



**RENEWAL
Charter School
APPLICATION
for**

Alaska Native Cultural Charter School

FY 2022

Alaska Department of Education & Early Development
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Application for a Renewal Charter

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Alaska Native Cultural Charter School Renewal Application

Section 1: Establishment of the Alaska Native Cultural Charter School at the local level

Mission Statement

The mission of the Alaska Native Cultural Charter School is to realize the reality of our unique urban environment with its rich Alaskan Native traditions including cultural corporations and organizations, and in partnership develop well prepared Alaska Native students who contribute and are able to contribute to the community.

Purpose

The purpose of the Alaska Native Cultural Charter School (ANCCS), is to build academic excellence and success through Alaska Native traditional ways of life, knowing, and values for its Kindergarten through the 8th-grade community of students. ANCCS will use indigenous frameworks in instruction and to build self-identity and create bridges so students are successful in meeting Anchorage School District (ASD) and State of Alaska standards while preserving and passing on traditional ways (knowing, being, doing) including responsibility, hard work, endurance, language, oral tradition and Native arts (dance, song, visual arts, celebrations).

As a means to fostering traditional ways of life, knowing, and values, ANCCS will develop partnerships in the community with universities, Native organizations, and other groups. ANCCS current formal business partners are:

- 673rd Air Force Security Forces Squadron
- Alaska Native Heritage Center
- Alaska Native Science Engineering Program (ANSEP)
- Anchorage-Alaska 4-H
- Eagle River Nature Center
- Mt. McKinley Lions Club
- Southcentral Foundation Fireweed Behavioral Health
- Stantec
- Costco
- Safe Alaskans

ANCCS informal business partners:

- Cook Inlet Tribal Council
- The Aleut Corporation
- Sealaska
- RuralCap

ANCCS facilitates professional development that creates an Alaska Native community that enriches student learning of self, family, and community.

The goals and philosophy (core values) for ANCCS as established by the Academic Policy Committee are:

- ANCCS is a place that helps students living in the Anchorage community understand and retain the Alaska Native culture, history, languages, and traditions.
- ANCCS creates a safe and welcoming environment to learn for students in developing skills that lead them to be contributing citizens and successful leaders in today's society.
- ANCCS recognizes that learning involves the whole child; the circle utilized by ANCCS meets the social, emotional, physical, and academic needs, and goals of students and their families and includes the recognition of generational trauma in the lives of students and their families.
- ANCCS instills identity, develops responsibility, and respect for self and others by embracing the cultural values of Alaska's Native people through Yuuyaraq (way of being) that encompasses Ellangcariyaraq (restorative practices). These will be discussed later in the document.
- ANCCS engages in educational research and serves as a demonstration school for educational purposes.
- ANCCS welcomes community learning, growing, and partnership opportunities within and beyond the normal school day.
- ANCCS recognizes and embraces family involvement in the school. Families are strongly encouraged to volunteer and model ANCCS's Guiding Native Values.

How the Alaska Native Cultural Charter School differs from other schools

ANCCS differs from other Anchorage School District schools as the only school-based on Indigenous pedagogy, Yup'ik language study, reframing how students learn within an Alaska Native worldview, ways of knowing, and values. The ANCCS cultural framework builds upon Native cultural knowledge, belief, practice, and language in the teaching of academic subjects including mathematics and science, integrating Indigenous and Western knowledge into the ANCCS curriculum (See Appendix F).

ANCCS recognizes and considers the need for an inclusive holistic approach to student learning and healing, and recognizes the impact of family and community trauma on schooling and learning. Discipline and student support services include trauma-informed practices, restorative practices, with other wrap-around services such as a counselor and behavior specialist. While such services may be available in other schools, the history of trauma among Alaska Native communities is different and is multigenerational, therefore these topics are addressed as part of ANCCS' curriculum.

ANCCS recognizes the value and importance of a subsistence lifestyle while living in an urban environment. In consideration of this, absences for subsistence harvesting are excused within reason and are expected to be pre-arranged. Families are expected to work with the teacher for work that may be missed so that student goals for learning are maintained.

How the Alaska Native Cultural Charter School has changed since 2012

Diane Hoffbauer was hired as principal for the 2011-2012 school year. Enrollment was growing and steady at 180-190 students. The Title I Program requested to establish a preschool serving 18 students for half a day. ANCCS has an agreement for the Title I preschool but does not operate the program. There is cooperation among teachers and preschool staff. Most of the preschool students enter ANCCS for kindergarten.

In 2011-2012, a library grant was secured. The grant fulfilled many missing elements to the library, including technology.

ANCCS also received the national Title I Distinguished School Award for closing the achievement gap in the Alaska Native/Native American students category, one of 50 schools nationwide to earn this honor. Principal Hoffbauer received the Denali Award, the highest award in the Anchorage School District.

The Anchorage School Board and Alaska State DEED approved the charter for 10 years, 2012-2022.

In 2013, Patsy Shaha was hired as principal and led the school until 2017. Due to the success of 7th grade, parents requested an 8th-grade opportunity. It was during this year that ANCCS moved to the facility on Bragaw, and became a PreK through 8th-grade school.

In 2017, Bongi Agerter became principal. Through the non-profit arm of ANCCS, the Friends of ANCCS (FOANCCS), ANCCS signed a Memorandum of Agreement (MOA) with Alaska Pacific University (APU) to lease land on which to build a permanent facility. As of 2021, the offer is still on the table. The arrangement includes a partnership for APU's education students to work in classrooms on practicum experiences and to possibly do their student teaching.

In 2018, Sheila Sweetsir was hired as principal. Restorative practices were implemented during the 2019-2020 school year. With the onset of the COVID 19 pandemic, ANCCS offered classes online for students and has now returned to face-to-face classes after facility relocation in March 2021 to the Benson wing of Bettye Davis East High School, a lease with the ASD. The enrollment reached a high of 320 students.

Evidence of ASD Board Approval – See Appendix A Board Approval for the 2012 renewal

Signed Contract with Required Elements – See Appendix B ASD CHARTER CONTRACT

Description of Educational Program

ANCCS offers an educational program designed to meet all academic standards by implementing ASD curriculum with adaptations. These adaptations include weekly grade level cultural lessons that currently include, but not limited to: the use of Math in A Cultural Context, use of Indigenous literature, use of traditional ways of knowing when it comes to the physical environment for science, and the traditional ways of living for social studies. In addition, ANCCS uses a holistic approach to student behaviors and interactions through Yuuyaraq (way of being) that encompasses Ellangariyaraq (restorative practices). See Appendix F for Yuuyaraq and Ellangariyaraq Framework. ANCCS helps transition new students who have moved to Anchorage from rural areas of Alaska and provides a link to keeping ties to their rural communities and lifestyles.

Instruction prepares K-8 students for a successful future by establishing community, sustaining traditional values, and offering support services that are sensitive to trauma-impacted students and families. This has led to a stable and successful learning environment for Alaska Native/American Indian, and other Indigenous students within the Anchorage School District.

ANCCS organizes instruction around cultural focuses, determined by the staff, and approved by the APC. ANCCS students learn about the different Alaska Native Cultural groups by learning their history, traditions,

and key language phrases. The program provides students with a strong sense of Alaska Native pride and values through Yuuyaraq. This is very important for restoring confidence in a student population that has been historically marginalized and disenfranchised in Anchorage's school environments. The current grade level cultural focuses and quarterly essential questions are listed in Appendix F. These are year-long studies giving students a deeper focus on that particular group or an overview of several groups.

Specific levels of achievement for the educational program

ANCCS recognizes the need to improve student standardized measures, but as previously stated, ANCCS acknowledges the multigenerational trauma and the marginalization that accompanies that condition on families and their children. ANCCS' goal is to build success and for students to meet or exceed the levels of achievement established by ASD and the State. ANCCS sets goals annually towards student growth through their Title I plan and the goals changed yearly based on student needs demonstrated by gathered data.

ANCCS staff meet three times a year to go over benchmark data to set individual student goals and monitor progress. The data that is looked at is Fastbridge for grades kindergarten through second grade, and Measure of Academic Progress (MAP) for grades three through eight. iReady data for grades kindergarten through eighth grade is used as well. Students are progress monitored based on their academic needs, and data is reviewed during bimonthly grade-level planning meetings that include the Instructional Coach, English Language Learner Teacher, Special Education Teacher, Interventionist, and ANCCS Administration.

There is concern that standardized tests are inaccurate, are a snapshot in time, and do not portray the whole child (See Appendix P). ANCCS aligns with the Anchorage School District's goals and improvement plan towards student achievement once baseline data has been established. ANCCS also acknowledges that culturally responsive teaching is not teaching to compliance and is striving to find a balance and cohesiveness in classroom routines, instructional strategies, and student engagement with the prescribed curriculum.

See Appendix L for assessment scores documented with the State of Alaska

Admissions Policy and Procedures

By March 1 of each year, the parents/guardians of students currently attending ANCCS are contacted and asked to indicate with a written response their intent to enroll students for the following year. The first lottery takes place in March following the lottery guidelines approved by the Anchorage School District. At that time, ANCCS will seek to fill any vacant slots for each grade level and will continue to distribute applications through the ASD lottery system found online. Additional lotteries through the ASD's lottery schedule will be conducted until the classes are filled. A waitlist is maintained and is available to families.

During the application period, parents/guardians will be notified when their application has been received. They will receive an email or phone call and will be provided with additional information pertaining to the lottery process and the timelines. ANCCS follows ASD guidelines pertaining to sibling enrollment preference. ANCCS also follows ASD guidelines when it comes to students with disabilities. The admissions process follows all ASD policies and regulations.

ANCCS encourages parents/guardians of students from disadvantaged populations to apply. Admissions and school information are available on the ANCCS website including a link to the ASD lottery application form which is completed online. Parents who need assistance completing an online form may call the school office and arrange to fill out the application in the school office as needed.

See Appendix G.

Non-Discrimination Statement

ANCCS shall be free from discrimination with respect to sex, race, color, religion, gender identity, sexual orientation, national origin, ancestry, marital status, changes in marital status, pregnancy, parenthood and physical or mental disability. The ANCCS shall ensure equal opportunity for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities provided in the ANCCS. (BP 5145.3 Nondiscrimination, adapted from the ASD policy which is italicized).

Administrative Policies

The ANCCS, governed by the Academic Policy Committee, in compliance with ANCCS Bylaws (last revision March 20, 2015; Appendix C), is fully aware of its responsibilities and obligations to the ASD and State of Alaska and will oversee and supervise all aspects of the ANCCS including ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting and will promote professional conduct in accordance with ASD policies. In the absence of bylaw guidance, the administrative policies of the ASD will be followed.

ANCCS follows the Anchorage School District administrative policies and regulations as they apply to charter schools within the provisions of law and school board policy with the following exceptions:

- ANCCS reserves the right to rearrange current district in-service days to enable and accommodate the ability of staff to attend conferences directly relating to ANCCS's goals and mission.
- ANCCS may ask the Department of Education to modify the school calendar to have additional professional development time to enhance the curriculum and charter.
- ANCCS requests the same waiver as ASD for the parent-teacher conference schedule.
- ANCCS employs a full-time principal.
- APC members who comprise the Hiring Committee are provided a waiver of confidentiality to review appropriate principal personnel files for screening applicants. Only information deemed confidential will be withheld from the rest of the APC.
- Should the school have a need to hire teachers or support staff due to the absence of a qualified principal, a waiver of confidentiality is requested for specific APC members to review appropriate personnel files and interview applicants.
- ANCCS hours are currently 8:35 to 3:30. Teachers acknowledge the additional time added to the workday. ANCCS' administration will work with AEA to create a mutual understanding that charter schools require a different set of parameters. The current time reflects our program needs, and is subject to change to support school mission.

Statement of Charter funding

Funding for ANCCS is based on the State of Alaska's per-pupil funding formula, as per AS 14.03.260. Because almost 80% of families attending ANCCS are considered low income, ANCCS qualifies as a Title I schoolwide site and receives Title I funding. In addition, the school's funds may be supplemented by grants and fundraisers within the school community. Grants are coordinated with the ASD Grant department.

Method of accountability for receipts and expenditures

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

Leases, debts, and other financial obligations of the ANCCS Academic Policy Committee will not constitute a debt, liability, or financial obligation of the ASD School District.

Location and description of facility

Until March 2021, ANCCS was located at 550 Bragaw Street, Anchorage, AK, 99508. ANCCS was moved to 4025 E Northern Lights Blvd, Anchorage, AK 99508, Bettye Davis East High School, Benson Wing. The school has 14 classrooms. A map is in Appendix M.

Names of staff who by agreement will work at ANCCS

The list below is the staff to date. A few positions are still open pending interviews and hire recommendations.

Grade/Teacher/Teaching Assistant(TA)

K Lizzie Acuna, TA, Sharlie Cholok

K Tina Sweet, TA, TBA

1 Megan Freeman

2 Kim Martin

2 Arika Pavadore

3 Denise Ray

3 Clara Amidon

4 Daniel Greenwood

4 Georgianna Starr

5 Caroline Wiseman

5 Elizabeth Phillips

Middle School:

Joey Kottre (Science and Social Studies) - 6th-grade homeroom

Danielle Riha (Mathematics) - 7th-grade homeroom

Elizabeth Hancock (Language Arts) - 8th-grade homeroom

Specialists:

Yup'ik/Cultural Teachers, Seralee Kairaiuak and Veronica Kaganak

Art Teacher, Sarah Hamacher

Physical Education Teacher, TBA

Librarian, Rebecca Cole

ANCCS Staff Members

Administrative Assistant, Ana Acuna

Secretary, Kimberly Rolland

Nurse, Petra Burkard

Building Plant Operator, Olivier Lena
 Janitor, TBA
 Food Service Manager, TBA
 Head Teacher/Business Manager, TBA
 Counselor, TBA
 Behavior Specialist, Chelsea Garney
 SpEd Teacher, TBA
 SpEd Teacher, TBA
 SpEd TA/Clerk, Marie Ivanoff
 Migrant Ed Student Success Coach, Hannah Wilson
 Speech, Katelyn Tullius, Speech, Language Pathologist Assistant, Kay Guelfi, Speech Lang Pathologist
 Title VI Tutor, TBD
 School Psychologist, Shane Lowry (part-time)
 Occupational Therapist, McKenzie Holm (part-time)
 Instructional Coach, Christine Harrington
 Interventionist, Baylee Henson
 English Language Learner Teacher, Pamela Dupras

Teacher to student ratio

The ANCCS student-teacher ratio is as follows:

Grade								
K	1	2	3	4	5	6	7	8
17	18	20	20	22	22	22	22	22

Class sizes are also lowered during core academic periods using teachers and aides in the school assigned to specific programs to provide more individualized assistance for students.

Number of students to be served

ANCCS currently has an enrollment of 247 students with a goal of future enrollment of approximately 300 students. See Appendix H for previous years' enrollment and the current student recruitment plan. The student recruitment plan will change with community and enrollment changes.

Term of contract (not to exceed 10 years)

ANCCS requests renewal of the 10-year term of the contract starting November 1, 2021.

Termination Clause

The ASD School Board may terminate the ANCCS contract for ANCCS violation of the contract or other cause under state or federal regulation. The ASD Board shall provide written notice to the ANCCS Academic Policy Committee of its intent to terminate the contract and the reasons for termination. Prior to termination, the ASD School Board and the ANCCS Academic Policy Committee shall attempt to remedy the violation(s) or other reasons asserted for termination.

Appendix A (School Board approval of reapplication minutes need to be included for state submission)

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

Statement of state and federal law compliance

The ANCCS Academic Policy Committee certifies that it will comply with all Anchorage School District, State of Alaska, and federal requirements for the receipt and use of public funds and for program compliance.

Exemptions or requirements included in contract

The ANCCS has no requests for exemptions or added requirements in the contract.

See Appendix A: Anchorage School District Board Approval of Reapplication - will need to submit after the school board meeting to DEED.

See Appendix B: Contract Between the Alaska Native Cultural Charter School and the Anchorage School District

The Alaska Native Cultural Charter School Bylaws are on file with the Anchorage School District and the State of Alaska. The ANCCS Academic Policy Committee assures that there have been no changes to the Bylaws since the ANCCS application in 2012. See Appendix C

See Appendix D: Academic Policy Committee Members, Qualifications, Written Minutes

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose		
Evidence of board approval	6 Appendix A - 27	
Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program	6 Appendix F - 102	

2. Specific levels of achievement for the education program	7 Appendix L - 119	
3. Admissions Policy and Procedures	7 Appendix G - 107	
4. Administrative Policies	8	
5. Statement of Charter funding	9	
6. Method of accountability for receipts and expenditures	9	
7. Location and description of facility	9	
8. Name of teachers who by agreement will teach in the charter	9	
9. Teacher to student ratio	10	
10. Number of students to be served	10	
11. Term of contract (not to exceed 10 years)	11	
12. Termination Clause	11	
13. Statement of state and federal law compliance	11	

14. Exemptions or requirements included in contract	11	
Evidence of bylaws or assurance	11 Appendix C - 54	
Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D - 76	

Section 2: Organization and Administration

Administrative Oversight

ANCCS is managed directly by its Academic Policy Committee (APC). The eight to eleven-member APC has oversight of the school and hires a principal with Type B Administrative Certification to lead and supervise the staff in compliance with school goals and mission and to ensure that the terms of the contract required by AS 14.03.255(c) are met. The APC membership is composed of three to five parents, guardians, or grandparents; two staff members; two community members. The APC has two councils, a founders' council and an elders' council with each council casting a single vote after caucusing. The APC members receive no compensation for their services as members of the committee. The APC has the following general powers and duties to 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' 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 to monitor progress in achieving APC's and school's policies and goals. The APC is accountable to the Anchorage School District Board and acknowledges the authority of both ASD school board policy and State of Alaska statutes governing charter schools.

Administrative Policy Manual

The ANCCS Academic Policy Committee assures that in the absence of administrative policy in the ANCCS Bylaws, the ASD administrative policies will be followed. Evidence of administrative policy is in the approved ANCCS Bylaws (see Appendix C) on file and the ASD administrative policies found in ASD School Board Policies are available online at the ASD website.

Parent and Teacher Contacts

ANCCS holds either a parent-teacher conference or Academic Parent-Teacher Team (APTT) meeting with families to go over individual student progress semesterly. Teachers discuss student testing (Fastbridge, MAP, iReady, and annual standardized test) scores and student work showing academic progress during either the parent-teacher conference or APTT. The principal collects assessment and other data based on annual school goals to create a report that they will present to the parents and the Academic Policy Committee. The report is presented with an opportunity for parents and teachers to ask questions, make comments and discuss options and modifications to the program during the annual Title I family night that happens in the fall. The annual report and data are used to make changes for the next school year including any actions needed by the Academic Policy Committee during a monthly meeting to review and discuss the report. See Appendix E for the most recent report prepared and presented during the annual parent meeting for 2020. *AS 14.03.255(b)(4)*

ANCCS sends out monthly school-wide newsletters, teachers make individual family contact at least twice a quarter, ANCCS’ Facebook page posts happen once a week or more, as needed school-wide phone messages and emails are sent out to keep families and the community informed of events happening at ANCCS. See Appendix Q for examples of parent contact.

Annual APC Meetings

See Appendix D for evidence of the annual meetings of the APC.

School schedule and Calendar

The ANCCS will follow the school calendar of the ASD for elementary schools, with the exception of additional approved calendar waiver days. The ANCCS will take the maximum allowable in-service days. The calendar incorporates all release days stipulated by negotiated agreements as grading days.

The school day will start at 8:45 am and end at 3:30 pm. The schedule for middle school students will allow an early release of students participating in sports and other after-school activities in their home middle school. See Appendix N for the school calendar. See Appendix O for the daily school schedule.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	13	
Evidence of written administrative policy manual or assurance	14 Appendix C - 54	
Evidence of regular parent and teacher contacts for continuous improvement	14 Appendix Q - 159	
Evidence of annual APC meeting	14 Appendix D - 176	

Description of school schedule and calendar	14 Appendix O - 134	
Alternative options for students if no other educational program exists	May be “not applicable”	

Section 3: Educational Program and Student Achievement

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 school is an extension of learning at home. Consequently, the involvement of parents, family, elders, and community members is essential.

ANCCS uses a curriculum that meets or exceeds the Alaska State Standards utilizing Alaska’s Native values as the guiding framework and structure for instruction across the curriculum. For ANCCS’ school-wide behavior plan please see Appendix R. Below is a brief discussion of the core values and traditional curriculum used at the ANCCS.

- The Alaska Native values, through restorative practices, are the basis of instruction across the curriculum in all levels:
 - All staff members and the principal are trained in restorative practices
 - ANCCS students learn about Alaska Native cultures, history, traditions, and languages with a focus on the Yup’ik culture.
 - ANCCS’ program provides students with a strong sense of Alaska Native pride and values through Yuuyaraq (way of being).
- Culturally Responsive Pedagogy (Appendix F) is an essential part of this charter and the basis for all instruction.
 - K-8 students build upon an Alaska Native worldview that includes a cyclical, spiraling whole child approach that includes the community in meaningful, authentic learning opportunities.
 - Intensives, project, and service-based learning are embedded into academic goals
 - Academic subjects support contextual learning and development through the study of important concepts, ideas, and essential knowledge, beliefs, and values that are culturally framed and meaningful to the learner.
- Instruction is based on an inclusive model, student motivation, and engagement are addressed through:
 - Science and social studies themes engage learners in inquiry encouraging students to 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.
- Parents and students are invited to participate in and support the program. Parents are treated as active members of the ANCCS community.
- ANCCS will use the Multi-Tiered Systems of Support model and will offer a range of support. Tiered placement will be determined by state proficiency test scores, screening and progress monitoring

assessments, and teacher observations. Any student, not only those with a special education determination, will receive the necessary intervention or in-class services.

Alaska Native Language Instruction and Cultural Exploration

- The Alaska Native language teacher will provide language instruction K-8, including instruction embedded in the students' theme studies. Currently, Yup'ik is and has been the language of instruction being taught during a special by a certificated teacher which meets teacher release time. Other Alaska Native Language exposure occurs within grade-level classroom cultural focus (see section 3).
- Cultural exploration and instruction take place within the classroom using the Yuuyaraq framework. Enhancement of studies will include elders, other community members, and local and rural experts to develop and deliver the instruction.

Service Learning

Students will develop service-learning projects from the grade level cultural focus including those related to Alaska Native values and principles of a democratic society: social justice, equity, equal rights, etc. The service-learning projects will be developed and be carried out in the community. All grades will be involved in service-learning during the school year.

Title I Program

ANCCS has had Title I schoolwide status since its opening in 2008. Title I funds are used to support core instruction by lowering class size and/or teacher-student ratio in small group instruction. Title I funding currently funds the behavior specialist. ANCCS also houses a Title I preschool that is funded through Title I funds and not through ANCCS's budget. ANCCS complies with the Title I requirements and acknowledges that funding can change at any time.

CORE Academic Curriculum and Instruction

ANCCS uses the Anchorage School District's adopted curriculum texts, scope, and sequence, and assessment methodologies. Specific state standards are identified, developed, and evaluated during content study for core academic areas. Assessment, both formative and summative, is embedded and authentic. Through the implementation of the Yuuyaraq framework, ANCCS has a year-long plan of how Alaska Native Culture is blended into all academic areas (See Appendix F for the Yuuyaraq framework) this framework outlines the quarterly focus areas for each grade level that builds upon previous grade-level exposure. The APC also continues to explore Indigenous curriculums for alignment with the ANCCS mission and purpose, as well as, to support student overall outcomes. The APC Curriculum Subcommittee will meet biannually to review new curriculum opportunities.

- **Language Arts**
 - Reach for Reading (RFR) instruction K-5 and Springboard 6-8 are the curricula used at ANCCS. These are deemed culturally responsive, best practices, and align to ASD standards. ANCCS also follows the priority plans for RFR and Springboard.

- ANCCS also follows the 5 areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension).
 - Writing and reading begin in kindergarten and continue to be emphasized throughout the program using quality literature.
 - The programs are supplemented by instructional materials that will include text sets of trade books, including fiction, nonfiction, poetry, personal narrative, historical fiction and non-fiction, original source documents, newspapers, storytelling, and reference books with an emphasis on each grade level cultural focus.
 - Through Springboard, ANCCS Middle School also utilizes the curriculum's online tools of Quill, Zinc, and Revision Assistant.
 - ANCCS' student body has access to culturally relevant text and media both in the classroom and the library. The end result is a student who knows how to find authentic, factual information leading them to arrive at conclusions and can communicate using a platform of credible knowledge.
 - The goal of language arts instruction is to develop students who are effective communicators, love literature, and are lifelong readers, writers, and speakers who are grounded in their cultural identity.
- **Math**
 - iReady Classroom Mathematics is used for math instruction for K-8th grade. iReady Classroom Mathematics (K–8) is a comprehensive core mathematics program that makes math accessible to all students.
 - ANCCS students have access to higher-level math through ASD Virtual or higher-level math teachers from ASD for Pre-Algebra, Algebra, and Geometry.
 - Math emphasizes mastery of basic facts appropriate to each grade level, alongside a solid program of instruction that teaches computation and problem-solving skills; mental math; and decoding and solving word problems that reflect real-life applications. Elements of algebra and geometry are integrated where applicable at each grade level.
 - Math in a Cultural Context (MCC) (Appendix F), a curriculum developed at the University of Alaska Fairbanks written for Alaska Native context, is also used at all grade levels. An MCC lesson is taught with iReady Classroom Mathematics when it aligns with individual lesson objectives to show students that concepts of math are not only utilized in the classroom and how they apply to everyday life. This speaks to iReady Classroom Mathematics' intention to connect with and leverage the diverse backgrounds and experiences of all students.
 - **Science**
 - Native ways of knowing and learning are very inquiry-based. Therefore, the Native worldview is the lens that overlays the Western science processing skills taught at each grade level. The involvement of scientists, Elders, and people knowledgeable about traditional customs is essential to the development of student understanding of how the two systems support and complement one another.
 - ANCCS utilizes the ASD science kits for each grade level which include the district and state performance and content standards.
 - Application of the Western scientific methodology to Native knowledge systems results in engaging, meaningful, and captivating topics that are relevant to Alaskan students. Abundant resources make this type of curriculum accessible to teachers.

- This approach to science results in culturally responsive lessons that engage the learners with content, concepts, and process skills that integrate Native knowledge and values with science.
- Students demonstrate their knowledge through the creation of critical thinking projects. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

- **Social Studies**

- ANCCS follows ASD's Academic plan for Social Studies coupled with a grade-level cultural focus on one of the indigenous Alaska peoples. For example, in grade two when students are learning about Anchorage and its local history, the Dena'ina Athabaskan people are also presented in a historical and present-day context (see Appendix F for the grade level focuses and essential questions).

- **Technology**

Technology follows ASD and State of Alaska Standards for all grade levels.

