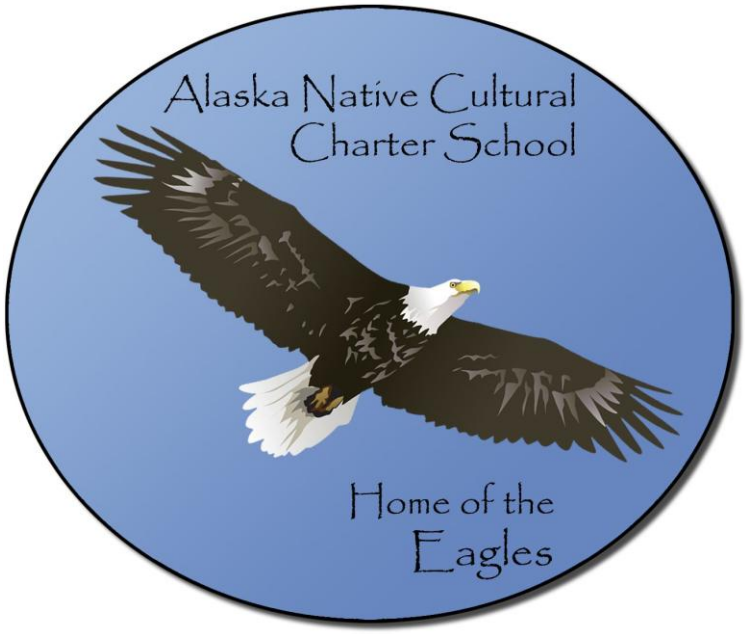

Charter Application Renewal 2012

110 Muldoon Road
Anchorage, Alaska 99504
(907) 742-1370
(907) 742-1373 Fax
http://www.asdk12.org/schools/anccs/pages/index.html

Charter School Application for:
ALASKA NATIVE CULTURAL CHARTER SCHOOL

Upon acceptance by the Anchorage School District, this application shall become an integral part of the Charter School Contract between the Anchorage School District and Alaska Native Cultural Charter School, (ANCCS), and shall be the governing charter for the school.

CONTACT INFORMATION

Mikan Outwater, APC President
732 N Klevin St Anchorage, AK 99508
Phone: 229-3407
Email: outwater_mikan@asdk12.org

Provisions for the Academic Policy Committee:

The Academic Policy Committee emerged from the original planning committee and was officially designated on August 12, 2006, when the bylaws were finalized. This Academic Policy Committee (APC) reflects expertise in budget, finance, curriculum, instruction, fund-raising, grant writing, volunteer recruitment, public relations, office management, facility acquisition/management, library science, and knowledge of school law or legal expertise. In addition to the APC, the school has a number of additional volunteers with needed expertise. The procedures for the election and appointment of the Academic Policy Committee members and their length of service are in the Alaska Native Cultural School Bylaws in Exhibit A.

ACADEMIC POLICY COMMITTEE

The following are the current member of the APC:

Mikan Outwater, President, Parent (2011-2014)
Address: 732 N Klevin St
Cell Phone: 907-229-3407
Email:outwater_mikan@asdk12.org

Ray Nadon, Vice-President, Community Member (2010-2013)
Address: 6955 Caravelle Drive
Cell Phone: 350-8702
Email: raynadon@gmail.com

Skoey Vergen, Secretary, Community Member (2011-2012)
Cell Phone: 250-9797
Email: sko@skoey.com

Elizabeth Hancock, Treasurer, Staff, Founding Member (2011-2012)
4271 Crannog Street
Cell Phone: 441-9092
Email: hancock_elizabeth@asdk12.org

Martha Gould-Lehe, Teacher, Founding Member (2011-2012)
Address: 520 Peppertree Loop
Phone: 338-4469 hm 727-3078 cell
Email: Gould-Lehe_Martha@asdk12.org

Demaris Hudson, Community Member (2009-2012)
Cell Phone: 244-6499
Email: deedee.tebughna@gcmil.com

Darin Hargraves, Community Member (2011-2012)
Cell Phone: 242-1258
Email: hargraves_darin@asdk12.org

Agnes Baptiste, Elder
Moses Dirks, Elder
Shirley Kendall, Elder
Jeanne Dellinger, Elder
Dorothy Cook, Elder
Lucy Brown, Elder

Diane Hoffbauer, Principal, ex-officio
17850 Tedrow Dr
Office Phone: 742-1370
Email: hoffbauer_diane@asdk12.org

All voting members are appointed to 1-3 year terms, and are elected by vote of the school's parent and staff population. Term expiration dates are staggered so that history and continuity remain. Any vacancy occurring on the APC shall be filled by a majority vote of the remaining members of the APC.

