
- District Expenditure Budget versus Actual
- Board Budget versus Actual

Cash balance at 7/31/17 is \$3,191,370.

Lisa Taylor, CPA

9:23 PM

08/09/17

Accrual Basis

Yupit School District
District Budget vs. Actual
July 2017

| | <u>Jul 17</u> | <u>Budget</u> | <u>% of Budget</u> |
|--------------------------------|--------------------------|--------------------|----------------------|
| Ordinary Income/Expense | | | |
| Expense | | | |
| 300 · PAYROLL EXPENSES | 57,300.60 | | |
| 360 · EMPLOYEE BENEFITS | 19,643.65 | | |
| 410 · PROFESSIONAL & TECH SVCS | 4,850.00 | | |
| 420 · STAFF TRAVEL & PER DIEM | 1,698.00 | | |
| 450 · SUPPLIES, MATL & MEDIA | 120.00 | | |
| Total Expense | <u>83,612.25</u> | | |
| Net Ordinary Income | <u>-83,612.25</u> | | |
| Net Income | <u>-83,612.25</u> | <u>0.00</u> | <u>100.0%</u> |

**Yupit School District
District Revenue Budget vs. Actual
July 2017**

| | <u>Jul 17</u> | <u>Budget</u> | <u>% of Budget</u> |
|--------------------------------------|--------------------------|--------------------|----------------------|
| Ordinary Income/Expense | | | |
| Income | | | |
| 050 · OTHER-STATE REVENUE | 849.95 | | |
| 051 · FOUNDATION PROGRAM | 622,030.00 | | |
| 150 · FEDERAL REVENUE VIA STATE A | 116,286.75 | | |
| 161 · USDA FOOD SERVICE REIMBURSE... | 26,293.06 | | |
| Total Income | <u>765,459.76</u> | | |
| Gross Profit | <u>765,459.76</u> | | |
| Net Ordinary Income | <u>765,459.76</u> | | |
| Net Income | <u><u>765,459.76</u></u> | <u><u>0.00</u></u> | <u><u>100.0%</u></u> |

Yupit School District
Expenditure Summary Report
 July 2017

| | Jul 17 | Jul 17 |
|--|-----------|-----------|
| 100 General Fund | | |
| 100 REGULAR INSTR. | | |
| 010 Akiachak | 1,678.50 | 1,678.50 |
| 011 Akiak | 1,137.34 | 1,137.34 |
| 012 Tuluksak | 2,838.01 | 2,838.01 |
| Total 100 REGULAR INSTR. | 5,653.85 | 5,653.85 |
| 120 Tribal Ed. | | |
| 500 District Wide | 16,674.45 | 16,674.45 |
| Total 120 Tribal Ed. | 16,674.45 | 16,674.45 |
| 200 SPEC. ED | | |
| 010 Akiachak | 4,763.68 | 4,763.68 |
| Total 200 SPEC. ED | 4,763.68 | 4,763.68 |
| 220 SPEC ED Spprt Svc. | | |
| 500 District Wide | 180.45 | 180.45 |
| Total 220 SPEC ED Spprt Svc. | 180.45 | 180.45 |
| 350 Spprt. Svc. INS. | | |
| 500 District Wide | 15,710.72 | 15,710.72 |
| Total 350 Spprt. Svc. INS. | 15,710.72 | 15,710.72 |
| 351 TECH | | |
| 500 District Wide | 7,598.16 | 7,598.16 |
| Total 351 TECH | 7,598.16 | 7,598.16 |
| 352 LIBRARY | | |
| 011 Akiak | 308.21 | 308.21 |
| Total 352 LIBRARY | 308.21 | 308.21 |
| 400 Schl. Admin. | | |
| 010 Akiachak | 14,201.82 | 14,201.82 |
| 011 Akiak | 9,855.65 | 9,855.65 |
| 012 Tuluksak | 11,662.38 | 11,662.38 |
| Total 400 Schl. Admin. | 35,719.85 | 35,719.85 |
| 450 Schl. Admin Spprt | | |
| 011 Akiak | 415.39 | 415.39 |
| Total 450 Schl. Admin Spprt | 415.39 | 415.39 |
| 511 BOARD | | |
| 500 District Wide | 7,653.94 | 7,653.94 |
| Total 511 BOARD | 7,653.94 | 7,653.94 |
| 512 SUPERINTENDENT | | |
| 500 District Wide | 17,012.67 | 17,012.67 |
| Total 512 SUPERINTENDENT | 17,012.67 | 17,012.67 |
| 550 DISTRICT ADMIN SUPPORT SV | | |
| 500 District Wide | 12,574.03 | 12,574.03 |
| Total 550 DISTRICT ADMIN SUPPORT SV | 12,574.03 | 12,574.03 |
| 551 RECRUITMENT | | |
| 500 District Wide | 1,866.53 | 1,866.53 |
| Total 551 RECRUITMENT | 1,866.53 | 1,866.53 |

Yupit School District
Expenditure Summary Report
July 2017

| | <u>Jul 17</u> | <u>Jul 17</u> |
|--|-------------------|-------------------|
| 552 HUMAN RESOURCES STAFF SVC | | |
| 500 District Wide | 3,203.96 | 3,203.96 |
| Total 552 HUMAN RESOURCES STAFF SVC | 3,203.96 | 3,203.96 |
| 600 OPERATION & MAINTENANCE | | |
| 010 Akiachak | 101,456.25 | 101,456.25 |
| 011 Akiak | 6,142.35 | 6,142.35 |
| 012 Tuluksak | 24,751.49 | 24,751.49 |
| 500 District Wide | 272,299.44 | 272,299.44 |
| Total 600 OPERATION & MAINTENANCE | 404,649.53 | 404,649.53 |
| 100 General Fund - Other | -6,681.56 | -6,681.56 |
| Total 100 General Fund | 527,303.86 | 527,303.86 |
| 255 FOOD SERVICE FUND | | |
| 790 FOOD SERVICE FUND | | |
| 500 District Wide | 4,506.79 | 4,506.79 |
| Total 790 FOOD SERVICE FUND | 4,506.79 | 4,506.79 |
| Total 255 FOOD SERVICE FUND | 4,506.79 | 4,506.79 |
| 256 TITLE I PART (A) | | |
| 100 REGULAR INSTRUCTION | | |
| 011 Akiak | 1,014.38 | 1,014.38 |
| 500 District Wide | 4,302.26 | 4,302.26 |
| Total 100 REGULAR INSTRUCTION | 5,316.64 | 5,316.64 |
| Total 256 TITLE I PART (A) | 5,316.64 | 5,316.64 |
| 257 TITLE I PART C MIGRANT ED | | |
| 100 REGULAR INSTRUCTION | | |
| 500 District Wide | 180.45 | 180.45 |
| Total 100 REGULAR INSTRUCTION | 180.45 | 180.45 |
| Total 257 TITLE I PART C MIGRANT ED | 180.45 | 180.45 |
| 390 TEACHER HOUSING FUND | | |
| 600 OPERATION & MAINTENANCE | | |
| 010 Akiachak | 67,313.51 | 67,313.51 |
| 012 Tuluksak | 1,933.95 | 1,933.95 |
| 500 District Wide | 22,288.81 | 22,288.81 |
| Total 600 OPERATION & MAINTENANCE | 91,536.27 | 91,536.27 |
| Total 390 TEACHER HOUSING FUND | 91,536.27 | 91,536.27 |
| Unclassified | -282.99 | -282.99 |
| TOTAL | 628,561.02 | 628,561.02 |

Yupiit School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Jim Hartz
 Department/Location: Maintenance & Operations
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|---------|-----------------------|---|---|
| 7/30/17 | Fuel Delivery | Tuluksak fuel delivery complete. | Effective Operations |
| 7/28/17 | DEED Mandatory Report | Submitted YSD's maintenance reports to Wayne Marquis at DEED. | Effective Operations |
| 8/7/17 | Custodial Supplies | Custodial supplies received | Effective Operations |
| | See attached | Agreement between Akiachak Native Community & YSD for exchange of services (YSD's fuel tank ~ parking lot and road maintenance & snow removal for the Yupiit School District properties (housing, District Office and school) located in Akiachak | Effective Operations |
| | | Akiachak and Akiak school windows update | Effective Operations |

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Rayna Hartz
 Department/Location: Superintendent
 Date of Regional School Board Meeting: August 17, 2017

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

| Date(s) | Activity | Details | Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|--------------------|------------------------------|---|---|
| 7/23/17 | ANTHC Water Sewer Project | Met with ANTHC team to identify the lay-down field for the proposed usage agreement between ANTHC and YSD. | Effective Operations |
| 7/25/17 | ANC Agreement | Met with Mr. Lomack at the Akiachak Native Community office to discuss the exchange of services wherein the District properties in Akiachak receives road maintenance in exchange for the use of the 10,000-gallon fuel tank. | Effective Operations |
| 7/26/26 to 7/31/17 | ASA & DEED Meeting in Juneau | Mr. Kasayulie joined me in attending the Alaska Superintendent Association and DEED meeting in Juneau. Topics included: <ul style="list-style-type: none"> • ASA: Personalized Learning strategies. DEED: <ol style="list-style-type: none"> 1. ESSA Proposed Plan (white paper attached), due September 18, 2017 2. Alaska's Education Challenge (document attached) | Effective Operations Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes |
| 8/3/17 | District-wide Inservice | The all-district inservice on August 3 was delivered via distance delivery and included classified staff. Topics include: <ul style="list-style-type: none"> • Willie Kasayulie – Keynote • Sophie Kasayulie - Yupiaq Tribal Education Department • Dr. Anthony Kaliss – Decolonization • Personalized Instruction, Collaboration – David Macri & Sharene Craft • World Bridge – Ron Fortunado | Effective Operations Yup'ik Curriculum Involving Elders and the Community |
| Ongoing | Statewide System of Support | YSD is again participating in the SSOS program for administrators and teachers. | Effective Operations Yup'ik Curriculum Involving Elders and the Community |
| Follow-up | Election Letter | Attached is the election letter referenced by Mr. Andrew during the previous RSB meeting | Effective Operations |

ALASKA'S *Education* CHALLENGE

Overview

Why are we doing this?

Alaska's Education Challenge is to address our student achievement gaps and increase our graduation rates by making sure that every student across our state has equal opportunities to learn and succeed.

Timeline

2016

September

- State Board of Education revises DEED mission and vision statements and establishes five strategic priorities to drive improvements in Alaska's public education system

2017

January

- Governor Walker announces major education initiative and establishes timeline
- Commissioner Johnson announces Alaska's Education Challenge and sets forth a process to improve student learning and make Alaska's public education system competitive with higher performing systems

February - March

- Alaska's Education Challenge public survey is conducted
- Committee memberships and State Board committee co-chairs announced

April

- Kick-off committee meeting in Anchorage

May - September

- Committee meetings via teleconference

October

- Committees' finalize recommendations
- State Board meeting to consider recommendations

November

- State Board meeting to finalize recommendations

December

- State Board advances recommendations to Governor Walker and the Alaska State Legislature

ALASKA'S *Education* CHALLENGE

Committee Charge

Develop up to three recommendations related to assigned strategic priority that will transform our education system based on the following constraints:

- Be systemic and apply to all students, schools, employees, communities, etc.;
- Not require resources beyond our direct control; and
- Produce measurable results that can be benchmarked against higher performing states and countries.

Transformational change – includes practices, processes, and products that anticipate, reflect, or define the needs of a significantly different system or environment.

Strategic Priorities and Committee Facilitators

- Amplify student learning – Nancy Norman
- Ensure excellent educators – Lisa Parady
- Modernize the educational system – Bob Whicker
- Inspire community ownership of educational excellence – Timi Tullis and Norm Wooten
- Promote safety and well-being – Sana Efird

Key Stakeholder Partnerships

Alaska's Education Challenge has received exceptional support from the Association of Alaska School Boards and the Alaska Council of School Administrators. Additionally, the five committee facilitators have provided excellent service in the planning of meetings, facilitation of committees, development of recommendations, and communication with stakeholder groups. Their support translates to strength in unity as we move forward with this process.

