

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Committee Meeting and Work-session

The Strategic Plan and the Board Goals are presented for your review.

Yupit School District

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



Strategic Plan Approved August 17, 2018

Mission Statement:

To educate all children to be successful in any environment

Vision Statement (new draft):

All members of the community are proud and committed to 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

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

Akiak School
P.O. Box 49
Akiak, Alaska 99552
Tel. (907) 765-4600

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

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, to include:
 - i. Values (Yuuyaraq)
 - ii. Language Immersion and Dual Language
 - iii. Orthography
- 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.
- e. **Evaluation:** An efficient and effective evaluation process.

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

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What we hope to accomplish over the next year as a Board

(These are not the same as the goals of the YSD Strategic Plan, but are directed directly at the actions of the Board)

Goal # 1: The Board will engage tribal and village-based organizations to get Elders and others involved in schools through IRAs, Village Corps; listen to local advisory school boards; help enlist community support and the Board will visit local schools regularly

Goal #2: The Board will be trained in Governance and Finance and participate in regional, state and national education entities

Goal #3: The Board will become familiar with the facilities plan and continue regular reviews of their policies

Goal #4: The Board will institute and review an annual survey process.

The Board would like a short piece that would allow them to present to IRAs and others that underscore what they are trying to do. Perhaps this could emphasize the goal of local involvement and why it is important.

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Approval of Agenda

The Agenda for June 18, 2020 is presented for approval.

Yupiiit School District

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

Regional Board Members

Akiachak

Akiak

Tuluksak

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

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

Peter Gregory SR, Board Secretary
Moses Peter, Board Member

Committee Meetings and Work-sessions

11:00 AM - Strategic Plan & Board Goals

Regional Board of Education Meeting

LOCATION: Akiachak **DATE:** June 18, 2020

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes: May 21, 2020
- VII. Correspondence:
- VIII. Action Items:
 - A. REVISED Job Descriptions
 - B. 1st Reading of REVISED BP 4112.61
 - C. 2nd Reading of 2020 Board Policy Updates
 - D. Alaska Technical Services
 - E. Professional Services Agreement between Ellen Long
 - F. Professional Services Agreement between Jack Simpson
 - G. Professional Services Agreement between Ray Jensen
 - H. SOP Calendar
 - I. SOP Hiring
 - J. SOP Professional Development Outside of the District
 - K. Home Grown Educator Initiative
 - L. 1st Reading of BP 4144 Complaints
 - M. Organizational Chart
 - N. Certified/Classified Handbook
 - O. Yupik Writing Course
 - P. Upingaurluta, Getting Ready for Life, Immersion Literature
- IX. Reports:
 - A. Tribal Ed Coordinator's Report
 - B. Business and Finance Report
 - C. Federal/State Programs Report
 - D. Maintenance & Operations Report
 - E. Technology Director Report
 - F. ANE Director's Report
 - G. Superintendent's Report



- X. Executive Session: Employee Matters
- XI. Board Travel/Info:
- XII. Public Comments:
- XIII. Board Comments
- XIV. Next Regular Meeting: July 16, 2020
- XV. Adjournment

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Approval of Minutes

The Minutes for May 21, 2020 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

Peter Gregory SR, Secretary
Moses Peter, Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: May 21, 2020

Village: Akiachak

Call to Order	I. Call to Order: Chairman Willie Kasayulie called the regular meeting of the Regional School Board to order at 1:05 PM
Roll Call	II. Roll Call: Present: Willie Kasayulie, Chairman Ivan Ivan, Vice Chairman Samuel George, Treasurer Peter Gregory, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member
Invocation	III. Invocation: Moses Owen rendered the invocation
Recognition of Guests	IV. Recognition of Guests: Cassandra Bennett, Janclare Robyt, John Stackhouse, Kary Delsignore, Douglas Bushey, Brandon Haberly, Anthony Graham, Matthew Turner, Kaylin Charles, Janice George, Judy Anderson, and Bonnie James.
Approval of Agenda	V. Approval of Agenda: Administration presented the Yupiit School District Regional School Board Agenda for approval. Motion by Ivan Ivan, Seconded by Moses Owen to approve the agenda as presented. Motion passed.
Approval of Minutes	Approval of Minutes: A. April 16, 2020

<p>Continue – Approval of Minutes</p>	<p>The Administration recommended the approval of the regular meeting minutes for April 16, 2020.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the Minutes for April 16, 2020. Motion passed.</p> <p style="text-align: center;">B. April 30, 2020 Special RSB Meeting</p> <p>The Administration recommended the approval of the Special meeting minutes for April 30, 2020.</p> <p>Motion by Moses Peter, Seconded by Robert Charles to approve the Special RSB minutes for April 30, 2020. Motion passed.</p>
<p>Correspondence</p>	<p>VI. Correspondence: none</p>
<p>Action Items</p>	<p>VII. Action Items</p> <p>A. Proposed Salary Increase</p> <p>The Proposed Salary was tabled during the last board meeting. This is presented for approval.</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the Proposed Salary Increase. Motion failed with 3-4 votes, Willie Kasayulie, Moses Owen, Robert Charles and Moses Peter abstained.</p> <p style="text-align: center;">B. 3rd & Final Reading of Budget</p> <p>The Administration recommended the approval of the 3rd Reading of the Budget.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the 3rd Reading of the Budget for FY2020-2021. Motion passed.</p> <p style="text-align: center;">C. BP Pay Advance</p> <p>The Administration recommended the approval of the revised Pay Advance form to include the additional emergency pay advance per approval of the Superintendent and Business Manager.</p> <p>Motion by Peter Gregory, Seconded by Robert Charles to approve the revised Pay Advance form to include the additional emergency pay advance per approval of the Superintendent and the Business Manager. Motion passed.</p> <p style="text-align: center;">D. SOP #21</p> <p>The Administration recommended the approval of the SOP No21.</p> <p>Motion by Sam George, Seconded by Robert Charles to approve the SOP #21 Coaching Policy. Motion passed.</p> <p style="text-align: center;">E. SOP #22</p> <p>The Administration recommended the approval of the SOP No22.</p>

<p>Continue – Action Items</p>	<p>Motion by Moses Peter, Seconded by Peter Gregory to approve the SOP #22 Fixed Asset Capitalization Process. Motion passed.</p> <p>F. Classified Para-Teacher in-charge The Administration recommended the approval of the Classified Para-teacher in-charge salary rate as recommended to include during the last board meeting.</p> <p>Tabled.</p>
<p>Recess</p>	<p>Chairman Willie Kasayulie called for a recess at 3:00 PM Reconvened at 3:15 PM.</p> <p>G. Resignations The Administration recommended the approval of the resignations for Natalie Porec, 2nd/3rd Grade teacher for Tuluksak School, effective end of the School year and Joseph Porec, LA teacher for Tuluksak School effective April 29, 2020.</p> <p>Motion by Ivan Ivan, Seconded by Moses Peter to approve the resignation as recommended by Administration. Motion passed.</p> <p>H. New Hires The Administration recommended the approval of the new hires for James Boldosser, K-12 Principal for Akiachak School, effective July 23, 2020; Wanda Wright, LA/SS/Dean of Student for Akiak School effective July 23, 2020; Carla Rodriguez, 1st/2nd Grade Teacher for Akiak School. Effective August 3, 2020 and Anthos Spinola de Andrade, 5th Grade teacher for Tuluksak School, effective August 3, 2020.</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the New Hires as recommended by the Administration. Motion passed.</p> <p>I. FY20-21 RSB Meeting Schedule The Administration recommended the approval of the FY2020-2021 RSB Meeting Schedule.</p> <p>Motion by Ivan Ivan, Seconded by Robert Charles to approve the FY2020-2021 RSB Meeting Schedule. Motion passed.</p> <p>J. REVISED Job Descriptions The Administration recommended the approval of the Revised Job Description for the Federal/State Program Coordinator.</p> <p>Tabled.</p> <p>K. Tremco – Roof Repairs The Administration recommended the approval of the Tremco Patch and Repair Roof/Façade for the Akiachak, Akiak and the Tuluksak Schools at the approximate amount of \$134,861.00.</p>

<p>Continue – Action Items</p>	<p>Motion by Ivan Ivan, Seconded by Peter Gregory to approve the Tremco Patch and Repair Roof/Façade for the Akiachak, Akiak and Tuluksak Schools at the approximate amount of \$134,861.00. Motion passed with unanimous consent.</p> <p style="text-align: center;">L. Yukon Fire Safety</p> <p>The Administration recommended the approval of the Yukon Fire Life Safety Requirements at the approximate amount of \$56,988.00.</p> <p>Motion by Sam George, Seconded by Peter Gregory to approve the Yukon Fire Life Safety Requirements at the approximate amount of \$56,988.00. Motion passed with unanimous consent.</p> <p style="text-align: center;">M. MOA – Gretchen Stich</p> <p>The Administration recommended the approval of the MOA for Gretchen Stich at the approximate amount of \$22,170.00 to provide speech therapy to special education students and speech curriculum from August 10, 2020 to May 14, 2021.</p> <p>Motion by Sam George, Seconded by Ivan Ivan to approve the MOA for Gretchen Stich at the approximate amount of \$22,170.00. Motion passed unanimously.</p> <p style="text-align: center;">N. MOA – Christina McDonald</p> <p>The Administration recommended the approval of the MOA for Christina McDonald at the approximate amount of \$52,160.00 to provide occupational therapy services to special education students and speech curriculum from August 2020 to May 2021.</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the MOA for Christina McDonald at the approximate amount of \$52,160.00. Motion passed unanimously.</p> <p style="text-align: center;">O. MOA – Doug Wesson</p> <p>The Administration recommended the approval of the MOA for Doug Wesson at the approximate amount of \$37,250.00 to provide school psychology services to YSD from August 15, 2020 to May 15, 2021.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the MOA for Doug Wesson at the approximate amount of \$37,250.00. Motion passed unanimously.</p> <p style="text-align: center;">P. MOA – Jo Anna Domko</p> <p>The Administration recommended the approval of the MOA for Jo Ann Domko at the approximate amount of \$17,340.00 to provide speech therapy services to special education students and speech curriculum from August 10, 2020 to May 14, 2021.</p> <p>Motion by Sam George, Seconded by Ivan Ivan to approve the MOA for Jo Anna Domko at the approximate amount of \$17,340.00. Motion passed unanimously.</p>
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<p>Continue – Action Item</p>	<p>Q. MOA – SERRC The Administration recommended the approval of the MOA for SERRC at the approximate amount of \$23,570.00 for Physical Therapy services during FY21.</p> <p>Motion by Ivan Ivan., Seconded by Sam George to approve the MOA for SERRC at the approximate amount of \$23,570.00. Motion passed unanimously.</p> <p>R. Revised BP 4112.61 The Administration recommended the approval of the Revised BP 4112.61 EMPLOYMENT REFERENCES - All Personnel.</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the Revised BP 4112.61.</p> <p>Ivan Ivan pulled his motion, Seconded by Sam George.</p> <p>Tabled.</p> <p>S. Rescind Resignation The Administration recommended the approve to rescind the resignation for Marie Andrews as Secretary for Tuluksak School.</p> <p>Tabled.</p> <p>T. Course Descriptions The Administration recommended the approval of the Course Descriptions as presented by Curriculum Coordinator, Clare Robyt.</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the Course Descriptions as presented by Curriculum Coordinator, Janclare Robyt. Motion passed.</p> <p>U. 2020 Board Policy Updates The Administration recommended the approval of the 2020 AASB Board Policy Updates.</p> <p>Motion by Sam George, Seconded by Sam George to approve the 1st Reading of Policy Updates BP 3510 Maintenance and BP 6114.4 Pandemic/Epidemic Emergencies. Motion passed.</p> <p>V. Alaska Technical Services The Administration recommended the approval of the (2) Alaska Technical Services at the approximate amount of \$4,475.00 and \$7,082.31.</p> <p>Motion by Ivan Ivan. Seconded by Peter Gregory to approve the (2) Alaska Technical Services Invoices at the approximate amount of \$4,475 and \$7,082.31. Motion passed unanimously.</p>
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<p>Reports</p>	<p>XII. Reports:</p> <p>A. Attendance Report:</p> <p>B. School Reports</p> <ol style="list-style-type: none"> 1. Akiachak: 2. Akiak: 3. Tuluksak: <p>C. Special Education/Curriculum/Instruction Director's Report</p> <p>E. Yupiaq Education Coordinator's Report</p> <p>F. Business & Finance Report:</p> <p>G. State/Federal Programs Report:</p> <p>H. Maintenance & Operations Report:</p> <p>I. Technology/Human Resource Director's Report:</p> <p>J. ANE Director's Report:</p> <p>K. Superintendent's Report:</p>
<p>Executive Session</p>	<p>XIII. Executive Session: Employee Matters</p> <p>We need a motion to go into an Executive Session.</p> <p>Motion by Sam George, Seconded by Moses Owen to go into an Executive session at 4:43 PM. Motion passed.</p> <p>Motion by Sam George to go out of an Executive Session at 6:07 PM. Motion passed.</p>
<p>Board Travel/Info</p>	<p>XIV. Board Travel/Info:</p>
<p>Public Comments</p>	<p>XV. Public Comments</p>
<p>Board Comments</p>	<p>XVI. Board Comments</p>
<p>Next Meeting Regular Meeting</p>	<p>XVII. Next Regular Meeting: June 18, 2020</p>
<p>Adjournment</p>	<p>XVIII. Adjournment: Motion by Sam George, Seconded by Moses Owen to adjourn the meeting at 6:07 PM.</p> <p>_____</p> <p>Secretary _____</p> <p>Date</p>

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Correspondence - none

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item A

The revised Jon Descriptions for the Cook's, Cook's Helper is presented for your approval.

Yupiit School District
Akiachak, Alaska

Job Description

JOB TITLE:	Cook	SALARY:	Classified: R G
REPORTS TO:	Principal and Food Service Coordinator	HRS:	6 hr/day
LOCATION:	Yupiit School District	No. DAYS:	179 days

JOB PURPOSE: In the performance of his/her duties, the cook is directly responsible to the Principal/Principal Teacher and/or Food Service Coordinator. Prepares meals for school breakfast/lunch program while following federal and state guidelines for the program. This position is responsible for the day-to-day operation of the school cafeteria with general directions. The general directions are defined by established procedures while setting priorities.

Qualifications:

1. Demonstrated ability for institutional food service.
2. One-year experience in a position with the use of commercial kitchen equipment, customer service, and food preparation.
3. Have a high school diploma or GED.
4. Ability to live and work in a cross-cultural, rural Alaskan environment.
5. Ability to carry out successfully the duties describe below.

Duties, Responsibilities and Accountabilities:

1. Complete and maintain training as needed.
2. Prepare ingredients for coming meals; pull meat to thaw, prep dry mix, verify quantities needed, etc.
3. Prepare meals for students based on required menu plan.
4. Serve meals on time to all students.
5. Clean and sanitize (when appropriate) oven, stove and area, utensils, equipment, and floor.
6. Set up, clean, organize, and maintain area where meals are served, if separate from classroom area.
7. Be familiar with NSLP & SBP standards and abide by them.
8. Oversee duties of Cook's helper.
9. Manage inventory; date, label, organize and rotate food first-in-first-out.
10. Maintain daily production records of meals served, food ordered, or any other pertinent paperwork.
11. Store food properly; maintain fridge and freezer temperature logs, shelf food 4" or more off the ground, prevent cross contamination by organizing fridge.
12. Submit food orders as necessary and when instructed by district's Food Service Coordinator.

13. Complete and submit daily production records to district's Food Service Coordinator monthly (or when requested).
14. Provide feedback to district's Food Service Coordinator on recipes, menu items, and workflow.
15. Be kind and courteous to all students, staff and guests.
16. Maintain personal hygiene.
17. Other duties as assigned related to food service at local site.

Knowledge, Skills and Abilities

1. Knowledge of principles, tools and techniques of food service management, including planning and purchasing.
2. Knowledge of general principles of menu planning, modification of recipes, preparation of foods.
3. Knowledge of inventory control procedures, procurement and storing of food items and supplies.
4. Knowledge of the practices, methods and procedures of volume food preparations; food values, characteristics and nutrition; personal hygiene, food handling, sanitation and safety precautions.
5. Ability to lift/unload food and supplies
6. Ability to operate kitchen equipment safely.
7. Must have or be able to pass Food Handlers course 30 days after hire and maintain the card.

Equipment Used

Standard commercial kitchen equipment and typical office equipment.

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.

Employee: Print Name and Sign

Date

Supervisor: Print Name and Sign

Date

Yupiit School District
Akiachak, Alaska

Job Description

JOB TITLE:	Cook's Helper	SALARY:	Classified: R D
REPORTS TO:	Cook, Principal and Food Service Coordinator	HRS:	6 hr/day
LOCATION:	Yupiit School District	No. DAYS:	179 days

JOB PURPOSE: In the performance of his/her duties, the Cook's Helper is directly responsible to the Cook, Principal and Food Service Coordinator. Under the supervision of the Cook, the employee will be responsible for preparing food as instructed, washing pots, pans and dishes, stocking, cleaning, assisting staff in kitchen area and other duties as assigned.

Qualifications:

1. Past experience in institutional cafeteria.
2. One-year experience in a position with the use of commercial kitchen equipment, customer service, and food preparation Experience in working with children preferred.
3. High School diploma or GED

Duties, Responsibilities and Accountabilities

1. Clean and sanitize dishes, pots, pans, and equipment
2. Clean as assigned following proper procedures
3. Unload supplies and small equipment from storeroom area and pot area
4. Work in collaboration with Head Cook.
5. Review production sheet assignment, and secure approved, standardized NSLP/SBP recipes for assigned food items
6. Prepare correct number of food portions as assigned by the cook, using written standardized recipes and appropriate NSLP/SBP guidelines
7. Utilize proper equipment and utensils
8. Take corrective action if temperatures of food items are not achieved correctly
9. Prepare and portion resident snacks and nourishments according to instructions and regulatory guidelines
10. Replenish tray line food as needed
11. Promote, establish and maintain a safe work environment for all employees and clients
12. Provide quality product service
13. Ability to work in a constant state of alertness in a safe manner
14. Willingness to perform others duties as required

Knowledge, Skills and Abilities:

1. Knowledge of principles, tools and techniques of food service management, including planning and purchasing.

2. Knowledge of general principles of menu planning, modification of recipes, preparation of foods.
3. Knowledge of inventory control procedures, procurement and storing of food items and supplies.
4. Knowledge of the practices, methods and procedures of volume food preparations; food values, characteristics and nutrition; personal hygiene, food handling, sanitation and safety precautions.
5. Ability to lift/unload food and supplies
6. Ability to operate kitchen equipment safely.
7. Must have or be able to pass Food Handlers course 30 days after hire and maintain the card.

Equipment Used

Standard commercial kitchen equipment and typical office equipment.

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.

Employee: Print Name and Sign

Date

Supervisor: Print Name and Sign

Date

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item B

The 1st Reading of the Revised BP 4112.61 is presented for approval.

Proposed Changes:

BP 4112.61/4212.61/4312 EMPLOYMENT REFERENCES - All Personnel

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and does not violate an employee's privacy rights.

The Superintendent or Principal shall process all requests for references, letters of recommendation, or information about the causes or reasons for separation regarding all district employees other than the Superintendent. No other staff member shall make statements concerning a separated employee's performance or the reason(s) why any individual has left district employment. The Superintendent or Principal shall provide a copy of any reference letters written, hiring checklists completed or any other documents submitted regarding current or former Yupiit School District employees to the human resources department.

(cf. 4112.6 - Personnel Files)

(cf. 4117.5 - Termination Agreements)

Legal References:

ALASKA STATUTES

AS 09.65.160 Job References

Added 9/93

Adopted: 11/2006

Revised 06/2020

Commented [MOU1]: Proposed Change: Add the following sentence to the existing policy:

"The Superintendent or Principal shall provide a copy of any reference letters written, hiring checklists completed or any other documents submitted regarding current or former Yupiit School District employees to the human resources department."

Yupiit School District

Formatted: Centered

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item C

The 2nd Reading of 2020 Board Policy Updates is presented for approval.

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2019-2020 UPDATE

INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

This Update is limited due to little movement at the state and federal level to revise education policy during the 2019-2020 term. However, it includes an important policy regarding leave available to employees in response to the COVID-19 pandemic, as well as updates to the model pandemic policy. AASB anticipates providing additional updates throughout the year in response to the pandemic.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<u>ARTICLE 3, Series 3000 – Business and Noninstructional Operations</u>		
BP 3510	Yes	This update incorporates a new subsection in 4 AAC 31.080, which provides criteria for a preventive maintenance program of a school district eligible for state aid for school construction and major maintenance. It also adds a requirement to have periodic evaluation of commissioning existing facilities to a qualifying energy management plan. A cite to the regulation has been added.
<u>ARTICLE 4, Series 4000 – Personnel</u>		
AR 4161.8	No	***New Administrative Regulation*** This temporary administrative regulation adopts the emergency sick leave and emergency family leave policies created by Congress in the Families First Coronavirus Response Act. It is scheduled to expire on December 31, 2020, unless extended by Congress. The regulation sets forth the leave entitlements guaranteed to employees as part of the act, and clarifies district responsibilities.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 5, Series 5000 – Students

AR 5112.2	No	This modification to the student exclusion policy clarifies that a board may deny an admission for any reason permitted by statute, not only reasons related to physical or mental health.
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ARTICLE 6, Series 6000 – Instruction

BP 6114.4	Yes	This update clarifies the Board’s authority to delegate additional authority to the Superintendent as a response to a pandemic/epidemic, and sets forth actions the Superintendent may take, consistent with law.
AR 6162.5	No	This update requires that staff members supervising student testing do not access electronic devices during the test, except as necessary to administer the test. This strengthens test security and is adopted in response to DEED guidance.

Business and Noninstructional Operations

MAINTENANCE

BP 3510

Note: In order to qualify for a capital improvement project grant or debt reimbursement under AS 14.11.011 or AS 14.11.100, a school district must have in effect a preventive maintenance plan. This plan: 1) must include a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance; 2) must address energy management for buildings owned or operated by the district; 3) must include a regular custodial care program for buildings owned and operated by the district; 4) must include preventive maintenance training for facility managers and maintenance employees; and 5) must include renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned and operated by the district. Additionally, the district must be adequately adhering to the preventive maintenance plan.

The School Board recognizes the importance of timely maintenance and repair of district facilities, property and equipment in ensuring the safety of students and employees, in protecting state and local investment, in providing necessary loss control, and in helping to ensure the availability of capital funding. A preventive maintenance plan shall be in effect which includes custodial care, scheduled preventive maintenance, commissioning, and energy management for district buildings. The Superintendent or designee shall ensure a systematic means of tracking the timing and costs associated with maintenance activities; shall direct the preparation of renewal and replacement schedules for electrical, mechanical, structural, and other components of district facilities; and shall provide for preventive maintenance training for facility managers and maintenance employees.

(cf. 3511 - Energy Conservation)

(cf. 3514 - Environmental Safety)

(cf. 3515 - School Safety and Security)

(cf. 5142 - Safety)

All school buildings and equipment shall be regularly inspected to assure that all are maintained at the highest level of safety. Employees are responsible for promptly reporting to their supervisor any damage to district property or equipment.

Legal Reference:

ALASKA STATUTES

14.11.011 Grant applications

14.11.100 State aid for costs of school construction debt

4 AAC 31.013 Preventive maintenance and facility management

Revised 4/2020

Instruction

PANDEMIC/EPIDEMIC EMERGENCIES

BP 6114.4(a)

Note: This optional policy may be revised or deleted.

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the District may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parents/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

In addition to powers already delegated, the School Board may delegate authority to the Superintendent to make emergency decisions in a pandemic/epidemic response which are consistent with federal, state, and local law and these Board Policies. Consistent with applicable law, the Superintendent may take action including, but not limited to, adopting a teleworking

Instruction

PANDEMIC/EPIDEMIC EMERGENCIES

BP 6114.4(b)

agreement for school staff and establishing remote education.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

(cf. 5141.22 – Infectious Diseases)

(cf. 5141.23 – Infectious Disease Prevention)

(cf. 5144.1 – Suspension and Expulsion)

(cf. 6114 – Crisis Response Plan)

Legal Reference:

ALASKA STATUTES

14.03.02 School Year

14.30.045 (4) Grounds for suspension or denial of admission

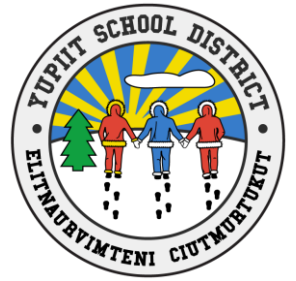
ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99

Revised 4/2020

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item D

The Alaska Technical Services Professional Services Agreement at the approximate amount of \$25,000.00 is presented for approval.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is made and entered into by and between Alaska Technical Services, an educational consultant, and the Yupiit School District.

1. Engagement. Yupiit School District agrees to engage Alaska Technical Services for the following purpose:

Alaska Technical Services will provide consultation and technical support services to advance Yupiit School District's career, technical education, and life skills academies. This initiative seeks to provide students in the Yupiit School District the hands-on skills and education needed to be successful in careers and as a community member.

2. Term. The term of this Agreement shall be from July 1, 2020 through June 30, 2021 unless terminated or the payment of the maximum amount of the agreement is reached.
3. Services. Alaska Technical Services warrants that they are qualified based on current resume and agrees to perform services necessary for completion of this agreed upon project. The project was discussed with Alaska Technical Services prior to the development of this contract. The following services will be completed by Alaska Technical Services for the Yupiit School District:
 - Provide Point of Contact Professional- Randy Hughey, co-owner
 - Provide consultation and reports as requested to the Yupiit School District regarding CTE instruction, shop facility management, project-based learning, and other matters relevant to Alaska Technical Services areas of expertise.
 - Coordinate providers of CTE instruction academies for the District. This can include identifying CTE providers, coordinating with the District and the provider to identify times for instruction, instruction materials needed, and any other necessary preparations. Contractor may not enter into binding agreements between other providers and the Yupiit School District.
 - On request, provide specific supplies needed for CTE instruction.
4. Relationship. Alaska Technical Services shall act as an independent contractor and is not to be considered an agent or employee of the Yupiit School District. Alaska Technical Services has no authority to bind the Yupiit School District.
5. Compensation. As full compensation for Alaska Technical Services professional services hereunder, Yupiit School District shall pay contractor for agreed upon services. All payments are subject to lawful appropriation. No additional compensation in excess of the total contract amount may be claimed unless previously provided for by written amendment to this agreement. Basic compensation is:
 - \$100.00 per hour for consultation time which includes on-site visits time spent on audio conferences with staff and/ or stakeholders, time spent coordinating necessary stakeholder activities, and time preparing documentation needed for the Yupiit School District.
 - \$1000 per day for time spent on-site in the Yupiit School District.
 - \$300 per travel day to and from Sitka.
 - All additional materials, such as printing/photo copying, postage, and teleconference charges involved in performing consultant's duty is included in the hourly rate.

- Total compensation for contractual services will not exceed \$25,000.

6. Expense Reimbursement. Transportation costs and daily per diem rates (according to federal per diem guidelines) will be considered as reimbursable expenses. Baldwin and Associates shall not be entitled to additional reimbursement for expenses outside this agreement.
7. Method of Payment. Yupiit School District will pay contractor agreed upon payment based on approved invoices. All invoices shall be accompanied by an activity log aligned to the services performed. Yupiit School District will remit payment within 15 days of receiving invoices.

Approved:

Dated: _____ 2020

Alaska Technical Services

By: _____

Randy Hughey, Owner
Alaska Technical Services
907 738 2999

Dated: _____, 2020

Yupiit School District

By: _____

Cassandra Bennett, Superintendent
Yupiit School District
P.O. Box 51190
Akiakchak, Alaska 99551

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item E

The Professional Services Agreement between Ellen Long at the approximate amount of \$20,000.00 is presented for approval.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is made and entered into by and between Ellen Long, a technical education consultant and educator, and the Yupiit School District.

1. Engagement. Yupiit School District agrees to engage Ellen Long for the following purpose:

Ellen Long (contractor) will coordinate and provide instruction for a Business Academy academy at all school sites. This will include instructional planning, coordinating purchase of needed materials, and on-site instruction.

2. Term. The term of this Agreement shall be from July 1, 2020 through June 30, 2021 unless terminated or the payment of the maximum amount of the agreement is reached.
3. Services. Contractor warrants that she is qualified based on current resume and agrees to perform services necessary for completion of this agreed upon project. The project was discussed with Contractor prior to the development of this contract. The following services will be completed by Contractor for the Yupiit School District:
 - Provide Point of Contact Professional- Ellen Long
 - Identify necessary materials and vendors needed for the project.
 - Coordinate with principals to identify the time for the academy to take place.
 - Provide direct instruction to the students during the academy.
4. Relationship. Ellen Long shall act as an independent contractor and is not to be considered an agent or employee of the Yupiit School District. Contractor has no authority to bind the Yupiit School District.
5. Compensation. As full compensation for professional services hereunder, Yupiit School District shall pay contractor for agreed upon services. All payments are subject to lawful appropriation. No additional compensation in excess of the total contract amount may be claimed unless previously provided for by written amendment to this agreement. Basic compensation is:
 - \$65 per hour for consultation and planning time necessary to complete the project. This includes time spent on audio conferences with staff and/ or stakeholders, time spent coordinating necessary stakeholder activities, and time preparing documentation needed for the Yupiit School District.
 - \$1000 per day for time spent on-site in the Yupiit School District.
 - \$300 per travel day to and from Yupiit School District.
 - All additional materials, such as printing/photo copying, postage, and teleconference charges involved in performing consultant's duty is included in the hourly rate.
 - Total compensation for contractual services will not exceed \$20,000.
6. Expense Reimbursement. Transportation costs and daily per diem rates (according to federal per diem guidelines) will be considered as reimbursable expenses. Contractor shall not be entitled to additional reimbursement for expenses outside this agreement. Contractor shall arrange for travel

to and from the Yupiit School District site and submit copies of receipts with the invoice.

7. Method of Payment. Yupiit School District will pay contractor agreed upon payment based on approved invoices. All invoices shall be accompanied by an activity log aligned to the services performed. Yupiit School District will remit payment within 15 days of receiving invoices.

Approved:

Dated: _____, 2020

Ellen Long

By: _____

Ellen Long
1879 S. Redwing Circle
Wasilla, AK 99654

(417) 533-2413

Dated: _____, 2020

Yupiit School District

By: _____

Cassandra Bennett, Superintendent
Yupiit School District
P.O. Box 51190
Akiakchak, Alaska 99551

(907) 825-6000

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item F

The Professional Services Agreement between Jack Simpson at the approximate amount of \$72,000.00 is presented for approval.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is made and entered into by and between Jack Simpson (CONTRACTOR), a technical education consultant and educator, and the Yupiit School District.

1. Engagement. Yupiit School District agrees to engage Contractor for the following purpose:

Jack Simpson will coordinate and provide instruction for a Welding and Small Engine Academies at each YSD school site. Coordination includes selecting and arranging for shipment of materials and equipment necessary for instruction, and installation of equipment and materials on site. Coordination will also include any instructional planning as well as on-site instruction.

2. Services. Contractor warrants that she is qualified based on current resume and agrees to perform services necessary for completion of this agreed upon project. The project was discussed with Contractor prior to the development of this contract. The following services will be completed by Contractor for the Yupiit School District:

- Provide Point of Contact Professional- Jack Simpson
- Coordinate purchases and shipping of shop supplies to Bethel.
- Coordinate with the principals at each site for setting dates for equipment installation.
- Coordinate with principals at each site for setting dates for Welding and Small Engine Academies.
- Provide direct instruction to the students during the academy.

3. Term. The term of this Agreement shall be from January 16, 2020 through June 30, 2021 unless terminated or the payment of the maximum amount of the agreement is reached.

4. Relationship. Contractor shall act as an independent contractor and is not to be considered an agent or employee of the Yupiit School District. Contractor has no authority to bind the Yupiit School District.

5. Compensation. As full compensation for professional services hereunder, Yupiit School District shall pay contractor for agreed upon services. All payments are subject to lawful appropriation. No additional compensation in excess of the total contract amount may be claimed unless previously provided for by written amendment to this agreement. Basic compensation is:

- \$60 per hour for consultation and planning time necessary to complete the project. This includes time spent on audio conferences with staff and/ or stakeholders, time spent coordinating necessary stakeholder activities, and time preparing documentation needed for the Yupiit School District.
- \$60 per hour for coordinating purchases and shipping of shop supplies. This is meant to compensate for time spent locating and procuring material for YSD activities
- \$500 per on-site work day in the Yupiit School District. This is meant to compensate for the work Jack will do upgrading the shop facilities in any of the three schools.
- \$1000 per on-site instructional day in the Yupiit School District.
- \$300 per travel day to and from Yupiit School District.

- All additional materials, such as printing/photo copying, postage, and teleconference charges involved in performing consultant’s duty is included in the hourly rate.
 - Total compensation for contractual services will not exceed **\$72,000**.
 - This compensation package does not include the cost of tools and materials which will be borne by YSD.
5. Expense Reimbursement. Transportation costs and daily per diem rates (according to federal per diem guidelines) will be considered as reimbursable expenses. Contractor shall not be entitled to additional reimbursement for expenses outside this agreement. Contractor shall arrange for travel to and from the Yupiit School District site and submit copies of receipts with the invoice.
 6. Method of Payment. Yupiit School District will pay contractor agreed upon payment based on approved invoices. All invoices shall be accompanied by an activity log aligned to the services performed. Yupiit School District will remit payment within 15 days of receiving invoices.

Approved:

Dated: _____, 2020

By: _____

Jack Simpson
7135 Finger Lake View
Wasilla, AK 99654

(907) 841-5219

Dated: _____, 2020

Yupiit School District

By: _____

Cassandra Bennett, Superintendent
Yupiit School District
P.O. Box 51190
Akiakchak, Alaska 99551

(907) 825-6000

Jack Simpson Plan of work and projected expenses			
20-21 school year			
Work	# days	Dates	Cost
locate tools and materials	4	20-Jun	\$ 2,000.00
upgrade Tulaksak shops	7	Jul-20	\$ 5,000.00
upgrade Akiak shops (site assessment visit then return to	9	fall/winter 20-21	\$ 7,000.00
upgrade Akiackak shops (site assessment visit then return	9	fall/winter 20-21	\$ 7,000.00
Teach Weld 1 Tulaksak	6	20-Sep	\$ 7,500.00
Teach Sm Eng 1 Tulaksak	6	20-Sep	\$ 7,500.00
Teach Weld 2 Tulaksak	6	Spring 21	\$ 7,500.00
Teach Sm Eng 2 Tulaksak	6	Spring 21	\$ 7,500.00
Teach Sm Eng or Welding in Akiak	6	Spring 21	\$ 7,500.00
Teach Sm Eng or Welding in Akiachak	6	Spring 21	\$ 7,500.00
			\$ 66,000.00
		10%	\$ 6,000.00
		total not to exceed:	\$72,000

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item G

The Professional Services Agreement between Ray Jensen at the approximate amount of \$8,000.00 is presented for approval.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is made and entered into by and between Ray Jensen, a technical education consultant and educator, and the Yupiit School District.

1. Engagement. Yupiit School District agrees to engage Alaska Technical Services for the following purpose:

Ray Jensen (contractor) will coordinate and provide instruction for a wood shed building academy at the Akiachak School. This will include instructional planning, coordinating purchase of needed materials, and on-site instruction.

2. Term. The term of this Agreement shall be from July 1, 2020 through June 30, 2021 unless terminated or the payment of the maximum amount of the agreement is reached.
3. Services. Contractor warrants that he is qualified based on current resume and agrees to perform services necessary for completion of this agreed upon project. The project was discussed with Contractor prior to the development of this contract. The following services will be completed by Contractor for the Yupiit School District:
 - Provide Point of Contact Professional- Ray Jensen
 - Identify necessary materials and vendors needed for the project.
 - Coordinate with the Akiachak principal to identify the time for the academy to take place.
 - Provide direct instruction to the students during the academy.
4. Relationship. Ray Jensen shall act as an independent contractor and is not to be considered an agent or employee of the Yupiit School District. Contractor has no authority to bind the Yupiit School District.
5. Compensation. As full compensation for Ray Jensen professional services hereunder, Yupiit School District shall pay contractor for agreed upon services. All payments are subject to lawful appropriation. No additional compensation in excess of the total contract amount may be claimed unless previously provided for by written amendment to this agreement. Basic compensation is:
 - \$65 per hour for consultation and planning time necessary to complete the project. This includes time spent on audio conferences with staff and/ or stakeholders, time spent coordinating necessary stakeholder activities, and time preparing documentation needed for the Yupiit School District.
 - \$1000 per day for time spent on-site in the Yupiit School District.
 - \$300 per travel day to and from Yupiit School District.
 - All additional materials, such as printing/photo copying, postage, and teleconference charges involved in performing consultant's duty is included in the hourly rate.
 - Total compensation for contractual services will not exceed \$8,000.
6. Expense Reimbursement. Transportation costs and daily per diem rates (according to federal per diem guidelines) will be considered as reimbursable expenses. Contractor shall not be entitled to

additional reimbursement for expenses outside this agreement.

7. Method of Payment. Yupiit School District will pay contractor agreed upon payment based on approved invoices. All invoices shall be accompanied by an activity log aligned to the services performed. Yupiit School District will remit payment within 15 days of receiving invoices.

Approved:

Dated: _____ 2020

Ray Jensen

By: _____

Ray Jensen
1201 W Vaunda Ave
Wasilla, AK 99654
(907) 355-4558

Dated: _____, 2020

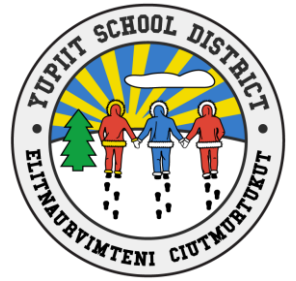
Yupiit School District

By: _____

Cassandra Bennett, Superintendent
Yupiit School District
P.O. Box 51190
Akiakchak, Alaska 99551
(907) 825-6000

Yupiiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item H

The Standard Operating Procedure (SOP) District Calendar is presented for your approval.

DISTRICT CALENDAR

1. PURPOSE: To establish a uniform procedure for the development of the annual district calendar.
2. AUTHORITY: Superintendent
3. RESPONSIBILITY: Calendar Committee
4. PROCEDURES: The following are procedures for creation of the annual district calendar:

The Superintendent or designee shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs of the community, students and the work year as negotiated with district personnel. The Yupiit School District annual calendar will be created by a calendar committee, composed of the following:

- The Superintendent or designee
- The head of each district level department or designee
- School principals or designee

The calendar committee will hold a minimum of two meetings as follows:

1. Initial meeting
 - a. Draft a calendar for the public opinion
2. Final meeting
 - a. Discuss public opinion of the draft calendar and prepare the final calendar for Board approval

The committee will draft an initial calendar which will be sent to the public for feedback. The feedback period will be open for seven (7) calendar days. After public feedback is received, the committee will meet again to consider public feedback and prepare the final version of the district calendar which will be put on the next general Regional School Board meeting agenda for approval.

Should the Regional School Board choose to modify the recommendations of the Calendar Committee, a single public comment period of no less than 15 calendar days will be opened to allow all stakeholders to comment on the final calendar design.

Proposed district calendars must include the following:

- School term of 180 days.
- Beginning and ending school dates
- Legal and local holidays
- Orientation and teacher inservice days
- Number of teaching days
- Vacation period

YUPIIT SCHOOL DISTRICT
Akiachak, Alaska

- Other pertinent dates.

Applicable policies:

BOARD POLICY

- 6111 SCHOOL CALENDAR

ALASKA STATUTES

- 14.03.030 School term

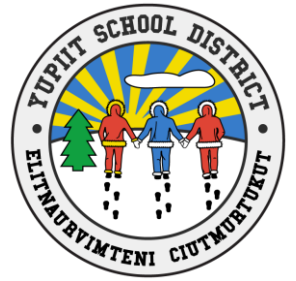
ALASKA ADMINISTRATIVE CODE

- 4 AAC 05.090 Discontinuation or Closure of Schools

DRAFT

Yupiiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item I

The Standard Operating Procedure (SOP) Hiring is presented for your approval.

HIRING STANDARD OPERATING PROCEDURES

1. PURPOSE: To establish a uniform procedure for hiring across the District.
2. AUTHORITY: Superintendent
3. RESPONSIBILITY: All Employees
4. PROCEDURES: The following are procedures for all hiring across the district:

Posting of Available Positions

The Yupiit School District will begin posting positions for the forthcoming school year in February and continue as additional openings arise. Positions for certified candidates will be posted on the Alaska Teacher Placement website. Positions for classified candidates will be posted at each site on the bulletin board near the school's entrance. For district positions, they will be posted on the bulletin board near the entrance of the district office. Certified positions will also be posted on the Yupiit School District website.

All employment postings must contain the following: Position title; Location; Who the employee would report to; Duties and Responsibilities; Knowledge, Skills and Abilities; Education and Experience; Language Skills; Mathematical Skills; Reasoning Ability; Technology Skills and Abilities; Other Skills and Abilities; Physical Demands; and a notice of BP 4030: Nondiscrimination in Employment, All Personnel.

Application Process

Certified candidates complete applications through the Alaska Teacher Placement portal and classified employees complete paper-based applications available on the Yupiit School District website or in person at the District Office.

The Superintendent, HR Director, HR Secretary and Principals will all have access to the Alaska Teacher Placement portal website to search for qualified candidates.

Hiring Checklist

The attached hiring checklist must be used for all hiring across the district.

Interview Process

YUPIIT SCHOOL DISTRICT
Akiachak, Alaska

All hiring within the Yupiit School District is school/department-based and decentralized, and candidates will be contacted by the hiring administrator or committee member if they are selected for an interview. Interviews are conducted by a school-based or department-based hiring committee led by the hiring administrator.

If candidates live out of state, a virtual interview may be arranged through video or phone conference.

At least 3 candidates must be interviewed for a position prior to an employment offer being given to a candidate or communication with candidates regarding the District's decision to not move forward with a candidate's application.

Hiring Committee

Hiring committees must consist of at least three committee members representative of the school site or district department. The hiring committee should be appointed by the individual that will supervise the employee after hired.

The hiring committee must adhere to the preset interview questions which are available in the District Human Resources department. Additional questions may not be added to the interview and all revisions to the question sheet must be approved by the Human Resources department.

Interview Rubric and Question List

Hiring committees must use an approved question list and rubric for each interview. At the conclusion of the hiring process, all documents must be submitted to the Human Resources department for all candidates interviewed.

Intent to Hire Letters and Letters of Regret

At the conclusion of the interview process, the hiring committee will send a list of all candidates and their application documentation (application, hiring rubric, etc.) to the Human Resources Department with a recommendation for hire.

The human resources department, with input from the business office, will prepare an intent to hire for the employee recommended for the position from the hiring committee. The candidate will have one week to review, sign and return the intent to hire to the human resources department.

Applicants not selected to receive an intent to hire will be sent a letter of regret by the human resources department.

YUPIIT SCHOOL DISTRICT
Akiachak, Alaska

Reference and Background Checks and Preliminary Offer

At the conclusion of the interview process, reference checks and a background check will be conducted. A minimum of two reference checks must be completed with the candidate's previous supervisor.

Contract and Employee Onboarding

Upon the receipt of positive reference and background checks, completed verification of service sheets, and official transcripts, the human resources department will draft the employee contract and send to the perspective employee. The candidate will have one week to sign and return the contract to the human resources department.

After receiving a signed copy of the contract, the human resources department will collect necessary signatures from the Superintendent and Board, pending Board approval, and send a copy to the employee. At the next general Regional School Board meeting the contract will be voted on for approval by the Regional School Board.

Final hiring recommendations are subject to approval Human Resources department which extends formal job offers and facilitates new staff member onboarding.

The Human Resources department will conduct a new staff onboarding process prior to the all staff in-service at the beginning of the school year.

Employee Documentation

Upon receiving a job offer, candidates must promptly produce official educational transcripts, proof of licensure/certification, and other required employment documentation including the following:

- I-9
- W-4
- Benefits Enrollment Form
- Authorization for Direct Deposit
- Verification of Service Forms
- Social Security Statement Form
- Physician Certification Form
- Emergency Notification Form
- Code of Ethics Form
- Sexual Misconduct Letter
- Technology Use Agreement
- Media Consent Form
- Background Check form

YUPIIT SCHOOL DISTRICT
Akiachak, Alaska

Applicable Board Policies

- BP 4111 RECRUITMENT AND SELECTION - Certificated Personnel
- BP 4111.2/4211.2/4311.2 LEGAL STATUS REQUIREMENT - All Personnel
- BP 4112.1 CONTRACTS - Certificated Personnel
- AR 4111.2/4211.2/4311.2 LEGAL STATUS REQUIREMENT - All Personnel
- BP 4113 ASSIGNMENT - Certificated Personnel
- BP 4211 RECRUITMENT AND SELECTION - Classified Personnel
- BP 4212 APPOINTMENT AND CONDITIONS OF EMPLOYMENT - Classified Personnel
- BP 4213 ASSIGNMENT/CLASSIFICATION - Classified Personnel

The Yupiit School District is an Equal Opportunity Employer. As such:

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.

YUPIIT SCHOOL DISTRICT
Akiachak, Alaska

Hiring Checklist

Candidate Name:	
Position:	
Date Initiated:	

Done	Task	Completed By	Name of Person Completing
If position is new:			
	Submit a request to the Superintendent for approval to hire	Sites	
	Create job description, post on applicable websites, send to sites. Job must be posted for a minimum of 5 days.	HR Department	
If position is an existing position:			
	Notify HR department if you'd like help in setting up interview with candidate. At least three candidates should be interviewed for a position (if applicable)	Sites	
	HR department/site sets up interview	HR Department/Sites	
	Collect copy of resume and application materials, send to interviewers	HR Department	
	Interview candidate with preset question template	Sites	
	Conduct candidate debrief with interview team to determine next steps and communicate next steps to HR department	Sites	
	Conduct minimum of 2 reference checks from candidate's previous supervisors	HR Department	
	Send application and interview sheets to HR department (regardless if hiring or not)	Sites	
If not presenting candidate employment offer:			
	Send letter of regret	HR Department	
If presenting candidate employment offer:			
	Determine placement on salary schedule with input from business office	HR Department	
	Generate and send letter of intent to hire and job description to candidate	HR Department	
	Receive signed intent to hire from candidate	HR Department	
	Conduct background check	HR Department	
	Send new hire packet from BambooHR which includes details for verification of service and transcripts, health insurance information, new staff moving guide and school calendar, required state trainings	HR Department	
	Generate contract and send to candidate for signature after verification of service and transcripts received	HR Department	

YUPIIT SCHOOL DISTRICT
Akiachak, Alaska

	After signed contract is received, collect superintendent and board signatures and send final copy to employee	HR Department	
	Contact candidate every 2 weeks after signed contract is sent to new employee until school begins to check in	HR Department and/or Site	
	Send staff member information about in service in July	HR Department	

DRAFT

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item J

The Standard Operating Procedure (SOP) Professional Development Outside of the District is presented for approval.

PROFESSIONAL DEVELOPMENT OUTSIDE OF THE DISTRICT

1. PURPOSE: To establish a uniform policy for professional development outside of the District.
2. AUTHORITY: Superintendent
3. RESPONSIBILITY: All Employees
4. PROCEDURES: The following are procedures for attending professional development sessions outside of the Yupiit School District.

For the purpose of this Standard Operating Procedure, the term professional development is defined as:

Specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other staff members improve their professional knowledge, competence, skill, and effectiveness.

The Superintendent or designee may approve professional development opportunities for staff to improve job skills, to improve instructional programs, to provide training in areas mandated by law, to prepare for more responsible opportunities within the district, and to meet qualifications as established by federal and state law.

Such opportunities may include, but are not limited to, the following:

1. Visits to other schools and school districts.
2. Local and state conferences involving other school district personnel.
3. Training classes and workshops offered by private organizations or by the district, county or other appropriate agency.

Administrative staff, per individual contract, are entitled to five (5) days out of the district for the purpose of continuing their professional development. The Superintendent shall approve the scheduling of these five days. Staff are also permitted to attend trainings as required for their position within the district.

Applicable policies:

BOARD POLICY

- BP 4131 STAFF DEVELOPMENT - Certificated Personnel
- BP 4231 CLASSIFIED STAFF DEVELOPMENT

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item K

The Home Grown Educator Initiative Program is presented for your approval.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Homegrown Educator Program

The homegrown educator program financially supports individuals currently residing in Akiachak, Akiak or Tuluksak to take courses within the field in which they are employed by the Yupiit School District. The Yupiit School District will pay \$500.00 per semester toward the cost of coursework that would have a direct positive benefit to the employee in gaining skills or knowledge related to their position within the District. As such, the District is establishing the following criteria for participation in the program:

- Be a full-time employee in good standing with the Yupiit School District
- Certified employees must hold a current Alaska educator certification
- Must maintain a 2.5 GPA or above during the duration of participation in the program
- Grade a C or above in all education courses

The \$500 per semester stipend will be paid upon the successful completion of the semester with at minimum a C grade or above in each course and a 2.5 GPA or above.

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item L

The 1st Reading of Revised BP 4144 Complaints is presented for approval.

AR 4144/4244/4344 COMPLAINTS - Certificated/Classified Personnel

The following guidelines shall prescribe the manner in which complaints are handled:

1. A "complaint" shall be defined as an alleged misapplication of the district's policies, regulations, rules or procedures. Procedures for the resolution of employee complaints provide a route of appeal through administrative channels and to the Board, if necessary. If the complaint is related to discrimination or harassment, the district's procedure for complaints concerning discrimination should be used.

(cf. 1312.3 - Complaints Concerning Discrimination)

2. So as not to interfere with school schedules, meetings related to a complaint shall be held before or after the complainant's regular working hours.

3. All matters related to a complaint shall be kept confidential. Only those individuals directly involved in resolving the complaint shall be informed of the complaint.

4. All documents, communications and records dealing with the complaint shall be placed in a district complaint file. No such material shall be placed in an employee's personnel file.

5. No reprisals shall be taken against any participant in a complaint procedure by reason of such participation.

6. Time limits specified in these procedures may be reduced or extended in any specific instance by written mutual agreement of the parties involved. If specified or adjusted time limits expire, the complaint may proceed to the next step.

7. Any complaint not taken to the next step within prescribed time limits shall be considered settled on the basis of the answer given at the preceding step.

Informal Complaints

Employees are encouraged to resolve complaints informally. Formal complaint procedures shall not be initiated unless informal efforts to resolve the complaint have been exhausted and the complainant has provided a written description of such efforts.

Formal Complaints

If a complaint has not been satisfactorily resolved by informal procedures, the complainant may file a written formal complaint using the procedures outlined below. All written complaints must be filed on the approved district complaint forms and follow the following steps:

Formal Complaint Procedure - Step 1

If a complaint has not been satisfactorily resolved by informal procedures, the complainant may file a written complaint with the immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. Within five

working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. The immediate supervisor or principal shall present all concerned parties with a written answer to the complaint within ten working days after the meeting.

Formal Complaint Procedure - Step 2

If a complaint has not been satisfactorily resolved at Step 1, the complainant may file the written complaint with the Superintendent or Principal within five working days of receiving the answer at Step 1. All information presented at Step 1 shall be included with the complaint, and the immediate supervisor or principal shall submit to the Superintendent or Principal a report describing attempts to resolve the complaint at Step 1.

Within five working days of receiving the complaint, the Superintendent or Principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint.

The Superintendent or Principal shall present all concerned parties with a written answer to the complaint within ten working days after the meeting.

Formal Complaint Procedure- Step 3

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file a written appeal to the School Board within five working days of receiving the answer at Step 2. All information presented at Steps 1 and 2 shall be included with the appeal, and the Superintendent or Principal shall submit to the Board a report describing attempts to resolve the complaint at Step 2.

An appeal hearing shall be held at the next regularly scheduled Board meeting which falls at least 12 days after the appeal is filed. This hearing shall be held in executive session if the complaint relates to matters properly addressed in executive session.

(cf. 9321 - Executive Sessions)

The Board shall make its decision within 30 days of the hearing and shall mail its decision to all concerned parties. The Board's decision shall be final.