Description of the organizational structure:

ANCCS is a public, Title I charter school serving Kindergarten-7th grade students. The Title I status may change over time with a changing population, and the school may also expand in time to cover 8th grade. We also provide space for a Title I Preschool.

The bylaws acknowledge the supervisory authority and responsibility of the school board under state law and policy as well as appropriate level of autonomy and self-determination for the charter school.

Organizational Structure:
ANCCS is managed directly by its Academic Policy Committee (APC) working with the principal. The APC consists of eight to eleven members: three to five parents, guardians or grandparents; one teacher and one staff member; four community members and an elder council who will designate a voting member.

The members of the APC receive no compensation for their services as members of the board.

General Powers and Duties
The APC has the following general powers and duties, which must be carried out in accordance with the charter:
• Create policy
• Approve and monitor the school's budget
• Set and monitor goals and objectives for the program
• Select curriculum/teaching materials that align with ANCCS standards
• Oversee implementation of ANCCS's program
• Ensure adherence to the school's charter and policies
• Hire, supervise, and evaluate the principal
• Participate in staff selection

The APC will meet with the principal regularly and often in order to monitor progress in achieving APC's and school's policies and goals.

The APC is accountable to the Anchorage School Board, and acknowledges the authority of both school board policy and State of Alaska statues governing charter schools.

ANCCS will develop a policy manual in the near future to more effectively incorporate changes in policy and procedures.

ANCCS has a Parent Teacher Student Association. This organization conducts fundraisers and supports the program of the school through its volunteer efforts. The PTSA is a separate incorporated entity that coordinates many of it activities with the APC and school to compliment the school's mission.

Description of the Educational Program

The educational program of the Alaska Native Cultural Charter School is intended to serve Alaska Native and Native American students, their families, and the Native community of Anchorage. The school will help transition new students who have moved to Anchorage from rural areas of Alaska. Preparing elementary students for a successful future in their studies, while establishing community and offering support services that enhance the academic program, will provide stability and success for children in transition. The school will welcome and serve students who apply regardless of ethnicity, race, language or gender.

Mission Statement

ANCCS is an ASD public school of choice open to all students. With a rigorous educational program offering a curriculum focused on Alaska Native values that develop academic achievement and Social and Emotional Learning growth.

Vision

Respectful, culturally responsive instruction is characterized by inquiry and active learning realizing that there needs to be a bridge between the methods of traditional learning and what is expected in academia today. Students in such an environment construct new knowledge and skills by exploring themes as engaged learners who take risks and go beyond the literal to think deeply about important issues and act as developing socially conscious citizens. Service learning is one aspect of developing citizenship and understanding of community. Alaska Native values are the guiding framework and give meaning to the academic program.

It is important for students to become self-aware of their strengths and needs as learners and to enter into their education as active participants. Family, language, culture, history, and traditional practices are recognized, respected and valued throughout the program. Learning in the school is an extension of learning that occurs in the home. Consequently, the involvement of parents, family, elders, and community members is essential.

Purpose

The purpose of the program is to provide a strong sense of Alaska Native pride and values, which will move students forward to academic excellence and success in life. While the program emphasizes Alaska Native culture, the academic program is designed to meet all academic standards through an integrated, holistic approach that supports learning using effective methods and techniques.

Demand for the Alaska Native Cultural Charter School

The research cited and the outpouring of concerned Alaska Native organizations and parents attending public meetings, as well as other concerned citizens in Anchorage, indicate a growing need for a viable alternative for Alaska Native students. The first year had 165 students during the October count period, and for the current count year, the school has 207 students. There is a waiting list for nearly every grade. There are a few grades that have openings, however ANCCS does not have openings for their siblings in other grades.