Committee Membership

Each committee is comprised of approximately 20 stakeholders including students, parents, school and district leaders, school board members, teachers, legislators, business leaders, and tribal representatives.

Opportunities for Input

Committees have either two or three meetings remaining. If you would like to provide input into the work they are doing, please contact Jerry or Erin.

For more information visit: gov.alaska.gov/education-challenge

Alaska Every Student Succeeds Act (ESSA) State Plan 2nd Draft

Executive Summary and Key Revisions from 1st Draft

July 14, 2017

The Alaska Department of Education and Early Development (DEED) is pleased to provide the second draft of its Consolidated Plan for the Every Student Succeeds Act (ESSA). ESSA was signed into federal law on December 10, 2015, replacing the No Child Left Behind Act (NCLB). ESSA requires states to develop plans that address standards, assessments, school and district accountability, and support for struggling schools, giving states more flexibility in the process of how to hold schools accountable and how to provide support to schools in the greatest need of support.

ESSA Key Differences from NCLB

When Congress passed ESSA in December 2015, it maintained some provisions of the previous version of the law (No Child Left Behind), but intentionally provided more flexibility and authority to the states. Congress maintained the requirement to administer a statewide test to all students in grades 3-8 and at least once in high school in reading/language arts and mathematics. It requires certain elements as indicators in the accountability system such as academic achievement and graduation rate.

Key differences of ESSA from NCLB are:

- States may design an overall accountability system based on multiple indicators for all schools, rather than a system under which a school with one subgroup that misses a target for academic achievement is determined to not make adequate yearly progress.
- States may include one or more indicators of school quality and student success.
- States may set their own long-term goals and measures of interim progress in academic achievement and graduation rates, rather than expecting 100 percent proficiency or graduation rates.
- States have some flexibility in how to designate schools needing the most support.
- States have more flexibility in determining appropriate consequences and supports for those schools needing support. States also have the responsibility to provide oversight to schools and districts to ensure that students are successful.



Key Points to Remember

- ESSA stands for the *Every Student Succeeds Act*.
- ESSA replaces No Child Left Behind.
- With ESSA, each state can have a more flexible and unique accountability system.
- The change is a positive shift for Alaska educators, students, and citizens.

Alaska's Education System and ESSA

Alaska's ESSA State Plan represents over a year's worth of stakeholder engagement and department preparation in creating a plan to implement ESSA requirements within the unique context of Alaskan education. The elements of Alaska's ESSA State Plan are designed to support the broader work of improving Alaska's education system. The State Board of Education and Early Development (State Board) has adopted a statewide mission and vision for public education. The State Board has also adopted five strategic priorities for the Alaska education system.

- *Mission:* An excellent education for every student every day.
- *Vision:* All students can succeed in their education and work; shape worthwhile and satisfying lives for themselves; exemplify the best values of society; and, be effective in improving the character and quality of the world about them.
- *Five Strategic Priorities:*
 - Amplify student learning
 - Inspire community and tribal ownership of educational excellence
 - Modernize the education system
 - Ensure excellent educators
 - Promote safety and well-being

As the draft of this plan is written, work is also being conducted through the committees of Alaska's Education Challenge. The Education Challenge is seeking ways to transform education in Alaska under the five strategic priorities adopted by the State Board.

Alaska's ESSA plan is a description of the system to help schools and districts measure their performance on key indicators, identify solutions for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or career after high school. Moving forward, it is anticipated that Alaska's ESSA plan will be modified to support the recommendations of the Education Challenge.

This guide provides a summary of Alaska's plan to satisfy the main requirements under Title I, Part A and Title II, Part A of ESSA, including standards and assessments, accountability, school and district support and improvement, disproportionate rates of access to educators, and supporting effective instruction. Alaska's state plan also includes sections related to Title I, Part C (Migratory Children), Title I, Part D (Neglected, Delinquent, or At-Risk Children and Youth), Title III, Part A (English Learners), Title IV, Part A (Student Support and Academic Enrichment Grants), Title IV, Part B (21st Century Community Learning Centers), Title V, Part B (Rural and Low-Income School Program), and Title VII (McKinney-Vento Education for Homeless Children and Youth). DEED encourages stakeholders who are interested to read the second draft located at <https://education.alaska.gov/akessa/#c3gtabs-stateplan>.

Continued Stakeholder Involvement

To inform the process, stakeholders may:

- Review this executive summary.
- Read the whole plan or specific sections of the plan.
- Provide feedback on specific sections of the plan.

Key Elements of the ESSA State Plan

Standards and Assessments

Alaska adopted more rigorous standards in English language arts (ELA) and mathematics in 2012 to ensure that Alaska students would be prepared for college or careers after high school. Stakeholder feedback indicated that Alaska should keep these new ELA and mathematics standards, but consider reviewing them in the future to determine if any revisions are needed.

Alaska administered the Performance Evaluation for Alaska's Schools (PEAKS) assessment in 2017 to all students in grades 3-10. Alaska will continue to administer the PEAKS assessment to students in grades 3-8, and at least one grade in high school in 2018 and beyond. DEED will work with stakeholders to determine whether to make a transition from testing in one high school grade with an end-of-grade test, to testing students with an end-of-course test in the grade in which they complete the particular course.

Alaska's science standards and grade level expectations were last revised in 2006. Students in grades 4, 8, and 10 take the Alaska Science Assessment. The science standards will be considered for revision during the 2017-2018 school year, and a plan will be created to transition to a new assessment to measure the new science standards after they are adopted.

Accountability System

There are three main components of the accountability system: long-term goals, accountability system indicators, and annual meaningful differentiation of schools.

- **Long-Term Goals:** The accountability system is based on long-term goals for academic achievement, graduation rate, and English learner progress in learning English.
 - **Academic Achievement in ELA and Math - reduce by half the percentage of students not proficient by 2026-2027**
 - All students and subgroups measured on the state assessments in ELA and math
 - Uniform annual measures of interim progress for all groups at state level and for each school and district from their own baseline based on 2016-2017 data
 - Groups that are farther from the long-term goal will have measures of interim progress that are more ambitious
 - Goals can be reset in future years
 - **Graduation rate – 90% (4-year) and 93% (5-year) by 2026-2027**
 - Same long-term goal for all students, with uniform annual measures of interim progress
 - Goals set at state, district, and school level from baseline data in 2016-2017
 - Groups that are farther from the long-term goal will have measures of interim progress that are more ambitious
 - **English Learners progress in learning English – 80% making progress, including attaining proficiency by 2026-2027**
 - Measures of interim progress of English learners in learning English based on annual increase of 3.3% from 47.5% estimated baseline of 2017 data

- **Accountability System Indicators:** The accountability system indicators include academic achievement in ELA and math (grades 3-8), academic growth for ELA and math (grades 4-8), graduation rate (for schools with grade 12), English learner progress in learning English, and indicators of school quality or student success (SQSS). The applicable indicators will be applied to schools with students in grades K-8 and to schools with students in grades 9-12. Schools will receive points for levels of performance on each indicator, with a total of 100 possible points.
 - **Academic Achievement in ELA and Math (all schools)**
 - Based on percentage of students scoring at proficient or advanced level on ELA and math assessments (maximum of 14 points for ELA and 14 points for grades K-8, 16 points in ELA and 16 points in math points for grades 9-12)
 - Additional points earned for subgroups meeting or exceeding measures of interim progress or long-term goals (four points in ELA and four points in math)
 - **Academic Growth (schools with students in grades 4-8)**
 - Measure growth/movement from one level of achievement to another for each student enrolled that had a test score from prior year. Assign points to level of growth for each student from a value table, then calculate aggregate score for all students in the school.
 - Maximum of 20 points in ELA and 20 points in math
 - **Graduation Rate – all schools with 12th grade**
 - Up to 15 points for four-year cohort rate and up to ten points for five-year cohort graduation rate for all students.
 - Include up to additional five points for subgroups meeting measures of interim progress in four-year and five-year rates
 - **English Learner Progress in Learning English – all schools with English learners**
 - Measure percent of English learners in grades 3-8 and high school tested grades that are making progress in learning English or attaining proficiency on ELP assessment.
 - Earn points based on meeting measures of interim progress or long-term goal; up to 14 points for grades K-8, 15 points for grades 9-12
 - **School Quality or Student Success (SQSS) Indicator – all schools**
 - Three indicators proposed for each grade span
 - Maximum of ten points for all SQSS indicators combined
 - **Grades K-8 indicators** proposed:
 - Chronic absenteeism (up to four points)
 - Student Participation in district-selected interim assessments (up to four points)
 - Grade 3 literacy (up to two points)
 - **Grades 9-12 indicators** proposed:
 - Chronic absenteeism (up to four points)
 - Freshman students on-track for graduation (up to four points)
 - Students eligible for Alaska Performance Scholarship (APS) (up to two points)

- **Annual Meaningful Differentiation of Schools:** All schools will receive a score from zero to 100 on an index based on the indicators in the accountability system. Indicators will be weighted based on the grade span of the students in the school. All schools will receive a designation based on the index score, and other factors as applicable.

- **Accountability Indicator Weights**

| Indicator | Grades K-8 | Grades 9-12 |
|---------------------------------|-----------------------------|-------------|
| | Achievement in ELA and math | 36 |
| Growth in ELA and math | 40 | - |
| English learner progress on ELP | 14 | 15 |
| Graduation rate | - | 35 |
| SQSS indicator(s) | 10 | 10 |
| Total Points Possible | 100 | 100 |

- Schools that have students in a mixture of grades between K-8 and 9-12 will receive points and weightings on indicators based on the percentage of students enrolled in the school as reported on October 1 in each grade span.

- **Students, Subgroups, and Participation**

- Students included in the academic achievement, growth, English learner progress, and school quality and student success indicators must have been enrolled continuously from October 1 through the first day of testing (full academic year).
- Subgroups included in the accountability system are: students with disabilities, economically disadvantaged students, English learners, Caucasian, Alaska Native/American Indian, Asian/Pacific Islander, African-American, Hispanic, and Two or more races.
- For a subgroup to be included in the accountability system, there must be at least ten students in the subgroup (the minimum *n*-size). Schools must have at least ten students in the all students group to be included in the academic achievement, growth, and school quality or student success indicators.
- The academic achievement indicator will report the percentage of students proficient or advanced on the assessments compared to the number of students who took the assessment, or 95 percent of the number of students who were eligible to take the assessment, whichever is greater.

- **Designation of schools**

- Every school will receive one of the following designations:
 - Superior Performance
 - Satisfactory Performance
 - Needs Improvement
 - Targeted Support and Improvement
 - Comprehensive Support and Improvement

- A school must have at least 95 percent of their students participate in the assessments in order to receive a designation of superior performance or satisfactory performance.
- **Identification of schools needing support:** Schools that need extra support will receive a designation of Comprehensive Support and Improvement or Targeted Support and Improvement. The designations will be made based on the performance on the accountability indicators and may take into account other information as specified in the plan document.
 - **Comprehensive Support and Improvement (CSI) schools**
 - Lowest performing five percent of Title I schools, or
 - High schools with less than 67 percent graduation rate, or
 - Schools designated as Additional Targeted support that did not improve
 - **Targeted Support and Improvement (TSI) schools**
 - Underperforming subgroups: Any school with one or more consistently underperforming subgroups (at Level 1 or below on all indicators for two consecutive years and has not met any measures of interim progress).
 - Additional Targeted Support: Any school that would have been identified as CSI based on one subgroup in the school.

School and District Support and Improvement

The continuous improvement model remains the anchor of school improvement support and oversight. Interventions implemented by stakeholders at the school, district, and state levels are designed to increase engagement of all stakeholders in improving schools, deliver timely and appropriate professional development and training where needed, and focus the energy of the system on concrete actions that will improve the instructional quality for students.