Adopted: 11/2006

[Revised 062020](#)

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org

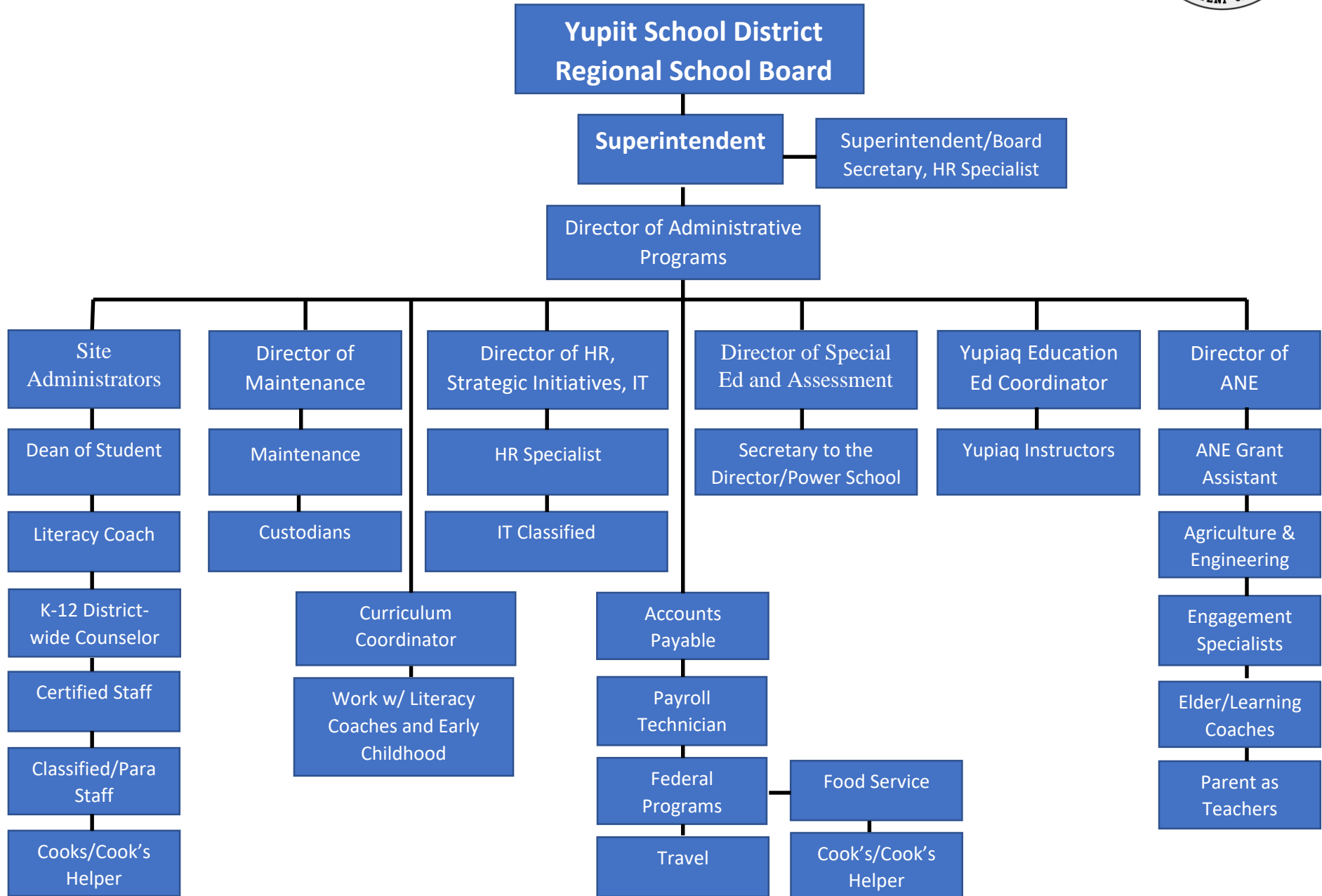


Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item M

The Organizational Chart is presented for your approval.

Yupit School District

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Yupiit School District

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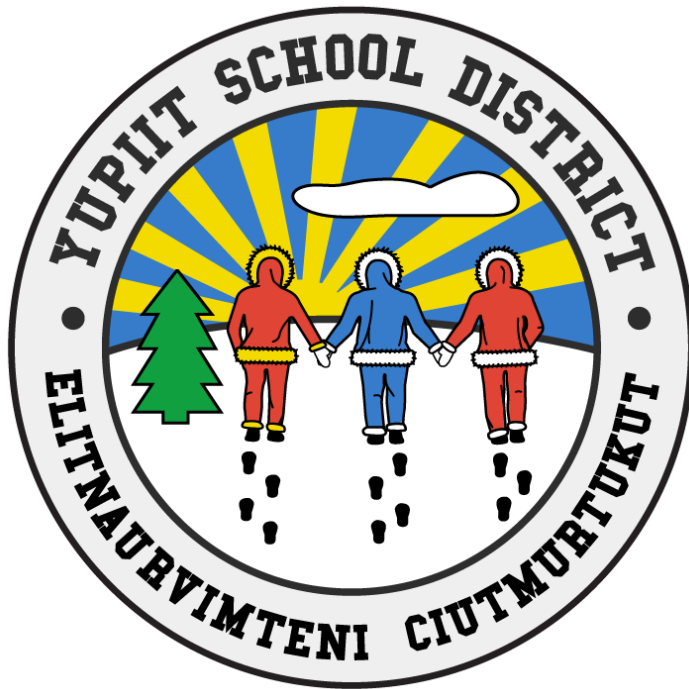


Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item N

The Certified/Classified Handbook is presented for your review.

Yupiit School District

Staff Handbook



2020-2021

would like to see that the section that says you are not working prior and after a holiday you do not get paid removed. If we take a personal day before a holiday it should not affect if we get paid for the holiday.

Forward

In the event of a discrepancy between any information contained in our Staff Handbook and Board Policies, Board Policy will govern. All staff are asked to become familiar with this handbook and refer to it often.

The purpose of this handbook is to support high standards of work, inspire efficiency, encourage professional growth, and promote high standards of professional ethics. The official documents of the School District are considered to be the authority and should be consulted if there are questions about specific details that are either not addressed or are not in enough detail for your needs.

Please consult the Board Policy Manual that is available on the district website at <http://www.yupiit.org/>

NOTE: The contents of this Handbook are subject to change pursuant to any changes in Board Policy enacted by the YSD Regional School Board subsequent to approval and distribution of this Handbook

It is strongly recommended that educators who are seeking further clarification, insights and guidance for adhering to and/or implementing any given school district policy, rule, regulation and state and federal statute review the original source if cited (i.e., BP-Board Policy/AR- Administrative Rule/E-Exhibit).

A signature page, located in the appendices section of this handbook, will need to be signed and returned to your school Principal to signify you have read the handbook. Please return the signature page within five (5) working school days of the start of the student academic school year.

General District Information

Yupit School District
Schools: Akiachak School, Akiak School, Tuluksak School

Mission Statement

To educate all children to be successful in any environment.

Philosophy

The School Board is committed to providing a program of instruction which offers each and every student an equal and equitable opportunity to develop to the maximum of his/her individual capabilities. The Board further believes all students can succeed regardless of their ethnicity, background, gender or ability. School staff shall ensure this philosophy is reflected in all school programs and supporting educational activities and in all that they do. [BP 0100]

School District Goals

The School Board is committed to educational excellence and self-evaluation and believes the school district exists to meet the diverse and unique needs of students, parents/guardians and other community members. It is, therefore, important that citizens are afforded viable ways and means for freely expressing their expectations for their school district and each of its schools. The Board strongly encourages students, parents, staff, and all other community members and organizations to actively participate in the school district's continuing and ongoing school improvement efforts.

The Board believes that a quality education should provide an opportunity for students to develop:

- Their concept of self-worth and the ability to exercise self-discipline.
- A positive attitude toward responsible citizenship.
- Mastery of the basic knowledge, skills, understandings and abilities associated with reading, writing, mathematics, science, computer technology, world languages and fine arts.

- Skills and other competencies leading toward economic independence consistent with individual interests and basic potential.
- An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
- An awareness and understanding of the heritage, ideals, and contributions of other cultures, races and nationalities.
- A recognition of the importance of physical and mental health.
- An ability to adapt and participate constructively in a changing society.
- An understanding of the relationship of people and their environment.
- Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other. [BP 0200; BP 021]

The Yupiit School District

Yupiit School District (YSD), a Regional Educational Attendance Area, operates three remote schools on the Kuskokwim river in Southwest Alaska. Our schools are located in the villages of Akiachak, Akiak, and Tuluksak. The district serves approximately 450 students across the three schools.

Regional School Board

Meetings of the Regional School Board are conducted for the purpose of accomplishing district business that ultimately supports student achievement. Meetings are open to the public and occur each month. District employees are encouraged to attend board meetings. The Board may conduct closed meeting sessions to discuss certain matters that by law are confidential. The Board encourages community involvement in the schools as an essential element of effective schools. The Board and administration shall actively seek the input of parents/guardians and interested community members on Board agenda items. The Board calendar, current Board packets, and historical minutes are posted on the district website at <http://www.yupiit.org>

Local Advisory School Board

Each school attendance area shall be served by an elected advisory school board. Each Advisory School Board shall consist of a minimum of five members. Members shall serve staggered three-year terms. Advisory School Board Members may not be employed by the district without approval by the School Board. The School Board encourages Advisory School Boards to appoint a nonvoting student member to the Advisory School Board. [BP 8110]

Board Policy

The board policy in its entirety can be found on the district website at <http://yupiit.org> under the School Board tab in the menu. This is a searchable online policy manual. Throughout this manual you will see references to both BP and AR followed by a set of numbers. BP stands for Board Policy and AR stands

for Administrative Regulation. Use these references when searching for the specific board policies you would like to view.

School District Administration and Support Staff

<p>Superintendent Cassandra Bennett Phone: (907) 825-3600 Fax: 1-877-825-2404 cbennett@yupiit.org</p>		
<p>Director of Administrative Services John Stackhouse Phone: (907) 825-3669 Fax: 1-877-825-8947 jstackhouse@yupiit.org</p>		
<p>Coordinator Curriculum, Instruction & Early Childhood Clare Robyt Phone: (907) 825-3606 Fax: 1-877-825-8947 crobyt@yupiit.org</p>	<p>Director of Special Programs & Assessment Kary DelSignore Phone: (907) 825-3606 Fax: 1-877-825-8947 kdelsignore@yupiit.org</p>	<p>Yupiaq Education Coordinator Mikic/Aqvang George Phone: 907-825-3612 Fax: 907-825-2429 jgeorge@yupiit.org</p>
<p>Director of Maintenance & Operations Judy Anderson Phone: (907) 825-3602 Fax: 1-877-825-8947 janderson@yupiit.org</p>	<p>Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiit.org</p>	<p>State/Federal Programs & Food Service Specialist Kaylin Charles Phone: (907) 825-3614 Fax: 1-877-825-2429 kcharles@yupiit.org</p>
<p>Superintendent/Board Secretary/HR Specialist Bonnie James Phone: (907) 825-3611 Fax: 1-877-825-2404 bjames@yupiit.org</p>	<p>DO Receptionist & Special Projects Jennifer Phillip Phone: (907) 825-3600 Fax: 1-877-825-2429 jphillip@yupiit.org</p>	<p>PowerSchool, Special Education, Curriculum, Assessment, & Migrant Ed Secretary Edna Jackson Phone: (907) 825-3608 Fax: 1-877-825-9712 ejackson@yupiit.org</p>
<p>Payroll Technician Maisha Ivanoff Phone: (907) 825-3604 Fax: 1-877-825-8947 mivanoff@yupiit.org</p>	<p>Accounts Payable Technician Jennifer Stackhouse Phone: (907) 825-3601 Fax: 1-877-825-8947 jenstackhouse@yupiit.org</p>	<p>ANE Grant Director Matthew Turner Phone: (907) 825-2194 Fax: 1-877-825-2429 mturner@yupiit.org</p>
<p>District Counselor Cathy Snider Phone: (907) 825-2178 Fax: 1-877-825-8947 csnider@yupiit.org</p>		

District Office Staff

Who to Call List

Human Resources

<i>Contact</i>	<i>Task</i>	<i>Description</i>
<p>Superintendent/Board Secretary/HR Specialist Bonnie James Phone: (907) 825-3611 Fax: 1-877-825-2404 bjames@yupiit.org</p> <p>Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiit.org</p>	Added Duty Contracts	With the approval of the Superintendent, Human Resources will issue all added duty contracts. The Business Office will make payment for an added duty contract. Payment can occur only if a contract has been issued and the Activities Director or Supervisor has signed the contract stating that it has been completed.
	Contracts	All contracts are issued by Human Resources and are paid by the Business office. If you have a question or concern about your placement on the salary scale, degree, credits, or years of experience.
	Complaint Policies	For questions regarding YSD's complaint policies or to request a copy of the district complaint form.

Business Office

<i>Contact</i>	<i>Task</i>	<i>Description</i>
<p>Payroll Technician Maisha Ivanoff Phone: (907) 825-3604 Fax: 1-877-825-8947 mivanoff@yupiit.org</p> <p>Director of Administrative Services John Stackhouse Phone: (907) 825-3669 Fax: 1-877-825-8947 jstackhouse@yupiit.org</p>	Paychecks	Payroll is processed in the District Office in Akiachak. Your paycheck may be deposited directly to your bank or credit union account. If you have any questions or concerns, please call or send an email message.
	Credit Unions/Banking Institutions	The District will, at your request, make payroll deductions and deposit those deductions with a credit union/banking institution.
	W-4	To revise your federal tax withholding status or number of withholding allowances, please complete a new W-4. Forms may be obtained from your school office or the business office. A current W-4 form can be located on the YSD website and in the Business Office
	Sick/Personal Leave	Balance of sick/personal leave is shown on your paystub. Requests to use your leave must be submitted in advance to and approved by your Supervisor. If you are transferring sick leave from another Alaskan School District, be sure that information gets to our payroll department within 90 days (per A.S.14.14.107(b)) or you will lose that benefit. Leave forms often arrive at the business office late so your check stub may not show the most current leave balance. Be sure to submit your approved sick/personal leave request form to payroll after you have taken the leave. If you prefer, you may email a copy of your leave requests to payroll, but please do not send in duplicates.

Director of Administrative Services John Stackhouse Phone: (907) 825-3669 Fax: 1-877-825-8947 jstackhouse@yupiit.org	Health Insurance	The District provides health insurance to its employees. Specifics on the Plan may be found in the Yupiit School District Plan Document and the Meritain document entitled, <i>A Guide to Benefits and Enrollment</i> . Currently we offer only Plan B. They are posted on the YSD website. Any changes to your status (i.e., name change, additional dependents, address where you want reimbursement or EOB mailed, etc.) must be forwarded to John
	Tax Sheltered Annuity	The District allows payroll deductions for 403(b) or 457 contributions. For more information <u>contact OMNI</u> . For questions regarding the amount deducted from your paycheck, please contact payroll.
Accounts Payable Technician Jennifer Stackhouse Phone: (907) 825-3601 Fax: 1-877-825-8947 jenstackhouse@yupiit.org	Check Requests	Accounts Payable at YSD prepares checks for per diem and other non-taxable reimbursements. Per diem requests must be submitted for processing to the Business office. Accounts Payable is scheduled for processing every other Wednesday – be sure to get your request in two weeks in advance before check processing.
	Purchasing Procedures	Submit your purchase request into Black Mountain Accounting system.
DO Receptionist & Special Projects Jennifer Phillip Phone: (907) 825-3600 Fax: 1-877-825-2429 jphillip@yupiit.org	Travel	Any questions regarding district-sponsored travel.
Site Principal/Supervisor	Report of Occupational Injury	When an employee has an on the job accident, they are required to complete the <i>Employee's Report of Occupational Injury or Illness</i> within 7 days of the injury. The employer is also required to complete the <i>Employer Report of Occupational Injury or Illness</i> .

Counseling Department:

Contact	Task	Description
DO Itinerant Counselor Cathy Snider Phone: (907) 825-2178 Fax: 1-877-825-8947	Counseling Crisis Team Leader Seniors Scholarships Excel/Voyage	When a school or student has a crisis, they should follow the crisis plan and contact both the district counselor and superintendent.

Technology Department:

Site	Primary	Secondary
District Office	Jennifer Stackhouse Site Technology Support jstackhouse@yupiit.org	Director of HR, Strategic Initiatives, Technology Anthony Graham

Akiachak	OPEN POSITION Site Technology Support @yupiit.org	Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiit.org
Akiak	Bill McCarty Site Technology Support bmccarty@yupiit.org	
Tuluksak	Adam Swenson Site Technology Support aswenson@yupiit.org	

Please use the list below for contacts related to programs used across YSD:

Program	Contact	Contact
PowerSchool	PowerSchool, Special Education, Curriculum, Assessment, & Migrant Ed Secretary Edna Jackson Phone: (907) 825-3608 Fax: 1-877-825-9712 ejackson@yupiit.org Questions about rosters, attendance, discipline, reports, etc.	Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiit.org Questions about customizations
Houghton Mifflin Harcourt (HMH)	Curriculum Coordinator, Instruction & Early Childhood Clare Robyt Phone: (907) 825-3606 Fax: 1-877-825-8947 crobyt@yupiit.org Questions about curriculum/assessment, classroom application, differentiation	Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiit.org Questions about data downloads, imports and exports, installing software or other applications
AimsWeb	Director of Special Programs & Assessment Kary DelSignore Phone: (907) 825-3606 Fax: 1-877-825-8947 kdelsignore@yupiit.org Questions about curriculum/assessment, classroom application, differentiation	Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiit.org Questions about data downloads, imports and exports, installing software or other applications

Acellus	<p>Curriculum Coordinator, Instruction & Early Childhood Clare Robyt Phone: (907) 825-3606 Fax: 1-877-825-8947 crobyt@yupiiit.org</p> <p>Questions about curriculum/assessment, classroom application, differentiation</p>	<p>Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiiit.org</p> <p>Questions about data downloads, imports and exports, installing software or other applications</p>
WIDA	<p>Director of Special Programs & Assessment Kary DelSignore Phone: (907) 825-3606 Fax: 1-877-825-8947 kdelsignore@yupiiit.org</p> <p>Questions about curriculum/assessment, classroom application, differentiation</p>	<p>Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiiit.org</p> <p>Questions about data downloads, imports and exports, installing software or other applications</p>
MAP	<p>Director of Special Programs & Assessment Kary DelSignore Phone: (907) 825-3606 Fax: 1-877-825-8947 kdelsignore@yupiiit.org</p> <p>Questions about curriculum/assessment, classroom application, differentiation</p>	<p>Director of HR, Strategic Initiatives, Technology Anthony Graham Phone: 907-825-3620 Fax: 1-877-825-9712 agraham@yupiiit.org</p> <p>Questions about data downloads, imports and exports, installing software or other applications</p>
Black Mountain	<p>Site Secretary</p>	<p>Director of Administrative Services John Stackhouse Phone: (907) 825-3669 Fax: 1-877-825-8947 jstackhouse@yupiiit.org</p>

Summary

If you have any questions about your paychecks, payroll advances, retirement, various benefits, 403(b) plan, purchase orders, or anything financial, please feel free to contact Maisha Ivanoff or John Stackhouse. Accurate information can minimize confusion and save needless emotional anguish, which will be important during the long winter.

District Information Sources

District Website

The District website contains valuable information, forms and links that all employees of the Yupiiit School District need to become familiar with. Some of the important resources include; business office forms, Board Policy Manual, District

curriculum, school calendars, resource center database, staff travel info and forms, links to school sites, and much more. <http://www.yupiit.org>

YSD Board Policy

Available in a searchable online format from the District website under the menu item “School Board.”

School Handbooks

Available from your site administrator OR from the District website on the individual school pages.

YSD Staff Handbook

This guide - available for download from the District website under the menu item “Staff Portal”.

Relevant Websites

YSD Website	http://www.yupiit.org
Department of Education and Early Development website	http://www.eed.state.ak.us
Teacher certification website	http://www.eed.state.ak.us/teachercertification
State Retirement System website	http://www.state.ak.us/drb

Workplace Safety

Emergency Drills

Each school has procedures for fire, earthquake, lockdown and emergency evacuation drills. Staff should know and understand the procedures for these drills. Student safety is of the utmost concern. Prepare your students early in the school year to successfully react to the signals and review the procedures that will be followed in the event that their safety is threatened.

Crisis Response Plans

Each school is required to have a crisis response plan that is updated annually and shared with staff, students and community. A Crisis is any traumatic event, either natural or man-made, that impacts the school community, and creates distress, hardship, fear, or grief. Discuss each event and assign potential protocol(s). Site plans should include protocol for the following situations.

LOCKDOWN-Those conditions requiring complete separation and protection of school occupants from any situation regarding an existing

internal or external situation that could directly threaten their safety.

EVACUATION-Those conditions requiring occupants of the school building to leave.

SHELTERING-IN-PLACE-Should be used to protect school occupants from external threats such as chemical plumes, severe weather and other natural or man-made threats. This protocol provides refuge for school occupants and the public within the school building during an emergency.

MENTAL HEALTH-Those conditions requiring follow up to a traumatic event involving specific individuals or groups of individuals (this protocol would include some level of counseling). Please see your site administrator for a copy of your school's crisis response plan.

Employee Safety

YSD believes every employee has the right to a safe workplace. No employee shall be required to work under unsafe or hazardous conditions or to perform tasks which endanger his/her health, safety or well-being. It is every employee's responsibility to ensure that safe practices are followed and that any unsafe conditions are reported to the appropriate supervisor immediately. All equipment and facilities will be maintained in compliance with applicable local, state and federal statutes and regulations.

Workers' Compensation

YSD provides employees with Workers' Compensation coverage for injuries or illnesses incurred as a result of employment as provided by Alaska statute. Employees are responsible for reporting any work-related injury or illness to their immediate supervisor within 48 hours of occurrence. Supervisors and employees must complete an Alaska Department of Labor and Workforce Development "Report of Occupational Injury or Illness" form and submit the form to the Business Office. This form can be obtained from the Business Office. Timeliness is essential in the reporting of injuries to ensure proper benefits are received.

Student Accident Reporting

Student safety is a paramount concern of the District and all employees. Any employee who witnesses or becomes aware of an injury or accident involving a student is required to take appropriate steps to ensure the safety of the student and report the incident to his/her supervisor immediately. A student accident form must be completed and turned into the school office.

Child Abuse and Neglect Reporting

YSD employees are required by law to report known or suspected incidences of child abuse or neglect to the Office of Child Services (OCS). The regional office is located in Bethel, AK and the phone number is (907) 543-3441. Pursuant to AS 14.17.068, failing to report child abuse as mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report. District employees must cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Drug-Free Workplace

The Regional School Board believes that the maintenance of drug and alcohol-free workplaces is essential to school and district operations. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district workplace. It should be further noted that chronic drug or alcohol abuse after hours and away from the workplace, that impacts job performance in any way, may constitute grounds for disciplinary action if such behavior is deemed detrimental to an employee's performance.

Alcohol and Tobacco Use

In accordance with Alaska's smoking law and to promote the health and safety of all students and staff, the School Board prohibits smoking or the use of tobacco products anywhere and anytime on district property and in district vehicles. Please see the board policy- BP 3513- for more information.

Sexual and Other Forms of Unlawful Harassment

The School Board is committed to the elimination of all forms of harassment. Harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness. The Board will not tolerate the harassment of any student by another student, district employee, or any employee from another employer, or any third party (includes, but not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business). Any individual who is found guilty of any form of harassment shall be subject to disciplinary action.

Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, behavior, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

The Board encourages students and staff to immediately report incidences of any form of harassment to the appropriate administrator. In no case shall a student or staff member be required to resolve the complaint directly with the

offending person. [BP 4119.11; BP 4119.12; BP 5145.5; BP/AR 5145.7]

General Information and Job Expectations

Job Categories

Employees who work at an hourly or contract rate in positions that do not require an Alaska teaching or administrative certificate are considered classified employees. Employees whose positions require certificates are considered certified employees.

This may be the place to add the tiers with descriptions we had discussed with Michael.

Commented [1]: This isn't always the case. I am considered "certified" though I am not required to have a certificate. Likewise, we've created positions that are considered certified that do not require certs, like Dean of Students

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Tier	Employees	Description
Tier I	Certificated Employees <ul style="list-style-type: none"> • Teacher • Dean of Students • Literacy Coach • Counselor • Principal* • Coordinators* • Directors* • Type M certified staff with a BA degree or above 	Salary Sale: Board Approved Scale *Principal, Coordinator and Director contracts are negotiated by the Superintendent
Tier II	Classified Director - Non-degreed - Certificated Training Skills Classified Director, Maintenance Director, Business Director Type M (Type M certified without degree paid on the classified hourly)	Supervise employees, manage a budget, leadership skills, Credentialed Training Certificates Contract based on years of experience and certificates
Tier III	Classified Skilled - Non-degreed – No additional hours of training above HS. Foreman, Program Supervisor, Personnel Assistant, Secretary, Federal Programs, Payroll Technician, Accounts Payable/Receivable,	HS diploma, GED, Hourly Payscale
Tier IV	Classified Skilled - Non-degreed w/ 18	HS diploma, GED,

	semester hours- Foreman, Program Supervisor, Personnel Assistant, Secretary, Federal Programs, Payroll Technician, Accounts Payable/Receivable,	Hourly scale
Tier V	Classified Skilled - Non-degreed w/ 36 semester hours- Foreman, Program Supervisor, Personnel Assistant, Secretary, Federal Programs, Payroll Technician, Accounts Payable/Receivable,	Hourly scale
Tier IV	Classified - Non-Degreed – No additional hours of training	Hourly scale
	Classified - Non-Degreed - 18 semester hours toward Paras, Secretary, Personnel Assistant, Hourly Payscale	
	Classified - Non-Degreed - w/ 36 semester hours toward degree. Hourly scale	
Tier V	Grant paid employees - negotiated contracts aligned with the grant. Hourly scale	

Supervisors

See the Organizational Flowchart at the front of this manual or on the District website under the menu item “[District Information.](#)”

Compensation

The School Board is committed to compliance with the salary basis requirements of the Fair Labor Standards Act. The 2017-2021 Salary Schedule can be found in *Appendix H*.

Pay Advances

An employee may be granted up to two (2) pay advances per fiscal year (July 1st to June 30th). Temporary and substitute employees are NOT eligible for pay advances. The pay advance may not exceed one---half (1/2) of the employee’s anticipated net pay in any one pay period. All advances must be repaid during the next one (1) or two (2) regular pay periods. To request a pay advance, an employee must complete the Pay Advance request form, have it signed by their immediate supervisor and/or building administrator, and submit it to the Business Office at least two (2) working days prior to the next regularly scheduled check run. Scheduled checks run every other Wednesday. [BP 4151]

Pay days

Certified staff shall receive the annual salary in twelve (12) equal paychecks on the last scheduled work-day of each month. Classified staff are paid on the 15th and the last scheduled working day of the month. The pay periods shall be from the 1st through the 15th and the 16th through to the last working day of the month.

Staff Contract Start and End Dates

FY2020-2021

Commented [2]: Should principals get added to this?

<u>Position</u>	<u>Start</u>	<u>End</u>	<u># of Days</u>	<u>Notes</u>
Superintendent	July 1	June 30	260	
DO Certified Staff	July 1	June 30	260	
DO Classified Staff	July 1	June 30	260	
Teachers	August 3	May 13	188	
<u>Counselor</u>	<u>August 3</u>	<u>May 13</u>	<u>188</u>	
Instructional or SPED Aide	August 3	May 12	178	No in-service days except the first two
Library Aide	August 3	May 14	185	No teacher work or in-service days
Cook and Cook’s Helper	August 5	May 15	185	No teacher work or in-service days
School Secretary	July 23	May 14	198	
Custodian	July 23	May 28	202	Work 5 extra days in December
Maintenance	July 1	June 30	260	

Commented [3]: with a comment, "Except as noted below"?

Commented [4]: with a comment, "Except as noted below"?

Classified Work Day/Week/ Year

The work day/week/year is the number of days in a fiscal year for which each support staff position has been budgeted. For the purpose of identifying benefits, a full time position is based upon a minimum work week of twenty (20) hours. The district's workweek begins on Sunday and ends on Saturday. Employees are expected to work the hours authorized on their status form. Additional hours must be approved by the supervisor and/or administration prior to working them.

Failure to do so may result in docked pay for those unauthorized hours. Employees will be authorized to work the number of days listed unless the supervisor requests a change in status from the Superintendent.

1. Business Manager	260 Days
2. Maintenance Director	260 Days
3. Payroll Technician	260 Days
4. Maintenance	260 Days
5. Administrative Assistants – District Office	215 Days
6. Preschool Program Coordinator,	215 Days
7. Cultural Specialist	215 Days
8. Administrative Assistants – School Offices	197 Days
9. Custodians	205 Days
10. Associate Teachers	184 Days
11. Aides, Parent Educators, Elders, Librarians	184 Days

Who are parent educators that we pay? Clare is PK - 12 is she 215? Are we referring to Paras as Associate Teachers? Are all paras 6 hours? Or should we allow some to be longer day? Who is cultural specialist...Janice? is 260 do we need her 260 or 215? She has a BA and contract like teachers.

The School Board shall fix the length of the school/work day subject to the provisions of law. A typical school day would be as follows:

- 7:00 am Cooks arrive.
- 8:30 am All School teaching staff arrive.
- 8:50 am All Teaching assistant staff arrive
- 9:00 am School Classes Begin.
- 3:30 pm Elementary school dismissed.
- Teachers walk their classes to the front door and assure students have left the building or are with a supervising adult (i.e., after school tutor).

Commented [5]: this belongs in the previous paragraph.

Commented [6]: I don't understand what this chart does, versus the one above, which also lists staff work days.

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- 3:20 pm All teachers assistants are dismissed.
- 4:00 pm Middle/High school teachers may leave work after confirming that all their students have left the building or are with a supervising adult (i.e., co-curricular advisor, athletic coach, tutor, etc.) [BP 6112]

NOTE: The end of the working day for classified employees is based on their contracted hours. [BP 4253 (a-b)]

Pay Scales

See appendix.

Purchasing Procedures

All orders must be entered and tracked through the Black Mountain Accounting System by the school secretary. The following procedures should be taken when entering a requisition into Black Mountain:

1. Go to the site that you will be ordering from, i.e. Amazon.com, Walmart.com, NAPA, etc.
2. Place the items that you would like to order in your cart and continue to checkout.
3. Mark your shipping preferences.
4. DO NOT CHECK OUT. Print the page with the order information and shipping information, this page should also have a total cost to be used to complete your requisition request.
5. Open the Black Mountain Requisition system.
6. Use your printed page to key your order into the requisition system, including the total amount requested.
7. Submit your requisition for approval.
8. Wait for approval (this can take up to three days).
9. If your requisition is NOT approved, please contact your school Principal to establish the details of the denial.
10. Complete your purchase request by checking out or emailing a copy of your Purchase Order to the vendor.
11. School secretary will keep a record of all received orders and submit this to the district office at the end of the year for accounting records.

Commented [7]: I would like the secretary to handle this. Can we add language to this that the Secretaries will enter this into BlackMountain and upon receiving the supplies will account for and file on received invoices for the end of the year checkout?

Commented [8R7]: Agreed - or, some clarification on WHO does ordering. Not everyone is authorized to order on Black Mountain.

Please note, if you purchase an item without prior approval, you will not be reimbursed.

Securing Work Areas

At the end of each work-day, employees are responsible for turning off lights and equipment, and securing the doors and windows in their work area. This is vital to help detour break-ins and damage to district property.

Dress Code

In our district casual dress is the norm, but staff may wish to dress in more professional attire for special occasions.

Staff Absence

Whenever a teacher will need to be absent from work, for whatever reason, they are to notify their immediate administrative supervisor, but not by e-mail. If an absence is anticipated prior to the start of a school day, teachers should notify their immediate administrative supervisor by 7:00 am. If appropriate, teachers absent need to once again contact their immediate administrative supervisor by 2:00 pm on the day of their absence to advise of their return status. Both notification times allow for the efficient contacting of potential substitutes. A leave request form is to be completed and submitted by the end of the work day upon return. An absence longer than three (3) working days may require a physician's notice.

If a situation arises in which a staff member will be late to work, they are to call the school administration immediately and provide basic information as to why they will be late and their anticipated time of arrival. Time lost from work will require the completion of a leave request form.

Know that ANY TIME that you plan on taking personal leave that you are required to get the approval of your principal before either advancing your request to the District level if required OR taking leave.

Family and Medical Leave Act (FMLA)

See Alaska Department of Administration, Personnel and Labor Relations for information: <https://doa.alaska.gov/dop/Payroll/familyLeave/>

Substitute Plans

When a teacher has planned leave, it is required that the teacher will leave clear plans for a substitute to follow that will support continued student learning as much as possible in the teacher's absence. These plans and related materials should be left in a place that is easy for the substitute and/or the site administrator to access. Plans should include all emergency procedure protocols.

Work Related Travel

Staff sometimes will travel away from their sites for training or professional development. When staff are traveling for training or professional development WITHIN or OUT of the district, they must submit a Travel Authorization Form. These are found on the Staff Portal of the District website. The Travel Authorization form details mileage, per diem, and any other travel expense. This

form should be signed by the site administrator and submitted to the Business Office at least one week prior to travel, and preferably sooner if possible. The Business Office can then cut a check or issue a direct deposit in time for the traveling staff member to receive it before their travel date.

Use of District Network and Electronic Mail

All staff must sign the District's Technology Use Agreement, available from site administrators and the district Technology Director. You will agree to keep district passwords secure, protect equipment from abuse, and abide by online rules and other policies adopted by the district.

During the school day, staff may only use the district networks for official school district business.

Email/Digital Communications

Yupiiit is a Google.edu district. All staff and fifth grade and higher may receive Gmail accounts, and keep these accounts as long as they remain in the district. Students in 5th grade and higher are expected to utilize these accounts as part of their regular classroom experience and learning in order to access the Google Suite of tools. Following are expectations for staff with regard to email and digital communications in the district:

1. Check email daily - several times daily if possible
2. Respond in a timely fashion to email from staff, District office, students, and parents
3. Utilize District email for professional purposes, maintain a personal email address for regular daily personal email that is unrelated to the job
4. Avail yourself of Inservice and other study regarding Google tools, as well as the Google Help tutorials for Gmail and other Google Apps such as Drive, Docs, Sheets and Slides so you can make the most effective use of them.
5. Utilize Google Apps for Education in a productive way that supports collaboration and learning with your students, and with fellow staff members.
6. Reinforce proper netiquette and digital citizenship on a regular basis with students through use of digital communication tools.

Calendar

Utilize a calendar (either a digital calendar or a physical calendar) effectively and regularly. It is expected that you will find and use the calendars available on the website as well as your school calendar, and any calendar invites and notifications you receive via email or in other communication in order to be properly informed of activities and events that are a part of your job

Commented [9]: There could be more here on reimbursement procedures. Like, saving receipts, describing the weird thing where staff get kid's per-diem funds, and then need to buy kids food from that, but then are also not responsible for returning unspent funds - there is a great deal of confusion on this. Maybe a specific section called "Travel with Students"

Commented [10R9]: This section could also detail other student chaperoning responsibilities, like, for instance, that adults remain with students and not go shopping - what other accountability measures should there be here?

responsibilities. It is expected that all teachers take responsibility for keeping track of these things, as notices for upcoming events are not usually sent twice as a reminder. If a calendar invite is sent to you through your District Gmail account, you are expected to respond to the request within the email application.

Performance Evaluations

The School Board believes that professional evaluations can provide valuable information relevant to making employment decisions and can help staff improve their teaching knowledge, skills, understandings and abilities, while enhancing student achievement. In accordance with school district policies and state statutes, the school administration shall evaluate the effectiveness of certified personnel annually. All staff will be observed twice yearly. Evaluations will be made in accordance with the determined evaluation process. Final evaluations will be discussed with teachers.

The school administration shall annually provide in-service training to all certificated staff describing the instrument, procedures and process for conducting professional evaluations. The proposed evaluation schedule is as follows:

1. Within the first 20 days of the school year, evaluation procedures are introduced and discussed during an annually scheduled all staff meeting or in-service.
2. First formal observation and pre/post observation conference will be completed by November 30th. Post observation conference must occur within 5 days of observation.
3. Interim evaluation progress report must be completed by December 15th. Second Formal Observation
4. and pre/post observation conference for non-tenured teachers and teachers on a Plan of Improvement must be completed by January 15th.
5. Final evaluations for non-tenured teachers and teachers being recommended for non-retention are due to the Human Resources Office by March 15th.
6. Final evaluations for all other certificated staff are due to the Human Resources office by April 15th.
7. Non-tenured teachers must receive notices of non-retention no later than the last day of school.

Commented [11]: this is all for teachers. What about other staff?

Can we put a chart here, written out is confusing. Also classified on MOASIC eval form has not been included.

And also tenured need to be acknowledged.
The forms for each need to be included in the handbook. ????

For more information, refer to the Yupiit School District’s Teacher Evaluation Handbook. [BP 4115]

Staff Concerns/Complaints

The School Board recognizes the need for providing educators with a process for addressing concerns regarding those issues that are not subject to the formal grievance procedures. The Board encourages staff to submit concerns and complaints promptly so that they might be resolved quickly. The Board expects that staff members and administrators will make every effort to resolve employee concerns, complaints and disagreements informally before resorting to formal complaint procedures. Formal complaint procedures shall not be initiated unless informal efforts to resolve a complaint have been exhausted and the complainant has provided a written description of such efforts.

The following guidelines shall prescribe the manner in which complaints are handled:

1. A “complaint” shall be defined as an alleged misapplication of the district’s policies, rules, regulations or procedures.
2. Meetings related to a complaint shall be held before or after the complainant’s regular working hours.
3. All matters related to a complaint shall be kept confidential.
4. All documents, communications and records dealing with the complaint shall be placed in a district complaint file and not in an employee’s personnel file.
5. No reprisals shall be taken against any employee in a complaint procedure by reason of such participation.
6. Time limits specified in these procedures may be reduced or extended in any specific instance by written mutual agreement of the parties involved. If specified or adjusted time limits expire, the complaint may proceed to the next step.
7. Any complaint not taken to the next step within prescribed time limits shall be considered settled on the basis of the resolution given at the preceding step.

Should there be something here regarding an employee of the district involved with petitions (positive or negative) rather than following the grievance process is subject to disciplinary action.

Formal Complaint Procedures

Step 1. If a complaint is not satisfactorily resolved informally, the complainant may file a written complaint with the building level Principal

Commented [12]: I know that there were some issues this year, but I’m wondering if the verbiage can be written in a “why” it’s important to follow the grievance process and then detailing the results of not following that process. I think this section should serve as an information piece for employees (new/old) to better understand how to do it, why it’s important, and the results of not doing it properly.

Commented [13R12]: I think if we have a clear Libel/slander/sedition policy this is not needed.

Commented [14R12]: I don’t think the libel/slander/sedition policy relates to a teacher not following complaint procedure protocols.

within sixty (60) days of the act or event, which is the subject of the complaint. Within five (5) days of receiving the complaint, the Principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. The Principal shall present all concerned parties with a written answer to the complaint within ten (10) working days after the meeting.

Step 2. If a complaint has not been satisfactorily resolved at Step 1, the complainant may file the written complaint with the Superintendent within five (5) working days of receiving the resolution in Step 1. Within five (5) working days of receiving the complaint, the Superintendent shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. The Superintendent will present all concerned parties with a written answer to the complaint within ten (10) working days after the meeting.

Step 3. If a complaint has not been satisfactorily resolved in Step 2, the complainant may file a written appeal to the School Board within five (5) working days of receiving the resolution in Step 2. An appeal hearing shall be held at the next regularly scheduled Board meeting which falls at least twelve (12) days after the appeal is filed. The hearing shall be held in executive session if the complaint relates to matters properly addressed in executive session. The Board shall render its decision within thirty (30) days of the hearing and shall mail its decision to all concerned parties. The Board’s decision shall be final. [BP 4344/AR 4144]

For all complaints, the staff complaint form must be completed. It is located on the Staff Portal on the YSD website.

Curriculum, Instruction and Assessment

Curriculum

<i>English Language Arts</i>	
DEED Standards	https://education.alaska.gov/standards/english-language-arts
K-6	Houghton Mifflin Harcourt- Into Reading-textbooks, consumables, online. Houghton Mifflin Harcourt- Into Writing Workshop, textbooks.

Commented [15]: Do we have any policy on staff talking about other staff (negative/libelous/slanderos/seditious comments about others). We need to have clear language that states a teacher may not speak negatively about another teachers performance to any staff member.

We also need to insure that staff do not speak about personnel issues amongst themselves.

Also, define slander and have a policy against it to prevent toxic communication in the work place. (Do we already have this?)

Commented [16R15]: It would be helpful when addressing instances of slander to be able to reference it somewhere in the district's policy. Perhaps if there were a general statement in the handbook about treating colleagues with respect, etc. it would be easy to address slander, rumors, etc. in a more positive manner.

Commented [17R15]: This needs to be a Regional Board discussion. We can't put anything in here that isn't tied to board policy.

Commented [18R15]: Agreed - we need a policy that addresses staff conducting themselves in a professional manner, along with a definition of what that means. Otherwise, we can get an employee who is absolutely playing by the rules, but is a toxic presence in the District.

Commented [19]: Will Anthony be updating this handbook with the changes?

<u>7-8</u>	Houghton Mifflin Harcourt- Into Literature- textbooks, consumables, online. Houghton Mifflin Harcourt-Write In- textbooks, online.
<u>9-12</u>	Houghton Mifflin Harcourt- Into Literature- textbooks, consumables, online. Houghton Mifflin Harcourt-Write In- textbooks, online.

<u>Math</u>	
DEED Standards	https://education.alaska.gov/standards/mathematics
<u>K-12</u>	<ul style="list-style-type: none"> • Saxon Math- textbooks

<u>Science</u>	
DEED Standards	https://education.alaska.gov/standards/science
<u>K-12</u>	<p>Science is to be taught according to the current Alaska Educational Standards.</p> <p>YSD has purchased Acellus online. Training will be provided during in-service.</p> <p>The following links are to request a checkout of Science/STEM kits, plan ahead and checkout a kit for hands on project-based learning that is connected to the lesson on Acellus.</p> <p>https://www.akcoastalstudies.org/education-programs/education-resources.html</p> <p>http://www.anchoragelibrary.org/services/services-for/kids/stem-kits/</p> <p>https://www.arlis.org/docs/vol2/a/ScienceKits.pdf</p> <p>https://www.alaskacenters.gov/visitors-</p>

	centers/anchorage/teachers/kits/descriptions
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Commented [20]: make live

<u>Social Studies</u>	
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DEED Standards	https://education.alaska.gov/akstandards/standards/ContentStandards.pdf
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<u>K-12</u>	<p>Social Studies is to be taught according to the current Alaska Educational Standards.</p> <p>YSD has purchased Acellus online. Training will be provided during in-service.</p> <p>Plan ahead and combine project-based learning with the lessons offered on Acellus.</p> <p>https://hubpages.com/education/social-studies-projects-ideas-for-pbl</p> <p>https://creativeeducator.tech4learning.com/social-studies</p> <p>https://clarendonlearning.org/subject/lesson-plans/social-studies-lesson-plans/?gclid=CjwKCAjw-ITqBRB7EiwAZ1c5UxaxheONQD9hdsWiSC6JXad4tXugYQ_bzp_9wS8szKOcQj6LQ4YU0xoChkwQAvD_BwE</p> <p>http://pblu.org/projects</p> <p>https://www.wsfcs.k12.nc.us/Page/97714</p>
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<u>Physical Education</u>	
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DEED Standards	https://education.alaska.gov/schoolhealth/pestandards
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<u>K-12</u>	<p>PE is to be offered daily to students to provide them with an adequate amount of physical activity performing organized tasks or games under the supervision of a teacher to meet the Alaska State Standards.</p>
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<u>Health</u>	
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DEED Standards	https://education.alaska.gov/schoolhealth/pestandards
<u>K-8</u>	<p>The Great Body Shop Curriculum includes 4 page booklets for each month, teacher lesson plans, and online resources.</p> <p>https://www.thegreatbodyshop.net/</p>
<u>9-12</u>	<p>For High School Health please follow the state standards, the following links provide free lessons, online videos, and printables for 9-12 health topics.</p> <p>https://www.healthworldeducation.org/safety-free?gclid=CjwKCAjwm4rqBRBUEiwAwaWjjMbT9cJq3xrxVWJT235oKtGxg1MJ8XjkZHFztyYuSEQpmDiOKCVxoCf8MQAvD_BwE</p> <p>https://everfi.com/partners/k-12-educators/health-wellness/</p> <p>https://www.shapeamerica.org/publications/resources/downloads-lessons-curriculum.aspx</p> <p>https://healtheducationtoday.com/</p>

[Yup'ik](#)

YUPIIT ELITNAURUTAIT

Yupiit Cultural Standards-To strengthen and support the Yup'ik Identity of the students through the Yupiit Piciryarait (Way of Life).

- A. Subsistence
- B. Survival
- C. Cultural Expression
- D. Community
- E. Government
- F. Health and Wellness
- G. Language

Kalikanek Naaqinariuq-textbook

Lesson Plans

It is required that detailed lesson plans be completed each week. A copy of the plans will be turned in to the site administrator at the beginning of school each Monday, or the first school day of an abbreviated week. The lesson plan format and structure will be determined by the school administration and staff. Some sites may choose to implement an online lesson planning system which will allow administrative access to monitor and print lesson plans as needed.

If you plan in advance to be absent from school, your duty schedule (lunch, before/after school, etc.) should be included with your lesson plans. Supportive materials, seating charts, should be readily available. Substitutes appreciate all the help you give. All teachers must have a five---day emergency lesson plan to cover unexpected absences from class. Lesson plans are to be archived and turned into the office at the end of the year for a five-year period of time.

On days a teacher will be out of the building, the para is the designated substitute and will receive pay based on full day sub pay rather than their hourly wage or whichever is greater. Teacher's who know they will be out should go over lesson plan expectations with the para prior to being absent.

Commented [21]: good to repeat here, but also needs to be in the "Absence" section of the handbook.

Assessment

_____All licensed staff may be required to receive training to proctor tests.

PEAKS Performance Evaluations for Alaska's Schools (PEAKS)

Assessments for Language Arts and Mathematics will be administered to students in grades 3-9. PEAKS are usually scheduled for last week in March and/or the first weeks of April each year. See the District website under Special Programs and Assessment for the Assessment Calendar. The dates and guidelines for PEAKS are set by the Alaska Department of Education. Practice tests and formative assessments can be found on the Department of Education website.

WIDA's ACCESS for ELLs

Alaska's annual ELP assessment. The Wisconsin Center for Education Research (WCER) is the organization home for the WIDA Consortium. Please check the WIDA website for research regarding a variety of topics for ELLs. The W-APT is the WIDA-ACCESS Placement Test used to determine eligibility and placement for potential LEP students. This test must be given to new/incoming students. All kindergarten students and students new to the district are screened using the W-APT, also from WIDA. Students in grades 1-12 identified through prior testing and/or teacher request for LEP (Limited English Proficiency) along with kindergarten and new students who didn't score at level on the screening, are given the full assessment, the ACCESS for ELLs. Trained staff administer the assessment during the statewide testing window, which usually is open from February 1st through March 31st each year. Test results are usually available in late May/early June.

AIMSWeb Plus

AIMSWeb Plus benchmark exams are given three times per year; fall, winter and spring for students in grades K-2. Central office support staff will assist teachers with administering the benchmark exams. Teachers are responsible for progress monitoring for those students who are identified as deficient.

MAP Measures of Academic Progress (MAP)

Assessments for Reading, Language, and Math are administered to students in grades 2-12 in fall, winter, and spring. Teachers administer their own MAP tests at the direction of their site administrator. Teachers have access to student testing data, and are expected to utilize this data during site PLC and preparation time to plan strategies to improve student growth.

Alaska Kindergarten and First Grade Developmental Profile

The Alaska Department of Education (DEED) requires that all entering Kindergarten students and first grade students who have not yet been profiled be given a developmental profile. The results of this assessment will be completed online in October and submitted to DEED by November 1 of each school year.

National Assessment of Educational Progress (NAEP)

NAEP assesses four subjects at the state level: mathematics, reading, science, and writing. As part of the Elementary and Secondary Education Act (ESEA) reauthorization in 2001, each state must administer annual assessments based on a state's academic content standards in mathematics, reading, and science at varying grade levels. The ESEA reauthorization of 2001 also requires that states receiving Title I funding participate in NAEP assessments in mathematics and reading in grades 4 and 8 every other year. NAEP testing typically occurs in January and February.

PowerSchool: Student Grades and Attendance

The district uses PowerSchool as our student reporting system and database. It is an important responsibility to maintain updated and accurate student information within this system, including attendance and grades.*

*Administrators: To set Master Schedules, enroll students, and change schedules, please see your admin materials for PowerSchool Procedures.

Ensuring Correct Student Rosters in PowerSchool

Teachers should check their rostered courses in PowerSchool daily during the first 2 weeks of school to ensure they are correct. Incorrectly rostered or missing students should be communicated immediately with your site administrator.

Recording Student Attendance

It is essential for District and state records, for safety purposes, and for reporting purposes to parents/guardians that attendance procedures be followed consistently and accurately. Teachers are required to record attendance on a daily basis. In some cases, this means taking attendance for each class period, and for others it is once in the morning, and once after lunch. For whatever attendance periods are listed in PowerSchool, attendance must be taken within the first 10 minutes of that period. It is your responsibility to know your school's procedures for recording attendance and understand the PowerSchool attendance codes.

Entering Student Grades into PowerSchool

All teachers must enter grade data for each student in each course at a minimum of twice per week. Students who are missing assignments that have been graded with scores entered for other students should receive a grade entry of "0" (zero) in PowerSchool. This can always be changed later when a student makes up

work. PowerSchool is a communications tool. Utilize it to communicate accurately and honestly with all stakeholders. Use caution in going too far the other direction with too many grade entries, as this adversely affects a student’s ability to do anything that will impact as time goes by. Two to five grade entries per week per student is appropriate.

Commented [22]: This may require a bigger conversation, and it may be different for ES, MS, and HS, but I believe teachers need to know the difference between in class work (pre-understanding) and summative work that should have a larger impact on the student's grade. This may be something to be reviewed during the Power School sessions (how to weight work entered into Power School)

Grading Procedures

The School Board believes that students and parents/guardians have the right to receive regular progress reports on student performance. Grades that reflect the true and accurate student achievement and behavior/conduct are important indicators of learning and effective teaching. Educators shall assess and evaluate student work in relation to local, state, and federal standards and expectations for any given content/subject---matter area or grade level, and not in relation to the work of other students. Grades and other performance indicators need to be based on impartial, consistent observations of student work and their mastery of content and objectives as demonstrated through classroom participation, homework and tests.

Student behavior/conduct, attitude, and effort should not be reflected in achievement grades but should be reported separately. If a student misses excessive classes without an excuse and/or does not submit course assignments or successfully completes course assessments, or fails to meet other course requirements, a teacher may lower that student’s grade for nonperformance. Teachers are to explicitly explain their grading practices, criteria, expectations and procedures to all students enrolled in their classes/courses at the beginning of each semester. Teachers must be able to legitimately justify and support their grading system and the grades they assign students.

Grading Scale

Teachers are expected to evaluate and assign grades to students at the end of each grading period (quarterly). Students are to be assigned a letter grade that indicates the degree to which a student has mastered course content during that grading period. First (1st) and second (2nd) quarter final grades will be averaged to determine the final first (1st) Semester grade, and third (3rd) and fourth (4th) quarter final grades to determine the second (2nd) semester final grade. The following grading scale is to be used:

Letter Grade	Achievement Level	Numerical Mastery Equivalent
--------------	-------------------	------------------------------

A	Course standards/objectives have been mastered at a superior/high achievement level	90---100%
B	Course standards/objectives have been mastered at a higher than average level	80---89%
C	Course standards/objectives have satisfactorily been mastered	70---79%
D	Course standards/objectives have been mastered at a minimal level	60---69%
F	Course standards/objectives have not been mastered	0---59%
I	Incomplete	

The decision and option of granting an “incomplete’ to a student resides with a teacher. However, students must remove an incomplete within two (2) weeks after a grading period unless there are extenuating circumstances that prevent completion of missed assignments. Teachers should make every effort to keep parents/guardians informed of student grades falling below a C average. An intervention plan should be considered when grades fall below this level.