Mainstream research tells us that congruency between the school environment and the language and culture of the community is critical to the success of formal learning. Similar findings have emerged from studies of Native communities in Alaska and the Circumpolar North (Barnhardt, 1990). A series of studies conducted in the past 30 years collectively provides strong evidence that Native language and cultural programs—and student identification with such programs—are associated with improved academic performance, decreased dropout rates, improved school attendance rates, decreased clinical symptoms, and improved personal behavior (Lipka & McCarty, 1994; Smith,

Leake, & Kamekona, 1998; Stiles, 1997; Yagi, 1985). *

Goals

The goals of the school as established by the Academic Policy Committee with community input are:

- ANCCS will institute methodologies and curriculum that will raise student proficiencies to meet safe harbor or AYP.
- ANCCS will be a place that helps students living in the Anchorage community understand and retain the Alaska Native culture, history, languages, and traditions.
- ANCCS will create a safe and welcoming learning environment for their students showing that they can be competitive, successful leaders in today's society.
- ANCCS will address the whole child; the circle of wellness, which meets the social, emotional, physical, and academic needs and goals of students and their families.
- ANCCS will develop responsibility and respect for self and others by displaying healthy life choices.
- ANCCS will engage in educational research and serve as a demonstration school for other teachers and administrators in Anchorage and throughout Alaska.

*"Improving Academic Performance Among Native American Students: A Review of the Research Literature". William G. Demmert, Jr. ERIC Clearinghouse on Rural Education and Small Schools**.** AEL, Inc. PO Box 1348 Charleston, WV 25325-1348. December 2001.

Curriculum Frameworks

The instructional program is developed around the following subjects based on District and State standards and using research-based and culturally responsive methodologies and family/community desires for the school. While some district curricula will be used, the focus will be on providing a cultural connection and meeting individual learning needs.

Culturally Responsive Learning

Alaska Standards for Culturally Responsive Schools is used to guide the planning, implementation and evaluation of the school program. These standards, adopted by the Assembly of Alaska Native Educators, were published by the Alaska Native Knowledge Network in February, 1998. Our current Trauma Project includes strategies for incorporating cultural sensitivity and best practices into the classroom.

Language Arts Program

The language arts program is based on core understandings developed from best practices. The Houghton Mifflin Language Arts Program is the Title I adopted core-reading program for grades K-6. Seventh grade uses the ASD adopted middle school language arts materials. HM is used to insure that all of the components of a total literacy program are being incorporated and conscientiously taught by all teachers.

Literature, often based largely around Native themes, is also used in grades K-7. Spelling and word study are part of the literacy instruction. The adopted writing curriculum is the writing that is embedded in the Houghton Mifflin series, but staff members are also trained in Step Up To Writing and Six Traits. Handwriting Without Tears is taught as part of the academic program for students in grades K-3.

For students needing more intensive reading instruction, additional intervention programs are available. Math Whizz, Lexia, and My Access are additional technology based support academic programs.

Science Curriculum Approach

Science will be taught with an Alaska Native/rural emphasis. The school will utilize the ASD science kits for each grade level, which include the district and state performance and content standards. These will be altered to emphasize native/rural science themes. Native ways of knowing, Native worldview, and Western science process skills will be emphasized in each unit. An example of how these units could be integrated with Native ways of Knowing follows:

> With the ASD unit *Structures*, a 6th grade science kit unit, the teacher would also teach the MCC module entitled Drying Salmon, Fish Racks or Smoke Houses. These MCC modules all incorporate the imbedded concepts in the *Structures* unit. The only shift is in the building projects. Instead of building for height and strength with an emphasis on compression and tension, these concepts would be imbedded in the building of fish racks or smoke house.

This is one example, but the MCC modules can be reproduced in grades K-8 with adaptations.

Resources in the field of Native science are numerous and growing. The Alaska Native Knowledge Network, www.ankn.uaf.edu, offers media, texts, lesson plans, and web links for science education. Staff members have attended the Sally Ride Science Academy and will use those materials as well. In addition, partnerships with local science organizations provide ANCCS students with additional presentations, materials, and opportunities for exploring science.

MCC, Math in a Cultural Context, which is a research-based interdisciplinary program, is used as a compliment and supplement to ANCCS's science, social studies, and math curricula. These modules are interdisciplinary and incorporate these subjects through thematic units: Egg Island, Berry Picking, Patterns and Parkas, Star Navigation, Kayaks, Drying salmon, Fish Racks, Smoke Houses, and Fractions.