- **More Rigorous Interventions:** For those schools designated as Comprehensive Support and Improvement (CSI) schools that fail to improve and exit CSI designation, interventions will include one or more of the following:
 - Periodic distance or onsite stakeholder and/or department “check-ins” on progress of school improvement efforts
 - Onsite or distance audit of student achievement data, curriculum effectiveness, instructional practices, school improvement priorities, behavioral supports, community engagement efforts, etc.
 - Independent review of school improvement plan and practices by an independent third party
 - New comprehensive strategic plans written with department input/oversight
 - Assignment of a School Improvement Coach to district or school to support school improvement planning and implementation
 - Direction of school improvement funds toward areas of need such as professional development and leadership capacity
 - Replacement of teachers and/or principal
 - State governance of schools and/or district

School planning and support teams will be convened to support or direct the interventions listed above. The teams will ideally include stakeholders beyond DEED staff such as district staff, school staff, community representatives, etc. These teams will direct intervention options as appropriate to the needs of schools.

- **Resource Allocation Review:** Appropriate program specific support will continue to be provided by DEED program staff. For schools designated for Comprehensive or Targeted support, an inter-programmatic collaborative resource review could result in state or district redirection of funding.
- **Technical Assistance:** DEED continues to provide support for districts to amplify student achievement by developing and supplementing district capacity through a broad array of technical assistance. Technical assistance strategies include:
 - Provision, training, and support of the school improvement planning process
 - Technical assistance on evidence-based practices
 - Funding and support for statewide training conferences
 - Program support delivered along with routine monitoring of federal title programs
 - Resources, guides, and training materials accessed through DEED’s website

Disproportionate rates of access to educators

DEED is determined to reduce the disproportionate rates of low-income and minority children who are served by ineffective, out-of-field, or inexperienced teachers. “Ensuring Excellent Educators” is one of the five priorities recently identified in Alaska’s Education Challenge to ensure student success.

For the past decade, economically disadvantaged (low-income) students and students of color (minority) have been twice or almost twice as likely to be placed with first-year teachers or to be taught a core content course by a teacher who was not highly qualified.

DEED will implement a comprehensive approach to continuous improvement with a particular focus on strategies that will help districts recruit, retain, and develop excellent teachers, who can then be equitably deployed in schools. Our approach includes disseminating disproportionality data to raise awareness and identifying and supporting districts with particularly severe challenges based on identified root causes. We will continue to involve stakeholders and leverage and share successful practices from research, Alaska, and the nation.

To measure the effectiveness of our strategies, DEED will be reporting on the percentages of teachers categorized as inexperienced, out-of-field, and ineffective in Title I, Part A schools and high minority schools compared to other schools.

Supporting effective instruction

Research shows that teachers are the single most important in-school factor of student success. Accordingly, DEED proposes to continue investing significant Title II, Part A funds in its Educator Growth and Development Systems. Strategies include developing and recognizing effective educators directly and by providing districts with technical assistance. DEED will also use substantial funds to support its approach to reducing the inequitable distribution of teachers

DEED has the statutory authority to certify teachers, principals, superintendents, special service providers and other school leaders to ensure that students are served by quality educators. A teaching certificate can be earned with a bachelor's degree, fingerprint clearance, appropriate coursework or completion of an approved educator preparation program and passage of subject and content knowledge exams; courses to understand Alaska's unique cultures and history are also required. Additional strategies exist to boost recruitment.

DEED will work to improve the skills of educators to meet the needs of students with specific learning needs by providing technical assistance, services, and support aligned to school and district needs; disseminating successful district practices; partnering with relevant external organizations; and better coordinating across internal teams.

Collaboration with Alaska universities and colleges is another strategy to increase the supply of quality teachers. DEED's program review and approval process requires educator preparation programs to adhere to rigorous standards, prepare candidates to teach diverse students, and provide significant opportunities in the field.

DEED will continue to seek and incorporate input from advisory committees on the activities supported under Title II, Part A.

Summary of Key Revisions from 1st Draft to 2nd Draft

Outlined below are key revisions made to major sections of Alaska’s first draft of the ESSA plan. To craft the second draft, DEED staff reviewed stakeholder feedback and information from other states’ submitted ESSA plans. Organizations such as the Council of Chief State School Officers (CCSSO) and the Education Northwest Comprehensive Center provided support. In addition to these key revisions, more detail and context has been added to the content of the plan. Readers are encouraged to review the key revisions outlined below by the section title and page number in the second draft.

| Section/Changes | Page |
|--|-------|
| Title I, Part A: Standards and Assessments | |
| <i>A.1 Challenging Standards and Assessments</i> | 5 |
| <ul style="list-style-type: none"> • Included description of standards and assessments | |
| <i>A.2 Eighth Grade Math Exception</i> | 5-7 |
| <ul style="list-style-type: none"> • Move toward transition to end-of-course tests in future, possible pilot for 2018 • List possible strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school | |
| Title I, Part A: Accountability System | |
| <i>A.4.ii Minimum N-Size</i> | 9 |
| <ul style="list-style-type: none"> • Propose a minimum <i>n</i>-size of 10 for accountability | |
| <i>A.4.iii.a Establishment of Long-term Goals: Academic Achievement</i> | 11 |
| <ul style="list-style-type: none"> • Revised from long-term goal of 75 percent for all students over ten years to reduce percentage of students not proficient in half over ten years | |
| <i>A.4.iv.a. Academic Achievement Indicator</i> | 16-18 |
| <ul style="list-style-type: none"> • Chart shows points earned for each performance level for all students by grade spans • Added additional points for subgroup progress in ELA and math | |
| <i>A.4.iv.b. Other Academic Indicator (for schools that are not high schools)</i> | 18-20 |
| <ul style="list-style-type: none"> • Removed subgroup progress as a stand-alone indicator and replaced with growth for grades 4-8; using growth value table approach as previously used in Alaska | |
| <i>A.4.iv.c. Graduation Rate Indicator</i> | 20-23 |
| <ul style="list-style-type: none"> • Chart shows points earned for each performance level for four-year and five-year rate • Added additional points for subgroup progress on four-year and five-year rate | |
| <i>A.4.iv.e. School Quality or Student Success Indicators</i> | 23-25 |
| <ul style="list-style-type: none"> • Included three possible SQSS indicators for grades K-8 and three for grades 9-12 | |
| <i>A.4.v. Annual Meaningful Differentiation</i> | 26-28 |
| <ul style="list-style-type: none"> • Index based on 100 points earned rather than points deducted • Proposed descriptive designation for all schools • Provided weights for indicators for schools with grades K-8 and schools with grades 9-12; schools with mixed grade spans would have indicators weighted proportionately to enrollment • Included ideas for different methodologies for special types of schools | |
| <i>A.4.vi. Identification of Schools</i> | 28-31 |
| <ul style="list-style-type: none"> • Additional consideration and clarification for selection of schools for comprehensive support and targeted support • Included criteria for designations of other categories of school performance | |

| | |
|---|-------|
| Title I, Part A: School and District Support and Improvement | |
| <p><i>A.4.viii Continued Support for School and District Improvement</i></p> <ul style="list-style-type: none"> • Included graphic and emphasis on continuous improvement and ongoing engagement of DEED and stakeholders with the district and school • Included graphics and text highlighting district role in targeting efforts on improving student outcomes • Included continued support through federal programs monitoring and a focus on better coordination of support across diverse programs and resources | 31-37 |
| Title I, Part A: Educators | |
| <p><i>A.5. Disproportionate Rates of Access to Educators</i></p> <ul style="list-style-type: none"> • Revised definitions for clarity <ul style="list-style-type: none"> ○ removed teacher absenteeism from definition of ineffective teacher ○ clarified that plans of improvement or professional growth for ineffective teachers must be based on educator evaluations • Listed measures used to calculate disproportionate rates of access to educators; public reporting only on professional qualifications required in state and district report cards • State approach to address disproportionality is multi-phased approach | 37-45 |
| D. Title II, Part A: Supporting Effective Instruction | |
| <p><i>D.1. Use of Funds</i></p> <ul style="list-style-type: none"> • Focus on educator growth and development systems • Continuing activities: personalized learning, micro credentials, and professional development and professional learning standards • Under consideration: induction initiative, teacher leader program, principal and other school leader support, and teacher and leader academies • High-quality, cohesive professional development initiatives informed by the Alaska Education Challenge | 56-57 |
| <p><i>D.2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools</i></p> <ul style="list-style-type: none"> • Included map highlighting districts involved in phase 2 | 59 |
| <p><i>D.3 System of Certification and Licensing</i></p> <ul style="list-style-type: none"> • Described current and future efforts to reduce barriers • Considers revisiting alternate routes to certification | 60 |
| <p><i>D.4. Improving Skills of Educators</i></p> <ul style="list-style-type: none"> • Requesting districts' practices and sharing those that are culturally relevant • Outlines available offerings that can help teachers serve diverse groups of students | 61 |

Director's Office
PO Box 110017
Juneau, Alaska 99811-0017
907.465.4611 907.465.3203 FAX
elections@alaska.gov



Regional Offices
Anchorage 907.522.8683
Fairbanks 907.451.2835
Juneau 907.465.3021
Nome 907.443.5285

STATE OF ALASKA
Division of Elections
Office of the Lieutenant Governor

Memorandum

TO: Noah M. Andrew Sr.

FROM: Lonnie Bali
Election Coordinator

DATE: October 27, 2014

SUBJECT: Documents regarding Run-off Elections for School Board Seats

Attached are the various documents Mr. Andrew Sr. inquired about related to Run-off Elections for REAA School Board seats. In 2012, the Superintendent of the Yupiit School District (Howard Diamond) confirmed that REAA #23 wished to maintain that winning candidates must receive 3-% of the votes cast in order to be declared the winner.

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Nome 907.443.5285

STATE OF ALASKA
Division of Elections
Office of the Lieutenant Governor

January 20, 2011

Howard Diamond, Superintendent
Yupit School District REAA #23
PO Box 51190
Akiachak, AK 99551

RE: Review of Election Requirements

Dear Mr. Diamond:

The Division of Elections is asking each Regional Educational Attendance Area (REAA) that requires a runoff election if no candidate meets a required percentage (30% to 40%), to review the process in which candidates are elected and determine if the school board would like to continue with the existing process or change to a plurality (no runoff requirement) election. Under a plurality election, candidates who receive the most votes would be elected, and candidates would not be required to attain a specific percentage of votes.

Currently the Yupit School District (REAA 23) requires that their candidates receive 30% of the votes cast in order to be declared the winner. If no candidate receives over the 30% requirement, a runoff election is held for that seat.

Alaska law allows an REAA school board to pass a resolution requesting that the percentage requirement not apply to its elections if a board so chooses. (Ref. AS 14.08.071(b); AS 29.26.060; 6 AAC 27.080-27.090) Currently four of the REAA school boards require candidates to receive a certain percentage of votes cast while the other fifteen REAA boards do not.

Nearly 40 years has passed since the creation of the REAAs, and each school board may wish to review the process used to elect school board members. The division is providing this early notice so that the board will have the opportunity to make changes before the October 2011 election if desired. If you need assistance on this matter, or if you have questions, please feel free to contact me by phone at (907) 465-3049 or by email at lauri.wilson@alaska.gov.

Sincerely,

A handwritten signature in cursive script that reads "Lauri Wilson".

Lauri Wilson
Election Coordinator

Wilson, Lauri L (GOV)

From: Wilson, Lauri L (GOV)
Sent: Friday, June 22, 2012 11:12 AM
To: 'hdiamond@yupit.org'
Subject: REAA 23 percentage of vote confirmation

Hi Howard,

Just confirming our phone conversation today that the Yupiit School District, REAA 23 wishes to continue requiring the winning candidate to receive 30% of the votes cast in order to be declared the winner.

Thank you for your response on this today.

Lauri

Lauri Wilson
Election Coordinator
Division of Elections
907.465.3049
907.465.3203 fax

Sent follow
up email
2/16/11
4/1/11
5/23/11
12/20/11 email

called 2/15/12
left message -
out of office
until 2/20/12
825-3600

called 3/29/12
out of office until
4/2. Sent email 5/29

per phone call
6/22/12 -
Howard Diamond
stated REAA 23
wants to keep
30% requirement

received
confirmation
6/22/12
stay at 30%

(c) This section applies to home rule and general law municipalities. (§ 9 ch 74 SLA 1985; am §§ 7, 8 ch 80 SLA 1989; am § 88 ch 82 SLA 2000)

Cross references. — For voter qualifications generally, see AS 15.05.