Criteria for determining achievement/academic grades may include but are not limited to:

1. Preparation and timely completion of assignments.
2. Contribution to classroom discussions.
3. Demonstrated knowledge, skills, understandings and abilities associated with content/subject---matter standards and objectives as measured by formal and informal assessments and observations.
4. Organization and presentation of written and oral assignments.
5. Originality and reasoning ability when solving problems.

Although illness, lack of interest and effort, and poor attendance may be reasons for a student’s failure to gain credit in a course, not one of these reasons in itself may be a determiner of a final grade. Only when a student achieves less than the minimum course objectives will it be justified to award an F grade.

Grades for reporting Citizenship and Effort shall be:

- O --- Outstanding
- S --- Satisfactory

N --- Needs Improvement

Criteria for determining citizenship grades may include but are not limited to:

1. Obeying rules.
2. Respecting public and personal property.
3. Maintaining courteous, cooperative relationships with teachers and fellow students.
4. Working without disturbing others.

Criteria for determining effort grades may include but are not limited to:

1. Taking responsibility for having essential and necessary supplies, equipment and materials for class.
2. Showing interest in initiative.
3. Working immediately and completing assignments on-time.
4. Using free time resourcefully.

Teachers will distribute to their students at the beginning of each grading period course standards, objectives, and expectations, including how students will be assessed and how assessments will be weighted in the grading process. Teachers will take the necessary time to thoroughly explain their grading process and procedures. Each student must receive at least ten (10) numerical grades in a grading period to determine a student's final grade. Teachers should enter grades for all students a minimum of two (2) per week. Grades will be determined based on grading best practices and research-based findings.

Students are to be granted a ten (10) school days grace period at the end of any given grading period to demonstrate mastery of course content/subject-matter and replace an "incomplete" marking. Building Principals may extend a grace period for unusual and legitimate circumstances. Make-up and/or missed work will normally be considered that work not yet mastered by students, but teachers are granted leeway in determining alternative assignments or ways for students to demonstrate mastery of grading period standards and objectives. When a teacher determines, in their best judgment, that a student has mastered so few standards and objectives and has not satisfactorily met learning expectations, and that informal make-up work is not practical, the teacher may indicate that a student must successfully repeat the course as a condition for receiving a passing grade for that course. The processing of student make-up work will be at the teacher's convenience and leisure.

Grade Point Average

High School (9--12) student grades will be transferred and/or included on student transcripts, and are to include information relating to grade-point values. For the purpose of determining grade-point value averages, the following four

(4) point grading scale will be used

- A = 4 Grade Points

- B = 3 Grade Points
- C = 2 Grade Points
- D = 1 Grade Point
- F = 0 Grade

Honor Roll

Each school shall post an honor roll at the conclusion of each grading period. All course grades, except Pass/Fail courses, shall be used in calculating student eligibility for the honor roll. To qualify for the honor roll, a student must receive no current grades in any course below a C average and have a grade point average of 3.0 or higher. Plus and minus grades will not be considered when calculating grade point averages. Any student who does not wish to have their name included on the honor roll and/or its posting must notify the school office. Honor roll descriptive levels are as follows:

- Superintendent's Honor Roll: 4.0 GPA
- Principal's Honor Roll: 3.5---4.9 GPA
- General Honor Roll: 3.0---3.4 GPA

Advanced Placement/Honors Courses

The district encourages high school students to take advanced placement and honors courses. Because of the extra work associated with enrollment in these courses, the evaluation system shall reflect a weighted grading scale to reflect the more rigorous nature of these courses. Grades received in these courses will be calculated as follows:

- A = 5 Grade Points
- B = 4 Grade Points
- C = 3 Grade Points
- D = 2 Grade Point
- F = 0 Grade

Pass/Fail Grading

With parental/guardian approval, students may elect to earn a “pass” or “fail” grade instead of an A---F letter grade in the following courses:

1. All courses taken in the Alternative Education Program.
2. All courses taken in the Special Education Program.
3. 9-12th grade non---college preparatory courses taken in summer school.

Students who receive a “pass” grade will acquire the appropriate semester units of credit for the course, and the grade will be counted in determining class rank or honors list. Students who receive a “fail” grade will not receive course credit.

Students shall receive a “pass/fail” grade for classes in which they serve as student aides unless predetermined goals and objectives related to specific content/subject--- matter knowledge, skills, understandings and abilities are on file and have been approved by the building Principal.

Repeated Courses

With Principal approval, a student may repeat a course in order to raise their grade. The highest grade received will be the permanent grade on the student’s transcript. The student will receive credit for taking the course once. Students may take a failed class course online through Accellus.

Withdrawal from Courses

Courses may only be dropped or changed during the first two weeks of the semester. A student who drops a course during the first two (2) weeks of any semester may do so without any entry on their permanent student record. A student who drops a course after the first two (2) weeks of any semester shall receive an “F” grade on their permanent student record, unless otherwise decided by the building Principal because of extenuating circumstances.

Credit Review Sheets

All students in grades 9---12 will have a Credit Review sheet included in their cumulative folder. The Credit Review sheet will be up---dated at the end of each semester by the school counselor and or the Dean of Students.

Eighth (8th) grade students that have completed high school course requirements will receive high school credit and a Credit Review sheet placed in their cumulative folder.

Progress/Report Cards

Progress reports to students and parents/guardians are to be prepared and distributed mid---way through each grading quarter. Report cards will be issued quarterly for semester/yearly courses. For courses less than a semester in length, report cards will be issued at the end of each course. [BP/AR 5121]

Graduation Requirements

Students shall receive diplomas of graduation from high school only after the meeting the following district graduation requirements, as well as successful completion of any required high school competency examination (post a score for the ACT, SAT or WorkKeys exams):

Subject

Units of Credit

English	4
Mathematics	3
Science	3
Social Science	3
Physical Education/Health	1.5
Technology	1
Electives	<u>6.5</u>

TOTAL: 22

An eighth (8th) grade student will be allowed to participate in their graduation exercises unless they are being retained, or the school administration has determined they should not be allowed to do so as a result of disciplinary action. [BP 6146.1; BP 6146.3; BP 6146.4; BP 6146.5]

Professional Development

Professional Learning Community (PLC)

“A Professional Learning Community is a collaboration of teachers, administrators, parents, and students, who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results.” The District is committed to the full implementation of PLC’s. All sites have time set aside in their schedules one day per week for the purpose of collaborative meetings or Professional Learning Communities. All certified staff are required to participate in PLC’s. Should classified staff wish to participate or be invited to participate this time should be reflected on their timesheet.

Professional Development/In-Service

The District offers a wide variety of professional development and in-service opportunities. These range from District in-service, attending conferences, attending webinars, completing PD modules independently, peer observations, taking university courses and being a contributing member of your school’s PLC. Teachers are responsible for accruing enough professional credits to keep their Alaska Teaching Certificates current. Some staff development opportunities include options for earning such credits.

Required Training

There are several required training modules both certified and/or classified staff must take on a rotating basis (annual, every two years, every three years, etc.).

The human resources department will notify staff of required trainings at the start of each school year.

School and Classroom Procedures and Expectations

Expectations for Classroom Instruction

In the Yupiit School District, we believe strongly in differentiating instruction to meet students where they are. All classrooms should be structured to promote active learning that is engaging and relevant to our students. We do not favor a “sit and get” model. Station rotations, blended learning, project-based learning, and inquiry models are what keep our students engaged and interested in learning. Our curriculum supports these methods, and these methods are effective with our students. We offer professional development opportunities throughout the year, including classroom coaching and in-services, that support these instructional methods.

Handling Discipline

It is expected that all staff will familiarize themselves with their site handbooks regarding the school discipline policies and plans. All staff in the building are expected to enforce the school discipline plans and policies consistently. It is also expected that each teacher will develop a classroom discipline plan that aligns with the school plan. Time should be spent at the beginning of the year and then regularly throughout the year teaching expectations to students so that they understand behavior expectations. These plans should also be communicated with all parents. In order for discipline plans to be effective they must be consistent. Teachers should be prepared to handle discipline and enforcement of behaviors in their own classrooms in a way that is respectful to students and reinforces good behavior and supports student achievement.

Severe discipline problems that cannot, even with consistency on the part of the teacher, be resolved within the classroom, should be referred to the site administrator. Parents should always be notified and included in the discipline of their children.

The Yupiit School District has adopted the Responsive Classroom model for SY 2020-21. All staff will be trained to use this model.

Responsibility for Contacting Parents

It is expected that all teachers will contact parents of all of their students regularly throughout the year. This parent contact should be informative but should also support building good relationships with families and students. Sometimes contact can merely be a note home with a positive message about their child. Contact can take many forms, such as phone calls, notes, emails, and personal visits (inviting parents into the school, or possibly visiting home with prior agreement). The more a teacher is out in the community, in local businesses or at

school events, the more opportunities there are to make meaningful contact with parents. Although teachers are not required to keep contact logs, it can be useful for teachers to keep them just to ensure regular contact is being made with families of all students. When or if a student's grade ever reaches the level of "D", teachers must contact home immediately to inform parents of student performance, and to discuss plans for how the student can be supported both at home and at school. This focused and regular contact needs to be in place as long as the grade is in danger of remaining at a "D" or lower.

Field Trips

The School Board recognizes that school-sponsored trips are important components of a students' development. All trips involving out-of-state travel require Board approval. Teachers shall develop plans that provide for the safety of students and their proper supervision. In advance of a trip, teachers shall determine educational objectives that relate directly to the curriculum and provide for the best use of students' learning time while on the trip. Teachers shall also provide appropriate instruction before and after the trip. The following procedures will be used when planning a field trip:

1. Teacher will meet with the Principal and will discuss the purpose and goals for the field trip. Principal approval is necessary to continue planning for the field trip.
2. Teacher completes a field trip request form and submits the form three weeks (for in-state travel) or six weeks (for out-of-state travel) prior to the scheduled field trip. Exceptions for the advance notice may apply.
3. Teacher attaches an Expense Sheet (Budget) of all related costs.
4. The Field Trip request will be reviewed, and the teacher notified of approval or rejection by the Principal.
5. No field trips will be allowed during state assessments.

Senior trip requests must be submitted for approval by October 15th of each year. [BP 6153]

School and Classroom Visitors

All visitors into the school building should check in at the main school office immediately upon entering.

Volunteers

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich educational programs and supporting activities and strengthen our schools' relationships with homes, businesses, public agencies, civic groups, and private institutions. By their presence, volunteers also can make school environments safer and more closely

Commented [23]: Can we add a section here addressing times when students have excused absences from class? Then, specific subcategories for Sports, Academic/Career Experience opportunities (I'm thinking Excel, ANSEP) and one for Yupik Lifeskills Academies? I won't address sports absences, though I know there are plenty of folks who have something to say about that. But, for academic/career absences, I think it is important that a) these opportunities are offered to all students based on their aptitude for the activity, and b) students are not overly burdened with homework for taking these opportunities. Lifeskills Academies should be perceived as kind of an alternative school - they may particularly benefit students who are not connecting well to a Colonial Education Model. It is very easy to use these opportunities as a kind of punishment to students, thinking "I will not allow this student to take a welding academy, because he hardly ever comes to class" when, really, providing some alternative opportunities to learn a practical skill should be paramount to our mission.

supervised. The School Board strongly encourages parents/guardians and other community members to share their time, knowledge and abilities with our teachers and students. Building site Principals are responsible for coordinating with the Superintendent's office toward approving the use of volunteers and are entrusted with establishing regulations to protect the safety and well---being of students and volunteers.

Volunteers shall adhere to all state and district policies, rules and regulations and will need to sign a Waiver of Liability for Volunteers. [BP1250 (E)]

Maintenance and Classroom Cleaning

The custodian in charge of your building and the District maintenance staff maintains classrooms. It is expected that teachers and students will practice reasonable cleanliness habits. If a classroom or workspace requires major maintenance (i.e. hole in the wall, broken fixtures, leaking sink, etc.) notify the site administrator, and/or submit a Work Order Request form found on the district website under the Staff Portal, in Maintenance and Operations.

Classroom Video Use Guidelines

The use of video must adhere to all appropriate copyright laws. The Superintendent or Principal shall establish a pre-screening process to be used when a teacher desires to show a film not previously approved by the district or state for educational purposes. Before showing any film not previously approved, the teacher shall notify parents/guardians that the film will be shown.

Students who do not receive written parental permission to view the film shall be excused to an alternate supervised activity. [BP/AR 6161.1; BP 6161.11]

Commented [24]: This needs expanded more. I think the intent here is to address kids watching movies - or other specific video content not solely intended for educational use? Surely, if I want to show students a video on the founding of the ANCSA I wouldn't need parental approval.

Inventory at the end of each school year

The school administration is responsible for providing proper control and conservation of district property. Administration is to maintain an inventory for all items currently valued in excess of \$500.00 or a lesser amount if required by state or federal grant requirements and regulations. To this end, staff may be required to assist in properly controlling and annually inventorying that property assigned to them for their use. Copies of property inventories will be kept at the district and school sites.

The following inventory information must be recorded:

1. Description (with manufacturer's name and/or model number).
2. Identification and/or serial number.
3. Date and cost of acquisition (estimate if unknown).
4. Funding source (grant source and grant title).
5. Current use, condition and location.
6. Date on which inventory information was verified.

Staff will complete an inventory list for all textbooks, supplies and

equipment located in their classrooms and/or working areas on an annual basis as directed by administration. All equipment purchased with federal funds or non---federal matching funds shall be labeled with the district's name and an equipment or inventory control number. The date and mode of disposal of all equipment removed from the inventory shall also be recorded. Inventory lists are to be submitted to the school secretary. All inventoried items are to remain in their location unless prior administrative approval to locate them elsewhere has been granted. [BP/AR 3440]

School Calendar

The school calendar will meet the requirements of the law as well as the needs of the school community. The school calendar shall show the beginning and ending school dates, number of teaching days, vacation/holiday periods, and other pertinent dates. The District Office and schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after: Christmas, New Year's Day, Memorial Day, and the Fourth of July. Holidays that fall on a Sunday shall be observed the following Monday. Holidays that fall on a Saturday shall be observed the preceding Friday.

The district shall commemorate special days and events in accordance with law. Schools are encouraged to celebrate and recognize days and events of local significance. [BP 6111; BP 6115]

[Pages 51 - 76 of certified HB needs reflection.....](#)

[pg 8 budget committee](#)

[pg 10 public concerns](#)

[pg 10 religion](#)

[pg 11 school security--keys](#)

[pg 12 open/closed campus](#)

[pg 14 pandemic](#)

[pg 16 cell phones teacher and para](#)

[pg 20 safety section](#)

[pg 21 child abuse reporting](#)

[pg 22 confidentiality](#)

[pg 23 Employment in general](#)

[ETC....Housing, Interviewing committees, LASB, Site agreements, stipends.](#)

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Salary Schedules

APPROVED
Yupit School District 2019-2021 188 Day Teacher Salary Schedule

Step	BA	BA+18	BA+36 MA	BA+54 MA+18	BA+72 MA+36
0	51,442	55,042	58,642	62,242	65,842
1	55,042	58,642	62,242	65,842	69,442
2	58,642	62,242	65,842	69,442	73,042
3	61,042	64,642	68,242	71,842	75,442
4	63,442	67,042	70,642	74,242	77,842
5	65,842	69,442	73,042	76,642	80,242
6	68,242	71,842	75,442	79,042	82,642
7	70,042	73,642	77,242	80,842	84,442
8	71,417	75,442	79,042	82,642	86,242

YUPIIT SCHOOL DISTRICT
Certificated Administrator
Salary Schedule
Effective July 1, 2015

Directors - 215 Days	
Step	Salary

0	91,196
1	93,653
2	96,110
3	98,567
4	101,024
5	103,482
6	105,939
7	108,396
8	110,853
9	113,310

Principals - 210 Days	
Step	Salary

0	89,075
1	91,475
2	93,875
3	96,275
4	98,675
5	101,075
6	103,475

Assistant Principals - 200 Days	
Step	Salary

0	67,706
1	70,260
2	72,813
3	75,366
4	77,919
5	80,472
6	83,026

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item O

The Yup'ik Writing Course is presented for your approval.

Course:
Introduction to Central Yup'ik Writing

Grade Level:
10th Grade & 11th Grade

Credits: .5 (if paperwork is approved) **University Credits:** 3-5

Course Description:

Introduction to Central (YK delta & Bristol Bay) Yup'ik writing. The Yup'ik writing class provides a framework for learning to speak, read and write, other dialects words are included.

Textbook & Workbook:

A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language, Steven A. Jacobson
Workbook to Accompany A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language, W. Charles

Length of Course:

1 semester (August-December)

Units of Instruction:

1. Yup'ik Phonology & Orthography Six (6) Chapters in 1 semester.

Course Goal:

Students will be able to:

- Will know and learn the rules of the Yupik writing.
- Will have knowledge on the basic Yupik grammar.
- Read & write using in the Central Yupik Language.

Evaluation and Grading:

A	90-100	30%	Participation/Attendance	5% Journal Entry
B	80-89	25%	Assignments and quizzes	
C	70-79	10%	Project	
D	60-69	15%	Mid-term	
F	Below 60 points	15%	Final Exam	

Evaluations: Evaluations will be given as follows:

Participation/Attendance: 30% of your grade. Reading materials to be covered be for class is important, so that you will be prepared to participate.

Quizzes & Assignments: 25% of your grade. A total of six quizzes will be given throughout the semester, in addition to the midterm and final exam. Homework assignments will be given after each class period.

Journal Entries: 5% of your grade. The journal entries will be between the student and the teacher only. Entries must include what you have learned, any lingering questions you may have, or concerns. The journal entries will not be shared with other students.

Yupiit School District

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Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Action Item P

The Upingariluta, Getting Ready for Life, Immersion Literature is presented for approval.

[Mikic] Janice George <jgeorge@yupiit.org>
To: Christina Robbins <christina_robbins@lksd.org>

Wed, Jun 3, 2020 at 1:26 PM

Hi,

I found Upingaurluta Getting Ready for Life, Immersion Literature. Ayaprun Elitnaurvik Bethel's Yup'ik Language Immersion School Parent Handbook is included in this file. I guess this is what I was looking for.

Quyana,

6/8/2020

Janice George
Mikic
Yupiaq Education Director
phone (907)825-3612
Fax: 907-825-2429

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[Quoted text hidden]

Christina Robbins <christina_robbins@lksd.org>
To: "[Mikic] Janice George" <jgeorge@yupiit.org>

Sun, Jun 7, 2020 at 6:30 PM

Hey Janice,

I heard from Kimberly Hankins that you were interested in using the [Upingaurluta Getting Ready for Life](#) curriculum next year. You are welcome to use it with your students. We use it only sparingly as supplementary material now. I hope it works out for you.

I hope you have a great summer and a great start to the new year.

Christina (Powers) Robbins
Director of Elementary Education
Lower Kuskokwim School District
Phone: (907) 543-4850
Cell Phone: (907) 737-2240

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]



Janice George <jgeorge@yupit.org>

Upinguarluta for Kindergarten

1 message

[Mikic] Janice George <jgeorge@yupit.org>

Fri, Jun 5, 2020 at 1:17 PM

To: "kimberly_hankins@lksd.org" <kimberly_hankins@lksd.org>

Hi,

I am writing to ask for permission to use Upinguarluta Getting Ready for Life developed by Tari Lindquist & Bev Williams for our Kindergarten Immersion program next school year. We do have the books that will relate to the topics in each Quarter.

Quyana,

Janice George
Mikic
Yupiaq Education Director
phone (907)825-3612
Fax: 907-825-2429

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Upinguarluta-Getting Ready for Life
Kindergarten through Third Grade
Yup'ik Language, Culture & Academic Curriculum

- 1) 1st Quarter
 - a) **Self/Family/Community**
 - b) **Gathering Food: Plants**
 - c) **Gathering Food: Fish & Their Habitats**
- 2) 2nd Quarter
 - a) **Animals**
 - b) **Winter Survival: It's Role In Our Lives**
 - c) **Ceremonies, Dance, Masks**
- 3) 3rd Quarter
 - a) **Land/Geography**
 - b) **Weather**
 - c) **Wellness**
 - d) **Mini units**
 - i) **Light**
 - ii) **Machines**
 - iii) **Force**
- 4) 4th Quarter
 - a) **Storytelling & Traditional Games & Toys**
 - b) **Preparation For Spring**
 - i) **birds**
 - ii) **bugs**
 - iii) **us**
 - c) **Fish Camp: The Year in Review**

Self/Family/Community

Cultural Value & Focus: The importance of sharing, caring & responsibility and respect.

Students will develop a basic understanding of and gain knowledge about:

- 1) Themselves
 - a) name
 - b) uniqueness
 - c) pride in heritage
- 2) Immediate family members' title & role
- 3) The concept of following rules to keep us safe
Accepting different feelings & opinions.

Gathering Food

Cultural Value & Focus: Students will know the importance of plants to the community; socially, spiritually, economically, and physically.

Students will develop a basic understanding of and gain knowledge about:

- 1) The names of local plants and berries
- 2) Edible and non-edible plants
- 3) Where plants grow and what they need to grow
 - a) i.e., water, sunlight, soil, warmth

Fish & Their Habitats

Cultural Value & Focus: Students will know the importance of fish to the community, socially, spiritually, economically, and physically.

Students will develop a basic understanding of and gain knowledge about:

- 1) The names of selected fish
- 2) How fish live, eat and move
- 3) The seasonal fish

Animals

Cultural Value & Focus: Respect and value given to animals

Students will develop a basic understanding of and gain knowledge about:

- 1) The names of local animals.
- 2) Where local animals live
 - a) Tundra
 - b) Tree line
 - c) River
 - d) Sea
 - e) etc.
- 3) Animals throughout Alaska
- 4) Animals that are non-local
 - a) farm
 - b) zoo- familiar through media/TV
- 5) Categorizing tame/pet and wild animals
- 6) How different animals move

Land/Geography

Cultural Value & Focus: Respect and care for the land and water

Students will develop a basic understanding of and gain knowledge about:

- 1) Landmarks within the village
 - a) water
 - b) lake
 - c) mud
- 2) Our physical environment
 - a) air
 - b) land
 - c) water
- 3) The concept of a map
 - a) classroom map

Weather

Cultural Value & Focus: Always be prepared for the weather to change.

Students will develop a basic understanding of and gain knowledge about:

- 1) The basic weather terms
 - a) rain
 - b) snow
 - c) hail
 - d) rainbow
 - e) thunder

Preparation for spring (birds, bugs, and us)

Cultural Value and Focus:

Students will develop a basic understanding of and gain knowledge about:

- 1) Clothing changes from winter to summer
- 2) The characteristics of birds
- 3) The signs of dangerous ice conditions
- 4) How birds, bugs and people move

Kalikat/Books

1. Kaviarem Kavirillra (advanced)
2. Kia Una Pikau? (1.a)
3. Atsiyalriit (1.a)
4. Nani Arnaq Iqvarta? (1.b.)
5. Yuuyuuk (4.a.)
6. Anglillra Ac'uruunam (1.a)
7. Yaqulget, Yaqulget, Yaqulget
8. Aataq Maktuq(1.a)
9. Ellualriamek Cucukiyaraq (1.a)
10. Waniwa Qaltam Ilua (1.b.)
11. Neq'liuryaraq (4.c.)
12. Ayaruqa (2.b./4.a.)
13. Aatama Aanama-llu Anelgutkek (1.a)
14. Inuguaq (4.a.)
15. Cacirkat(1.a)
16. Mikelnguun Aturai (1.a.)
17. Pinirtaarucit Naanguarucit-llu (1.a)
18. Nass'am Ikayuraa Aanani(1.a)
19. Kia Nerciqanga? (2.a.)
20. Cumernariuq (advanced)
21. Minguyaq Elitnauryalartuq(1.a)
22. Taqukat (Issuriq/tungunquq) (2.a)
23. Pupitukaar (4.a.)
24. Pugtassuutet (4.c.)
25. Neqlillerni (4.c.)
26. Talliman Taqukat (2.a.)
27. Neqsulartukut (1.c./4.a.)
28. Qimugkauyar (2.a. pet/qunguturaa)
29. Meluk (4.c.)
30. Tulukaruunkuk Teq-llu (advanced)
31. Qaltayak Aquiyaryugyaaquq (4.a.)
32. Ellam Cai (3.b.)
33. Nitilim Erenrini Ikayuutelqa (center)
34. Ayagtukut 2.b.)
35. Ut'rucugyaaqaqa (2.a.)
36. Caarkaipaa (2.a. pet)
37. Uptellerkaq Naaqiyaramun
38. Kuta (3.b.)
39. Anuqa (3.b.)
40. Akerta (3.b.)
41. Kuvyallrem Aperyarai (1.c./4.c.)
42. Merem Ayuqucia (3.b.)
43. Yugnikek'ngat yuilqumek (2.a/advanced)

44. Ciutmun Ayagtukut (advanced)
45. Cukariukut (advanced)
46. Igat Aperyarat-Illu (identifying letters)
47. Iqvaryalriit (1.b.)
48. Ayuqenrilnguut Minguut (center)
49. Atua (singing)
50. Kegginaquq (4.a.)
51. Kayangussulleq (4.b.i.)
52. Kia Kayanguqau? (4.b.i.)
53. Kapuckaryaraq (4.a. traditional games)
54. Aklut Atutuk'ngaput (3.b./weather pending clothing)
55. Ayuqenrilnguut Aturat (2.a.)
56. Aliimatek Ciqill'am (2.a.)
57. Cingarkam Aturai (2.a)
58. Sap'akigka (4.a.)
59. Maligtaqucaraq (1.a)
60. Imarpiim Ceniini(1.a)
61. Canek Nerlarcia? (1.a)
62. Cayunqegtua(1.a)
63. Yaquleyagaq (4.b.i.)
64. Ayuqucinka(1.a)
65. Neq'liuryaraq (1.c.)
66. Cat Kukupangqertat? (4.b.ii.)
67. Kegginaqa (1.a.)
68. Aquiyaaqatartua(1.a)
69. Igaryaratgun Alungut'liuryaraq (A,C,E)
70. Pisqutet (1.a.)
71. Qetun'am ellallugmi aquillra (3.b.)
72. Quuneq (3.a)
73. Yaqulget Qanemciit (advanced)
74. Yiulqumek Qanemciit (advanced)
75. Yaqulget (advanced)
76. Ungungssit Nunivaarmi (advanced)
77. Kuvyallrem Aperyarai (4.c./1.c.)
78. Ellaliuryaraq (3.b.)
79. Mulngakellriit Ungungssit
80. Cetamanek Irulget Qanemcit (advanced)
81. Neqneq Qanemcit (advanced)
82. Yuilqumi (advanced)
83. Meluk (4.c)
84. Pitqerraallrek Angyakun-Illu Ayallret Qanemciit (advanced)
85. Imarpiim Ceniini Ungungssit (advanced)
86. Mermecetulit Ungungssit (advanced)
87. Imarpigmi Ungunssit (advanced)

Work Cited:

Williams, Bev., & Lindquist, Tari. (1998). *Upinguarluta Getting Ready for Life*. Kindergarten through Third Grade Yup'ik Language, Culture & Academic Curriculum.

- Source in copy

- f) fog
 - g) puddle
 - h) cloud
 - i) ice
- 2) Air, land and water and how these make up our physical environment
 - 3) The names and order of the seasons
 - 4) Basic astronomy terms
 - a) earth
 - b) moon
 - c) stars
 - d) sun

Anatomy/Health/Wellness

Cultural Value & Focus: The importance of wellness.

Students will develop a basic understanding of and gain knowledge about:

- 1) The five senses
- 2) The basic external body parts
- 3) What we eat helps or hurts our health
- 4) Good habits to stop the spread of germs
- 5) Ways to stay clean
- 6) How good habits that make you healthy in body and mind
- 7) Healthful and harmful things (substances) at home, school and community and not to eat and drink or touch the harmful things
- 8) The purpose of medicine and how should give it to you
- 9) The fact that alcohol and tobacco are harmful to you
- 10) The fact that exercise is important
- 11) How and why to take care of your teeth
- 12) Personal body safety (sexual abuse prevention)
- 13) The fact that your actions are important (different behaviors result in different consequences)

Storytelling and Traditional Toys and Games

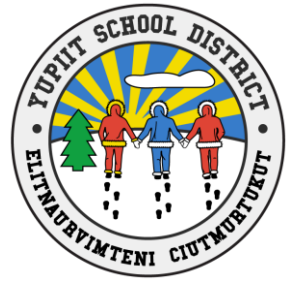
Cultural Value & Focus: Appreciation for traditional ways

Students will develop a basic understanding of and gain knowledge about:

- 1) Selected string stories, storyknife stories, and other stories
- 2) Selected traditional toys example: dolls from qaspeqs, uivtaaq (Eskimo tops)
- 3) Selected NYO events

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Reports A-G

The Administrative Reports from A-G are presented for your review and information.

Author of Report: Janice George
 Department/Location: Yugtun Education Department
 Date of Regional School Board Meeting: June 9, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yup'ik 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 Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools

Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
May	CECI	Teleconference, Updates & continue planning for virtual gathering.	Education System Change
May/June	Staff Yup'ik Class Syllabus	Working on Syllabus for Educator Yup'ik class.	
May/June	TakeWing	Weekly TakeWing Zoom meetings, planning for another virtual gathering.	Education System Change
June	Upingaurluta Curriculum	Contacted K. Hankins LKSD for permission to use Upingaurluta Curriculum. -Separated Kindergarten from K-3 Curriculum & added books that can & will be used.	Education System Change Students Succeed Culturally and Academically
June	Complete HS Yupik Syllabus	Course Description attached	Education System Change

Yupiiit School District

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



From: John C. Stackhouse
Business Manager
Yupiiit School District

Date: June 18, 2020

Subj: 2020 June Board Report

The 2020 June Board Report contains the following:

Summary of Activities

Grant Explanations

Income statement report from BMS for 06/20

Author of Report: John Stackhouse
 Department/Location: Business Manager
 Date of Regional School Board Meeting: June 18, 2020

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Strategic Goal Areas:

1. Students Succeed Culturally and Academically
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3. Staff Recruitment and Retention
4. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
June	FY20 Budget	Reviewed Budget against expenditures for Audit prep	Education System Change
June	CARES funding	Held budget planning meeting for CARES funding. Prepared CARES funding application and submitted to DEED	Education System Change
June	DEED	Responded to Audit follow-up from DEED	Education System Change

Funds 100- 600

100 OPERATING BUDGET

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	40	OTHER LOCAL REVENUES		44,831.29			44,831.29
	46	SCHOOL FACILITIES RENTAL		1,870.00			1,870.00
	47	E-RATE		1,724,042.20		1,598,907.00	125,135.20
	51	FOUNDATION PROGRAM		3,009,629.00		6,132,379.00	-3,122,750.00
	52	State BAG		7,492.80		25,915.00	-18,422.20
	55	QUALITY SCHOOLS				26,013.00	-26,013.00
	56	TRS ON-BEHALF				530,000.00	-530,000.00
	57	PERS ON-BEHALF				120,000.00	-120,000.00
	110	IMPACT AID		4,531,544.40		3,562,334.00	969,210.40
	150	FEDERAL REVENUE VIA STATE A		88,240.49		173,365.00	-85,124.51
		Total Revenue	0.00	9,407,650.18		12,168,913.00	-2,761,262.82
Expenses							
100		REGULAR INSTRUCTION					
	315	TEACHER		1,489,389.99		2,223,545.00	734,155.01
	316	EXTRA DUTY PAY		3,983.81			-3,983.81
	323	AIDES		196,283.30		277,884.00	81,600.70
	329	SUBSTITUTES/TEMPORARIES		124,202.36		55,000.00	-69,202.36
	360	EMPLOYEE BENEFITS				878,749.00	878,749.00
	361	HEALTH/LIFE INSURANCE		268,605.41			-268,605.41
	362	UNEMPLOYMENT INSURANCE		25,064.21			-25,064.21
	363	WORKER'S COMP		27,124.88			-27,124.88
	364	FICA/MEDICARE		47,462.65			-47,462.65
	365	TEACHER'S RETIREMENT		187,283.58			-187,283.58
	366	PERS		40,977.29			-40,977.29
	367	TRS ONBEHALF				444,409.00	444,409.00
	368	PERS ONBEHALF				33,275.00	33,275.00
	410	PROFESSIONAL & TECH SVCS		723.75			-723.75
	420	STAFF TRAVEL & PER DIEM		34,222.68		3,000.00	-31,222.68
	425	STUDENT TRAVEL		8,130.10			-8,130.10
	433	COMMUNICATIONS		2,053.52			-2,053.52
	450	SUPPLIES, MATL & MEDIA	3,169.83	185,598.80	25,877.88	121,000.00	-64,598.80
	490	OTHER EXPENSES		38,167.23			-38,167.23
		Total Function	3,169.83	2,679,273.56	25,877.88	4,036,862.00	1,357,588.44
120		BILINGUAL/BICULTURAL INST					
	314	DIR/COOR/MANAGER (CERT)		47,950.80		91,671.00	43,720.20
	321	DIR/COORD/MGR (NON-CERT)		30,447.36			-30,447.36
	360	EMPLOYEE BENEFITS				32,085.00	32,085.00

Funds 100- 600

100 OPERATING BUDGET

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
	361	HEALTH/LIFE INSURANCE		4,399.80			-4,399.80
	362	UNEMPLOYMENT INSURANCE		1,081.90			-1,081.90
	363	WORKER'S COMP		1,176.00			-1,176.00
	364	FICA/MEDICARE		3,024.50			-3,024.50
	365	TEACHER'S RETIREMENT		6,199.41			-6,199.41
	366	PERS		6,698.46			-6,698.46
	367	TRS ONBEHALF				8,239.00	8,239.00
	368	PERS ONBEHALF				6,069.00	6,069.00
	420	STAFF TRAVEL & PER DIEM		2,235.20		1,000.00	-1,235.20
	450	SUPPLIES, MATL & MEDIA		19,917.12	2,549.05	9,000.00	-10,917.12
		Total Function		123,130.55	2,549.05	148,064.00	24,933.45
160		VOCATIONAL ED INSTRUCTION					
	315	TEACHER		82,754.12		164,047.00	81,292.88
	360	EMPLOYEE BENEFITS				57,417.00	57,417.00
	361	HEALTH/LIFE INSURANCE		5,178.85			-5,178.85
	362	UNEMPLOYMENT INSURANCE		1,121.81			-1,121.81
	363	WORKER'S COMP		1,219.34			-1,219.34
	364	FICA/MEDICARE		1,199.92			-1,199.92
	365	TEACHER'S RETIREMENT		10,209.70			-10,209.70
	367	TRS ONBEHALF				29,381.00	29,381.00
	420	STAFF TRAVEL & PER DIEM		70.00			-70.00
	450	SUPPLIES, MATL & MEDIA		1,963.70	638.15	15,000.00	13,036.30
		Total Function		103,717.44	638.15	265,845.00	162,127.56
200		SPECIAL ED INSTRUCTION					
	315	TEACHER		254,063.56		428,536.00	174,472.44
	323	AIDES		149,636.89		243,832.00	94,195.11
	360	EMPLOYEE BENEFITS				235,329.00	235,329.00
	361	HEALTH/LIFE INSURANCE		53,134.61			-53,134.61
	362	UNEMPLOYMENT INSURANCE		5,519.41			-5,519.41
	363	WORKER'S COMP		5,973.02			-5,973.02
	364	FICA/MEDICARE		15,131.23			-15,131.23
	365	TEACHER'S RETIREMENT		31,910.34			-31,910.34
	366	PERS		26,739.12			-26,739.12
	367	TRS ONBEHALF				76,751.00	76,751.00
	368	PERS ONBEHALF				18,897.00	18,897.00
	390	TRAVEL ALLOWANCE		1,550.00			-1,550.00
	410	PROFESSIONAL & TECH SVCS		7,549.48			-7,549.48
	420	STAFF TRAVEL & PER DIEM				1,000.00	1,000.00
	450	SUPPLIES, MATL & MEDIA		2,065.24	19.73	2,000.00	-65.24
		Total Function		553,272.90	19.73	1,006,345.00	453,072.10
220		SPEC ED SUPPORT SVCS					
	314	DIR/COOR/MANAGER (CERT)		43,651.46		96,110.00	52,458.54
	324	SUPPORT STAFF		2,373.09			-2,373.09

Funds 100- 600

100 OPERATING BUDGET

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
	360	EMPLOYEE BENEFITS				33,639.00	33,639.00
	361	HEALTH/LIFE INSURANCE		7,810.47			-7,810.47
	362	UNEMPLOYMENT INSURANCE		602.88			-602.88
	363	WORKER'S COMP		690.06			-690.06
	364	FICA/MEDICARE		814.52			-814.52
	365	TEACHER'S RETIREMENT		5,432.09			-5,432.09
	366	PERS		526.93			-526.93
	367	TRS ONBEHALF				17,213.00	17,213.00
	390	TRAVEL ALLOWANCE	177.08	28,203.88		48,040.00	19,836.12
	410	PROFESSIONAL & TECH SVCS		73,162.26		95,000.00	21,837.74
	420	STAFF TRAVEL & PER DIEM		5,084.69		15,000.00	9,915.31
	425	STUDENT TRAVEL				1,000.00	1,000.00
	450	SUPPLIES, MATL & MEDIA		7,232.98		3,000.00	-4,232.98
	490	OTHER EXPENSES		3,249.00			-3,249.00
		Total Function	177.08	178,834.31		309,002.00	130,167.69
320		GUIDANCE SERVICES					
	316	EXTRA DUTY PAY		1,695.70			-1,695.70
	318	SPECIALISTS		198,071.00		273,972.00	75,901.00
	360	EMPLOYEE BENEFITS				95,890.00	95,890.00
	361	HEALTH/LIFE INSURANCE		21,825.14			-21,825.14
	362	UNEMPLOYMENT INSURANCE		2,756.80			-2,756.80
	363	WORKER'S COMP		2,996.46			-2,996.46
	364	FICA/MEDICARE		2,896.70			-2,896.70
	365	TEACHER'S RETIREMENT		25,090.58			-25,090.58
	367	TRS ONBEHALF				49,069.00	49,069.00
	420	STAFF TRAVEL & PER DIEM		2,122.20			-2,122.20
		Total Function		257,454.58		418,931.00	161,476.42
350		SUPPORT SERVICES INSTRUCT					
	314	DIR/COOR/MANAGER (CERT)		14,550.54			-14,550.54
	324	SUPPORT STAFF		9,294.94			-9,294.94
	361	HEALTH/LIFE INSURANCE		9,304.57			-9,304.57
	362	UNEMPLOYMENT INSURANCE		200.97			-200.97
	363	WORKER'S COMP		356.52			-356.52
	364	FICA/MEDICARE		922.03			-922.03
	365	TEACHER'S RETIREMENT		1,810.71			-1,810.71
	366	PERS		2,064.06			-2,064.06
		Total Function		38,504.34			-38,504.34
351		TECHNOLOGY					
	433	COMMUNICATIONS		1,639.74			-1,639.74
		Total Function		1,639.74			-1,639.74
352		LIBRARY SERVICES					
	323	AIDES		51,429.91		67,394.00	15,964.09

Funds 100- 600

100 OPERATING BUDGET

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
	360	EMPLOYEE BENEFITS				17,497.00	17,497.00
	361	HEALTH/LIFE INSURANCE		32,899.93			-32,899.93
	362	UNEMPLOYMENT INSURANCE		719.35			-719.35
	363	WORKER'S COMP		771.43			-771.43
	364	FICA/MEDICARE		3,934.35			-3,934.35
	366	PERS		11,314.56			-11,314.56
	368	PERS ONBEHALF				4,462.00	4,462.00
	440	OTHER PURCHASED SERVICES		3,936.45			-3,936.45
	450	SUPPLIES, MATL & MEDIA		459.34	37.60		-459.34
		Total Function		105,465.32	37.60	89,353.00	-16,112.32
354		IN-SERVICE TRAINING					
	329	SUBSTITUTES/TEMPORARIES		120.00			-120.00
	410	PROFESSIONAL & TECH SVCS				7,500.00	7,500.00
	420	STAFF TRAVEL & PER DIEM		7,297.65		5,000.00	-2,297.65
	440	OTHER PURCHASED SERVICES				2,500.00	2,500.00
	450	SUPPLIES, MATL & MEDIA		4,404.31		2,500.00	-1,904.31
		Total Function		11,821.96		17,500.00	5,678.04
360		Instructional-Related Technology					
	314	DIR/COOR/MANAGER (CERT)		62,102.99		81,054.00	18,951.01
	321	DIR/COORD/MGR (NON-CERT)				28,369.00	28,369.00
	361	HEALTH/LIFE INSURANCE		12,375.45			-12,375.45
	362	UNEMPLOYMENT INSURANCE		857.00			-857.00
	363	WORKER'S COMP		931.55			-931.55
	364	FICA/MEDICARE		900.49			-900.49
	365	TEACHER'S RETIREMENT		7,800.09			-7,800.09
	367	TRS ONBEHALF				14,517.00	14,517.00
	433	COMMUNICATIONS		1,595,782.60		1,332,423.00	-263,359.60
	444	TECHNOLOGY RELATED REPAIRS AND	346.86	6,895.68			-6,895.68
	450	SUPPLIES, MATL & MEDIA		8,572.71	128.34	6,000.00	-2,572.71
		Total Function	346.86	1,696,218.56	128.34	1,462,363.00	-233,855.56
400		SCHOOL ADMINISTRATION					
	313	PRINCIPAL		214,417.06		293,625.00	79,207.94
	360	EMPLOYEE BENEFITS				102,768.00	102,768.00
	361	HEALTH/LIFE INSURANCE		28,810.57			-28,810.57
	362	UNEMPLOYMENT INSURANCE		3,031.01			-3,031.01
	363	WORKER'S COMP		3,303.18			-3,303.18
	364	FICA/MEDICARE		3,193.11			-3,193.11
	365	TEACHER'S RETIREMENT		27,659.53			-27,659.53
	367	TRS ONBEHALF				52,588.00	52,588.00
	390	TRAVEL ALLOWANCE		1,000.00			-1,000.00
	420	STAFF TRAVEL & PER DIEM		8,093.03		3,500.00	-4,593.03
	450	SUPPLIES, MATL & MEDIA		6,207.03	5,099.00		-6,207.03
	490	OTHER EXPENSES		775.00	775.00		-775.00

Funds 100- 600

100 OPERATING BUDGET

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
	491	DUES & FEES		1,842.00			-1,842.00
		Total Function		298,331.52	5,874.00	452,481.00	154,149.48
450		SCHOOL ADMIN SUPPORT					
	324	SUPPORT STAFF		74,516.35		100,414.00	25,897.65
	360	EMPLOYEE BENEFITS				35,145.00	35,145.00
	361	HEALTH/LIFE INSURANCE		19,086.70			-19,086.70
	362	UNEMPLOYMENT INSURANCE		1,021.56			-1,021.56
	363	WORKER'S COMP		1,115.99			-1,115.99
	364	FICA/MEDICARE		5,700.52			-5,700.52
	366	PERS		15,010.14			-15,010.14
	368	PERS ONBEHALF				6,647.00	6,647.00
		Total Function		116,451.26		142,206.00	25,754.74
511		BOARD OF EDUCATION					
	324	SUPPORT STAFF		21,525.83		31,701.00	10,175.17
	329	SUBSTITUTES/TEMPORARIES		76,395.00		66,000.00	-10,395.00
	360	EMPLOYEE BENEFITS				31,945.00	31,945.00
	361	HEALTH/LIFE INSURANCE		2,177.89			-2,177.89
	362	UNEMPLOYMENT INSURANCE		301.10			-301.10
	363	WORKER'S COMP		396.81			-396.81
	364	FICA/MEDICARE		7,491.67			-7,491.67
	366	PERS		8,640.71			-8,640.71
	368	PERS ONBEHALF				6,469.00	6,469.00
	420	STAFF TRAVEL & PER DIEM	1,560.00	50,132.95	4,146.05	64,660.00	14,527.05
	450	SUPPLIES, MATL & MEDIA		5,827.80		5,900.00	72.20
	491	DUES & FEES		14,721.00		18,450.00	3,729.00
		Total Function	1,560.00	187,610.76	4,146.05	225,125.00	37,514.24
512		OFFICE OF SUPERINTENDENT					
	311	SUPERINTENDENT		90,000.00		120,000.00	30,000.00
	324	SUPPORT STAFF		22,178.11		29,571.00	7,392.89
	360	EMPLOYEE BENEFITS				52,350.00	52,350.00
	361	HEALTH/LIFE INSURANCE		14,124.79			-14,124.79
	362	UNEMPLOYMENT INSURANCE		1,552.23			-1,552.23
	363	WORKER'S COMP		1,682.68			-1,682.68
	364	FICA/MEDICARE		3,001.62			-3,001.62
	365	TEACHER'S RETIREMENT		11,304.00			-11,304.00
	366	PERS		4,879.19			-4,879.19
	367	TRS ONBEHALF				17,064.00	17,064.00
	368	PERS ONBEHALF				1,958.00	1,958.00
	410	PROFESSIONAL & TECH SVCS				35,000.00	35,000.00
	414	LEGAL SERVICES		42,656.66			-42,656.66
	420	STAFF TRAVEL & PER DIEM		18,331.91	573.59	7,500.00	-10,831.91
	450	SUPPLIES, MATL & MEDIA	25.00	3,323.51	1,200.00	1,500.00	-1,823.51
	491	DUES & FEES		18,599.00		500.00	-18,099.00
		Total Function	25.00	231,633.70	1,773.59	265,443.00	33,809.30

Funds 100- 600

100 OPERATING BUDGET

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
550		DISTRICT ADMIN SUPPORT SV					
	321	DIR/COORD/MGR (NON-CERT)		92,733.05		118,755.00	26,021.95
	324	SUPPORT STAFF		120,238.02		165,907.00	45,668.98
	360	EMPLOYEE BENEFITS				99,632.00	99,632.00
	361	HEALTH/LIFE INSURANCE		26,016.15			-26,016.15
	362	UNEMPLOYMENT INSURANCE		2,888.43			-2,888.43
	363	WORKER'S COMP		3,093.50			-3,093.50
	364	FICA/MEDICARE		16,102.47			-16,102.47
	366	PERS		46,046.88			-46,046.88
	368	PERS ONBEHALF				18,845.00	18,845.00
	410	PROFESSIONAL & TECH SVCS		30,682.50		60,000.00	29,317.50
	420	STAFF TRAVEL & PER DIEM		30,576.03	198.00	5,000.00	-25,576.03
	425	STUDENT TRAVEL		313.00			-313.00
	433	COMMUNICATIONS		18,260.86			-18,260.86
	440	OTHER PURCHASED SERVICES		16,871.00		40,000.00	23,129.00
	445	INSURANCE & BOND PREMIUMS A		20.00		61,800.00	61,780.00
	450	SUPPLIES, MATL & MEDIA		19,911.31	0.04	5,000.00	-14,911.31
	490	OTHER EXPENSES	18.86	142,559.41			-142,559.41
	491	DUES & FEES		5,123.00		3,000.00	-2,123.00
		Total Function	18.86	571,435.61	198.04	577,939.00	6,503.39
551		RECRUITMENT					
	390	TRAVEL ALLOWANCE		1,011.30			-1,011.30
	410	PROFESSIONAL & TECH SVCS				5,000.00	5,000.00
	420	STAFF TRAVEL & PER DIEM		29,408.02		12,000.00	-17,408.02
	450	SUPPLIES, MATL & MEDIA		2,691.39			-2,691.39
	490	OTHER EXPENSES		5,800.00		5,500.00	-300.00
		Total Function		38,910.71		22,500.00	-16,410.71
552		HUMAN RESOURCES STAFF SVC					
	321	DIR/COORD/MGR (NON-CERT)				28,701.00	28,701.00
	324	SUPPORT STAFF		21,525.81			-21,525.81
	360	EMPLOYEE BENEFITS				10,045.00	10,045.00
	361	HEALTH/LIFE INSURANCE		2,177.92			-2,177.92
	362	UNEMPLOYMENT INSURANCE		301.09			-301.09
	363	WORKER'S COMP		322.91			-322.91
	364	FICA/MEDICARE		1,646.71			-1,646.71
	366	PERS		4,735.69			-4,735.69
	368	PERS ONBEHALF				1,900.00	1,900.00
	420	STAFF TRAVEL & PER DIEM				500.00	500.00
	450	SUPPLIES, MATL & MEDIA		4,092.62		250.00	-3,842.62
		Total Function		34,802.75		41,396.00	6,593.25
560		Administrative Technology Services					
	314	DIR/COOR/MANAGER (CERT)		20,701.01		27,018.00	6,316.99
	360	EMPLOYEE BENEFITS				10,807.00	10,807.00

Funds 100- 600

100 OPERATING BUDGET

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
	361	HEALTH/LIFE INSURANCE		4,125.15			-4,125.15
	362	UNEMPLOYMENT INSURANCE		285.67			-285.67
	363	WORKER'S COMP		310.51			-310.51
	364	FICA/MEDICARE		300.20			-300.20
	365	TEACHER'S RETIREMENT		2,600.07			-2,600.07
	367	TRS ONBEHALF				4,839.00	4,839.00
	420	STAFF TRAVEL & PER DIEM		3,284.50		7,500.00	4,215.50
	433	COMMUNICATIONS		344,533.28		444,141.00	99,607.72
	444	TECHNOLOGY RELATED REPAIRS AND	33.00	220.24		1,500.00	1,279.76
	450	SUPPLIES, MATL & MEDIA		20,699.47	1,322.52	38,000.00	17,300.53
	491	DUES & FEES		645.00		1,500.00	855.00
		Total Function	33.00	397,705.10	1,322.52	535,305.00	137,599.90
600		OPERATION & MAINTENANCE					
	321	DIR/COORD/MGR (NON-CERT)		42,153.48		55,835.00	13,681.52
	325	MAINTENANCE/CUSTODIAL		212,358.02		197,463.00	-14,895.02
	329	SUBSTITUTES/TEMPORARIES		97,949.62		80,000.00	-17,949.62
	360	EMPLOYEE BENEFITS				98,905.00	98,905.00
	361	HEALTH/LIFE INSURANCE		54,995.69			-54,995.69
	362	UNEMPLOYMENT INSURANCE		5,084.53			-5,084.53
	363	WORKER'S COMP		5,160.69			-5,160.69
	364	FICA/MEDICARE		27,322.24			-27,322.24
	366	PERS		50,338.53			-50,338.53
	368	PERS ONBEHALF				36,076.00	36,076.00
	410	PROFESSIONAL & TECH SVCS		220,931.04	182,943.77	2,000.00	-218,931.04
	420	STAFF TRAVEL & PER DIEM		12,812.72		9,000.00	-3,812.72
	431	WATER & SEWAGE		271,500.00		330,000.00	58,500.00
	435	FUEL-HEATING		52,950.22	6.21	405,850.00	352,899.78
	436	ELECTRICITY	36,023.14	442,547.93		479,750.00	37,202.07
	440	OTHER PURCHASED SERVICES		102,345.00			-102,345.00
	445	INSURANCE & BOND PREMIUMS A				170,000.00	170,000.00
	450	SUPPLIES, MATL & MEDIA		23,589.38			-23,589.38
	452	MAINTENANCE SUPPLIES	5,357.91	287,632.51	115,051.59	100,000.00	-187,632.51
	453	JANITORIAL SUPPLIES		105,968.42	88,370.30	35,000.00	-70,968.42
	456	VEHICLE MAINTENANCE		31,738.07	2,322.00	10,500.00	-21,238.07
	457	SMALL TOOLS AND EQUIPMENT		834.81			-834.81
	458	GAS & OIL		199.54		26,654.00	26,454.46
	490	OTHER EXPENSES		1,799.00			-1,799.00
	510	EQUIPMENT	16,836.19	63,215.08	117.90		-63,215.08
		Total Function	58,217.24	2,113,426.52	388,811.77	2,037,033.00	-76,393.52
700		STUDENT ACTIVITIES					
	316	EXTRA DUTY PAY		8,600.00		20,250.00	11,650.00
	329	SUBSTITUTES/TEMPORARIES		19,132.50		10,000.00	-9,132.50
	360	EMPLOYEE BENEFITS				10,588.00	10,588.00
	361	HEALTH/LIFE INSURANCE		1,916.96			-1,916.96