ANCCS is presently partnered with the University of Alaska Fairbanks for professional development and use of the MCC modules and their interdisciplinary approach to mathematics, science, and social studies. ANCCS views MCC modules as a natural component to the existing ASD curriculum.

Social Studies/ Physical Education/Lifetime Health and Wellness Overview

These disciplines are taught across cultural themes and inquiry studies drawing on and integrating the ASD curriculum goals and State standards. A certified PE teacher teaches the physical education and health program. Again, an integrated approach is utilized. An example of an ASD social studies unit that has a Native emphasis is:

> Using the theme of living in place, which is the first quarter of study for all ANCCS grades, the students would learn the geography of a region, the resources available, and how all of this interplayed to influence culture, basic needs, story, and celebration. For example, how did the environment influence the shelters? The type of food? The hunting and gathering? All of these questions are easily transferred to any chapter in Western civilization as taught through History Alive or the current ASD social studies curriculum.

ANCCS has obtained the ASD social studies materials as well. This includes globes, books, and support materials. Teachers are invited to staff development opportunities.

Use of Technology

Technology is integrated into instruction to include tools for the development of learning and creation of multi-literacy and communication environments within which students will develop understandings of text, communication, and other symbol systems using a variety of media. The standards for technology are used to guide the program and its development.

ANCCS currently employs a mobile lap top cart, a technology lab, a SmartBoard, and an Ipod cart of Native music and books. Students are able to access our technology during the day in their classrooms, the lab, and in the afterschool program. The mobility allows for a greater number of students to participate in the technology component of the school, and allows for greater flexibility when additional classroom use is needed.

Math Program

ANCCS has adopted Saxon Math. Beyond the scheduled math instructional time, teachers work on integrating the hands-on applications of Saxon Math into the theme and inquiry studies such as the MCC modules.

For students needing more remediation than Saxon provides, Math Whizz and SRA Connecting Math Concepts are available.

The Fine Arts Program (Visual Art, Music, Drama, Creative Movement)

Classroom teachers design fine arts learning activities based on the themes for the year, academic goals, and fostering the learning of traditional dance, song, drama and art in the regular classroom. ANCCS actively seeks partnerships that promote the fine arts. The Alaska Native Heritage Center is providing supplemental experiences for all students.

Native Language Program: Central Yup'ik Immersion and Classroom Language Instruction

For the 2011-2012 school year, ANCCS has partnered with Title VII Indian Education to integrate Yup'ik cultural and social, emotional learning for grades K-7.

Central Yup'ik was the language chosen in the original charter because it is the most viable Native language with matching curriculum available for educators. Also, there are a large, existing, number of people in the Anchorage area who speak the language and can support the school goals. A Central Yup'ik teacher will continue to be employed through Title VII.

It is the goal of ANCCS to incorporate other Alaska Native languages as resources become available. The delivery of these languages is yet to be determined, but could entail before or after school hours or an evening or weekend program.

Service Learning

Students will develop service learning projects from their theme studies including those related to Alaska Native values and principles of a democratic society: social justice, equity, equal rights, etc. Two ongoing service projects currently involve recycling and working with elders from Cook Inlet Housing Authority.

Title I Program

The Alaska Native Cultural Charter School is the first Title I charter school in the state of Alaska. Title I status was conferred in the 2008-2009 school year after review of the free and reduced lunch count of students enrolled at ANCCS. Current counts show that nearly 100% of the students are eligible for free or reduced lunch. Due to this percentage, ANCCS is classified as a provisional school. This status allows us to provide the Federal breakfast and lunch program free to all students attending the school. ANCCS is also part of the Federal Fresh Fruit and Vegetable program. This provides free healthy snacks several times during the week.

21st Century After School Program

ANCCS is fortunate to be partnered with the 21st Century Community Learning Centers. ANCCS is the only charter school in Alaska to benefit from this grant program. Over half of our students participate in two hours each day of academic and enrichment activities.