NOTES TO DECISIONS

Improper pool of voters selected. — Application for a petition to hold a referendum on a borough's ordinance adopting a community comprehensive plan was properly rejected because it did not select the proper pool of voters for the proposed referendum election. Price v. Dahl, 912 P.2d 541 (Alaska 1996).

Sec. 29.26.060. Runoff elections. (a) Unless otherwise provided by ordinance, a runoff election shall be held if no candidate receives over 40 percent of the votes cast for the office of

(1) mayor; or

(2) member of the governing body or school board if candidates run for a designated seat.

(b) Unless otherwise provided by ordinance, if candidates for the governing body or school board run at large, a runoff election for a seat shall be held if no candidate receives a number of votes greater than 40 percent of the total votes cast for all candidates divided by the number of seats to be filled.

(c) Unless otherwise provided by ordinance, a runoff election shall be held within three weeks after the date of certification of the election for which a runoff is required, and notice of the runoff election shall be published at least five days before the election date. The runoff election shall be between the two candidates receiving the greatest number of votes for the seat. (§ 9 ch 74 SLA 1985)

Sec. 29.26.070. Election contest and appeal. (a) The governing body may provide by ordinance the time and procedure for the contest of an election.

(b) Unless otherwise provided by ordinance, an election may be contested only by a voter by filing a written affidavit with the municipal clerk specifying with particularity the grounds for the contest. An election may be contested before or during the first canvass of ballots by the governing body.

(c) Unless otherwise provided by ordinance, the governing body shall declare the election results at the first meeting to canvass the election, record the results in the minutes of that meeting, and authorize the results to be certified.

(d) A contestant shall pay all costs and expenses incurred in a recount of an election demanded by the contestant if the recount fails to reverse a result of the election, or the difference between the winning and losing vote on the result contested is more than two percent.

(e) A person may not appeal or seek judicial review of an election for any cause unless the person is a voter, has exhausted all administrative remedies before the governing body, and has commenced, within 10 days after the governing body has declared the election results, an action in the superior court in the judicial district in which the municipality is located. If court action is not commenced within the 10-day period, the election and election results are conclusive and valid. (§ 9 ch 74 SLA 1985)

Article 2. Initiative and Referendum.

- Section 100. Reservation of powers
- 110. Application for petition
- 120. Contents of petition
- 130. Signature requirements
- 140. Sufficiency of petition

- Section 150. Protest
- 160. New petition
- 170. Initiative election
- 180. Referendum election
- 190. Effect

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(e) Except for special elections, ballots received and reviewed by election day in by-mail elections will be counted election day and results transmitted after 8:00 p.m. (Eff. 9/14/77, Register 63; am 7/11/82, Register 83; am 7/26/96, Register 139; am 8/22/2004, Register 171; am 4/25/2008, Register 186)

Authority: AS 14.08.071

Editor's note: As of Register 202 (July 2012), the regulations attorney made a conforming technical revision under AS 44.62.125(b)(b), to the authority citation that follows 6 AAC 27.060, deleting the citation to former AS 46.40.150 to reflect the repeal of that statute on July 1, 2011, by operation of law under sec. 18, ch. 31, SLA 2005.

6 AAC 27.065. Counting of write-in votes in regional education attendance area (REAA) elections. (a) The provisions of this section apply for the counting of write-in votes in a regional education attendance area (REAA) in this state.

(b) Counting write-in votes in a REAA election by candidate will be conducted under this section only if the aggregate of all votes cast for all write-in candidates for the particular office is the

(1) highest number of votes received by any candidate for the office; or

(2) second highest number of votes received by any candidate and the difference between the total number of votes received by the candidate having the highest number of votes and the aggregate of all votes cast for all write-in candidates for the office is less than the percentage necessary for a recount at the state's cost under AS 15.20.450.

(c) Write-in votes that do not meet the requirements of this section will not be individually counted under this section.

(d) If the director determines that the requirements of this section have been met, the director will establish the place and date for counting those write-in votes. (Eff. 8/22/2004, Register 171)

Authority: AS 15.15.010
AS 15.15.330

AS 15.15.350

AS 15.15.360

6 AAC 27.070. State review board. The state review board must be comprised of at least four qualified voters appointed by the director of elections at least 15 days before the date of any state-conducted local or regional election. The state review board shall follow the procedures specified in AS 15.15.430, except that the director has the discretion to determine when the state review board will conduct its review and the necessity of the state review board to conduct under AS 15.15.430 a hand count of ballots. The review will be scheduled so that it is completed in the most cost-effective timeframe, taking into consideration the 10-day and 15-day deadlines for receipt of absentee by-mail ballots and precinct materials. (Eff. 9/14/77, Register 63; am 7/11/82, Register 83; am 7/26/96, Register 139; am 4/25/2008, Register 186)

Authority: AS 14.08.071

AS 15.15.430

Editor's note: As of Register 202 (July 2012), the regulations attorney made a conforming technical revision under AS 44.62.125(b)(b), to the authority citation that follows 6 AAC 27.060, deleting the citation to former AS 46.40.150 to reflect the repeal of that statute on July 1, 2011, by operation of law under sec. 18, ch. 31, SLA 2005.

6 AAC 27.080. Certification of election. (a) Upon completion of the review, the director shall certify the election.

(b) In regions where the school board passed a resolution allowing for plurality elections, the director may issue a certificate of election to the candidate receiving the greatest number of votes for each respective office.

(c) In regions that require election by a specified percentage of the votes cast, the director may issue a certificate of election to the candidate receiving the greatest number of votes in excess of the percentage of the votes cast required for election to each respective office. (Eff. 9/14/77, Register 63; am 7/11/82, Register 83; am 8/12/90, Register 115; am 7/26/96, Register 139)

Authority: AS 14.08.071

Editor's note: As of Register 202 (July 2012), the regulations attorney made a conforming technical revision under AS 44.62.125(b)(b), to the authority citation that follows 6 AAC 27.060, deleting the citation to former AS 46.40.150 to reflect the repeal of that statute on July 1, 2011, by operation of law under sec. 18, ch. 31, SLA 2005.

6 AAC 27.090. Run-off election. Except as provided in 6 AAC 27.080(b), if no candidate receives in excess of the required percentage of the votes cast for election to the respective office, the director will hold a run-off election within 30 days from the date of certification of the election between the two candidates receiving the greatest number of votes for the office. The order and notice for a run-off election will be issued three days after certification of the election. The run-off election will be conducted by mail, as prescribed by the director. (Eff. 9/14/77, Register 63; am 7/11/82, Register 83; am 7/26/96, Register 139; am 8/22/2004, Register 171)

Authority: AS 14.08.071

Editor's note: As of Register 202 (July 2012), the regulations attorney made a conforming technical revision under AS 44.62.125(b)(b), to the authority citation that follows 6 AAC 27.060, deleting the citation to former AS 46.40.150 to reflect the repeal of that statute on July 1, 2011, by operation of law under sec. 18, ch. 31, SLA 2005.

State of Alaska
 2014 Regional Educational Attendance Area
 October 7, 2014
 Official Results

Date:10/23/14
 Time:10:27:15
 Page:5 of 5

Registered Voters 28591 - Cards Cast 5699 19.93%

Num. Report Precinct 79 - Num. Reporting 79 100.00%

| REAA 21, Seat E | | Total |
|----------------------|--------|---------|
| Number of Precincts | | 2 |
| Precincts Reporting | 2 | 100.0 % |
| Times Counted | 79/387 | 20.4 % |
| Total Votes | 68 | |
| <hr/> | | |
| Totemoff, David J. S | 35 | 51.47% |
| Vlasoff, Gwen L. | 15 | 22.06% |
| Vlasoff, Rose S. | 16 | 23.53% |
| Write-in Votes | 2 | 2.94% |

| REAA 23, Seat D | | Total |
|----------------------|---------|---------|
| Number of Precincts | | 3 |
| Precincts Reporting | 3 | 100.0 % |
| Times Counted | 133/718 | 18.5 % |
| Total Votes | 133 | |
| <hr/> | | |
| Alexie, Andrew B. | 23 | 17.29% |
| Andrew, Noah M. "Mik | 37 | 27.82% |
| Gregory, Elena D. | 25 | 18.80% |
| Napoka, Carl M. Jr. | 16 | 12.03% |
| Peter, Moses K. | 30 | 22.56% |
| Write-in Votes | 2 | 1.50% |

| REAA 22, Seat A | | Total |
|---------------------|---------|---------|
| Number of Precincts | | 1 |
| Precincts Reporting | 1 | 100.0 % |
| Times Counted | 124/553 | 22.4 % |
| Total Votes | 124 | |
| <hr/> | | |
| Imgalrea, Pius F. | 37 | 29.84% |
| Pingayak, Liana K. | 78 | 62.90% |
| Slats, R.B. | 5 | 4.03% |
| Write-in Votes | 4 | 3.23% |

| REAA 22, Seat E | | Total |
|---------------------|---------|---------|
| Number of Precincts | | 1 |
| Precincts Reporting | 1 | 100.0 % |
| Times Counted | 124/553 | 22.4 % |
| Total Votes | 124 | |
| <hr/> | | |
| Atchak, Roy J. | 40 | 32.26% |
| Nash, Dayna P. | 71 | 57.26% |
| Slats, Pete H. | 12 | 9.68% |
| Write-in Votes | 1 | 0.81% |

| REAA 23, Seat C | | Total |
|----------------------|---------|---------|
| Number of Precincts | | 3 |
| Precincts Reporting | 3 | 100.0 % |
| Times Counted | 133/718 | 18.5 % |
| Total Votes | 133 | |
| <hr/> | | |
| Alexie, Lillian M. " | 26 | 19.55% |
| Evon, Peter H. | 26 | 19.55% |
| Kasayulie, Willie | 50 | 37.59% |
| Peter, Phillip K. Sr | 30 | 22.56% |
| Write-in Votes | 1 | 0.75% |

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: A. New Hires

The Administration recommends the approval of the New Hires for the following:

1. Barbara Stahr, Middle School Generalist, Akiak School
2. Regina Turner, 3rd/4th Grade Teacher, Tuluksak School
3. Deborah Hirst, Special Ed Teacher, Akiachak School
4. Freda Alexie, Tribal Liaison, Tuluksak School
5. Chelsea Kasayulie, Site Tech Intern, Akiachak School

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent
Re: Action Item: B. Strategic Plan

The Administration recommends the approval of the Strategic Plan.

DRAFT

Yupiit School District

Strategic Plan 2015-2020:

Updated July 2017

Mission Statement:

To educate all children to be successful in any environment

Vision Statement (new draft):

All members of the community have pride and commitment in our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yupik and speak their language, and the curriculum and instruction is based in Yupik values and traditions. Our community members, elders, parents, and students feel ownership in our schools.

Values (taken from Yu'pik values posted in Yupiit schools):

| | | |
|-------------------|--------------------|--------------------------|
| Love for Children | Spirituality | Sharing |
| Humility | Hard work | Respect for Others |
| Cooperation | Family Roles | Knowledge of family tree |
| Hunter Success | Domestic Skills | Knowledge of Language |
| Avoid conflict | Humor | Respect for nature |
| Respect For Land | Respect For Nature | |

DRAFT

Strategic Actions:

- 1) Students Succeed Culturally and Academically
 - a. **Language and Culture:** Implement Yupik culture and language curriculum at all grade levels. Develop dual language program.
 - b. **Attendance:** Increase student attendance at all grade levels.
 - c. **Recognition:** Establish program to ensure academic, athletic, and artistic student efforts are recognized on a regular basis.
 - d. **Academic Progress/Growth:** Increase academic progress and growth at all grade levels.
 - e. **Graduation:** Increase district graduation rate.
 - f. **Preparation:** Ensure all students are prepared to be successful in both Native and non-Native environments.
 - g. **Safety and Satisfaction:** Ensure all students report high levels of satisfaction and feel safe in schools.