- Technology provides students with computer skills that prepare them for future employment. Objectives include developing effective use of technology in:
 - Research: access web-based data and information
 - Writing and Presentation: create and illustrate stories and reports to share with others using presentation software
 - Computation: learn mathematical skills through the use of spreadsheets, databases, and other software applications
 - Record-keeping and Data Storage: illustrate how computer databases are effective tools to compile, track, and update school, business, and personal records, schedules, inventories, and finances
 - Explore computer uses by learning basic operations, keyboarding, graphics, online forms, computer-assisted geography studies, coding, and simulations

- **Music**

- Music instruction at ANCCS develops an understanding of the relationship between music and other disciplines, including history and culture. Music instruction is incorporated into the curriculum by instructors and many times fits with the year-long grade-level focus. (See Appendix F)

- **Physical Education/Health**

- The goal of physical education is to develop students who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Student activities develop coordination and teach students to work together, introducing sports such as Native Youth Olympic games and other indigenous activities as well as personal training skills.
- ANCCS will utilize the facility spacing in order to meet the necessary physical education requirements which will be taught by a certificated teacher.
- Health will be taught utilizing the adopted ASD curriculum by a certificated teacher. This will also include the Safe Children's Act of 2017.

- **Art**

- Art activities foster creativity and increase understanding of the visual arts in relation to history and cultures in coordination with the grade-level social studies curriculum. Students learn to apply media, techniques, and processes in creating art projects. An emphasis is placed on indigenous art forms and media.

- **Special Education**

- ANCCS functions as a public school within the Anchorage School District. As a school under the umbrella of the ASD, ANCCS will adhere to all applicable federal and state law and district policy put forth for special education. Due to the age of ANCCS students, vocational skills are not addressed.
- ANCCS' Special Education teachers will be responsible for the coordination of an effective Special Education program within the school including curriculum and teaching. The Special Education teachers will address the needs of students with Individualized Education Program (IEP) either in an inclusive classroom setting or through individual or small group settings. The Special Education team will utilize inclusive practices to support students in their least restrictive environment as determined by the student's IEP team.
- Specialized services will be integrated into the regular classroom program as required by law.
- In accordance with ASD Special Education Policy, if a student with special needs is placed by lottery into ANCCS, a review of the student's IEP will be conducted to determine whether ANCCS can provide services required in the IEP.
- ANCCS will use the ASD criteria for determining student eligibility for services. At the time of the eligibility meeting or admission of a student with special needs, the special education team will decide whether the student's needs can be best met at ANCCS or better met through another program within the ASD. As of September 2021, ASD is currently reviewing and potentially revising the lottery policies that ANCCS follows.
- ANCCS will employ Special Education teachers. Special Education personnel conduct IEP meetings, teacher training, and help ensure that students' needs outlined in IEPs are being met.
- ANCCS will receive its equitable share of special education funding and/or services to support the educational needs of students with disabilities enrolled.
- ANCCS will be responsible for providing its own special education services and instruction to the students it serves.
- ANCCS will request specific services from the District based on need (e.g. occupational therapy, physical therapy, speech-language pathologist services) and such services will be provided by therapists who come to ANCCS during the school day to meet with students.
- ANCCS will follow all ASD's special education policies and procedures as outlined in the board policies and guidance memos that support federal and state guidance.
- If it is determined that the lottery school cannot adequately address the needs of the student the decision should be disclosed to the parent at the meeting and documented in a Prior Written Notice. Notice to the parent should include a copy of the Procedural Safeguards (per ASD lottery admissions procedures).
- ANCCS' curriculum is sufficiently differentiated and individualized to challenge and support all learners, and because we are offering Tier 3 interventions, students who qualify as ELL and Gifted will be integrated into the general education program.

- **Including Gifted Needs in Today's Education (IGNITE) and English Language Learners (ELL)**

- IGNITE is provided by ASD for those students who qualify.

- ANCCS, in collaboration with the Anchorage School District ELL department, provides support for students receiving ELL services through a certificated teacher placed at ANCCS.

- **Evaluation Procedures**

- ANCCS students in grades K-8 undergo universal screening each fall, winter, and spring.
- Students requiring academic intervention attention may be referred by teachers or parents to the Student Support Team (SST). The SST team identifies the specific learning difficulty and plans the delivery of interventions designed to close the learning gap.
- Interventions may include short-term individual or small group instruction provided during the instructional day, tutoring sessions provided before or after school, and additional home support strategies directed by teachers to be provided by parents.
- Frequent progress monitoring informs the SST when interventions should be modified, intensified, or discontinued.
- While the majority of students respond well to targeted interventions in language arts and math, students who continue to require intensive interventions for a period of time of documented intervention may be referred for special education evaluation to determine if a specific learning disability is impacting student progress.
- ANCCS follows the Alaska State Special Education Handbook and Anchorage School District policy around evaluation procedures for special education.
- ANCCS' model for academic intervention provides each student the opportunity to address areas of academic need while excelling in areas of strength.
- All students will receive a report card to include effort grades. Assessments reflect individual student effort and achievement.
- Should a student fall "below proficient" (as defined by ASD standards) in any core subject, several options for correction are available to help him/her increase proficiency. Possible options include immediate intensified instruction within the classroom; prompt parental notification and consultation; determination of the cause of the lack of mastery; written monitoring by both the parents and teacher; additional practice work; and additional home tutoring by parent/s.
- Standardized tests are administered per ASD and State of Alaska requirements. ANCCS uses current district monitoring tools to monitor and assess student achievements.
- Every year both the staff and the Academic Policy Board review the overall results of the standardized tests to determine where the program may be incrementally improved.
- Should ANCCS's overall student performance consistently falls below the Anchorage School District's targets, the Academic Policy Board, together with the Anchorage School District's administration, will devise an appropriate plan of action to be approved by the Anchorage School Board that addresses diagnosed low areas of scoring on standardized tests.

- **Evaluation of Program Performance**

- ANCCS' stakeholders (APC, Principal, teachers, and parents) are invested in the school's performance. Periodic evaluation of the program will be conducted by the APC as the representative group of all stakeholders. ANCCS' stakeholders will be looking at Fastbridge, MAP, iReady, annual standardized test, climate and connectedness surveys, Title I surveys, and surveys sent out through the APC to evaluate student growth and how ANCCS is meeting the social and emotional needs of ANCCS' population. This will help create a plan for improvement in areas of need.

- **Student Assessment**

- Students are grouped using *what I need* (WIN) in areas of language arts and/or math classes according to individual skill level within their grade level that will take place outside of the core curriculum instruction.
- In order to address individual student potential in math and language arts studies, those subjects are scheduled at the same time each day for the same grade levels, allowing for homogenous grouping.

The assessment reports are in Appendix L. Copies of PEAKS data, aggregated and disaggregated are available upon request. The student achievement data indicates that students are not meeting district averages for achievement. The principal and staff will use the in-service time before school starts to develop a plan for achievement and will continue to have data days to monitor student growth. ANCCS has a new Mathematics curriculum and plans to spend more time in planning for curriculum and instruction.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	15 Appendix F - 102 Appendix R - 162	
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	17 Appendix F - 102	
Description of plans for serving special education, vocational education, gifted and bilingual students	19	
Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels	20	
Description of the mechanisms for student assessment in addition to those required by state law	20	

Section 4: Professional Development

ANCCS will follow ASD’s calendar for professional development with the exception of calendar waiver days that will provide additional professional development. Additional calendar waiver days are utilized for charter review and training to help address generational trauma.

The staff development plans for the recharter period will focus on curriculum and instructional development and classroom assessment with emphasis on the whole child, place-based, thematic study that develops academics within authentic and meaningful learning. Integration of student trauma understandings, how trauma impacts learning and social development, and how to effectively work with students and families will be a continuing area of development. Additional professional development days will be paid for by ANCCS. The charter review will be a joint APC and ANCCS staff-led professional development day. Staff development will be mostly onsite, working with staff to apply and adapt to the charter model of instruction including examining achievement goals and needs. Additional professional development days will be provided by content area experts.

During the school year, staff will have bimonthly assessment/evaluation days to evaluate the progress of students. Data days are provided for teachers during the year using substitutes for the purpose of aggregating and disaggregating data to inform classroom planning and instruction, based on both group and individual student needs and strengths.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	22	

Section 5: Facility

Until March 2021, the ANCCS was located at 550 Bragaw Street, Anchorage, AK, 99508. The School was moved to 4025 E Northern Lights Blvd, Anchorage, AK 99508, Bettye Davis East High School, Benson Wing. The school has 14 classrooms. A map is in Appendix M. This site is leased from the Anchorage School District.

Facility plan

The ANCCS is housed in the Benson Wing of the Bettye Davis East Anchorage High School on a temporary and indefinite basis to enable the APC to pursue a permanent solution. The Anchorage School District intends to provide the Benson Wing facility indefinitely or will assist the APC to locate and secure an alternative site if needed. The APC is committed to finding a long-term facility solution that enables the program’s continued success through excellent education delivery and ensures student and staff well-being. The APC’s goal is to be in a permanent facility in five years or less from the date of charter renewal. The APC is evaluating options to include relocating the program to an existing facility that could be modified to meet program needs or to pursue a contract with a private vendor to have a purpose-built school constructed for ANCCS. The APC is working closely with the ASD Purchasing/Warehouse Department and the Charter School Director to develop these options.

The APC is developing strategies and defining key goals and milestones that will allow for locating an existing or building a new long-term facility. An example of one is an agreement that has been developed with Alaska Pacific University and other community partners to build a new facility on the APU campus. APU agrees to provide the land if ANCCS provides the building. Work is being done to plan for the new building including fundraising. It is anticipated that the cost of a new building will be around \$30,000,000. A fundraising subcommittee appointed by the APC has been working on funding plans for a facility. ANCCS through yearly saving has placed money into savings every year since their third of being open that will go towards a new facility. Currently, ANCCS has \$2.1 million in savings for a new facility. ANCCS’ yearly goal to build the savings is to place at least ten percent of the yearly budget into savings toward the new building. Another example that the APC is currently working on is securing an existing building and renovating it to meet the needs of ANCCS. ANCCS was displaced due to the leased facility at 550 Bragaw Street’s inadequate HVAC system that was found to be not educationally COVID compliant. ANCCS’ APC is currently seeking donations from all of the Alaska Native Corporations and/or tribal entities as ANCCS was displaced for COVID-related reasons and renovation costs could come from CARES act money. See Appendix I for the fundraising plan that went out in September 2021

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	23 Appendix M - 132	
Evidence of a written facility plans	23 Appendix I - 114	

Section 6: Admission

The admission policies and procedures are described previously in this application under Admissions Policies and Procedures. The application process is that of the ASD and is found on the ANCCS website home page. Parents/guardians have a link to the online application, parent dashboard, and specific information and requirements of the ANCCS (lottapp.asdk12.org/apply). Applications go directly to the ASD and follow ASD procedures for admittance.

Parents/guardians who have applied and are in the parent dashboard system may access information including enrollment and waitlist numbers. The directions can also be found on the ANCCS website link. See Appendix H for ANCCS recruitment plan and historical enrollment numbers.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant

Evidence of written admission policies and procedures	24 Appendix H - 108	
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Appendix H - 108	

Section 7:

Evidence of a budget plan

The ANCCS follows the ASD budget deadlines and requirements and uses the ASD accounting system to place orders and account for funding. The budget for 2021-2022 is just over \$3.2 million. See Appendix I which shows how funds are allocated.

Evidence of assurance

The ANCCS follows all district-approved practices to account for receipts and expenditures and has been successful in ending each year with a zero or positive fund balance. All audit reports to date indicate the ANCCS has met its obligation to ensure the fiscal integrity of the school’s financial operation. *AS 14.03.255(b)(1)(c)(6)*

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Evidence of a budget plan	24 Appendix F - 102	
Evidence of assurance	25	

Section 8: Transportation

Plans for pupil transportation

Parents and guardians of ANCCS students shall be responsible for transporting their children to and from school including any transportation needed for students to participate in middle school sports or activities.

ANCCS will coordinate with neighborhood schools and ASD Transportation services to coordinate bus services within existing bus routes if available.

ANCCS will coordinate with parents and the Municipality of Anchorage to facilitate access to city bus services if they are available. See Appendix J.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	25 Appendix J -117	

Section 9: Food Service

ASD will provide food service for ANCCS students using the existing kitchen facilities and staff residents at Bettye Davis East High School. Both ANCCS and BDEHS are Community Eligibility Provision (CEP) schools and therefore all students are eligible for meals free of charge to the family.

Students may have to present a student ID card, provided by ASD, in order to account for and submit a claim to the Federal Government for reimbursement of meals. This card is for tracking purposes only and students will not receive a charge for a complete meal.

Ala cart items and second meals are not provided at no cost and students who wish to purchase ala carte items (to include single-serving milk) must either pay cash in exact change or use a student account with a positive balance in order to purchase items at the point of sale. Accounts with a negative balance may not charge for ala carte items or second meals.

See Appendix K.

Appendix A: Evidence of Local School Board Approval
To be revised with new minutes upon completion of meeting

MINUTES OF THE ANCHORAGE SCHOOL BOARD
REGULAR MEETING OF DECEMBER 12, 2011

The Anchorage School Board met in Regular Session on Monday, December 12, 2011, at 6:32 p.m. in the Board Room, at the Anchorage School District Administration Building. President, Gretchen Guess, presided.

A. CALL TO ORDER ROLL CALL FLAG SALUTE Ms. Guess Presidin .

Board Members Present: Gretchen Guess, Jeff Friedman, Pat Higgins, Jeannie Mackie, ~~Kathleen Plunkett~~ and Don Smith

Others Present: Carol Comeau, Ed Graff, Linda Carlson, Leslie Vandergaw, ~~Mike Henry~~, Darla Jones, Cindy Anderson, Eric Tollefsen, Chad Stiteler, Mike Abbott, Colonel Prior, Dan Loring, Brian Griggs, Heidi Embley, Rachel Molina, Mary Meade-Olberding, Edie Knapp, Laurel Vorachek, Pam Chenier, Marie Laule, Susan Jolin, Elisabeth Goodman, Todd Hess, Merry Wilson, Katy Grant, the press and other interested parties.

B. APPROVAL OF AGENDA

Ms. Guess stated that under Communications and School board Comments, they will continue the conversation started in the early meeting about the Assembly's memorandum vs. fund balance.

The agenda was approved by unanimous consent.

C. AWARDS RECOGNITIONS PRESENTATIONS

Ms. Comeau requested that the order of the presentations be switched so that questions could follow the presentations on the High School Graduation Coach presentation. The Recognition for the Fall 2011 Denali Award Winners presentation was first.

1. High School Graduation Coach Presentation

Mr. Steve Brown, ACE Secretary introduced Ms. Corinne McVee, ACE Second Vice President; they are Co-Directors of the ACE American Federation of Teachers (AFT) innovation fund project grant.

Mr. Brown thanked the Board for the opportunity to convey the great work that the Graduation Coaches are doing with the at-risk students.

Ms. McVee stated that in 2010 ACE, as a union, won a grant award from the Innovation Fund and that "The funders recognized the potential that the District's graduation program has for tackling the national issue of

high school drop-out". The Innovation Fund was created so that AFT union members could work closely with their districts to bring about innovations in public education. Graduation Coaches (Graduation Support Coordinators) are ACE members, ACE's grant is a demonstration in partnership that is supporting the existing program and is helping to further define what a Graduation Coach is and what they do. The project addresses the ASD's core value; every student deserves the opportunity to achieve his or her potential.

Mr. Brown noted that they are in the second year of the three year project. The grant has supported professional development for Graduation Coaches in conjunction with many ASD departments and outside presenters; mini grant projects have covered everything from freshman transitions to connecting students to post-secondary opportunities. There is ongoing work with Assessment and Evaluation and IT to develop and refine a data collection tool specific to what Graduation Coaches do.

Mr. Brown also noted that they appreciate working under the leadership of Mr. Mike Henry and that the Graduation Coach program has received National recognition.

Ms. McVee stated that locally the Graduation Coach project has been making connections with the Anchorage United for Youth 90-percent-graduation-by-2020 initiative and recognized Ms. Sarah Sledge from The United Way to thank her, The United Way and Anchorage United for Youth for their outstanding work in engaging the community to encourage graduation.

Ms. McVee introduced Mr. Eric Spade, Graduation Coach from Bartlett High School.

Mr. Spade stated that he is one of nine Graduation Coaches in the school district who served 750 at risk high school students in grades 9 through 12 last year which included fifth and sometimes sixth year seniors. One hundred and forty eight of the graduating seniors last year were directly linked to the high school Graduation Coach Program, they are anticipating the number of seniors needing Graduation Coach support this year to be quite a bit higher.

A short video was presented to demonstrate what the Graduation Coach Program does for the students.

Ms. Guess asked if there were any questions from the Board.

Ms. Mackie thanked the ACE representatives and graduation coaches for bringing faces to this program with the video presentation and asked what does a "typical day" for a graduation coach look like.

Mr. Spade answered that each day varies, meeting with at risk students who are on the verge of dropping out; a lot of out-reach into the community, meeting with students in and out of school. The main focus is to maintain the connections and relationships, keeping the kids in school.

Ms. Mackie asked if each coach has their own case load or does it constantly shift.

Mr. Spade answered that students are constantly moving in and out of the case load; less frequent support when they are doing well to give them the opportunity to succeed on their own, moving students in, or back into the program who are struggling and need more support.

Mr. Higgins asked what the primary reason we are losing kids to drop out is.

Mr. Spade answered that attendance is the primary problem.

Mr. Higgins asked if there is anything that would make a difference in expanding the success of the Graduation Coach Project.

Mr. Spade answered that expanding the program would make earlier interventions possible which would benefit the students, success of the program and the District.

Mr. Higgins stated that he appreciates what the graduation coaches are doing and how important the project is.

Ms. Plunkett asked how do graduation coaches manage the monitoring of students moving in and out of the program.

Mr. Spade answered that it is a team effort at the school level for the evaluation and referral of the students. Each school has specific needs and a different style of monitoring and servicing students that fits those needs. There is a constant checking and reevaluating of students in the program, students are never really "released" or "let go" completely, graduation coaches check-up and give assistance if needed.

Ms. Plunkett asked if graduation coaches are able to get attendance information on those students who have been "released" from the program to help monitor and intervene if there is a problem.

Mr. Spade answered that once a student is successful in school and sees graduation as a possibility, they want to come to school and attendance is not as much of a problem. Initially, many of the daily interventions are done at home; graduation coaches call and visit families to address the attendance problem, intervene and try to get students on track. Mr. Spade stated that it is difficult to say how successful the initial interventions are because attendance is such a perverse problem.

Mr. Smith asked what the amount of the three year grant was.

Ms. McVee answered that the first year was about \$134,000, the second year was about \$160,000. The money goes to ACE, some of the funds are retained for union matters and then most of the funds are contracted to the District. We don't know the amount of the third year because we have not applied yet.

Mr. Smith asked to verify that there are nine graduation coaches.

Ms. McVee stated that there are 7.5 FTE, nine coaches because there are some part time employees.

Ms. Comeau stated that she appreciated the amazing video presentation and thanked Mr. Henry and the people involved with the Graduation Coach Program on behalf of the District. Ms. Comeau commented that there are young people who are graduating and succeeding who might not be without the help of the graduation coaches and that this is a good example of adding a few positions that really make a difference.

2. ASD Memorandum # - 139 - Recognition for the Fall 2011 Denali Award Winners

Jeff Friedman read:

To Alaskans, Denali means "great one," and the Anchorage School District is proud to have employees that display greatness in the areas of achievement, service and dedication. Twice each year, a panel of ASD employees selects a number of co-workers and teams of colleagues that demonstrate outstanding commitment to its mission of educating all students for success in life.

The winners are as follows:

Megan Perkins, a 15-year district employee, has taught physical education at Mears Middle School since 1999. In addition to teaching

physical education, Perkins coaches archery, cross country skiing, cross country running and track and field. She shows up to take photos at nearly every school sporting event. In a letter of support, Principal Michael Perkins (no relation), wrote, "I can't think of a better role model for our young female students. Megan is an excellent teacher, a strong leader and a person who can always be counted on to get the job done. She is truly the epitome of a great one."

Alaska Native Cultural Charter School Principal **Diane Hoffbauer** earned the Denali Award because of her willingness to accept challenges and hard-working spirit. Hoffbauer has worked diligently to close the achievement gap between different student groups. This year, ANCCS made Adequate Yearly Progress for the second year in a row. Mary Meade-Olberding, supervisor of charter schools and nominator, said the school is thriving under Hoffbauer's leadership. "She continuously challenges her staff to use data to guide decision-making while upholding the values of the various Native groups that make up her school's population. There is a true sense of community within the school," said Meade-Olberding.

Jeri Leonard, special education teacher assistant at Spring Hill Elementary School, is praised by her colleagues and students as being a generous and kind-hearted individual who continually makes an effort to ensure all students feel safe and supported. "She is dedicated to helping students succeed," wrote Principal Lana Bailey in her nomination letter. Leonard takes a genuine interest in the lives of her students. Spring Hill Nurse Karen Dale wrote, "She not only addresses students' academic needs, but also their social and emotional needs. I have seen her many times looking for food for a student who didn't have breakfast, or giving a student a big 'hello' when walking down the hallway."

Fire Lake Elementary School Administrative Assistant **Joyce Ives** works closely with teachers and district departments to support the goals of Fire Lake. According to Fire Lake PTA President Jennifer Ford, Ives "knows each student by name and remembers birthdays and special occasions. Every student who comes to Fire Lake can be guaranteed to leave with at least one fond memory of Mrs. Ives." Ives' commitment to the school goes above and beyond her duties as administrative assistant. Ives coordinates and helps with Battle of the Books, book fairs, the fall carnival, drama club, tech club and Operation Hero.

A group of male educators at Clark Middle School consisting of **Gerard Bagsby, Troy Hodge, Al Grubbs, Dustin Hawes, Kue Chao, Lee Montoya, Scott Coleman** and **Jack Tuia** were selected as Denali Award winners in the team category. These employees coordinated the Men Make a Difference Day at Clark where the school honored fathers and

male role models. "These educators organized one of the most powerful events at Clark," said Principal Cessilye Williams. The event was attended by more than 120 fathers and significant male role models. SSG Jermaine B. Johnson, a father of a Clark student who attended the event, said, "I was honored to be a part of an event that was so worthwhile and made such an impact in the lives of so many individuals. It was great to see a room full of men that were all there for the same reason, to support their child. This event was not only motivating to myself as a father, it also provided an opportunity for men in our community to stand together to support education and one another."

It is recommended that the School Board recognize these Denali Award recipients, and all of the nominees, for the example of excellence that they set for the entire Anchorage School District community.

Ms. Comeau congratulated the recipients and thanked them for giving so much to the District.

D. ANNOUNCEMENTS

Ms. Comeau commented about the late school closure announcement and appreciated everyone's cooperation. She stated that every effort is made to have the decision by 4:00 a.m. however, changing weather conditions make that very difficult. The District is committed to err on the side of safety so when weather conditions change there could be a late closure notice, please check your radio, television news or the ASD web site for updates on school closures.

Ms. Comeau stated that this Friday is the end of first semester and there are some graduates at the high school level who will be moving forward. The District offices will be closed from December 23 to January 2.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Representative: absent.
2. Military Delegate: Col. Prior reported that the 425 Airborne Brigade is almost all deployed. They appreciate all the support.
3. MECAC representative: Dan Loring reported that there was no monthly membership meeting since the last report; however, they are working in between meetings and have eight new applicants to serve on MECAC. They are hoping to schedule interviews within the next week or so. The Curriculum and Proficiency Committee continues to meet and is in the process of scheduling meetings with the community.

F. PERSONS TO BE HEARD ON NON-AGENDA ITEMS (30-minute time limit)

None.

G. BOARD COMMITTEE REPORTS

1. Policy Committee: Ms. Plunkett reported that the next committee meeting will be January 19, 2012.
2. Audit Committee: Mr. Higgins reported that there is no update. The next meeting will be in January.
3. Legislative Committee: Mr. Smith reported that there is no report.
4. Budget and Finance Committee: Ms. Kennedy stated that there is no update.

H. CONSENT AGENDA

1. Approval of Minutes
 - a. Regular Meeting - August 22, 2011
 - b. Regular Meeting - September 12, 2011
 - c. Regular Meeting - September 26, 2011
 - d. Regular Meeting - October 03, 2011
 - e. Regular Meeting - October 24, 2011
 - f. Early Meeting - November 14, 2011
 - g. Early Meeting - November 28, 2011
2. ASD Memorandum # 151 - Resolution in Support of Martin Luther King Day

The Administration recommends the Anchorage School Board adopt the attached resolution in support of the Martin Luther King Jr. Day set for January 16, 2012.

3. ASD Memorandum #102 - 2012 Legislative Priorities

The Legislative Committee of the Anchorage School Board recommends the School Board approve and adopt the 2012 Anchorage School District Legislative Priorities as described more fully on Attachments A and B.

4. ASD Memorandum #105 - Approval of Budget Transfers

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to process budget transfers in the amount of \$178,000 from under spent accounts into various accounts where unanticipated expenditures occurred.

5. ASD Memorandum #125 - Alaska Native Cultural Charter School Renewal Application

It is the Administration's recommendation that the School Board approve the renewal of the charter for Alaska Native Cultural Charter School for an additional ten (10) years, chartering the school through the 2021-2022 school year.

6. ASD Memorandum #126 - Aquarian Charter School Renewal Application

It is the Administration's recommendation that the School Board approve the renewal of the charter for Aquarian Charter School for an additional ten (10) years, chartering the school through the 2021-2022 school year.

7. ASD Memorandum #127 - Family Partnership Charter School Renewal Application

It is the Administration's recommendation that the School Board approve the renewal of the charter for Family Partnership Charter School for an additional ten (10) years, chartering the school through the 2021-2022 school year.

8. ASD Memorandum #144 - Award of Contract: Dairy Products

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract to Peterkin Distributors to provide dairy products in the estimated amount of \$835,432 from January 1, 2012 through June 30, 2012; estimated annual amount of \$1,670,864 from July 1, 2012 through August 1, 2015 from fiscal years FY2012-2013 through FY2014-2015 for a total estimated contract amount of \$5,848,024; with two additional one-year renewal options for FY 2015-2016 and FY 2016-2017 in the estimated annual amount of \$1,670,864 bringing the total estimated contract amount to \$9,189,752.

9. ASD Memorandum -#145 - Adoption of Tentative Agreement: Anchorage Council of Education/AFT (AFL-CIO) 2012-2015

It is the Administration's recommendation that the School Board approve and adopt the collective bargaining agreement between the District and Anchorage Council of Education/AFT (AFL-CIO) which will establish terms and conditions of employment for ACE employees during the period between July 1, 2012 and June 30, 2015.

10. ASD Memorandum #146 - Sale of Surplus Property

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to dispose of the listed surplus property by

sealed bid sale or public auction or other means as practical in accordance with Board Policy 732.1.

11. ASD Memorandum #142 - Amendment to School Board Policy: 454, Corporal Punishment and Addition to School Board Policy: Section 486 Restraint and Seclusion and (Second Reading)

The Policy Committee recommends that the School Board approve on Second Reading the amendment to Board Policy 454, Corporal Punishment, as well as related new Board Policy 486, Restraint and Seclusion. (Attachment)

12. ASD Memorandum #143 - Addition to School Board Policy: Section 380.4 Concussion Management (Second Reading)

It is the Policy Committee's recommendation that the School Board approve on Second Reading the addition to School Board Policy, Board Policy 380.4, Concussion Management. (Attachment)

13. ASD Memorandum #106 - Personnel Report

It is the Administration's recommendation that the School Board approve the attached Personnel Report.