Funds 100- 600

100 OPERATING BUDGET

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
	362	UNEMPLOYMENT INSURANCE		390.58			-390.58
	363	WORKER'S COMP		415.99			-415.99
	364	FICA/MEDICARE		1,528.29			-1,528.29
	365	TEACHER'S RETIREMENT		1,220.85			-1,220.85
	366	PERS		2,396.91			-2,396.91
	367	TRS ONBEHALF				5,164.00	5,164.00
	390	TRAVEL ALLOWANCE		156.02			-156.02
	410	PROFESSIONAL & TECH SVCS		7,168.00			-7,168.00
	420	STAFF TRAVEL & PER DIEM		5,102.74		1,500.00	-3,602.74
	425	STUDENT TRAVEL		162,683.74	16,867.24	99,000.00	-63,683.74
	440	OTHER PURCHASED SERVICES		3,722.65	186.35		-3,722.65
	450	SUPPLIES, MATL & MEDIA		13,375.63	282.83	15,000.00	1,624.37
	490	OTHER EXPENSES		1,545.00			-1,545.00
	491	DUES & FEES		4,165.00	1,000.00	4,500.00	335.00
		Total Function		233,520.86	18,336.42	166,002.00	-67,518.86
760		TRANSPORTATION					
	425	STUDENT TRAVEL		280.00			-280.00
		Total Function		280.00			-280.00
		Total Expenses	63,547.87	9,973,442.05	449,713.14	12,219,695.00	2,246,252.95
		Net Income from Operations	-63,547.87	-565,791.87			
		Other Expenses					
900		FUND TRANSFERS					
	552	XFER TO FOOD SERVICE				100,000.00	100,000.00
	558	XFER TO TEACHER HOUSING				400,000.00	400,000.00
		Total Function				500,000.00	
		Total Other Expenses	0.00	0.00		500,000.00	500,000.00
		Net Income	-63,547.87	-565,791.87			

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Funds 100- 600

205 STUDENT TRANSPORTATION

Function	Object	Description	----- Current Year -----			
			Current Month	Current YTD	Current Enc	Budget
Revenue						
	65	STUDENT TRANSPORTATION		613.00		613.00
		Total Revenue	0.00	613.00	0.00	613.00
Expenses						
220		SPEC ED SUPPORT SVCS				
	390	TRAVEL ALLOWANCE		430.00		-430.00
		Total Function		430.00		-430.00
		Total Expenses	0.00	430.00	0.00	-430.00
		Net Income from Operations		183.00		
		Net Income	0.00	183.00		

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Funds 100- 600

230 ALASKA PREK PROGRAM INTERVENTION

Function	Object	Description	----- Current Year -----			
			Current Month	Current YTD	Current Enc	Budget
Expenses						
100		REGULAR INSTRUCTION				
	450	SUPPLIES, MATL & MEDIA		63,884.80		-63,884.80
		Total Function		63,884.80		-63,884.80
		Total Expenses	0.00	63,884.80	0.00	-63,884.80
		Net Income from Operations		-63,884.80		
		Net Income	0.00	-63,884.80		

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231 EARLY LITERACY

Function	Object	Description	----- Current Year -----			
			Current Month	Current YTD	Current Enc	Budget
Revenue						
	50	OTHER STATE REVENUES		62,938.84		62,938.84
		Total Revenue	0.00	62,938.84	0.00	62,938.84
Expenses						
100		REGULAR INSTRUCTION				
	450	SUPPLIES, MATL & MEDIA		5,043.33		-5,043.33
		Total Function		5,043.33		-5,043.33
		Total Expenses	0.00	5,043.33	0.00	-5,043.33
		Net Income from Operations		57,895.51		
		Net Income	0.00	57,895.51		

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Funds 100- 600

236 STAFF DEVELOPMENT

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
100		REGULAR INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		19,701.03	677.38		-19,701.03
		Total Function		19,701.03	677.38		-19,701.03
		Total Expenses	0.00	19,701.03	677.38	0.00	-19,701.03
		Net Income from Operations		-19,701.03			
		Net Income	0.00	-19,701.03			

Funds 100- 600

245 SIG GRANT

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
100		REGULAR INSTRUCTION					
	316	EXTRA DUTY PAY		11,794.58		-11,794.58	
	329	SUBSTITUTES/TEMPORARIES		1,275.00		-1,275.00	
	361	HEALTH/LIFE INSURANCE		1,247.23		-1,247.23	
	362	UNEMPLOYMENT INSURANCE		180.10		-180.10	
	363	WORKER'S COMP		196.06		-196.06	
	364	FICA/MEDICARE		305.77		-305.77	
	365	TEACHER'S RETIREMENT		1,481.40		-1,481.40	
	366	PERS		255.72		-255.72	
	410	PROFESSIONAL & TECH SVCS		44,236.89		-44,236.89	
	420	STAFF TRAVEL & PER DIEM		22,316.21	613.20	-22,316.21	
	450	SUPPLIES, MATL & MEDIA		17,216.87	2,307.56	-17,216.87	
	490	OTHER EXPENSES		2,560.00		-2,560.00	
		Total Function		103,065.83	2,920.76	-103,065.83	
		Total Expenses	0.00	103,065.83	2,920.76	0.00	-103,065.83
		Net Income from Operations		-103,065.83			
		Net Income	0.00	-103,065.83			

Funds 100- 600

255 FOOD SERVICE FUND

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	22	TYPE A ADULT MEAL REVENUE		17,263.00			17,263.00
	40	OTHER LOCAL REVENUES		66.00			66.00
	161	USDA FOOD SERVICE REIMBRS A		151,766.51		373,000.00	-221,233.49
Total Revenue			0.00	169,095.51		373,000.00	-203,904.49
Expenses							
100		REGULAR INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		1,671.08			-1,671.08
	450	SUPPLIES, MATL & MEDIA		1,520.00			-1,520.00
Total Function				3,191.08			-3,191.08
790		FOOD SERVICES					
	321	DIR/COORD/MGR (NON-CERT)		25,288.41		32,361.00	7,072.59
	326	FOOD SERVICE STAFF		99,133.53		109,161.00	10,027.47
	360	EMPLOYEE BENEFITS				49,534.00	49,534.00
	361	HEALTH/LIFE INSURANCE		46,481.25			-46,481.25
	362	UNEMPLOYMENT INSURANCE		1,727.44			-1,727.44
	363	WORKER'S COMP		1,843.84			-1,843.84
	364	FICA/MEDICARE		9,518.18			-9,518.18
	366	PERS		26,568.08			-26,568.08
	420	STAFF TRAVEL & PER DIEM		12,474.86		1,500.00	-10,974.86
	450	SUPPLIES, MATL & MEDIA		11,920.10	898.00	8,000.00	-3,920.10
	459	FOOD		242,032.70	8,070.80	365,000.00	122,967.30
	491	DUES & FEES		742.50			-742.50
	510	EQUIPMENT		15,197.22		2,500.00	-12,697.22
Total Function				492,928.11	8,968.80	568,056.00	75,127.89
Total Expenses			0.00	496,119.19	8,968.80	568,056.00	71,936.81
Net Income from Operations					-327,023.68		
Net Income				0.00	-327,023.68		

Funds 100- 600

256 TITLE I PART (A)

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	150	FEDERAL REVENUE VIA STATE A		152,169.75			152,169.75
		Total Revenue	0.00	152,169.75		0.00	152,169.75
Expenses							
100		REGULAR INSTRUCTION					
	315	TEACHER				261,440.00	261,440.00
	316	EXTRA DUTY PAY		1,414.50			-1,414.50
	318	SPECIALISTS		169,344.73			-169,344.73
	321	DIR/COORD/MGR (NON-CERT)		25,288.09		31,748.00	6,459.91
	323	AIDES		79,698.37		103,625.00	23,926.63
	324	SUPPORT STAFF		5,735.09			-5,735.09
	360	EMPLOYEE BENEFITS				158,726.00	158,726.00
	361	HEALTH/LIFE INSURANCE		53,606.07			-53,606.07
	362	UNEMPLOYMENT INSURANCE		3,821.54			-3,821.54
	363	WORKER'S COMP		4,212.41			-4,212.41
	364	FICA/MEDICARE		10,946.13			-10,946.13
	365	TEACHER'S RETIREMENT		21,447.40			-21,447.40
	366	PERS		22,194.33			-22,194.33
	380	SUBSIDY FOR TEACHER HOUSING		105,000.00			-105,000.00
	420	STAFF TRAVEL & PER DIEM		11,839.99	167.23	80,000.00	68,160.01
	425	STUDENT TRAVEL		10,226.34			-10,226.34
	450	SUPPLIES, MATL & MEDIA		50,876.51	27,582.79		-50,876.51
	480	STUDENT STIPENDS		16,800.00			-16,800.00
	495	INDIRECT COSTS		78,888.53			-78,888.53
		Total Function		671,340.03	27,750.02	635,539.00	-35,801.03
		Total Expenses	0.00	671,340.03	27,750.02	635,539.00	-35,801.03
		Net Income from Operations		-519,170.28			
		Net Income	0.00	-519,170.28			

Funds 100- 600

257 TITLE I-C MIGRANT ED

Function	Object	Description	----- Current Year -----			
			Current Month	Current YTD	Current Enc	Budget
Revenue						
	150	FEDERAL REVENUE VIA STATE A		7,829.62		7,829.62
		Total Revenue	0.00	7,829.62	0.00	7,829.62
Expenses						
100		REGULAR INSTRUCTION				
	324	SUPPORT STAFF		2,373.33		9,247.67
	360	EMPLOYEE BENEFITS			7,479.00	7,479.00
	361	HEALTH/LIFE INSURANCE		1,870.19		-1,870.19
	363	WORKER'S COMP		35.28		-35.28
	364	FICA/MEDICARE		181.55		-181.55
	366	PERS		526.96		-526.96
	420	STAFF TRAVEL & PER DIEM		3,535.86		-3,535.86
	425	STUDENT TRAVEL		1,600.92		2,899.08
	450	SUPPLIES, MATL & MEDIA		2,126.75	163.46	65,238.00
	480	STUDENT STIPENDS		7,200.00		15,000.00
	495	INDIRECT COSTS		4,167.68		-4,167.68
		Total Function		23,618.52	163.46	103,838.00
450		SCHOOL ADMIN SUPPORT				
	324	SUPPORT STAFF		12,820.18		7,079.00
	361	HEALTH/LIFE INSURANCE		3,391.20		-3,391.20
	362	UNEMPLOYMENT INSURANCE		175.64		-175.64
	363	WORKER'S COMP		192.05		-192.05
	364	FICA/MEDICARE		980.73		-980.73
	366	PERS		2,596.34		-2,596.34
		Total Function		20,156.14		7,079.00
		Total Expenses	0.00	43,774.66	163.46	110,917.00
		Net Income from Operations		-35,945.04		
		Net Income	0.00	-35,945.04		

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For the Accounting Period: 6 / 20

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Funds 100- 600

265 MIGRANT BOOKS

Function	Object	Description	----- Current Year -----			
			Current Month	Current YTD	Current Enc	Budget
Expenses						
100		REGULAR INSTRUCTION				
	450	SUPPLIES, MATL & MEDIA		2,578.95	6.81	-2,578.95
		Total Function		2,578.95	6.81	-2,578.95
		Total Expenses	0.00	2,578.95	6.81	0.00
		Net Income from Operations		-2,578.95		
		Net Income	0.00	-2,578.95		

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Funds 100- 600

269 PRESCHOOL DISABLED

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
220		SPEC ED SUPPORT SVCS					
	410	PROFESSIONAL & TECH SVCS				1,612.00	1,612.00
	450	SUPPLIES, MATL & MEDIA				398.00	398.00
		Total Function				2,010.00	2,010.00
		Total Expenses	0.00	0.00		2,010.00	2,010.00
		Net Income from Operations					
		Net Income	0.00	0.00			

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Funds 100- 600

270 TITLE III-A ENG LANG ACQ

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
100		REGULAR INSTRUCTION					
	320	NON CERTIFICATED SALARIES				3,999.00	3,999.00
	410	PROFESSIONAL & TECH SVCS				3,000.00	3,000.00
	420	STAFF TRAVEL & PER DIEM		633.40		3,000.00	2,366.60
	450	SUPPLIES, MATL & MEDIA		36,317.40		12,528.00	-23,789.40
	495	INDIRECT COSTS		4,406.07			-4,406.07
		Total Function		41,356.87		22,527.00	-18,829.87
		Total Expenses	0.00	41,356.87		22,527.00	-18,829.87
		Net Income from Operations		-41,356.87			
		Net Income	0.00	-41,356.87			

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Funds 100- 600

271 MIGRANT ED PARENT ADVISORY COUNCIL

Function	Object	Description	----- Current Year -----			
			Current Month	Current YTD	Current Enc	Budget
Expenses						
100		REGULAR INSTRUCTION				
	420	STAFF TRAVEL & PER DIEM		984.19		-984.19
		Total Function		984.19		-984.19
		Total Expenses	0.00	984.19	0.00	-984.19
		Net Income from Operations		-984.19		
		Net Income	0.00	-984.19		

Funds 100- 600

297 TITLE VIB

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	150	FEDERAL REVENUE VIA STATE A		13,351.22			13,351.22
		Total Revenue	0.00	13,351.22		0.00	13,351.22
Expenses							
100		REGULAR INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		714.00			-714.00
	450	SUPPLIES, MATL & MEDIA		1,114.00	28.72		-1,114.00
		Total Function		1,828.00	28.72		-1,828.00
200		SPECIAL ED INSTRUCTION					
	323	AIDES		33,311.15		39,750.00	6,438.85
	360	EMPLOYEE BENEFITS				19,737.00	19,737.00
	361	HEALTH/LIFE INSURANCE		4,400.15			-4,400.15
	362	UNEMPLOYMENT INSURANCE		451.73			-451.73
	363	WORKER'S COMP		499.48			-499.48
	364	FICA/MEDICARE		2,548.30			-2,548.30
	366	PERS		7,328.47			-7,328.47
	410	PROFESSIONAL & TECH SVCS		14,372.91			-14,372.91
	420	STAFF TRAVEL & PER DIEM		10,858.28	2,065.47		-10,858.28
	425	STUDENT TRAVEL				2,000.00	2,000.00
	450	SUPPLIES, MATL & MEDIA		11,558.70			-11,558.70
		Total Function		85,329.17	2,065.47	61,487.00	-23,842.17
220		SPEC ED SUPPORT SVCS					
	410	PROFESSIONAL & TECH SVCS		54,343.08		65,840.00	11,496.92
	420	STAFF TRAVEL & PER DIEM				14,590.00	14,590.00
	450	SUPPLIES, MATL & MEDIA				8,299.00	8,299.00
		Total Function		54,343.08		88,729.00	34,385.92
		Total Expenses	0.00	141,500.25	2,094.19	150,216.00	8,715.75
		Net Income from Operations		-128,149.03			
		Net Income	0.00	-128,149.03			

Funds 100- 600

301 CARL PERKINS

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	150	FEDERAL REVENUE VIA STATE A		3,736.65			3,736.65
		Total Revenue	0.00	3,736.65		0.00	3,736.65
Expenses							
100		REGULAR INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		4,909.83	72.90		-4,909.83
	425	STUDENT TRAVEL		5,831.14		2,084.00	-3,747.14
	450	SUPPLIES, MATL & MEDIA		2,508.97	8.82		-2,508.97
	495	INDIRECT COSTS		778.21			-778.21
		Total Function		14,028.15	81.72	2,084.00	-11,944.15
160		VOCATIONAL ED INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		187.50	187.50	4,300.00	4,112.50
	425	STUDENT TRAVEL				2,085.00	2,085.00
	450	SUPPLIES, MATL & MEDIA		1,695.15	7.22	15,000.00	13,304.85
		Total Function		1,882.65	194.72	21,385.00	19,502.35
		Total Expenses	0.00	15,910.80	276.44	23,469.00	7,558.20
		Net Income from Operations		-12,174.15			
		Net Income	0.00	-12,174.15			

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Funds 100- 600

351 Rural Low Income Schools RLIS

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
100		REGULAR INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		417.94			-417.94
	425	STUDENT TRAVEL		5,452.68	570.17		-5,452.68
	491	DUES & FEES		2,640.00			-2,640.00
		Total Function		8,510.62	570.17		-8,510.62
		Total Expenses	0.00	8,510.62	570.17	0.00	-8,510.62
		Net Income from Operations		-8,510.62			
		Net Income	0.00	-8,510.62			

Funds 100- 600

362 INDIAN EDUCATION

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	100	FEDERAL REVENUE		45,247.95			45,247.95
		Total Revenue	0.00	45,247.95		0.00	45,247.95
Expenses							
100		REGULAR INSTRUCTION					
	420	STAFF TRAVEL & PER DIEM		4,053.51			-4,053.51
	425	STUDENT TRAVEL		59,735.26	360.00		-59,735.26
	480	STUDENT STIPENDS		7,800.00			-7,800.00
		Total Function		71,588.77	360.00		-71,588.77
120		BILINGUAL/BICULTURAL INST					
	420	STAFF TRAVEL & PER DIEM		6,087.68			-6,087.68
	450	SUPPLIES, MATL & MEDIA		1,060.00			-1,060.00
		Total Function		7,147.68			-7,147.68
511		BOARD OF EDUCATION					
	420	STAFF TRAVEL & PER DIEM		3,579.57			-3,579.57
		Total Function		3,579.57			-3,579.57
		Total Expenses	0.00	82,316.02	360.00	0.00	-82,316.02
		Net Income from Operations		-37,068.07			
		Net Income	0.00	-37,068.07			

Funds 100- 600

365 ANE 2018

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
100		REGULAR INSTRUCTION					
	316	EXTRA DUTY PAY		8,375.00			-8,375.00
	329	SUBSTITUTES/TEMPORARIES		567.95			-567.95
	361	HEALTH/LIFE INSURANCE		876.87			-876.87
	362	UNEMPLOYMENT INSURANCE		116.35			-116.35
	363	WORKER'S COMP		126.42			-126.42
	364	FICA/MEDICARE		126.63			-126.63
	365	TEACHER'S RETIREMENT		1,051.90			-1,051.90
	366	PERS		14.93			-14.93
	410	PROFESSIONAL & TECH SVCS	1,880.13	45,138.06			-45,138.06
	420	STAFF TRAVEL & PER DIEM		4,689.97			-4,689.97
	425	STUDENT TRAVEL		1,548.00			-1,548.00
	450	SUPPLIES, MATL & MEDIA		116,217.58	7,249.94		-116,217.58
	481	TUITION		42,954.00			-42,954.00
	491	DUES & FEES		6,806.25			-6,806.25
		Total Function	1,880.13	228,609.91	7,249.94		-228,609.91
220		SPEC ED SUPPORT SVCS					
	410	PROFESSIONAL & TECH SVCS		390.00			-390.00
		Total Function		390.00			-390.00
352		LIBRARY SERVICES					
	323	AIDES		116.40			-116.40
	361	HEALTH/LIFE INSURANCE		100.82			-100.82
	362	UNEMPLOYMENT INSURANCE		1.64			-1.64
	363	WORKER'S COMP		1.75			-1.75
	364	FICA/MEDICARE		8.91			-8.91
	366	PERS		25.61			-25.61
		Total Function		255.13			-255.13
550		DISTRICT ADMIN SUPPORT SV					
	321	DIR/COORD/MGR (NON-CERT)		63,749.97			-63,749.97
	361	HEALTH/LIFE INSURANCE		5,866.40			-5,866.40
	362	UNEMPLOYMENT INSURANCE		913.23			-913.23
	363	WORKER'S COMP		956.25			-956.25
	364	FICA/MEDICARE		4,876.92			-4,876.92
	366	PERS		9,349.98			-9,349.98
		Total Function		85,712.75			-85,712.75
Total Expenses			1,880.13	314,967.79	7,249.94	0.00	-314,967.79
Net Income from Operations			-1,880.13	-314,967.79			

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Funds 100- 600

365 ANE 2018

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
		Net Income	-1,880.13	-314,967.79			

Funds 100- 600

390 TEACHER HOUSING FUND

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	46	SCHOOL FACILITIES RENTAL		119,905.02			119,905.02
	150	FEDERAL REVENUE VIA STATE A		105,000.00			105,000.00
Total Revenue			0.00	224,905.02		0.00	224,905.02
Expenses							
600		OPERATION & MAINTENANCE					
	321	DIR/COORD/MGR (NON-CERT)		35,256.57		47,009.00	11,752.43
	325	MAINTENANCE/CUSTODIAL		91,322.02		103,382.00	12,059.98
	329	SUBSTITUTES/TEMPORARIES		88,788.83			-88,788.83
	360	EMPLOYEE BENEFITS				52,542.00	52,542.00
	361	HEALTH/LIFE INSURANCE		25,372.27			-25,372.27
	362	UNEMPLOYMENT INSURANCE		3,036.38			-3,036.38
	363	WORKER'S COMP		3,027.63			-3,027.63
	364	FICA/MEDICARE		16,167.28			-16,167.28
	366	PERS		24,197.25			-24,197.25
	420	STAFF TRAVEL & PER DIEM				2,500.00	2,500.00
	436	ELECTRICITY	6,784.20	85,974.38		88,000.00	2,025.62
	441	RENTAL PAYMENTS		65,955.27		58,500.00	-7,455.27
	450	SUPPLIES, MATL & MEDIA		242.90			-242.90
	452	MAINTENANCE SUPPLIES	7,558.75	206,771.85	51,415.67	7,500.00	-199,271.85
	453	JANITORIAL SUPPLIES		2,602.26			-2,602.26
	457	SMALL TOOLS AND EQUIPMENT		61.19			-61.19
		Total Function	14,342.95	648,776.08	51,415.67	359,433.00	-289,343.08
Total Expenses			14,342.95	648,776.08	51,415.67	359,433.00	-289,343.08
Net Income from Operations			-14,342.95	-423,871.06			
Net Income			-14,342.95	-423,871.06			

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Funds 100- 600

505 CIP- GENERAL

			----- Current Year -----				
Function	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance
Expenses							
600		OPERATION & MAINTENANCE					
	452	MAINTENANCE SUPPLIES		31,330.86			-31,330.86
	510	EQUIPMENT		37,191.00			-37,191.00
		Total Function		68,521.86			-68,521.86
		Total Expenses	0.00	68,521.86		0.00	-68,521.86
		Net Income from Operations		-68,521.86			
		Net Income	0.00	-68,521.86			

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Funds 100- 600

506 CIP-Impact Aid

Function	Object	Description	----- Current Year -----				
			Current Month	Current YTD	Current Enc	Budget	Variance
Revenue							
	110	IMPACT AID		40,992.00			40,992.00
		Total Revenue	0.00	40,992.00		0.00	40,992.00
		Net Income from Operations		40,992.00			
		Net Income	0.00	40,992.00			

Author of Report: Kaylin Charles
 Department/Location: Federal Programs
 Date of Regional School Board Meeting: May 21, 2020

<p>Mission Statement To educate all children to be successful in any environment.</p> <p>Vision Statement All members of the community are proud and committed to 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 Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools</p> <p>Values Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature</p> <p>Strategic Goal Areas:</p> <ol style="list-style-type: none"> 1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention 4. Education System Change 			
Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
May	21 st CCLC	Student data for 21 st Century Community Learning Centers grant submitted to Leadership team.	Education System Change
May 15, 2020	Special Education	Title VI B and Section 619 special education grant funding submitted to DEED	Education System Change
May 28, 2020	CARES Funding	CARES Act funding application submitted to DEED	Education System Change
May/June	Alaska's SMART start	Reintegration Leadership Meeting collaboration	Education System Change
June 1, 2020	Migrant Literacy	Migrant Literacy Grant application submitted to DEED	Education System Change
June	OASIS Reporting	Compiling student data and revisions to SIS data in PowerSchool for 2020 Summer OASIS reporting.	Education System Change
June	Migrant Mass Withdrawal Report	Migrant students Mass Withdrawal reporting with revisions to SIS data in PowerSchool for classes offered to migrant students in SY 19-20	Education System Change
June	Carl Perkins All-in-One	Perkin's All-in-one reporting for approved courses offered in SY 19-20 for Career and technical education	Education System Change
June	Suspension/Expulsion Data	Suspension Expulsion data- 41.67% decrease overall in suspensions from previous school year.	Education System Change
June	Cook/Cook's Helper	Revised Job descriptions for Cook and Cook's Helper submitted to Human Resources	Education System Change

Author of Report: Judy Anderson
 Department/Location: Maintenance Director
 Date of Regional School Board Meeting: June 18, 2020

Mission Statement

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Vision Statement

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Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
June 2020	Site Visits	Site visit to Akiak.	Operations & Education System Change
June 2020		<p>Akiachak –</p> <ul style="list-style-type: none"> • Work Orders for the School and Teacher Housing. • Finished painting Unit #5 • Painting the exterior of Unit #3 /4 • Primed the exterior of the Business Office • Remodeling Unit 10 & 11, bringing units up to Residential Building Code Requirements. • Ran new pex water lines to replace copper lines, replaced damaged sewer lines and added glycol heat trace to utilidor in Unit #10 and added new exhaust vents to the house. • Leveled Unit # 10/11. • Removed about 1.5’ of water from under Units 13/14 & 15/16 airing out to dry soil. • Removed skirting to dry out under Unit # 9. • Leveled Unit #3/4 porches and removed rotten lumber. • Remodeling Unit #7 Bathroom. Removed rotten plywood and joist, installed new. Removed rotten sheetrock and installed new sheetrock and insulation. • 6/2 AML delivered our new truck, bathroom materials, custodial supplies and furniture on the 1st barge. Unloaded, inventoried connex and moved to storage. • Take school garbage to the dump. • Meter and fuel logs • Fueled up vehicles. <p>Tuluksak –</p> <ul style="list-style-type: none"> • Repaired vandalism damage to the back of the school. • Hauled fuel from Corporation to School due to no fuel at the school, while waiting for the fuel barge to arrive. 	Operations & Education System Change Teacher Retention

		<ul style="list-style-type: none"> • Hauled lumber from the landing to the school for storage. • 6/3 Received DO truck and damaged TLT truck was delivered to mechanic in Bethel. The TLT truck the engine has a thrown rod and will need a new engine. The mechanic will not be able to test the transmission until the truck has a new engine installed. • 6/3 Received bathroom materials and furniture on the 1st barge. Unloaded, inventoried connex and moved to storage. • Organizing the maintenance shop and storage area. • Removed tub, toilet and vanity from bathroom in Unit #16. Removed moldy sheetrock and rotten plywood from the bathroom. • Installed new water saver toilets in Unit # 9, 10 & 11. • Moved empty 300-gallon fuel tank from near Unit # 12 to storage area. • 6/6 Received 12,500 gallons of Diesel of the 96,000+ that was ordered. Water levels are going down. • Started staging used oil barrels near the storage area for movement to the storage connex. • Meter, fuel and generator logs. • Filled up the CAT generator tank daily. • Filled teacher housing and school with fuel. • Taking garbage to the dump. <p>Akiak –</p> <ul style="list-style-type: none"> • Scraped and sanded the loose paint in the hallways to repaint. • Painted three coats of primer in the elementary and high school sides of the hallways. • Started painting the school elementary hallways. • Repaired the sewer lines for Unit #9 and installed LED Lights. • Removed damaged/rotted items in the TPO House. Removed the bathroom walls, ceiling and exposed conduit, broken kitchen cabinets, removed paneling and removed the all the damaged ceiling tile. • Repaired vandalism to conduit and electrical for the outside freezer. • Organized the garage and connex for supplies. • 6/2 AML delivered custodial supplies, building supplies and furniture on the 1st barge. Unloaded, inventoried connex supplies and moved to storage. • Meter and fuel logs. • Fueled up the school vehicles • Taking Trash to the Dump. 	
<p>June 2020</p>	<p>Review/ Compliance</p>	<ul style="list-style-type: none"> • Completed Summer Hire Interviewing. • Waiting for quarantine requirements to lift to in KKI to bring in Fire Protection, Roof Contractor and Abatement 	<p>Operations & Education System change</p>

		Contractor. Updated all contractors on current status of travel to the region.	
June 2020	Preventive Maintenance Planning	<ul style="list-style-type: none"> • Finalizing Work order system for year end. • Updating CIP Forms for submission of Yearly Application in August. • Updating Custodial Plan to incorporate in new equipment and new COVID-19 Cleaning Requirements. 	Education System Change Students Succeed Culturally & Academically
June 2020	Ordering Supplies & Materials	<ul style="list-style-type: none"> • Purchasing required materials needed to complete scheduled and emergency projects. 	Operations & Education System Change

Author of Report: Anthony Graham
 Department/Location: Technology
 Date of Regional School Board Meeting: June 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Daily	IT Support	Troubleshooting this month included: calls with GCI about internet outages, KKI network password changes, consulting with staff on bandwidth issues, account clean up on email accounts and several discussions with PowerSchool regarding technical, contact issues and user issues.	Students Succeed Culturally and Academically Education System Change
June	Networks	Worked to secure BAG 25 funding for Bandwidth increase in KKI. Communicated with GCI regarding core switch upgrades. Install will occur later in the summer.	Students Succeed Culturally and Academically Education System Change
June	School Messenger Update	Messenger and district app put on hold to work on other pressing tasks. Will continue the work later in the summer.	Community, Parents and Elder Involvement Staff Recruitment and Retention Education System Change
June	GCI Lease	Continued discussions with GCI and the YSD legal team. The lease should be finalized before summer is over.	Education System Change

Author of Report: Anthony Graham
 Department/Location: Assessment
 Date of Regional School Board Meeting: June 2020

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Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
June	N/A	No updates this month	N/A

Author of Report: Anthony Graham
 Department/Location: Human Resources
 Date of Regional School Board Meeting: June 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yup'iaq 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 Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools

Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

5. Students Succeed Culturally and Academically
6. Community, Parents and Elder Involvement
7. Staff Recruitment and Retention
8. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
June	Hired Staff	<ul style="list-style-type: none"> • KKI: Nothing new to report • AKI: 1/2nd grade Teacher, 3/4th grade Teacher • TLT: Currently interviewing to fill positions 	Students Succeed Culturally and Academically Staff Recruitment and Retention Education System Change
June	Open Positions	<ul style="list-style-type: none"> • KKI: SPED Teacher, 3rd Grade Teacher • AKI: None • TLT: SPED Teacher, 5th Grade Teacher, Language Arts Teacher, 4th Grade Teacher 	Students Succeed Culturally and Academically Staff Recruitment and Retention Education System Change
June	Recruiting	Actively interviewing for all positions. Developed Yup'ik culture guide with Bonnie James and Janice George.	Staff Recruitment and Retention Education System Change
June	Process Improvement	Developed SOPs for hiring committee, professional development, and calendar creation. Generated media contact procedures and press release template.	Education System Change

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		Developed Board policy revision to BP 4112.61/4212.61/4312 Employment References and AR 4144/4244 4344 Complaints - Certificated Classified Personnel	
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Author of Report: Matthew Turner
 Department/Location: District Office
 Date of Regional School Board Meeting: 18 June, 2020

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1. Students Succeed Culturally and Academically
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4. Education System Change

Date(s)	Activity	Details	Connection
	Yupik Life Skills Classes Scheduled	<p>The classes listed below were all coordinated through Alaska Technical Services. The Alaska Technical Services contract, and the contracts for the folks providing the Academies below, are all put before the Board for approval.</p> <p>Business Academy: Akiak, Aug 17-21, Tuluksak, Aug 24-28</p> <p>This academy will teach both middle and high schoolers how to run the Student Store. They will learn customer service, how to operate a cash register, how to take and order inventory, and simple accounting. The instructor will work with the community to support a local person teaching the class in the future.</p> <p>Construction Academy: Akiachak, Sep 7-12</p> <p>This academy will teach up to six students how to build a small shed. The shed can then be used by the school.</p> <p>Welding Academy: Tuluksak, Sept 7-12</p> <p>Welding I Intensive: In this beginning class up to six students will learn to weld using arc welding and wire feed welding equipment. Students will also learn to cut metal using an oxy-acetylene torch and metal cutting saws. Safety will be emphasized. Students will spend most of the class time welding.</p> <p>Small Engine Academy: Tuluksak, Sep 14-19</p> <p>In this beginning course students will learn the basic mechanical principles, parts, and functions of small gasoline engines with an emphasis on two stroke engines. Tool use, disassembly procedures, inspections, and reassembly techniques will be learned. Final dynamic summary and troubleshooting procedures are incorporated.</p>	<p>Students succeed culturally and academically</p> <p>Education System Change</p>

	Shop Upgrades	<p>Tuluksak shop is scheduled to get their shops upgraded this summer and ready for the welding and small engine academies in September.</p> <p>We will order supplies and schedule a similar upgrade for Akiachak and Akiak in the Fall/Winter, and maybe have time for welding and small engine academies by spring 2021!</p>	
	Grant Assistant	<p>The ANE Grant has a budget for a Grant Assistant. This person will work to help develop curriculum, when needed, for Yupik Lifeskills Academies. The curriculum will be designed so that teachers OR para-educators can teach the units. Developing this kind of curriculum for Lifeskills Academies will allow for more “homegrown” teachers to lead the Academies.</p> <p>This is also good news if we are in another situation where Outside teachers are unable to lead classes because of COVID-19. Having curriculum developed for traditional and subsistence activities means that we can offer credit to students who are unable to go to regular classes, since the activities can be led by local educators and culture bearers.</p> <p>We have posted an announcement for the position to start on July 1. We already have one very strong candidate for the position.</p>	<p>Education System Change</p> <p>The majority of our teachers and school staff are Yup'ik and speak their language</p>
	Tribal Government Class	<p>We are in the final stages of developing a contract with an Indigenous Education Consultant who will lead us in developing the Tribal Government class, AND help guide para-educators to teach it. This is another opportunity for “homegrown” teachers to lead in the education of our students. The consultant has worked with tribes in Alaska and Canada to develop classes that use indigenous learning methods instead of colonial education styles.</p>	<p>Education System Change</p>

Author of Report: Cassandra Bennett
 Department/Location: Yupit School District
 Date of Regional School Board Meeting: June 18, 2020

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4. Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
June 2020	ORGANIZATION AND ADMINISTRATION	1- Working with DEED on the Smart Start plan to re-enter. 2-Conversing with Yukon Kuskokwim Health Corporation. 3-Working on a Communication Framework for the district.	1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change Education system change
June 2020	COMMUNICATIONS	1-Leadership meetings as a group begin June 15 2-Tuesday and Thursday meetings with principals and state coaches at 4:00 pm 3-ASA meetings with Commissioner Johnson and superintendents 4-Zoom meetings with SEERC for planning for reentry of students. 5-Meeting with Carmen Davis _ Calista Corporation 6-Billijo Mills - Excel	1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change
June 2020	PERSONNEL MANAGEMENT	1-HR and Principals are continuing to interview teachers and fill positions. 2-Staff Handbook has been merged into one handbook 3-Danielson Evaluation Forms for Principals and Teachers	1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change
June 2020	SCHOOL CLIMATE	1- Plans are being made to phase the students back to school while considering the social distance and group interactions. 2- Meeting with the community leaders this week. 3- Surveys are being sent to parents and teachers to ask about the distance learning and reentry to school.	1-Students Succeed Culturally and Academically 3-Staff Recruitment and Retention 4-Education System Change
June 2020	RELATIONSHIP WITH STUDENTS	1-Graduation Tuluksak TBD 2-Graduation Akiak August 28 @ 2:00 pm 3-Graduation Akiachak August 14 @ 2:00 pm.	1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 4-Education System Change

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June 2020	INSTRUCTIONAL MANAGEMENT	<p>1- Clare Robyt and Wanda Wright are working on a Preschool grant \$150,000 for Akiak for this school year. The grant is not large enough to do a pilot program in all three villages. We have applied for the CCLC grant which will accommodate all three schools. This would not go into effect until 21-22.</p> <p>2-I have approved the addition of an ANE assistant to help Matthew Turner with the ANE grant.</p> <p>3-I have approved the work moving forward with the Yupit Tribal Government course.</p> <p>4-All three schools are implementing the Responsive Classroom management system that all three Principals are excited about. It was implemented in Akiak this past school year. The books for teachers have been ordered and this will be a part of inservice the first week of school.</p> <p>5-Teachers will be returning via Penn and Lake charters the week of July 20 and quarantine for 2 weeks. We are looking into test kits to reduce the quarantine to 7 days for staff if cleared.</p> <p>6- Caliste will be working this year on the Immersion Program with 5 students. 4 from Akiak and 1 from Tuluksak.</p>	<p>1-Students Succeed Culturally and Academically</p> <p>2-Community, Parents and Elder Involvement</p> <p>3-Staff Recruitment and Retention</p> <p>4-Education System Change</p>
June 2020	FISCAL MANAGEMENT	<p>1-ANE end of year report is due June 29. John and Matthew to meet to go over next year's budget for ANE.</p>	<p>1.Students succeed culturally and academically</p> <p>4.Education System change and alignment</p>
June 2020	FACILITIES MANAGEMENT	<p>1-Refer to Maintenance Report</p>	<p>1-Students Succeed Culturally and Academically</p> <p>2-Community, Parents and Elder Involvement</p> <p>3-Staff Recruitment and Retention</p> <p>4-Education System Change</p>
June 2020	BOARD RELATIONS	<p>1-Making policy recommendations to the board</p> <p>2-Sent memos, minutes and info to the board through email.</p> <p>3-Included Coaches, current AD and principals in the modification of the Handbook and criteria for an AD.</p> <p>4-Sent an invitation to Issac from DEED to talk with the board on compacting. Hoping for next month via zoom.</p>	<p>1-Students Succeed Culturally and Academically</p> <p>2-Community, Parents and Elder Involvement</p> <p>3-Staff Recruitment and Retention</p> <p>4-Education System Change</p>
June 2020	COMMUNITY RELATIONS	<p>1-Discussed with the Akiachak tribe the need for the board to face permission to enter the village for the board meeting.</p> <p>2-Discussed with the tribal members the teachers flying out for the summer and one teacher quarantined in Bethel wanting to enter to pack her house.</p> <p>3- Planning Yupit Education fair for each Village possibly October 2020.</p> <p>4-School Climate Survey (Attached)</p>	<p>1-Students Succeed Culturally and Academically</p> <p>2-Community, Parents and Elder Involvement</p> <p>3-Staff Recruitment and Retention</p> <p>4-Education System Change</p>
June 2020	PERSONAL CHARACTERISTICS	<p>1- Last class for Superintendent Endorsement has been completed as of June 12, 2020</p> <p>2- Out of district June 20 - July 10. I will be available via phone and computer.</p>	<p>1-Students Succeed Culturally and Academically</p> <p>2-Community, Parents and Elder Involvement</p> <p>3-Staff Recruitment and Retention</p> <p>4-Education System Change</p>
June 2020	Items to be Addressed	<p>1-Closed session item</p> <p>2-Discussion of Strategic Action Steps? Need a planning session scheduled.</p> <p>3-Goals approved by the board for the superintendent to focus on for the district.</p>	<p>1-Students Succeed Culturally and Academically</p> <p>2-Community, Parents and Elder Involvement</p> <p>3-Staff Recruitment and Retention</p>

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			4-Education System Change
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Yupiit School District

Grade 6-12 Student Survey
2020 School Climate & Connectedness Survey



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
<p>Caring Adults</p> <p>Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults</p>	<p>61%</p> <p>0</p> <p>since last survey</p>	<p>61% K/PK -12</p> <p>57% Participating Alaska Districts</p>
<p>Community Support</p> <p>Reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.</p>	<p>67%</p> <p>▼2</p> <p>since last survey</p>	<p>70% K/PK -12</p> <p>72% Participating Alaska Districts</p>
<p>Cultural Connectedness</p> <p>Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.</p>	<p>67%</p> <p>▼1</p> <p>since last survey</p>	<p>58% K/PK -12</p> <p>49% Participating Alaska Districts</p>
<p>Family and Community Involvement</p> <p>Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.</p>	<p>65%</p> <p>▼3</p> <p>since last survey</p>	<p>66% K/PK -12</p> <p>59% Participating Alaska Districts</p>
<p>High Expectations</p> <p>Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.</p>	<p>75%</p> <p>▼4</p> <p>since last survey</p>	<p>77% K/PK -12</p> <p>74% Participating Alaska Districts</p>
<p>Peer Climate</p> <p>Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.</p>	<p>35%</p> <p>▼1</p> <p>since last survey</p>	<p>31% K/PK -12</p> <p>32% Participating Alaska Districts</p>



Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

57%

▼ 8
since last survey

58% K/PK -12

55% Participating Alaska Districts

School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

68%

▲ 3
since last survey

67% K/PK -12

68% Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

72%

▼ 2
since last survey

72% K/PK -12

73% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

45%

▼ 9
since last survey

50% K/PK -12

45% Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of delinquent behaviors.

57%

▲ 2
since last survey

62% K/PK -12

58% Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of drug and alcohol use.

73%

▲ 6
since last survey

80% K/PK -12

70% Participating Alaska Districts

81 responses



Caring Adults

Your average

61%

81 responses

Change

0

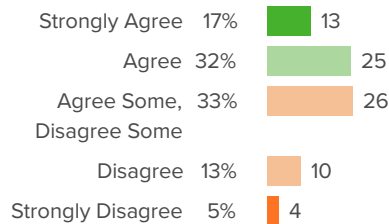
since last survey

School Type average: **61%** K/PK -12

State average: **57%** Participating Alaska Districts

How did people respond?

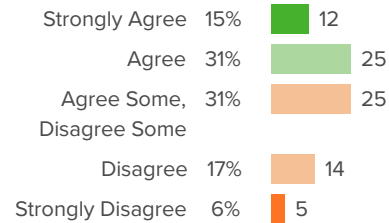
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



▼ **7** from last survey

Favorable: **49%**

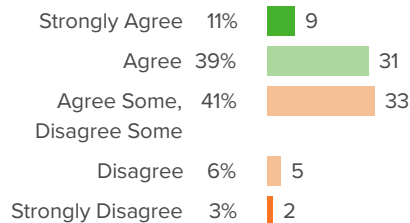
Q.2: At school, there is a teacher or some other adult who will miss me when I'm absent.



▲ **3** from last survey

Favorable: **46%**

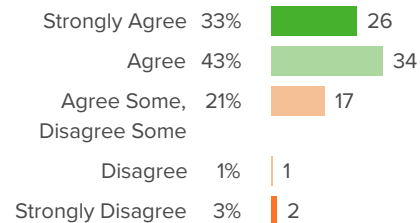
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



▼ **2** from last survey

Favorable: **50%**

Q.4: I can name at least five adults who really care about me.

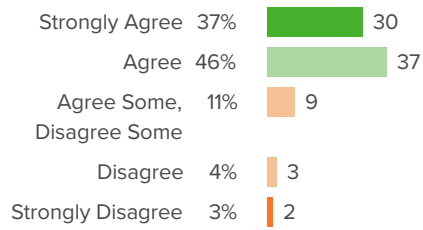


▲ **1** from last survey

Favorable: **75%**



Q.5: Other adults at school besides my teachers know my name.



▲ 2 from last survey

Favorable: **83%**



Community Support

Your average

67%

81 responses

Change

▼ **2**

since last survey

School Type average: **70%** K/PK -12

State average: **72%** Participating Alaska Districts

How did people respond?

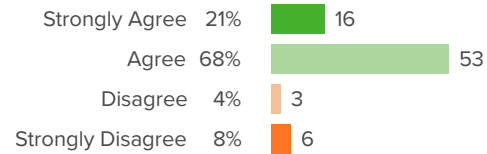
Q.1: Do you have someone outside of school who can help you with your homework?



▼ **6** from last survey

Favorable: **75%**

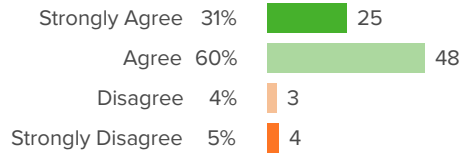
Q.2: Outside of school and home, I know at least one adult I can talk to, if I have a problem.



▲ **0** from last survey

Favorable: **88%**

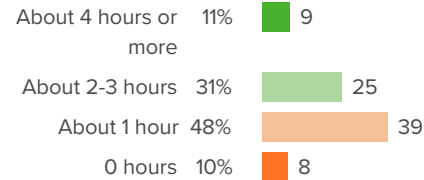
Q.3: Outside of school and home, I know at least one adult who encourages me to do my best.



▼ **7** from last survey

Favorable: **91%**

Q.4: During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities).

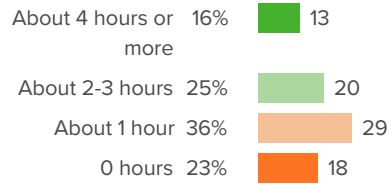


▲ **9** from last survey

Favorable: **42%**



Q.5: During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)



▼ 2 from last survey

Favorable: **41%**



Cultural Connectedness

Your average

67%

81 responses

Change

▼ **1**

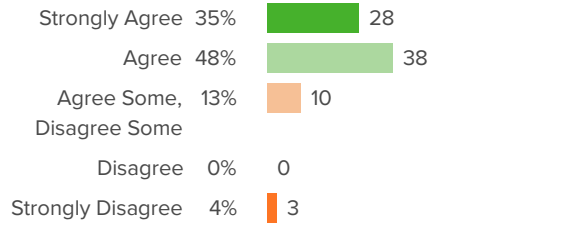
since last survey

School Type average: **58%** K/PK -12

State average: **49%** Participating Alaska Districts

How did people respond?

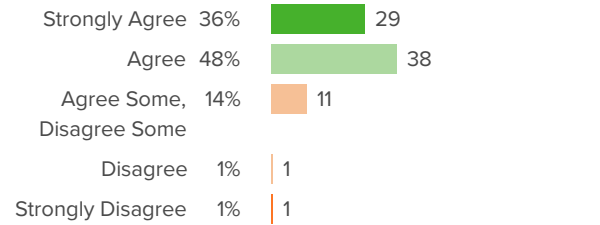
Q.1: I have a strong sense of belonging to my culture.



▲ **3** from last survey

Favorable: **84%**

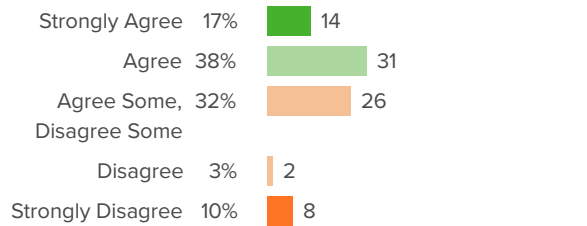
Q.2: In general, my culture is an important part of my self-image.



▲ **1** from last survey

Favorable: **84%**

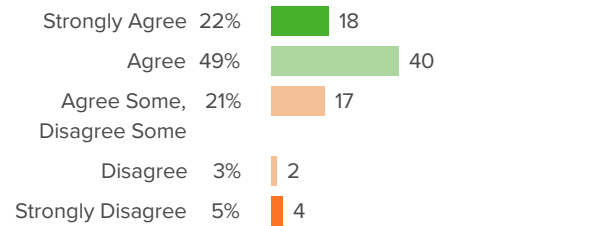
Q.3: My school teaches about the history and culture of people who live in my community.



▼ **2** from last survey

Favorable: **56%**

Q.4: My school values the language and culture of my family.

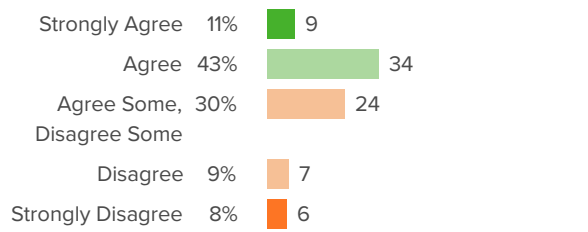


▲ **5** from last survey

Favorable: **72%**



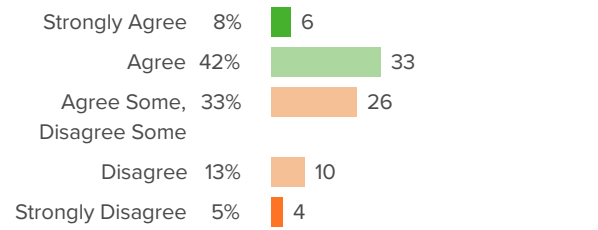
Q.5: My teachers make an effort to represent my culture in class lessons.



▼ **5** from last survey

Favorable: **54%**

Q.6: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



▼ **12** from last survey

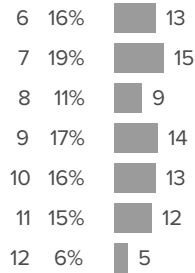
Favorable: **49%**



Demographics

How did people respond?

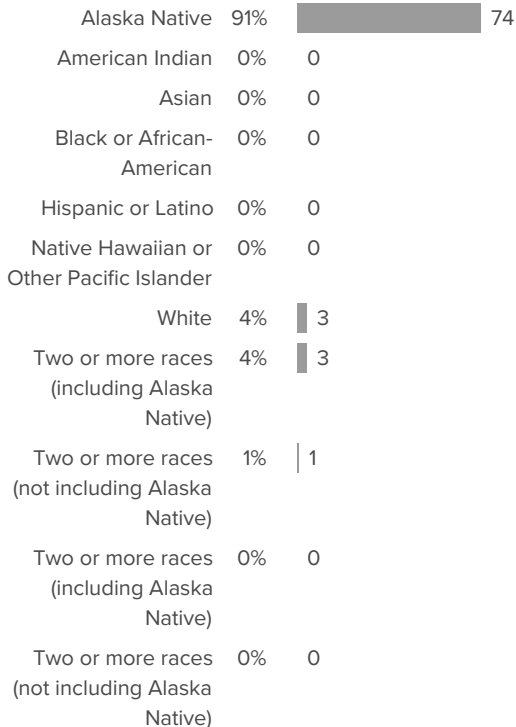
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which group describes you best? (Choose all that apply)

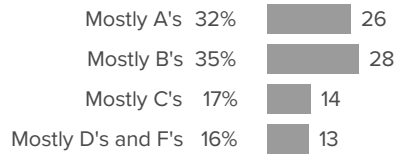


Q.4: Is there a language other than English spoken in your home?

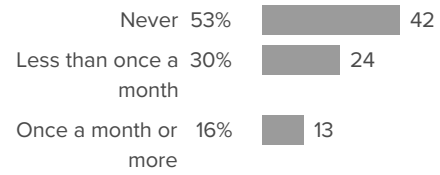




Q.5: What grades do you usually get?



Q.6: During the past year, how many days did you miss (skip) school without permission?





Family and Community Involvement

Your average

65%

81 responses

Change

▼ 3

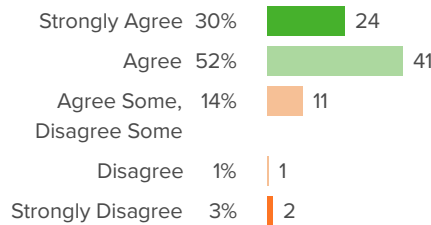
since last survey

School Type average: **66%** K/PK -12

State average: **59%** Participating Alaska Districts

How did people respond?

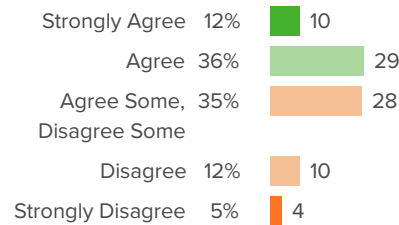
Q.1: This school is a welcoming place for families like mine.



▲ 1 from last survey

Favorable: **82%**

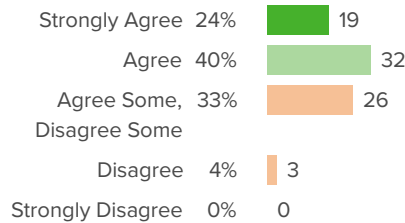
Q.2: Adults in my community know what goes on inside schools.