- 2) Community, Parents and Elder Involvement
 - a. **Ownership:** Increase opportunities for involvement, dialogue, building partnerships, and promoting commitment to education
 - b. **Participation:** Provide healthy activities and ways for meaningful parent, elder, and community involvement
 - c. **Communication:** Improve relationship with community through increased and improved communication.
 - d. **Satisfaction:** Ensure community, parents, and elders are satisfied with the safety and quality of schools.
 - e. **Parent Support:** Provide parent education and resources with a focus on younger parents, Yupik language development and helping families support children as successful students.

- 3) Staff Recruitment and Retention
 - a. **Local/Native Hire:** Develop systems to recruit and develop local and Native teachers, teacher aids, and staff.
 - b. **Recruitment and Preparation:** Improve hiring, orientation, and training of teachers and staff.
 - c. **Retention:** Improve support and retention efforts of quality teachers, administrators, and staff.
 - d. **Satisfaction:** Ensure all teachers and staff feel safe and satisfied in their work and community environment.

- 4) Education System Change
 - a. **Native Hire:** Establish plan to increase Yupik and Alaska Native hire across all district positions.
 - b. **Advocacy:** Develop plan to improve advocacy efforts at local, state and federal level to work towards increased tribal educational sovereignty

DRAFT

Notes for the Board to consider:

- 1) Review new draft vision statement. This was drafted based on community and board discussion.
- 2) Review values. These were taken from the Yupik values displayed in school. These can be changed. I would recommend that the district have values in the strategic plan.
- 3) You will notice that the Strategic Action section of the plan is focused on the “high level” priorities that the community and board discussed in the retreat. It does not include many of the “administrative level” actions that were in the previous plan. The intention is that the board sets the strategic direction and priorities and then the Administration uses those priorities and direction to develop an operational plan and measures. The expectation should be that once the board finalizes the Strategic Plan, the Administration would come back to the board with an operational plan, timeline and set of measures to successfully act on the board’s direction.
- 4) The words “improve” and “increase” are added throughout the document. This is intended to initiate board direction that is actionable and measureable. The specific measures that demonstrate “improvement” and “increased” need to be finalized by the board. My recommendation above is that the administration recommends measures and the board approves and monitors them.
- 5) Based on the discussion at the strategic planning retreat, I would recommend that you remove the “Effective Operations” section of the strategic plan. This section seems unnecessary. It is the administration’s responsibility to ensure that operations and facilities are managed effectively. They should be updating the board on a regular basis on the status of operations and facilities. In the previous strategic plan, the priorities identified under “Effective Operations” were a range of actions (some of which were repeated in other sections). This section does not seem necessary as part of the strategic plan, but should certainly be something that the Administration is focusing on. The actions from the previous plan can certainly be added to the Administrations operations plan.
- 6) The section “a successful Yupiit student” was not included in the above plan because it seemed to be captured in the vision statement and strategic actions. To simplify the plan I would recommend removing it.
- 7) If the board is interested in continuing to use the graphic map that is currently on the first page of the strategic plan, I can insert the updated strategic actions into the map. If the board is interested in establishing a new graphic, I would be happy to work with our graphic artist and provide a few new options. Three ideas that were shared with me are... a Tree graphic, a River graphic, and a Salmon graphic.

DRAFT

2017-18 Board Goals

- 1) The Board will increase the amount of time and energy it spends in reviewing and discussing student progress, including academic, attendance, culture and language development. It will also review progress on the strategic plan quarterly.
- 2) The Board will establish a student representative on Regional School Board.
- 3) The Board will identify ways to meet with community members to discuss the district strategic plan and other district information on a regular basis, including attending community and tribal meetings.
- 4) The Board will regularly invite the Superintendent to community meetings and events. They will also regularly share ideas for new resource opportunities with the Superintendent.
- 5) The Board will have the Strategic Plan translated into Yupik for distribution in print and electronically.
- 6) The Board will review the Board training budget to ensure members have adequate resources allocated towards professional development opportunities.
- 7) Board members will actively advocate for the Tribal Education Code and engage in advocacy efforts that affect School District.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: C. Student Council Advisor Job Description

The Administration recommends the approval of the Student Counsel Job Description.

Yupit School District
Akiachak, Alaska

Job Description

JOB TITLE: Student Council Advisor
SALARY: \$1000
REPORTS TO: Principal and Activities Director
LOCATION: Akiachak, Akiak and Tuluksak (1 per site)

Student Council Advisor Job Description

There are a wide variety of responsibilities which come with being the Student Council Advisor. This list is not inclusive of all responsibilities, but is a general overview of expectations for the position. The majority of student activities require planning time and/or supervision beyond the school day, the stipend for the Advisor is in place for this reason. No additional pay and/or comp days will be granted for work done in the capacity of the Advisor. The Advisor must follow all school district policies and regulations.

Conferences/Meetings

- The Advisor is expected to represent YSD by attending all student council meetings/functions.
- The Advisor is expected to chaperone students at leadership conferences. These are held over multiple days and require travel and overnight stays.
- The Advisor is expected to communicate regularly with administration and the activities director regarding planning for activities and events.
- Ensure that a student council member is present at all monthly Local Advisory School Board meetings and Regional School Board monthly meetings.

Dances and Activities

- The Advisor is responsible to planning 2 “spirit weeks” per year which end in a dance (Homecoming/Prom).
- The Advisor is responsible for planning all aspects of Homecoming activities: The Homecoming assembly and the Homecoming Dance decorating for the dance, finding staff chaperones and coordinating plans with Administration.
- The Advisor is responsible for planning all aspects of the Prom dance, distributing guest forms, refreshments, finding staff chaperones and coordinating plans with administration.
- The Advisor will work with members of the student council to select, plan and run a variety of student activities throughout the school year.
- The Advisor is ultimately responsible for all student council events and activities. Student Council members are under the Advisors supervision, if problems arise or deadlines are not met- it is the Advisor who accepts responsibility.

Collaborating with the Activities Director and Principal

- The Advisor will coordinate all student activities with the Activities Director and Principal.

Communications

- The Advisor will promote Student Council activities through a variety of outlets: The Student Council page of our website, by providing a newsletter article each month and by supplying the Principal with weekly items for the staff bulletin.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; operate a computer; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds, such as tables, office and meeting supplies. This position may occasionally require employee to work extended or irregular hours. Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned including work in other functional areas to cover absences or relief, to equalize peak work periods, or otherwise to balance the workload.

Note: title Ii of the Genetic Information Nondiscrimination Act (GINA) of 2008, which became effective November 21, 2009, protects applicants and employees from employment discrimination based on genetic information. Employers are prohibited from discriminating in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees or their family members, the manifestation of diseases or disorders in family members (family medical history), and requests for or receipt of genetic services by applicants, employees, or their family members.

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern.

The Yupiiit School District is an Equal Opportunity Employer.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: D. Trilium World Bridge Agreement

The Administration recommends the approval of Implementation and Service Agreement for the A World Bridge Coalition of Partners between Trilium Learning LLC and the Yupiit School District: NASA OpenCitySmart Project; and Unmanned Aircraft Aircraft Systems – Scientific Applications Project.

IMPLEMENTATION AND SERVICE AGREEMENT

for the

A World Bridge® Coalition of Partners

between

Trillium Learning LLC

and the

Yupiit School District:

NASA OpenCitySmart Project

and

**Unmanned Aircraft Systems – Scientific
Applications Project**

August 9, 2017

AGREEMENT

PARTIES

Trillium Learning LLC (trading as “Trillium Learning LLC”) an American company with registration:

Trillium Learning LLC Federal Tax ID: 26-2365032
NJ Business Registration Certificate #0400242276 (Trillium Learning LLC)
Vendor Number: 12298 (Trillium Learning LLC)
Registered Office: 108 Lakeview Court, Pompton Lakes, NJ 07442

AND

Yupit School District, the Contractor with a registered address at P.O. Box 51190, Akiachak, Alaska 99551, (“the Contractor”)

DATE: August 9, 2017

BACKGROUND TRILLIUM LEARNING LLC

i. Trillium Learning LLC carries on the business of designing and implementing project based learning activities to include organization, development, implementation of content, provision of equipment and professional development activities as well as access to all relevant World Bridge partners in business, industry, and government. At present, partners include:

NASA Ames Research Center, NASA Johnson Space Center, USGS Alaska Science Center, NOAA, Alaska Aerospace Corporation, Kodiak Launch Complex, International Centre for Earth Simulation, Intelesense Technologies, University of Massachusetts at Amherst, Politecnico di Milano, among others.

These projects are provided through a licensing agreement of a package of services addressing levels of support in the number of projects selected by the customer. This contract includes all Trillium travel, lodging and food expenses from NJ to Bethel. YSD is responsible for travel between Bethel and YSD campuses. Levels of support come in packages with specifications of resources to ensure success for the project(s). The levels are:

Basic: Membership to World Bridge Coalition of Partners, Resources for 1 project of choice

Silver: Membership to World Bridge Coalition of Partners, Resources for 2 projects of choice

Gold: Membership to World Bridge Coalition of Partners, Resources for 3 projects of choice

Platinum Membership to World Bridge Coalition of Partners, Resources for 4 projects of choice

ii. The Yupit School District is a public school district.

iii. The Parties have agreed to enter into this Agreement upon the Terms and Conditions as set out below

1. DEFINITIONS:

In this Agreement unless the context otherwise requires:

A a reference to a Party includes any persons, employees or other entity or association recognized by law and vice versa;

B words include singular and plural numbers;

C words referring to one gender include every other gender;

D any reference to any of the Parties by their defined terms includes that Party’s executors, administrators or permitted assigns or both, or being an incorporated company, its successors or permitted assigns or both;

- E** every Agreement or undertaking expressed or implied by which more Parties than one agree or undertake any obligation and derive any benefit under this Agreement binds and is for the benefit of such Party jointly and severally;
- F** clause headings are for reference purposes only;
- G** where any word or phrase is given a defined meaning in this Agreement, any other part or speech or other grammatical form in respect of such word or phrase has a corresponding meaning;
- H** a reference to an Exhibit, Addendum or Schedule is a reference to the corresponding Exhibit, Addendum or Schedule to this Agreement;
- I** a reference to a statute includes all regulations under and amendments to that statute and any statute passed in substitution for that statute or incorporating any of its provisions to the extent that they are incorporated;
- J** the calculations of all periods of time or notice exclude the day on which the period or the notice is given and the day on which the period or notice expires;

“Agreement” means the Terms and Conditions set out in this Agreement and the Schedules attached to it or incorporated into it by reference. For the avoidance of doubt, the Agreement also includes all Intellectual Property rights owned by each respective Party, and includes the rights specified under Clause 11.

“Affiliate” means a business entity effectively controlling or controlled by another or associated with others under common ownership or control.

“Application Product” means the final application which is produced by Trillium Learning LLC to sell or distribute free to end users via Platform Providers and which is described in the Schedule to this Agreement.

“Business Day” means a day other than a Saturday, Sunday or public holiday

“Change Management” means a process to manage change requests from the Contractor in a timely and efficient manner.

“Chief Executive” means an Individual charged with authority to speak on behalf of a Party and such authority may be accepted by the other Party as binding.

“Claim” means a claim, notice, demand, action, proceeding, litigation, government investigation, judgment, damage, loss, cost, expense or liability however arising, whether present, un-ascertained, immediate, future or contingent and whether based in contract, tort or statute (including legal expenses on an indemnity basis).

“Commencement Date” means the date on which this Agreement is signed.

“Intellectual Property” means all intellectual property rights (whether created before, on or after the date of this Agreement and whether registered or unregistered) in respect of copyright, any patents, trademarks, logos, designs, look and feel, software, domain names, business or trade names, together with marketing concepts and designs, product knowledge, training systems and materials, protection of confidential information, circuit layouts, inventions, know-how, product or business concepts, details of product development, and any other identifiable result of intellectual endeavor, whether arising under statute or otherwise relating to the Content or any similar industrial property right or any right to, or.