Mr. Friedman asked to pull the ASD Memorandum #125 - Alaska Native Cultural Charter School Renewal Application, ASD Memorandum #126 - Aquarian Charter School Renewal Application, and ASD Memorandum #127 - Family Partnership Charter School Renewal Application.

Ms. Kennedy noted that under Memorandum #109 (Treasurer's Report) there is the newly designed "dashboard" type approach with graphics that give a quick glance update on the current month's financial statement. She congratulated Mr. Stiteler and his staff on the report stating that it looks wonderful and will be very useful.

Ms. Comeau asked to pull the ASD Memorandum #147 - Equipment Replacement Funding Options from the Superintendent's Report for discussion.

Ms. Guess asked to pull the ASD Memorandum #109 - Treasurer's Report/Financial Recap: October 31, 2011.

ACTION:

Moved by: Jeannie Mackie

Seconded by: Crystal Kennedy

To approve Minutes of the Regular August 22, 2011, Regular September 12, 2011, Regular September 26, 2011, Regular October 3, 2011, Regular October 24, 2011, Early November 14, 2011, Early November 28, 2011 and

Memoranda # 151, 102, 105, 144, 145,
146, 142, 143, and 106.

VOTE

Ayes: Jeff Friedman, Gretchen Guess, Pat Higgins,
Crystal Kennedy, Jeannie Mackie, Kathleen Plunkett,
Don Smith

Nays: None

MOTION PASSED

ASD Memorandum # 125 - Alaska Native Cultural Charter School Renewal
Application

ACTION:

Moved by: Jeff Friedman

Seconded by: Crystal Kennedy

To approve the renewal of the charter
for Alaska Native Cultural Charter
School for an additional ten (10) years,
chartering the school through the 2021-
2022 school year.

Mr. Friedman stated that he has no concern for the renewal of the charter schools themselves but does have issues with the termination provision clauses for all three applications as they differ from school board policy. The clauses that are in the applications, without modification suggest that the school board would need to give notice by a certain date to terminate a charter school by the end of the academic school year. Mr. Friedman added that he has a proposed amendment for the clause.

Ms. Comeau stated that the administration does not have an objection to the amendment. She commented that the termination clause deadline was decided on by the board at the time and the charter schools when they were first developed in 1997, the February 1 deadline gave the school district and the charter schools enough time to terminate a lease or transfer employees back in to the regular program.

Mr. Friedman agreed that if a termination of a charter school were to happen, the board should give as much notice as possible. He also stated that his concern was mainly with the language that says "will give notice by February 1 of its intent to terminate this contract at fiscal year end." In both cases of charter school termination in the past, they were terminated prior to fiscal year end.

Ms. Comeau responded that both of the charter schools that were terminated had been put on notice and terminated around December after working through the process publicly.

Mr. Friedman commented that if the renewal contracts were approved without modification to the termination clause, this could not have been done with the prior

two. He also stated that if there was a crisis with one of the charter schools and the school board decided they needed to terminate the contract it would have to wait until the end of the academic school year (June 30) as the contract is written now.

Ms. Guess asked Mr. Friedman to read what the school board policy states in regards to terminating charter school contracts.

Mr. Friedman read: "the school board shall provide written notice to the charter school Academic Policy Committee (APC) of its intent to terminate the contract and the reasons therefore. 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 operation the following school year." (policy number 333.72)

Mr. Friedman commented that the APC can terminate the contract without cause at the end of the fiscal school year. The school board has to have reasons for termination but can do so at any time, according to the school board policy.

Ms. Guess asked Mr. Friedman to hand out his amendment.

Ms. Comeau stated that the administration has no objection to the amendment, as long as it is consistent for all the charter schools and is incorporated into the charter school policy.

Mr. Friedman added that we should hear from the APC to see if they have any concerns about this.

Ms. Guess stated that if this motion passes, there should be an audit of the charter school to keep everyone consistent within the district.

Ms. Mary Meade-Olberding, ASD Supervisor of Charter Schools, stated that she has an amended contract termination clause based on earlier recommendations. The February 1 deadline has been clarified; the schools would need to notify the board if they were planning to terminate by February 1 and the school board may tell the charter school at any time of concerns and if not remedied can terminate the contract.

Ms. Meade-Olberding also stated that the charter school renewal applications (question 15 from the Department of Education) will be changed as well as the School Board application (section R, termination clause) to reflect the new wording.

Ms. Kennedy added that she supports the amendment and appreciates the wording that remains in the contract about the school board doing what they can to remedy any violations prior to terminations.

Ms. Guess agreed.

ACTION:

Moved by: Jeff Friedman
Seconded by: Crystal Kennedy

To amend the Charter School Application for Alaska Department of Education and Early Development by substituting both the ASD Application, Section R (Termination Clause) and DEED Application, Question 15 (Contract Termination) to read "Yes. 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."

VOTE on Amendment

Ayes: Jeff Friedman, Gretchen Guess, Crystal Kennedy, Jeannie Mackie, Pat Higgins, Kathleen Plunkett, Don Smith

Nays:

MOTION PASSED

VOTE on Main Motion as Amended

Ayes: Jeff Friedman, Gretchen Guess, Crystal Kennedy, Jeannie Mackie, Pat Higgins, Kathleen Plunkett, Don Smith

Nays:

MOTION PASSED

ACTION:

Moved by: Jeff Friedman
Seconded by: Crystal Kennedy

To approve the renewal of the charter for Aquarian Charter School for an additional ten (10) years, chartering the school through the 2021-2022 school year.

ACTION:

Moved by: Jeff Friedman
Seconded by: Crystal Kennedy

To amend the Charter School Application for Alaska Department of Education and Early Development by substituting both the ASD Application, Section R (Termination Clause) and DEED Application, Question 15 (Contract Termination) to read "Yes. 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."

VOTE on Amendment

Ayes: Jeff Friedman, Gretchen Guess, Crystal Kennedy, Jeannie Mackie, Pat Higgins, Kathleen Plunkett, Don Smith

Nays:

MOTION PASSED

VOTE on Main Motion as Amended

Ayes: Jeff Friedman, Gretchen Guess, Crystal Kennedy, Jeannie Mackie, Pat Higgins, Kathleen Plunkett, Don Smith

Nays:

MOTION PASSED

ASD Memorandum # 127 – Family Partnership Charter School Renewal Application

ACTION:

Moved by: Jeff Friedman

Seconded by: Crystal Kennedy

To approve the renewal of the charter for Family Partnership Charter School for an additional ten (10) years, chartering the school through the 2021-2022 school year.

ACTION:

Moved by: Jeff Friedman

Seconded by: Crystal Kennedy

To amend the Charter School Application for Alaska Department of Education and Early Development by substituting both the ASD Application, Section R (Termination Clause) and DEED Application, Question 15 (Contract Termination) to read "Yes. 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."

VOTE on Amendment

Ayes: Jeff Friedman, Gretchen Guess, Crystal Kennedy, Jeannie Mackie, Pat Higgins, Kathleen Plunkett, Don Smith

Nays:

MOTION PASSED

VOTE on Main Motion as Amended

Ayes: Jeff Friedman, Gretchen Guess, Crystal Kennedy, Jeannie Mackie, Pat Higgins, Kathleen Plunkett, Don Smith

Nays:

MOTION PASSED

Ms. Comeau thanked the charter schools and added that the administration and the school board feel that they are doing a tremendous job and will be there to support them when the applications go to the state board for approval.

Ms. Guess reiterated that the board recognizes all the hard work that has been done by the charter schools.

I. SUPERINTENDENT'S REPORT

1. ASD Memorandum #104 - 2011-2012 Race and Ethnicity Report

The language in this report has been updated to better match US Department of Education language in order to make a clear distinction between race and ethnicity. In previous reports students of two or more races were termed "multi-ethnic." Today, they are simply in the group "two or more races." The "Hispanic" ethnic group is now called "Hispanic or Latino (of any race)." Lastly, "ethnically diverse," which described nonwhite membership, is now phrased as "nonwhite."

2. ASD Memorandum #103 - Employee Demographic Report

"Success for every child" is a unifying theme for Anchorage School District employees and ensures that students have the opportunity to achieve their potential. Regardless of individual job title, gender, ethnicity, faith, personal philosophy, or lifestyle choices, our individual differences, strengths and talents are critical to student success. To effectively reach and teach over 48,000 students we need the synergy of a diverse workforce. Carpenters, teachers, principals, bus drivers and attendants, clerical staff, accountants, cooks, managers, custodians and countless other employees who all play a role in classroom success.

3. ASD Memorandum #108 - Operating Budget Transfers-November Monthly Report FY 2011-2012

The attached report of budget transfers for the time period of November 2011 that were processed in the Integrated Financial & Administrative Solution (IFAS) includes the following:

Attachment A: Report of Budget Transfers Over \$5,000 –
Report for individual transfers of more than \$5,000, which includes summarized justifications.

4. ASD Memorandum #131- Facility contract Modification Report and Completed Projects for the Month of November 2011

The monthly Facility Contract Modification Report for the month of November 2011 is attached. There are no exceptions to report this month

5. ASD Memorandum #140 - Project Status Report: Job Order Contracting Year One Progress Report

This is a report of activities and project status of Job Order Contracting (JOC) during the period of June 2010 through October 2011.

6. ASD Memorandum #109 - Treasurer's Report/Financial Recap: October 31, 2011

The attached report consists of two parts: the Treasurer's Report and the Financial Recap. The Treasurer's Report and the Financial Recap are presented on a monthly basis. The report is designed for use by the administration, board and the public and contains standard language that is carried forward from month to month; however, any changes that vary from the standard language have been bolded to identify these changes. The report as a whole includes year-to-date information as of **October 31, 2011**.

Ms. Guess asked if there was anything on the report that concerned Mr. Stiteler about where the district is on any of the spending categories and also wondered about the transportation category which seemed to be high.

Mr. Stiteler answered that he does not have any concerns about the report and added that the spending is what they anticipated. Mr. Stiteler commented that the transportation category was at 69 percent predominantly because the contract for the entire year is encumbered; it is accrued and anticipated to be spent.

Mr. Stiteler clarified the new treasurers report stating that the first 16 pages will be presented to the board once a year and made available for the public, the remaining pages which contain the graphs and charts, designed to indicate if anything appears "off kilter" or unexpected, is what will be updated monthly.

Ms. Plunkett added that she likes the new report and that it is a huge improvement to be able to see "at a glance" where things stand financially.

7. ASD Memorandum #147 - Equipment Replacement Funding options

In 2001, the School Board approved ASD Memorandum #207 (2000-2001), FY 2000-2001 Budget Revision, which also established the Equipment Replacement Fund (ERF). The fund is designed to accumulate resources over the life of the equipment to ensure replacement funding is available at the end of the equipment's life. An ERF is considered a best practice in that it allows for planning for the replacement of equipment by setting aside funds on a consistent basis to ensure there are reserves accumulated to replace the equipment at the end of its scheduled lifecycle.

Mr. Stiteler presented information on the Equipment Replacement Fund (ERF) and stated that the fund itself would provide a service to the district; it is basically a lay away plan for equipment that needs to be purchased and has a period of life. At this time, ASD does not budget for equipment on an annual basis; equipment is often requested at the end of the year. The current fund is used for equipment ranging from \$5,000 to \$50,000, budgeted for light duty vehicles and servers, low cost small equipment.

Mr. Stiteler gave an example of how the ERF fund works by stating that if the district had a \$100,000 bus with a 15 year life, the district would budget one fifteenth of the value per year into a savings account; at the end of 15 years the full amount would be available. Currently ASD has 27 buses that are past their expected life; over one fifth of the bus fleet. ASD spends approximately 450K per year on the existing (\$5,000-\$50,000) fund for replacement of light duty vehicles. The (\$5,000-\$50,000) fund is overfunded because it has not been used, just becoming fully funded a few years ago. ASD has replaced approximately 20 aging vehicles so far, but because the fund took so long to become available, there has been difficulty finding the additional money to replace the vehicles beyond the historical cost.

Mr. Stiteler talked about what the effects might be if the district changed the way the current fund works and allowed for equipment beyond the \$50,000 mark. He stated that ultimately we would be increasing the 450K fund to cover additional equipment but the benefit would be that items wouldn't be paid out of the general fund. Historically the board has approved upwards of hundreds of thousands of dollars each year for the purchase of new buses, what we would look to do now is incorporate these buses into the ERF, anticipating an additional 1M every year in the general fund to pay for and plan for the purchase of new equipment. This would increase the fiscal gap this year and affectively each year after but the board would not need to appropriate funds from the general fund for replacement buses, heavy equipment, or major software purchases. It will

“smooth out” large dollar equipment purchases over time anticipating approximately 1M every year instead of many million one year and no million other years. Theoretically, ASD will be spending the same dollar amount but will be doing that in an anticipated and known fashion that would allow the purchasers of the equipment to plan. If the ERF is adopted, an annual purchase or replacement plan would be brought forward to the board of what equipment would need to be replaced.

Mr. Stiteler stated that currently there is 18M worth of equipment ASD has purchased out of the general fund over the past 25 years that would move into the ERF, taking the funding level from 130 percent down to 40 percent. ASD has historically operated this fund on the basis that it has to be funded at 100 percent in order to be able to replace equipment, which is not necessarily recommended. With the ERF fund, ASD anticipates using only 6 percent of the money in the savings account each year based on equipment/vehicle replacements. ASD would begin this approach with a large amount of equipment needing to be replaced and would monitor to be sure we have the available funds as we move forward slowly. Mr. Stiteler stated that they would look for other ways to grow the savings to move back up closer to 100 percent over time but believes the fund could operate in a cautioned manner at 40 percent. He added that the main benefit for replacing equipment at the end of its useful life is savings within the general fund through parts, labor and better gas mileage.

Mr. Abbott stated that because ASD has a fragmented and inconsistent equipment replacement program in place now, maintenance and reliability costs are high. When vehicles are outside of their useful life, they are more expensive to maintain and are unreliable, causing the district to keep more vehicles than needed for reliability. As an example, the district spends between \$5,000 and \$25,000 per year to maintain 2 bucket trucks that are past their useful life when only one is needed.

Mr. Abbott added that ASD is spending approximately 30 percent of its maintenance budget on the oldest ten percent of its bus fleet. If the entire bus fleet were “inside” its useful life, maintenance and fuel costs would go down significantly and the size of the fleet could be reduced because reliability.

Mr. Abbott went on to say that the ERF fund would be a great improvement to the district’s current practice. If vehicles were replaced in a timely manner, their surplus value and the value in the fund associated with them would be enough for their replacement.

Mr. Stiteler stated that they have been working with data on 20% of the bus fleet trying to identify the cost per mile as busses age. The average cost per mile for a bus within its 15 year life is approximately \$5,000 per year, this more than doubles for busses outside of that useful life; a 21 year old bus costs the district \$12,000 per year in parts and fuel, a new bus \$600 per year. He added that this

savings does not immediately make up the 1M that will need to be cut from the budget to fund the ERF but it will provide a savings for the long term, it is an accounting "best practice" and is how large dollar items should be budgeted for.

Mr. Higgins asked if the ERF would impact the fund balance cap set by the state and if it was viewed separately.

Mr. Stiteler answered yes it is viewed separately and would not affect the cap.

Mr. Higgins also asked about the budget limit set by the municipality for spending; if the district put 1M in this year but spent 5M on equipment, would this be reflected.

Mr. Stiteler answered that the district would budget for the 1M to be placed in the replacement fund and that the board would have full authority to spend every dollar in the fund, it would not be under the municipality's authority.

Mr. Higgins asked if the district was using this general approach in any other area (buildings, equipment other than vehicles, IT).

Mr. Stiteler answered that the district is currently budgeting for the \$5,000-\$50,000 range and has replaced approximately 20 vehicles and a handful of servers. The fund became active two to three years ago, there has been difficulty using it because the funds available are not sufficient for what the need is now.

Mr. Higgins asked if the district could bond for some items vs. the ERF and if this would affect the funding from the state.

Mr. Stiteler answered that historically the district has bonded for busses and that that still remains an option. The money is no different whether the district bonds for the equipment or uses the fund.

Mr. Higgins asked if the financing process would be the same for building maintenance and systems which are not bondable.

Mr. Stiteler responded yes, the process would be the same.

Mr. Higgins stated that the board tries to commit an amount to refurbishing IT equipment and asked if the ERF would be a process that would work for this as well.

Mr. Stiteler responded that the replacement of computers would be excluded from the ERF because of their relatively low dollar amount; not reaching the \$5,000 minimum amount per item.

Mr. Higgins asked if there was a life expectancy for items budgeted for in the ERF; minimum of 5 years but are there items that would have a longer life span than 15 years.

Mr. Stiteler answered yes and gave an example of a piano, would be something potentially budgeted for in the ERF that would have a life span longer than 15 years.

Mr. Friedman asked that if we take away the upper limit of \$50,000 for the replacement fund, will that reduce the district's ability to replace the \$5,000-\$50,000 items.

Mr. Stiteler answered no it would not, the high dollar items that are past their useful life would not be replaced all at once. Items needing replacement from the ERF would be given a priority level for the Superintendent and a report would be presented to the board identifying the most important aspects. However, if there were a significant amount of high dollar items that needed replacement and the purchase of smaller items could not be justified then that could possibly reduce the district's ability to replace the smaller items.

Mr. Friedman asked about the district not needing to come to the board for approval of equipment purchase out of the ERF.

Mr. Stiteler stated that the ERF would be budgeted for on an annual basis and that the implementation of a purchase plan relies on the administration but the district would come to the board with competitive bids. Mr. Stiteler also added that the district anticipates having a spending plan as a report for the board.

Mr. Friedman stated that he supports the concept of the ERF.

Ms. Plunkett stated that she is in favor of the ERF but asked if the fund would be for items from \$5,000 to an unlimited amount or would there be a cap on the maximum.

Mr. Stiteler replied that they have not put a cap on the maximum in the "models" or projections for the fund; the technology systems (business and student) have been included in the fund, they are multi-million dollar systems so that would be the cap.

Ms. Plunkett asked if this would include something like the ERP system which the municipality has spent many millions of dollars on.

Mr. Stiteler stated that, proportionately, very little of the 13M that the municipality has spent is for the actual system purchase, it is primarily for staffing and training. For the ASD, contractors who come in to train,

implementation, and services would need to be budgeted for out of the general fund; core hardware and license would be purchased from the ERF.

Ms. Plunkett recommended adding computer systems to the proposal for clarification. She stated that the district is looking at potentially 18M needed and asked what the plan is for fully funding the ERF.

Mr. Stiteler responded by stating that not all of the equipment that is outside of its useful life would be replaced at one time. Based on prioritizing the equipment that is needed and as long as the budgeted amount was placed in the fund annually, the ERF could operate at 40% indefinitely.

Ms. Plunkett added that potentially the ASD could need to replace more equipment than the 40% would allow and added that she would like to see a plan that funded the ERF at more than 40%.

Ms. Mackey asked if there were any ideas to increase the funding or savings from 40%.

Mr. Stiteler answered that historically ASD built up the current fund by year end budget transfers but added that he would recommend putting any remaining year end funds towards the Capitol Projects Fund and continue to operate the ERF at 40% stating that he anticipates that the ASD needs will be met using this model of funding and that monies could be better utilized for projects.

Ms. Mackey stated that she learned about a project that other districts are using to raise money by selling advertising on their buses. She added it might be a great opportunity to help fund a project such as the ERF and would like to explore the possibilities.

Mr. Higgins commented on the current replacement fund and asked what the barriers were to utilizing the funds that are there.

Mr. Stiteler responded by stating that the fund took a long time to become fully funded; created in 2002 and unavailable until 2008 or 2009. Because it took so long to become available, it has been difficult to overcome the perception of unavailability and the historic value of the equipment budgeted for does not cover the current cost.

Mr. Higgins added that he supports this approach.

Mr. Friedman commented on the "100% funded" concept and asked if that made replacing all of the equipment at one time possible even if some vehicles were within their useful life.

Mr. Stiteler responded that being "100% funded" referred to the value of the accumulated depreciation and replacing the percentage of "used life" of the vehicle or equipment.

Mr. Friedman added that he feels the ERF should be funded at more than 40% but does not need to be funded at 100%.

Ms. Kennedy asked if there was an aspect to this model that would help eliminate some of the "use it or lose it" mentality or would it make it worse.

Mr. Stiteler responded that with a "rigorous review" of necessary equipment replacement, including people outside of the benefit of that replacement equipment, ASD can maintain and encourage only "thoughtful replacement".

Mr. Smith asked if the ERF fund could be used to convert busses and equipment to more economical fuels in the future if needed.

Mr. Stiteler answered that the ERF fund is available at the school board's discretion; something like bus conversion would require school board action to move money from the fund to an area where it could be used for that. Mr. Stiteler added that moving money in and out of the fund was not advised on a regular basis but in a rare example such as this it would be up to the school board.

Ms. Guess asked if having the fund closer to 100% would make replacing equipment easier given the fact that the cost of equipment is rising.

Mr. Stiteler responded that there are many ways that the fund could be implemented but that the most important aspect is that there is a process for review to determine need and useful life of the equipment allowing for it to be replaced with available funds.

Ms. Guess stated that this is a great fiscal policy and the right direction to go in but would like to see some clarity on what the ideal funding percentage would be and what departments or where the funding will go.

Ms. Sue Jolin stated that they will be working on the projections for the use of the fund, going forward, replacing equipment in the projection model to determine an appropriate level of funding whether that be at 40% or above and working with the departments who will be utilizing the fund to see what financial impact that will have over the years.

Ms. Plunkett asked if it was possible to have a list or an idea of what makes up the 18M in equipment type items.

Mr. Stiteler stated that 9.5M is in busses, 600K for computers, 3.4M technology systems, 3.5 in other heavy duty vehicles and some other miscellaneous items.

Ms. Comeau added that this presentation has been very helpful and that the administration feels that this is an opportunity and the next step for the equipment replacement fund.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

Ms. Guess stated that the Board would continue the bond reserve fund discussion from the early meeting and asked if there were any additional questions about the Assembly meeting on 12/13/11. She also asked Mr. Stiteler if there were any amendments that were coming before the Assembly.

Mr. Stiteler responded that he has not heard of any as of early this afternoon.

Ms. Guess asked Ms. Comeau if she and Mr. Stiteler were comfortable with the current version going in front of the Assembly.

Ms. Comeau answered yes

Ms. Plunkett asked why the ASD doesn't go to the 10.25% that the Assembly is asking for instead of 10%.

Mr. Stiteler agreed that there is a discrepancy and stated that because the Municipality anticipates maintaining a working reserve of 1.25%-3.00% perhaps they assume between the 11-13% that it will be sufficient.

Ms. Comeau stated that we should go with what is proposed and that with what the ASD has in the Fund Balance that this should be plenty.

Mr. Freidman added that section 2 states that the Municipality asking for 10%. And stated that his understanding of the purpose of this balance is to have money set aside in an emergency reassuring the bond holders that they will still get paid; Mr. Freidman also stated that because of the excellent work of the financial teams both at the Municipality and ASD, people have faith in our budgets and finances and we want to keep that going and so he supports this going forward.

Ms. Guess asked Mr. Stiteler that the 10% and the 1.25%-3.00% be on the fiscal policy list.

Ms. Guess asked if Mr. Stiteler if he wanted any of the Board members there at the Assembly meeting.

Ms. Comeau stated that they could report that it was presented before the Board and supported.

Ms. Guess noted that the next School Board meeting will be on January 23rd, press conference on Thursday and the Superintendent search items to be announced.

K. EXECUTIVE SESSION -
(PERSONNEL/FINANCE/NEGOTIATIONS/LITIGATION)

L. ADJOURNMENT

The Regular Meeting of was adjourned by unanimous consent at 8:25 p.m.

Gretchen Guess, President

Jeff Friedman, Clerk

Katy Grant, Recording Secretary

Date Minutes Approved

Appendix B: Contract

CHARTER SCHOOL CONTRACT

This Charter School Contract (the "Contract") is entered into and made effective as of the 1st day of November, 2021 the "Effective Date"), by and between Alaska Native Cultural Charter School located at 4025 E. Northern Lights Blvd. Anchorage, AK 99508 hereafter "Charter School," and the Anchorage School District, acting through its School Board, located at 5530 E. Northern Lights Blvd., Anchorage, Alaska 99504, hereafter the "District." Charter School and the District are referred to herein individually as a "Party" or, collectively, as "Parties."

WHEREAS, Charter School desires to operate within the District in conformance with Alaska Statutes 14.03.250 *et seq.* and all applicable District policies and procedures; and

WHEREAS, the District has reviewed and approved Charter School's application, subject to any amendments or conditions noted by the District;

WHEREAS, by Board Resolution adopted November 1st, 2021 the District conditionally granted Charter School's application contingent upon the negotiation and execution of a contract acceptable to the District and subject to certain other conditions, including approval by the State of Alaska Department of Education and Early Development; and

WHEREAS, the Parties contemplate that this Contract will govern the relationship between the Parties and the operation of the Charter School;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this Contract, the Parties agree as follows:

Charter School shall provide an educational program in the District subject to the terms and conditions of this Contract, commencing on the 18th day of August for the school year 2022-2023. Services will be provided in accordance with the Charter School Calendar identified herein.

1. **Compliance with Regulatory Requirements:** Charter School shall comply with all local, state, and federal laws and regulations applicable to public schools in Anchorage, Alaska. Charter School further warrants that it has reviewed and fully understands all requirements imposed by District policy and regulation on the operation of charter schools, and warrants that it shall adhere to all such District policies and regulations, except as otherwise stated in Section 4 herein.
2. **Educational Program:** Charter School shall provide an educational program that advances students' mastery of basic skill areas including mathematics, science, health, reading, language arts, and social studies. Charter School's educational program shall be appropriate to the age of students included in the program. Charter School shall also provide for instruction in physical education, music, art, and instructional technology. The educational program shall be designed as described in the Charter School's application.
3. **Achievement Levels:** Charter School's educational program shall result in students' attaining the specific levels of achievement described in the Charter School's application.

4. Administrative Policies and Procedures:

- a. Admission Policies and Procedures: Charter School shall operate for 10 years. Eligible students are those who are grade-appropriate for the Charter School. Any eligible student who applies in a timely fashion will be admitted, up to the maximum number of students that can be accommodated by the Charter School’s program. If more eligible students apply than can be accommodated, admission to the Charter School’s program will be determined by a drawing using the District’s Lottery Procedures as of the date of the application. Charter School shall not discriminate in any way against any individual or group of individuals on the basis of any classification protected by state, local, or federal law, or District policy.
- b. Academic Policies: Academic policies and goals for the Charter School shall be established by the Academic Policy Committee (“APC”). The APC shall be an elected board. Election procedures shall be as outlined in the school’s Bylaws approved by the District. The APC shall meet with the Charter School principal/administrator at least four times each year, to monitor progress in achieving the APC’s policies and goals.