Evaluation Procedures

Screening assessments are used three times a year to determine which students need intervention in core academic subjects. In addition, progress monitoring and ongoing formative assessments are conducted to drive the instructional planning of teachers. It also allows for the opportunity to make educational decisions on a more individual level. These assessments include:

- COREK12
- AIMSWeb
- MAZE

- Dynamic Indicators of Beginning Emergent Literacy (DIBELS)
- Standards Based Assessment (SBA)
- 6-Traits Writing Assessments
- Saxon Math Assessments

A system of monthly collaboration days has been established as a way for teachers to come together in a professional environment and make program decisions. During these days, teachers discuss specific student progress or non-progress and develop instructional strategies to help students on an individual level. The strategies include: moving students from one learning group to another, increasing student time on task by assigning support staff to felicitate additional instruction and practice, discussing instructional and intervention strategies, and collaborating on subject matter and projects.

Several informational parent nights are scheduled throughout the school year. These parent nights are used to discuss current academic progress and provide parent instruction in strategies they may use at home to help their children in the knowledge and understanding of language arts and math.

Evaluation of Students and Program

In addition to meeting all federal and state assessment requirements associated with NCLB and Alaska (AS 14.03.075), student performance is measured at three designated data points during the school year in reading, writing, and math. The designated data point assessments are scored using a common set of standards across the school. AIMSWeb, MAZE, DIBELS, COREK12, and the K Developmental Profile are used to document academic performance and progress. This is consistent with Anchorage School District.

The staff and community meet to discuss options and modifications to the program which could include: schedule changes, greater parent involvement, additional instructional resources, developing expertise in areas of need among staff, refining the supplemental services, and/or purchase of additional materials needed for the program.

The school conducts an annual review of its programs and set goals based on student performance and surveys of the staff, students, and families. The staff continues to research, develop, and pilot assessments and curriculum to incorporate Native cultural relevance into the standards and measures of proficiency.

Students receive the regular ASD report card for primary and intermediate grades. The procedures for assessing students in need of remedial interventions follow the federally mandated guidelines. The same is true for placing students in the IGNITE program.

Students receiving Special Education services are primarily serviced in the regular classroom after collaboration with the Special Education teacher. Minimal pullout is provided to meet specific objectives covered on Individual Education Plans. ANCCS, in collaboration with the district ELL department, provides accommodations for students receiving this service within the classroom.

ANCCS also employs an Indian Education Tutor who works with students both in the classroom and during a separate pull-out period. ANCCS is the recipient of a full-time Indian Education tutor becausea 90% of the students attending are Alaska Native or American Indian. A few students with IEPs also receive Indian Education services.

Schedule

The Alaska Native Cultural Charter School will follow the school calendar of the Anchorage School District for elementary schools. The charter school will take the maximum allowable in-service days after building in the ASD recommended snow day(s) into the calendar. The calendar incorporates all release days stipulated by negotiated agreements as grading days.

The school day will start at 9:00 am and end at 3:30 pm. We will review the schedule for middle school grades in the future to allow an early release of those students to participate in sports/activities at their home middle school.

Specialized Services

The school will meet the state recommended guidelines for subjects. These guidelines may be met by blending subjects, for example, writing and social studies.
The delivery model for specialized services, such as special education, gifted, English language learners are described in the program section of the application. Those students who are recognized as talented and gifted and meet the district requirements for the IGNITE program will receive those services at a local host school. Most specialized services will be integrated into the regular classroom program when appropriate. Those students applying to ANCCS who currently receive special education services or have a 504 plan will be reviewed on a case-by-case basis. In accordance with ASD Special Education Policy, a review of the student's IEP will be conducted to determine whether the district is able to provide a free appropriate public education for the student in the new school setting.

Achievements

ANCCS recently received the Title 1 Distinguished School for Alaska for Category 2: Closing the Achievement Gap between Student Groups.

The overall growth of Language Arts and Math in the SBA scores, 8.7%, was the highest in the ASD.

Admission Policies and Procedures:

Each spring the families of students currently attending ANCCS are contacted to confirm their attending the following year. The first lottery for new applicants will take place in March. At that time, ANCCS will seek to fill any vacant slots per grade level.

The Alaska Native Cultural Charter School encourages students from disadvantaged populations to apply. The ethics are that we can better meet their academic and social/emotional needs in a smaller environment focusing on Alaska Native values.