“Parties” means the Parties named in this agreement and all of their associated or controlled entities.

“Implementation Cost” means the total cost of Trillium Learning LLC’s services for Implementation as set out in the Schedule.

“Implementation and License Fee” means the one-off fee payable by the Contractor for the Implementation and Licensing of the Material as set out in the Schedule.

“Implementation Timeline” means the various stages set out in the Schedule.

“Term” means the Term of this Agreement as set out in the Schedule.

“Upgrade” means a new and distinct project(s) of Trillium Learning LLC’s World Bridge.

“Upgrade Estimate” means a detailed breakdown of the time and cost to implement a change request or Upgrade, provided by Trillium Learning LLC and agreed to and signed by the Contractor prior to implementation of a change request or Upgrade.

“Verbal Request” means verbal or oral discussions from or between the Parties and includes telephone discussions but not “texts” on/from mobile devices and any other form of electronic communication, except where expressly provided to the contrary.

“Written Request” means writing or written correspondence from or between the Parties and includes faxes, email and any other form of electronic communication, except where expressly provided to the contrary.

“Working Day” means a day that is not a Saturday, Sunday or statutory holiday in the United States of America.

NOW, THEREFORE, the Parties agree as follows:

2. AGREEMENT & TERM

2.1 The Parties agree that:

- 2.1.1 Trillium Learning LLC has the sole and exclusive right to use the Materials to develop, produce and exploit all rights in and authorize others to exploit all rights in the Products throughout the world; and
- 2.1.2 Trillium Learning LLC shall use the Contractor’s Existing Educational Delivery Systems as more fully described in clause 3.4 and in accordance with the Implementation Specification (as set out in the Schedule) and in accordance with clause 3.1; and
- 2.1.3 The Contractor shall pay Trillium Learning LLC’s Implementation Cost as set out in the Schedule; and

2.2 Further, the Parties each:

- 2.2.1 Recognize that the necessary steps towards accomplishment of the Terms and Conditions of this Agreement may require variation and refinement from time to time; and
- 2.2.2 Any changes to the Terms and Conditions of this Agreement will be agreed in writing by both parties prior to execution of any such changes, and
- 2.2.3 Shall at all times act in good faith in relation to each other, use all best efforts to give effect to this Agreement and wherever possible avoid any instance or situation which may compromise the mutual benefits intended by this Agreement.

2.3 This Agreement shall commence on the Commencement Date and shall continue for the Term as set out in the Schedule.

3. Implementation

Implementation Purpose

3.1 Trillium Learning LLC, over time, shall work with the Contractor to implement projects as specified by the Contractor within the scope of this agreement.

Implementation Timeline

3.2 Each Party shall at all times act in a manner so as to comply with the Implementation Timeline as set out in the Schedule and this is subject only to written agreement by both Parties to the contrary.

Implementation Obligations

3.3 Trillium Learning LLC shall be solely responsible for Implementation Tasks outlined in this agreement, unless expressly stated in this Agreement or by written agreement of the Parties to the contrary.

3.4 In order to ensure project success, and subject to 3.3, the Contractor must, at its own expense, prepare and provide to Trillium Learning LLC, the school environment needed for success in terms of time to

work with students and teachers, commitment of local staff, appropriate facilities in which to work, communication technologies, and time for planning meetings with school leaders.

Change Request and Upgrades

3.5

3.5.1 The Contractor may submit change requests at anytime during the Production and Post Production phases. Such Change Requests shall be deemed to be an Upgrade, with additional charges to be incurred and a revision of work provided by Trillium Learning LLC to meet the requested Upgrade of licensure.

Implementation and License Fee

3.6 Upon execution of this Agreement, the Contractor shall pay Trillium Learning LLC the Implementation and License Fee as specified in the Schedule.

Contractor's Implementation Costs

3.7 The Contractor shall bear all costs incurred to local project implementation that have not been addressed by the District prior to implementation to Trillium Learning LLC and any other out-of-pocket expenses incurred by the Contractor necessary to implement the World Bridge project.

Change Management

3.8 Trillium Learning LLC and the Contractor may request changes and Upgrades from time to time as and when they become available, in which event, Trillium Learning LLC shall:

3.7.1 Provide to the Contractor a detailed and complete explanation of the change request or Upgrade, including an estimate ("Upgrade Estimate") of the time and cost involved in implementing the change request or Upgrade and which Titles will be affected by the change request or Upgrade.

3.9 If the Contractor does not approve the Upgrade Estimate, the Contractor shall notify Trillium Learning LLC within 14 days and Trillium Learning LLC may:

3.8.1 Cease to pursue the Upgrade, in which case the existing Terms and Conditions of this Agreement shall continue to apply;

3.8.2 Request further details of, and/or negotiate, a revised Upgrade.

3.10 If the Contractor approves the Upgrade Estimate, the Contractor shall first provide to Trillium Learning LLC a signed Upgrade Estimate, which shall be deemed as the Contractor's consent and this Agreement shall then be deemed to incorporate the Upgrade(s). The cost of any Upgrade to the Application Product shall be due and payable by the Contractor not later than the 20th day of the month following the date of issue by Trillium Learning LLC of the invoice.

4. WARRANTIES

4.1 The Contractor warrants that:

4.1.1 It has adequate insurance cover for all normal commercial risks, to ensure that any problems encountered shall not result in disruption to the efficient performance of this Agreement;

4.1.2 It shall carry out its obligations with care, skill and diligence.

4.2 Trillium Learning LLC warrants that:

4.2.1 Trillium Learning LLC has the sole and exclusive right to use the Materials to develop, produce and exploit all rights in and authorize others to exploit all rights in the Products throughout the world;

4.2.2 It shall carry out its obligations with care, skill and diligence and shall employ techniques, methods, procedures and materials of a high quality and standard to ensure that its obligations are discharged to the best professional standards.

5. CONFIDENTIAL INFORMATION

Access

- 5.1 Each Party acknowledges that in the course of the performance of its obligations under this Agreement, or otherwise, it may obtain access to, or become aware of, Confidential Information which is, owned by, or lawfully in the possession of, the other Party.

Non-disclosure

- 5.2 Each Party agrees not to disclose, communicate to or place at the disposal of any third Party, the Confidential Information in any form or by any means and to keep the Confidential Information in the strictest confidence.

Authorized disclosure

- 5.3 If one Party authorizes the other Party to disclose any Confidential Information to any person that Party agrees, prior to such disclosure, to have such person sign an acknowledgement, to the effect that the information is disclosed to that person in confidence.

6. INTELLECTUAL PROPERTY

- 6.1 The Parties acknowledge that the Contractor is the owner and shall retain all Intellectual Property rights subsisting in any Existing Content as set out in the Schedule.
- 6.2 The Parties acknowledge that Trillium Learning LLC is the owner of the Intellectual Property rights subsisting in the Materials as set out in the Schedule.
- 6.3 The Contractor must not, nor may it permit any other person to:
- 6.3.1 do any act that would or might invalidate or be inconsistent with Trillium Learning LLC's (or its suppliers') Intellectual Property rights.
- 6.4 The Parties must, at their own expense, take all such steps necessary to maintain the validity and enforceability of each Party's Intellectual Property rights.
- 6.5 Each Party must immediately notify the other in writing of any actual, threatened or suspected infringement of any Intellectual Property right and of any claim by any third Party arising out of each Party fulfilling its obligations under this Agreement, as soon as that infringement or claim comes to that Party's notice. The alleged Party shall (at its own expense) do all such things as may reasonably be required to assist the other Party in pursuing or defending any proceedings in relation to any such infringement or claim.
- 6.6 The Contractor indemnifies Trillium Learning LLC against any losses, costs, expenses, demands or liability, whether direct, indirect, consequential or otherwise, and whether arising in contract, tort (including in each case negligence), or equity or otherwise, arising out of a claim by a third Party alleging that use by Trillium of the Existing Content or Titles is an infringement of that third Party's Intellectual Property rights, to the extent that the claim arises from the manner in which the Existing Content or Title is used by the Trillium Learning LLC for the purposes of this Agreement.
- 6.7 Trillium Learning LLC indemnifies the Contractor against any losses, costs, expenses, demands or liability, whether direct, indirect, consequential or otherwise, and whether arising in contract, tort (including in each case negligence), or equity or otherwise, arising out of a claim by a third Party alleging that use by Trillium of the Existing Content or Titles is an infringement of that third Party's Intellectual Property rights, to the extent that the claim arises from the manner in which the Software is developed by the Supplier and/or the resources used by the Supplier in the development of the Software.

7. DISPUTE RESOLUTION

- 7.1 Any dispute arising as to any matter provided for in this Agreement or its implementation is to be referred in the first instance to the Chief Executives of the respective Parties who must endeavor to resolve such dispute in the spirit of achieving broad equity in respect of the Agreement, its Objective and purposes.

- 7.2 If such an agreed solution cannot be reached to the satisfaction of both Parties within 14 days of the reference of the dispute to the Chief Executive Officers of the Parties, either of those Officers may then refer the dispute to mediation by a mediator agreed to by the Parties. If the matter is not resolved by mediation within fourteen (14) days from there, the matter will be submitted for arbitration by a single arbitrator in accordance with State of Alaska requirements, to be appointed by the Parties.
- 7.3 Any such mediation or arbitration shall take place as the Parties shall agree or, failing Agreement on a venue, by such means (including without limitation teleconference or videoconference) as the Parties shall agree or, failing Agreement, by such means as may be determined by the applicable mediator or arbitrator of the State of Alaska.
- 7.4 All costs in relation to the staging of such mediation (excluding for the avoidance of doubt any awards which may be made) shall be borne equally by the Parties unless explicitly stipulated otherwise by the arbitrator or agreed otherwise by the Parties.

8.0 LIMITATION OF LIABILITY

- 8.1 Trillium Learning LLC shall not have any liability or responsibility to the Contractor for any loss, damage or injury, whether arising in contract, tort, equity or otherwise, which does not flow directly or naturally (i.e., in the ordinary course of things) from a breach of this Agreement including, in each case, consequential loss of business or profits or other loss. Trillium Learning LLC shall only be liable for losses (excluding loss of business or profits) which flow directly or naturally from a breach of this Agreement up to a maximum of the amount paid by the Contractor to Trillium Learning LLC in accordance with 3.9 and as specified in the Schedule.
- 8.2 The Contractor shall not have any liability or responsibility to Trillium Learning LLC for any loss, damage or injury, whether arising in contract, tort, equity or otherwise, which does not flow directly or naturally (i.e., in the ordinary course of things) from a breach of this Agreement including, in each case, consequential loss of business or profits or other loss.

9.0 TERMINATION

- 9.1 Both Parties agree that in the event they breach any term of this Agreement or any warranty given in this Agreement, they will indemnify and hold the other Party harmless against all direct liability, loss, damages, claims, and expenses (including related lawyer's fees) arising out of such breach.
- 9.2 Either Party may terminate this Agreement immediately by notice in writing, upon:
- 9.2.1 the other Party committing any breach of this Agreement that is incapable of remedy;
 - 9.2.2 the other Party failing to remedy any breach of this Agreement that is capable of remedy within 14 days of notice of that breach having been given by the non-defaulting Party to the other Party; and
 - 9.2.3 the commencement of liquidation or the insolvency of the other Party (except for the purposes of solvent amalgamation or reconstruction) or upon the appointment of a receiver, statutory manager or trustee of the other Party's property or upon an assignment for the benefit of the other Party's creditors or upon execution being levied against the other Party or upon the other Party compounding with its creditors or being unable to pay its debts in the ordinary course of business.
- 9.3 Termination of this Agreement shall be without prejudice to the accrued rights and liabilities of either Party prior to the termination of the Agreement.

Consequences of Termination

- 9.4 Upon Termination of this Agreement:
- 9.4.1 the Parties will each return to the other copies of all Confidential Information delivered to, or obtained by the other during the Term of and relating to the performance of this Agreement; or

9.4.2 at the option the one Party, the other will destroy or erase the Confidential Information and certify through a responsible officer of the Party that such destruction or erasure has occurred and that no copies or storage of such Confidential Information remains in existence.