The APC shall include 8-11 persons, including parents of students attending the Charter School, teachers at the Charter School, and other Charter School employees. Students may be included in the APC if the Charter School is for grades 9-12. The APC’s founding members shall be as stated in the Charter School’s Application.

Members of the APC shall be expected to participate in professional development activities that help them understand their responsibilities, stay abreast of new developments in education and law, and learn new ways to cope effectively with the problems they confront. APC members shall be expected to participate in at least one such professional development activity per year. Funds for such professional development activities shall be provided annually by Charter School.

Neither the APC acting as a whole, nor any of its members, shall have any authority to bind the District in any way.

- c. Charter School has requested and received authorization for the following exemptions from District policies and procedures. Exemptions listed should include specific alternative curriculum the charter school has elected to use and has been approved in replacement of the ASD School Board Approved Curriculum:

Alaska Native Cultural Charter School has been granted the following waivers from District policies and procedures:

1. Calendar waivers will be applied annually as needed to ASD and DEED to allow Alaska Native Cultural Charter School staff and students to meet academic needs related to the school's program.

5. Funding: The District shall allocate funding for the Charter School based on a per-pupil allocation for the students enrolled in the Charter School, computed in a manner consistent with the method in which the District receives revenues from the State of Alaska, less administrative costs retained by the District as determined by applying the indirect cost rate approved by the State of Alaska Department of Education and Early Development. The District may allocate additional revenue beyond the per pupil allocation based on the approved program for the Charter School; but any such increase must be approved by the District's Board. The Charter School shall comply with all local, state, and federal requirements for the receipt and use of public money.
6. School District Charges: Charter School shall operate under the terms of the approved program budget. The program budget utilizes anticipated District funding based on a per-pupil allocation for the students enrolled in the Charter School. The per-pupil allocation is computed in a manner consistent with the method in which the District receives revenues from the State of Alaska, less administrative costs retained by the District as determined by applying the indirect cost rate approved by the State of Alaska Department of Education and Early Development. Charter School's funding allocation from the District for purposes of creating the program budget was \$3,206,220. The approved program budget includes the revenues identified above. In addition, revenues generated for special populations of students, revenues from grants, and special revenue funds beyond the per-pupil allocation may be approved by the District's Board.

Operating revenues actually provided to the Charter School by the District may exceed or be less than the approved program budget since actual revenues shall be determined from actual student enrollments in the Charter School during the year in which the Charter School is operating. The District shall be entitled to adjust the funding to reflect actual student enrollment. Actual student enrollment shall be determined in the same manner that the State of Alaska uses to determine student enrollments and state revenues generated in the District.

7. Student Fees and Charges: Charter School shall not charge tuition to students who reside within the District. Any fees charged to students by the Charter School, including but not limited to supply and activity fees, shall be retained by the Charter School and included in the Charter School program budget.
8. Budget and Accounting: The Charter School's funding allocation for its first school year under this Contract, subject to adjustment based on state funding and enrollment, and a statement of costs assignable to the Charter School program budget are attached as part of the final District-approved Charter School application. The budget will be amended

on an annual basis to reflect any changes in Charter School’s funding allocation or assigned costs for subsequent school years. On or before the 15th day of November of each year, the Charter School shall provide the District with an annual budget for the following school year for approval.

Charter School acknowledges that adjustments to the Charter School budget may be necessary if the estimated revenues are revised due to actions by the District’s Board, the Alaska Statue Legislature, or the Anchorage Municipal Assembly.

Charter School shall account for receipts and expenditures by using and complying with the District’s accounting, audit, and other fiscal procedures. Charter School shall establish, maintain, and retain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and will make such records available to the District upon request. Charter School agrees that it shall comply with all local, state, and federal requirements for receipt and use of public money.

- 9. Facility: The Charter School shall be operated at the following location:

4025 E. Northern Lights Blvd. Anchorage, AK 99508 (the “Facility”)

The Facility is 11,470 square feet in size, containing 14 classrooms, administrative offices, and other facilities described as follows:

Charter School warrants that the Facility shall at all times comply with all local, state, and federal health and safety requirements applicable to public schools in the District. Should the Charter School wish to enter into any facility lease or extension thereof, Charter School shall be required to confer with, and obtain prior written approval from. the District’s Director of Purchasing.

- 10. Procurement: Charter School warrants that it shall comply with all District policies and procedures, and all applicable state, federal, and local laws and regulations, in obtaining leased or rented space. Charter School shall be solely responsible to fund the procurement of all leased or rented space, materials, and supplies. All Charter School personnel shall be recruited and furnished at Charter School’s sole expense.

- 11. Teachers and Staff: At the time of executing this Contract, the parties anticipate that the following teachers and staff members will, under separate agreements, teach in the Charter School:

Grade/Teacher/Teaching Assistant(TA)

- K Lizzie Acuna, TA, Sharlie Cholok
- K Tina Sweet, TA, TBA
- 1 Megan Freeman
- 2 Kim Martin
- 2 Arika Pavadore
- 3 Denise Ray
- 3 Clara Amidon
- 4 Daniel Greenwood

- 4 Georgianna Starr
- 5 Caroline Wiseman
- 5 Elizabeth Phillips

Middle School:

Joey Kottre (Science and Social Studies) - 6th-grade homeroom
 Danielle Riha (Mathematics) - 7th-grade homeroom
 Elizabeth Hancock (Language Arts) - 8th-grade homeroom

Specialists:

Yup'ik/Cultural Teachers, Seralee Kairaiuak and Veronica Kaganak
 Art Teacher, Sarah Hamacher
 Physical Education Teacher, TBA
 Librarian, Rebecca Cole

ANCCS Staff Members

Administrative Assistant, Ana Acuna
 Secretary, Kimberly Rolland
 Nurse, Petra Burkard
 Building Plant Operator, Olivier Lena
 Janitor, TBA
 Food Service Manager, TBA
 Head Teacher/Business Manager, TBA
 Counselor, TBA
 Behavior Specialist, Chelsea Garney
 SpEd Teacher, TBA
 SpEd Teacher, TBA
 SpEd TA/Clerk, Marie Ivanoff
 Migrant Ed Student Success Coach, Hannah Wilson
 Speech, Katelyn Tullius, Speech, Language Pathologist Assistant, Kay Guelfi, Speech
 Lang Pathologist
 Title VI Tutor, TBD
 School Psychologist, Shane Lowry (part-time)
 Occupational Therapist, McKenzie Holm (part-time)
 Instructional Coach, Christine Harrington
 Interventionist, Baylee Henson
 English Language Learner Teacher, Pamela Dupras

At the time of executing this Contract, the Parties anticipate that the following individual(s) will, under separate agreement(s), act as a principal/administrator in the Charter School: **Sheila Sweetsir, Principal**

The Charter School's principal/administrator, teachers, and staff shall have no authority to bind the District in any way. Charter School shall promptly provide the District with written notice of any proposed changes to the Charter School's staff.

Charter School agrees that certificated staff shall be evaluated in an equivalent manner as other teachers and administrators in equivalent positions in the District. Evaluation procedures for certificated staff must be identical to the District's procedures, unless the Charter School's approved application includes a detailed description of the evaluation procedures to be used in the Charter School, in which case the Charter School may use that District-approved procedure. The Performance Standards adopted by the State of Alaska Board of Education and Early Development and the District for teachers and administrators must be included in any alternative evaluation procedures that are proposed for certificated staff. However, to clarify expectations, the Charter School's Academic Policy Committee may develop additional performance indicators that are relevant to the educational program of the Charter School. To the extent required by any applicable collective bargaining agreement, any changes to the evaluation procedures for teachers must be developed in consultation with the teacher's union, giving the union full opportunity to review and collaborate on those changes.

Unless the School District and any association representing an employee agree to an exemption, all provisions of any existing negotiated or collective bargaining agreement applicable to any employee shall remain in effect while the employee provides services at the Charter School. All waiver requests and written responses from the appropriate bargaining units are included in this contract and are attached hereto.

12. Pupil-Teacher Ratio: The Charter School shall maintain the following pupil-teacher ratio: 22:1 (# of maximum student enrollment/# of full-time equivalent teachers)
13. Enrollment: The Charter School shall enroll a minimum of 150 students and a maximum of 310 students at all times. Student enrollment may be adjusted pursuant to the admissions procedures set forth above if there is increased student demand to attend Charter School.
14. School Calendar: Unless otherwise specified in this Section 14, Charter School shall follow the District's yearly calendar, including dates for mandated testing, holidays and parent-teacher conferences.

Alaska Native Cultural Charter School will apply annually to Anchorage School District (ASD) and DEED when seeking a school calendar waiver. All waivers will be submitted to ASD and DEED for approval and must be compliant with ASD and DEED policies.

Alaska Native Cultural School scheduled three additional full-time professional developments days to provide professional development to teachers and staff, review curriculum and student academic progress.

15. Retirement: All employees of the Charter School shall be members of the Teachers' Retirement System or the Public Employees' Retirement System and shall be subject to the requirements of those systems.

16. Term: This Contract shall be effective upon complete execution and shall be reviewed annually. The Contract has been approved for a period of 10 fiscal years and will terminate on June 30, 2032 (the "Termination Date"). (No Contract may be approved for a term in excess of ten years). Charter School may apply for an extension of this Contract or reapply for a new Contract no later than 180 calendar days prior to the Termination Date. The District may, in its sole discretion, grant or deny any such request for extension or reapplication.

Although this Contract is for the operation of Charter School for a period of 10 years, any financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the District. The Parties agree that the District has no obligation to fund the financial obligations under this Contract other than for the current year of the Term. The Parties further agree that the District has no obligation to provide the services described within this Contract other than for the current year of the Term.

17. No Third Party Beneficiaries: Nothing in this Contract is intended to confer upon any person, other than the Parties, any rights, remedies, obligations, or liabilities under or by reason of this Contract.
18. Termination: The District may, in its sole discretion, terminate this Contract for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any provision of this Contract, or for any other cause. The District shall provide at least 30 days' written notice to Charter School of its intent to terminate this Contract and, if applicable, the reasons for doing so. If Charter School fails to remedy the cause for termination within the time provided in this notice, then this Contract shall automatically terminate at the date stated in the notice. Upon termination, Charter School shall immediately return any unused funds to the District.

Charter School may terminate this Contract for the following the following school year by giving written notice to the District on or before February 1 of a given school year of its intent to cease operations for the following year.

19. Risk Management and Maintenance of Insurance: Charter School agrees to adequately protect against liability and risk through an active risk management program. Charter School agrees that it shall coordinate all risk management activities through the District's Department of Risk Management and Insurance (the "Department"). Charter School shall not compromise, settle, negotiate, or otherwise affect any disposition of any actual or potential demands, claims, lawsuits, fines, judgments, or liabilities without first consulting with the Department and receiving the Department's prior written approval.

Charter School shall at all times operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. Charter School shall comply with all District policies and procedures and all applicable local, state, and federal laws concerning student welfare, safety and health, including, without limitation, those policies, procedures, and laws addressing the reporting of child abuse, accident prevention, disaster response, and governing the operation of school facilities.

Charter School shall secure, and maintain at all times while this Contract is in force, at Charter School’s sole cost and expense, insurance coverages with financially secure (minimum Standard & Poor’s/AM Best rating of A-) and reputable insurers, authorized to do business in Anchorage, Alaska and satisfactory to the District, of the nature and with minimum limits equal to or in excess of the requirements set forth on Exhibit “A,” attached hereto and incorporated herein. The District shall have the right to review these insurance requirements at any time and may, in its sole discretion, require Charter School to obtain additional or greater insurance coverages upon thirty (30) days’ written notice. Charter School shall produce insurance certificates evidencing compliance with this Section 19 upon written request.

The satisfaction of any deductibles or self-insured retentions attendant to said coverages shall be the sole responsibility of Charter School. All insurance coverage carried by Charter School, to the extent allowed by law, shall name the District as an “additional insured,” so that said insurance, with regard to the types of coverages required hereby, be made to extend to and protect the District to the same extent Charter School is covered. The insurance required hereby shall in no way be construed to limit Charter School’s indemnity obligations under Section 21 of this Contract.

- 20. Contract Compliance: Charter School shall actively oversee its operations to ensure that the terms of this Contract are met. Charter School shall meet regularly with parents, teachers/staff, and (as appropriate) students to review, evaluate, and improve operations of the Charter School. Charter School shall meet with the Academic Policy Committee at least quarterly to monitor progress in achieving the Committee’s policies and goals.
- 21. Indemnification: Charter School shall indemnify, defend, and hold harmless the District and its officers, agents, and employees from and against any and all demands, claims, lawsuits, fines, judgments, and liabilities (including, without limitation, actual attorney’s fees and expenses) arising out of this Contract or in any manner pertaining Charter School’s operations. This expressly includes, but is not limited to, any claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any kind or nature whatsoever. The obligations of this Section 21 shall survive the termination or other expiration of this Contract.
- 22. No Agency, Partnership, or Joint Venture: Nothing in this Contract shall be construed to constitute Charter School as an agent, employee, partner, or joint venturer of the District, nor shall Charter School have any authority to bind the District. In no event may Charter School exceed the authority granted to charter schools under Alaska Statutes 14.03.250 *et seq.*, nor may Charter School transact business as any other type of entity under applicable law.
- 23. No Waiver: The District’s failure to complain of any act or omission on the part of the Charter School, no matter how long the same may continue, shall not be deemed to be a waiver by the District of any of its rights hereunder. No waiver by the District shall be effective unless in writing by an authorized representative, and no such waiver shall be deemed a waiver of a breach of any other provision of this Contract or a consent to any

subsequent breach of the same or any other provision. If any action by Charter School shall require the consent or approval of the District, the District’s consent to or approval of such action on any one occasion shall not be deemed a consent to or approval of said action on any subsequent occasion or a consent to or approval of any other action on the same or any subsequent occasion.

- 24. Non-Assignability: Neither this Contract, nor any duties hereunder, may be assigned or subcontracted, in whole or in part, by Charter School without the written consent of a duly authorized representative of the District.
- 25. Notices: Any notice to be given hereunder by either Party shall be in writing and personally delivered, emailed, or mailed to the other Party at the address(es) set forth herein:

If to the Anchorage School District:
Anchorage School District
 Attn: Superintendent
 5530 E. Northern Lights Blvd.
 Anchorage, Alaska 99504

If to Charter School:
Alaska Native Cultural Charter School
 Attn: Academic Policy Board Chair
 4025 E. Northern Lights Blvd. Anchorage, AK 99508

- 26. Miscellaneous: This Contract shall be governed by and construed in accordance with the laws of the State of Alaska. Any action arising out of this Contract shall be brought before a court of competent jurisdiction in Anchorage, Alaska.

The terms and conditions of this Contract shall not be amended, altered, waived, modified, or changed except by a written instrument, duly executed by authorized representatives of each Party.

If any term, covenant, or condition of this Contract or application thereof to any person or circumstances shall, to any extent, be invalid or unenforceable, the remainder of this Contract or the application of such term, covenant, or condition to persons and circumstances other than those to which it has been held invalid or unenforceable, shall not be affected thereby, and each term, covenant, and condition of this Contract shall be valid and shall be enforced to the fullest extent permitted by law.

This Contract may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same document.

- 27. Entire Agreement: In addition to the mutual covenants and agreements set forth herein, the Parties agree to be bound by the terms of the final approved Charter School Application attached hereto as Exhibit B, the terms of which are incorporated herein by

reference. In the event of any conflict between this Contract and the Charter School Application, this Contract shall prevail.

This Contract (which includes all recitals, exhibits, and documents incorporated by reference) constitutes the entire agreement of the Parties pertaining to its subject matter, and supersedes and replaces in its entirety all prior and contemporaneous negotiations, understandings, and agreements. No covenant or condition not expressed in this Contract shall affect or be effective to interpret, change, or restrict this Contract. This Contract may only be amended or modified in writing, duly signed by the District's School Board President and the Charter School's authorized representative.

Dated _____

School Board President
Anchorage School District

Dated _____

Daryl Griggs
APC Chair
Alaska Native Cultural Charter School

(Revised 9/10/18)

**EXHIBIT A
INSURANCE REQUIREMENTS**

Charter School shall, in accordance with this Contract, secure and maintain at all times while this Contract is in force, at Charter School’s sole cost and expense, insurance coverage with a licensed insurer with an A.M. Best rating of no less than A-, or with an Alaska Joint Insurance Arrangement as described in Alaska Statute AS 21.76.010 *et seq.*, and with minimum limits equal to or in excess of the requirements set forth herein:

A. General Liability, Public Officials Errors and Omissions, Educators’ Errors and Omissions, and Abuse and Sexual Molestation Coverage

Limit of Insurance: – \$15,500,000

B. Hired and Non Owned Auto – Physical Damage (Included in General Liability Limit)

Limit of Insurance– \$15,500,000

C. Crime

Employee Honesty/Faithful Performance – \$1,000,000

Forgery – Alteration of Money, Securities, and Counterfeit Paper – \$1,000,000

Computer Fraud – \$1,000,000

Cyber Liability – \$2,000,000

D. Workers Compensation – Required Only If Employee Is Not An Employee of the District

Employers Liability: Bodily Injury by Accident – \$500,000 Each Accident

Bodily Injury by Disease – \$500,000 Policy Limit

Bodily Injury by Disease – \$500,000 Each Employee

**EXHIBIT B
FINAL APPROVED CHARTER SCHOOL APPLICATION**

Alaska Native Cultural Charter School Bylaws



550 Bragaw Street, Anchorage AK 99508

Phone 907-742-1370 Fax 907-742-1373

asdk12.org/schools/anccs/pages/index.html

Academic Policy Committee Bylaws

Adopted by the Academic Policy Committee

August 12, 2006, modified August 16, 2006, May 6, 2010, February 4, 2013, January 14, 2014, and March 20, 2015.

Alaska Native Cultural Charter School Bylaws

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ALASKA NATIVE CULTURAL CHARTER SCHOOL BYLAWS
ARTICLE I

Name, Office, Fiscal Year, and Governance

SECTION 1. Name. The name of the organization shall be "Alaska Native Cultural Charter School" and may be referred to as ANCCS.

SECTION 2. Office. The principal office shall be at Alaska Native Cultural Charter School located in Anchorage, Alaska.

SECTION 3. Fiscal Year. The fiscal year of Alaska Native Cultural Charter School shall coincide with the fiscal year of the Anchorage School District: July 1 through June 30.

SECTION 4. Governance. The school shall be governed by the Academic Policy Committee.

ARTICLE II

Academic Policy Committee

SECTION 1. General Powers. Alaska Native Cultural Charter School shall have an Academic Policy Committee ("APC"), which is the primary governing body designated to oversee and supervise all aspects of the School. No members of the APC shall act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC. The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et seq., and as set forth in these Bylaws, and shall perform the following functions, including, but not limited to:

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- A. Ensure the fulfillment of the mission of Alaska Native Cultural Charter School as stated in the Alaska Native Cultural Charter School/Anchorage School District contract;
- B. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;
- C. Promote professional conduct in accordance with Anchorage School District policies;
- D. Contract with a Type B certificated administrator;
- E. Delegate to the Principal those tasks deemed appropriate by the APC and render to the principal and/or acting principal opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law;
- F. Review contracts;
- G. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the principal or acting principal; and
- H. Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by law.

SECTION 2. Members of the Academic Policy Committee. The APC shall consist of no less than eight (8) nor more than eleven (11) voting members, each of whom shall be

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an adult resident of the Anchorage School District, State of Alaska. Committee members shall represent the following positions: five (5) shall be parents/guardians/grandparents of students enrolled in the school, one (1) shall be an elder representing an elder council, two (2) ANCCS staff members, one (1) shall be a founding APC member representing the founder council, and two (2) community members whose expertise would benefit the school.

Staff who are under contract to the school and who also are parents of one or more children enrolled in the school shall be eligible only for the two staff APC positions, unless they are part time employees (such as aides, noon duties, etc.).

The principal or acting principal then under contract to the school shall be a perpetual “ex officio” member of the APC, and shall have no vote. An ASD representative/liaison shall also be an ex officio member with no vote.

If an APC members’ eligibility changes during their term (i.e.: staff member is no longer employed with ANCCS, parent’s child is un-enrolled,) the APC shall consider placing the member in a different eligible position, if a vacancy is available. If no such vacancy exists and the APC member is no longer qualified, their membership ends when their eligibility changed.

Elders are an honorary position and are not voted in or out. Members of the council are made up of interested elders whose attendance is encouraged, but not required. The council shall designate one person to be the voting member at a meeting.

The founding members are honorary positions and are not voted in or out. They are individuals who signed the original charter and they shall designate one person to be the voting member at a meeting. There is no term limitation to this seat.

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SECTION 3. Term. The term of all elected members of the APC shall be one (1) to three (3) years starting after February elections. The APC members shall consist of the following seats for the terms indicated below:

<u>Name</u>	<u>Position</u>	<u>Length of Term</u>
ANCCS Staff	Seat 1	1 Year
ANCCS Staff	Seat 2	1 Year
Elder		Perpetual
Parent	Seat 1	3 Years
Parent	Seat 2	3 Years
Parent	Seat 3	3 Years
Parent	Seat 4	3 Years
Parent	Seat 5	3 Years
Community Member	Seat 2	2 Years
Community Member	Seat 4	2 Years
Founding APC member		Perpetual
Principal/Acting Principal		Perpetual (Ex Officio)
ASD Employee/Liaison		Ex Officio

SECTION 4. Family Restrictions. Only 1 parent or immediate family member may serve on the APC at time.

SECTION 5. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the APC may serve.

Alaska Native Cultural Charter School Bylaws

SECTION 6. Vacancies. Any vacancy occurring on the APC shall be filled by an established quorum at an APC meeting. The replacement member of the APC shall be elected for the unexpired term of his/her predecessor in office.

SECTION 7. Compensation. Members of the APC shall not receive any salaries, compensation, or benefits for their services.

SECTION 8. Resignation. Any APC member may resign at any time by giving written notice to the President or Secretary of the APC. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 9. Attendance at Regular Meetings. APC members are expected to attend, at a minimum, all regular monthly APC meetings. Although absences at times cannot be avoided, the APC may remove any APC member who has one (1) unexcused absences within a twelve-month period during his/her term. Absences must be excused by the APC President for due cause. The board may also review excused absences and decide whether the absences are detrimental for the board to remain productive. The reasons may remain confidential.

SECTION 10. Removal. Failure to follow code of ethics, job description or absenteeism (excused or unexcused) may result in removal by an established quorum at an APC meeting.

SECTION 11. Conflict of Interest. Service on the APC is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. No member will vote when they have direct personal or financial

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conflict of interest. It is the responsibility of all members to declare their conflict of interest and withdraw from the vote. If needed, the remaining members may decide if there is a conflict of interest.

ARTICLE III

Election of Members to the Academic Policy Committee

SECTION 1. Elections Committee. By January of each year, the President of the APC shall appoint an Elections Committee of two (2) APC members and one (1) non-APC parent; a fourth person may be delegated by the Elections Committee. The Elections Committee shall oversee the election process for positions on the APC by holding elections that will coincide with an ANCCS function in February to allow for newly elected members to take office at the regular meeting in March. The Elections Committee shall do the following:

- A. Advertise the election for a period of 30 days by posting an announcement by appropriate disseminators of media;
- B. Solicit and accept applications from candidates for membership to the APC for 30 days by appropriate dissemination media;
- C. In its discretion, nominate individuals who have expressed an interest, but not submitted an application as candidates for positions on the APC;
- D. Make available within the school office copies of statements any candidate chooses to submit to the election committee ;
- E. May establish a forum for public introduction of

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candidates;

- F. Prepare a secret ballot listing the candidates, plus a space for write-in candidates;
- G. Distribute and collect the secret ballots and otherwise oversee the election so that it is conducted in a fair manner;
- H. Advise the candidates and the APC of the election results;
- I. Prepare a report within two days after the election stating the final results of the election. The report shall be kept in the office of the school and made available for review by interested parents, teachers, or staff members of the school.

SECTION 2. Eligibility to Vote. Only parents or legal guardians of students enrolled in the school and ANCCS staff are eligible to vote. Each family has one vote. By way of example, if a family has two children enrolled at the School, only one parent or legal guardian may vote; also if a parent is a staff member, their family may not vote more than once. The parents or legal guardians shall decide amongst themselves how to cast their family vote. The Elections Committee shall be responsible for monitoring voter eligibility and resolving any disputes involving the casting of ballots.

SECTION 3. Casting of Ballots. Voting may occur in two ways: (1) at any posted time during school hours and shall continue till 7 PM on the date of election at the school or (2) by absentee ballot completed according to procedures established by the Elections Committee.

- A. Write-in candidates may be added to the secret ballot by any voter.
- B. All eligible voters, as defined in ARTICLE III, SECTION 2 above, may vote for open positions on the APC. By way

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of example, if there are three parent positions open and seven parent nominees, and one teacher position open and three teacher nominees, an eligible voter may cast three votes for the parent positions, and one vote for the teacher position.

- D. If there is a tie for a seat(s) then a second election will be held for that seat(s).

ARTICLE IV

Officers of the Academic Policy Committee

SECTION 1. Officers. The officers of the APC shall be president, vice president, secretary, and treasurer, each of who must simultaneously be a member of the APC. The APC may elect or appoint such other officers, including one or more assistant secretaries, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the APC.

SECTION 2. Election and Term of Office. The term of all officers of the APC shall be one (1) year. The officers of the APC shall be elected annually by an established quorum of the APC at the first regular meeting following the election of the APC.

SECTION 3. Removal. Any officer elected or appointed by the APC may be removed from office (but not from the APC) by an established quorum at a meeting whenever, in its judgment, the best interests of the School would be served.

SECTION 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by an established quorum at an APC meeting for the unexpired portion of the term.

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SECTION 5. President. The president must have been involved with ANCCS either through the school, attending APC meeting or other events for a year prior to being nominated as president. The president shall be decided by majority vote of the APC, and shall be the presiding officer at all meetings of the APC. The president shall have such authority and perform such duties as shall be directed by the APC from time to time. The president shall sign letters or documents necessary to carry out the will of the APC only with prior approval of the APC. The president may enlist the assistance of a parliamentarian to be present at APC meeting.

SECTION 6. Vice President. The vice president must have been involved with ANCCS either through the school, attending APC meeting or other events for a year prior to being nominated as vice president. The vice president shall be decided by majority vote the APC. In the absence of the president, or in the event of his/her death, inability or refusal to act, the vice president acts as president with permission from the APC. The vice president shall perform such other duties as from time to time may be assigned to him/her by the APC.

SECTION 7. Secretary. The secretary shall keep the minutes of the meetings of the APC in computer files and/or one or more books provided for that purpose, see that all notices and agendas are duly given and posted in accordance with the provisions of these Bylaws or as required by law, keep an updated list of the mailing address, e-mail addresses, and telephone numbers of each member of the APC, and in general perform such other duties as from time to time may be assigned to him/her by the APC.