▲ 9 from last survey

Favorable: **48%**

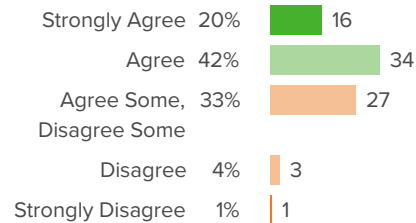
Q.3: Adults in my community support this school.



▼ 7 from last survey

Favorable: **64%**

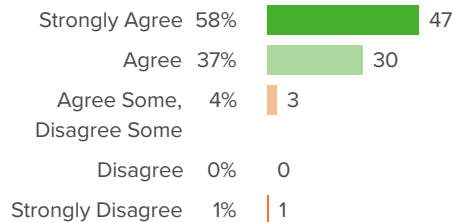
Q.4: Lots of parents come to events at my school.



▼ 8 from last survey

Favorable: **62%**

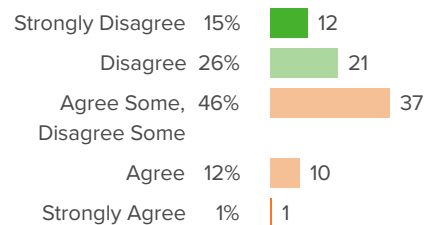
Q.5: This school values and welcomes elders.



▼ 2 from last survey

Favorable: **95%**

Q.6: This school does not involve parents in most school events or activities.



▼ 6 from last survey

Favorable: **41%**



High Expectations

Your average

75%

81 responses

Change

▼ **4**

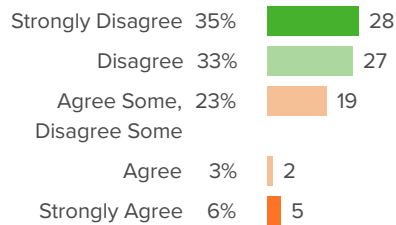
since last survey

School Type average: **77%** K/PK -12

State average: **74%** Participating Alaska Districts

How did people respond?

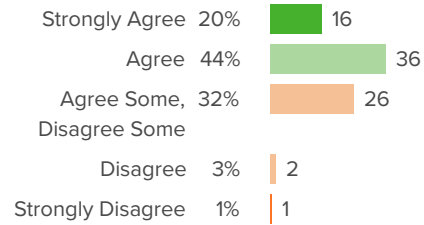
Q.1: I have given up on school.



▼ **10** from last survey

Favorable: **68%**

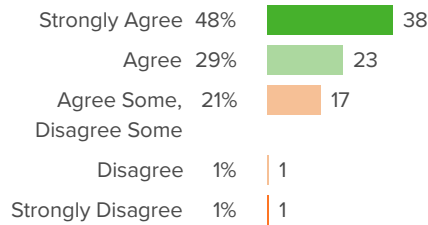
Q.2: At this school, students are encouraged to work to the best of their abilities.



▼ **3** from last survey

Favorable: **64%**

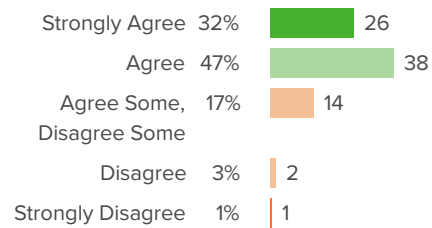
Q.3: I try hard to do well in school.



▼ **4** from last survey

Favorable: **76%**

Q.4: I want very much to get more education after high school.

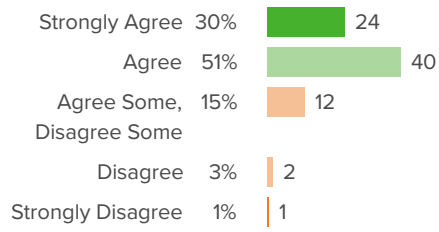


▲ **1** from last survey

Favorable: **79%**



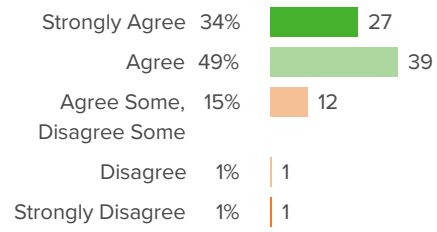
Q.5: Adults in my community encourage me to take school seriously.



▼ 3 from last survey

Favorable: **81%**

Q.6: Teachers and other adults at this school believe that all students can do good work.



▼ 3 from last survey

Favorable: **83%**



Peer Climate

Your average

35%

81 responses

Change

▼ 1

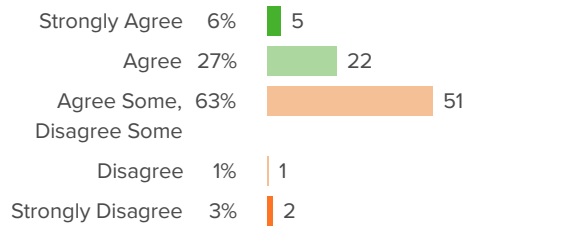
since last survey

School Type average: **31%** K/PK -12

State average: **32%** Participating Alaska Districts

How did people respond?

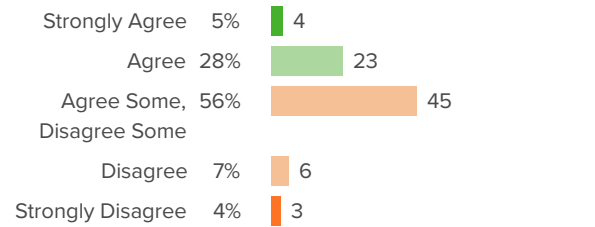
Q.1: Students in this school help each other, even if they are not friends.



▼ 8 from last survey

Favorable: **33%**

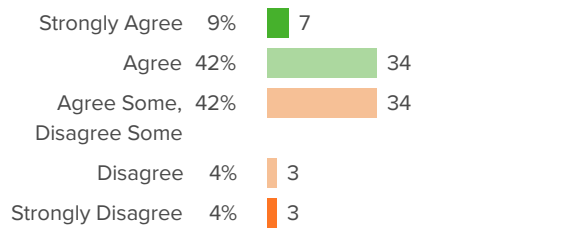
Q.2: Students in this school treat each other with respect.



▼ 8 from last survey

Favorable: **33%**

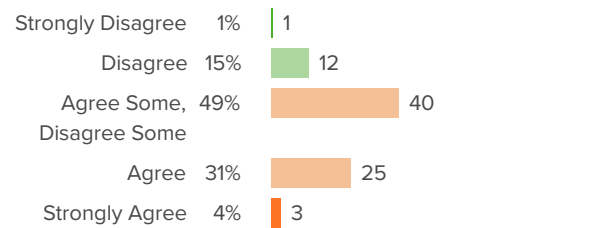
Q.3: When students see another student being picked on, they try to stop it.



▲ 7 from last survey

Favorable: **51%**

Q.4: Students at this school are often teased or picked on.

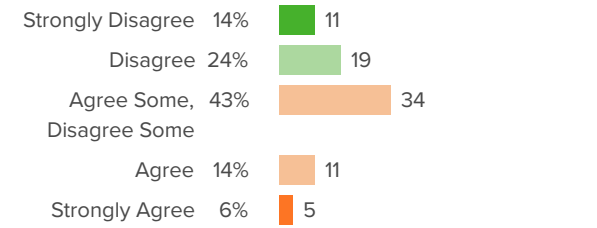


▲ 5 from last survey

Favorable: **16%**



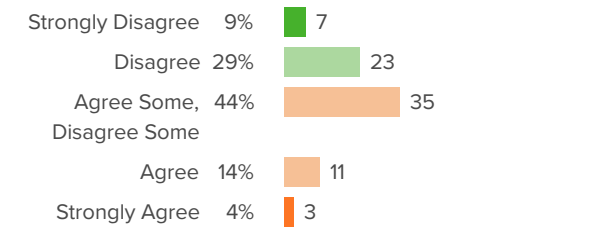
Q.5: Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▲ 1 from last survey

Favorable: **38%**

Q.6: Most students in this school like to put others down.



▼ 1 from last survey

Favorable: **38%**



Respectful Climate

Your average

57%

81 responses

Change

▼ **8**

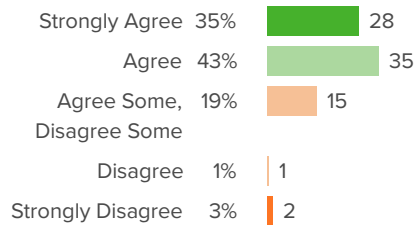
since last survey

School Type average: **58%** K/PK -12

State average: **55%** Participating Alaska Districts

How did people respond?

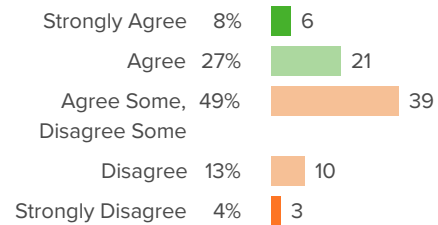
Q.1: My teachers treat me with respect.



▼ **9** from last survey

Favorable: **78%**

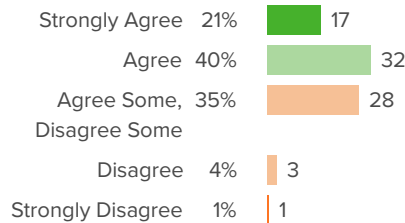
Q.2: When students break rules, they are treated fairly.



▼ **3** from last survey

Favorable: **34%**

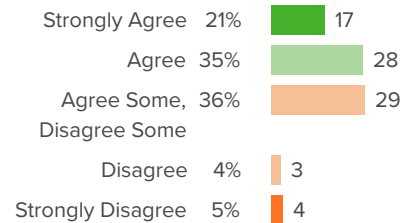
Q.3: My teachers are fair.



▼ **7** from last survey

Favorable: **60%**

Q.4: Our school rules are fair.



▼ **14** from last survey

Favorable: **56%**



School Safety

Your average

68%

81 responses

Change

▲ 3

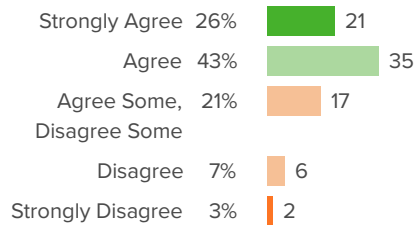
since last survey

School Type average: **67%** K/PK -12

State average: **68%** Participating Alaska Districts

How did people respond?

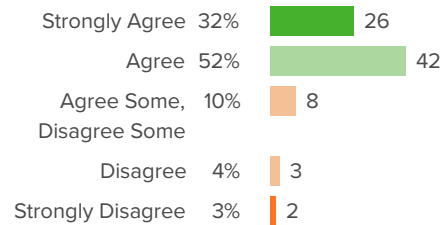
Q.1: I feel safe at school.



▼ 6 from last survey

Favorable: **69%**

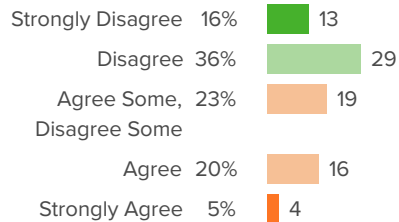
Q.2: I feel safe traveling to and from school.



▲ 3 from last survey

Favorable: **84%**

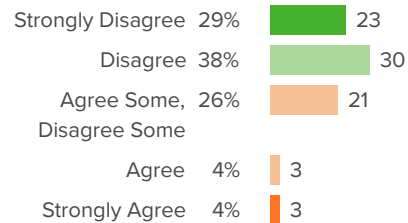
Q.3: This school is being ruined by bullies.



▲ 13 from last survey

Favorable: **52%**

Q.4: This school is badly affected by crime and violence in the community.



▲ 3 from last survey

Favorable: **66%**



Social and Emotional Learning (Grades 6-12)

Your average

72%

81 responses

Change

▼ 2

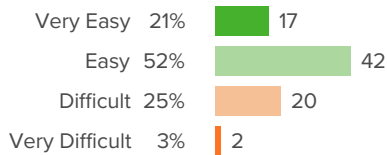
since last survey

School Type average: **72%** K/PK -12

State average: **73%** Participating Alaska Districts

How did people respond?

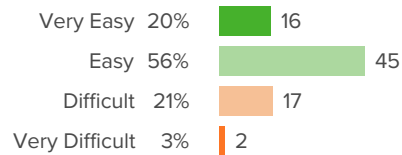
Q.1: Knowing the emotions I feel.



▼ 2 from last survey

Favorable: **73%**

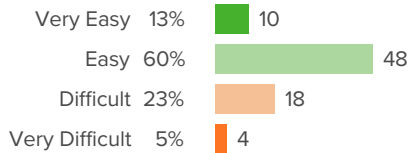
Q.2: Knowing ways I calm myself down.



▼ 8 from last survey

Favorable: **76%**

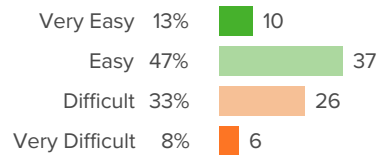
Q.3: Knowing what my strengths are.



▼ 4 from last survey

Favorable: **73%**

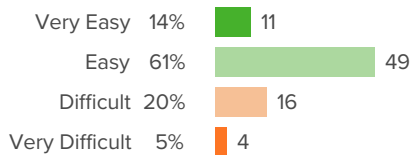
Q.4: Knowing when my feelings are making it hard for me to focus.



▼ 4 from last survey

Favorable: **59%**

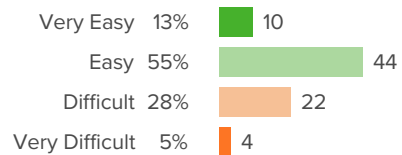
Q.5: Being patient even when I am really excited.



▲ 2 from last survey

Favorable: **75%**

Q.6: Finishing tasks even if they are hard for me.

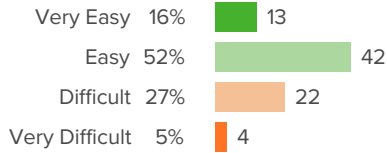


▲ 1 from last survey

Favorable: **68%**



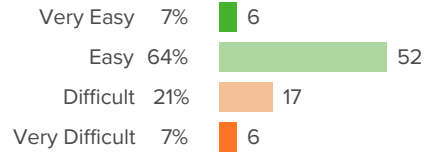
Q.7: Setting goals for myself.



▼ 9 from last survey

Favorable: **68%**

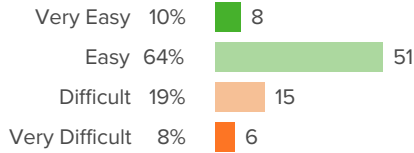
Q.8: Doing schoolwork even when I do not feel like it.



▲ 2 from last survey

Favorable: **72%**

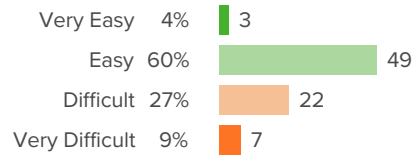
Q.9: Being prepared for tests.



▲ 1 from last survey

Favorable: **74%**

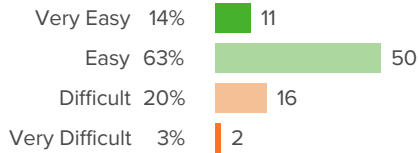
Q.10: Getting through something even when I feel frustrated.



▲ 14 from last survey

Favorable: **64%**

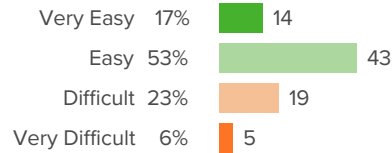
Q.11: Learning from people with different opinions than me.



▼ 3 from last survey

Favorable: **77%**

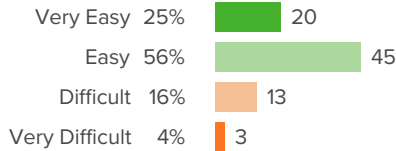
Q.12: Knowing what people may be feeling by the look on their face.



▼ 5 from last survey

Favorable: **70%**

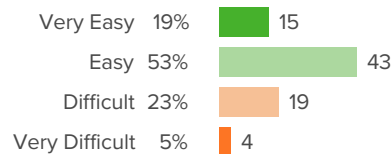
Q.13: Knowing when someone needs help.



▼ 1 from last survey

Favorable: **80%**

Q.14: Respecting a classmate's opinions during a disagreement.

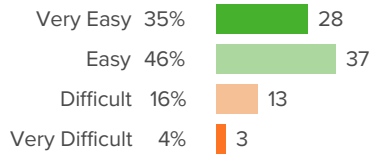


▼ 10 from last survey

Favorable: **72%**



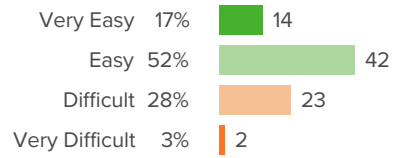
Q.15: Getting along with my classmates.



▼ **3** from last survey

Favorable: **80%**

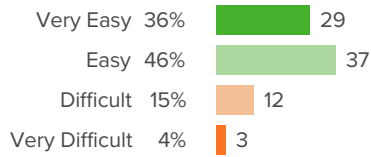
Q.16: Thinking about what might happen before making a decision.



▼ **1** from last survey

Favorable: **69%**

Q.17: Knowing what is right or wrong.



▼ **5** from last survey

Favorable: **81%**



Student Involvement

Your average

45%

81 responses

Change

▼ **9**

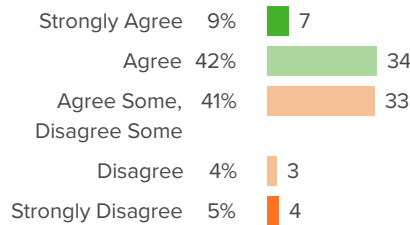
since last survey

School Type average: **50%** K/PK -12

State average: **45%** Participating Alaska Districts

How did people respond?

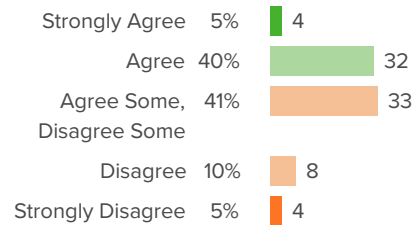
Q.1: In my school, students are given a chance to help make decisions.



▼ **9** from last survey

Favorable: **51%**

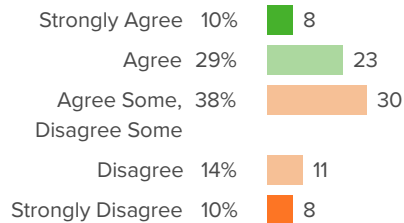
Q.2: Students are involved in helping to solve school problems.



▼ **11** from last survey

Favorable: **44%**

Q.3: The principal asks students about their ideas.



▼ **8** from last survey

Favorable: **39%**



Student Risk Behaviors: Delinquent Behaviors

Your average

57%

81 responses

Change

▲ 2

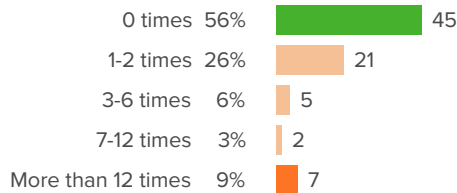
since last survey

School Type average: **62%** K/PK -12

State average: **58%** Participating Alaska Districts

How did people respond?

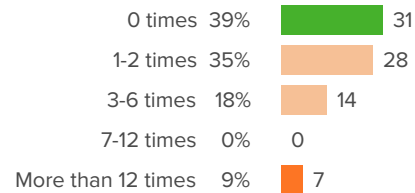
Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Destroy things (such as school property, or other people's personal items)



▲ 8 from last survey

Favorable: **56%**

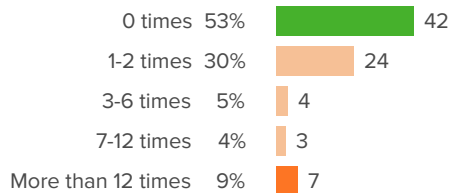
Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Get into fights with other students



▲ 9 from last survey

Favorable: **39%**

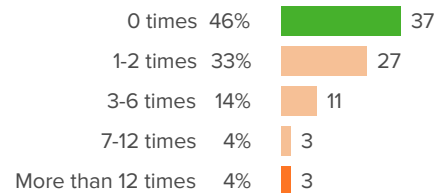
Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Steal things (such as taking things from the school or other people)



▼ 8 from last survey

Favorable: **53%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Threaten or bully other students

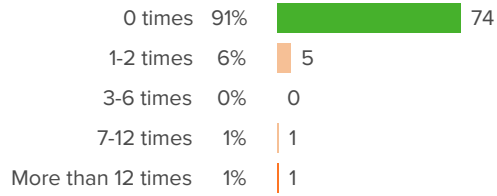


▼ 10 from last survey

Favorable: **46%**



Q.5: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Carry weapons



▲ **10** from last survey

Favorable: **91%**



Student Risk Behaviors: Drug and Alcohol Use

Your average

73%

81 responses

Change

▲ 6

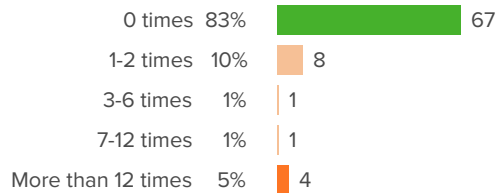
since last survey

School Type average: **80%** K/PK -12

State average: **70%** Participating Alaska Districts

How did people respond?

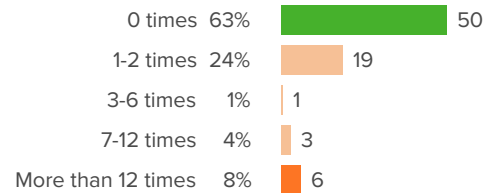
Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of drugs (such as meth, heroin, cocaine, etc.)



▲ 5 from last survey

Favorable: **83%**

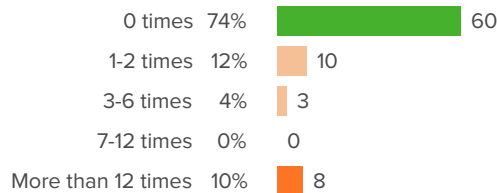
Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of marijuana



▲ 0 from last survey

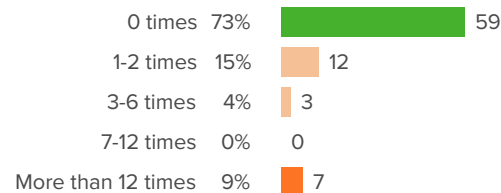
Favorable: **63%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)



Favorable: **74%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▲ 14 from last survey

Favorable: **73%**



Yupiit School District

2020 Staff Survey

2020 School Climate & Connectedness Survey



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
<p>Cultural Connectedness</p> <p>Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.</p>	<p>61%</p> <p>▼ 1 since last survey</p>	<p>67% K/PK -12</p> <p>66% Participating Alaska Districts</p>
<p>Family and Community Involvement</p> <p>Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.</p>	<p>60%</p> <p>▲ 10 since last survey</p>	<p>63% K/PK -12</p> <p>67% Participating Alaska Districts</p>
<p>Peer Climate</p> <p>Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.</p>	<p>48%</p> <p>▲ 4 since last survey</p>	<p>56% K/PK -12</p> <p>65% Participating Alaska Districts</p>
<p>School Leadership and Involvement</p> <p>Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.</p>	<p>61%</p> <p>▼ 9 since last survey</p>	<p>70% K/PK -12</p> <p>73% Participating Alaska Districts</p>
<p>School Safety</p> <p>Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.</p>	<p>65%</p> <p>▼ 3 since last survey</p>	<p>73% K/PK -12</p> <p>78% Participating Alaska Districts</p>
<p>Social and Emotional Learning</p>	<p>37%</p>	<p>51% K/PK -12</p> <p>58% Participating Alaska Districts</p>
<p>Staff Beliefs</p>	<p>82%</p>	<p>83% K/PK -12</p> <p>85% Participating Alaska Districts</p>



Staff to Staff Relationships

65%

73%

K/PK -12

75%

Participating Alaska Districts

Staff to Student Relationships

59%

71%

K/PK -12

75%

Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

38%

▼ 6

since last survey

54%

K/PK -12

60%

Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of delinquent behaviors.

33%

▲ 5

since last survey

44%

K/PK -12

44%

Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of drug and alcohol use.

76%

▲ 20

since last survey

82%

K/PK -12

84%

Participating Alaska Districts

Trauma Engaged Schools

56%

63%

K/PK -12

68%

Participating Alaska Districts

76 responses



Cultural Connectedness

Your average

61%

76 responses

Change

▼ **1**

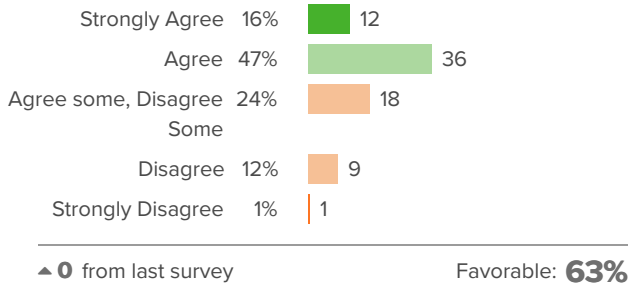
since last survey

School Type average: **67%** K/PK -12

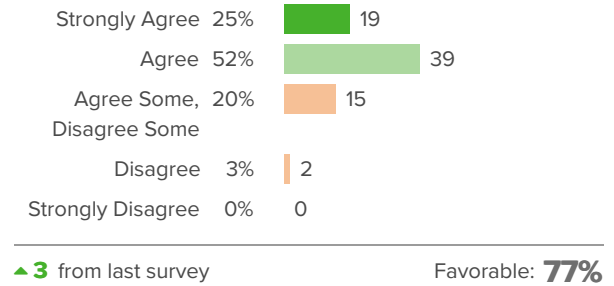
State average: **66%** Participating Alaska Districts

How did people respond?

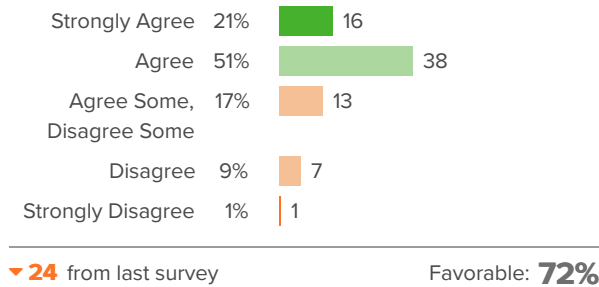
Q.1: Students in my school have a strong sense of belonging to their culture.



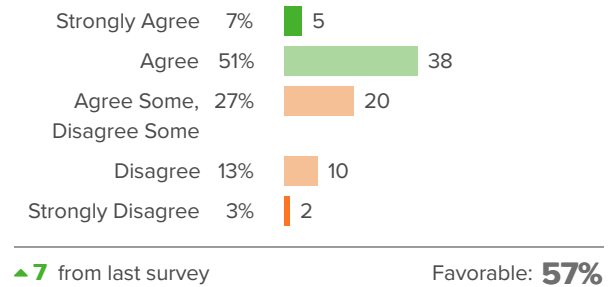
Q.2: In general, my culture is an important part of my self-image.



Q.3: This school values the language and cultures of students' families.

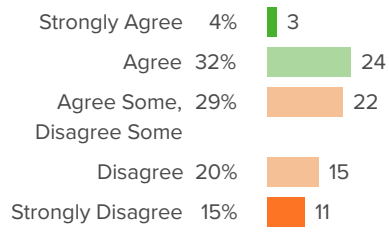


Q.4: This school prioritizes closing the racial/ethnic achievement gap.





Q.5: This school uses instructional materials that reflect the culture or ethnicity of its students.



▲ 7 from last survey

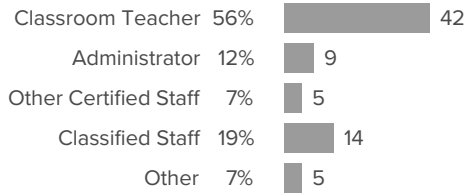
Favorable: **36%**



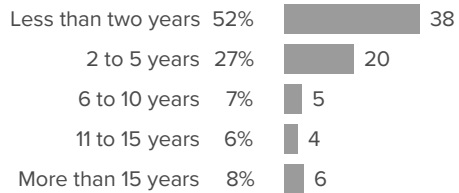
Demographics

How did people respond?

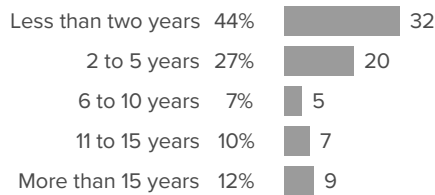
Q.1: What is your role in this school?



Q.2: How many years have you worked, in any position, in this school?



Q.3: How many years have you worked, in any position, in this district?

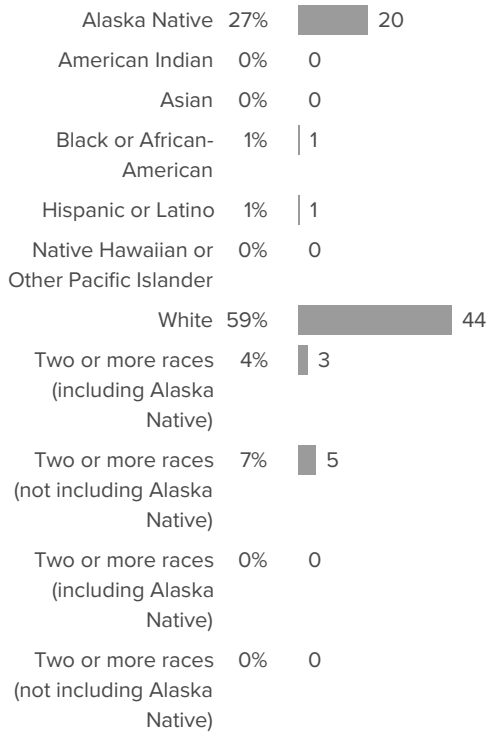


Q.4: What is your gender?





Q.5: Which groups describe you best? (Choose all that apply)





Family and Community Involvement

Your average

60%

76 responses

Change

▲ 10

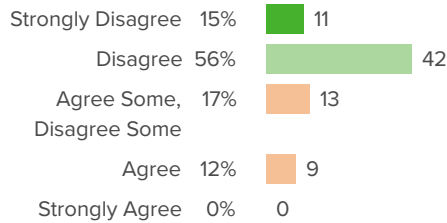
since last survey

School Type average: **63%** K/PK -12

State average: **67%** Participating Alaska Districts

How did people respond?

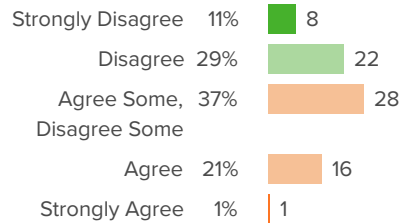
Q.1: This school does not involve parents in most school events or activities.



▲ 17 from last survey

Favorable: **71%**

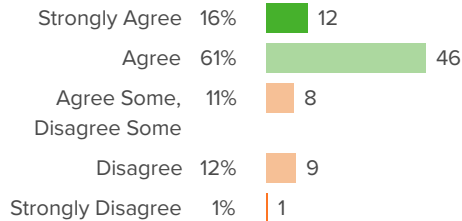
Q.2: At this school, it is difficult to overcome the cultural barriers between teachers and parents.



▼ 18 from last survey

Favorable: **40%**

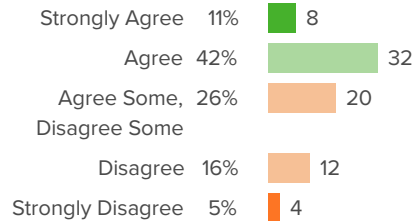
Q.3: The school is a welcoming place for families.



▲ 9 from last survey

Favorable: **76%**

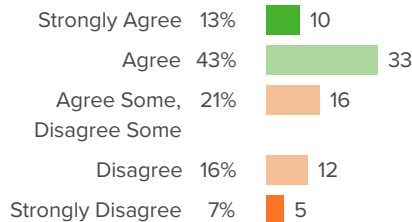
Q.4: Adults in the community support this school.



▲ 20 from last survey

Favorable: **53%**

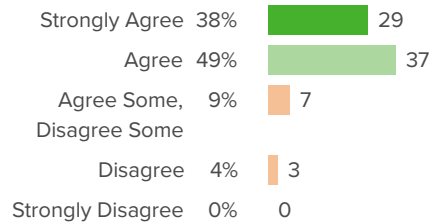
Q.5: Lots of parents come to events at this school.



▲ 15 from last survey

Favorable: **57%**

Q.6: This school values and welcomes elders.

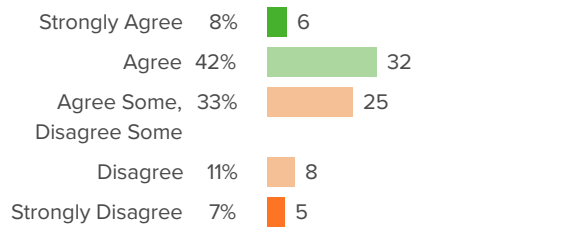


▼ 5 from last survey

Favorable: **87%**



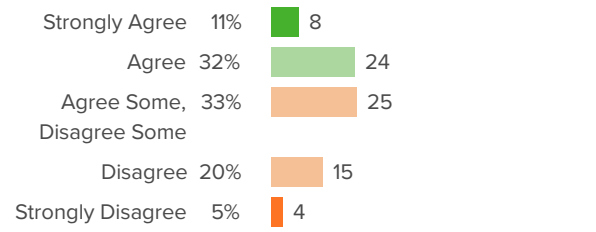
Q.7: Adults in the community encourage youth to take school seriously.



▲ 21 from last survey

Favorable: **50%**

Q.8: Adults in the community know what goes on inside of schools.



▲ 21 from last survey

Favorable: **42%**



Peer Climate

Your average

48%

76 responses

Change

▲ 4

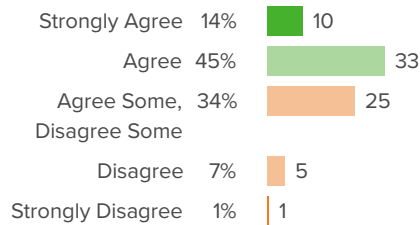
since last survey

School Type average: **56%** K/PK -12

State average: **65%** Participating Alaska Districts

How did people respond?

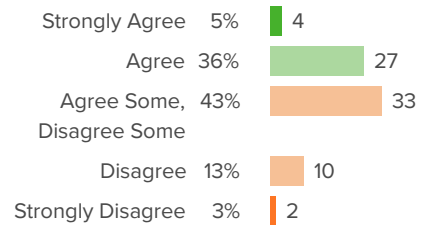
Q.1: At this school, students and teachers get along really well.



▲ 8 from last survey

Favorable: **58%**

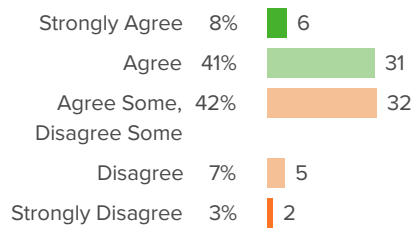
Q.2: Students in this school help each other, even if they are not friends.



▼ 1 from last survey

Favorable: **41%**

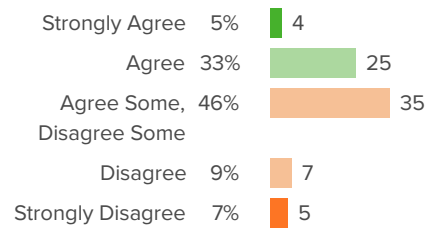
Q.3: Teachers and students treat each other with respect in this school.



▲ 11 from last survey

Favorable: **49%**

Q.4: Students in this school treat each other with respect.

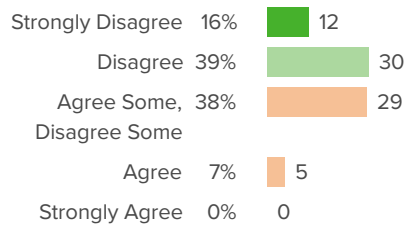


▲ 9 from last survey

Favorable: **38%**



Q.5: The students in this school don't really care about each other.



▼ **8** from last survey

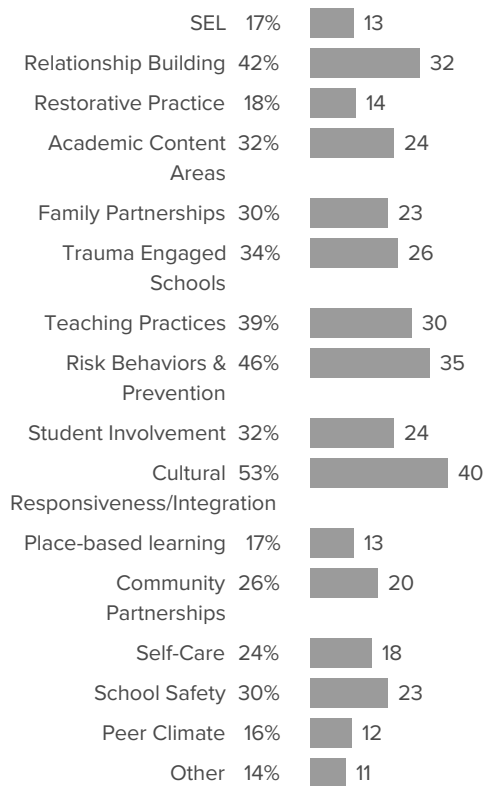
Favorable: **55%**



Professional Learning Interests

How did people respond?

Q.1: What five areas of professional learning are you most interested in? (select five below)





School Leadership and Involvement

Your average

61%

76 responses

Change

▼ 9

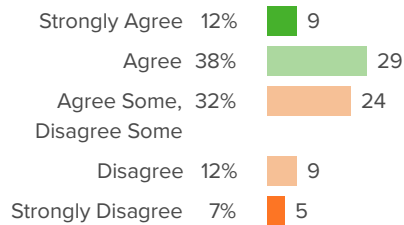
since last survey

School Type average: **70%** K/PK -12

State average: **73%** Participating Alaska Districts

How did people respond?

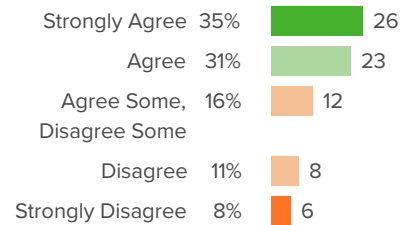
Q.1: At school, decisions are made based on what is best for students.



▲ 4 from last survey

Favorable: **50%**

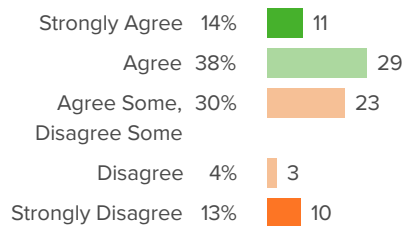
Q.2: I trust the principal will keep his or her word.



▼ 18 from last survey

Favorable: **65%**

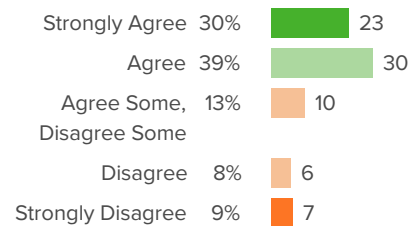
Q.3: The principal and other leaders in this school make good decisions.



▼ 1 from last survey

Favorable: **53%**

Q.4: The principal looks out for the personal welfare of school staff members.

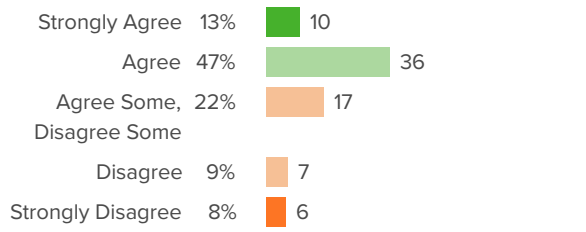


▼ 18 from last survey

Favorable: **70%**

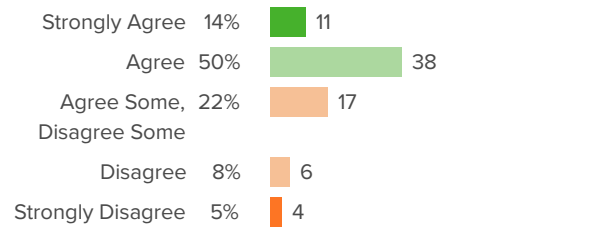


Q.5: I am satisfied with my involvement with decision-making at this school.



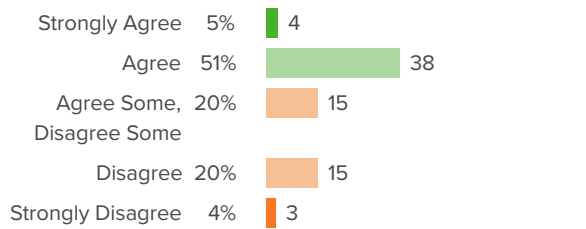
▼ 14 from last survey Favorable: **61%**

Q.6: When students break rules, they are treated fairly.



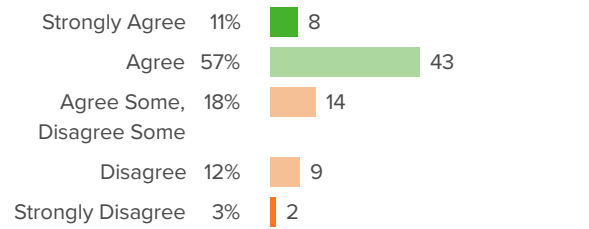
▼ 11 from last survey Favorable: **64%**

Q.7: School staff members have a lot of informal opportunities to influence what happens here.



▼ 2 from last survey Favorable: **56%**

Q.8: The work rules at this school are fair.



▼ 12 from last survey Favorable: **67%**



School Safety

Your average

65%

76 responses

Change

▼ 3

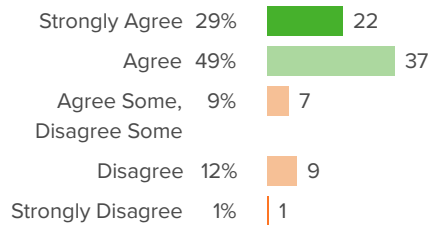
since last survey

School Type average: **73%** K/PK -12

State average: **78%** Participating Alaska Districts

How did people respond?

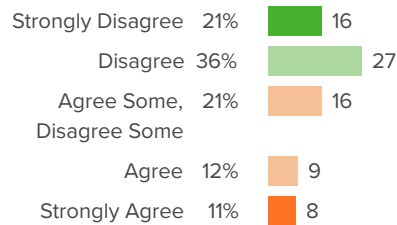
Q.1: I feel safe at my school.



▼ 1 from last survey

Favorable: **78%**

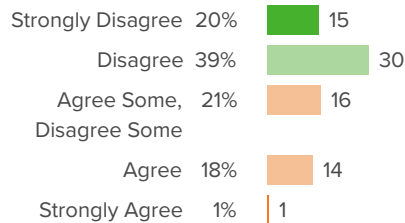
Q.2: This school is being ruined by bullies.



▼ 18 from last survey

Favorable: **57%**

Q.3: This school is badly affected by crime and violence in the community.



▲ 9 from last survey

Favorable: **59%**



Social and Emotional Learning

Your average

37%

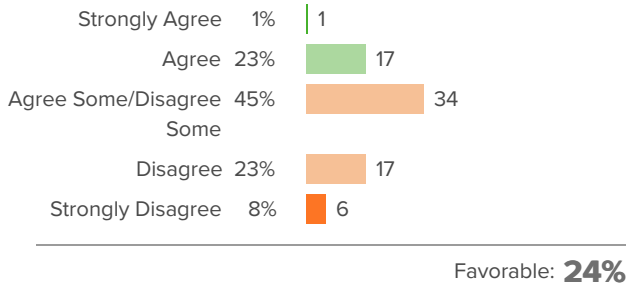
76 responses

School Type average: **51%** K/PK -12

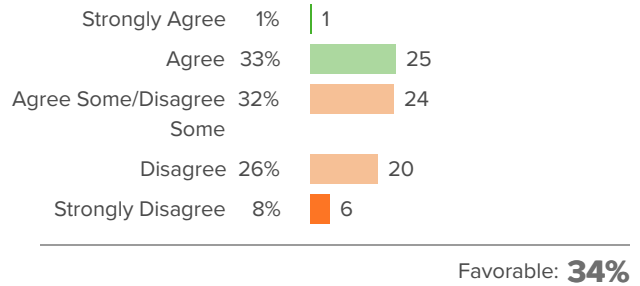
State average: **58%** Participating Alaska Districts

How did people respond?

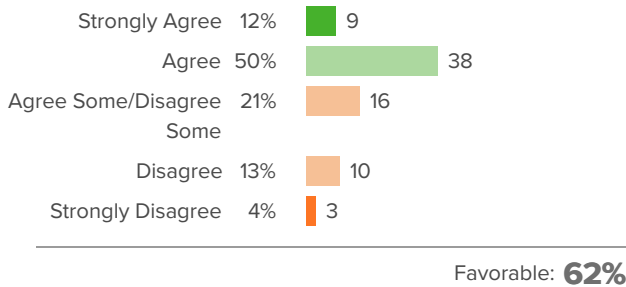
Q.1: Students in my school work hard to finish tasks even if they are difficult.



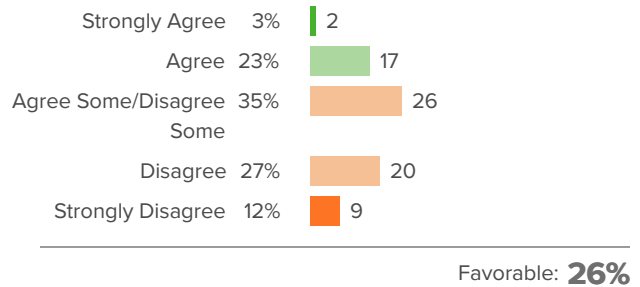
Q.2: Students in my school can identify the emotions that they feel.



Q.3: Adults in this school work together in a way that models healthy relationships.



Q.4: My school follows a plan to teach social-emotional skills.





Staff Beliefs

Your average

82%

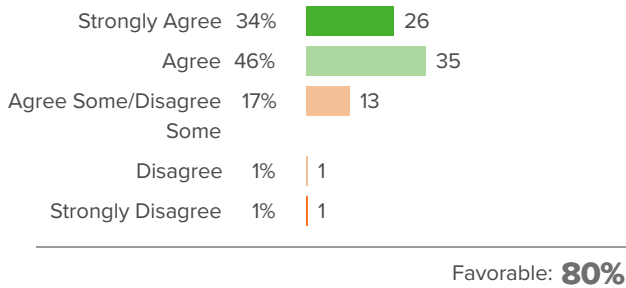
76 responses

School Type average: **83%** K/PK -12

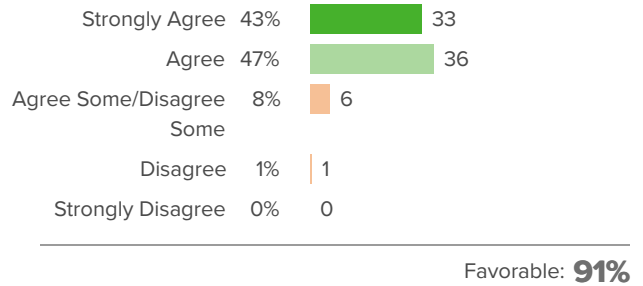
State average: **85%** Participating Alaska Districts

How did people respond?

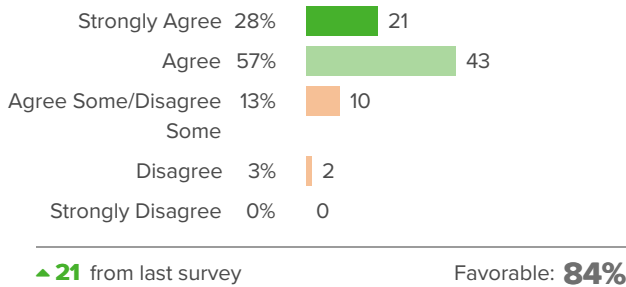
Q.1: I get satisfaction from my work.



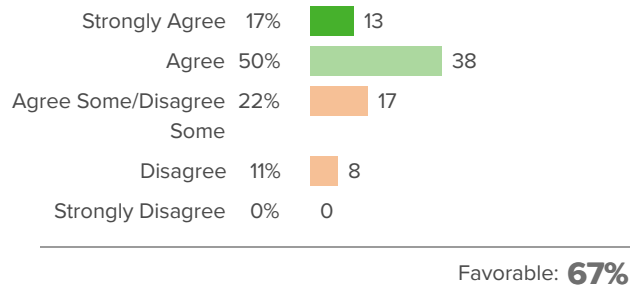
Q.2: I believe I can make a difference through my work.



Q.3: Teachers and staff believe that all students can do good work.

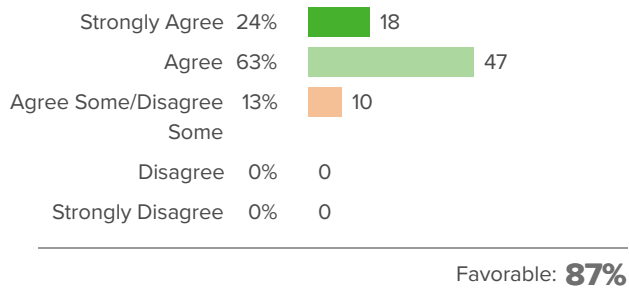


Q.4: Student behavior is determined in part by how school staff treat them.





Q.5: I believe adults' relationships with students can be rebuilt after conflict.

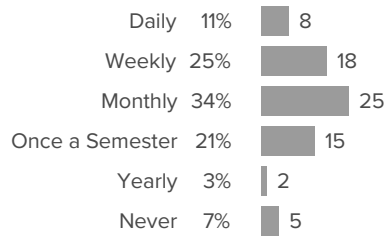




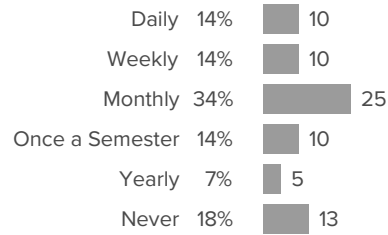
Staff Communication with Families

How did people respond? _____

Q.1: How often do you share ideas with families on what they can do at home to support their child's learning?



Q.2: How often do you involve families in decision-making?





Staff to Staff Relationships

Your average

65%

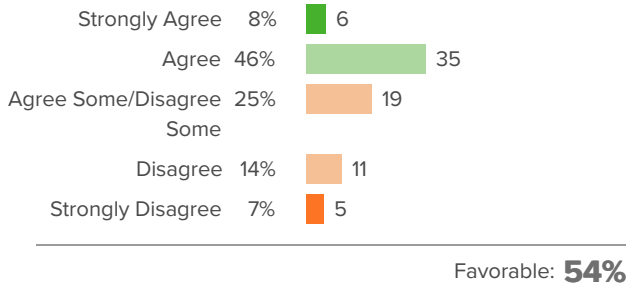
76 responses

School Type average: **73%** K/PK -12

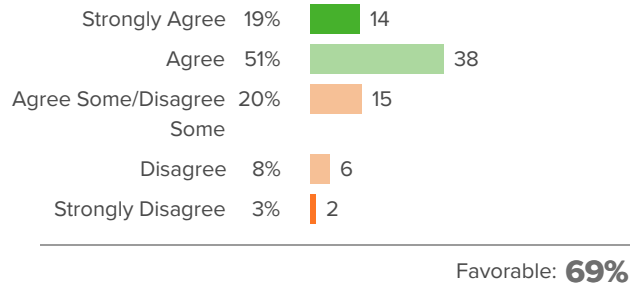
State average: **75%** Participating Alaska Districts

How did people respond?