10.0 NOTICES

10.1 Any notice or other document served or delivered to a Party under this Agreement must be in writing and will be deemed to have been duly given by delivery, registered mail or delivery verifiable post, facsimile or email in accordance with the address details set out below, or such other address as a Party may from time to time designate by written notice to the other.

10.2 A notice, or other document is taken to be received:

10.2.1 if by delivery when it is delivered;

10.2.2 if sent by registered mail or delivery verifiable post when it is delivered;

10.2.3 if a fax when a successful transmission report is generated unless a verifiable claim as to material illegibility is promptly raised; or

10.2.4 if an e-mail when a delivery receipt is received by the sending Party.

10.3 A notice served or other document delivered on a day which is not a business day is deemed served, or as applicable delivered, at 8:30am on the first business day after such day.

10.4 A notice served or other document delivered after 5:00 pm on a business day is deemed served, or as applicable delivered, at 8.30am on the first business day after such day.

10.5 For the purposes of clauses 13.3 and 13.4 the term “business day” shall mean any day other than a Saturday, Sunday or public holiday in that state (i.e. Alaska).

11.0 GENERAL PROVISIONS

No Partnership, Joint Venture or Employment

11.1 This Agreement shall not be deemed to constitute a partnership or joint venture or contract of employment between the Parties.

Force Majeure

11.2 Either Party may suspend its obligations to perform this Agreement if it is unable to perform as a direct result of a Force Majeure Event. Any such suspension of performance must be limited to the period during which the Force Majeure Event continues.

11.3 Where a Party’s obligations have been suspended for a period of 14 days or more, the other Party may immediately terminate this Agreement by giving notice in writing to the other Party.

Further Assurances

11.4 The Parties must each do all such further acts (and sign any documents), as may be necessary or desirable for effecting the transactions contemplated by this Agreement.

Amendments

11.5 Except as specifically provided, no amendment to this Agreement will be effective unless it is in writing and signed by both Parties.

Waiver

11.6 No exercise or failure to exercise or delay in exercising any right or remedy by a Party shall constitute a waiver by that Party of that or any other right or remedy available to it.

Non-Merger

11.7 The Agreements, obligations and warranties contained in this Agreement shall not merge on completion of the transactions contemplated by it but shall remain in full force until satisfied.

Partial Invalidity

11.8 If any provision of this Agreement or its application to any Party or circumstance is or becomes invalid or unenforceable to any extent, the remainder of this Agreement and its application shall not be affected and shall remain enforceable to the greatest extent permitted by law.

EXECUTED as an Agreement.

SIGNED on behalf of
Trillium Learning LLC
by its duly authorized signatory:

SIGNED on behalf of
Yupiiit School District
by its duly authorized signatory:



Signature

Signature

Ron Fortunato

Signatory

Signatory

President
Position held

Position held

SCHEDULE

| | |
|--|--|
| TERM: | 1 Year |
| A World Bridge® Project Silver Package: | A World Bridge™ is the name of real-time, real-world projects developed through Trillium Learning LLC. A World Bridge includes process, content, appropriate project management, and professional development activities and Trillium Learning personnel travel, as well as access to all relevant World Bridge partners in business, industry, and government. This package includes the NASA OpenCitySmart Project, and Unmanned Aircraft Systems – Scientific Applications Project. |
| Implementation and License Fee: | The Implementation and License Fee payable by the Contractor will be a total of: \$130,000 for FSY 2017-18. Terms: Cost is divided into two payments. The first payment of \$65,000 is due upon acceptance of this contract. The second payment of \$65,000 is due January 15, 2018. |
| Implementation TIMELINE: | Trillium and the Contractor will agree on a implementation schedule and timeline upon execution of this Agreement. The timeline will be considerate of the Contractor’s availability and commitments. |
| NOTICES: | <i>Contact :</i> Ron Fortunato <i>Company:</i> Trillium Learning LLC <i>Address:</i> 108 Lakeview Court, Pompton Lakes, NJ 07442 <i>Email:</i> ron@trilliumlearning.com <i>Tel:</i> 973-907-2332 <i>Mobile:</i> 862-222-2233 <i>URL:</i> www.trilliumlearning.net <i>World Bridge URL:</i> www.aworldbridge.com |
| | <i>Contact :</i> Rayna Hartz, Superintendent <i>Company:</i> Yupiit School District <i>Address:</i> P.O. Box 51190, Akiachak, AK 99551 <i>Email:</i> rhartz@yupiit.org <i>Tel:</i> (907) 825-3600 <i>URL:</i> www.yupiit.org |

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item E.

The Administration recommends the approval of the MOA for Kathy Cappa to serve as a Deaf Education Specialist for the YSD Deaf Education Program at the approximate amount of \$13,350.00 from August 3, 10`7 to May 18, 2018.

Yupit School District
P. O. Box 51190
Akiachak, Alaska 99551
(907)825-3600; fax (907) 825-3655

MEMORANDUM OF AGREEMENT

| | | | |
|----------------------------------|-----------------|-------------------------|------------|
| Contractor: Katherine Cappa | SSN 592-28-3451 | E.I.N. | P. O. # |
| Address: 9720 E. Trennie Loop #2 | City: Palmer | St. AK | Zip: 99645 |
| Telephone: 907- 306-3544 | | | |
| District Location: Akiachak | | Program: Deaf Education | |

CONTRACT SCOPE & CONSIDERATION

Purpose: Kathy Cappa will serve as a Deaf Education Specialist for the YSD Deaf Education Program Education program.

| | |
|--|---------------------|
| Number of days: 10 @ \$700.00 daily | \$ 7,000.00 |
| Travel: 3 round trips from Anchorage to District | \$ 1,500.00 |
| Per Diem: \$35 per day x 10 days | \$ 350.00 |
| Hourly Deaf Education Consultation rate/Remote Video Access rate (\$65.00) (not to exceed \$ 4,000.000) | \$ 4,000.00 |
| Other: hotel room/airport parking fees if necessary due to itinerary or weather delay | \$ 500.00 |
| MAXIMUM COST: | \$ 13,350.00 |

MAXIMUM AMOUNT authorized by this amount is: \$13,350.00 Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE: 100.500.220...410

NOTHING HEREIN is to be construed as establishing an employee-employer relationship. No other compensation or benefit is expressed or implied. As a condition of performance the above named contractor shall pay all federal, state and local taxes that may be incurred by the contractor, subcontractor(s) or other persons. In addition, the above named contractor shall obtain all licenses, certifications and insurances that may be required.

OTHER CONSIDERATIONS: Airfare expenses from Anchorage to Bethel will be booked 3 weeks in advance unless otherwise agreed upon by the contractor and district representative. YSD will book Bethel to Akiachak and back to Bethel.

TIME PERIOD COVERED: FROM: August 3, 2017- May 18, 2018

Date Approved by Board:

| | | | |
|------------------|------|------------|------|
| Business Manager | Date | Originator | Date |
| Superintendent | Date | Contractor | Date |

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Board Travel/Info: A

The AASB is scheduled to have the Fall Boardmanship Academy on September 23-24, 2017 in Anchorage. This is presented to you for information.

**Fall Boardsmanship Academy Agenda
Westmark Anchorage
Sept. 23/24**

Saturday, September 23, 2017

| | |
|-------------------|---|
| 8:15 a.m. | Conference Registration and continental breakfast & coffee |
| 9:00 a.m. | Welcome, overview and warm up |
| 9:15 -10:30a.m. | What AVTEC is Doing and What Districts Need to Know! Cathy LeCompte, Director, AVTEC |
| 10:30 -10:45 a.m. | Break |
| 10:45-noon | ASAA |
| 12:00-1:30 p.m. | Lunch on your own |
| 1:30-2:45 p.m. | Boards Role in Personnel |
| 2:45-3:00 p.m. | Break |
| 3:00-4:14 p.m. | How to Effectively Conduct the Supt Evaluation; Lon Garrison and Timi Tullis, AASB |
| 4:15 p.m. | Wrap up of the day |

Sunday, September 24, 2017

| | |
|------------------|---|
| 8:15 a.m. | Conference Registration and continental breakfast & coffee |
| 9:00 a.m. | Warm up |
| 9:15-10:15 a.m. | Update on the Alaska Education Challenge; Jerry Covey and Commissioner Johnson |
| 10:15-10:30 a.m. | Renewable Energy Alaska Project (REAP) Colleen Fisk, Energy Education Director |
| 10:30-10:45 a.m. | Break |
| 10:45-noon | Social Emotional Learning; It's Changing our Schools |
| 12:00-1:30 p.m. | Lunch on your own |
| 1:30-2:30 p.m. | The Opioid Epidemic in our State, What Schools Should Know |
| 2:30-2:45 p.m. | Break |
| 2:45-4:00 p.m. | Boards Role in Curriculum |
| 4:00 p.m. | Evaluation and Wrap Up |

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Board Travel/Info: B

The Nomination forms for AASB Board of Director's Nomination; Outstanding School Board and the Carl Rose Governance Award are presented for consideration. The deadline is October 16, 2017.



Quick Links
About Us
Services
Events
Email Us



AASB Awards and BOD Nominations

Memo from Peter Hoepfner, AASB President

In order to encourage greater participation in the AASB nominations and elections process our members have asked us to get the information out so that school boards can begin considering nominations in (or before) September. Even though the deadline doesn't occur until October, we hope you will schedule this for discussion at your August or September board meeting.

This year there are 5 positions available for the AASB Board of Directors. Copies of the nomination forms for distribution at your next board meeting are attached. **The deadline for the Board of Directors Nominations is October 16, 2017.**

Nominations forms for the Board of Directors are accompanied by an AASB Director's Job Description adopted by the AASB Board to help nominees fully understand what the position entails. The Board has also adopted a Code of Ethics they would like all nominees to read and acknowledge by **signing** and returning with the nomination forms.

We have also attached the nomination forms for **Outstanding School Board** and the **Carl Rose Governance Award**. The criteria for Outstanding School Board and Carl Rose Governance nominations are included with the nominations forms. **The deadline for submission of nominations for these two awards is also October 16, 2017.**

We understand how hard it is to choose from among so many deserving members in these categories and we congratulate you in advance for taking on this task!

Remember to place this on your next school board meeting agenda to meet the October 16th submission deadline. Please note that all nominations require official board action.

Your school board's active participation in AASB is what keeps our association vital and creates value for your school district. Our nominations and elections process presents another opportunity to participate.

Please help AASB and your board, be the best we all can be by taking

advantage of your association at every opportunity!

[BOD Nomination form 2017](#)

[Carl Rose Governance Award 2017](#)

[Outstanding School Board Award 2017](#)

Association of Alaska School Boards
1111 W. 9th Street
Juneau, Alaska 99801
ph: (907) 463-1660 · fax: (907) 586-2995
aasb@aasb.org

Our Mission

The mission of AASB is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local



Board of Directors Nomination Form

Nominations must be received by October 16, 2017

Name _____

Ways in which nominee has demonstrated advocacy for children:

Address _____

City _____ State _____ Zip _____

Telephone (Home) _____

(Work) _____

(Cell) _____

Email _____

Background Information

Education _____

Present Occupation _____

Previous Occupation(s) _____

Membership in professional or other organizations, if any.

Dates - Offices Held:

This nomination form should be accompanied by a **one page written statement** from the nominee regarding that individual's views on:

1. The appropriate role of the AASB.
2. Three major issues facing AASB in the near future.
3. How AASB could better serve school boards?
4. Ways AASB can help school boards meet Board Standards.

If nominee is selected by Nominating Committee, this statement will be made available for the General Membership at the Annual Conference.

Nominee is a current board member of the _____ School Board.

Dates of Service _____

Year Current Term Expires _____

Offices held on local school board with dates: _____

Formal action was taken by the _____

School Board on _____,

to submit the name of this nominee.