SECTION 8. Treasurer. Each October, the treasurer shall present to the APC the annual budget for the forthcoming year which has been prepared by the school, and shall ensure that it justly supports the mission and goals of the school. The treasurer will

Alaska Native Cultural Charter School Bylaws

present an update on the budget at each APC meeting, and in all ways shall be accountable to the APC and the ASD School Board. The treasurer will serve as the financial liaison for all fund raising entities, will serve as the coordinator of all school funds, and shall file and maintain such financial reports as are required by law.

ARTICLE V

Meetings of the Academic Policy Committee

SECTION 1. Regular Meetings. The APC hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et seq. (“the Act”). All meetings shall be conducted and all notices and agendas posted in accordance with the Act. If any portion of these Bylaws are more specific than the Act, than that portion of these Bylaws shall control over the Act, unless prohibited by law.

The APC shall also hold regular meetings, typically monthly, but at least ten (10) times a year. Stakeholders and the public are hereby invited to such meetings. Work sessions may also be held interim to regular meetings.

SECTION 2. Special Meetings. Special meetings of the APC may be called by the president, principal, or any three members of the APC.

SECTION 3. Place of Meetings. The APC will hold regular meetings at the school or a designated place within Anchorage city limits.

SECTION 4. Notice of Meetings. Notice of regular meetings will be posted, along with the a tentative agenda, at least 2 days prior so as to provide ample public notice. Agendas, stating the place, day, and hour of any meeting shall be delivered either personally, by mail, by facsimile, or by e-mail, to each member of the APC not less than two (2) days before the date set for such meeting. In addition, at least twenty-four (24) hours prior to

Alaska Native Cultural Charter School Bylaws

non-regular meetings, notice of the agenda for each meeting shall be posted at the school. New issues not posted on the agenda may nonetheless be raised, discussed, and voted upon at any meeting.

SECTION 5. Quorum. Greater than fifty percent (50%) of the voting members of the APC constitutes a quorum. Telephonic participation is permitted.

SECTION 6. Manner of Acting. The act of a majority of the members of the APC at a meeting at which a quorum is present either in person or telephonically shall be the act of the APC, unless the act of a greater number is required by law or by these Bylaws.

SECTION 7. Executive Sessions. All regular and special meetings of the APC shall be open to the public, except that, upon a vote of a quorum, an executive session may be held to discuss matters limited to:

1. Attorney-client matters;
2. Contract proposals or negotiations;
3. Sensitive personnel matters;
4. Student discipline matters; and
5. Financial matters that would have an adverse effect upon the school.

The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the APC or permitted by law may be present during the executive session. Unless invited or permitted by law, no ANCCS staff APC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no ANCCS staff APC member shall be entitled to vote on any such issue in public session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or any other final action, be approved at any session which is closed to the general public. Matters discussed during the executive sessions shall remain

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confidential among those attending, failure to do so shall result in removal of the APC and possible legal actions permitted by law. The secretary of the APC shall maintain topical minutes of all executive sessions.

SECTION 8. No Proxies. Members of the APC may not vote by proxy.

ARTICLE VI

Principal

SECTION 1. Selection/Removal. The APC shall select the principal. Removal of the principal will require a quorum vote of the APC, excusing the two (2) staff members, when in its judgment the best interest of the school would be served thereby and should follow the terms described in the principals contract.

SECTION 2. Duties and Responsibilities. The principal shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. With the advice of the APC, the principal shall select, appoint, or otherwise supervise employees of the School. The Principal shall see that all policies, orders, and resolutions of the APC are carried into effect. The principal shall:

1. Maintain financial records of the school;
2. Manage the day-to-day operation of the school to ensure that the terms of the contract are met;
3. Meet regularly with parents and with teachers of the school to review, evaluate, and improve academic goals of the school;
4. Meet with the APC regularly and often to monitor progress in achieving the APC's and ASD's policies and goals;

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5. Submit appropriate information as required by the School District, Department of Education or Federal and State Agencies; and
6. Submit for approval or disapproval to the APC all significant policy and financial decisions that may have a substantial impact upon the school.
7. The principal shall form a hiring committee for open ANCCS positions, which shall include at least one (1) APC member.

ARTICLE VII

Committees

SECTION 1. Membership of Committees. The APC, by an established quorum at an APC meeting, may designate and appoint one or more committees to perform specific tasks assigned by the APC. Members will be selected by the APC from a list of volunteers who are elders, parents/guardians of children attending the school, community members at large, the Principal, teachers, or teachers' assistants.

SECTION 2. Instruction and Responsibility. Each committee shall be clearly instructed as to the length of time each member is being asked to serve, the service the APC wishes each committee to render, the extent and limitations of responsibility, the resources the APC will provide, and the approximate dates on which the APC wishes to receive reports.

SECTION 3. APC Powers and Prerogatives. All recommendations of a committee must be submitted to the APC for official action. The APC shall have the power to

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dissolve any committee and shall reserve the right to exercise this power at any time during the life of any committee.

ARTICLE VIII

Contracts and Accounting

SECTION 1. Contracts. The APC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the school. The APC may delegate this authority, either in specific instances or in general, to the principal or his/her designee, or to any officer of the APC.

SECTION 2. Accounting. The treasurer or his/her designee shall present to the APC at each monthly APC meeting a ledger itemizing all income, expenses and budget transfers since the prior APC monthly meeting. The APC may at any time cause a full or partial independent audit of School monies to occur.

ARTICLE IX

Code of Ethics

SECTION 1. Code of Ethics. Integrity, trust and dignity to uphold the Bylaws and charter of our school is a vital responsibility to the success of our school, but most importantly the success of our students. Each board member has a personal obligation to demonstrate a level of commitment of the highest standards.

For these reasons, the APC adopts the following Code of Ethics:

Each board member will...

- Practice honest and ethical conduct;
- Provide fair, full, accurate, timely and understandable disclosure;
- Adhere to applicable laws, governmental rules and regulations;
- Exhibit professionalism when speaking to and of the APC and school that maintains public confidence to the integrity of our community;

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- Respect different perspectives , yet one common goal;
- Communicate before acting;
- Maintain confidentiality of executive sessions until permitted by law.

This Code is not meant to be a comprehensive guide and cannot address every situation we may be challenged with; it suggests an overall code of ethical conduct. ANCCS and the APC may have other policies that are not intended to conflict with this Code.

Violation of this Code may result in removal from the APC by an established quorum at a meeting and/or legal action to the fullest extent of the law.

ARTICLE X

Conflict Resolution

Communication is paramount within the ANCCS community. Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's principal/supervisor. The formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted.

SECTION 1. Informal Complaint Resolution. Complaints should be first directed to the staff member involved in order to work through the problem to get it resolved. If talking with the staff member directly does not resolve the complaint, document (write) the complaint and attach any other related documentation. Send the written complaint to the principal. The principal will get back to you within three days to schedule a conference to assist you in resolving the difficulty. The principal will decide upon a course of action that is in the best interest of the school.

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SECTION 2. Formal Complaint Resolution. If communication with the principal does not satisfactorily resolve the issue, contact an APC member (names are found on the website and listed at school). Send the written complaint and any related paperwork. If the APC member feels further review is warranted, he/she may offer to accompany you to a meeting with the principal to resolve the issue. If a meeting between the APC member, complainant, and the principal does not result in a satisfactory resolution, a subcommittee (consisting of three APC members) will be appointed by the president to conduct a hearing and make a recommendation. The recommendation of the three member committee is presented to the full APC, who shall then rule to accept or reject the recommendation of the three-member committee. The full APC ruling shall be final and binding unless appealed to the District.

The process to appeal to the District is excerpted below from School Board Policy 333.97:

d. District Appeal. Any party directly involved in the complaint may appeal the Academic Policy Committee's decision to the Anchorage School District. Appeals must be in writing and signed by the person bringing the appeal. In addition, all appeals will include the following information:

- (1) a clear, concise statement of the complaint or dispute;
- (2) a statement of the steps by which the Charter School's complaint resolution process has been followed, or the reasons that process could not be followed; and
- (3) a proposed remedy or resolution.

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Ordinarily, if the complaint resolution process has not been followed or completed, the appeal will be referred back to the Charter School for completion of that process.

e. District Review. The Superintendent or designee shall review the written appeal and may conduct such other investigation as he or she deems appropriate. At his or her discretion, a hearing may be held by the Superintendent, designee, or hearing officer. A written decision shall be issued promptly, but in any event within 30 days unless extenuating circumstances require more time.

f. School Board Review. A party to the dispute or complaint may request that the School Board review the Superintendent's decision. The decision will be presented as a Board Memorandum for approval, modification, or rejection, and the Board will take such action as it deems appropriate.

g. Standard of Review. The Academic Policy Committee should remain free to make reasonable discretionary decisions concerning the operation of the Charter School without interference from the Board or District except as stated in this policy. The Academic Policy Committee's decision will not be reversed or modified unless clearly required for health or safety reasons, or to comply with law, collective bargaining agreements, the Charter School Contract, or School Board Policies with which the Charter School is required to comply.

h. Charter School Complaints. If a charter school believes the District's actions or inactions are inappropriate, it should attempt to resolve that situation informally. In addition, the Academic Policy Committee may file a complaint with the District pursuant to the procedures set out in 333.97(d) – (g), above, except that d(2) is not applicable.

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(These procedures will not apply to matters of discipline of specific students, personnel matters relating to specific employees, other than the principal of the charter school. Also excluded from this policy are allegations of criminal activity or of acts or conditions tending to create immediate risk of serious harm to the health and safety of others. In these cases, a report should be immediately made to the Superintendent or designee, or to the appropriate state or municipal enforcement agency. *See SBP 333.97.*)

ARTICLE XI

Indemnification

SECTION 1. Indemnification. The school may, to the maximum extent permitted by law and in the absence of school or District insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted, and all persons currently or previously employed by the school, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or being or having been an employee of the school, when that person has acted within the course or scope of his or her duties to the school. Indemnification shall be provided by a majority vote of a quorum of the APC, on a case-by-case basis.

ARTICLE XII

Amendments to Bylaws

SECTION 1. Amendments. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by an established quorum of a regular meeting provided that the proposed change in the Bylaws has been submitted in writing to all of the members of

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the APC and posted publicly in the School's office at least two (2) days prior to the meeting at which the proposed change will come up for a vote. Proposed changes to the Bylaws may be submitted by any member of the APC, by parents with students currently enrolled in the School, or by the principal, teacher-in-charge, or teachers, each under contract with the school, for consideration by the APC.

Date Adopted: March 15, 2015

Xiomara Owens
Secretary

Mikan Outwater
President

Appendix D: Academic Policy Board Members, Qualifications, and Minutes

APC BOARD 2021-2022	
<p>Daryl Griggs President (Parent Seat)</p> <p>1361 Kirsten Circle Anchorage, AK 99518 (907) 677-5994 dgriggs@afognak.com</p>	<p>Pamela Dupras (Staff Seat)</p> <p>dupras_pamela@asdk12.org</p>
<p>Dawson Hoover Vice President (Parent Seat)</p> <p>2510 Chandalar Dr. Anchorage, AK 99504 (907) 891-2487 hoover_dawson@asdk12.org</p>	<p>Katrina Ahlfield (Parent Seat)</p> <p>katrinaletner@gmail.com</p>
<p>Manuel Acuña Treasurer (Parent Seat)</p> <p>4961 E. 5th Ave Anchorage, AK 99508 (907) 887-3564 manny.e.acuna@gmail.com</p>	<p>Heidi Olson (Parent Seat)</p> <p>heidileia@yahoo.com</p>
<p>Melissa Kahler-Afelin Secretary (Staff Seat)</p> <p>1900 Fyfe Circle Anchorage, AK 99507 (907) 952-8028 kahler-afelin_melissa@asdk12.org</p>	<p>Quentin Simeon (Community Seat)</p> <p>qmsimeon@gmail.com</p>
<p>Lorlie Sheild (Community Seat)</p> <p>kuutuug@live.com</p>	

Board Member Qualifications

Daryl Griggs President/Parent

Daryl Griggs is a Marketing and Proposals professional with over twenty years of experience working for both profit and non-profit Alaska Native Organizations. Daryl has served on the Native Village of Port Lions Tribal Council and has held several Board positions over the years. He is a strong proponent for Alaska Native Youth and has participated in charities raising funds for Indigenous Youth on Kodiak Island so that they can sustain cultural education opportunities. Daryl also has served on the Academic Policy Committee for the Alaska Native Cultural School in various roles and is committed to the school's longevity.

Dawson Hoover Vice President/Parent

Dawson is a parent to four children - three have attended ANCCS and the fourth will most certainly attend ANCCS. He has a BA in Rural Development from the University of Alaska Fairbanks. Dawson has at least three years of experience on the APC with two years of service as the Treasurer. Dawson grew up in Kasigluk, AK and moved to Anchorage in 2005. He comes from a family of educators - both parents are retired educators and the oldest sister is a Yup'ik teacher. He currently works as a Learning and Development Training Specialist for the Development Center at Southcentral Foundation.

Manuel Acuña Treasurer/Parent

Manuel has 13 years of Air Force military experience, and many more in supervision and project management. He is currently an electrician in the IBEW. He educational training in Welding, Applied Science of Technology, Applied science in Aircraft Maintenance Technology, and other certifications for labor skills. He has had all three of his children attend the school, and is passionate about ANCCS.

Melissa Kahler-Afelin Secretary/Staff

Melissa currently serves ANCCS, as the Preschool teacher. She has taught at ANCCS since 2019, and has served on the APC board previously for the 2020-2021 term. She has her Master's in Early Childhood Special Education, and has worked in education for 13 years in Alaska. Melissa's passions have supported young children and families in Anchorage by home based early intervention family services, classroom instruction, and trauma informed practices through early childhood mental health endorsements. She has supported the community by training professionals and providers in trauma-informed interventions in early childhood, Circles of Security Training ©, and adjunct teaching at the University of Alaska Anchorage.

Pamela Dupras Staff

Pamela Dupras serves as the ELL Resource Teacher for ANCCS. She has her M.Ed. in Curriculum and Instruction and holds an endorsement as an English as a Second Language teacher. As an educator in Alaska for 18 years, Pamela has both rural and urban experiences. She is very interested in how children learn, and believes all students have potential. It is my desire to help ANCCS meet our mission.

Lorlie Shield Community

Lorlie grew up in a traditional Native home in a Native village, Kotzebue, AK and was raised with traditional cultural values eating traditional Native foods harvested in traditional ways. As she grew older, she spent time with elders learning their ways of preparing food and sewing skins. Lorlie has had several jobs within the school system teaching Native culture and crafts and also planned and provided after school cultural activities for grades 2nd -5th. One year, Lorlie and student participants made sealskin ornaments which were put on display in Juneau at the Capital. She has held adult classes for skin sewing and beading for a non-profit organization to encourage families to engage in healthy activities together.

Katrina Ahlfield Parent

Katrina has over 15 years' working experience in the field of child and family prevention/intervention service with a local Head Start program. She holds a bachelor's degree in Human Services, a Society for Human Resources Management Certified Practitioner Certification, and is trained in trauma informed practices, Strengthening Families framework, and ACEs. Katrina is a parent of three children, and one who currently attends ANCCS.

Quentin Simeon Community

Quentin Simeon a Yup'ik man from the Kuskokwim River. He grew up between the two communities until he moved to Anchorage in 1994. He has earned his BA in English from UAA in 2006 and has worked in and around higher education and cultural education ever since he graduated. He is currently working for UAA as the interim assistant director of Native Student Services and has been on the KEF board for about a year.

Heidi Olson Parent

I am Heidi Olson. I'm originally from Bethel and I'm the daughter of Loddie "ayaprun" Jones, who is a kindergarten teacher at the Yupik immersion school Ayaprun Elitnaurvik. I come from a family of educators; I am not. I am employed with the Bureau of Indian Affairs in the Branch of Transportation. I am a Program Analyst and act as a liaison between the tribes and our contracting department. I have had two girls pass through ANCCS (one of which will be a senior at Bartlett) and I currently have two boys in the school. I have been very active within the school for quite a few years and absolutely adore everything about it. I am glad to serve alongside the rest of the awesome board.

ANCCS APC Elders Council		
Lucy Brown	Edgar Blatchford	
Anthony Nakazawa	Agnes Baptiste	
ANCCS APC Founders Council		
Martha Gould-Lehe	Rosemary Cook	Janann Kaufman
Sheila Sweetsir	Elizabeth Hancock	Virginia Juettner
Deborah Pungowiyi	Lisa Dolchek	Max Dolchek



10 Muldoon Road - Anchorage, AK 99504
 Phone 907-742-1370 - Fax 907-742-1373
 http://www.akdc12.org/schools/anccs/pages/

Academic Policy Committee Regular Meeting Minutes
 June 5, 2013 held at ASD Ed Center Conf. Room 023

Status: Present – P Excused – E Absent – A Guest - G

Miklan Outwater, President	E	Patsy Shaha, Principal, Ex Officio	P	Kaneyo Hiata	P	Jeanne Dellinger (Elder)	E
Emily Tyrrell, Vice President	P	Danielle Riha (5:31-6:21)	P	Desiree Croftn (phone call-in)	P	Agnes Baptiste (Elder)	E
Darin Hargraves, Treasurer	P	Martha Gould-Lehe	P			Moses Dirks (Elder)	E
Serallee Kalraialuk, Secretary	P	Diane Hoffbauer	P	Tony Nakazawa (5:21-5:45)	G	Lucy Brown (Elder)	E

Item	Open of Meeting	Follow-Up
1.	Established a quorum with 6 of 10 members present	
2.	Meeting called to order @ 5:21 PM	
3.	Motion to approve agenda as amended for June 5, 2013 passes 7-0. Add Recruitment for Updates. May 8, 2013 minutes removed from New Business. Attachment 1	
4.	Public Comment: Guest- Anthony Tony Nakazawa is interested with ANCCS; supports our board. Attached letter of interest to serve on the APC as a Community Member. Board comments: We would welcome him and if a Community Member/Elder seat opens, we will let him know. Attachment 2	
Unfinished Business		
5.	Patsy comments that when the district starts a contract, there is no ending date- "Open contract." Suggestion: We do an amendment each year. Darin states that in case of the Charter School, it rolls over yearly. Patsy suggests that we write a contract that is a rolling contract since as of now, the contract does not state that way. Martha: Our contract states the administrator will be known/told by December 31 that they will have a job. Patsy adds that she would like the salary, etc. to be known by then, too; guaranteed a job. Motion to move into Executive Session to discuss Principal Contract passes 8-0 at 5:47. See attachment for changes. Motion passes 8-0 to accept the Principal Contract with the changes. Motion to pass the Addendum Contract passes 8-0. Executive Session ends at 6:16. Motion to present Patsy her written evaluation passes 8-0. Evaluation given to Patsy. 2013-2014 Principal Contract Extension and Addendum Contract signed by Principal Patsy Shaha and APC Vice President Emily Tyrrell on June 5, 2013.	Board discussion- make a rolling contract
New Business		
6.	Motion to approve minutes from May 22, 2013 as amended passes 8-0.	May 8, 2013 minutes still need to be approved as they were not provided for this meeting.
Updates/Reports		
7.	Principal: had a conversation with JoAnn Jojo Ducharme from UAF (SORRY! PEN ISSUES AND I DIDNT WRITE ANYTHING FOR THIS); Spent \$25,000 on 16-23" computer desks, 3 projectors for classrooms.	
8.	President: ((Reading off Miklan's notes that were printed for the board)). #6 on Miklan's notes: Motion to enter into a contract with Hotwire up to \$100,000 for wiring of the new building. Passes 7-0. #7 on Miklan's notes: Motion that the APC President	

	create a specific email account passes 7-0. Motion then made that ANCCS link/add the APC President's email account to the ANCCS' server, passes 7-0.	
9.	Treasurer:	
10.	Building Committee: Library shelving- free, might be an opportunity for items. We will be moving the little building in the back Title I knows about the move since it is their little shack. Looking into painting; Patsy is looking into costs. SCF/Katherine Gottlieb/ design maintenance will work with us. Tomorrow interior decorator will come in and look. PNA signs are coming off (wooden signs). We are getting the sign (from the school) and the "fish" on the sign will be removed.	
11.	Grand Opening Committee: ANPA PR committee work with Emily to start committee with budget of \$5,000. Comment: Costco/SAMS Club donates to schools but the notice has to be three months in advance.	
12.	Recruitment: Elizabeth has stepped down from the board and will no longer serve on the recruitment committee as well. Motion to accept Elizabeth's resignation from the board passes 7-0. Patsy would like to be on the recruitment committee. Patsy is added to recruitment. Darin/Diane recommends Patsy to chair the recruitment committee. Patsy asked Glen Nielson to do 1 more mailer out if approved.	Budget/brochure for Patsy to make for recruitment.
Close of Meeting		
13.	Public/General Comment – None	
14.	Motion to adjourn passes 7-0 at 6:53.	

Attachments:

– Agenda 2 – Anthony Tony Nakazawa Letter of Interest; Resume

Submitted by: Seralee Kairaiak Approved on: _____

Secretary/President Signature _____

APC MINUTES 2013-2014

(APC Minutes for 2013-2014 are in ASD warehouse storage due to the displacement of the school and inaccessible at this time.)



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 Phone 907-742-1370 Fax 907-742-1373
adsl.2.org/schools/ancs/pages/index.html

Academic Policy Committee Regular Meeting Minutes March 25, 2015 held at ANCCS

Status: Present – P Excused – E Absent – A Guest - G

Milkan Outwater, President	P	Xiomara Owens, Secretary	P	Martha Gould-Lehe, Founder	P	Lucy Brown (Elder)	A
Kevin Johnson, Vice President	P	Patsy Shaha, Principal, Ex Officio	P	Danielle Riha, Staff	P	Agnes Baptiste (Elder)	A
Karen Phillip, Treasurer	P			Katie Tunuchuk, Staff	P	Anthony Nakazawa (Elder)	A
Plama Oleyer	G	Matthew Bechtol	G	Camilla Malchoff	G	Rosemary Savage	G
Kristy Deacon	G	Angela Blue	G	Joey Kottre	G	Jennifer Shannon	G
Denise Ray	G	Diane McCall	G				

Item	Open of Meeting				Follow-Up
1.	Established a quorum with 8 of 9 voting members present.				
2.	Meeting called to order at 5:51 PM.				
3.	Announcements <ul style="list-style-type: none"> Milkan reminded the group of the ground rules. Martha also reiterated the importance of trust, healthy conflict, commitment, and accountability in the name of results. 				
4.	Agenda <ul style="list-style-type: none"> Ms. Blue requested adding Title I to the agenda to discuss funding updates. Martha requested adding an executive session to the agenda to bring seated members up to speed on sensitive matters related to the school. Martha made a motion to approve the agenda as amended. Karen seconded. Motion passes 9-0. 				
5.	Public Comment <ul style="list-style-type: none"> Joey Kottre gave an update on the status of ANCCS laptops (Apple Air laptops) and MacBook Pros, which may need updates overtime. Joey estimated the cost per Air would be \$1000-1100. What does the Board want to do with existing laptops as it relates to student and teacher use? Joey said he has not talked to the teachers about what they want, but it can be posed to the a staff meeting to survey all teachers. Danielle and Katie volunteered to facilitate the surveying of teachers. Title I meeting: three preschool programs have been cut in the school district. Title I is encouraging parents and board members to contact your legislatures to advocate for keeping Title I programs. She did clarify that ANCCS is not at risk for losing its Title I funding, but it is an opportunity to advocate for the services for other schools. 				
6.	Unfinished Business				Follow-Up
7.	New Business <p>Martha asked to make two grammar changes to the 2/23 minutes: item 11, change "my" to "by" and item 12, change "playing" to "applying." Martha made a motion to approve the minutes from 2/23/15, as amended, and 3/20/15 as presented. Danielle seconded. Motion passed 8-0.</p>				Follow-Up
Updates/Reports					Follow-Up

8.	<p>Principal</p> <ul style="list-style-type: none"> ● Charter school supervisor: Darrel Vincek will finish the year in his current principal position and will then transition into the Charter School supervisor role. She recommended the APC send a welcome basket to him. ● Lottery numbers were presented and reviewed. Less than 10% of our students have opted not to return. ● HR Memo: Patsy reported on a meeting they had with ASD HR, who reported that Charter schools are not exempt from teacher or employee transfers and thus we may have contracted employees who are placed with ANCCS in the future. ● Staffing: We have a confirmed Kindergarten teacher vacancy for next year. She also discussed the process for teachers to request a transfer. She discussed the process for identifying and interviewing ASD staff who have asked for a transfer. ● Fundraising: Camilla reported on the fundraising event for the Calvin Family, which raised \$4,600 in donations. It was a wonderful effort which involved parents, teachers, students, staff, and community members. ● Yupik Spelling Bee: Three finalists will go to District B for the final event on Friday. ● Summer School: Title I will not be funding the summer school this year. She has submitted the proposal for the summer school to the Budget/Funding committee for their review/consideration. She is also exploring whether or not we can keep the library open a few hours per week for students to check books out. ● Testing: State of Alaska has established a schedule for when each grade will test, which will take place over the course of the next six weeks. She reviewed the process for students to complete their testing by checking out Chromebooks. There are 8 tests per grade level and test-takers have an assortment of questions they complete, which is not timed. Joey Kottre reported that there are some concerns about some of the language used in the testing, which students are not familiar with. A few teachers have volunteered to assist in assessing the potential biases that might be present in the language of the tests. 	
9.	<p>President</p> <ul style="list-style-type: none"> ● There is a SE Alaska Consortium taking place in Juneau in April to discuss our academic needs or issues related to teaching S E languages. 	
10.	<p>Treasurer</p> <ul style="list-style-type: none"> ● Finance Committee meeting minutes were presented and reviewed. She discussed Title I monies that will fund an additional teacher. Patsy is looking into getting a ½ time IT person, increasing the nurse’s hours, and getting a teacher for gifted and talented students. The Finance has received a proposal for the ANCCS summer school. They have not discussed the long-term plan for whether or not to get a new building. ● Spending Committee meeting minutes were presented and reviewed. She highlighted item 5: Immediate recommendations for the finance committee to bring to the Board. The group discussed the need for additional Noon Duties. Joey Kottre requested that when the noon duties are hired, they are trained adequately so they can be effective, respected, and respectful in their positions. Patsy reported that the district has a training video and she also does more hands-on training with them to emphasize safety and how to effectively and positively relate to children. Piama suggested additional training with 1-2-3-Magic video and things that are specific to ANCCS. Joey requested to add “basketball hoops” to the list. Danielle reported that science curriculum materials should also be on the list. Ms. Blue requested adding “math materials” to the list for the math specialist teacher. She also requested the committee consider additional funds for the teachers who work with the gifted students program. <ul style="list-style-type: none"> ● Karen made a motion that the APC approve the hiring of 3 noon duty people, add additional monies to update technology and keep technology up to date, \$2000 for classroom supplies for each teacher (excluding furniture), MacAirs for staff with the components to support, ANCCS regalia for staff, and curriculum support activities. Martha seconded the motions. The motion passes 8-0. ● The budget summary for this year and projected budget for next year were presented and reviewed. She reported that overages are a result of the ASD having not distributed the funds yet. 	
11.	<p>Bylaws Subcommittee</p> <ul style="list-style-type: none"> ● Xio summarized the process for revising, reviewing, approving and posting the revised Bylaws. The Bylaws were posted for the minimum number of days required. ● Karen made a motion to approve the Bylaws as they’ve been updated. Martha seconded the motion. The motion carries 8-0. 	
12.	<p>Building Subcommittee</p> <ul style="list-style-type: none"> ● Piama reported that there will be some changes to the parking availability in a few weeks as work begins on the fire station. ANCCS has been 	