Yearly Application Calendar
March/April/May: Distribute applications; radio announcements; post flyers; and collect applications, then hold a lottery in conjunction with ASD's lottery dates.

June/July/August: Continue collecting lottery applications that are mailed or faxed to the school and maintain communication with returning students' families.

August: At the beginning of the school year, confirm all registered students; then fill vacancies through the lottery process.

During the application period, parents will be notified that their application has been received. Parents will receive an email or phone call and will be provided with information pertaining to the lottery process and the timelines that are invoked. Siblings of returning students will be given priority and will be automatically lottered in assuming ANCCS can provide all services required in a possible IEP. The admissions process follows all ASD policies and regulations.

Non-Discrimination Statement
ANCCS's non-discrimination statement is consistent with district, state and federal requirements.

Administrative Policies:
The administrative policies to be followed by the charter school are included in the Bylaws in Exhibit A.

Requested Exemption from School Board Policies:
The APC does not have any requests for exemptions at this time but reserves the right to request exemptions pending meetings with the Anchorage School Board.

Requests for Waivers from State Regulations:
The APC does not have any requests for waivers from the state at this time but reserves the right to request waivers pending the meetings with the Anchorage School District.

Requests for waivers for bargaining agreements:
The APC does not have any requests for waivers from the Anchorage School District at this time, but reserves the right to request waivers pending meetings with the appropriate bargaining units and the Anchorage School Board.

Funding Allocations and Annual Program Budget
Funding for ANCCS is based on the State of Alaska's per-pupil funding formula, as per AS 14.03.260 (this does not include Title 1 preschool students). In addition, the school's funds may be supplemented by grants, fundraisers within the school community, and additional funds (if any) supplied by ASD. Fundraisers at ANCCS are coordinated between the PTSA, APC, and the school staff. Grants may also be sought, but must relate to the charter and the program and will be coordinated with the district Grant

Department.

Accounting for Receipts and Expenditures

ANCCS complies with AS 14.17.910 Restrictions Governing Receipt and Expenditure of Money from Public School Foundation Account. The charter school accounts for receipts and expenditures by using and complying with district accounting, audit, and fiscal procedures that apply to charter schools. ANCCS will allow district personnel or district auditor access to financial information to perform the annual or special audit and accounting information. The charter school shall cooperate with the School Board and the Department of Education in complying with the requirements of AS 14.17.910.

Leases, debts and other financial obligations of the APC will not constitute a debt, liability or financial obligation of the School Board.

Method by Which the Charter School Shall Account for Receipts and Expenditures

The Alaska Native Cultural Charter School will be in compliance with AS14.17.910, restrictions governing receipt and expenditure of money. The school will account for receipts and expenditures by using and complying with District accounting, audit, and fiscal procedures assure the District that all leases, debts, other financial obligations of the school shall not constitute a debt, liability, or financial obligation of the School Board or District.

Location and Description of the Facility

ANCCS leases a facility located at 110 Muldoon Road, Anchorage, AK. A lease is currently in place with Hallelujah Management, LLC until June 30, 2013. A copy of the current lease is attached as Exhibit C.

ANCCS's facility consists of 31,790 square feet. Student instruction areas include nine grade-level classrooms, a preschool classroom, a special education resource room, a cultural room, a large gathering room, physical education room, and a library area. Office and staff support areas include principal and staff offices, staff lounge with work area, nurse's office, server/utility room, an ASD kitchen, and janitorial/storage spaces, and an outside activity area are provided for running and exercise activities

ANCCS and the APC regularly communicate with the landlord regarding repairs or code updates. The school meets and maintains federal, state and local building, fire, health and safety requirements of applicable law.

A certificate of occupancy is on file with the landlord.

The lease was approved by the APC and district Purchasing department. It includes custodial services.

Currently we do not have a playground, gym or accessible kitchen. We use the gym facilities at the Boys and Girls Club for our physical education classes. Due to a limited parking area, MOA and DOT requires students to be picked up at an alternate location.

As such, we are currently looking to relocate to better suit our needs.