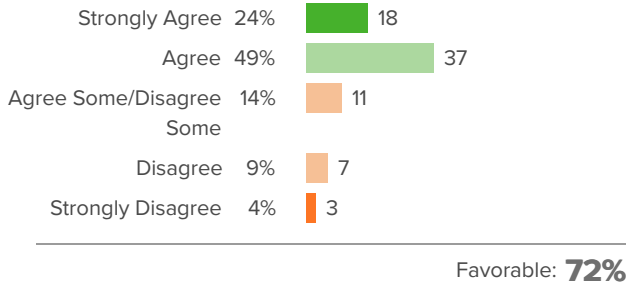
Q.1: Staff collaborate effectively to make decisions and problem solve as a group.



Q.2: Teachers at this school help each other, even if they are not personal friends.



Q.3: I feel supported by the people I work with.





Staff to Student Relationships

Your average

59%

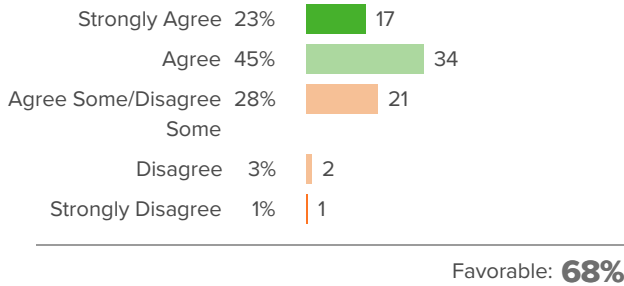
76 responses

School Type average: **71%** K/PK -12

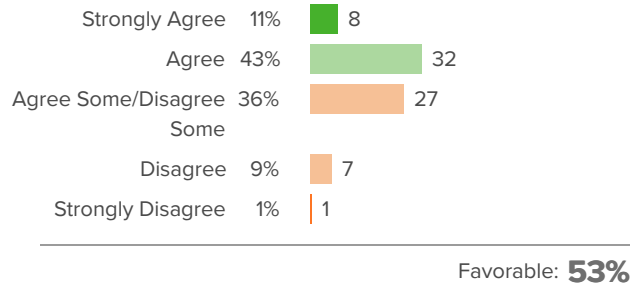
State average: **75%** Participating Alaska Districts

How did people respond?

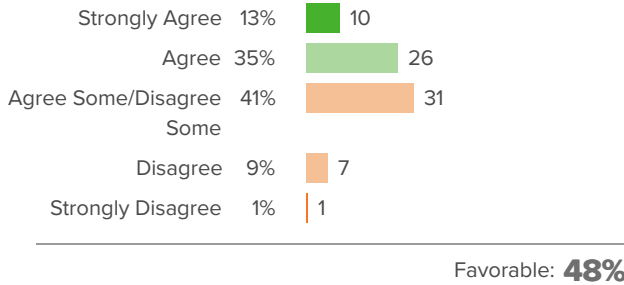
Q.1: Adults who work in this school treat students with respect.



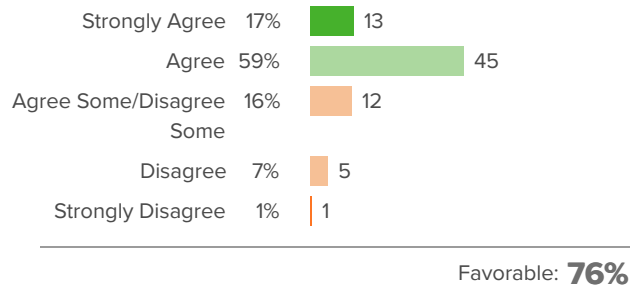
Q.2: Every student at our school feels that they have an adult who will miss them when they are absent.



Q.3: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.

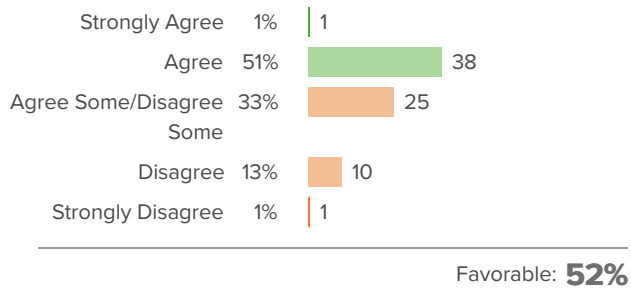


Q.4: Teachers and staff in my school care about every student.





Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.





Student Involvement

Your average

38%

76 responses

Change

▼ **6**

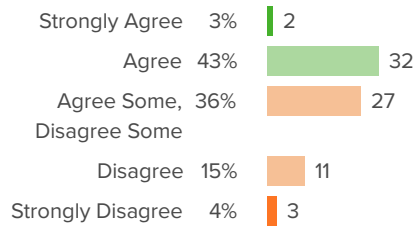
since last survey

School Type average: **54%** K/PK -12

State average: **60%** Participating Alaska Districts

How did people respond?

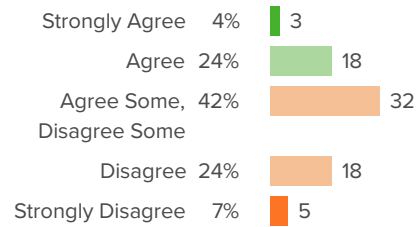
Q.1: In this school, students are given a chance to help make decisions.



▲ 3 from last survey

Favorable: **45%**

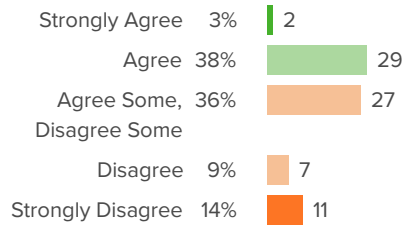
Q.2: Students are involved in helping to solve school problems.



▲ 3 from last survey

Favorable: **28%**

Q.3: The principal asks students about their ideas.



▼ 23 from last survey

Favorable: **41%**



Student Risk Behaviors: Delinquent Behaviors

Your average

33%

76 responses

Change

▲ 5

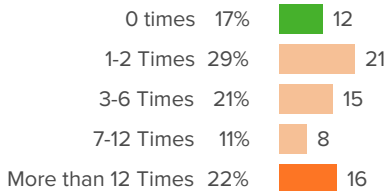
since last survey

School Type average: **44%** K/PK -12

State average: **44%** Participating Alaska Districts

How did people respond?

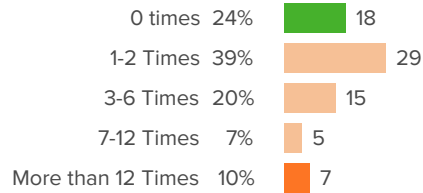
Q.1: Destroy things (such as school property, or people's personal items)



▲ 17 from last survey

Favorable: **17%**

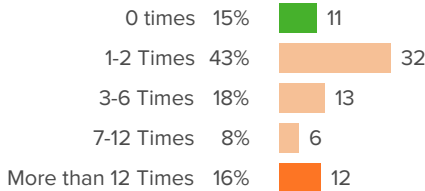
Q.2: Get into fights with other students



▼ 5 from last survey

Favorable: **24%**

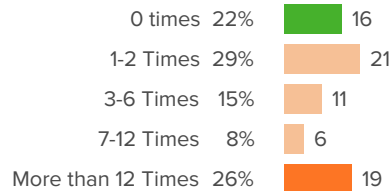
Q.3: Steal things (such as taking things from the school or other people)



▲ 7 from last survey

Favorable: **15%**

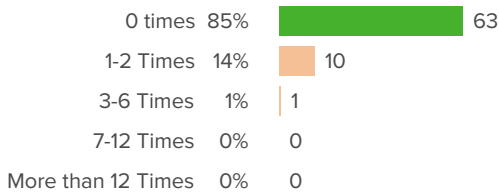
Q.4: Threaten or bully students



▲ 9 from last survey

Favorable: **22%**

Q.5: Carry weapons



▼ 7 from last survey

Favorable: **85%**



Student Risk Behaviors: Drug and Alcohol Use

Your average

76%

76 responses

Change

▲ 20

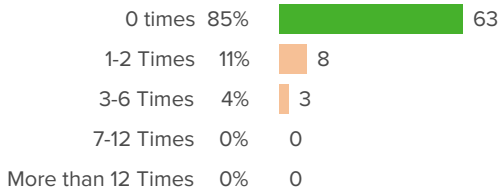
since last survey

School Type average: **82%** K/PK -12

State average: **84%** Participating Alaska Districts

How did people respond?

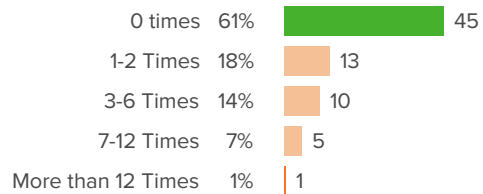
Q.1: Under the influence of drugs (such as meth, heroin, cocaine, etc.)



▲ 7 from last survey

Favorable: **85%**

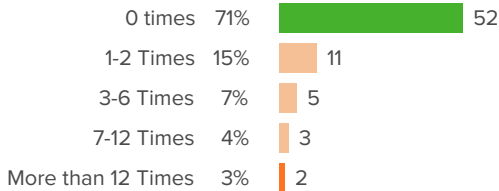
Q.2: Under the influence of marijuana



▲ 18 from last survey

Favorable: **61%**

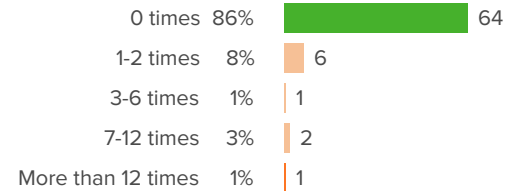
Q.3: Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▲ 23 from last survey

Favorable: **71%**

Q.4: Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs))



Favorable: **86%**



Trauma Engaged Schools

Your average

56%

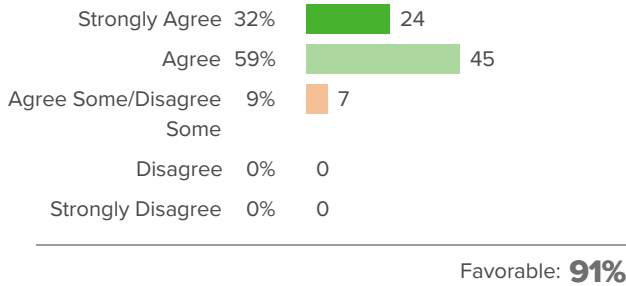
76 responses

School Type average: **63%** K/PK -12

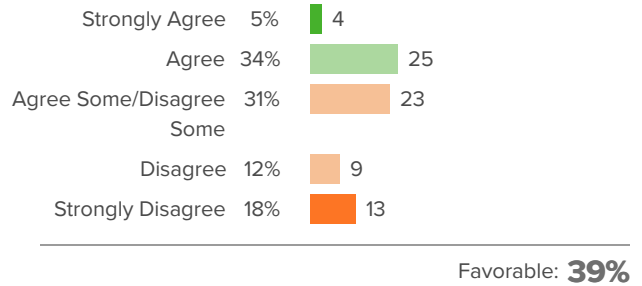
State average: **68%** Participating Alaska Districts

How did people respond?

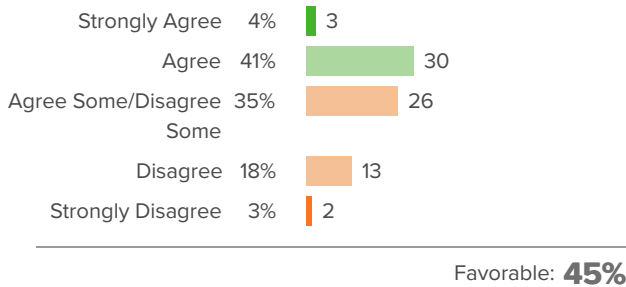
Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



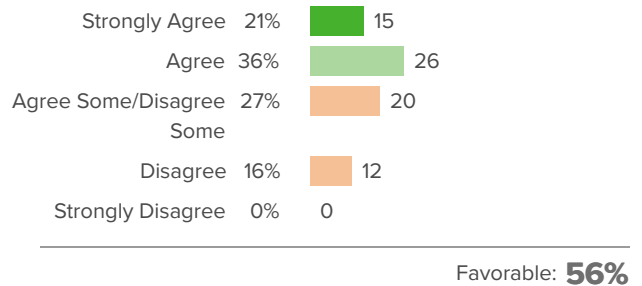
Q.2: At my school, there are support systems to respond to trauma experienced by students



Q.3: At my school, I feel supported to respond to trauma experienced by students.

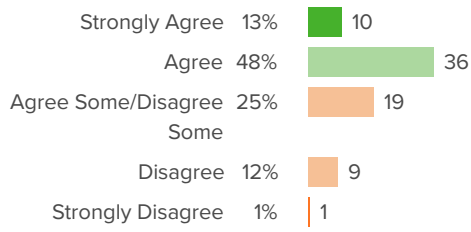


Q.4: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



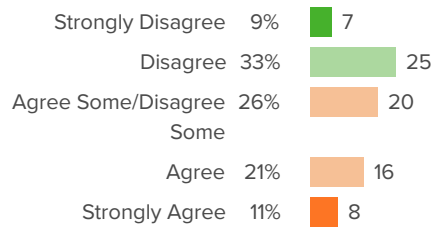


Q.5: I know my role in supporting students experiencing trauma.



Favorable: **61%**

Q.6: I feel worn out in my work in ways that interfere with other parts of my life.



Favorable: **42%**



Yup'it School District

Effective Leadership

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Purpose & Qualities of an Effective Leadership System

Qualities of an Effective Leadership Evaluation System (NCTQ):

- Designed with the direct involvement of principals and other constituents
- Educative (growth model, differentiated)
- Connect to district and state level of support systems
- Aligned (to extent possible) with teacher and other educator performance assessments
- Rigorous, fair, and equitable
- Includes multiple rating categories to differentiate performance
- Communicates results to principal consistently and with transparency
- Includes: training, support, and evaluation of principal evaluators

The YSD school administrator performance evaluation process will promote:

Professional Growth

- Focus on enhancing skills and knowledge
- Serve as a guide for school administrators as they reflect upon and self-assess their skills and knowledge to improve their effectiveness as school leaders
- Focus the goals and objectives of school administrators to improve effectiveness
- Guide professional development for school administrators
- Serve as a tool in supporting coaching and mentoring programs for school administrators

Continuous improvement

- Focus on the school administrator's commitment to continuously improving practice so that student performance is enhanced
- Focus the school's commitment to continuously improve instruction so that student performance is enhanced

Quality assurance

- Focus on the collection of credible evidence about school administrator performance
- Evaluators use the evidence to make important decisions:
 - Recognizing effective practice
 - Recommending improvements
 - Providing appropriate direction and assistance
 - Recommendation on school administrator status

Evaluation is an ongoing and continuous process. Evaluation of leadership occurs fluidly between scheduled formal periods at the request of the administrator, the administrator's immediate supervisor or any higher supervisor.

Assistant principals are an integral part of the school administrative team. An assistant principal's primary role is to support the efforts of the principal and to work in tandem on various components. While there may be a clear delineation of specific duties, a partnership is expected and opportunities for shared leadership will be sought. Assistant principals will be evaluated by their principal using the same process, rubrics, forms, and timelines as building principals.

The core standards were developed on are the Professional Standards for Educational Leaders. "School districts need effective leaders like never before to take on the challenges and opportunities facing education today and in the future. The 2015 Standards paint a rich portrait of such a leader, one whom our students are counting on to help them reach their full potential." -2015 Professional Standards for Educational Leaders, National Policy Board for Educational Administration.

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS 2015 (Previously the ISLLC Standards)

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.

STANDARD 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

STANDARD 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

STANDARD 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

STANDARD 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

STANDARD 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

STANDARD 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

STANDARD 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

STANDARD 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

STANDARD 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

STANDARD 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

Organization of the Professional Standards of Educational Leaders (2015)

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high

expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Assessment:

Effective Leadership is assessed through:

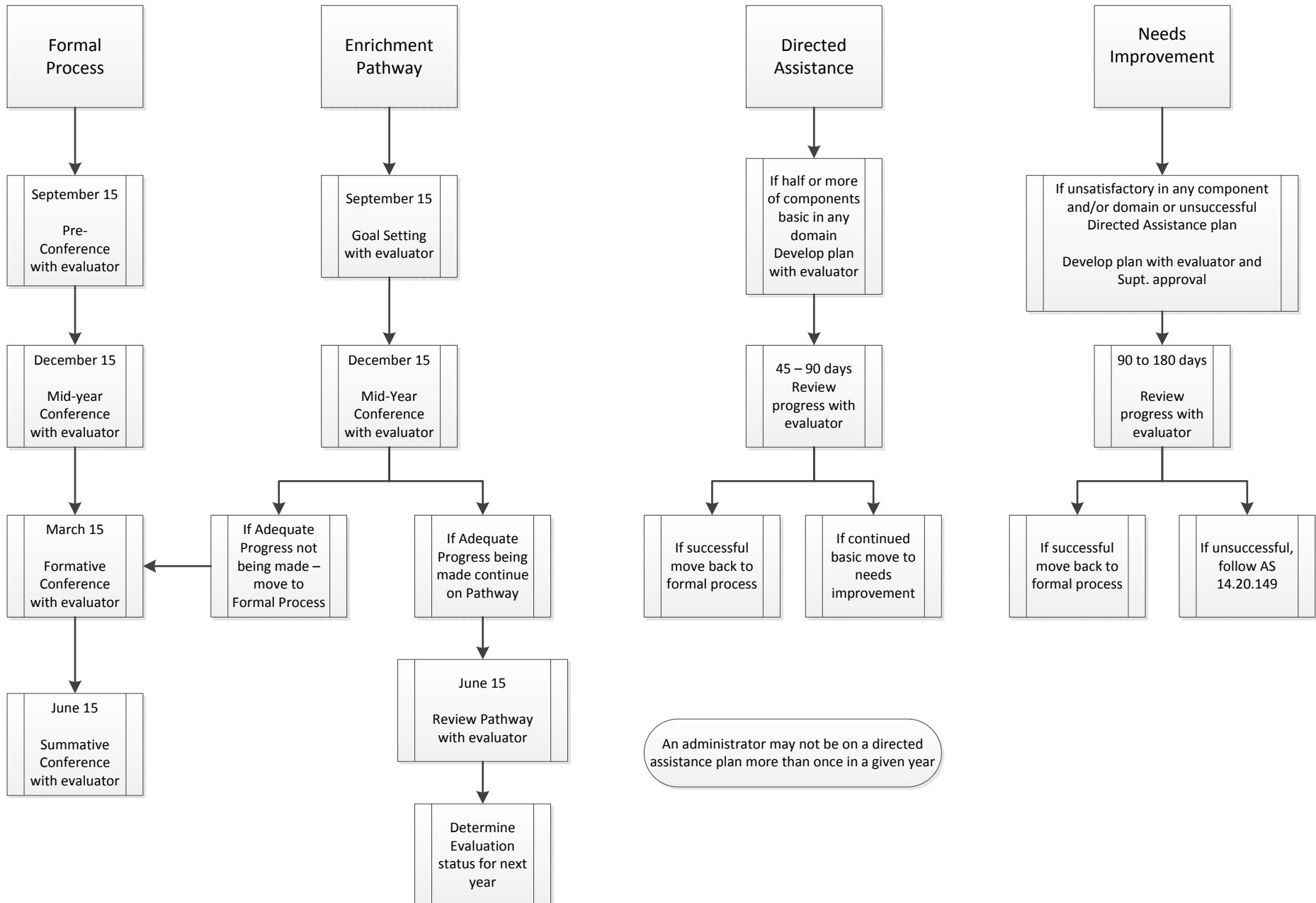
- A review of the evidence provided by the administrator
- Conferences between the evaluator and the administrator
- Input from a variety of sources (staff, students, parents, community)
- Observations conducted by the evaluator (minimum of 2) and other district personnel

Possible Evidence maintained in the School Portfolio for Leadership may include:

- Statement of School Mission, Vision, Guiding Principles
- School Development Plan
- In-Service Agendas & School Professional Development Plans
- Master Schedule
- School Staffing sheet
- Faculty Handbook
- School Budget
- Grant applications
- Capital Improvement projects
- Site Council Agendas/Minutes
- Student Achievement and Assessment Data (and Graduation data if applicable)
- Student Discipline Data
- Student Attendance Data
- Intervention Team Agendas/Minutes
- Student Handbook
- Student Organizations
- Survey Results (Climate Connectedness, YRBS, etc.)



Effective Leadership Evaluation Flow Chart





EFFECTIVE LEADERSHIP EVALUATION SYSTEM

FORMAL EVALUATION	PRINCIPAL ENRICHMENT PATHWAY	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
<p>Purpose: To support school administrators in learning, improving and achieving the performance standards of the profession, position, State and the District.</p>	<p>Purpose: To provide experienced school administrators a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth to meet the standards for professional practice.</p>	<p>Purpose: To provide new to position and/or experienced school administrators structure, assistance, and guidance toward meeting standards for professional practice.</p>	<p>Purpose: To provide organizational support and assistance to school administrators who are not meeting the standards for professional practice.</p>
<p>For School Administrators:</p> <ul style="list-style-type: none"> • Are in their 1st or 2nd year in the position •Cycling off Principal Enrichment Pathway after 2 years •Designated by district evaluator to remain on Formal protocol •Have a significant change in assignment 	<p>For School Administrators who:</p> <ul style="list-style-type: none"> • Are in their 3rd year at their current position or have demonstrated long-term administrator proficiency in multiple positions AND who have demonstrated overall <i>Proficiency</i> in all domains. • Are approved by the Superintendent for this pathway • PEP is developed in partnership with designated District level director and all meetings will be conducted by the district director. 	<p>For School Administrators:</p> <ul style="list-style-type: none"> • That have half or more of Basic Domain and/or Component Ratings during formative and/or summative evaluation periods 	<p>For School Administrators:</p> <ul style="list-style-type: none"> • Whose performance remains in <i>Basic</i> overall for the previous evaluation period. •Whose performance meets “overall proficiency” but who is not making progress toward full proficiency in any domain or component. •Whose performance at any point does not meet the performance criteria in the Evidence of Effective Leadership Practices or who have failed to make adequate progress toward identified goals. •Who received an Unsatisfactory overall component and/or element rating for the previous evaluation period. School administrators on this plan are held here until all objectives of the Needs Improvement Plan are met, with adequate evidence to demonstrate a Basic rating.
<p>Follows the protocol:</p> <ul style="list-style-type: none"> •<u>Before September 15</u> – Self-Reflection goal setting, and planning conference by school administrator and district evaluator focusing on Domains and Components. The principal and evaluator will agree on the data, evidence, and artifacts necessary to complete the evaluation process. • <u>Before December 15</u> – Mid-Year conference followed by completion of Mid-year form • <u>Before March 15</u> – Formative feedback conference • <u>Before June 15</u> – Summative conference followed by completion of Formal evaluation document 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • <u>Before September 15</u> – Principal-driven goals relating to District goals/initiatives and domain focus. The principal and director will agree on the data, evidence, and artifacts necessary to show progress • <u>Before December 15</u> – Mid-year progress meeting – if adequate progress is not clear, Superintendent/Assistant Superintendent will determine Formal Evaluation placement or continuation on PEP • <u>Before June 15</u> – End of year summary meeting May continue with Principal Enrichment Pathway with Superintendent approval for next year. Possible activities to support PEP: <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Peer Coaching 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is a directed evaluation period that focuses on components from all four Domains that are not in the <i>Proficient</i> range. • A Directed Assistance Plan will be in place for no longer than 90 days. <p>After successful completion of a Directed Assistance Plan, a school administrator returns to prior status. If unsuccessful, a school administrator proceeds to the Needs Improvement Plan if tenured in the District.</p> <p>If completion of the plan is progressing it can be continued at the discretion of the Superintendent/Assistant Superintendent.</p>	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is an intensive evaluation period that focuses on components from all four Domains that are in the unsatisfactory performance range. • A Needs Improvement Plan will be in place between 90 and 180 days. • A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. <p>Note: Superintendent/Assistant Superintendent approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan.</p> <p>After successful completion of a Needs Improvement Plan, a school administrator returns to prior status if tenured. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.</p>

District Effective Leadership Rubric – At a Glance

Domain 1: Vision, Culture, and Climate

- 1a. Mission, Vision, and Core Values** – Leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education.
- The administrator develops and implements the school’s mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students. *(from KPBSD SP)*
 - Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
 - Develops shared understanding of and commitment to mission, vision, and core values within the school community.
- 1b. School Improvement** – Leaders act as agents of continuous improvement.
- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
 - Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
 - Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
 - Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

Domain 2: Teaching and Learning

- 2a. Equity and Cultural Responsiveness** – Leaders strive for equity of educational opportunity and culturally responsive practices.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 - In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
 - Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 2b. Curriculum, Instruction, and Assessment** – Leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
 - Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
 - Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement
- 2c. Professional Community for Teachers and Staff** - Leaders foster a professional community of teachers and other professional staff.
- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
 - Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
 - Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Domain 4: Professional Responsibilities

4a. Ethics and Professional Norms – Leaders act ethically and according to professional norms.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

4b. Community of Care and Support for Students – Leaders cultivate an inclusive, caring, and supportive school community.

- Build and maintain a safe, caring, inclusive, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

4c. Meaningful Engagement of Families and Community – Leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Domain 3: People, Systems, and Operations

3a. Professional Capacity of School Personnel – Leaders develop the professional capacity and practice of school personnel.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel’s professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver actionable feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel’s professional knowledge, skills, and practice.

3b. Operations and Management – Leaders manage school operations and resources.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school’s mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student’s learning needs.

Domain 1 – Vision, Culture, and Climate

1a. Mission, Vision and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- The administrator develops and implements the school’s mission, vision, and core values for the school to promote a *rigorous, relevant and responsive environment for all students*.
- Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
- Develops shared understanding of and commitment to mission, vision, and core values within the school community.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence
Minimally or ineffectively develops, implements or sustains vision, mission and core values.	Develops and implements the school mission, vision and core values with a limited commitment to academic success and well-being of students.	Develops and implements the school mission, vision and core values which promote academic success and well-being through a rigorous, relevant and responsive environment for all students.	Engages diverse stakeholders in collaboratively developing a process to regularly review and renew shared vision, mission and goals which promote academic success and well-being through a rigorous, relevant and responsive environment for all students.	<ul style="list-style-type: none"> • School Development Plan • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of district resources and professional learning cooperative designs • Self-Reflection Rubric • Student Growth Map (SGM)
Minimally or ineffectively reviews or adjusts the mission, vision and core values in response to evolving expectations, situations and opportunities; the plan is not created or does not align to district goals, teacher goals, school or district resources, and does not utilize best practices.	Reviews and adjusts the mission, vision and core values to partially address evolving expectations, situations and opportunities; the plan partially aligns to district goals, teacher goals, school or district resources, and may utilize best practices.	Reviews and adjusts the mission, vision and core values to evolving expectations, situations and opportunities; the plan aligns to district goals, teacher goals, school and/or district resources, and utilizes best practices.	Develops capacity of stakeholders to create and implement the school mission, vision and core values cohesively; the plan is aligned to district goals, teacher goals, school and district resources, and utilizes best practices.	
Minimally or effectively develops understanding about the school or district’s vision, mission or core values.	Develops some understanding of and commitment to mission, vision, and core values within part of the school community.	Develops shared understanding of and commitment to mission, vision, and core values within the school community.	Engages diverse stakeholders to collaboratively develop, implement and sustain the shared vision, mission and core values of the school and district.	

1b. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
- Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally prepares the school and/or the community for improvement. May review annual student achievement outcomes and develop goals that are vague and lack rigor.	Prepares the school and/or the community for improvement by developing some knowledge, skills, and motivation for success in reviewing summative data metrics to develop student achievement-oriented school improvement goals that are rigorous for some groups of students.	Prepares the school and the community for improvement by developing the knowledge, skills, and motivation for success through engaging stakeholders in the analysis of data to diagnose the current state of the school, inform decision-making processes, and develop rigorous student achievement-oriented school improvement goals for most students.	Develops diverse groups of stakeholders’ ability to collaboratively analyze a broad set of data points to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals for all students.	<ul style="list-style-type: none"> • Vision focuses on high expectations for student academic achievement for all students • Presentations at meetings, forums, trainings, etc. that highlight open dialogue • Environmental use of the vision statement and goals • Use of vision statement in messaging (verbally and in writing) student achievement-oriented school improvement goals • Personal interaction with staff, students, parents, and community members to communicate the school vision and goals • Facilitation of school improvement team meetings with multiple stakeholder groups • Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc. • Student achievement-oriented school improvement goals linked to data analysis • Process for decision-making based on data • School Plan aligns with school vision and goals • Written expectations for teaching and learning aligned to state standards and student achievement-oriented school improvement goals • SMART goals
Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Employs limited strategies within the school development plan for improvement, with little to no attention to different phases of implementation and/or a sustainable system.	Employs situationally-appropriate strategies within the school development plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.	Develops the capacity of stakeholders to employ situationally-appropriate strategies within the school development plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a self-sustainable system.	
Rarely monitors student achievement data and does not relate it to progress toward goals or to inform adjustments to strategies.	Attempts use of appropriate educational trends for the school and its improvement by sometimes using summative data or other unreliable sources to periodically review student achievement, but shows limited ability to adjust and/or revise strategies to meet goals.	Assess and develop the leadership capacity of staff in using appropriate research-based emerging educational trends for the school and its improvement by implementing systems to analyze disaggregated formative and summative data to monitor student progress and implement revised strategies as supported by the data.	Assess and develop the leadership capacity of staff in concert with diverse groups of stakeholders’ by using appropriate research-based emerging educational trends for the school and its improvement by implementing systems to analyze multiple sources of data to monitor student progress and implement revised strategies as supported by the data.	

				<ul style="list-style-type: none"> • School development plan • Use of Learning Management System • And others....
Resists and/or makes little or no attempt to develop and/or promote improvement through inquiry, experimentation (risk taking) and innovation.	Attempts to develop, and promote leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	Develops and promotes leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	Builds capacity, develops, models and promotes leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	

Domain 2 – Teaching and Learning

2a. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively ensures the implementation of equitable systems where students have access to effective teachers and adequate opportunities for academic and social support for student success.	Ensures the implementation of equitable systems where most students have access to effective teachers and adequate opportunities for academic and social support for student success.	Ensures the implementation of equitable systems where each student has access to effective teachers, rigorous and relevant opportunities, academic and social support, and other resources necessary for success in a responsive environment.	Creates, designs and ensures the implementation of equitable systems where all students have access to exemplary teachers, rigorous and relevant opportunities, academic and social support, and other resources necessary for success in a responsive environment.	<ul style="list-style-type: none"> • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Site Council, Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (Tribal Entities, United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of district resources and professional learning cooperative designs • Communications (including social media, website, newsletters, public appearances, etc.) • And others...
Minimally or ineffectively treats students or stakeholders disrespectfully, and with a lack of understanding of culture. There is little to no attempt to foster equity or cultural competence.	Inconsistently attempts to treat students and stakeholders fairly, respectfully, and equitably with cultural competence and responsiveness.	Ensures in all aspects of leadership that all students and stakeholders are treated fairly, respectfully, and equitably with cultural competence and responsiveness.	Builds capacity in stakeholder groups, which ensures that all students and stakeholders are treated fairly, respectfully, and equitably with cultural competence and responsiveness.	
Minimally or ineffectively implements school or district policies and fails to address student misconduct in a positive, fair, and unbiased manner.	Develops and implements school policies and enforces district policies with uneven results. Attempts to address student misconduct in a positive, fair, and unbiased manner.	Develops and implements school policies and enforces district policies. Addresses student misconduct in a positive, fair, and unbiased manner.	Develops the school’s collective capacity to influence school and district policies. Creates a school culture, which is a model of a positive, fair, and unbiased learning environment.	

Domain 2 – Teaching and Learning

2b. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
- Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
- Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimal or ineffective alignment of systems of curriculum, instruction, and assessment within or across grade levels. Processes do not exist in designing, implementing or evaluating curriculum and instruction. Curriculum and assessment do not meet state or national standards.	Inconsistent alignment of systems of curriculum, instruction, and assessment within or across grade levels which may promote some student academic and social-emotional success. Inconsistent processes exist in designing, implementing or evaluating curriculum and instruction which minimally meets state and/or national standards.	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success. Works with staff to develop systems to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> • Educator evaluation data • Student learning data (formative and summative) • Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Use of learning management systems (Canvas, Polycom, Skype) • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development • Professional development sessions • And others...
Minimally or ineffectively ensures that instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of students.	Ensures that most instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of most students with relevance (personalized), rigor (high achievement) and responsiveness (high quality).	Ensures instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance (personalized), rigor (high achievement) and responsiveness (high quality).	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of all students.	
Minimal or ineffective effort is made to work with staff to utilize formative and summative assessments.	Demonstrates effort to work with staff to utilize formative and summative assessments that may or may not be developmentally appropriate and/or monitor student progress.	Works with staff to utilize a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

Domain 2 – Teaching and Learning

2c. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student’s academic success and social emotional well-being.

- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
- Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Provides limited or ineffective opportunities for professional learning, or provides opportunities that do not result in improved practice. Lack of trust among teachers and professional staff is evident and negatively impacts student learning.	Attempts to establish or support professional learning opportunities that address needs of some staff. Collaborative practice is inconsistent and level of trust among the teachers and other professional staff varies.	Develops and supports productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.	Cultivates collective responsibility and fosters leadership opportunities in building productive and trusting a professional learning system among teachers and other professional staff that promotes continuous improvement to ensure student academic success and social emotional well-being.	<ul style="list-style-type: none"> • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data • Formative feedback of teaching • Presenting and sharing information • And others...
With minimal or ineffective oversight or support, teachers and staff inconsistently meet the needs of students with minimal or ineffective regard for the mission, vision and core values.	General supervision of teachers and staff in meeting the academic, social, emotional, and physical needs of each student, with some regard for the mission, vision, and core values of the school.	Involves and encourages teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	
Minimal or insufficient evidence is used to promote reflection or determine professional development needs.	Promotes professional learning communities, reflective practices and collegial feedback for the improvement of some programs and identifies professional development needs.	Provides evidence to promote and model professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning and improvement of programs.	

3a. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel’s professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver relevant feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel’s professional knowledge, skills, and practice.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively recruits, hires, supports, develops, or retains effective and caring school personnel.	Recruits, hires, supports, develops, and retains effective and caring school personnel that reflect some elements of the school or district vision, mission and goals.	Recruits, hires, supports, develops, and retains effective and caring school personnel and forms them into an educationally effective faculty in alignment with the school or district’s vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement coherent strategies to recruit, hire, support, develop and retain a highly effective school faculty in alignment with the school and district’s vision, mission and goals; influences district’s policies and procedures.	<ul style="list-style-type: none"> • School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • School Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations • Administrator feedback surveys • Student Growth Maps (SGMs) • Administrator feedback surveys • And others
Provides minimal support, time or resources for professional learning. There is lack of improvement in practice.	Provides the conditions for developing school personnel’s professional knowledge, skills, and practice through opportunities for learning and growth. This includes support, time or resources for professional learning, that may lead to some improved practice.	Provides the conditions for developing school personnel’s professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development. This includes support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved professional knowledge, skills, and practice; fosters leadership opportunities that lead to improved instruction and collective positive impact on students.	
Provides inappropriate or inaccurate feedback, or fails to provide feedback.	Delivers feedback based on evidence about instruction and other professional practice to support the development of some school personnel’s professional knowledge, skills, and practice. Feedback may or may not include bias, subjectivity, or vague language.	Delivers clear, timely and relevant feedback based on evidence about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of all school personnel’s professional knowledge, skills, and practice.	Establishes collaborative systems for peers to share meaningful, actionable and evidence-based feedback which strengthens professional knowledge, skills and practice throughout the school.	

Domain 3 –People, Systems and Operations

3b. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student’s academic success and well-being.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school’s mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically and efficiently manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student’s learning needs.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Relationships and processes are unproductive, unprofessional or in conflict with the district. There is minimal or insufficient professional relationships or governance processes existing between families, community partners and other stakeholders.	Maintains and manages professional relationships and governance processes with some families, community partners and other stakeholders towards achieving the school mission and vision.	Develops and manages productive relationships and governance processes within the school, district and broader community towards achieving the district and school’s mission and vision.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	<ul style="list-style-type: none"> • Schedules • I-team protocols, minutes, interventions • Climate and Culture feedback • Leadership team agendas, minutes, observations • Instructional improvement committees • Site Council/APC • School facility conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media • Administrator feedback surveys (from staff, community and students) • School/community partnerships • Family nights/celebrations • Administrator Feedback Surveys from community, staff and students • School and community partnerships • School, staff and community celebrations • Equipment orders • Grant procurement and implementation • Professional development opportunities • And others...
There is insufficient evidence the decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school and district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school and district.	
Makes minimal or insufficient attempts to secure resources that may or may not support achievement of student learning.	Seeks, acquires, and manages fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities which may support some student learning needs.	Seeks, acquires, and strategically and efficiently manages fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities to address each student’s learning needs.	Maximizes fiscal, physical, human and other shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	

Domain 4 –Professional Responsibilities

4a. Ethics and Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student’s academic success and well-being.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
<p>Minimally or insufficiently exhibits, models or promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and does not act ethically/professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.</p>	<p>Attempts to model and promote ethical/professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.</p>	<p>Exhibits, models and promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically/professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.</p>	<p>Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness in accordance with and beyond the Alaska Code of Professional Responsibility for School Administrators.</p>	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, and observations • Professional organizations or memberships • Feedback from colleagues, parents, and community members • Educator evaluation data • Professional development plans • Staff and student handbooks • Technology plan or acceptable use policy • Social media efforts • Faculty department meeting, agendas, minutes, observations • Specific examples of holding self and/or others accountable to professional ethics & norms • And others...
<p>Minimally or ineffectively leads with or exhibits interpersonal and communication skill, social-emotional insight, and/or understanding of student and staff backgrounds and cultures.</p>	<p>Attempts to lead with interpersonal and communication skill, social-emotional insight, and understanding of students’ and staff members’ backgrounds and cultures.</p>	<p>Effectively leads with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.</p>	<p>Builds interpersonal and communication skill, social-emotional insight, and understanding of backgrounds and cultures to foster the leadership capacity of staff and stakeholders.</p>	

Domain 4 –Professional Responsibilities

4b. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

- Build and maintain a safe, caring, inclusive, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent and comprehensive systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Does not build and/or maintain a safe, caring, inclusive and/or healthy school environment.	Attempts to build and maintain a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of most students. The net result of school environment is neutral conveying neither warmth nor conflict.	Builds and maintains a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of almost all student. Students are encouraged to be an active and responsible member of the school community.	Builds the capacity of all stakeholders to maintain and advocate for a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of each student. Stakeholders value students' active leadership contributing to the school community.	<ul style="list-style-type: none"> • Schedules • I-Team documentation • School climate feedback • Leadership team meetings, agendas, minutes • Professional development plans • Safety procedures • Phone logs, bulletins, website • Social media used • Maintenance of facilities, playgrounds, equipment, etc... • School facility conditions • Arrival and dismissal procedures • Discipline data reports • PBIS
Does not provide academic and/or social supports, services, activities and accommodations to meet the range of learning needs of students.	Provides academic and/or social supports, services, activities and accommodations to meet the range of learning needs of some students.	Provides coherent and comprehensive systems of academic and social supports, services, activities and accommodations to meet the range of learning needs of almost all student.	Collaboratively develops and provides coherent and comprehensive systems of academic and social supports, services, activities and accommodations to meet and exceed the range of learning needs of each student.	<ul style="list-style-type: none"> • Building use for community and partner events • Relationships with Borough and community organizations • Partnerships with community health organizations • Collaborative grant applications with partners • Feedback and survey results and shared to all stakeholders and the results guide planning and systemic change • And others...

Domain 4 –Professional Responsibilities

4c. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student’s academic success and well-being.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively builds relationships with families and community members.	Inconsistently models and sustains positive and productive relationships with families and the community for the benefit of students.	Models, creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.	Proactively builds capacity in stakeholders to develop, model, create and expand positive, collaborative, and productive relationships for the benefit of the community.	<ul style="list-style-type: none"> • Participation in professional learning opportunities aligned with the needs of the school • Conferences with evaluator to identify way to improve professional practice • Participation on district and/or state committees to deepen leadership skills • Participation in district administrative Professional Learning Communities • Professional growth plan includes goals for growth and aligned strategies • Administrative survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern • Interactions with community that build support • Systems the promote collegiality among staff • Active community participation in meetings, school and community events • Family/parent attendance in school improvement meetings • Survey data from community, parents, students and staff. • Evidence of participation in meetings, school and community events. • Documented partnerships with community individuals, groups, and/or organizations. • And others...
Displays a limited or negative presence in the community or misunderstands the school community.	Maintains some presence in the community and some degree of understanding of school community strengths and needs, relationships, and resources for the school.	Maintains a positive presence in the community to understand its strengths and needs, develop productive relationships, and employ its resources for the school.	Fosters and encourages all school stakeholders to maintain a positive presence in the community by developing productive relationships that are mutually beneficial to the students, school, and community.	

School Administrator Mid-Year Feedback

Administrator:

School:

Evaluator:

Date Completed:

Status Key: U - Unsatisfactory B - Basic P - Proficient E - Exemplary

Domain 1: Vision, Culture and Climate - Indicators

1a. Mission, Vision, and Core Values

Status

U

B

P

E

1b. School Improvement

Status

U

B

P

E

Overall Domain 1

Status

U
B
P
E

Comments:

Domain 2: Teaching and Learning - Indicators

2a. Equity and Cultural Responsiveness

Status

U
B
P
E

2b. Curriculum, Instruction and Assessment

Status

U
B
P
E

2c. Professional Community for Teachers and Staff

Status

U
B
P
E

Overall Domain 2

Status

U
B
P
E

Comments

Domain 3: People, systems, and Operations - Indicators

Status

U
B
P
E

3a. Professional Capacity of School Personnel

Status

U
B
P
E

3b. Operations and Management

Status

U
B
P
E

Overall Domain 3

Status

U
B
P
E

Comments

Component 4: Professional Responsibilities - Indicators

4a. Ethics and Professional Norms

Status

U
B
P
E

4b. Community of Care and Support for Students

Status

U
B
P
E

4c. Meaningful Engagement of Families and Community

Status

U
B
P
E

Overall Domain 4

Status

U
B
P
E

Comments

Administrator Signature

Date

Evaluator Signature

Date

School Administrator Summative Evaluation Form

Administrator:

School:

Evaluator:

Date Completed:

Domain 1: Vision, Culture and Mission

	Unsatisfactory	Basic	Proficient	Exemplary
1a. Mission and Vision and Core Values				
1b. School Improvement				
Overall Component 1				

Comments:

Domain 2: Teaching and Learning

	Unsatisfactory	Basic	Proficient	Exemplary
2a. Equity and Cultural Responsiveness				
2b. Curriculum, Instruction and Assessment				
2c. Professional Community for Teachers and Staff				
Overall Component 2				

Comments:

Domain 3: People, Systems and Operations

	Unsatisfactory	Basic	Proficient	Exemplary
3a. Professional Capacity of School Personnel				
Operations and Management				
Overall Domain 3				

Comments:

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Exemplary
4a. Ethics and Professional Norms				
4b. Community of Care and Support for Students				
4c. Meaningful Engagement of Families and Community				
Overall Component 4				

Comments:

Administrator Signature

Date

Evaluator Signature

Date

PRINCIPAL ENRICHMENT PATHWAY PLAN

Principal Name:		School Year:		Approved By:	
				Date:	

Step 1 – Please indicate which District Goal your plan supports:

Option Selected:

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Student Engagement
--	---

Step 2 – Please indicate which domain(s) your plan supports:

Please indicate which domain(s) and component(s) your plan supports:

<input type="checkbox"/> Domain 1: Culture	<input type="checkbox"/> Domain 3: Management
<input type="checkbox"/> Domain 2: Instruction	<input type="checkbox"/> Domain 4: Professional Responsibilities

SMART GOALS:	

Strategies and Action Steps	Responsibility	Timeline	Indicators of Success (Evidence of Change)

*Please refer to School Development Plan

PRINCIPAL ENRICHMENT PATHWAY INTERIM PROGRESS REPORT

Principal Name:		Date of Review:	
<div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e1eef6; padding: 5px; display: inline-block; margin-bottom: 10px;">Indicator(s) of Success (Data):</div>			
<div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e1eef6; padding: 5px; display: inline-block; margin-bottom: 10px;">Principal's Self-Reflection Notes (include reference to Domain(s)/Components):</div>			

This Plan:	
<input type="checkbox"/> Principal is Making Progress	<input type="checkbox"/> Principal is Not Making Progress

Principal Signature:		Date:	
District Administrator Signature:		Date:	

*Please refer to School Development Plan

PRINCIPAL ENRICHMENT PATHWAY SUMMARY REPORT

Principal Name:		Date of Summative Review:	
Goal:			
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e1eef6;">Indicator(s) of Success (Data):</div>			
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e1eef6;">Principal's Self-Reflection Notes (include reference to Domain(s)/Components:</div>			
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e1eef6;">Evaluator Summary:</div>	Briefly describe the principal's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context, or career for the principal.		

<input type="checkbox"/> Met Goal	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Progressing
I understand that I have five (5) work days to study and prepare a response which will be attached to this evaluation prior to being sent to the HR Department.		

Principal Signature:		Date:	
District Administrator Signature:		Date:	
Note: Include one sheet per goal. The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This plan must be attached to the formal written evaluation to be submitted to the Human Resources Department.			

*Please refer to School Development Plan

Staff Evaluation of Building Administrator

***Due December 1st**

Principal and School: _____

Your name (Optional): _____

Is the school safe, well maintained, and clean?

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer.	Definitely	Most of the time	Sometimes	Seldom
The principal is a visible and positive educational leader in the school (1a)				<input type="checkbox"/>
The principal is a visible and positive educational leader in the community (4c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal communicates effectively with all stakeholders (3b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal is accessible via e-mails, phone calls or personal visits (3b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal communicates the school mission, vision and core values effectively (1a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal sets high expectations for staff and students (2b & 2c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal cultivates an inclusive, caring, and supportive school community. (4b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal develops and supports rigorous, relevant and responsive curriculum and instructional opportunities for students (2b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal celebrates staff and student accomplishments (4b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal celebrates community efforts to support students and the school (4c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal ensures that each student and stakeholder is treated fairly, respectfully, and equitably in a positive unbiased manner (3a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal fairly and equitably manages resources (fiscal, physical, human) (3b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal acts ethically and according to professional norms (4a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal builds and maintains a safe, caring inclusive and healthy school environment to meet the needs of all students. (4a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. (2a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the Effective Leadership Practice Domains
Once completed, send to the Superintendent of Schools

* Form may be submitted anytime during the school year. However, information submitted after December 1 may not be considered for the administrator's evaluation.

Staff Evaluation of Building Administrator

***Due December 1st**

Please explain any areas marked seldom:	
<u>Areas of strength:</u>	<u>Comments:</u>
<u>Suggestions for growth:</u>	<u>Comments:</u>
<u>Other comments:</u>	

Please refer to the Effective Leadership Practice Domains
Once completed, send to the Superintendent of Schools

* Form may be submitted anytime during the school year. However, information submitted after December 1 may not be considered for the administrator's evaluation.

School Administrator Feedback

Please check one of the following:

- Parent
- Student
- Community Member
- Other

Principal name:

School name:

Your name (Optional):

Please check all that apply:

- I have visited the school during the school day
- I have visited a classroom during the school day
- I attend after-school activities
- I volunteer during the school day
- I volunteer during after-school activities

Please check all that apply:

- I attend parent-teacher conferences
- I am a member of a parent group
- I have attended parent group meetings
- I am a site council member
- I have attended site council meetings

Do you feel welcome when you visit the school?

Yes

No

If not, please tell us why:

Is the school safe, well maintained and clean?

Yes

No

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer

	Definitely	Most of the Time	Sometimes	Seldom
the principal is visible and positive educational leader in the school				
The principal is a visible and positive educational leader in the community				
The principal communicates effectively with all stakeholders providing helpful information (i.e., school newsletters, emergency communication, conversations, etc.)				
The principal is accessible via e-mail, phone calls or personal visits				
The principal effectively notifies stakeholders of meetings and events (i.e., site council, PTA)				
The principal shares student performance data with stakeholders (site council, community, parents)				
The principal develops shared understanding of and commitment to mission, vision, and core values with in the school community				
The principal develops and implements the school's mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students				
The principal lets parents know how the school is progressing toward the school vision and goals				
The principal sets high expectations for staff and students				
The principal provides coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student				

Please skip any questions you can't answer

	Definitely	Most of the Time	Sometimes	Seldom
The principal develops and supports rigorous, relevant and responsive curriculum and instructional opportunities for students				
The principal celebrates staff and student accomplishments				
The principal celebrates community efforts to support students and the school				
The principal ensures that each student and stakeholder is treated fairly, respectfully, and equitably in a positive unbiased manner				
The principal fairly and equitably manages resources (fiscal, physical and human)				
The principal acts ethically and according to professional norms				
The principal builds and maintains a safe, caring, inclusive and healthy school environment to meet the needs of all students				
The principal ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success				

Please explain any areas marked seldom:

Other comments:

Once completed please send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street,
Soldotna, AK 99669

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Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

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Appendix

A.1 Alaska State Statute

A.2 KPBSD Policy *BP 4115*

A.3 KPBSD *AR 4115*

A.4 Alaska State Standards for Administrators

A.5 Crosswalk of Interstate School Leadership Licensure Consortium (ISLLC) Standards and Professional Standards for Educational Leaders

A.6 Crosswalk of Alaska Standards for School Administrators and Professional Standards for Educational Leaders

Alaska State Statutes

Sec. 14.20.149. Employee evaluation. (a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under [AS 14.20.170\(a\)](#); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) A school district shall offer in-service training to the certificated employees who are subject to the evaluation system on a schedule adopted by the governing body of a school district. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after

evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under [AS 14.20.175\(b\)\(1\)](#).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the system.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under [AS 40.25.100](#) - 40.25.295. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

Standards for Alaska's Administrators (1997)

STANDARD 1. An administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include:

- a. working with and through individuals and groups;
- b. facilitating teamwork and collegiality, including treating staff as professionals;
- c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- d. focusing on high priority issues related to student learning and staff competence;
- e. recognizing and acknowledging outstanding performance;
- f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals
- h. taking action to carry out plans and accomplish goals; and i. maintaining the administrator's own professional goals

STANDARD 2. An administrator guides instruction and support an effective learning environment.

Performances that reflect attainment of this standard include:

- a. supporting the development of a school wide climate of high expectations for student learning and staff performance;
- b. ensuring that effective instructional methods are in use;
- c. maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities;
- d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning;
- e. facilitating the establishment of effective learning environments

STANDARD 3. An administrator oversees the implementation of curriculum

Performances that reflect attainment of this standard include:

- a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- b. interpreting school district curricula in terms of school-level organization and program;

- c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- d. monitoring social and technological developments as they affect curriculum.

STANDARD 4. An administrator coordinates services that support student growth and development

Performances that reflect attainment of this standard include:

- a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- b. providing for student guidance, counseling, and auxiliary services;
- c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- e. supporting the development and use of programs that connect schooling with plans for adult life;
- f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

STANDARD 5. An administrator provides for staffing and professional development to meet student learning needs.

Performances that reflect attainment of this standard include:

- a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- c. evaluating staff for the purpose of making recommendations about retention and promotion;
- d. participating in the hiring of new staff based upon needs of the school and district priorities.

STANDARD 6. An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

Performances that reflect attainment of this standard include:

- a. developing tools and processes to gather needed information from students, staff, and the community;
- b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

- c. interpreting assessment information and evaluations for others;
- d. relating programs to desired standards or goals.

STANDARD 7. An administrator communicates with diverse groups and individual with clarity and sensitivity.

Performances that reflect attainment of this standard include:

- a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
- b. obtaining and using feedback to communicate more effectively;
- c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences;
- d. communicating a positive image of the school in the community.

STANDARD 8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.

Performances that reflect attainment of this standard include:

- a. acting in accordance with federal and state statutes, regulations, and other law;
- b. working within local policy, procedures, and directives;
- c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively

STANDARD 9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

Performances that reflect attainment of this standard include:

- a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- b. identifying relationships between public policy and education;
- c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- d. engaging in and supporting efforts to affect public policy to promote quality education for students;
- e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames;
- f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning.