	<p>trying to work with PNA to address maintenance issues, including a few leaks coming through the roof in a few areas, a urinal that is not functioning and a leaky sink. The group has reviewed a few ASD job descriptions for the BPO position that was approved last month. Since the ASD descriptions include some duties that are already included in the PNA lease, the committee is considering writing their own job description to combine all duties into one position - filled by one or two positions that can potentially be presented to PNA with an amendment to the lease. ANCCS has not received an accurate accounting of what to pay for the electricity for the relocatable. The group discussed the possibility of installing a meter to better account for the amount of energy used by the relocatable. The group PNA's report of doing some repairs during the summer and how that might affect summer school plans. Piama also reported the need to have future discussions for strategic planning, including possibly rewriting the lease.</p>	
13.	<p>Culture/Curriculum Subcommittee</p> <ul style="list-style-type: none"> • Danielle presented and reviewed the subcommittee report/update for culture week (May 4-7). She reported having many artists identified for working with the older students, but is still looking for artists who can work with the younger students. The subcommittee has also been addressing any questions or concerns related to safety (e.g., food-handling, canning, and soap carving). Milkan reported that the exchange kids from Ouzinkie will be present during culture week. 	
14.	<p>Principal Hiring Subcommittee</p> <ul style="list-style-type: none"> • Milkan presented and reviewed the materials from the principal hiring committee. She reported that the principal vacancy has not yet been posted by ASD HR, though there are a few voicemails into the ASD asking for updates. She reviewed the proposed process for reviewing applicants materials, using a rubric to evaluate their qualifications, interview candidates, and potentially having a "meet the candidates" meeting. 	
15.	<p>Elections Subcommittee</p> <ul style="list-style-type: none"> • Milkan presented the report and members were provided with a contact list for APC members. • Milkan offered a few words of thanks to Clare Gauster for her time on the APC. • Martha welcomed new Board members: Rosemary Savage (parent), Matthew Bechtol (parent), and Camilla Malchoff (parent). She also welcomed Kevin, who has returned to APC, in Community seat. 	
16.	<p>Officer Elections</p> <ul style="list-style-type: none"> • Secretary <ul style="list-style-type: none"> <input type="checkbox"/> Danielle nominated Xio. Karen seconded. No other nominations were made. Xio accepted. • Treasurer <ul style="list-style-type: none"> <input type="checkbox"/> Milkan nominated Karen. Danielle seconded. No other nominations were made. Karen accepted. • President <ul style="list-style-type: none"> <input type="checkbox"/> Kevin nominated Milkan. Danielle seconded. <input type="checkbox"/> Matthew nominated Camilla. Karen seconded. • The nominations went to a vote and Camilla was determined to be the President by majority vote. • Vice President <ul style="list-style-type: none"> <input type="checkbox"/> Danielle nominated Rosemary. Karen seconded the motion. Rosemary accepted. <input type="checkbox"/> Camilla nominated Matthew. Karen seconded the motion. Matthew accepted. <input type="checkbox"/> Martha nominated Kevin. Milkan seconded the motion. Kevin accepted. • The nominations went to vote and Rosemary was determined to be the Vice President by majority vote. • Milkan and Kevin were thanked for their contributions to the APC in their roles as President and Vice President. 	
17.	<p>Schedule future meetings</p> <ul style="list-style-type: none"> • April 29th • May 19th 	

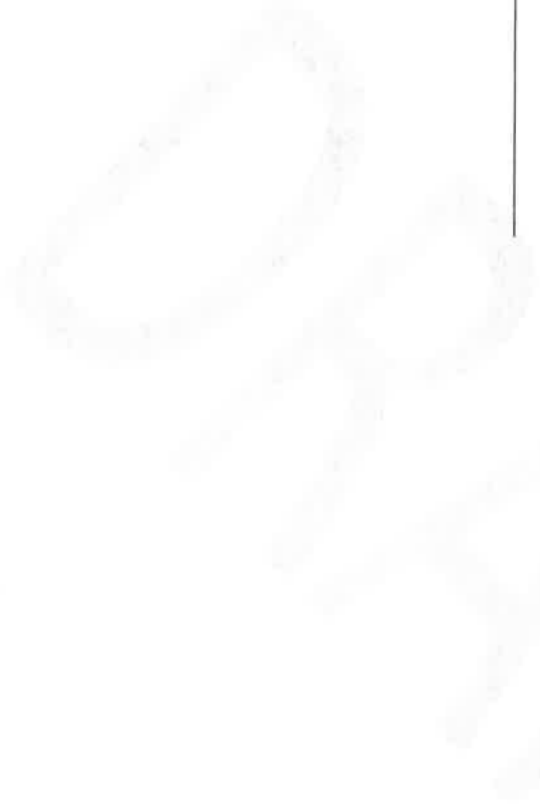
	Close of Meeting	Follow-Up
18.	Public/General Comment <ul style="list-style-type: none"> • Piama requested to be added to the Strategic Planning Committee. 	
19.	Executive Session <ul style="list-style-type: none"> • Martha made a motion to go into executive session to discuss attorney-client and sensitive matters to bring the new board members up to date. Kevin seconded. Motion passed 10-0. Executive session began at 8:53pm and ended at 9:00p 	
20.	Agenda items for next meeting <ul style="list-style-type: none"> • Review subcommittee list. 	
21.	Adjournment <ul style="list-style-type: none"> • Martha made a motion to adjourn the meeting. Matthew seconded. Motion adjourned at 9:00pm. Motion passes 10-0. 	

Attachments:

- 1) Agenda 2) ANCCS lottery updates 3) Student AMP testing schedule 4) ASD teacher transfer info 5) Current 2014-15 budget and proposed 2015-16 budget
- 6) Spending Subcommittee mtg minutes 7) Bylaws subcommittee mtg minutes and draft 8) Building subcommittee mtg minutes 9) Curriculum subcommittee update
- 10) Principal hiring subcommittee mtg minutes 11) Elections subcommittee mtg. minutes 12) Student recruitment/ Public Relations/Volunteer Recognition subcommittee mtg minutes
- 13) Subcommittee membership list

Submitted by: **Xiomara and Camilla** Approved on: _____

Secretary/President Signature _____





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anck12.org/virtual/index.cfm

Academic Policy Committee Regular Meeting Minutes January 19, 2016 held at ANCCS

ANCCS APC Board Members

Camilla Malchoff, President	P	Danielle Riba, Staff	P	Martha Gould-Lehe, Founder	P		
Rosemary Savage, Vice President (leave at 6:29)	P	Katie Tunuchuk, Staff	P	Bongi Agterter, Principal, Ex Office	P	Anthony Nakazawa	P
Karen Phillip, Treasurer	P	Matthew Bechtol, Parent	P	Darrell Vincek, ASD Liason, Ex-Officio	P	Lucy Brown	P
Xiomara Owens, Secretary	P	Mikan Outwater, Parent	P	Kevin Johnson, Community	P		
Ethan Petticrew	G						

ANCCS Founders Council

Martha Gould-Lehe	P	Rosemary Savage	P	Sheila Sweetsir	P	Elizabeth Hancock
Virginia Juettner		Deborah Pungowiyi		Lisa Dolchek		Janann Kaufman

Open of Meeting

Item	Description	Follow-Up
1.	Established a quorum with 8 of 11 voting members present.	
2.	Meeting called to order at 5:42 PM.	
3.	Announcements <ul style="list-style-type: none"> ▪ Max Dolchek passed away recently. The APC would like for the PR committee to do something to recognize him for his contributions to ANCCS. 	
4.	Agenda <ul style="list-style-type: none"> ▪ Martha made a motion to amend the spelling of Elizabeth Peirawich Peirawich's name approve. Tony seconded. Motion passes 8-0. 	
5.	Minutes <ul style="list-style-type: none"> ▪ Mikan reminded the group that items in the follow-up column need to be included in the agenda for next minutes. ▪ Martha commented that the Principal is familiar with the school's budget and thus should be responsible for determining how much teachers can be paid for addenda for Culture week. The group discussed the process for submitting proposals that include financial requests. Carni stated that any committee requests for money should go directly to Bongi, followed by the Treasurer, who will then bring it to the APC. ▪ Bongi stated that the minutes have been shared with the culture committee and they are all in agreement about the amount decided upon. ▪ Danielle made a motion to approve the minutes. Karen seconded. Motion passes 11-0 	
6.	Public Comment	

	Consent Agenda		Follow-Up
7.			
	Unfilled Business		Follow-Up
8.			
	New Business		Follow-Up
9.			
	Updates/Reports		Follow-Up
10.	<p>Principal</p> <ul style="list-style-type: none"> Bongi presented and reviewed her principals report (attached) Bongi presented and discussed the proposal from the curriculum committee (attached). The group was concerned about the cost of the proposed scope and made suggestions about what edits can be made (e.g., removing the alignment to Common Core Standards to the proposal) to reduce the estimated cost OR look into applying for a grant, which could prolong the timeline. <ul style="list-style-type: none"> The group pointed out that the proposal does not include the cost for materials to actually create the product. Bongi stated that she will work with the committee to determine what the group can do for the cost of a Level One addenda (\$840). She also stated that she will invite them to update the proposal send a committee member to the next APC meeting to discuss the proposal. Bongi gave a presentation on what Title I is and a summary of how ANCCS is using Title I funds and meeting Title I requirements. As it relates to Title I requirements and activities, she presented the group with the ANCCS Title I Schoolwide Plan (attached), School Improvement Action Planning (attached), the 2013-2014 School Report Card (attached), and Parent Involvement Plan (attached). Martha said it is important to make sure an APC member is on the committee for the school improvement planning committee. She also discussed and presented a sample of efforts being made in the classroom to identify areas of strength and weakness which leads to breaking the classroom into instructional intervention groups based on need. She also stated that these interventions are data-driven and the data is used by the teachers and teams to track to identify trends. 		Get an update from the curriculum committee on the scope and cost of their proposal.
11.	<p>President/ Vice President</p> <ul style="list-style-type: none"> Cami presented and reviewed the president report (attached). Milkan asked that future reports include dates on them. She presented the template for the APC attendance record. She asked the group to define what constitutes an "excused" or "unexcused" absence. She also asked if the attendance requirement is specific to regular and/or special APC meeting. The group discussed the need for people who are in appointed seats to be present for meetings because in The president can use her discretion to determine if someone's absence is excused or unexcused, but they are required to contact the president to inform her of their intentions to be absent. The group also said, if there is concern about a person's repeated absences, this can be brought to the Board and a motion can be made. The group expressed concern about the repeated absences of two Board members. Danielle made a motion that a letter of concern be written to both parties regarding their duties to the Board, commitment to attend APC meetings, and the jeopardy of losing their seat. Martha seconded the motion. Motion passed 7-0. Cami stated that she will draft the letter and present it to the Board for review. 		Letters will be drafted and sent to Board members regarding absences.
12.	<p>Treasurer</p> <ul style="list-style-type: none"> Bongi and Karen presented and discussed the budget (attached), including what was left over from last year, where we are at this year, and what we anticipate for the coming year. She also presented the current budget for our Title I funds (attached). 		

13.	<p>Committee Reports</p> <ul style="list-style-type: none"> ▪ Cami stated that the election committee needs to be reactivated by the APC to include a minimum of 2 APC members, 1 non-APC parent, and a fourth person may be delegated by the elections committee. (see page 8 of the Bylaws for details on Elections). ▪ Bongji, Lucy, and Milkan volunteered to be on the committee. Elizabeth said she could help. 	
14.	<p>Executive Session</p> <ul style="list-style-type: none"> ▪ Danielle made motion to for executive session to discuss student and previous employee matters. The motion was seconded by Martha. Motion passes 7-0. ▪ Out of executive session at 7:45p. ▪ Karen made a motion for Cami to draft a letter regarding the employee matter, which should be approved by ASD legal before sending it to the individual. Seconded by Danielle (motion carries 6-0) 	
Close of Meeting		
15.	<p>Public/General Comment:</p> <ul style="list-style-type: none"> ▪ 	Follow-Up
16.	<p>Agenda items for next meeting</p> <ul style="list-style-type: none"> ▪ 	
17.	<p>Upcoming events</p> <ul style="list-style-type: none"> ▪ 	
18.	<p>Adjournment: Danielle made a motion to adjourn the meeting. Xio seconded. Motion adjourned at 7:46. Motion passes 6-0.</p>	

Attachments:
1) Agenda 2)

Submitted by: Xiomara and Camilla Approved on: _____

Secretary/President Signature _____



Building Student Excellence Through Traditional Cultural Learning
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 anccs@aak12.org

Academic Policy Committee Meeting Minutes
 January 17, 2017 held at ANCCS

Status: Present - P Excused - E Absent - A Guest - G

ANCCS APC Board Members									
Camilla Malchoff, President	E	Bonnie Davis, <i>Parent</i>	P	Barbara Amos, <i>Community</i>	E				
Daryl Griggs, Vice President	P	Amanda Bouffloux, <i>Parent</i>	P	Anastasia Torres, <i>Parent</i>	A				
Elizabeth Hancock, Treasurer	P	Clara Amidon, <i>Staff</i>	P	Bongi Agarter, <i>Principal, Ex Officio</i>	P				
Mikan Outwater, Secretary	P	Denise Ray, <i>Staff</i>	P	Darrell Vincek, <i>ASD Director of Charter Schools Ex Officio</i>	E				
Joey Kotte, <i>Teacher</i>	G	Danielle Riha, <i>Teacher</i>	G						

ANCCS Founders Council					ANCCS Elders Council								
Martha Gould-Lehe	P	Rosemary Savage	E	Sheila Sweetsir	E	Elizabeth Hancock	P	Agnes Baptiste	E	Anthony Nakazawa	P	Lucy Brown	P
Virginia Juetter	E	Deborah Pungowiyi	E	Lisa Dolchek	E	Janann Kaufman	E						

Item	Open of Meeting													Follow-Up
1.	Established a quorum with 8 of 11 voting members present.													
2.	Meeting called to order at 5:47 PM.													
3.	Announcements: None													
4.	Public/General Comments: Martha would like to see a Spring strategic planning session held for stakeholders to discuss the mission/vision for ANCCS; we have been a school for 10 years, is the mission/vision still applicable? This is tasked to the strategic planning committee to draft a parent and staff survey, with a plan for this session to happen in March and a final report due in April.													
5.	Agenda (attachment #1) Motion to approve passes 8-0.													
Consent Agenda														
6.	November 15, 2016 Meeting Minutes (attachment #2) Motion to approve consent agenda items passes 8-0. Update on plowing: PNA will not plow if the cones are out. Motion to not require quorums for subcommittees and posted notice of canceled meetings passes 8-0.													Follow-Up
Unfinished Business														
7.	Subcommittees: Still need guidance/darification. Daryl will work with Elizabeth to develop procedures; Bongji will review. Daryl will present these documents to the board by January 24 th . Motion passes 8-0													

New Business	
8.	Middle School: Enrollment is going down. Many current 7 th and 8 th graders have been here since kindergarten and they are ready for a middle school environment. Should we discontinue 7 th /8 th grade and allow Katie a classroom for Immersion? Currently our charter is for K-8, do we need to amend it for K-6? There are fewer village families coming to ANCCS. We don't have the capabilities (structure, building) to be effective. Some students would thrive being around their peers more. We don't have options that middle schools have (after school sports/academic programs, advanced science/math/LA, lockers). IGNITE is available through 6 th grade, 21 st CCLC is available through 5 th (Begich supports 21 st CCLC). There are as many behavior referrals in middle school as there are in kindergarten. The incoming students are not requesting culture, but have behavior issues at past schools. We would need approximately \$100,000 to cover the loss of 7 th /8 th grade, with possible increased class sizes. Do we decide now and get feedback? Bongji is tasked with writing a letter to current 6 th /7 th grade students explaining the reasons as discussed (Milkan to provide a bullet list), then include the information in the newsletters. Darrell will need to put in a request to be on the Anchorage School Board agenda for a possible charter amendment. Bongji will touch base with ASD for protocol; a special meeting may be possible. Motion to discontinue 7 th /8 th grade beginning 2017-2018 until further notice passes 8-0.
Updates/Reports	
9.	Treasurer: Both December and January's reports attached (#3 & 4) Encumbered money can only be spent on things, not people/contracts. Request to have full reports available once a quarter, to see expenditures. What are the plans for the encumbered funds? What are the needs? Suggestion: \$200 for 25 teachers (for non-academic needs).
10.	Principal: See report (attachment #5)
11.	
Close of Meeting	
12.	Public/General Comment: Great Christmas program! Clara will share that with the staff. The staff have had a data look meeting, they are supporting and providing to others. School initiative: Can we see the data? Elections committee members: Amanda, Elizabeth, and Daryl will find a non-APC participant. Elections will occur during PT conferences.
13.	Upcoming events: No additional comments
14.	Adjournment: Motion to adjourn at 7:32 passes 8-0
Follow-Up	

Attachments:
 1) Agenda 2) November 15, 2016 3) December 2015 Treasurer Report 4) January 2017 Treasurer Report 5) President Reports
 Submitted by: Milkan Outwater

Approved on: _____ Secretary/President Signature _____

7/11/18

<p>Member(s) Attending via Phone: Camilla Malchoff Anthony Nakazawa (for about 15 minutes – he couldn't hear well)</p> <p>Guests: NONE</p>	<p>Members Present Daryl Griggs, Acting President Martha Gould-Lehe, Acting Secretary Lucy Brown Clara Amidon Denise Ray Heidi Olson</p>	<p>Members Absent Bonnie Scheele, Secretary <i>Officio</i> Darrell Vincek, ASD Liaison, Amanda Bouffieux, Drea Whiteside-Ferrell Elizabeth Handcock Rosemary Savage Janann Kaufman Sheila Sweetsir</p>
<p>Action Item(s) STEP:</p>	<p>WHEN:</p>	<p>WHO:</p>
<p>Principal hiring subcommittee activated</p>	<p>Immediately</p>	<p>APC: Daryl Griggs/ Camilla Malchoff Parent: Dana Kewan Staff: Clara Amidon Elder: Lucy Brown</p>

12:12 PM: Call meeting to order

Roll Call

Established a quorum

Agenda approved with amendments:

Clara made a motion to approve the minutes with the activation of the principal hiring subcommittee being moved out of executive session. Martha seconded. Motion passed unanimously.

Announcements: None

Public Comment: None

Discussion:

- Who would be on the subcommittee. The members were nominated as listed above.
- The Charge for the subcommittee as authorized by the board:
 - Get the binder from ASD
 - Review applicants and vet them according to protocol
 - Set up interviews with highest three candidates (if that many)
 - Bring recommendations to the APC for final consideration and finalization of salary offer, etc.
- Martha made a motion to activate the principal subcommittee with the powers named above. Camilla seconded. Motion carried unanimously.
- Martha made a motion to adjourn the meeting.
- Meeting adjourned at 12:37 PM



Building Student Excellence Through Traditional Cultural Learning
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 anccsask12.org

Academic Policy Committee Minutes
 April 29, 2019 held at ANCCS

Status: Present – P Excused – E Absent – A Guest – G Phone – PH

ANCCS APC Board Members					
Elizabeth Hancock (Founder), President	P	Heidi Olson, <i>Parent</i>	P	Sheila Sweetsir, Principal, <i>Ex Officio</i>	P
Daryl Griggs (Parent), Vice President	P	Danielle Rihla, <i>Staff</i>	P	Darrell Vincek, ASD Director of Charter Schools <i>Ex Officio</i>	A
Jennifer Wallace (Parent), Treasurer	P	Agatha John-Shields	P	Clara Amidon, Guest	P
Leah Kellerby (Staff), Secretary	E	Kelesy Wallace	U	Dawson Hoover, Guest	P
Vacant, <i>Parent</i>		Drea Whiteside-Ferrell Guest	G	Moses Dirks, Guest	P
Amanda Bouffloux, <i>Parent</i>	E			Denise Ray, Guest	

ANCCS Founders Council				ANCCS Elders Council									
Martha	P	Rosemary	E	Sheila	P	Elizabeth	P	Agnes Baptiste	E	Anthony Nakazawa	E	Lucy Brown	E
Gould-Lehe		Savage		Sweetsir		Hancock							
Virginia	E	Deborah	E	Lisa	E	Janann	E	Edgar Blatchford	E				
Juethner		Pungowiyi		Dolchek		Kaufman							
Lisa Dolchek	E	Max Dolchek	E										

Item	Open of Meeting											
1.	Call to order at 5:48 PM (Quorum Established)											
2.	Announcements: None											
3.	Public/General Comments: None at this time											
4.	Agenda: Approved with the moving of item # 7 (Office Elections) to after item #11 (Calendar Waiver)											
5.	Minutes approved											
6.	Principal – See Attachment #1 for complete details. Questions: • Martha asked for the date for Teacher Appreciation Week. Answer May 6-10.											

	<p>The APC will provide pizza for the staff on Wednesday, May 8th. Daryl will pick up and deliver. APC individual members will give him money to reimburse the expense.</p> <ul style="list-style-type: none"> • Sheila showed the hanging poster being worked on for display in the entry way. She asked for feedback. Staff has already given input. The APC will continue to advise until the final draft is complete. • ASD denied release time for development of cultural lessons. 	
7.	<p>President –</p> <ul style="list-style-type: none"> • Requested a work session for purging the APC Board Member binders. Clara suggested a subcommittee be appointed to look through them first and make recommendations. It was decided to revisit this in the fall, and that each member would take a binder home in May to peruse over the summer. 	<p>May board member binders given out.</p>
New Business		
8.	<p>Fundraising – See attachment #2 for complete details of information gleaned at 4/25/19 meeting with ASD.</p> <ul style="list-style-type: none"> • Jennifer, Sheila, and Daryl met with ASD to define what exact steps are necessary in ANCCS's move forward in raising money for a new facility. • A business manager cannot be hired using school money if they do work for FOANCCS. • A consultant can be hired with school dollars to complete deliverables in a specified timeframe. • Adam may participate in discussions for fundraising; however, if any voting or decisions are made concerning building, he has to recuse himself as Stan Tec plans to bid on the project. • Another meeting is scheduled for April 30. Jennifer, Adam, and Sheila will attend. <p>Calendar Waiver –</p> <ul style="list-style-type: none"> • Sheila is petitioning the State of Alaska Department of Education for a calendar waiver so she can add 2 professional learning days to next year's ANCCS's school calendar. <ul style="list-style-type: none"> ◦ Daryl motioned Sheila be permitted to request the added days. Heidi seconded. Motion carries. <p>Executive Session (Principal Evaluation) – In at 6:31 PM Out at 6:44 PM</p> <ul style="list-style-type: none"> • Jennifer motioned the APC go into Executive Session to discuss Principal Sweetstir's summative evaluation. • Martha handed out the draft evaluation forms with the recommended ratings from the subcommittee. • The APC read and discussed each item. • At 6:44 Daryl made a motion to come out of Executive Session. • The new APC president and vice-president will go over the evaluation with Principal Sweetstir Wednesday, May 1. <p>Officer Elections –</p> <p>Elizabeth handed out the bylaws relating to elections and officer positions; then she led the APC through nominations and new officer seating. The term is one year. Many were new to the APC with less than a year's experience on the board, so could not hold the office of president or vice president.</p> <ul style="list-style-type: none"> • President: Martha Gould-Lehe <ul style="list-style-type: none"> ◦ Martha, Elizabeth, and Daryl were nominated. Elizabeth and Daryl declined. Martha accepted. • Vice President: Daryl Griggs 	<p>Follow-Up</p> <p>April 30 another meeting with Dave White at ASD Purchasing. Jennifer, Adam, and Sheila will attend</p>

	<ul style="list-style-type: none"> ○ Daryl alone was nominated. Daryl accepted. • Secretary: Angela Jenkins <ul style="list-style-type: none"> ○ Angela alone was nominated. Angela accepted. • Treasurer: Dawson Hoover <ul style="list-style-type: none"> ○ Dawson alone was nominated. Dawson accepted. 	
Upcoming Events/Public Comments		
9.	<p>Public/General Comments –</p> <p>Drea addressed the APC with concerns about the playground equipment being unsafe and vagrants being on school grounds when school is in session. At the city-wide clean-up day, April 27, several drug paraphernalia were found. Drea is wondering who is responsible for the clean up on a regular basis and what else could be done for student safety. Adam suggested posting NO TRASSPASSING signs around the perimeter. Sheila stated students have been briefed about the dangers, and that she will alert ASD again about the problem.</p>	Follow-Up
10.	<p>Upcoming Events:</p> <ul style="list-style-type: none"> • Next APC Meeting <ul style="list-style-type: none"> ○ May 21 at 5:45 	<p>Reports to the board 5 days out.</p> <p>Agenda items to president 1 wee out.</p>
Close of Meeting		
11.	Adjournment: Elizabeth made a motion to adjourn. Dawson 2 nd . Meeting adjourned at 7:27 PM	Follow-Up

Attachments:
1) Agenda 2) ANCCS APC Meeting Minutes 3) Principal Report
Submitted by:

Approved on: _____

Secretary/President Signature _____

Academic Policy Committee Minutes
 May 13, 2020 ZOOM

PUBLIC ACCESS youtube link below
<https://www.youtube.com/channel/UCH-pEO4HvVA16h0FD86SvIw>



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 ancscasd12.org

Status: Present – P Excused – E Absent – A Guest – G Phone - PH

ANCCS APC Board Members					
Martha Gould-Lehe (Founder), President	P	Heidi Olson, <i>Parent</i>	P	Adam Leggett (Community Seat)	P
Daryl Griggs (Parent), Vice President	P	Melissa Kahler-Afelin (Staff)	P	Sheila Sweetstir, Principal, (Founder) <i>Ex Officio</i>	P
Dawson Hoover (Parent), Treasurer	P	Quentin Simeon (Community Seat)	P	Darrell Vinck, ASD Director of Charter Schools <i>Ex Officio</i>	P
Secretary		Emily Edenshaw (Parent)	P		
Diane Gilla (Staff)	P	Elizabeth Hancock (Founder)	E		
Guests:		FOANCCS President FOANCCS Treasurer Parent			

ANCCS Founders Council				ANCCS Elders Council							
Martha Gould-Lehe	P	Rosemary Savage		Sheila Sweetstir	P	Elizabeth Hancock		Agnis Baptiste		Lucy Brown	
Virginia Jaetner		Deborah Punjowiyi		Lisa Dolchek				Edgar Blatchford		Anthony Nakazawa	
Max Dolchek <i>Remembered Fondly for faithful service.</i>											

Item	Open of Meeting	Follow-Up
1. Quorum Established Call to order: 5:42 PM		
2. Announcements: Daryl finished his semester at APU with outstanding grades towards his Business Degree. Condolences to Emily over the loss of her mother.		
3. Public/General Comments: None		
4. Agenda: Motion to accept the agenda as written was seconded and approved.	Approved	
5. Minutes: Daryl made a motion to accept the April 27, 2020 minutes; Adam seconded. Elections: After discussion it was decided to postpone election of new officers until August when school starts. Discussion	Unfinished Business	Vote/Follow-Up
		Motion to accept the 4/27/20 minutes

	centered around the venue of distance meetings now and the possibility of meeting in person for this event. Also, with the lease negotiations with PNA are pending and end of year business to close it was thought best to wait for elections.	carried Unanimously
Updates/Reports		
6.	<p>Principal:</p> <ul style="list-style-type: none"> • Sheila state that 2 additional Chrome Book carts were ordered for the school. • Chrome books were passed out to students for distance learning due to Covid-19. • Distance learning is challenging for all but the staff is working very hard to personalize student instruction. 	Follow-Up
7.	<p>President:</p> <p>ANCEP: After discussion with leadership at ANCEP it was decided they were not a good fit to come under ANCCS's charter. However, they are very interested in developing a partnership with ANCCS. Further discussions with Sheila and staff are to follow.</p>	
8.	Fundraising: NONE	
New Business		
9.	<ul style="list-style-type: none"> • Executive Session from May 28th regarding finance outcome: Quentin made a motion to reverse the decision to renew ANCCS's charter one year early and to stay with the original timeline of 2 years. Daryl seconded. • Calendar Waiver Sheila asked the APC to approve her request for additional calendar days for PD. • Pre-school Sheila also asked the APC to lend its support to an earlier start time for pre-school from 9:45 to 9 o'clock since they now start later than other students and thus miss breakfast. Also, this causes parents to make more trips to the school. Daryl made a motion for the chair to write a letter to ASD making the request and listing reasons for the request. Quentin seconded. 	<ul style="list-style-type: none"> • Motion to reverse the April decision for re-charter carried Unanimously • Calendar waiver Passed Unanimously • Letter to ASD Passed Unanimously
Upcoming Events/Public Comments		
10.	Public/General Comments: NONE	Follow-Up
11.	<p>Upcoming Events:</p> <ul style="list-style-type: none"> • Next APC Meeting June 10, 2020; 5:30 PM @ ANCCS 	
Close of Meeting		
12.	Adjournment: 7 pm to motion ending of meeting.	Follow-Up

Attachments:
Submitted by:

Approved on: _____

Secretary/President Signature _____



Building Student Excellence Through Traditional Cultural Learning
 390 Baragov Street, Anchorage, AK 99508
 Phone 907-742-1370 Fax 907-742-1375
 anccasaski.2.org

ANCCS Academic Policy Committee Minutes
May 20, 2021 ZOOM
PUBLIC ACCESS YouTube link below:
<https://www.youtube.com/channel/UCH-pEO4HVvAT6h0fD8bSYJw>

Status: Present – P Excused – E Absent – A Guest – G Phone – PH

ANCCS APC Board Members					
Daryl Griggs (Parent)	P	Heidi Olson, (Parent)	A	Lortie Shield (Community)	P
President					
Dawson Hoover (Parent)	P	Sheila Sweetsir, (Principal)	P	Pamela Dupras (Staff)	P
Vice President		(Founder) <i>Ex Officio</i>			
Manny Acuna (Parent)	P	Quantin Simeon (Community)	A	Darrell Vincek, ASD Director of Charter Schools <i>Ex Officio</i>	A
Treasurer					
Melissa Kahler-Afelin (Staff)	P	Katrina Ahlfield (Parent)	P		
Secretary					

ANCCS Founders Council			ANCCS Elders Council			
Martha Gould-Lehe	P	Rosemary Savage-Cook	Sheila Sweetsir	Elizabeth Hancock	P	Lucy Brown
Virginia Juetner		Deborah Pungowiyi	Lisa Dolchek	Janann Kaufman		Anthony Nakazawa
Max Dolchek						
Remembered Fondly for faithful service.						