Teachers/Administrators Employed in the School

ANCCS teachers for the 2011-2012 school year and the grades which they teach are:

Amanda Berger	Title I Preschool
Tina Sweet	Kindergarten
Darcie Brodsky	Kindergarten
Veronica Kaganak	1st Grade
Clara Amidon	2nd Grade
Angela Blue	3rd Grade
Martha Gould-Lehe	4th Grade
Leah Vergen	5th Grade
Joe Kottre	6th Grade
Danielle Riha	7th Grade
Carolyn Fuller	Title I Reading
Kari DeLuna	Special Education
Becky McBain (long term sub through 2nd quarter)	Physical Education
Katie Tunuchuk	Title VII Yupik
Diane Hoffbauer	Principal

The principal of the school has a Type B certificate. Responsibilities include keeping financial records, evaluation of staff, submission of information required by the district, oversight of the charter school to ensure the terms of the contract, meeting regularly with parents, teachers/staff, students to review, evaluate and improve operations, meeting with the Academic Policy Committee monthly to inform the APC, involve them in the major decisions to be made, conduct planning for the school, and monitor progress in achieving goals.

Evaluations

Certificated staff members are evaluated as determined by the AEA contract.

The principal is evaluated by the APC, as well as by the Charter School Supervisor. The evaluation by the APC is based upon the job description provided to the principal by the APC. The APC will meet with the Charter School Supervisor regarding the principal's evaluation in order to discuss their perception of the principal's performance.

Teacher Professional Development

The staff will participate in a series of professional development activities in order to gain expertise in areas identified by the test data or staff decisions. Key conferences that enhance teaching and student learning are targeted for attendance by staff.

ANCCS is in partnership with several institutions to include Alaska Pacific University, University of Alaska-Fairbanks, and University of Alaska-Anchorage. Through these partnerships, specific grants have been awarded to ANCCS on an on-going basis that

provides funding for site-based professional development, state-wide professional conferences, and nation-wide professional conferences.

Other Staff

ANCCS support staff for the 2011-2012 school year, including clerical and educational, are:

Elizabeth Hancock	Administrative Assistant
Chantielle Orr	Preschool TA
Lizzie Acuna	3rd Grade TA
Trish O'Gorman	Nurse, part-time
Alice McDonald	Librarian
Angeline Otemai	Reading Aide
Goldie Barr	Title VII Tudor
Nick Morrill	21st Century CLC Coordinator

Pupil-Teacher Ratio

Current PTR for ANCCS is 1:17.25, based on current enrollment of 207 students and 12 full-time certified staff. The student population is spread out amongst K through 7th grade. PTR for ANCCS shall be no more than 1:25, based on maximum enrollment of 200.

Student enrollment distribution is:

Grade	K	1	2	3	4	5	6	7
Student	41	21	23	28	20	27	27	22

Number of Students Served

ANCCS currently has 207 students enrolled. We continue to research adding an eighth grade which will increase the maximum capacity to 240 students.

Parental input will be solicited for any classrooms affected by a need for change in pupil-teacher ratio, and a memo will be created for the ASD School Board's approval.

Total Student Population	Special Ed. Students	ELL Students
207	23	20

Transportation

It is the responsibility of parents or guardians of students at the charter school to transport their students to and from school. ASD provides a bus to drop our students at Begich for pick up after school.

Food Services

ASD's Student Nutrition will operate a kitchen at ANCCS to serve the children both breakfast and lunch. ANCCS gained provisional status during the 2009-2010 school year, which grants free breakfast and lunch for all students attending the school.

Term of Contract

The requested term of this contract shall be ten years

Termination Clause

The School Board may terminate the charter school contract. The School Board shall provide written notice to the Academic Policy Committee (APC) of its intent to terminate the contract and the reasons therefore. Prior to termination, the School Board and the APC shall attempt to remedy the violations or other reasons asserted for termination.

The charter school APC may also terminate the contract on an annual basis. In such event, the APC must notify the District by February 1 of a given school year of its intent to cease operations the following school year. This date may be waived by action of the School Board upon a recommendation of the Superintendent.

Certification of Compliance for Receipt and Use of Public Money

ANCCS certifies that it will comply with all local, state and federal requirements for the receipt and use of public money.

State Requirements

ANCCS has not received a request for information from the State Department of Education and Early Development.

Other Requirements or Exemptions

No exemptions or additional provisions are being requested at this time.

Exhibits

A – By-Laws
B – Budget
C – Lease
D – Distinguished School Letter