Signed _____

School Board President or designee

Other Education-related public service at the local, state or national level (Boards, commissions, task forces, committees) with dates and leadership positions held, if any:

Other Non Education-related public service or cultural activities at the local, state or national level, with dates and positions held, if any:

Nominations must be received in the AASB office by October 16, 2017. Please return to:

**AASB Nominations
Chairman c/o Ryan Aguilar
1111 West 9th St., Juneau,
Alaska 99801**

Tel: 907-463-1660 Fax: 586-2995

Nominations form should be accompanied by a copy of the Board of Directors Job Description Code of Ethics, signed by nominee.

Board of Directors Job Description and Code of Ethics

Job Description

Constitutional Responsibilities

The Board of Directors establishes policies to supervise, control and direct the business of AASB within the limits of, and consistent with, the Resolutions and Beliefs, and Constitution and Bylaws approved by the Delegate Assembly. Within these limits, the Board of Directors:

- Actively promotes the purposes of the Association;
- Interprets AASB's Constitution and Bylaws;
- Adopts such policies, rules, and regulations for the conduct of its business as it shall deem advisable;
- Employs and annually evaluates the Executive Director;
- Adopts and periodically adjusts the Association's budget;
- Provides oversight for the operation of the Legal Assistance Fund and AASB Scholarship Fund;
- Proposes changes to the dues structure to the general membership;
- Sets/approves/adopts the amount AASB will charge for all meetings, services and materials.

Corporate Responsibilities

In the exercise of its corporate responsibilities, the Board of Directors adopts and maintains a Board Policy Manual which sets forth procedures and guidelines for the Board's operations and Director's participation in AASB activities. In order to accomplish the overall mission of the Board of Directors and to achieve its corporate objectives, each member of the Board has several kinds of individual responsibilities. Members should:

- prepare well for each Board meeting, through full and careful study of the agenda and its support materials, other relevant materials and through discussion of agenda items, where appropriate, with school board association staff members, fellow school board members, and others as desired in the formulation of preliminary personal views on each topic in advance of the Board meeting. These judgments are to serve as a base point for further discussion in the meeting;
- attend the entire board meeting by arranging travel schedules in advance to permit on-time arrival and staying through the full meeting;
- participate effectively in the Board meeting by ensuring that the concerns formulated in the preparation stage are heard by the whole Board. Each Director is expected to retain an open mind until all the facts and view points on issues are before the Board. Conclusions on action items are sought that are believed to be in the best interests of AASB. And, once a decision is made, the director is expected to support such Board conclusions, even when one may have some reservations about them;

- evaluate and follow-up on the actions taken in the Board meeting, by keeping track (through published AASB reporting documents) of how the actions of the Board are being implemented in the short- and long-run, and bringing up any concerns with the President, Executive Director or Board of Directors, as appropriate;

- establish two-way communication through the Board Liaison Network and with their respective school boards to explain and discuss actions taken by the Board of Directors, and;

- provide personal liaison to the member boards through the Board Liaison Network or caucus leadership, or in such other ways as are determined by the President or Board of Directors;

- fulfill responsibilities of any collateral assignment as an AASB committee member or AASB appointed representative to other agency committees or task forces in accordance with the purpose of the committee or the nature of the representation on behalf of AASB and consistent with the precepts of preparation, attendance, participation and evaluation set forth above, and;

- participate actively in the legislative activities of AASB, in the most effective manner, to be jointly decided with the Executive Director, and;

- diligently participate in the annual evaluation of the Executive Director by completing the evaluation instrument and returning it to the designated officer in a timely manner, participating fully and constructively in the Board's evaluation discussion, and assisting in setting professional performance goals for the Executive Director, and;

- accept occasional public speaking assignments such as chairing caucuses and introducing speakers at meetings and giving reports as appropriate before the Board or general membership, and;

- acknowledge and abide by the AASB Board of Directors Job Description and Code of Ethics.

Additionally, the Board Member serves as an Ambassador of the Association. As such, each member of the Board functions as a representative of AASB to member school districts and the general public. Each Director must assume responsibility for explaining AASB's programs, the basis for governance decisions, AASB's vision for the future as described in the AASB's Long Range plan, and AASB's missions and goals, together with the action plans approved by the Board to realize that vision and attain those missions and goals.

Finally, the Board member serves as an advocate for AASB both at home and at the state level. Each member of the Board is part of the governance team selected by the AASB general membership. He or she is expected to be a vigorous, knowledgeable and articulate advocate of AASB and its programs, as approved by the Board of Directors, so that the value of

membership in AASB can be made fully and clearly known in the district from which the Director comes, as well as to all other school boards around the state. As a result of this advocacy, the attitudes, opinions and conclusions about AASB, formulated by school board members around the state, can be made with full understanding of all the facts that Directors can make available.

Code of Ethics

As a member of the Association of Alaska School Boards Board of Directors I will strive to improve public education, and to that end I will:

- Attend all three regularly scheduled AASB board meetings and other teleconference meetings, insofar as possible, and become informed concerning the issues to be considered at those meetings;

- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;

- Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

- Encourage the free expression of opinion by all board members, and seek systematic communications between the board and member school boards;

- Work with other AASB board members to establish effective board policies and to delegate authority for the administration of the association to the Executive Director;

- Communicate to other AASB board members, and the Executive Director, expressions of member and public reaction to AASB resolutions, policies and programs;

- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;

- Support the employment of those persons best qualified to serve as association staff, and insist on a regular and impartial evaluation of all staff;

- Avoid being placed in a position of conflict of interest, and refrain from using my board position for personal or partisan gain;

- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

My signature below indicates that I have read and agree to abide by the AASB Board of Directors Job Description and Code of Ethics.

Name _____

Date _____



BOARD OF DIRECTORS

Election Procedures

The Association of Alaska School Boards is governed by a Board of Directors comprised of 15 members elected at large from throughout the state. To qualify for a seat on the Board as a director, a nominee shall be a member of a Board of Education which is in good standing with the Association.

The Nominating Committee will review all nominations, interview candidates and recommend a balanced slate of candidates to the membership at the AASB Annual Conference in November.

Criteria considered by the Nominating Committee will include demonstrated leadership and experience, candidate's statewide perspective and vision of the future for school boards, adaptability, and time available to devote to AASB Board service. Additionally the Nominations Committee will consider how the candidate will complement the geographical representation, urban, rural and ethnic makeup of the Board.

Nominations must be made by official action of the school board on which the nominee is a member.

Nominating Procedures

1. All nominations must be received in the AASB office by **October 16, 2017**.
2. Prepare **background information** accurately and completely, stating:
 - a. Name and address;
 - b. Length of term for which candidate is being nominated;
 - c. Name of local school board;
 - d. Dates of service, year current term expires;
 - e. Offices held;
 - f. Other education-related awards, services, trainings or recognitions;
 - g. Other non-education related public service or cultural activities at the local, state, or national level;
 - h. Evidence of demonstrated advocacy for children;
 - i. Personal data: education, present and previous occupations, membership in professional or fraternal organizations.
3. Nominations forms should be accompanied by a **written statement** from the nominee regarding that individual's views on areas relating to AASB listed on the nominations form.
4. Nominee should submit a **signed copy** of the AASB Board of Directors Code of Ethics.
5. Record of **official action of the school board** of which the nominee is a member and signature of the school board president or designee.
6. Submit nomination to:

**Nominations Committee Chairperson
c/o Ryan Aguilar
Association of Alaska School Boards
1111 West 9th Street,
Juneau, AK 99801**

Note: Faxed, emailed or scanned copies must **request confirmation**. Please submit the original signed documents following a fax or e-mail submitted to meet the October 16, 2017 deadline.



Carl Rose Governance Award

Nominations must be received by October 16, 2017

The Carl Rose Governance Award (formally the Outstanding Board Member Award) is designed to reflect the nominee's involvement in Board Standards. In order to be eligible, a nominee:

- Must have served on their local board for at least four consecutive years
- Must serve on a member board in good standing of AASB

Please provide the following information on a separate sheet of paper and attach to the nomination form.

- Name and address of nominee:
- Name of School Board on which nominee has served and dates of service:
- Positions held on school board:

The following identifies specific criteria that should be considered when nominating a school board member for the Carl Rose Governance Award. If possible, work with the nominee to identify and document pertinent items so the information provided helps the Awards Committee make their selection

1. Level of AASB Professional Development Program Attained? 12 Points

- | | |
|--|-----|
| • Level 1 Basic Boardmanship Award | BBA |
| • Level 2 Experienced Boardmanship Award | EBA |
| • Level 3 Master in Boardmanship Award | MBA |

Other education obtained: Provide specific information

2. Demonstrated evidence and leadership as measured against Board Standards. 20 Points

Identify Standards that the member has been actively involved in achieving for the district. Provide a short narrative for each selected standard. Refer to the attached Board Standards document to identify indicators with which the member has provided leadership.

Vision: The Board Creates a Shared Vision to Enhance Student Achievement

- 1.1 Board develops a dynamic shared vision for education that

reflects student needs and community priorities.

- 1.2 Board keeps the district and community focused on educating students.
- 1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision-making.

Structure: The Board Provides a Structure that Supports the Vision

- 2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of resources.
- 2.2 Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection
- 2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 Board acts to ensure vision and structure comply with legal requirements.
- 2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education

Accountability: The Board Measures District Performance Toward Accomplishing the Vision and Reports the Results to the Public

- 3.1 Board receives regular reports on student progress
- 3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.
- 3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.
- 3.4 Board uses an understandable format to periodically report district performance to the public.

Please be sure to complete both sides of this form!



Outstanding School Board Award

Nominations must be received by Oct 16, 2017

The Outstanding School Board Award is designed to reflect the board's involvement in Board Standards. In order to be eligible, a school board must be a member board in good standing of AASB and have formally adopted Board Standards. The school board should self-nominate for this award.

- Please provide the following information on a separate sheet of paper and attach to the nomination form.

Name of School Board _____

The following identifies specific criteria that should be considered when self-nominating your school board for the Outstanding School Board Award. Identify and document pertinent items so the information provided helps the Awards Committee make their selection. The award criteria references the board in office prior to the current election.

1. Community Engagement 10 Points

- Describe actions the board has taken that have resulted in positive change in the community. Examples could include partnerships with other organizations, school sponsored community events, forums, or Assets training.

2. Level of AASB Professional Development Program 5 Points

- A majority of members have qualified for the Basic Boardmanship Award BBA. One additional point will be given to each member having obtained an Excellence Boardmanship Award.

3. Demonstrated evidence of leadership as measured against AASB School Board Standards. The school board must have formally adopted Board Standards to qualify for the award.

- Identify Standards that the Board has been actively involved in addressing for the district. Provide a short narrative for each area. Refer to the Board Standards document when compiling the narrative.

Vision The Board Creates a Shared Vision to Enhance Student Achievement **5 points**

Structure Board Provides a Structure that Supports the Vision **5 points**

Accountability The Board Measures District Performance Toward Accomplishing the Vision and Reports the Results to the Public **5 points**

Advocacy The Board Champions the Vision **5 points**

Conduct and Ethics Board and Its Individual Members Conduct District Business In a Fair, Respectful, and Responsible Manner **5 points**

3. Participation in State and National Activities 10 Points

- Identify activities with which the board or individual members have been involved. Provide the name of the committee, task force or meeting and dates. For ex-ample: AASB Committees, AASB Board of Directors, State Task Force or Committee, participation in other education related activities, participation in National School Boards Association Activities and Meetings.

4. Evidence of growth in student achievement 15 Points

- Provide supporting information that shows the board has identified student achievement as a priority in its goals or through its strategic plan. Include copies of the District Report Card or other measurements documenting growth in student achievement.

Formal action was taken by the _____
School Board on _____,
to submit the name of this nominee.

Signed: _____

School Board President or designee

Please return to:

AASB Awards Committee Chairman 1111
West 9th St., Juneau, Alaska 99801
Tel: (907) 463-1660 Fax:(907) 586-2995

****The submitting district is responsible for confirming receipt by the AASB office of all applications and supporting materials.****

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: August 17, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Board Travel/Info: C.

The Administration recommends the September 21, 2017 Board meeting to be re-scheduled to Thursday, September 7, 2017.