Item	Open of Meeting	Follow-Up
1.	Quorum established at 5:35PM, and meeting was called to order	
2.	Announcements: none	
3.	Public/General Comments: none	
4.	Agenda: Elizabeth H. made a motion to approve the 5.20.21, and seconded by Melissa K.A.	Motioned passed
	Unfinished Business	Vote/Follow-Up
5.	Minutes: Elizabeth H. asked to Amend the spelling of Harrington last name in the minutes. Dawson motioned to approve the 4.21.21 minutes, seconded by Pamela D., vote passes unanimously.	Motion passed
	New Business	Follow-Up
6.	FOANCCS Fundraising: Mikan shared that FOANCCS seated a new board at annual meeting, with five seated	

<p>members. FOANNCCS is requesting the agreement between ANCCS and ASD contract regarding the building needs and project management. Request for collaboration of building subcommittee and Re-charter committee efforts so everyone can be in agreement towards the future building project. Next meeting is biweekly, and working towards updating banking and gaining gaming permit.</p>	
Reports/Updates	
<p>7. Subcommittee Assignments: Committee assignments were established and will be shared out to collect more membership.</p> <p>Summer APC Meeting dates: Discussion concluded that a formal APC meeting may not be needed but to arrange several work session meetings during the summer. The first work session to check on progress with re-charter, recruitment, and other will take place in June. Work session dates that were shared were June 24, 2021, July 21, 2021 at 5:30PM, and August 26, 2021 at 5:30PM.</p> <p>Recharter Updates: Meeting dates will be announced as soon as end of school year settles. Resumes still needed from APC. The letter of intent is due July 15, 2021 for the recharter. The September 1, 2021 is the application submission deadline for ANCCS. Documents are all on the Google Drive for the APC.</p> <p>ANSEP/ANCCS Program Discussion: Sweetsir shared ANSEP Pilot summary for this school year. COVID complicated the program and delivery with online platform. Teachers provided midyear feedback of ANSEP lessons and those were shared with ANSEP. Teachers and student concerns with testing during the school day and it not being the best use of student time. A positive of the pilot relationship was the excitement towards STEM activities. Sweetsir recommended a follow up survey with staff to get information regarding the future of a partnership with ANSEP. Daryl G. shared that once the new feedback is gathered a special meeting may take place to poll the board on whether or not to approve another contract with ANSEP.</p> <p>Principal Report: ANCCS Enrollment 249 Virtual 23, Finances: General Budget 3,206,220, Title 1 148,924, NOVO Grant 200,000, CARES Act 67,898, ESSER 285,200, CIRI Foundation R.R 5,000 grant closed.</p> <p>Finances: Open positions: Eight Positions open: 2 Special Education Teachers, 1 Kindergarten TA, 1 Sped clerk/TA, 1 preschool TA, 1 Migrant Ed counselor, 1 counselor, and 1 specialist (P.E.). Filled: Instructional Coach, Christine Harrington, Caroline Wiseman-k-6 teacher, Elizabeth Phillips – k-6 teacher</p> <p>Testing: PEAKS, iReady, and Fastbridge completed since face to face began for 4th quarter.</p> <p>SEL: A suggestion was brought up that Second Steps SEL program should be looked at and changed and perhaps could take place over the summer to align with ANCCS mission. It should be connected to the recharter.</p>	Follow Up

	<p>Summer School: 18 students enrolled and 7 students pending. Each student attending will cost ANCCS \$600/ea. For a projected total of 10,800/15,000.</p> <p>Gratitude: Pamela Dupras and Danielle Riha for 4th quarter with 7th and 8th grade students. Team Cimiq: Meeting May 24 and May 25, Team consists of Danielle Riha, Megan Freeman, Leah Kellerby, Sonja Whitford, Georgianna Starr, and Tina Sweet.</p> <p>Staff encouraged to take Trauma classes as they align with the Title 1 school wide plan for the school. SAMSAs Grant: CITC partnership for a 5-year grant and are in year 2, and will support a contract with Ricky Robertson. Teacher training in August.</p> <p>Calendar Waiver: Nov. 12 and Jan. 3 for PD with staff by Ricky Robertson, Sweetsir may pursue state waivers for more days due to banking time from current school day. Would the board support an additional PD work day to support teacher understanding of the Charter and pull in the APC. It was discussed that August 10 will be another PD day for staff and APC regarding framework, and Charter mission.</p> <p>New ANCCS Logo: Kendra J. an ANCCS parent created a logo that the school will now adopt with cultural significance.</p> <p>School Climate Survey: discussions with staff and plans for supporting outcomes</p> <p>Title 1 Schoolwide Goals: SWP for next year is complete and will be emailed to APC.</p> <p>Parent Feedback: Parents will be sent a new survey to gather feedback to support school decision making</p> <p>Enrollment: On July 22 the second lottery closes at 5:00PM, a flyer was created and shared to continue recruitment of students, staff called families who were not returning in regards to why they were choosing not to return to ANCCS.</p> <p>Video: Robert Deberry created a video to support enrollment for the school and our charter mission. Raw data of enrollment currently is 215, and lower than needed to maintain funding. We need to work as a team to support student recruitment and retention.</p>	
8.	<p>President Report: No official report at this time but shared gratitude for the board and the school during a difficult year considering all the circumstance.</p>	
Executive Session		
9.		Vote/ Follow Up
Upcoming Events/Public Comments		
10.	<p>Next APC Work Session Meetings in June 24, 2021, July 21, 2021 at 5:30PM, and next official APC meeting on August 26, 2021at 5:30PM. via Zoom.</p>	
Close of Meeting		
11.	<p>Adjournment: Elizabeth H motioned to adjourn the meeting. The Meeting was adjourned at 7:37PM.</p>	

Attachments:

Submitted by:

Approved on:

Secretary/President Signature

Appendix E: Administrative Policy

The ANCCS, governed by the Academic Policy Committee, in compliance with ANCCS Bylaws, is fully aware of its responsibilities and obligations to the ASD and State of Alaska and will oversee and supervise all aspects of the ANCCS including ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting and will promote professional conduct in accordance with ASD policies. In the absence of bylaw guidance, the administrative policies of the ASD will be followed.

ANCCS follows the Anchorage School District administrative policies and regulations as they apply to charter schools within the provisions of law and school board policy with the following exceptions:

- ANCCS reserves the right to rearrange current district in-service days to enable and accommodate the ability of staff to attend conferences directly relating to ANCCS's goals and mission.
- ANCCS may ask the Department of Education to modify the school calendar to have additional professional development time to enhance the curriculum and charter.
- ANCCS requests the same waiver as ASD for the parent-teacher conference schedule.
- ANCCS employs a full-time principal.
- APC members who comprise the Hiring Committee are provided a waiver of confidentiality to review appropriate principal personnel files for screening applicants. Only information deemed confidential will be withheld from the rest of the APC.
- Should the school have a need to hire teachers or support staff due to the absence of a qualified principal, a waiver of confidentiality is requested for specific APC members to review appropriate personnel files and interview applicants.
- ANCCS hours are currently 8:35 to 3:30. Teachers acknowledge the additional time added to the workday. ANCCS' administration will work with AEA to create a mutual understanding that charter schools require a different set of parameters.

Appendix F: Instructional Program

Grade Level Cultural Focuses

Pre-K: Alaska Native Art/Dance/Storytelling

K: All Alaska Native Cultures

1st: Yup'ik and Cup'ik

2nd: Unangax and Sugpiaq

3rd: Tlingit, Haida, Tsimshian

4th: Athabascan, Eyak

5th: Inupiaq and St. Lawrence Island Yupik

6th: All Alaska Native Cultures

7th: Alaska Native Government & Issues

8th: Alaska Native/American Indian Literature

Quarterly Essential Questions

1st Quarter: Living in Place

(look at the region, basic needs, rivers, villages, mapping)

Here love of land and resources needs to be emphasized. Respect for the spirituality of the land and its resources is very important to Native peoples. The themes of geography fit easily here. The use of natural resources, without modern influences, should highlight the ingenuity of the people in capitalizing on the use of what was available.

Overarching: How does geography affect how you live?

Essential Questions:

1. What are the resources in this area? (food, shelter, clothing, etc.)
2. What are the physical features in this area? (rivers, mountains, lakes, etc.)

2nd Quarter: Language and Communication

Language is a central component of any culture. In our Alaska Native traditions, language is held sacred, especially as the number of fluent speakers becomes fewer. In 2014, a bill was signed that declared the 20 Alaska Native languages official state languages. We have made leaps and bounds in the instruction of native languages in the past century. However, the number of fluent speakers for many of those languages continues to dwindle, even as interest and resources for language learning increases. It is central to this theme to emphasize the preservation of Native language and to learn some of the words and phrases of the language group of your grade level. You as a teacher should learn basic words like hello, thank you, etc. These are found on the web with audio for all of the tribes listed in the grade level emphasis. Language allows us to express ourselves as social beings and to dialogue through communication our ideas and experiences of serious to hilarious concepts and events.

Overarching: How does language create community?

Essential Questions:

1. What were the forms of communication?
2. How has communication evolved?

3rd Quarter: Culture & Expression

Culture is expressed in many ways: music, dance, story, life values, names, symbols, rituals, relationship to one another and the land, etc. Cultural expressions are the soul of being human, and their diversity and vitality comprise the beauty of humanity. It's how we celebrate, worship, transmit values. It's the expression, the showing of art and life forms and symbols

Overarching: How is culture expressed?

Essential Questions:

1. What are ways that humans express themselves and share their culture?
2. How can you use cultural expression as a part of your identity?
3. What are some factors that have inhibited or destroyed cultural expression throughout history?
4. What are some ways to revitalize or develop cultural expression?

4th Quarter: Tribe & Community

The emphasis here is living in harmony with each other and the land. It's the agreed-upon "ways of being accepted and valued by the real people" - the group norms. Cooperation and teamwork were vital for survival in traditional life. Every person has influence, so use your influence for good is the message because together we can accomplish great things. Everyone is born into a tribe, but not all create a community.

Overarching: What are the ways of being within a community or tribe?

Essential Questions:

1. How do I show respect for my family, my friends, my community, and myself?
2. What makes a community?
3. What political and social structures evolved?
4. How do you belong to a tribe?
5. What makes a community?
6. How are tribe and community-related?

Yuuyaraq, way of life, is a Yup'ik world view that encompasses holistic attributes of a "whole person or human being." Creating this world view starts with the core values embedded with the framework – which are broken out in the diagram below. This diagram model is a qasgiq (men's house) framework designed by Panigkaq Agatha John-Shields.

Each quarter below, students work on the areas they may need more work in (i.e. a student needs to work on sharing, we emphasize this in quarter two, but continue to work on it and revisit in all quarters). Yuuyaraq’s foundational belief, which aligns with restorative practice, is that each person is a good person, and encourages one to live properly (elluatuyaraq). It is the actions/choices that a person makes that may take them on a different path until they reach that awareness.

A person is given the responsibility to observe their own behavior, and the message is that it is up to them as a human being (elpenun ataug) to become aware. By following the teachings, advice, and instructions of elders (qanruyutet), we work together to make one become aware.

The concepts are taught at all grade levels, but with increasing complexity as the grades ascend. Once students reach their awareness by consciously reflecting on their behavior, they become responsible in caring for themselves and others, which leads for them to become contributing members of a healthy community.

Currently, ANCCS employs two Yupik teachers who give instruction on Yuuyaraq to all grade levels as a special. This dovetails and supports ANCCS’s restorative practices model as these two are and have been an integral part of traditional Native life.

YUUYARAQ – WAY OF LIFE / CALRICARAQ – WELLBEING

Tangerqengiaraucaaraq (Being Present)										
Ellangcarturluten (Awareness)										
Kengkakun (Love/Compassion)										
Pugtatekluta (Equity, Social Justice)										
Taringulluta (Building Relationships) Qaryutgun Ellangcariyaraq (Restorative Practice)	Foundations (Tusganret) Values: Listening (Niicugniyaraq); Language (Qaneryaraput)	Quarter 1 Values: Self/Family (Ilakucaraq) Respect (Qigcikiyaraq/Takaqiyaraq) Work Hard (Pingnatugyaraq)		Quarter 2 Values: Cooperation (Ikayuucaraq) Sharing (Cikiqucaraq/ Tuvqakiyaraq) Compassion (Naklekiyaraq)		Quarter 3 Values: Humor (Anglaniyaraq) Love (Kenkiyaraq) Humility/ Humbleness (Tunrikucaraq)		Quarter 4 Values: Wisdom (Umyuartyaraq) Spirituality (Ukverteput)		
		Self/Family (Ilakucaraq) Big Idea/Overarching: Knowing Who You Are	Hunting/Gathering (Pissuryaraq/Cumercaraq) Big Idea/Overarching: Working Hard to Survive	Always Be Prepared (Upingauryaraq) Big Idea/Overarching: Be Prepared	Generosity (Tuvqakiyaraq) Big Idea/Overarching: Sharing	Ceremonies/Celebrations (Quyurtaaryaraq) Big Idea/Overarching: Ceremonies Celebrations	Storytelling/Traditional Games (Qanemcit/Aquissuutet) Big Idea/Overarching: Elder Wisdom	Traditions (Piciryarat) Big Idea/Overarching: Living Properly	Well-being (Calricaraq) Big Idea/Overarching: Our Teachings Are Medicine	Eipennun Ataug/ Navenrikan (Self-Efficacy)
		Big Question: Who am I?	Big Question: Why is it important to work hard?	Big Question: How can I be prepared?	Big Question: Why is it important to share?	Big Question: How can I honor others, my community and myself?	Big Question: What can I learn from stories that were used to teach lessons and provide guidance?	Big Question: How can I use the traditional ways of living to live properly?	Big Question: How can traditional and current Yup'ik health practices help me live a balanced life?	
Kituucin Kitucia-Ilu Nalluvkenaku (Knowing Self and Others)										
Kitukanirluku [Adapting (for Inclusiveness)]										
Alaska Cultural Standards, Funds of Knowledge, Place Based Education, Curriculum, Standards										
Yuungnaqpiallerput Piciryaraput-Ilu Atungnaqluki (Values, Beliefs, Practices, Behavior, Ways of Knowing); Indigenous Knowledge Systems										
Ancestors, Elders, Ellalirturtet (Mentors), Partners										

Math in a Cultural Context



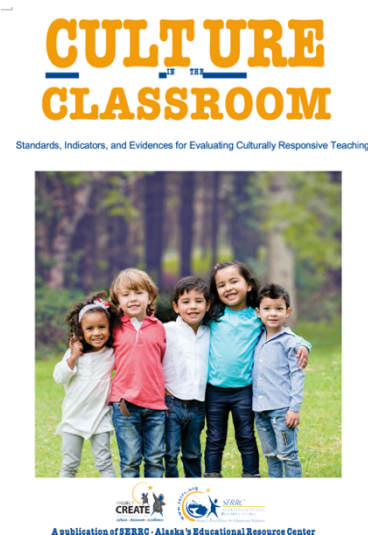
ANCCS uses *Math in a Cultural Context* (MCC) to supplement ASD's math curriculum. These modules are taught as intensives or worked into units of science, social studies, or math.

MCC is the outcome of a long-term set of interrelated sponsored research, funded by the National Science Foundation and the US Department of Education and by support from the University of Alaska Fairbanks. Central to MCC is its long-term collaboration with Yup'ik elders, teachers, and academics.

MCC was vetted by many elders who shared their knowledge, Alaskan school districts and teachers who opened their classrooms to MCC as it was developed, tested, and revised to meet best practices for pedagogical approach.

Cultural Standards

ANCCS incorporates the Alaska Cultural Standards into daily practice and instruction. Staff use these standards and are guided by the publication *Culture in the Classroom* in their use. Teachers use the Checklist for Lesson Planning as a helpful resource to check for focused and intentional strategy choices when planning for instruction.



Checklist for Lesson Planning with Alaska's Cultural Standards

Standard A: Culturally-responsive educator incorporate local ways of knowing and teaching in their work.		✓
CA1	My <i>plans intentionally include</i> activities that connect to students' heritage/backgrounds.	
CA2	I <i>integrate</i> students' traditions, customs, values, and practices into my teaching of new content.	
CA3	My classroom <i>environment is reflective of</i> my students' heritage and backgrounds.	
CA4	I <i>engage and motivate</i> my students by using relevant cultural connections to content.	
CA5	I <i>reflect</i> upon my cultural strategies and find ways to improve their delivery.	
CA6	I <i>seek guidance</i> to ensure the accuracy of my cultural content and connections.	
Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.		✓
CB1	My <i>plans incorporate</i> the linking of local environment and issues to academic content.	
CB2	I <i>engage and motivate</i> my students by using local resources and issues to connect to content.	
CB3	I <i>reflect on the effectiveness</i> of using local resources and issues to help students learn.	
CB4	I <i>seek guidance</i> regarding the use of local resources and issues to ensure accuracy.	
Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways. (Not always evaluated, but a cornerstone of being culturally responsive in any setting).		✓
CC1	I am an <i>active member of this community</i> and make positive contributions.	
CC2	I <i>show respect</i> for the local culture and traditions.	
CC3	I <i>work well with my paraprofessionals</i> and use their expertise in cultural knowledge.	
Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.		✓
CD1	I use <i>culturally sensitive ways to develop relationships</i> with all of my students' parents.	
CD2	I <i>use the information gained</i> from parents to meet the needs of my students.	
Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.		✓
CE1	My <i>plans include rigorous learning</i> to challenge ALL of my students.	
CE2	I <i>provide opportunities for higher order thinking skills and scaffold</i> instruction for student directed independent learning.	
CE3	I <i>create a climate</i> of value and respect for ALL my students and challenge them ALL to strive for educational excellence.	
CE4	I <i>analyze students' assessment data</i> to identify areas to improve academic rigor in instruction and in learning.	

Appendix G- Admission Policies and Procedures

ANCCS follows ASD's lottery and enrollment guidelines as per ASD Policy.

Appendix H: Enrollment/Waitlist Numbers

ANCCS offers tours and information at request to all persons interested in learning about the school. ANCCS utilizes the Anchorage School District’s lottery system.

Enrollment and waitlist number for current and previous years.

Year	Enrolled	Waitlist
2021-2022	227	27
2020-2021	293	10
2019-2020	315	23
2018-2019	323	19
2017-2018	287	15
2016-2017	282	8
2015-2016	309	2
2014-2015	320	7
2013-2014	284	0
2012-2013	199	0

Here is the recruitment plan for the Student Recruitment Subcommittee 2021-2022, a similar plan will be executed every year.

**ANCCS
Recruitment Plan
2021-2022**

The Alaska Native Cultural Charter School’s (ANCCS) Recruitment Committee will meet monthly to discuss and come up with an action plan for the month's events/activities to recruit students. Each committee member agrees to the responsibility to ensure the committee is working together to sustain, grow, and ensure ANCCS has an appropriate enrollment count. The goal is to have nearly 300, 300 or slightly over 300 students enrolled with ANCCS each year.

The events/activities are designed to retain students, gain new enrollments, and create community awareness of the charter’s mission for Alaska Native Youth.

The recruitment plan will be reviewed annually in February to prioritize, reflect, and revise action items based on school needs. The table begins with June and ends with May, because it’s the summer months before the new school year.

Recruitment Members: Melissa Kahler-Afelin, Daryl Griggs, Dawson Hoover, Sheila Sweetsir, Arika Pavadore, and Katrina Letner.