STANDARD 10. An administrator facilitates the participation of parents and families as partners in the education of children.

Performances that reflect attainment of this standard include:

- a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- b. ensuring that teachers and staff engage parents and families in assisting student learning;
- c. maintaining a school or program climate that welcomes parents and families and invites their participation;
- d. involving parents and community in meaningful ways in school or program decision-making.

Side-by-Side Correlation of ISSLLC 2008 and PSEL 2015 Standards	
ISSLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional capacity of School Personnel* 7. Professional Community for Teachers and Staff*
3. Operations, Management, and Resources	5. Community of Care for Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration with Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* *Note.* Individual PSEL standards designated with an asterisk (*) correlate to multiple ISSLLC standards.

Side-by-Side Correlation of Alaska Standards for Administrators (1997) and Professional Standards for School Leaders 2015 Standards

Alaska Standards 1997	PSEL 2015
1. Provides Leadership for an educational organization	1. Mission, Vision, and Core Values 10. School Improvement
2. Guides instruction and supports an effective learning environment	2. Ethics and Professional Norms
3. Oversees the implementation of curriculum	3. Equity and Cultural Responsiveness* 4. Curriculum, Instruction, and Assessment
4. Coordinates services that support student growth and development	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students
5. Provides for staffing and professional development to meet student learning needs	6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
6. Uses assessment and evaluation information	4. Curriculum, Instruction, and Assessment
7. Communicates with diverse groups and individuals	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*
8. Acts in accordance with established laws, policies, procedures	2. Ethics and Professional Norms 10. Operation and Management
9. Understands the influence of social, cultural, and economic political forces	2. Ethics and Professional Norms 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.



Yupiit School District

2020 Family Survey

2020 School Climate & Connectedness Survey



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
<p>Cultural Connectedness</p> <p>Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.</p>	<p>66%</p> <p>▼ 15</p> <p>since last survey</p>	<p>59% K/PK -12</p> <p>69% Participating Alaska Districts</p>
<p>Family and Community Involvement</p> <p>Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.</p>	<p>71%</p> <p>▲ 7</p> <p>since last survey</p>	<p>68% K/PK -12</p> <p>76% Participating Alaska Districts</p>
<p>School Safety</p> <p>Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.</p>	<p>82%</p> <p>▲ 11</p> <p>since last survey</p>	<p>79% K/PK -12</p> <p>85% Participating Alaska Districts</p>

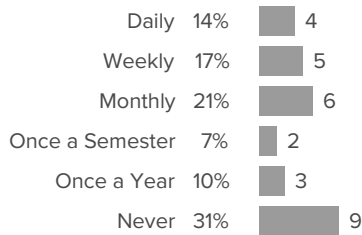
29 responses



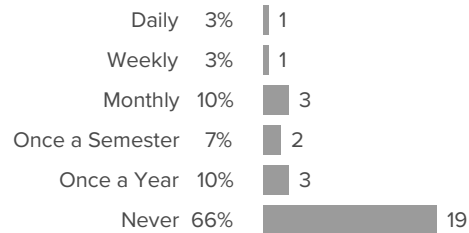
Communication

How did people respond?

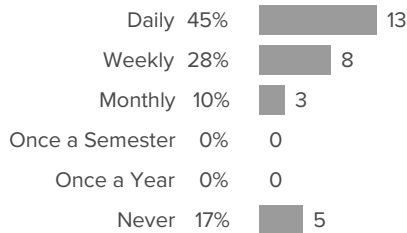
Q.1: How often do you use the district or school website to get information about your school and child?



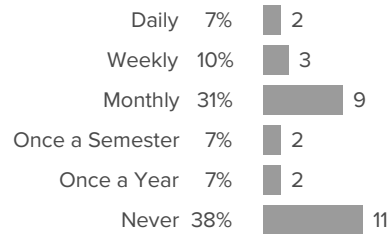
Q.2: How often do you use an Online Communication Tool (such as PowerSchool, Parent Connect, Class Dojo or other) to get information about your school and child?



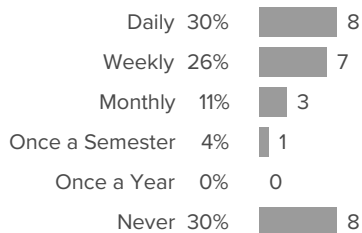
Q.3: How often do you use Social Media (ex. Facebook) to get information about your school and child?



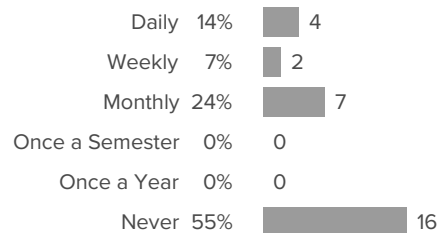
Q.4: How often do you use the newsletter to get information about your school and child?



Q.5: How often do you use text messages to get information about your school and child?

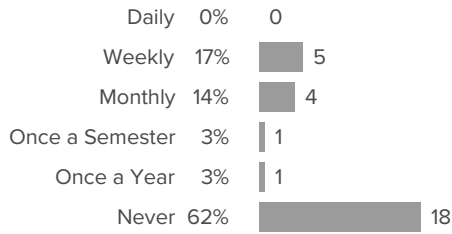


Q.6: How often do you use email to get information about your school and child?

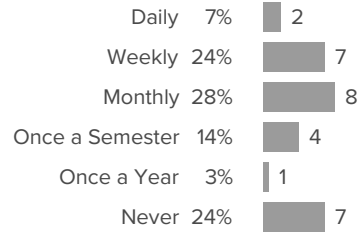




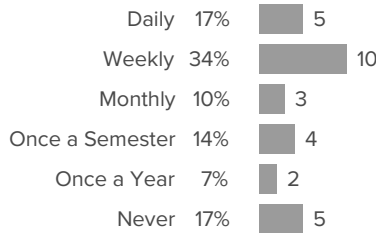
Q.7: How often do you use the newspaper to get information about your school and child?



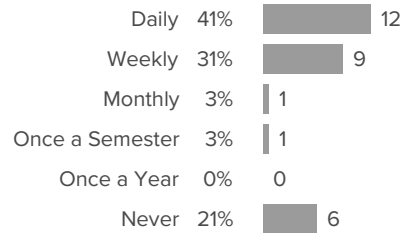
Q.8: How often do you use notes sent home from school to get information about your school and child?



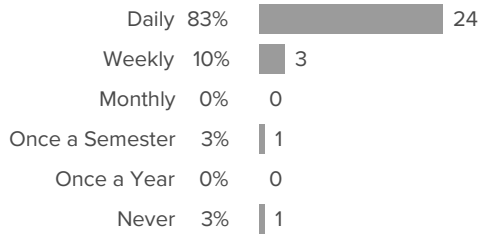
Q.9: How often do you use conversations with school staff to get information about your school and child?



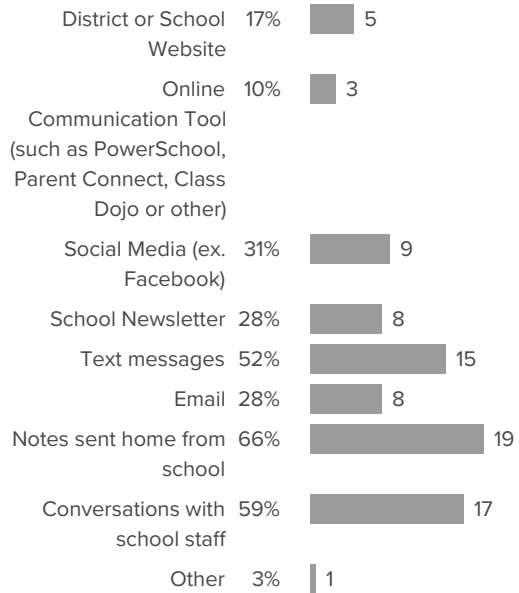
Q.10: How often do you use conversations with other parents to get information about your school and child?



Q.11: How often do you use conversations with your child to get information about your school and child?



Q.12: How would you like the school to communicate with you? (choose all that apply)





Cultural Connectedness

Your average

66%

29 responses

Change

▼ **15**

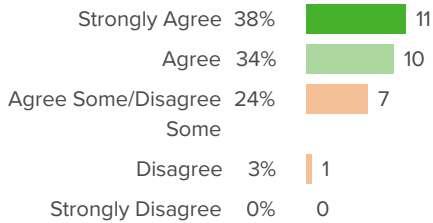
since last survey

School Type average: **59%** K/PK -12

State average: **69%** Participating Alaska Districts

How did people respond?

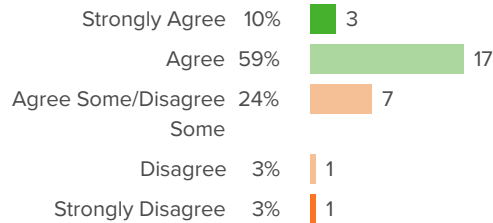
Q.1: This school values the language and culture of my family.



▼ **28** from last survey

Favorable: **72%**

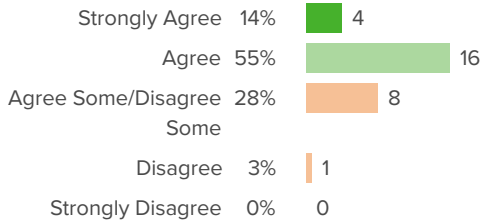
Q.2: This school teaches about the history and culture of people who live in my community.



▼ **2** from last survey

Favorable: **69%**

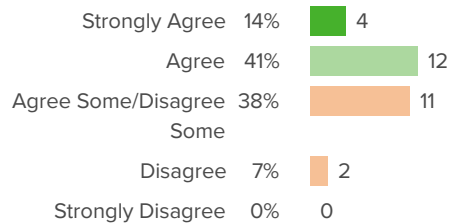
Q.3: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



▼ **17** from last survey

Favorable: **69%**

Q.4: My child's teacher makes an effort to represent my family's culture in class lessons.



▼ **12** from last survey

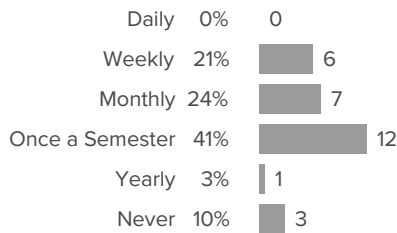
Favorable: **55%**



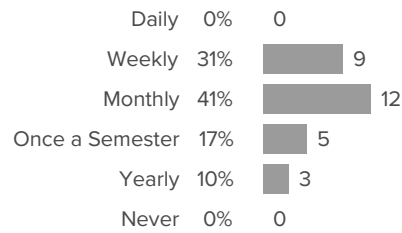
Family Engagement at School

How did people respond?

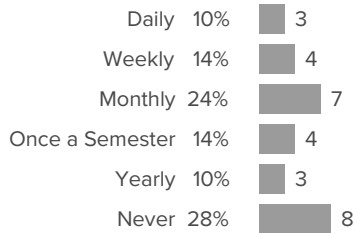
Q.1: How often do you meet in person with teachers at your child's school?



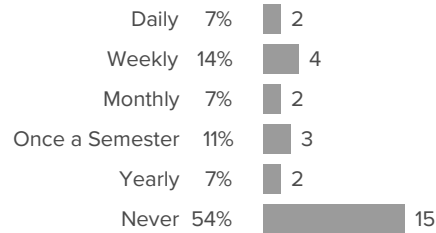
Q.2: How often do you go to events at your child's school during the school year?



Q.3: How often have you helped out at your child's school during the school year?



Q.4: How often do you participate in decision-making at school?





Family and Community Involvement

Your average

71%

29 responses

Change

▲ 7

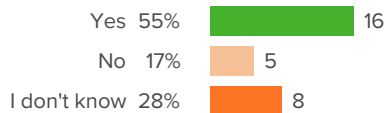
since last survey

School Type average: **68%** K/PK -12

State average: **76%** Participating Alaska Districts

How did people respond?

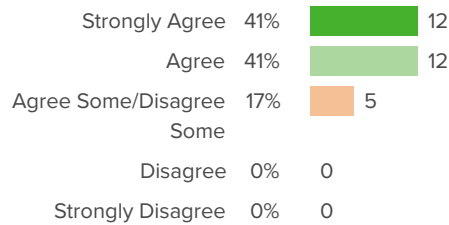
Q.1: The school does a good job communicating to families.



▼ 2 from last survey

Favorable: **55%**

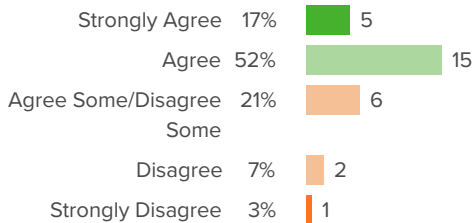
Q.2: This school is a welcoming place for families like mine.



▲ 12 from last survey

Favorable: **83%**

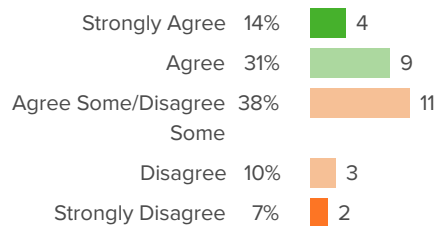
Q.3: Adults in the community support this school.



▼ 2 from last survey

Favorable: **69%**

Q.4: Adults in the community know what goes on inside of schools.

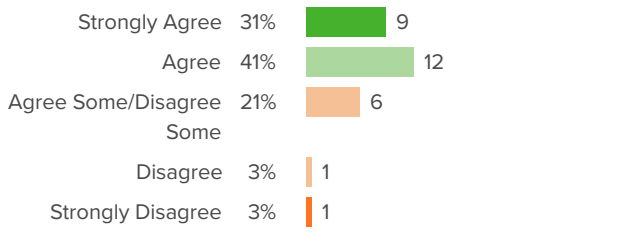


▲ 2 from last survey

Favorable: **45%**



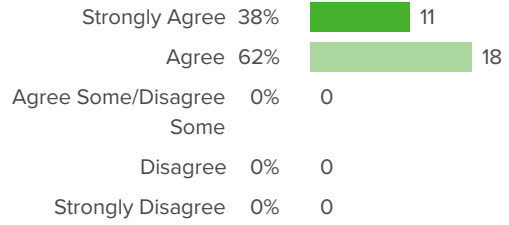
Q.5: Adults in the community encourage youth to take school seriously.



▲ **29** from last survey

Favorable: **72%**

Q.6: This school values and welcomes elders.



▲ **0** from last survey

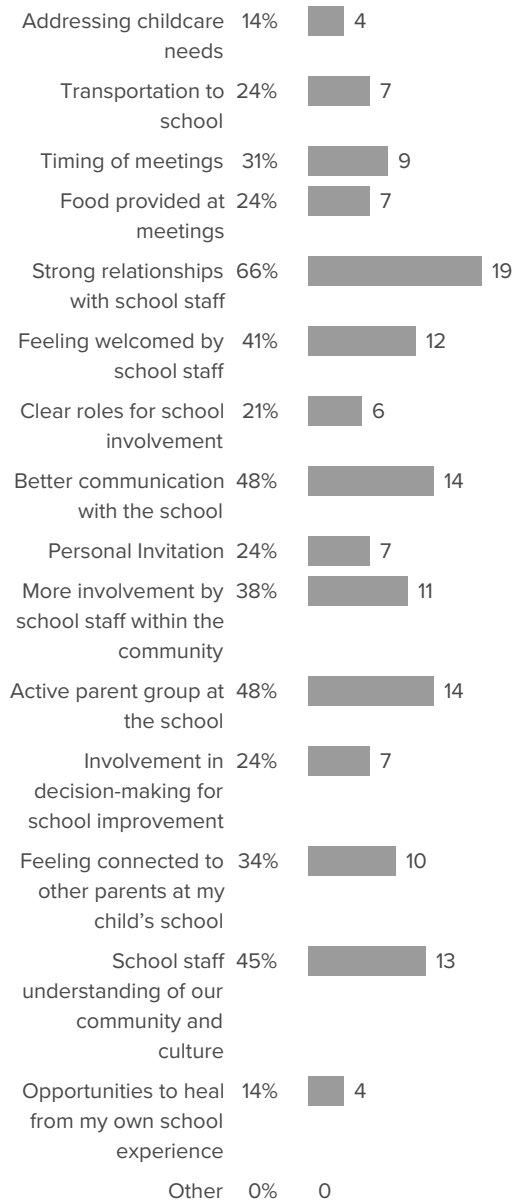
Favorable: **100%**



Opportunities for Involvement at School

How did people respond?

Q.1: What would help you to be more involved in your child's school? (mark all that apply)

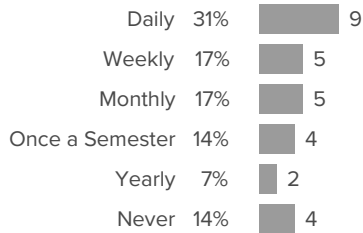




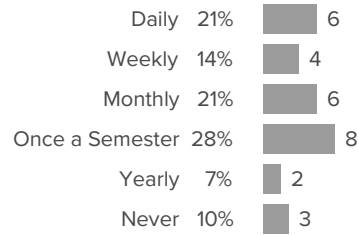
School Communication with Families

How did people respond?

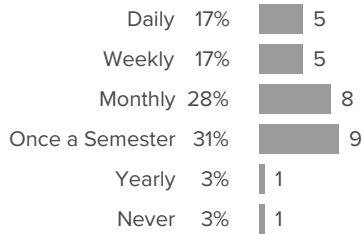
Q.1: How often does your child’s school seek your guidance on how to help your child do well in school?



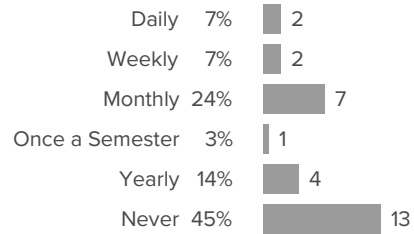
Q.2: How often does your child’s school share ideas on what you can do at home to support your child’s academic learning?



Q.3: How often does your child’s school reach out to you to tell you how your child is doing?



Q.4: How often does your child’s school ask you to volunteer at school events?





School Safety

Your average

82%

29 responses

Change

▲ 11

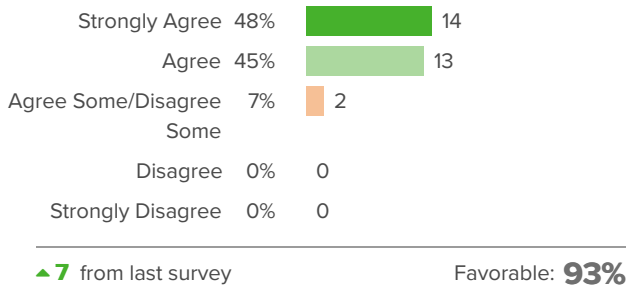
since last survey

School Type average: **79%** K/PK -12

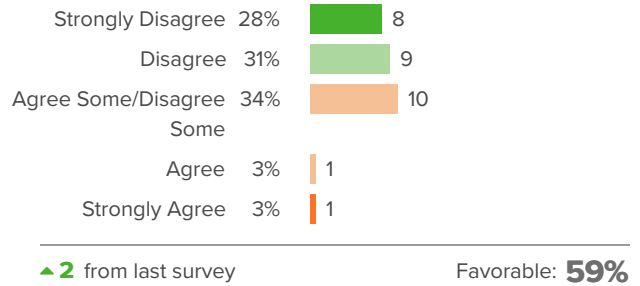
State average: **85%** Participating Alaska Districts

How did people respond?

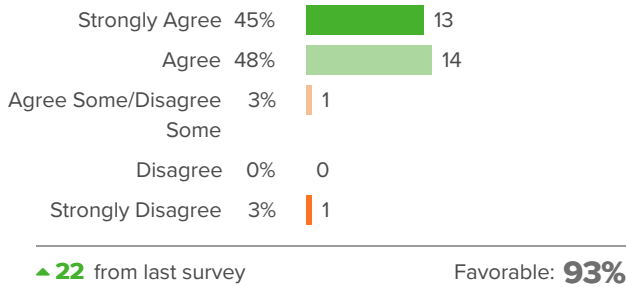
Q.1: My child feels safe at school.



Q.2: My child's school is badly affected by crime and violence in the community.



Q.3: My child feels safe traveling to and from school.

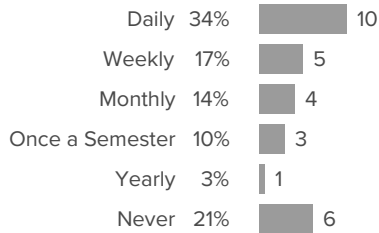




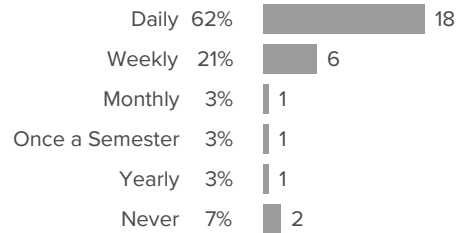
Student Support at Home

How did people respond?

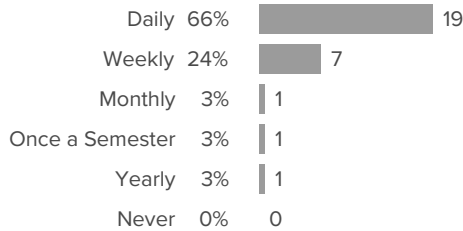
Q.1: How often do you help your child with school work?



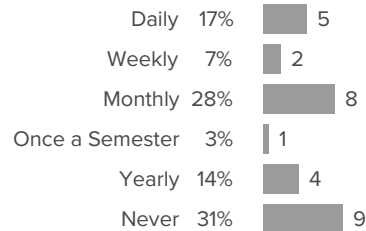
Q.2: How often do you make sure your child has a designated time and space to do school work?



Q.3: How often do you have conversations with your child about what they are learning at school?



Q.4: How often do you have conversations with your child about career or college preparation?





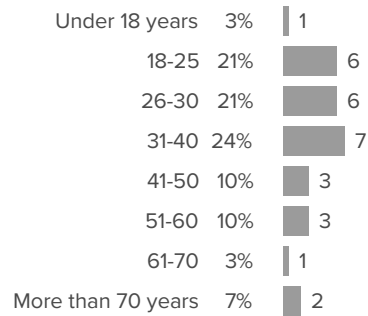
Background Information

How did people respond?

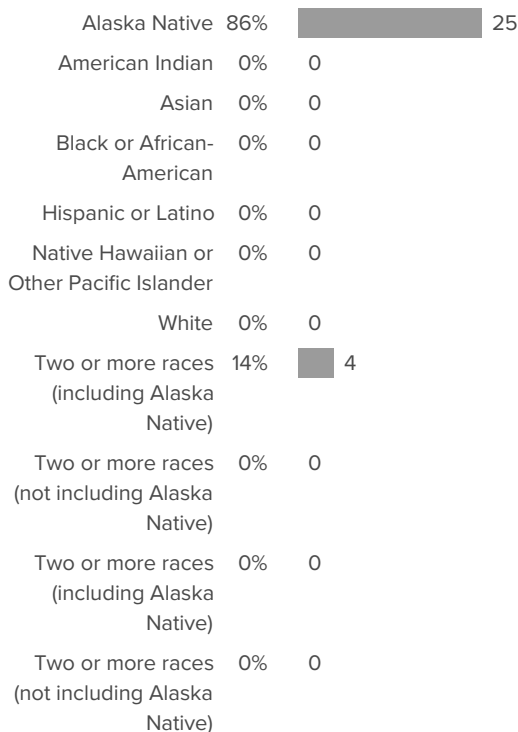
Q.1: What is your gender?



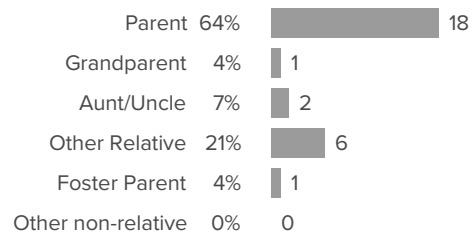
Q.2: What is your age?



Q.3: What groups describe you best? (Choose all that apply)

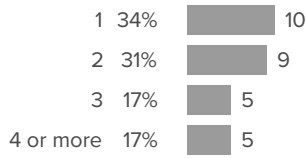


Q.4: Please describe your relationship to the child attending this school.

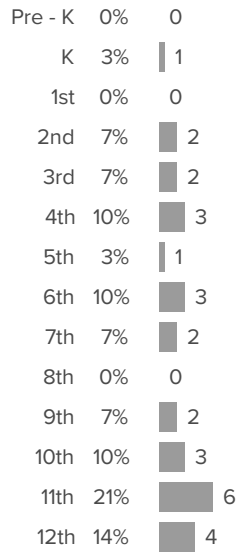




Q.5: How many children in your household are currently attending this school?



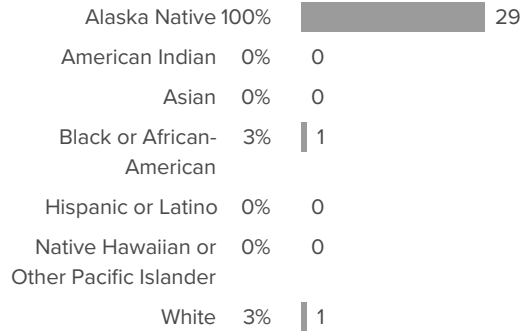
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?



Standards for Alaska's Administrators (1997)

STANDARD 1. An administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include:

- a. working with and through individuals and groups;
- b. facilitating teamwork and collegiality, including treating staff as professionals;
- c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- d. focusing on high priority issues related to student learning and staff competence;
- e. recognizing and acknowledging outstanding performance;
- f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals
- h. taking action to carry out plans and accomplish goals; and i. maintaining the administrator's own professional goals

STANDARD 2. An administrator guides instruction and support an effective learning environment.

Performances that reflect attainment of this standard include:

- a. supporting the development of a school wide climate of high expectations for student learning and staff performance;
- b. ensuring that effective instructional methods are in use;
- c. maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities;
- d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning;
- e. facilitating the establishment of effective learning environments

STANDARD 3. An administrator oversees the implementation of curriculum

Performances that reflect attainment of this standard include:

- a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- b. interpreting school district curricula in terms of school-level organization and program;

- c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- d. monitoring social and technological developments as they affect curriculum.

STANDARD 4. An administrator coordinates services that support student growth and development

Performances that reflect attainment of this standard include:

- a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- b. providing for student guidance, counseling, and auxiliary services;
- c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- e. supporting the development and use of programs that connect schooling with plans for adult life;
- f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

STANDARD 5. An administrator provides for staffing and professional development to meet student learning needs.

Performances that reflect attainment of this standard include:

- a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- c. evaluating staff for the purpose of making recommendations about retention and promotion;
- d. participating in the hiring of new staff based upon needs of the school and district priorities.

STANDARD 6. An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

Performances that reflect attainment of this standard include:

- a. developing tools and processes to gather needed information from students, staff, and the community;
- b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

- c. interpreting assessment information and evaluations for others;
- d. relating programs to desired standards or goals.

STANDARD 7. An administrator communicates with diverse groups and individual with clarity and sensitivity.

Performances that reflect attainment of this standard include:

- a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
- b. obtaining and using feedback to communicate more effectively;
- c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences;
- d. communicating a positive image of the school in the community.

STANDARD 8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.

Performances that reflect attainment of this standard include:

- a. acting in accordance with federal and state statutes, regulations, and other law;
- b. working within local policy, procedures, and directives;
- c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively

STANDARD 9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

Performances that reflect attainment of this standard include:

- a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- b. identifying relationships between public policy and education;
- c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- d. engaging in and supporting efforts to affect public policy to promote quality education for students;
- e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames;
- f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning.

STANDARD 10. An administrator facilitates the participation of parents and families as partners in the education of children.

Performances that reflect attainment of this standard include:

- a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- b. ensuring that teachers and staff engage parents and families in assisting student learning;
- c. maintaining a school or program climate that welcomes parents and families and invites their participation;
- d. involving parents and community in meaningful ways in school or program decision-making.

Side-by-Side Correlation of ISSLLC 2008 and PSEL 2015 Standards	
ISSLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional capacity of School Personnel* 7. Professional Community for Teachers and Staff*
3. Operations, Management, and Resources	5. Community of Care for Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration with Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* *Note.* Individual PSEL standards designated with an asterisk (*) correlate to multiple ISSLLC standards.

Side-by-Side Correlation of Alaska Standards for Administrators (1997) and Professional Standards for School Leaders 2015 Standards

Alaska Standards 1997	PSEL 2015
1. Provides Leadership for an educational organization	1. Mission, Vision, and Core Values 10. School Improvement
2. Guides instruction and supports an effective learning environment	2. Ethics and Professional Norms
3. Oversees the implementation of curriculum	3. Equity and Cultural Responsiveness* 4. Curriculum, Instruction, and Assessment
4. Coordinates services that support student growth and development	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students
5. Provides for staffing and professional development to meet student learning needs	6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
6. Uses assessment and evaluation information	4. Curriculum, Instruction, and Assessment
7. Communicates with diverse groups and individuals	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*
8. Acts in accordance with established laws, policies, procedures	2. Ethics and Professional Norms 10. Operation and Management
9. Understands the influence of social, cultural, and economic political forces	2. Ethics and Professional Norms 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

YUPIIT SCHOOL DISTRICT ADMINISTRATIVE EVALUATION

<p>Domain 1: Vision, Culture, and Climate</p> <p>1a. Mission, Vision, and Core Values – Leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education.</p> <ul style="list-style-type: none"> • The administrator develops and implements the school’s mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students. <i>(from KPBSD SP)</i> • Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities • Develops shared understanding of and commitment to mission, vision, and core values within the school community. <p>1b. School Improvement – Leaders act as agents of continuous improvement.</p> <ul style="list-style-type: none"> • Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success • Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system. • Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement. • Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement. 	<p>Domain 2: Teaching and Learning</p> <p>2a. Equity and Cultural Responsiveness – Leaders strive for equity of educational opportunity and culturally responsive practices.</p> <ul style="list-style-type: none"> • Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. • In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness. • Develop student policies and address student misconduct in a positive, fair, and unbiased manner. <p>2b. Curriculum, Instruction, and Assessment – Leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> • Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success. • Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness. • Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement <p>2c. Professional Community for Teachers and Staff - Leaders foster a professional community of teachers and other professional staff.</p> <ul style="list-style-type: none"> • Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning. • Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. • Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.
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Domain 4: Professional Responsibilities

4a. Ethics and Professional Norms – Leaders act ethically and according to professional norms.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

4b. Community of Care and Support for Students – Leaders cultivate an inclusive, caring, and supportive school community.

- Build and maintain a safe, caring, inclusive, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

4c. Meaningful Engagement of Families and Community – Leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Domain 3: People, Systems, and Operations

3a. Professional Capacity of School Personnel – Leaders develop the professional capacity and practice of school personnel.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel's professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver actionable feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel's professional knowledge, skills, and practice.

3b. Operations and Management – Leaders manage school operations and resources.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student's learning needs.



Kenai Peninsula Borough School District

Effective Leadership

KPBSD Instruction

June 5, 2017

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Purpose & Qualities of an Effective Leadership System

Qualities of an Effective Leadership Evaluation System (NCTQ):

- Designed with the direct involvement of principals and other constituents
- Educative (growth model, differentiated)
- Connect to district and state level of support systems
- Aligned (to extent possible) with teacher and other educator performance assessments
- Rigorous, fair, and equitable
- Includes multiple rating categories to differentiate performance
- Communicates results to principal consistently and with transparency
- Includes: training, support, and evaluation of principal evaluators

The KPBSD school administrator performance evaluation process will promote:

Professional Growth

- Focus on enhancing skills and knowledge
- Serve as a guide for school administrators as they reflect upon and self-assess their skills and knowledge to improve their effectiveness as school leaders
- Focus the goals and objectives of school administrators to improve effectiveness
- Guide professional development for school administrators
- Serve as a tool in supporting coaching and mentoring programs for school administrators

Continuous improvement

- Focus on the school administrator's commitment to continuously improving practice so that student performance is enhanced
- Focus the school's commitment to continuously improve instruction so that student performance is enhanced

Quality assurance

- Focus on the collection of credible evidence about school administrator performance
- Evaluators use the evidence to make important decisions:
 - Recognizing effective practice
 - Recommending improvements
 - Providing appropriate direction and assistance
 - Recommendation on school administrator status

Evaluation is an ongoing and continuous process. Evaluation of leadership occurs fluidly between scheduled formal periods at the request of the administrator, the administrator's immediate supervisor or any higher supervisor.

Assistant principals are an integral part of the school administrative team. An assistant principal's primary role is to support the efforts of the principal and to work in tandem on various components. While there may be a clear delineation of specific duties, a partnership is expected and opportunities for shared leadership will be sought. Assistant principals will be evaluated by their principal using the same process, rubrics, forms, and timelines as building principals.

The core standards that the Kenai Peninsula Borough School District Effective Leadership system were developed on are the Professional Standards for Educational Leaders. "School districts need effective leaders like never before to take on the challenges and opportunities facing education today and in the future. The 2015 Standards paint a rich portrait of such a leader, one whom our students are counting on to help them reach their full potential." -2015 Professional Standards for Educational Leaders, National Policy Board for Educational Administration.

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS 2015 (Previously the ISLLC Standards)

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.

STANDARD 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

STANDARD 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

STANDARD 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

STANDARD 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

STANDARD 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

STANDARD 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

STANDARD 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

STANDARD 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

STANDARD 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

STANDARD 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

Organization of the Professional Standards of Educational Leaders (2015)

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high

expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Assessment:

Effective Leadership is assessed through:

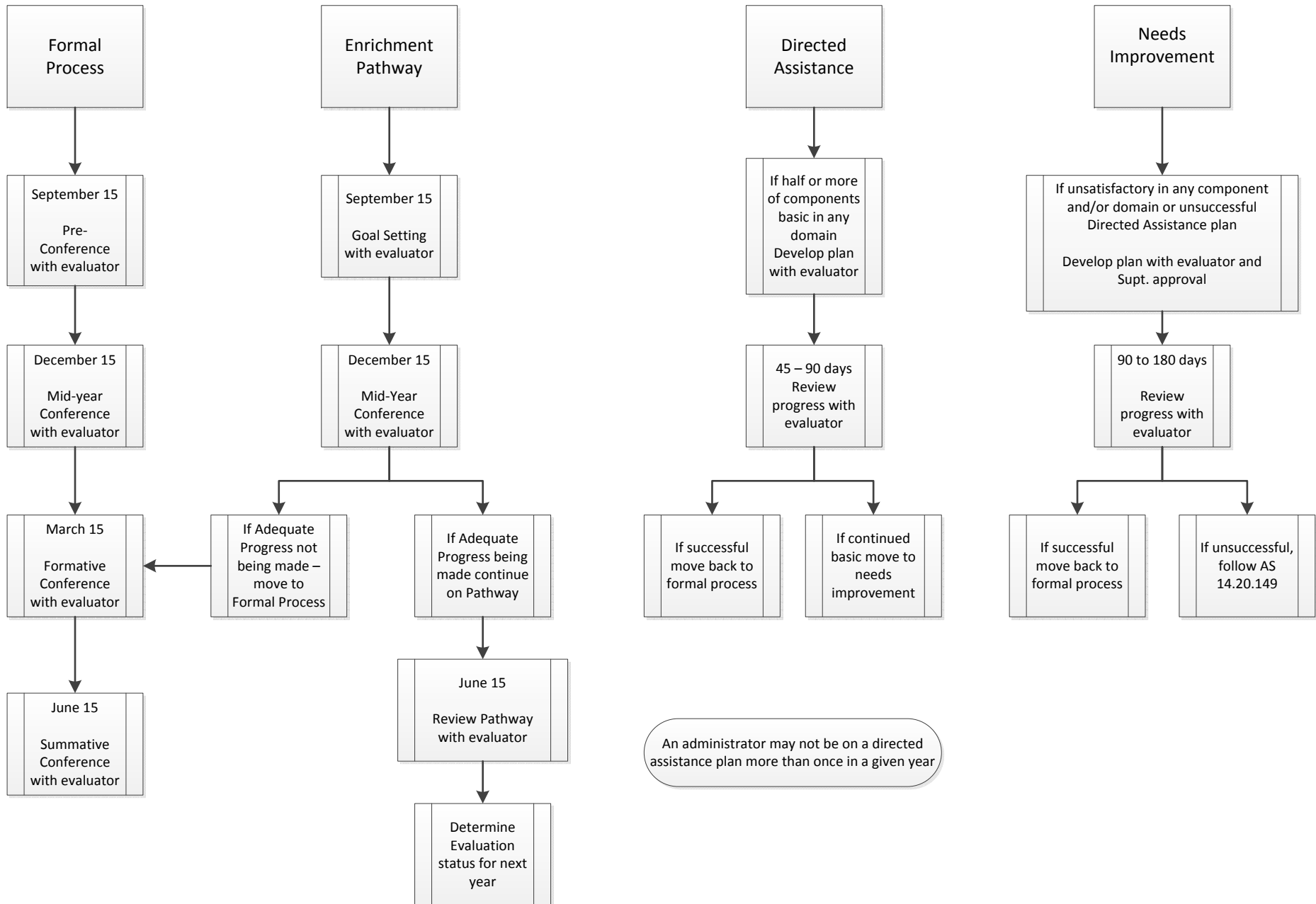
- A review of the evidence provided by the administrator
- Conferences between the evaluator and the administrator
- Input from a variety of sources (staff, students, parents, community)
- Observations conducted by the evaluator (minimum of 2) and other district personnel

Possible Evidence maintained in the School Portfolio for Leadership may include:

- Statement of School Mission, Vision, Guiding Principles
- School Development Plan
- In-Service Agendas & School Professional Development Plans
- Master Schedule
- School Staffing sheet
- Faculty Handbook
- School Budget
- Grant applications
- Capital Improvement projects
- Site Council Agendas/Minutes
- Student Achievement and Assessment Data (and Graduation data if applicable)
- Student Discipline Data
- Student Attendance Data
- Intervention Team Agendas/Minutes
- Student Handbook
- Student Organizations
- Survey Results (Climate Connectedness, YRBS, etc.)



KPBSD Effective Leadership Evaluation Flow Chart





EFFECTIVE LEADERSHIP EVALUATION SYSTEM

FORMAL EVALUATION	PRINCIPAL ENRICHMENT PATHWAY	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
<p>Purpose: To support school administrators in learning, improving and achieving the performance standards of the profession, position, State and the District.</p>	<p>Purpose: To provide experienced school administrators a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth to meet the standards for professional practice.</p>	<p>Purpose: To provide new to position and/or experienced school administrators structure, assistance, and guidance toward meeting standards for professional practice.</p>	<p>Purpose: To provide organizational support and assistance to school administrators who are not meeting the standards for professional practice.</p>
<p>For School Administrators:</p> <ul style="list-style-type: none"> • Are in their 1st or 2nd year in the position •Cycling off Principal Enrichment Pathway after 2 years •Designated by district evaluator to remain on Formal protocol •Have a significant change in assignment 	<p>For School Administrators who:</p> <ul style="list-style-type: none"> • Are in their 3rd year at their current position or have demonstrated long-term administrator proficiency in multiple positions AND who have demonstrated overall <i>Proficiency</i> in all domains. • Are approved by the Superintendent for this pathway • PEP is developed in partnership with designated District level director and all meetings will be conducted by the district director. 	<p>For School Administrators:</p> <ul style="list-style-type: none"> • That have half or more of Basic Domain and/or Component Ratings during formative and/or summative evaluation periods 	<p>For School Administrators:</p> <ul style="list-style-type: none"> • Whose performance remains in <i>Basic</i> overall for the previous evaluation period. •Whose performance meets “overall proficiency” but who is not making progress toward full proficiency in any domain or component. •Whose performance at any point does not meet the performance criteria in the Evidence of Effective Leadership Practices or who have failed to make adequate progress toward identified goals. •Who received an Unsatisfactory overall component and/or element rating for the previous evaluation period. School administrators on this plan are held here until all objectives of the Needs Improvement Plan are met, with adequate evidence to demonstrate a Basic rating.
<p>Follows the protocol:</p> <ul style="list-style-type: none"> •<u>Before September 15</u> – Self-Reflection goal setting, and planning conference by school administrator and district evaluator focusing on Domains and Components. The principal and evaluator will agree on the data, evidence, and artifacts necessary to complete the evaluation process. • <u>Before December 15</u> – Mid-Year conference followed by completion of Mid-year form • <u>Before March 15</u> – Formative feedback conference • <u>Before June 15</u> – Summative conference followed by completion of Formal evaluation document 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • <u>Before September 15</u> – Principal-driven goals relating to District goals/initiatives and domain focus. The principal and director will agree on the data, evidence, and artifacts necessary to show progress • <u>Before December 15</u> – Mid-year progress meeting – if adequate progress is not clear, Superintendent/Assistant Superintendent will determine Formal Evaluation placement or continuation on PEP • <u>Before June 15</u> – End of year summary meeting <p>May continue with Principal Enrichment Pathway with Superintendent approval for next year.</p> <p>Possible activities to support PEP:</p> <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Peer Coaching 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is a directed evaluation period that focuses on components from all four Domains that are not in the <i>Proficient</i> range. • A Directed Assistance Plan will be in place for no longer than 90 days. <p>After successful completion of a Directed Assistance Plan, a school administrator returns to prior status. If unsuccessful, a school administrator proceeds to the Needs Improvement Plan if tenured in the District.</p> <p>If completion of the plan is progressing it can be continued at the discretion of the Superintendent/Assistant Superintendent.</p>	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is an intensive evaluation period that focuses on components from all four Domains that are in the unsatisfactory performance range. • A Needs Improvement Plan will be in place between 90 and 180 days. • A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. <p>Note: Superintendent/Assistant Superintendent approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan.</p> <p>After successful completion of a Needs Improvement Plan, a school administrator returns to prior status if tenured. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.</p>



Kenai Peninsula Borough School District Effective Leadership Rubric – At a Glance

Domain 1: Vision, Culture, and Climate

1a. Mission, Vision, and Core Values – Leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education.

- The administrator develops and implements the school’s mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students. *(from KPBSD SP)*
- Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
- Develops shared understanding of and commitment to mission, vision, and core values within the school community.

1b. School Improvement – Leaders act as agents of continuous improvement.

- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
- Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

Domain 2: Teaching and Learning

2a. Equity and Cultural Responsiveness – Leaders strive for equity of educational opportunity and culturally responsive practices.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

2b. Curriculum, Instruction, and Assessment – Leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment.

- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
- Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
- Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement

2c. Professional Community for Teachers and Staff - Leaders foster a professional community of teachers and other professional staff.

- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
- Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Domain 4: Professional Responsibilities

4a. Ethics and Professional Norms – Leaders act ethically and according to professional norms.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

4b. Community of Care and Support for Students – Leaders cultivate an inclusive, caring, and supportive school community.

- Build and maintain a safe, caring, inclusive, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

4c. Meaningful Engagement of Families and Community – Leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Domain 3: People, Systems, and Operations

3a. Professional Capacity of School Personnel – Leaders develop the professional capacity and practice of school personnel.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel’s professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver actionable feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel’s professional knowledge, skills, and practice.

3b. Operations and Management – Leaders manage school operations and resources.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school’s mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student’s learning needs.



1a. Mission, Vision and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- The administrator develops and implements the school’s mission, vision, and core values for the school to promote a *rigorous, relevant and responsive environment for all students. (from KPBSD School Development Plan)*
- Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
- Develops shared understanding of and commitment to mission, vision, and core values within the school community.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence
Minimally or ineffectively develops, implements or sustains vision, mission and core values.	Develops and implements the school mission, vision and core values with a limited commitment to academic success and well-being of students.	Develops and implements the school mission, vision and core values which promote academic success and well-being through a rigorous, relevant and responsive environment for all students.	Engages diverse stakeholders in collaboratively developing a process to regularly review and renew shared vision, mission and goals which promote academic success and well-being through a rigorous, relevant and responsive environment for all students.	<ul style="list-style-type: none"> • School Development Plan • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of district resources and professional learning cooperative designs • Self-Reflection Rubric • Student Growth Map (SGM)
Minimally or ineffectively reviews or adjusts the mission, vision and core values in response to evolving expectations, situations and opportunities; the plan is not created or does not align to district goals, teacher goals, school or district resources, and does not utilize best practices.	Reviews and adjusts the mission, vision and core values to partially address evolving expectations, situations and opportunities; the plan partially aligns to district goals, teacher goals, school or district resources, and may utilize best practices.	Reviews and adjusts the mission, vision and core values to evolving expectations, situations and opportunities; the plan aligns to district goals, teacher goals, school and/or district resources, and utilizes best practices.	Develops capacity of stakeholders to create and implement the school mission, vision and core values cohesively; the plan is aligned to district goals, teacher goals, school and district resources, and utilizes best practices.	
Minimally or effectively develops understanding about the school or district’s vision, mission or core values.	Develops some understanding of and commitment to mission, vision, and core values within part of the school community.	Develops shared understanding of and commitment to mission, vision, and core values within the school community.	Engages diverse stakeholders to collaboratively develop, implement and sustain the shared vision, mission and core values of the school and district.	



1b. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
- Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally prepares the school and/or the community for improvement. May review annual student achievement outcomes and develop goals that are vague and lack rigor.	Prepares the school and/or the community for improvement by developing some knowledge, skills, and motivation for success in reviewing summative data metrics to develop student achievement-oriented school improvement goals that are rigorous for some groups of students.	Prepares the school and the community for improvement by developing the knowledge, skills, and motivation for success through engaging stakeholders in the analysis of data to diagnose the current state of the school, inform decision-making processes, and develop rigorous student achievement-oriented school improvement goals for most students.	Develops diverse groups of stakeholders’ ability to collaboratively analyze a broad set of data points to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals for all students.	<ul style="list-style-type: none"> • Vision focuses on high expectations for student academic achievement for all students • Presentations at meetings, forums, trainings, etc. that highlight open dialogue • Environmental use of the vision statement and goals • Use of vision statement in messaging (verbally and in writing) student achievement-oriented school improvement goals • Personal interaction with staff, students, parents, and community members to communicate the school vision and goals • Facilitation of school improvement team meetings with multiple stakeholder groups • Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc. • Student achievement-oriented school improvement goals linked to data analysis • Process for decision-making based on data • School Plan aligns with school vision and goals • Written expectations for teaching and learning aligned to state standards and student achievement-oriented school improvement goals • SMART goals
Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Employs limited strategies within the school development plan for improvement, with little to no attention to different phases of implementation and/or a sustainable system.	Employs situationally-appropriate strategies within the school development plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.	Develops the capacity of stakeholders to employ situationally-appropriate strategies within the school development plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a self-sustainable system.	
Rarely monitors student achievement data and does not relate it to progress toward goals or to inform adjustments to strategies.	Attempts use of appropriate educational trends for the school and its improvement by sometimes using summative data or other unreliable sources to periodically review student achievement, but shows limited ability to adjust and/or revise strategies to meet goals.	Assess and develop the leadership capacity of staff in using appropriate research-based emerging educational trends for the school and its improvement by implementing systems to analyze disaggregated formative and summative data to monitor student progress and implement revised strategies as supported by the data.	Assess and develop the leadership capacity of staff in concert with diverse groups of stakeholders’ by using appropriate research-based emerging educational trends for the school and its improvement by implementing systems to analyze multiple sources of data to monitor student progress and implement revised strategies as supported by the data.	

				<ul style="list-style-type: none"> • School development plan • Use of Learning Management System • And others....
Resists and/or makes little or no attempt to develop and/or promote improvement through inquiry, experimentation (risk taking) and innovation.	Attempts to develop, and promote leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	Develops and promotes leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	Builds capacity, develops, models and promotes leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	



2a. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively ensures the implementation of equitable systems where students have access to effective teachers and adequate opportunities for academic and social support for student success.	Ensures the implementation of equitable systems where most students have access to effective teachers and adequate opportunities for academic and social support for student success.	Ensures the implementation of equitable systems where each student has access to effective teachers, rigorous and relevant opportunities, academic and social support, and other resources necessary for success in a responsive environment.	Creates, designs and ensures the implementation of equitable systems where all students have access to exemplary teachers, rigorous and relevant opportunities, academic and social support, and other resources necessary for success in a responsive environment.	<ul style="list-style-type: none"> • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Site Council, Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (Tribal Entities, United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of district resources and professional learning cooperative designs • Communications (including social media, website, newsletters, public appearances, etc.) • And others...
Minimally or ineffectively treats students or stakeholders disrespectfully, and with a lack of understanding of culture. There is little to no attempt to foster equity or cultural competence.	Inconsistently attempts to treat students and stakeholders fairly, respectfully, and equitably with cultural competence and responsiveness.	Ensures in all aspects of leadership that all students and stakeholders are treated fairly, respectfully, and equitably with cultural competence and responsiveness.	Builds capacity in stakeholder groups, which ensures that all students and stakeholders are treated fairly, respectfully, and equitably with cultural competence and responsiveness.	
Minimally or ineffectively implements school or district policies and fails to address student misconduct in a positive, fair, and unbiased manner.	Develops and implements school policies and enforces district policies with uneven results. Attempts to address student misconduct in a positive, fair, and unbiased manner.	Develops and implements school policies and enforces district policies. Addresses student misconduct in a positive, fair, and unbiased manner.	Develops the school’s collective capacity to influence school and district policies. Creates a school culture, which is a model of a positive, fair, and unbiased learning environment.	



2b. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
- Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
- Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimal or ineffective alignment of systems of curriculum, instruction, and assessment within or across grade levels. Processes do not exist in designing, implementing or evaluating curriculum and instruction. Curriculum and assessment do not meet state or national standards.	Inconsistent alignment of systems of curriculum, instruction, and assessment within or across grade levels which may promote some student academic and social-emotional success. Inconsistent processes exist in designing, implementing or evaluating curriculum and instruction which minimally meets state and/or national standards.	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success. Works with staff to develop systems to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> • Educator evaluation data • Student learning data (formative and summative) • Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Use of learning management systems (Canvas, Polycom, Skype) • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development • Professional development sessions • And others...
Minimally or ineffectively ensures that instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of students.	Ensures that most instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of most students with relevance (personalized), rigor (high achievement) and responsiveness (high quality).	Ensures instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance (personalized), rigor (high achievement) and responsiveness (high quality).	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of all students.	
Minimal or ineffective effort is made to work with staff to utilize formative and summative assessments.	Demonstrates effort to work with staff to utilize formative and summative assessments that may or may not be developmentally appropriate and/or monitor student progress.	Works with staff to utilize a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	



2c. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student’s academic success and social emotional well-being.

- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
- Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Provides limited or ineffective opportunities for professional learning, or provides opportunities that do not result in improved practice. Lack of trust among teachers and professional staff is evident and negatively impacts student learning.	Attempts to establish or support professional learning opportunities that address needs of some staff. Collaborative practice is inconsistent and level of trust among the teachers and other professional staff varies.	Develops and supports productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.	Cultivates collective responsibility and fosters leadership opportunities in building productive and trusting a professional learning system among teachers and other professional staff that promotes continuous improvement to ensure student academic success and social emotional well-being.	<ul style="list-style-type: none"> • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data • Formative feedback of teaching • Presenting and sharing information • And others...
With minimal or ineffective oversight or support, teachers and staff inconsistently meet the needs of students with minimal or ineffective regard for the mission, vision and core values.	General supervision of teachers and staff in meeting the academic, social, emotional, and physical needs of each student, with some regard for the mission, vision, and core values of the school.	Involves and encourages teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	
Minimal or insufficient evidence is used to promote reflection or determine professional development needs.	Promotes professional learning communities, reflective practices and collegial feedback for the improvement of some programs and identifies professional development needs.	Provides evidence to promote and model professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning and improvement of programs.	



3a. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel’s professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver relevant feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel’s professional knowledge, skills, and practice.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively recruits, hires, supports, develops, or retains effective and caring school personnel.	Recruits, hires, supports, develops, and retains effective and caring school personnel that reflect some elements of the school or district vision, mission and goals.	Recruits, hires, supports, develops, and retains effective and caring school personnel and forms them into an educationally effective faculty in alignment with the school or district’s vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement coherent strategies to recruit, hire, support, develop and retain a highly effective school faculty in alignment with the school and district’s vision, mission and goals; influences district’s policies and procedures.	<ul style="list-style-type: none"> • School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • School Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations • Administrator feedback surveys • Student Growth Maps (SGMs) • Administrator feedback surveys • And others
Provides minimal support, time or resources for professional learning. There is lack of improvement in practice.	Provides the conditions for developing school personnel’s professional knowledge, skills, and practice through opportunities for learning and growth. This includes support, time or resources for professional learning, that may lead to some improved practice.	Provides the conditions for developing school personnel’s professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development. This includes support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved professional knowledge, skills, and practice; fosters leadership opportunities that lead to improved instruction and collective positive impact on students.	
Provides inappropriate or inaccurate feedback, or fails to provide feedback.	Delivers feedback based on evidence about instruction and other professional practice to support the development of some school personnel’s professional knowledge, skills, and practice. Feedback may or may not include bias, subjectivity, or vague language.	Delivers clear, timely and relevant feedback based on evidence about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of all school personnel’s professional knowledge, skills, and practice.	Establishes collaborative systems for peers to share meaningful, actionable and evidence-based feedback which strengthens professional knowledge, skills and practice throughout the school.	

Domain 3 –People, Systems and Operations



3b. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically and efficiently manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student's learning needs.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Relationships and processes are unproductive, unprofessional or in conflict with the district. There is minimal or insufficient professional relationships or governance processes existing between families, community partners and other stakeholders.	Maintains and manages professional relationships and governance processes with some families, community partners and other stakeholders towards achieving the school mission and vision.	Develops and manages productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	<ul style="list-style-type: none"> • Schedules • I-team protocols, minutes, interventions • Climate and Culture feedback • Leadership team agendas, minutes, observations • Instructional improvement committees • Site Council/APC • School facility conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media • Administrator feedback surveys (from staff, community and students) • School/community partnerships • Family nights/celebrations • Administrator Feedback Surveys from community, staff and students • School and community partnerships • School, staff and community celebrations • Equipment orders • Grant procurement and implementation • Professional development opportunities • And others...
There is insufficient evidence the decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school and district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school and district.	
Makes minimal or insufficient attempts to secure resources that may or may not support achievement of student learning.	Seeks, acquires, and manages fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities which may support some student learning needs.	Seeks, acquires, and strategically and efficiently manages fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities to address each student's learning needs.	Maximizes fiscal, physical, human and other shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	



4a. Ethics and Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student’s academic success and well-being.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or insufficiently exhibits, models or promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and does not act ethically/professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.	Attempts to model and promote ethical/professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.	Exhibits, models and promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically/professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness in accordance with and beyond the Alaska Code of Professional Responsibility for School Administrators.	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, and observations • Professional organizations or memberships • Feedback from colleagues, parents, and community members • Educator evaluation data • Professional development plans • Staff and student handbooks • Technology plan or acceptable use policy • Social media efforts • Faculty department meeting, agendas, minutes, observations • Specific examples of holding self and/or others accountable to professional ethics & norms • And others...
Minimally or ineffectively leads with or exhibits interpersonal and communication skill, social-emotional insight, and/or understanding of student and staff backgrounds and cultures.	Attempts to lead with interpersonal and communication skill, social-emotional insight, and understanding of students’ and staff members’ backgrounds and cultures.	Effectively leads with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.	Builds interpersonal and communication skill, social-emotional insight, and understanding of backgrounds and cultures to foster the leadership capacity of staff and stakeholders.	



4b. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

- Build and maintain a safe, caring, inclusive, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent and comprehensive systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Does not build and/or maintain a safe, caring, inclusive and/or healthy school environment.	Attempts to build and maintain a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of most students. The net result of school environment is neutral conveying neither warmth nor conflict.	Builds and maintains a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of almost all student. Students are encouraged to be an active and responsible member of the school community.	Builds the capacity of all stakeholders to maintain and advocate for a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of each student. Stakeholders value students' active leadership contributing to the school community.	<ul style="list-style-type: none"> • Schedules • I-Team documentation • School climate feedback • Leadership team meetings, agendas, minutes • Professional development plans • Safety procedures • Phone logs, bulletins, website • Social media used • Maintenance of facilities, playgrounds, equipment, etc... • School facility conditions • Arrival and dismissal procedures • Discipline data reports • PBIS • Building use for community and partner events • Relationships with Borough and community organizations • Partnerships with community health organizations • Collaborative grant applications with partners • Feedback and survey results and shared to all stakeholders and the results guide planning and systemic change • And others...
Does not provide academic and/or social supports, services, activities and accommodations to meet the range of learning needs of students.	Provides academic and/or social supports, services, activities and accommodations to meet the range of learning needs of some students.	Provides coherent and comprehensive systems of academic and social supports, services, activities and accommodations to meet the range of learning needs of almost all student.	Collaboratively develops and provides coherent and comprehensive systems of academic and social supports, services, activities and accommodations to meet and exceed the range of learning needs of each student.	



4c. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student’s academic success and well-being.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively builds relationships with families and community members.	Inconsistently models and sustains positive and productive relationships with families and the community for the benefit of students.	Models, creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.	Proactively builds capacity in stakeholders to develop, model, create and expand positive, collaborative, and productive relationships for the benefit of the community.	<ul style="list-style-type: none"> • Participation in professional learning opportunities aligned with the needs of the school • Conferences with evaluator to identify way to improve professional practice • Participation on district and/or state committees to deepen leadership skills • Participation in district administrative Professional Learning Communities • Professional growth plan includes goals for growth and aligned strategies • Administrative survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern • Interactions with community that build support • Systems the promote collegiality among staff • Active community participation in meetings, school and community events • Family/parent attendance in school improvement meetings • Survey data from community, parents, students and staff. • Evidence of participation in meetings, school and community events. • Documented partnerships with community individuals, groups, and/or organizations. • And others...
Displays a limited or negative presence in the community or misunderstands the school community.	Maintains some presence in the community and some degree of understanding of school community strengths and needs, relationships, and resources for the school.	Maintains a positive presence in the community to understand its strengths and needs, develop productive relationships, and employ its resources for the school.	Fosters and encourages all school stakeholders to maintain a positive presence in the community by developing productive relationships that are mutually beneficial to the students, school, and community.	



School Administrator Mid-Year Feedback

School Year: 2017-2018

Administrator:

School:

Evaluator:

Date Completed:

Status Key: U - Unsatisfactory B - Basic P - Proficient E - Exemplary

Domain 1: Vision, Culture and Climate - Indicators

1a. Mission, Vision, and Core Values

Status

U
B
P
E

1b. School Improvement

Status

U
B
P
E

Overall Domain 1

Status

U
B
P
E

Comments:

Domain 2: Teaching and Learning - Indicators

2a. Equity and Cultural Responsiveness

Status

U
B
P
E

2b. Curriculum, Instruction and Assessment

Status

U
B
P
E

2c. Professional Community for Teachers and Staff

Status

U
B
P
E

Overall Domain 2

Status

U
B
P
E

Comments

Domain 3: People, systems, and Operations - Indicators

Status

U
B
P
E

3a. Professional Capacity of School Personnel

Status

U
B
P
E

3b. Operations and Management

Status

U
B
P
E

Overall Domain 3

Status

U
B
P
E

Comments

Component 4: Professional Responsibilities - Indicators

4a. Ethics and Professional Norms

Status

U
B
P
E

4b. Community of Care and Support for Students

Status

U
B
P
E

4c. Meaningful Engagement of Families and Community

Status

U
B
P
E

Overall Domain 4

Status

U
B
P
E

Comments

Administrator Signature

Date

Evaluator Signature

Date



School Administrator Summative Evaluation Form

School Year: 2017-2018

Administrator:

School:

Evaluator:

Date Completed:

Domain 1: Vision, Culture and Mission

	Unsatisfactory	Basic	Proficient	Exemplary
1a. Mission and Vision and Core Values				
1b. School Improvement				
Overall Component 1				

Comments:

Domain 2: Teaching and Learning

	Unsatisfactory	Basic	Proficient	Exemplary
2a. Equity and Cultural Responsiveness				
2b. Curriculum, Instruction and Assessment				
2c. Professional Community for Teachers and Staff				
Overall Component 2				

Comments:

Domain 3: People, Systems and Operations

	Unsatisfactory	Basic	Proficient	Exemplary
3a. Professional Capacity of School Personnel				
Operations and Management				
Overall Domain 3				

Comments:

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Exemplary
4a. Ethics and Professional Norms				
4b. Community of Care and Support for Students				
4c. Meaningful Engagement of Families and Community				
Overall Component 4				

Comments:

Administrator Signature

Date

Evaluator Signature

Date



PRINCIPAL ENRICHMENT PATHWAY PLAN

Principal Name:	School Year:	Approved By:
		Date:

Step 1 – Please indicate which District Goal your plan supports:

Option Selected:

- | | |
|--|---|
| <input type="checkbox"/> Student Achievement | <input type="checkbox"/> Student Engagement |
|--|---|

Step 2 – Please indicate which domain(s) your plan supports:

Please indicate which domain(s) and component(s) your plan supports:

- | | |
|--|--|
| <input type="checkbox"/> Domain 1: Culture | <input type="checkbox"/> Domain 3: Management |
| <input type="checkbox"/> Domain 2: Instruction | <input type="checkbox"/> Domain 4: Professional Responsibilities |

SMART GOALS:	

Strategies and Action Steps	Responsibility	Timeline	Indicators of Success (Evidence of Change)

*Please refer to School Development Plan



PRINCIPAL ENRICHMENT PATHWAY INTERIM PROGRESS REPORT

Principal Name:		Date of Review:	
<div style="border: 1px solid blue; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e6f2ff;">Indicator(s) of Success (Data):</div>			
<div style="border: 1px solid blue; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e6f2ff;">Principal's Self-Reflection Notes (include reference to Domain(s)/Components):</div>			

This Plan:	
<input type="checkbox"/> Principal is Making Progress	<input type="checkbox"/> Principal is Not Making Progress

Principal Signature:		Date:	
District Administrator Signature:		Date:	

*Please refer to School Development Plan



PRINCIPAL ENRICHMENT PATHWAY SUMMARY REPORT

Principal Name:		Date of Summative Review:	
Goal:			
Indicator(s) of Success (Data):			
Principal's Self-Reflection Notes (include reference to Domain(s)/Components:			
Evaluator Summary:	Briefly describe the principal's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context, or career for the principal.		

<input type="checkbox"/> Met Goal	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Progressing
-----------------------------------	--------------------------------------	--

I understand that I have five (5) work days to study and prepare a response which will be attached to this evaluation prior to being sent to the HR Department.

Principal Signature:		Date:	
District Administrator Signature:		Date:	

Note: Include one sheet per goal. The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This plan must be attached to the formal written evaluation to be submitted to the Human Resources Department.

*Please refer to School Development Plan



Staff Evaluation of Building Administrator

***Due December 1st**

Principal and School: _____

Your name (Optional): _____

Is the school safe, well maintained, and clean?

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer.	Definitely	Most of the time	Sometimes	Seldom
The principal is a visible and positive educational leader in the school (1a)				<input type="checkbox"/>
The principal is a visible and positive educational leader in the community (4c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal communicates effectively with all stakeholders (3b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal is accessible via e-mails, phone calls or personal visits (3b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal communicates the school mission, vision and core values effectively (1a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal sets high expectations for staff and students (2b & 2c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal cultivates an inclusive, caring, and supportive school community. (4b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal develops and supports rigorous, relevant and responsive curriculum and instructional opportunities for students (2b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal celebrates staff and student accomplishments (4b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal celebrates community efforts to support students and the school (4c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal ensures that each student and stakeholder is treated fairly, respectfully, and equitably in a positive unbiased manner (3a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal fairly and equitably manages resources (fiscal, physical, human) (3b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal acts ethically and according to professional norms (4a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal builds and maintains a safe, caring inclusive and healthy school environment to meet the needs of all students. (4a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. (2a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the Effective Leadership Practice Domains

Once completed, send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

* Form may be submitted anytime during the school year. However, information submitted after December 1 may not be considered for the administrator's evaluation.



Staff Evaluation of Building Administrator

***Due December 1st**

Please explain any areas marked seldom:

Areas of strength:

Comments:

Suggestions for growth:

Comments:

Other comments:

Please refer to the Effective Leadership Practice Domains

Once completed, send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

* Form may be submitted anytime during the school year. However, information submitted after December 1 may not be considered for the administrator's evaluation.



School Administrator Feedback

Please check one of the following:

- Parent
- Student
- Community Member
- Other

Principal name:

School name:

Your name (Optional):

Please check all that apply:

- I have visited the school during the school day
- I have visited a classroom during the school day
- I attend after-school activities
- I volunteer during the school day
- I volunteer during after-school activities

Please check all that apply:

- I attend parent-teacher conferences
- I am a member of a parent group
- I have attended parent group meetings
- I am a site council member
- I have attended site council meetings

Do you feel welcome when you visit the school?

Yes

No

If not, please tell us why:

Is the school safe, well maintained and clean?

Yes

No

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer

	Definitely	Most of the Time	Sometimes	Seldom
the principal is visible and positive educational leader in the school				
The principal is a visible and positive educational leader in the community				
The principal communicates effectively with all stakeholders providing helpful information (i.e., school newsletters, emergency communication, conversations, etc.)				
The principal is accessible via e-mail, phone calls or personal visits				
The principal effectively notifies stakeholders of meetings and events (i.e., site council, PTA)				
The principal shares student performance data with stakeholders (site council, community, parents)				
The principal develops shared understanding of and commitment to mission, vision, and core values with in the school community				
The principal develops and implements the school's mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students				
The principal lets parents know how the school is progressing toward the school vision and goals				
The principal sets high expectations for staff and students				
The principal provides coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student				

Please skip any questions you can't answer

	Definitely	Most of the Time	Sometimes	Seldom
The principal develops and supports rigorous, relevant and responsive curriculum and instructional opportunities for students				
The principal celebrates staff and student accomplishments				
The principal celebrates community efforts to support students and the school				
The principal ensures that each student and stakeholder is treated fairly, respectfully, and equitably in a positive unbiased manner				
The principal fairly and equitably manages resources (fiscal, physical and human)				
The principal acts ethically and according to professional norms				
The principal builds and maintains a safe, caring, inclusive and healthy school environment to meet the needs of all students				
The principal ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success				

Please explain any areas marked seldom:

Other comments:

Once completed please send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street,
Soldotna, AK 99669

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Appendix

A.1 Alaska State Statute

A.2 KPBSD Policy *BP 4115*

A.3 KPBSD *AR 4115*

A.4 Alaska State Standards for Administrators

A.5 Crosswalk of Interstate School Leadership Licensure Consortium (ISLLC) Standards and Professional Standards for Educational Leaders

A.6 Crosswalk of Alaska Standards for School Administrators and Professional Standards for Educational Leaders

Alaska State Statutes

Sec. 14.20.149. Employee evaluation. (a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under [AS 14.20.170\(a\)](#); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) A school district shall offer in-service training to the certificated employees who are subject to the evaluation system on a schedule adopted by the governing body of a school district. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after

evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under [AS 14.20.175\(b\)\(1\)](#).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the system.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under [AS 40.25.100](#) - 40.25.295. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

BP 4115 Evaluation/Supervision

KPBSD Policy Manual

Certificated Personnel EVALUATION/SUPERVISION

All employees shall be evaluated according to law and District procedures.

KENAI PENINSULA BOR

AR 4115 Evaluation/Supervision

AR 4115 Evaluation/Supervision

KPBSD Policy Manual

AR 4115

**Certificated Personnel
EVALUATION/SUPERVISION**

The Superintendent shall evaluate the effectiveness of certificated personnel annually, in accordance with law and District criteria and procedures.

The District shall provide annual in-service training to all certificated employees subject to the evaluation system. The training will address the procedures of the system, the standards used by the District in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

(cf. 4116 – Nontenured/Tenured Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

*Legal Reference:**ALASKA STATUTES*

14.20.149 Employee Evaluation

23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE

4 AAC 19.010-4 AAC 19.060 Evaluation of professional employees

4 AAC 04.200 Professional content and performance standards

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 2/7/05

BP 4115 Evaluation/Supervision

Standards for Alaska's Administrators (1997)

STANDARD 1. An administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include:

- a. working with and through individuals and groups;
- b. facilitating teamwork and collegiality, including treating staff as professionals;
- c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- d. focusing on high priority issues related to student learning and staff competence;
- e. recognizing and acknowledging outstanding performance;
- f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals
- h. taking action to carry out plans and accomplish goals; and i. maintaining the administrator's own professional goals

STANDARD 2. An administrator guides instruction and support an effective learning environment.

Performances that reflect attainment of this standard include:

- a. supporting the development of a school wide climate of high expectations for student learning and staff performance;
- b. ensuring that effective instructional methods are in use;
- c. maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities;
- d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning;
- e. facilitating the establishment of effective learning environments

STANDARD 3. An administrator oversees the implementation of curriculum

Performances that reflect attainment of this standard include:

- a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- b. interpreting school district curricula in terms of school-level organization and program;

- c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- d. monitoring social and technological developments as they affect curriculum.

STANDARD 4. An administrator coordinates services that support student growth and development

Performances that reflect attainment of this standard include:

- a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- b. providing for student guidance, counseling, and auxiliary services;
- c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- e. supporting the development and use of programs that connect schooling with plans for adult life;
- f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

STANDARD 5. An administrator provides for staffing and professional development to meet student learning needs.

Performances that reflect attainment of this standard include:

- a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- c. evaluating staff for the purpose of making recommendations about retention and promotion;
- d. participating in the hiring of new staff based upon needs of the school and district priorities.

STANDARD 6. An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

Performances that reflect attainment of this standard include:

- a. developing tools and processes to gather needed information from students, staff, and the community;
- b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

- c. interpreting assessment information and evaluations for others;
- d. relating programs to desired standards or goals.

STANDARD 7. An administrator communicates with diverse groups and individual with clarity and sensitivity.

Performances that reflect attainment of this standard include:

- a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
- b. obtaining and using feedback to communicate more effectively;
- c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences;
- d. communicating a positive image of the school in the community.

STANDARD 8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.

Performances that reflect attainment of this standard include:

- a. acting in accordance with federal and state statutes, regulations, and other law;
- b. working within local policy, procedures, and directives;
- c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively

STANDARD 9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

Performances that reflect attainment of this standard include:

- a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- b. identifying relationships between public policy and education;
- c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- d. engaging in and supporting efforts to affect public policy to promote quality education for students;
- e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames;
- f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning.

STANDARD 10. An administrator facilitates the participation of parents and families as partners in the education of children.

Performances that reflect attainment of this standard include:

- a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- b. ensuring that teachers and staff engage parents and families in assisting student learning;
- c. maintaining a school or program climate that welcomes parents and families and invites their participation;
- d. involving parents and community in meaningful ways in school or program decision-making.

Side-by-Side Correlation of ISSLLC 2008 and PSEL 2015 Standards	
ISSLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional capacity of School Personnel* 7. Professional Community for Teachers and Staff*
3. Operations, Management, and Resources	5. Community of Care for Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration with Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* *Note.* Individual PSEL standards designated with an asterisk (*) correlate to multiple ISSLLC standards.

Side-by-Side Correlation of Alaska Standards for Administrators (1997) and Professional Standards for School Leaders 2015 Standards

Alaska Standards 1997	PSEL 2015
1. Provides Leadership for an educational organization	1. Mission, Vision, and Core Values 10. School Improvement
2. Guides instruction and supports an effective learning environment	2. Ethics and Professional Norms
3. Oversees the implementation of curriculum	3. Equity and Cultural Responsiveness* 4. Curriculum, Instruction, and Assessment
4. Coordinates services that support student growth and development	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students
5. Provides for staffing and professional development to meet student learning needs	6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
6. Uses assessment and evaluation information	4. Curriculum, Instruction, and Assessment
7. Communicates with diverse groups and individuals	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*
8. Acts in accordance with established laws, policies, procedures	2. Ethics and Professional Norms 10. Operation and Management
9. Understands the influence of social, cultural, and economic political forces	2. Ethics and Professional Norms 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Acknowledgements of Committee:

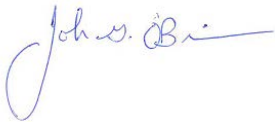
I begin these acknowledgements with a quote on the powerful impact that school principals have on their students and the schools we entrust them to lead.

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.” - findings from Louis et al and the Wallace Foundation

It is with this understanding that we (the District) approach the hiring, induction, support, and ongoing professional learning and development of our principals. Our students, teachers, parents, and community deserve the very best from their principals. A heart felt thank you goes out to all of our Kenai Peninsula Borough School District principals for their hard work, dedication to our students, and the professionalism they display every day. The members of the Effective Instruction Committee have worked hard and endeavored to create for you an effective school leader evaluation system solidly based on the best research and latest professional standards for educational leaders. *“Finding practical ways to thoughtfully and appropriately assess and develop leaders can have an important impact on the quality of leadership, and through that, on the quality of education in our schools.”* -Goldring, Porter, Murphy, Elliott, & Cravens, 2007

To the members of the Effective Leadership Committee, you are a dedicated and remarkable group of people. Many thanks for the long hours spent crafting and developing this latest iteration of KPBSD’s Effective Leadership System and handbook.

Wishing you success and positive impact,

A handwritten signature in blue ink that reads "John O'Brien". The signature is written in a cursive style with a large, looping initial "J".

John O'Brien
Assistant Superintendent of Instruction
Kenai Peninsula Borough School District

Effective Leadership Evaluation Committee 2017:

Alan Haskins, Principal

Dawn Edwards-Smith, Principal

Tony Graham, Principal

Margaret Gilman, Principal

Briana Randle, Assistant Principal

Robin Dahlman, Principal

Rich Bartolowits, Principal

Kari Dendurent, Principal

Lyn Hohl, School Board Member

Tim Navarre, School Board Member

Stephanie Kobylarz, Parent Representative

Melissa Linton, District Office Coordinator

John O'Brien, Assistant Superintendent of Instruction

YUPIIT SCHOOL DISTRICT ADMINISTRATIVE EVALUATION

Domain 1: Vision, Culture, and Climate	Domain 2: Teaching and Learning
<p>1a. Mission, Vision, and Core Values – Leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education.</p> <ul style="list-style-type: none"> • The administrator develops and implements the school’s mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students. <i>(from KPBSD SP)</i> • Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities • Develops shared understanding of and commitment to mission, vision, and core values within the school community. <p>1b. School Improvement – Leaders act as agents of continuous improvement.</p> <ul style="list-style-type: none"> • Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success • Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system. • Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement. • Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement. 	<p>2a. Equity and Cultural Responsiveness – Leaders strive for equity of educational opportunity and culturally responsive practices.</p> <ul style="list-style-type: none"> • Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. • In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness. • Develop student policies and address student misconduct in a positive, fair, and unbiased manner. <p>2b. Curriculum, Instruction, and Assessment – Leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> • Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success. • Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness. • Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement <p>2c. Professional Community for Teachers and Staff - Leaders foster a professional community of teachers and other professional staff.</p> <ul style="list-style-type: none"> • Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning. • Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. • Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Domain 4: Professional Responsibilities

4a. Ethics and Professional Norms – Leaders act ethically and according to professional norms.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

4b. Community of Care and Support for Students – Leaders cultivate an inclusive, caring, and supportive school community.

- Build and maintain a safe, caring, inclusive, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

4c. Meaningful Engagement of Families and Community – Leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Domain 3: People, Systems, and Operations

3a. Professional Capacity of School Personnel – Leaders develop the professional capacity and practice of school personnel.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel's professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver actionable feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel's professional knowledge, skills, and practice.

3b. Operations and Management – Leaders manage school operations and resources.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student's learning needs.

School District Effective Leadership Rubric – At a Glance

Domain 1: Vision, Culture, and Climate

Domain 2: Teaching and Learning

1a. Mission, Vision, and Core Values – Leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education.

- The administrator develops and implements the school’s mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students. *(from KPBSD SP)*
- Reviews the school’s mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
- Develops shared understanding of and commitment to mission, vision, and core values within the school community.

1b. School Improvement – Leaders act as agents of continuous improvement.

- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
- Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

2a. Equity and Cultural Responsiveness – Leaders strive for equity of educational opportunity and culturally responsive practices.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

2b. Curriculum, Instruction, and Assessment – Leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment.

- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
- Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
- Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement

2c. Professional Community for Teachers and Staff - Leaders foster a professional community of teachers and other professional staff.

- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
- Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
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- Develop school personnel's professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver actionable feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel's professional knowledge, skills, and practice.

3b. Operations and Management – Leaders manage school operations and resources.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student's learning needs.

School Administrator Summative Evaluation Form

School Year: 2019-2020

Administrator:

School:

Evaluator:

Date Completed:

Domain 1: Vision, Culture and Mission

	Unsatisfactory	Basic	Proficient	Exemplary
1a. Mission and Vision and Core Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b. School Improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Component 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Domain 2: Teaching and Learning

	Unsatisfactory	Basic	Proficient	Exemplary
2a. Equity and Cultural Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2b. Curriculum, Instruction and Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2c. Professional Community for Teachers and Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Component 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Domain 3: People, Systems and Operations

	Unsatisfactory	Basic	Proficient	Exemplary
3a. Professional Capacity of School Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations and Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Domain 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Exemplary
4a. Ethics and Professional Norms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4b. Community of Care and Support for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4c. Meaningful Engagement of Families and Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Component 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Administrator Signature

Date

Evaluator Signature

Date

Kenai Peninsula Borough School District

Formal Observation Document

(General Education, Title I Pre-Kindergarten, Interventionist, Special Education, Distance Education)

Educator Name: [Click here to enter text.](#)

Subjects(s): [Click here to enter text.](#)

Grade Level(s): [Click here to enter text.](#)

Administrator Name: [Click here to enter text.](#)

School/Location: [Click here to enter text.](#)

First Formal Observation Date(s)

Pre-Observation: [Click here to enter a date.](#)

Observation (30 minutes): [Click here to enter a date.](#)

Post-Observation: [Click here to enter a date.](#)

If non-tenured: Second Formal Observation Date(s)

Pre-Observation: [Click here to enter a date.](#)

Observation (30 minutes): [Click here to enter a date.](#)

Post-Observation: [Click here to enter a date.](#)

Domain 2: The Classroom Environment

Components:

Creating an environment of respect and rapport

Establishing a culture for learning

Managing classroom procedures

Managing student behavior

Organizing physical space

Observations:

Domain 3: Instruction

Components:

Communicating with students

Using questioning and discussion techniques

Engaging students in learning: Evaluated at the element level and equal to other domain 3 components

Activities and assignments

Grouping of students

Instructional materials and resources

Structure and pacing

Using assessment in instruction

Demonstrating flexibility and responsiveness

Observations:

Kenai Peninsula Borough School District

Guided Questions for Formal Observation (Pre-Conference)

(General Education, Title I Pre-Kindergarten, Interventionist, Special Education, Distance Education)

DOMAIN 1: Planning and Preparation

Components:

1d – Demonstrating Knowledge of Resources

1e – Designing Coherent Instruction

1f – Designing Student Assessments

NOTE: Please refer to pages 53-58 in *The Framework for Professional Practice* (Danielson) as a supplemental resource.

1. Please explain the following instructional elements as they relate to the lesson to be observed:

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

[Click here to enter text.](#)

What do you expect the students to know upon completion of the lesson? (expected outcomes)

[Click here to enter text.](#)

What will the students do to demonstrate comprehension of the curriculum? (Explain the learning activities within the lesson.)

[Click here to enter text.](#)

What is the grouping strategy of the activities? (whole group, partners, teams...)

[Click here to enter text.](#)

DOMAIN 2: The Classroom Environment

Components:

2c – Managing Classroom Procedures

2d – Managing Student Behavior

Note: Please refer to pages 68-73 in *The Framework for Professional Practice* (Danielson) as a supplemental resource.

2. Please explain your classroom procedures that maximize instructional time:

Transitions in the classroom:

[Click here to enter text.](#)

Distribution and collection of materials and supplies:

[Click here to enter text.](#)

Non-instructional duties (attendance, restroom, permission forms, etc.):

[Click here to enter text.](#)

Behavior Expectations:

- Are they clearly communicated to everyone?
- Are the expectations posted in your classroom?
- What are the results of student misbehavior in your classroom?

[Click here to enter text.](#)

DOMAIN 3: Instruction

Components:

3b – Using Questioning and Discussion Techniques

3c – Engaging Students in Learning

Note: Please refer to pages 79-85 in *The Framework for Professional Practice* (Danielson) as a supplemental resource.

3. What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?

[Click here to enter text.](#)

4. How will you ensure that all students are engaged, responsive, and “drawn in” to the conversation?

[Click here to enter text.](#)

5. Will the structure of the lesson be explained to students so they know what is expected of them as learners?

[Click here to enter text.](#)

Rubrics for the Framework for Teaching Evaluation Instrument, 2013 Edition

Domain 1: Planning and Preparation

Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy			
<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
Component 1b: Demonstrating Knowledge of Students			
Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires</p>

skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	knowledge not to individual students but to the class as a whole.	about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
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Component 1c: Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

Component 1d: Demonstrating Knowledge of Resources

Unsatisfactory	Basic	Proficient	Distinguished
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Component 1e: Designing Coherent Instruction			
Unsatisfactory	Basic	Proficient	Distinguished
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Component 1f: Designing Student Assessments			
Unsatisfactory	Basic	Proficient	Distinguished
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport			
Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Component 2b: Establishing a Culture for Learning			
Unsatisfactory	Basic	Proficient	Distinguished
The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or

	the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.		assisting peers in their precise use of language.
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Component 2c: Managing Classroom Procedures

Unsatisfactory	Basic	Proficient	Distinguished
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

Component 2d: Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
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There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
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Component 2e: Organizing Physical Space

Unsatisfactory	Basic	Proficient	Distinguished
The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component 3a: Communicating with Students			
Unsatisfactory	Basic	Proficient	Distinguished
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
Component 3b: Using Questioning and Discussion Techniques			
Unsatisfactory	Basic	Proficient	Distinguished

<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
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Component 3c: Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
<p>The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>

Component 3d: Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
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<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>
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Component 3e: Demonstrating Flexibility and Responsiveness

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching				
	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Component 4b: Maintaining Accurate Records				
	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Component 4c: Communicating with Families				
	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher

	attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
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Component 4d: Participating in the Professional Community

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Component 4e: Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
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<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
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Component 4f: Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

PERFORMANCE GOAL SETTING

Teacher:	Contract Status: Temporary Probationary 1 2 3 Contract
School:	School Year and/or length of goal:
Administrator:	Date

Initial Conference	Content			
	The goal is being written around which grade/subject/level?			
	Context			
	What are the characteristics or special learning circumstances of my class(es)? What are the demographics of my classroom? (IEP, 504, TAG)			
	Baseline Data			
	What are the learning needs of my students? What are the assessments or evidence sources I will use? Attach supporting data.			
	Student Growth Goal Statement			
	(written in SMART format) Rationale?			
Strategies for Improvement				
How will I help students attain this goal? Provide specific actions that will lead to goal attainment.				
Resources and Support				
What instructional support, resources, and professional development do I need to achieve my goals?				
Assessment/Evidence				
How will I measure the outcome of my goal? What evidence will I use?				
Teacher Signature:	Date:	Admin Signature:	Date:	

Mid-Year Review	Collaborative Mid-Year Data Review			
	What progress has been made? Attach supporting data.			
	Strategy Modification			
	What adjustments need to be made to my strategies?			
Implications for Professional Growth				
Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?				
Teacher Signature:	Date:	Administrator Signature:	Date:	

Evaluation Conference	End-of-Year Data			
	What does the end of the year data show? Attach data.			
	Reflection on Results			
	Overall, what worked, or what should be refined?			
Professional Growth Reflection				
How can I use the results to support my future professional growth?				
Teacher Signature:	Date:	Administrator Signature:	Date:	

Principal's Checkout List

SUPERINTENDENT: Cassandra Bennett	PRINCIPAL	D.O.
An accounting of all money to Business Office (1 school at a time beginning May 1)		
Any YSD invoices at School Sites		
School supplies order		
Completed Teacher Check-out Forms		

FOOD SERVICE: Kaylin Charles	PRINCIPAL	D.O.
Canned Goods Inventory		
Frozen Food Inventory		
Final Breakfast & Lunch Program Report for May – Students, Staff & Elders		

HOLD on this for now: FEDERAL PROGRAMS ASSISTANT: Edna Jackson	PRINCIPAL	D.O.
Graduates' cumulative folders (student's graduating with a diploma & certificate)		
List of seniors – diploma or certificate, post secondary plans		
Graduates' High School Transcript w/Principal's Signature and Date of Graduation		
Graduates' Health Record		
Class schedules for 2016-2017 school year for entering into PowerSchool		

MAINTENANCE: Judy Anderson	PRINCIPAL	D.O.
Site maintenance priority list for summer work		
Principal's Keys (labeled)		
Teachers' Keys (labeled)		
Housing Assignments		
Housing Checkout/Inventory- completed by administrator and forwarded to Judy		

TECHNOLOGY: Anthony Graham	PRINCIPAL	D.O.
Teacher laptops turned into principal. *Attach a list of where these laptops/tablets have been stored		
Inventory of Classroom Technology		

HR and LASB: Bonnie James	PRINCIPAL	D.O.
List of employees' Summer addresses, phone numbers, email address for ALL STAFF		
All evaluation materials		
Principal's emergency contact number during summer with address and email		
Principal work calendar		
Final LASB Minutes		
Teacher's lesson plans		

PAYROLL: Maisha Ekamrak	PRINCIPAL	D.O.
Classified and certified leave reports		
Time sheets/time cards for classified employees		

CURRICULUM and Assessment: Jan Clare Robyt	PRINCIPAL	D.O.
Updated syllabi from secondary teachers		
Curriculum materials inventories		
Site report card worksheets completed		
PLC and other Staff Development Agendas, Sign-In Sheets and Meeting Notes		
Restraint/Isolation Incident Data Form		
All grade books and lesson plans clearly labeled by teacher/subject/site		

Yupik Curriculum: Janice George	PRINCIPAL	D.O.
Yupik Oral Proficiency Test		
7 th Grade Yuyaraq Pre-post Assessment		
8 th Grade Yuyaraq Pre-post Assessment		

Principal's Checkout List

Principal's summer contact

Phone number:

Address:

Email:

Kenai Peninsula Borough School District

Self-Reflection Rubric

(General Education, Title I Pre-Kindergarten, Interventionist, Distance Education)

Educator Name: Click here to enter text. School Year: Click here to enter text.

DOMAIN 1: PLANNING AND PREPARATION			
Components: Demonstrating Knowledge of Content and Pedagogy, Students, and Resources – Setting Instructional Outcomes – Designing Coherent Instruction – Designing Student Assessments			
UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher’s plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans – instructional outcomes, learning activities, materials, resources, and assessments – are in complete alignment and are adapted as needed for individual students.

Evidence:

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
Components: Creating an Environment of Respect and Rapport – Establishing a Culture for Learning – Managing Classroom Procedures – Managing Student Behavior – Organizing Physical Space				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

		thought to have a natural aptitude for the subject.		
Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Evidence:				

DOMAIN 3: INSTRUCTION

Components: Communicating with Students – Using Questioning and Discussion Techniques – Engaging Students in Learning: Elements: Activities and Assignments – Grouping of Students – Instructional Materials and Resources – Structure and Pacing – Using Assessment in Instruction – Demonstrating Flexibility and Responsiveness

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During explanation of content, the teacher focuses, as appropriate, on strategies students can use when working	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and

	The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	independently and invites student intellectual engagement. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
ELEMENT 3c: ENGAGING STUDENTS IN LEARNING				
Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment

	quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.	evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.	feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts the responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Evidence:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Components: Reflecting on Teaching – Maintaining Accurate Records – Communicating with Families – Participating in a Professional Community – Growing and Developing Professionally – Showing Professionalism

UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

Evidence:

Professional Growth Goal: [Click here to enter text.](#)

SPECIAL EDUCATION TEACHER CHECK-OUT
SCHOOL YEAR 20____-20____

TASKS FOR ALL SPECIAL EDUCATION TEACHERS	Teacher Initial and Date	Principal /Sped. Ed. Coordinator Initial with and Date
4th Qtr. Special Education Progress Reports for special education students completed and archived in GoalView.		
All original paperwork to the District office by May 1, 20____.		
All IEPs/ESERs, Amendments completed and finalized in GoalView no later than May 1, 20____.		
Documentation of Service Forms for each month (August 20____ - May 20____) to District Office by May 1, 20____.		
Updated Special Education Student Roster due by May 1, 20____. (Can be sent through Google Drive via email to Special Education Coordinator).		
iPads and power cords turned in to the Special Education Coordinator by May 1, 20____.		
Supplemental Workbook forms completed and turned (Child Outcome Summary Forms, 90-day limit, Assurance of Secondary Transition, IEP by age 3) by May 1, 20____.		
IEPs on staff's list must be reviewed and current through September 30th of the next school year.		
Evaluations/Reevaluations must be completed through September 30th of the next school year.		
Any materials borrowed from Lending Library must be returned.		
Exit forms and Written Notices forms on all graduating special education students must be completed in May. Note on this form any students that are graduating this year.		
List of students with Extended School Year written into the IEP, short explanation of program and supervisor.		

A list of **where** the following items are accounted for and secured for the summer:

Special Education Student Working Files

Special Education Student Working File **KEYS**

Read Naturally Materials _____

Vision Magnifiers (2) _____

Brigance _____

Woodcock J 1V _____

List of any other testing materials

Computers purchased for Special Education

List of any other equipment

THIS SECTION IS FOR NON-RETURNING SPECIAL EDUCATION STAFF

Special Education equipment and curriculum materials inventoried and location noted. Copy of inventory given to building principal and special education coordinator.

This would include any items purchased through special education funds this year, special education computers and all other equipment and curriculum materials you have been using or had access to.

Kenai Peninsula Borough School District

Standard Evaluation Summary

(General Education, Title I Pre-Kindergarten, Interventionist, Distance Education)

This summative evaluation is based on the criteria in Danielson's Framework for Effective Teaching. The items listed below are those of special focus within the KPBSD.

Educator Name: [Click here to enter text.](#)

Subject(s): [Click here to enter text.](#) Grade Level(s): [Click here to enter text.](#)

Administrator Name: [Click here to enter text.](#) School/Location: [Click here to enter text.](#)

First Formal Observation Date(s) **Informal Observation Date(s) (10 min per observation)**

First Pre-Observation: [Click here to enter a date.](#) Date Observed: [Click here to enter a date.](#)

First Observation (30 minutes): [Click here to enter a date.](#) Date Observed: [Click here to enter a date.](#)

First Post-Observation: [Click here to enter a date.](#)

If non-tenured: Second Formal Observation Date(s) **Informal Observation Date(s) (10 min per observation)**

Second Pre-Observation: [Click here to enter a date.](#) Date Observed: [Click here to enter a date.](#)

Second Observation (30 minutes): [Click here to enter a date.](#) Date Observed: [Click here to enter a date.](#)

Second Post-Observation: [Click here to enter a date.](#)

Domain 1: Planning & Preparation	OVERALL PROFICIENT: DOMAIN 1 <input type="checkbox"/>								
<u>Components:</u>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Demonstrating knowledge of content and pedagogy, students, and resources									
Setting instructional outcomes									
Designing coherent instruction									
Designing student assessments									

Evidence for Domain 1:

Domain 2: The Classroom Environment	OVERALL PROFICIENT: DOMAIN 2 <input type="checkbox"/>								
<u>Components:</u>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Creating an environment of respect and rapport	<input type="checkbox"/>								
Establishing a culture for learning	<input type="checkbox"/>								
Managing classroom procedures	<input type="checkbox"/>								
Managing student behavior	<input type="checkbox"/>								
Organizing physical space	<input type="checkbox"/>								

Evidence for Domain 2:

Domain 3: Instruction	OVERALL PROFICIENT: DOMAIN 3 <input type="checkbox"/>								
<u>Components:</u>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Communicating with students	<input type="checkbox"/>								
Using questioning and discussion techniques	<input type="checkbox"/>								
Engaging students in learning: Evaluated at the element level and equal to other domain 3 components									
Activities and assignments	<input type="checkbox"/>								
Grouping of students	<input type="checkbox"/>								
Instructional materials and resources	<input type="checkbox"/>								
Structure and pacing	<input type="checkbox"/>								
Using assessment in instruction									
Monitoring of student learning (student learning data)	<input type="checkbox"/>								
Demonstrating flexibility and responsiveness	<input type="checkbox"/>								

Evidence for Domain 3:

Domain 4: Professional Responsibilities	OVERALL PROFICIENT: DOMAIN 4 <input type="checkbox"/>				
	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>UNSAT</u></td> <td style="text-align: center;"><u>BASIC</u></td> <td style="text-align: center;"><u>PROF</u></td> <td style="text-align: center;"><u>EXPL</u></td> </tr> </table>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>		

Components:

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

Evidence for Domain 4:

STATEMENT: *A formal conference was held on [Click here to enter a date with my evaluator](#). I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

YUPIIT SUMMATIVE EVALUATION FORM

(General Education, Title I Pre-Kindergarten, Interventionist, Distance Education)

This summative evaluation is based on the criteria in Danielson's Framework for Effective Teaching. The items listed below are those of special focus within the .

Educator Name: Click here to enter text.

Subject(s): Click here to enter text. Grade Level(s): Click here to enter text.

Administrator Name: Click here to enter text. School/Location: Click here to enter text.

First Formal Observation Date(s)

First Pre-Observation: Click here to enter a date.

First Observation (30 minutes): Click here to enter a date.

First Post-Observation: Click here to enter a date.

Informal Observation Date(s) (10 min per observation)

Date Observed: Click here to enter a date.

Date Observed: Click here to enter a date.

If non-tenured: Second Formal Observation Date(s)

Second Pre-Observation: Click here to enter a date.

Second Observation (30 minutes): Click here to enter a date.

Second Post-Observation: Click here to enter a date.

Informal Observation Date(s) (10 min per observation)

Date Observed: Click here to enter a date.

Date Observed: Click here to enter a date.

Domain 1: Planning & Preparation

OVERALL PROFICIENT: DOMAIN 1

Components:

- Demonstrating knowledge of content and pedagogy, students, and resources
- Setting instructional outcomes
- Designing coherent instruction
- Designing student assessments

UNSAT	BASIC	PROF	EXPL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence for Domain 1:

Domain 2: The Classroom Environment

OVERALL PROFICIENT: DOMAIN 2

Components:

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

UNSAT	BASIC	PROF	EXPL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence for Domain 2:

Domain 3: Instruction

OVERALL PROFICIENT: DOMAIN 3

Components:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning

- Using assessment in instruction

UNSAT	BASIC	PROF	EXPL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrating flexibility and responsiveness

Evidence for Domain 3:

Domain 4: Professional Responsibilities

OVERALL PROFICIENT: DOMAIN 4

Components:

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families

UNSAT	BASIC	PROF	EXPL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participating in a professional community
Growing and developing professionally
Showing professionalism

Evidence for Domain 4:

STATEMENT: *A formal conference was held on [Click here](#) to enter a date with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

EVALUATION TIMELINES FOR
NON-TENURED, TENURED AND CLASSIFIED
AND HUMAN RESOURCE
SY 2020-2021

DATE	WHO	WHAT
August 3-6	Melissa Linton	Danielson Training for Principals and Assistants
September 11	Principals	Share evaluation procedures 25 days from beginning of year
October 15	Principals	1 st Observation Non-Tenured
November 26	Principals	1 st Non-Tenured Formal Evaluation
December 13	Principals	Submit 1 st Non-Tenured Evaluation to DO
January 15	Principals	Plan of Improvement Final date to place a non-tenured teacher you are considering for rehire on a plan of improvement OR a tenured teacher you do not want to rehire. Documentation is important. "IF IT IS NOT IN WRITING IT DID NOT HAPPEN". All employees have the right to due process.
January 16 Board Meeting	Cassandra	Tenured and Non-Tenured Recommendation to Board for Rehire and contracts prepared for distribution
January 31	Principals	1 st Classified evaluations completed and Plan of Improvement in place until April 30 or final evaluation for the year.
February 2	Bonnie	All contracts distributed to Tenured and Non-Tenured for 30-day signature
February 14	Principals	2 nd Non-Tenured Formal Eval Due

March 2	Bonnie	30 Day window for all contracts to be returned to DO and final list of staff needed for recruitment at Job Fairs Letters of regret sent to non-retained staff
March 6 or Immediately	Bonnie	All vacancies posted on ATP, Bamboo and Handshake
March 12-14	Cassandra/Anthony/Bonnie	Anchorage Job Fair
March 18	Cassandra	ECU Job Fair
April 1	Cassandra	Principal Evaluations completed
April 1	Cassandra, John and Matthew	ANE Grant Update And Summer Program
April 2 - 3	Anthony	Minneapolis Job Fair
April 8 -9	Anthony	Oregon Job Fair
April 15	Principals and Bonnie	Tenured and Non-Tenured Summative Evaluations to DO for filing
April 16 Board Meeting	Bonnie	All contracts for SY 20-21 taken to the board for approval
April 17	Bonnie	Letters of regret to those interviewed at Job Fairs
April 30	Principals and Bonnie	All Classified Evaluations turned into Bonnie for filing and Superintendent for Signature with Recommendation for step increase.
June 1	Bonnie	Business office notified of Classified Employees receiving step increase.
June 19	Bonnie	All classified employees notified of step increase for SY 20-21
June 30	Bonnie	Letters of Regret sent
July 1	Bonnie and Jennifer	All new hires receive letter of welcome and directions for

	All new hires should be directed to the Bamboo website for all communication and onboarding forms.	onboarding in Anchorage. Travel/hotel arrangements are finalized Mentors are assigned to New Hires at School Level (to be included in the letter for contact) ALSO INCLUDED ARE HOUSE ASSIGNMENTS.
July 6	Principals Check with Bonnie and or Anthony about the particulars of the New Hire Orientation and Arrival date.	Welcome letter to all staff with information about school opening, in-service days, new hires and their mentor's information, In-service for New Hires to arrive in Anchorage Airport on Sunday August 2 for overnight and onboarding orientation Monday August 3 etc. Fly to villages on Tuesday AM early flight
July 20 - 25	Teachers fly Back	Teachers Quarantine for 14 days
August 3 - 6	All Staff	Inservice at Schools
September 2	District Office Staff	Tuluksak Inservice
September 3	District Office Staff	Akiak Inservice
September 4	District Office Staff	Akiachak Inservice
September 30	All Staff Complete and Principal files and Bonnie records at the DO	Professional Growth Plan and State online mandatory courses

These dates are on or before but no later than.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Executive Session

We need a motion to go into an executive session to discuss Employee Matters.

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Board Travel/Info - none

Yupiit School District

Box 51190 • Akiachak, AK 99551 • Phone (907) 825-3600 • Fax (877) 825-2404 • www.yupiit.org



Date: June 18, 2020
To: Regional School Board
From: Cassandra Bennett, Superintendent
Re: Next Regular Meeting

The Next Regular meeting is scheduled for July 16, 2020.

Yupiiit School District
Regional School Board of Education Meetings

3rd Thursday Meeting Date	2nd Monday Agenda Deadline	2nd Wednesday Packet Info & Reports due @ 8:00 AM	2nd Friday Packets Distributed
July 16, 2020	July 6, 2020	July 8, 2020	July 10, 2020
August 20, 2020	August 10, 2020	August 12, 2020	August 14, 2020
September 17, 2020	September 7, 2020	September 9, 2020	September 11, 2020
October 15, 2020	October 5, 2020	October 7, 2020	October 9, 2020
November 19, 2020	November 9, 2020	November 11, 2020	November 13, 2020
December 17, 2020	December 7, 2020	December 9, 2020	December 11, 2020
January 21, 2021	January 11, 2021	January 13, 2021	January 15, 2021
February 18, 2021	February 8, 2021	February 10, 2021	February 12, 2021
March 25, 2021	March 15, 2021	March 17, 2021	March 19, 2021
April 15, 2021	April 5, 2021	April 7, 2021	April 9, 2021
May 20, 2021	May 10, 2021	May 12, 2021	May 14, 2021
June 24, 2021	June 14, 2021	June 16, 2021	June 18, 2021
<p>BB 9320(a) Regular Meetings: The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with an annual calendar of regular Board meetings and shall be notified of any changes to the calendar. The Board shall hold 1 regular meeting on the 3rd Thursday of each month. Unless changed by the Board, regular meetings shall be held at 11:00 AM at the School Library. Notice of regular meetings shall be posted at least three days prior to the meeting. **not scheduled on 3rd Thursday</p>			

YUPIIT SCHOOL DISTRICT

ANNUAL GUIDELINE

DATE	ROUTINE AGENDA ITEMS
July	<ul style="list-style-type: none">-Prepare BP for Board Policy Committee per BP review cycle-Board Meeting – post packets and minutes on website-Assist with all in-service meeting arrangements as requested-Review district teacher evaluation plan-Assign Board Committees
August	<ul style="list-style-type: none">-Approve CIP Application-Board Policy Committee meets to go over BP's-Board Meeting – post packets and minutes on website-Order Board Meeting supplies to have on hand (snacks, coffee, etc.)-Assist with all in-services as requested-Make travel arrangements for board members attended AASB-Welcome staff and students-Midyear Review of Superintendent's Goals-NIEA Conference
September	<ul style="list-style-type: none">-Assessment Report-Board Policy Committee meets to go over BP's (if needed)-Board Meeting – post packets and minutes on website-Review Supt Evaluation Process-Review Student Assessment data- Curriculum review
October	<ul style="list-style-type: none">-Approval of YSD Legislative Priorities-Board Policy Committee meets to go over BP's (if needed)-Make travel arrangements for board members attended AASB Conference-Board Meeting – post packets and minutes on website-School Board Resolutions-AASB Annual Conference-New Board Orientation
November	<ul style="list-style-type: none">-Enrollment projection for next year-Revenue projection for next year-Acceptance of the Annual Audit Report-Board Meeting – post packets and minutes on website-Prepare staffing sheets for subsequent year and send to the Business Manager-Review Audit-Student/Teacher/Parent/Community Survey
December	<ul style="list-style-type: none">-New Calendar Work-session-Develop Talking points for approved Legislative Priorities-Board Meeting – post packets and minutes on website-Update work calendars for subsequent year-Review and update YSD New Hire Handbook-Review of Supt. Evaluation-NSBA Conference-Budget Revision-Approve New Curriculum

January	<ul style="list-style-type: none"> --Approval of School Calendar -Approval of Organization Chart -Approval of Administrator Assignments - Approval of Teaching Assignments -Superintendent evaluation and goals -Board Meeting – post packets and minutes on website -Prepare contracts for returning administrators and teachers -Ensure approved BP changes are updated to the website (send to AASB for processing when ready) -Audit Report -Staff evaluation process review -AASB Legislative Fly-In and Leadership Training
February	<ul style="list-style-type: none"> -Work-session: Strategic Plan Review -Board Meeting – post packets and minutes on website -Prepare for and assist with all hiring activities (posting vacancy notices, Job fairs) -Strategic Plan Review -Facilities needs planning - Budget Development
March	<ul style="list-style-type: none"> -Presentation and 1st Reading of Budget -Board Meeting – post packets and minutes on website -Assist with all hiring activities -Work-session: Summer Maintenance & CIP
April	<ul style="list-style-type: none"> -2nd Reading and Approval of the Budget -Prepare and distribute classified PAFs authorized by the YSD budget use the staffing spreadsheets as the control document for this project) -Board Meeting – post packets and minutes on website -New employees receive a job description to be reviewed, signed, and returned to HR
May	<ul style="list-style-type: none"> -3rd Reading and Approval of the Budget -Develop Board Goals for the new year -Board Meeting – post packets and minutes on website -Prepare Employee Housing Lease Agreements -Prepare employee information lists for staff to use -Send request to IT to set up new hires for email, etc. -Achievement Data Review -Review student handbook
June	<ul style="list-style-type: none"> -Board Evaluation, Goal Setting, Board Self Assessments -Strategic Plan Report/Review -Prepare Employee Housing Lease Agreements (update control worksheet for this project send control document to Business Manager and Maintenance Director when completed) -Review crises response plan - Curriculum Review