Month	Events / Activities	Plan	Who / When
-------	---------------------	------	------------

<p style="text-align: center;">June</p>	<ul style="list-style-type: none"> ● Hang flyers ● Bus advertising ● Radio Advertisement ● Social Media Advertisement <p>NEWLY ADDED:</p> <ul style="list-style-type: none"> ● Staff Advertising (all staff will post one poster a month) 	<ul style="list-style-type: none"> ● Flyers: Hang flyers around the city. (SouthCentral Foundation Pediatrics, Alaska Native Health Clinic, Alaska Native Medical Center, etc.) ● Contact People Mover, create a poster and establish an advertising timeframe for June-September ● Radio: Continuing from May 20-21 SY ● Social Media: Post flyer (create a new one for the summer months) <p>NEWLY ADDED:</p> <ul style="list-style-type: none"> ● All staff will distribute one flyer around Anchorage 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Flyers: Pavadore COMPLETED ● Bus: Sheila & Melissa COMPLETED ● Radio: Dawson - Did not connect ● Social Media: Adrina COMPLETED <p>NEWLY ADDED:</p> <ul style="list-style-type: none"> ● Staff Flyer: Sheila will provide flyer <p>**Sheila will provide flyers for all events/activities.</p>
<p style="text-align: center;">July</p>	<ul style="list-style-type: none"> ● LOTTERY <i>(Taken from ASD Website: The lottery system closed on July 22, 2021 for new applications.)</i> ● Hang flyers ● Bus advertising ● Radio Advertisement ● Social Media <p>NEWLY ADDED (establish SY22-23):</p> <ul style="list-style-type: none"> ● Staff Advertising (all staff will post one poster a month) ● Cook Inlet Tribal Council ● Clare Swan Early Learning Center ● Informal Feedback Survey 	<ul style="list-style-type: none"> ● Flyers: Hang flyers around the city (advertising ANCCS as a school option for the fall) ● Bus: Continue ● Radio: Continue if contacted ● Social Media: Continue <p>NEWLY ADDED (establish SY22-23):</p> <ul style="list-style-type: none"> ● All staff will distribute one flyer around Anchorage ● Cook Inlet Tribal Council (CITC): Contact and hang posters/distribute (depending on their preference) ● Clare Swan: Contact and hang posters/distribute (depending on their preference) ● Provide a survey for new families registering to find out how they heard about ANCCS 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Flyers: Pavadore COMPLETED ● Radio: Dawson Did not connect ● Social Media: Adrina COMPLETED <p>NEWLY ADDED (establish SY22-23):</p> <ul style="list-style-type: none"> ● Staff Flyer: Sheila will provide flyer ● CITC: TBA ● Clare Swan: TBA ● Survey: TBA <p>**Sheila will provide flyers for all events/activities.</p>
<p style="text-align: center;">August</p>	<p>NEWLY ADDED (establish SY22-23):</p> <ul style="list-style-type: none"> ● CITC Kindergarten Academy ● Alaska Federation of Natives (AFN) 	<p>NEWLY ADDED (establish SY22-23):</p> <ul style="list-style-type: none"> ● CITC: Contact and hang posters/distribute (depending on their preference) ● AFN: Contact to ask for donated booth 	<p>Committee member volunteer name for each bullet</p> <p>NEWLY ADDED (establish SY22-23):</p> <ul style="list-style-type: none"> ● Flyers: TBA ● AFN: TBA

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">September</p>	<p>*COUNTING MONTHS RECRUITMENT</p> <ul style="list-style-type: none"> ● Bus advertising ● Radio Advertisement ● Staff Advertising (all staff will post one poster a month) ● Cook Inlet Tribal Council (CITC) ● Alaska Native Medical Center (ANMC) 	<ul style="list-style-type: none"> ● Bus: Continue ● Radio: Continue ● All staff will distribute one flyer around Anchorage ● CITC: Contact and hang posters/distribute (depending on their preference) ● ANMC: Contact and hang posters/distribute (depending on their preference) 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Bus: Sheila ● Radio: Dawson ● Staff Flyer: Sheila will provide flyer ● CITC: Dawson ● ANMC: TBA
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">October</p>	<p>*CONTINUE COUNTING MONTH RECRUITMENT</p> <ul style="list-style-type: none"> ● Alaska Federation of Natives (AFN) Social Media Advertisement ● Social Media: share information or flyer ● Hang flyers / Staff Advertising (all staff will post one poster a month) ● Radio Advertisement ● Alaska Native Medical Center (ANMC) 	<ul style="list-style-type: none"> ● Contact AFN to reserve a space ● Social Media: Post flyer ● Flyers: ALL APC and staff will distribute flyers around Anchorage. ● Radio: Continue if contacted ● ANMC: Contact and hang posters/distribute (depending on their preference) 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● AFN: Hancock ● Social Media: Adrina, Ana, Chelsea ● Flyers: Sheila (staff) & Daryl Griggs (APC) ● Radio: Dawson ● ANMC: TBA <p>**Sheila will provide flyers for all events/activities.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nov / Dec</p>	<ul style="list-style-type: none"> ● Community Bazaar ● Clothing Drive ● Food Drive ● Staff Advertising (all staff will post one poster a month) ● Alaska Federation of Natives (AFN) 	<ul style="list-style-type: none"> ● Bazaar: Buy space at a local craft or vendor to share information about the school through flyers/brochures. ● Clothing Drive: Partner with the Abused Women’s Aid in Crisis Shelter (AWAIC) or Clare House to collect and give items. Share flyers/brochures about our school. ● Food Drive: Partner with The Food Bank of Alaska for a can food drive ● Staff: All staff will distribute one flyer around Anchorage ● AFN: Need multiple volunteers from the school on a rotating basis for various shifts. Set up booth, distribute flyers, marketing materials (stickers, magnets, etc) 	<p>Committee member or a volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Bazaar: TBA ● Clothing Drive: TBA or in partnership with Student Council ● Staff: Sheila will provide flyer ● AFN: Hancock called for donated booth on 9/23/21

January	<p>Lottery opens for applications in January 2022 for the 2022-23 school year. (taken from ASD website)</p> <ul style="list-style-type: none"> ● Staff Advertising (all staff will post one poster a month) ● Kids' Corps. Head Start Fair 	<ul style="list-style-type: none"> ● All staff will be given their one flyer for the month ● Connect with Ronnie Brown from Kids' Corps. Head Start 	<ul style="list-style-type: none"> ● Staff: Sheila will provide flyer ● Kids' Corps: TBA
February	<ul style="list-style-type: none"> ● Visit Our Schools Month ● Letter of Intent for next school year sent home ● Staff Advertising ● website 	<ul style="list-style-type: none"> ● Share information about Visit our Schools Month on website and email ● Letter: Update letter ● All staff will be given their one flyer for the month ● Update website to reflect lottery and current information 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Visit: Sheila with work with Adrina/Ana ● Letter: Adrina and Ana ● Staff: Sheila will provide flyer ● Website: Adrina/Chelsea/Melissa
March	<p>LOTTERY</p> <ul style="list-style-type: none"> ● Continue collecting Letter of Intents ● Native Youth Olympics, NYO ● Staff Advertising (all staff will post one poster a month) 	<ul style="list-style-type: none"> ● Letter of Intents: Monitor and contact those that have not submitted theirs ● NYO: Provide students with gear, banner, and hand out flyers/brochures ● All staff will be given their one flyer for the month 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Letter: Adrina, Ana, Sheila ● NYO: TBA ● Staff: Sheila will provide flyer
April	<ul style="list-style-type: none"> ● Kids Day ● Continue collecting Letter of Intents ● Kindergarten Round Up with Preschool Title 1 Families ● Small School Basketball Tournament ● Staff Advertising (all staff will post one poster a month) 	<ul style="list-style-type: none"> ● Kids Day: Due to current Covid-19 restrictions, we are unable to hold KidsDay on the originally scheduled date of April 17, 2021. At this point, we don't have enough information to determine when or if we'll be able to hold KidsDay in 2021. ● Letter of Intents: Monitor and contact those families that have not submitted theirs 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Kids Day: N/A ● Letters: Adrina, Ana, Sheila ● Kinder Round Up: ● Small Schools Bball: TBA ● Staff: Sheila will provide flyer
May	<ul style="list-style-type: none"> ● Continue collecting Letter of Intents ● Update Flyer ● Cook Inlet Native Head Start (CINHS) 	<ul style="list-style-type: none"> ● Letter of Intents: Monitor and contact those families that have not submitted theirs ● Update flyer for the summer months 	<p>Committee member volunteer name for each bullet</p> <ul style="list-style-type: none"> ● Letter: Adrina, Ana, and Sheila ● Flyer: TBA

	<ul style="list-style-type: none"> ● Kids’ Corps Inc. (KCI) Head Start ● Radio Advertising ● Local Businesses Advertising ● Social Media Advertisement ● Staff Advertising (all staff will post one poster a month) ● Personal Letters of Appreciation to Enrolled Families 	<ul style="list-style-type: none"> ● CINHS: Attend Family Night Booth/ Flyers ● KCI: Attend Family Night Booth/ Flyers ● Radio: Contact 1-2 local radio to advertise (i.e. KGOT, KMXS, etc.) ● Local: Contact 1-2 local advertising (i.e. The Press, Southcentral Foundation) ● Social Media: ● Staff Advertising: All staff will distribute one flyer around Anchorage ● Appreciation Letters: Annually ANCCS will mail an appreciation letter to each enrolled household to acknowledge the commitment of families to the charter, and to encourage any comments/feedback - create a letter 	<ul style="list-style-type: none"> ● Head Start: TBA ● Radio: TBA ● Written: ● Social Media: ● Staff: Sheila will provide flyer ● Appreciation Letter: TBA / Adrina & Ana can mail them out
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**Lotteries are held two times each year: during the last weeks of March and the week prior to registration in the fall.

Flyers: Create flyers with tear offs at the bottom of the flyer and QR code.

Contacts:

- Alaska Federation of Natives (AFN) Booth: <https://www.nativefederation.org/convention/> phone number: Phone: 907.274.3611
- Clare Swan Early Learning Center: <https://citci.org/partnerships-events/clare-swan-early-learning-center/>, phone number: (907) 793-3626
- Cook Inlet Native Head Start (CINHS): Ethan Petticrew, email: epetticrew@cinhs.net
- First Alaskans: editor (907) 677-1700 or e-mail subscriptions@firstalaskans.org
- Graphic Artist (bus poster): Heather Turning, email: heather@turningheadsdesigns.com
- Kids’ Corps, Inc. Head Start (alternative fair): Ronnie Brown
- Kids Day: <https://www.anchoragespromise.org/kidsday>, email: promise@anchoragespromise.org, phone number: 907-272-4100
- People Mover: Alaska Channel (billing) quickbooks@notification.intuit.com
- People Mover: akchannelacct@gmail.com, phone number: 907-302-4118

Other recruiting events/activities, but not limited to:

- Alaska Native Heritage Center
- Alaska Native Medical Center

- Preschools, Head Starts (Cook Inlet Native Head Start, Kids Corps. Inc. Head Start, The Rural Alaska Community Action Program, Inc. (RurAL CAP) Head Start, and Child Development Center)
- Local hospitals
- Local Library events at the Mountain View, Muldoon, and Lousaac Libraries
- Bus stations
- Cook Inlet Housing Authority
- Provide previous students flyers/brochures to distribute
- Cook Inlet Tribal Council
- Cook Inlet Tribal Council Elder's Program Where does grandma rosemary come from?
- Migrant Education Department
- Indian Education Department
- Indian Child Welfare Act Agent (ICWA) Anchorage Office Coordinators Amanda Email: amandam@apiai.org
Contact Amanda McAdoo
- Summer Cultural Camp Directors
- Regional Corporations-Blurb in newsletter?
- Alaska Pacific University Student Teaching Program

Year Round Events that gets our name out to the community:

- Ambassador Tours
- Yup'ik Choir Performances
- Family/Movie Nights

Saved as: Recruitment Plan ANCCS 21-22 (in ak_google in Recruitment folder)

Appendix I: Projected Budget, Funding Formula Allocation, and Fundraising Plan

ANCCS Fiscal Data FY12-FY21

Fiscal Year	Budget	Actual	Encumbrances	Balance
2012	\$ 2,227,929	\$ 1,993,185.96	\$ 6,085.29	\$ 228,657.75
2013	\$ 2,075, 849	\$ 1,810, 580.03	\$ 32, 492.41	\$ 232, 776.56
2014	\$ 2,685,251	\$ 2,495, 795.91	\$ 2,810.87	\$186,644.22
2015	\$ 3,743,450	\$ 2,939,446.37	\$ 123,745.64	\$ 680,257.99
2016	\$ 4,064,696	\$ 3,008,520.85	\$ 4,690.38	\$ 1,051,484.77
2017	\$ 4,271,101	\$ 3,215,439.67	\$ 79,573.49	\$ 976,087.84
2018	\$ 4,320,903	\$3,142,692.88	\$ 957,241.90	\$ 220,968.22
2019	\$ 4,708,173	\$ 3,175,500.21	\$ 394,310	\$ 1,138,362.79
2020	\$ 5,199,488	\$ 3,331,383.75	\$ 756,188.39	\$ 1,111,915.86
2021	\$ 5,274,702	\$ 3,055,688.90	\$ 2, 219,031	\$ 2,100,000

*(1) Allocated funds include carryover from prior years.

Services Covered by Indirect Cost Rate as of 9/13/21

1001 - ANCHORAGE SCHOOL BOARD
1002 - SUPERINTENDENT
1004 - CHIEF FINANCIAL OFFICER
1006 - CHIEF ACADEMIC OFFICER
1007 - CHIEF OPERATING OFFICER
1010 - OFFICE OF MANAGEMENT AND BUDGET
1011 - ACCOUNTING
1012 - PURCHASING
1013 - RISK MANAGEMENT
1015 - PAYROLL
1016 - HUMAN RESOURCES/EEO/LABOR RELATIONS
1019 - PROJECT MANAGEMENT
1037 - PROFESSIONAL LEARNING
1038 - ASSESSMENT & EVALUATION
1039 - TECHNOLOGY/MIS
1050 - COMMUNICATIONS & COMMUNITY OUT
1065 - WAREHOUSE

**ANCCS Fundraising Plan
2021-2022**

The Alaska Native Cultural Charter School’s (ANCCS) Fundraising/Donation Recognition Subcommittee will meet monthly to discuss and come up with an action plan for the month's events/activities to raise funds. Each committee member agrees to the responsibility to ensure the committee is working together to sustain, grow, and ensure ANCCS’ financial stability, which is also the goal of the fundraising subcommittee.

The events/activities are designed to raise funds and create community awareness of the charter’s mission for Alaska Native Youth in the Anchorage School District. The Fundraising Subcommittee will work hand in hand to support the Student Recruitment Subcommittee because the student count directly impacts the financial stability of ANCCS. The chair of the Student Recruitment Subcommittee will meet/share information with the chair of the Fundraising/Donation Recognition Subcommittee as mutual interests or events arise or vice versa.

The fundraising plan will be reviewed monthly to prioritize, reflect, and revise action items based on school needs. This document outlines two key components of the Fundraising/Donor Recognition Committee goals. The chart outlines quarterly fundraising events/activities to accomplish at least two large scale fundraising incomes for the school, and ongoing donor/sponsorship monetary requests for the varying needs of the school.

The subcommittee will review the projected financial need of the school based on the fiscal gap or budget projections provided by the Principal annually. The budget projection needs will set the target fundraising amount for that school year.

Fundraising/Donation Recognition Members:

Manny Acuna, Melissa Kahler-Afelin, Daryl Griggs, Elizabeth Hancock, and FOANCCS.

Events/Activities/Donor Outreach

Months	Events / Activities	Plan
June through August	<ul style="list-style-type: none"> ● Virtual/Paper Postcard with ANCCS information mailed to current/potential donors ● Website/Social Media ● Summer Fundraising Event 	<ul style="list-style-type: none"> ● Develop and mail virtual postcard ● Website and Social Media review to ensure accuracy of donors ● Plan and conduct Garage Sale and Car Wash

September through December	<ul style="list-style-type: none"> ● Alaska Federation of Natives ● Fall Fundraising Event 	<ul style="list-style-type: none"> ● Provide support for ANCCS booth at AFN, Collect items for sale, ● Plan and implement Fall Carnival
January through March	<ul style="list-style-type: none"> ● Virtual/Paper Postcard with ANCCS information mailed to current/potential donors ● Website/Social Media ● Winter Annual Event 	<ul style="list-style-type: none"> ● Creating and mailing out of letters to our donor/sponsor list ● Plan Implement Winter Carnival
April through May	<ul style="list-style-type: none"> ● Spring Annual Event ● Donors Recognition 	<ul style="list-style-type: none"> ● Spring Community Gathering recognizing and highlighting ANCCS student showcase, cultural performances, donor recognition, and silent auction.

Other Fundraising Avenues Events/activities, supported with Friends of ANCCS but not limited to:

- Texas Roadhouse Dinner Night
- Barnes and Noble Literacy Event
- Community Gaming Event through permitted site
- Amazon Smiles
- Pick, Click, Give Status

Appendix J: Transportation

Plans for pupil transportation

Parents and guardians of ANCCS students shall be responsible for transporting their children to and from school including any transportation needed for students to participate in middle school sports or activities.

ANCCS will coordinate with neighborhood schools and ASD Transportation services to coordinate bus services within existing bus routes if available.

ANCCS will coordinate with parents and the Municipality of Anchorage to facilitate access to city bus services if they are available.

Appendix K: Food Service

Student Nutrition Services will be provided to students enrolled at ANCCS per Title I Funding allowance due to provisional status. Eighty-six percent of ANCCS students qualify as low-income status, therefore all students have access to daily breakfast and lunch.

Appendix L: Test Scores

2012-2013 Standards Based Assessments (SBA)

Reading

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8				
All Grades										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	30	26.55%	53	46.90%	22	19.47%	8	7.08%	113	100.00%
Male	12	20.69%	29	50.00%	11	18.97%	6	10.34%	58	100.00%
Female	18	32.73%	24	43.64%	11	20.00%	2	3.64%	55	100.00%
African American	*	*	*	*	*	*	*	*	3	100.00%
Alaska Native/American Indian	16	24.62%	31	47.69%	13	20.00%	5	7.69%	65	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	*	*	*	*	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	*	*	*	*	4	100.00%
Two or More Races	8	23.53%	17	50.00%	7	20.59%	2	5.88%	34	100.00%
Economically Disadvantaged	30	26.55%	53	46.90%	22	19.47%	8	7.08%	113	100.00%
Students With Disabilities	2	13.33%	4	26.67%	7	46.67%	2	13.33%	15	100.00%
Disabled With Accommodations	2	13.33%	4	26.67%	7	46.67%	2	13.33%	15	100.00%
Students Without Disabilities	28	28.57%	49	50.00%	15	15.31%	6	6.12%	98	100.00%
Limited English Proficient	1	7.14%	9	64.29%	2	14.29%	2	14.29%	14	100.00%
Not Limited English Proficient	29	29.29%	44	44.44%	20	20.20%	6	6.06%	99	100.00%
Migrant Students	9	19.57%	20	43.48%	13	28.26%	4	8.70%	46	100.00%
Not Migrant Students	21	31.34%	33	49.25%	9	13.43%	4	5.97%	67	100.00%

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8				
All Grades										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	25	22.12%	54	47.79%	32	28.32%	2	1.77%	113	100.00%
Male	9	15.52%	28	48.28%	20	34.48%	1	1.72%	58	100.00%
Female	16	29.09%	26	47.27%	12	21.82%	1	1.82%	55	100.00%
African American	*	*	*	*	*	*	*	*	3	100.00%
Alaska Native/American Indian	10	15.38%	31	47.69%	23	35.38%	1	1.54%	65	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	*	*	*	*	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	*	*	*	*	4	100.00%
Two or More Races	10	29.41%	16	47.06%	7	20.59%	1	2.94%	34	100.00%
Economically Disadvantaged	25	22.12%	54	47.79%	32	28.32%	2	1.77%	113	100.00%
Students With Disabilities	1	6.67%	3	20.00%	11	73.33%	0	0.00%	15	100.00%
Disabled With Accommodations	1	6.67%	3	20.00%	11	73.33%	0	0.00%	15	100.00%
Students Without Disabilities	24	24.49%	51	52.04%	21	21.43%	2	2.04%	98	100.00%
Limited English Proficient	2	14.29%	7	50.00%	5	35.71%	0	0.00%	14	100.00%
Not Limited English Proficient	23	23.23%	47	47.47%	27	27.27%	2	2.02%	99	100.00%
Migrant Students	6	13.04%	25	54.35%	14	30.43%	1	2.17%	46	100.00%
Not Migrant Students	19	28.36%	29	43.28%	18	26.87%	1	1.49%	67	100.00%

Mathematics

All Grades

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	40	35.40%	42	37.17%	22	19.47%	9	7.96%	113	100.00%
Male	21	36.21%	22	37.93%	11	18.97%	4	6.90%	58	100.00%
Female	19	34.55%	20	36.36%	11	20.00%	5	9.09%	55	100.00%
African American	*	*	*	*	*	*	*	*	3	100.00%
Alaska Native/American Indian	21	32.31%	27	41.54%	13	20.00%	4	6.15%	65	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	*	*	*	*	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	*	*	*	*	4	100.00%
Two or More Races	14	41.18%	10	29.41%	7	20.59%	3	8.82%	34	100.00%
Economically Disadvantaged	40	35.40%	42	37.17%	22	19.47%	9	7.96%	113	100.00%
Students With Disabilities	3	20.00%	5	33.33%	5	33.33%	2	13.33%	15	100.00%
Disabled With Accommodations	3	20.00%	5	33.33%	5	33.33%	2	13.33%	15	100.00%
Students Without Disabilities	37	37.76%	37	37.76%	17	17.35%	7	7.14%	98	100.00%
Limited English Proficient	3	21.43%	9	64.29%	1	7.14%	1	7.14%	14	100.00%
Not Limited English Proficient	37	37.37%	33	33.33%	21	21.21%	8	8.08%	99	100.00%
Migrant Students	16	34.78%	18	39.13%	8	17.39%	4	8.70%	46	100.00%
Not Migrant Students	24	35.82%	24	35.82%	14	20.90%	5	7.46%	67	100.00%

Science

All Grades Grade 4 Grade 8

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	13.64%	2	9.09%	10	45.45%	7	31.82%	22	100.00%
Male	1	9.09%	2	18.18%	4	36.36%	4	36.36%	11	100.00%
Female	2	18.18%	0	0.00%	6	54.55%	3	27.27%	11	100.00%
Alaska Native/American Indian	1	7.14%	2	14.29%	6	42.86%	5	35.71%	14	100.00%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	1	16.67%	0	0.00%	3	50.00%	2	33.33%	6	100.00%
Economically Disadvantaged	3	13.64%	2	9.09%	10	45.45%	7	31.82%	22	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	15.79%	2	10.53%	8	42.11%	6	31.58%	19	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	4	100.00%
Not Limited English Proficient	3	16.67%	2	11.11%	9	50.00%	4	22.22%	18	100.00%
Migrant Students	2	16.67%	2	16.67%	4	33.33%	4	33.33%	12	100.00%
Not Migrant Students	1	10.00%	0	0.00%	6	60.00%	3	30.00%	10	100.00%

2013-2014 Standards Based Assessments (SBA)

Reading

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8				
All Grades										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	44	30.14%	69	47.26%	26	17.81%	7	4.79%	146	100.00%
Male	20	27.78%	33	45.83%	14	19.44%	5	6.94%	72	100.00%
Female	24	32.43%	36	48.65%	12	16.22%	2	2.70%	74	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	19	22.09%	42	48.84%	19	22.09%	6	6.98%	86	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	3	50.00%	2	33.33%	1	16.67%	0	0.00%	6	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	21	44.68%	20	42.55%	5	10.64%	1	2.13%	47	100.00%
Economically Disadvantaged	44	30.14%	69	47.26%	26	17.81%	7	4.79%	146	100.00%
Students With Disabilities	3	17.65%	6	35.29%	7	41.18%	1	5.88%	17	100.00%
Disabled With Accommodations	2	12.50%	6	37.50%	7	43.75%	1	6.25%	16	100.00%
Students Without Disabilities	41	31.78%	63	48.84%	19	14.73%	6	4.65%	129	100.00%
Limited English Proficient	2	8.70%	12	52.17%	6	26.09%	3	13.04%	23	100.00%
Not Limited English Proficient	42	34.15%	57	46.34%	20	16.26%	4	3.25%	123	100.00%
Migrant Students	20	27.40%	31	42.47%	16	21.92%	6	8.22%	73	100.00%
Not Migrant Students	24	32.88%	38	52.05%	10	13.70%	1	1.37%	73	100.00%

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8				
All Grades										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	25	17.24%	78	53.79%	37	25.52%	5	3.45%	145	99.32%
Male	11	15.28%	35	48.61%	21	29.17%	5	6.94%	72	100.00%
Female	14	19.18%	43	58.90%	16	21.92%	0	0.00%	73	98.65%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	12	13.95%	45	52.33%	25	29.07%	4	4.65%	86	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	1	16.67%	4	66.67%	0	0.00%	1	16.67%	6	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	11	23.91%	24	52.17%	11	23.91%	0	0.00%	46	97.87%
Economically Disadvantaged	25	17.24%	78	53.79%	37	25.52%	5	3.45%	145	99.32%
Students With Disabilities	1	5.88%	6	35.29%	8	47.06%	2	11.76%	17	100.00%
Disabled With Accommodations	1	6.25%	5	31.25%	8	50.00%	2	12.50%	16	100.00%
Students Without Disabilities	24	18.75%	72	56.25%	29	22.66%	3	2.34%	128	99.22%
Limited English Proficient	0	0.00%	12	52.17%	10	43.48%	1	4.35%	23	100.00%
Not Limited English Proficient	25	20.49%	66	54.10%	27	22.13%	4	3.28%	122	99.19%
Migrant Students	10	13.89%	38	52.78%	20	27.78%	4	5.56%	72	98.63%
Not Migrant Students	15	20.55%	40	54.79%	17	23.29%	1	1.37%	73	100.00%

Mathematics

All Grades

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	41	28.28%	57	39.31%	29	20.00%	18	12.41%	145	99.32%
Male	21	29.58%	22	30.99%	19	26.76%	9	12.68%	71	98.61%
Female	20	27.03%	35	47.30%	10	13.51%	9	12.16%	74	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	24	28.24%	33	38.82%	15	17.65%	13	15.29%	85	98.84%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	1	16.67%	4	66.67%	0	0.00%	1	16.67%	6	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	15	31.91%	16	34.04%	14	29.79%	2	4.26%	47	100.00%
Economically Disadvantaged	41	28.28%	57	39.31%	29	20.00%	18	12.41%	145	99.32%
Students With Disabilities	2	11.76%	7	41.18%	5	29.41%	3	17.65%	17	100.00%
Disabled With Accommodations	1	6.25%	7	43.75%	5	31.25%	3	18.75%	16	100.00%
Students Without Disabilities	39	30.47%	50	39.06%	24	18.75%	15	11.72%	128	99.22%
Limited English Proficient	3	13.04%	7	30.43%	11	47.83%	2	8.70%	23	100.00%
Not Limited English Proficient	38	31.15%	50	40.98%	18	14.75%	16	13.11%	122	99.19%
Migrant Students	20	27.78%	29	40.28%	14	19.44%	9	12.50%	72	98.63%
Not Migrant Students	21	28.77%	28	38.36%	15	20.55%	9	12.33%	73	100.00%

Science

All Grades	Grade 4	Grade 8
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All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	5	9.80%	13	25.49%	21	41.18%	12	23.53%	51	100.00%
Male	3	12.50%	2	8.33%	10	41.67%	9	37.50%	24	100.00%
Female	2	7.41%	11	40.74%	11	40.74%	3	11.11%	27	100.00%
Alaska Native/American Indian	3	9.38%	8	25.00%	12	37.50%	9	28.13%	32	100.00%
Caucasian	*	*	*	*	*	*	*	*	2	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	2	12.50%	4	25.00%	8	50.00%	2	12.50%	16	100.00%
Economically Disadvantaged	5	9.80%	13	25.49%	21	41.18%	12	23.53%	51	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	5	10.64%	13	27.66%	19	40.43%	10	21.28%	47	100.00%
Limited English Proficient	1	14.29%	1	14.29%	1	14.29%	4	57.14%	7	100.00%
Not Limited English Proficient	4	9.09%	12	27.27%	20	45.45%	8	18.18%	44	100.00%
Migrant Students	4	15.38%	4	15.38%	9	34.62%	9	34.62%	26	100.00%
Not Migrant Students	1	4.00%	9	36.00%	12	48.00%	3	12.00%	25	100.00%

2014-2015 AMP Data 2014 AMP Scores

Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
All Students	1.15%	5.37%	4.52%	21.84%	33.31%	30.31%	36.21%	37.39%	36.11%	40.80%	23.94%	29.05%	174	98.31 %	96.66 %	95.35 %
Male	2.41%	4.24%	3.61%	20.48%	30.70%	27.41%	32.53%	37.70%	36.36%	44.58%	27.36%	32.62%	83	97.65 %	96.53 %	95.41 %
Female	0.00%	6.54%	5.49%	23.08%	36.03%	33.39%	39.56%	37.06%	35.84%	37.36%	20.36%	25.27%	91	98.91 %	96.79 %	95.33 %
Alaska Native/American Indian	0.99%	1.89%	0.98%	20.79%	18.17%	12.57%	34.65%	37.53%	32.29%	43.56%	42.42%	54.16%	101	99.02 %	95.89 %	97.23 %
Asian/Pacific Islander	40% or fewer	2.71%	2.95%	40% or fewer	22.11%	24.70%	40% or fewer	41.24%	41.52%	60% or more	33.95%	30.83%	6	100.00 %	97.72 %	97.49 %
Caucasian	0.00%	8.52%	6.97%	37.50%	44.30%	40.50%	12.50%	33.85%	35.47%	50.00%	13.32%	17.06%	8	88.89 %	95.97 %	93.66 %
Hispanic	0.00%	2.47%	2.91%	14.29%	26.96%	28.59%	42.86%	42.32%	41.49%	42.86%	28.25%	27.02%	7	100.00 %	97.40 %	96.81 %
Two or More Races	1.92%	4.57%	4.46%	25.00%	32.40%	32.51%	42.31%	37.73%	37.57%	30.77%	25.30%	25.47%	52	98.11 %	97.48 %	97.14 %
Economically Disadvantaged	1.54%	1.78%	1.63%	18.46%	20.65%	18.66%	37.69%	40.63%	36.64%	42.31%	36.94%	43.06%	130	99.24 %	97.00 %	96.19 %
Not Economically Disadvantaged	0.00%	7.65%	6.81%	31.82%	41.35%	39.51%	31.82%	35.32%	35.69%	36.36%	15.67%	18.00%	44	95.65 %	96.45 %	94.75 %
Students With Disabilities	0.00%	0.82%	0.79%	3.45%	7.98%	7.12%	17.24%	28.68%	27.16%	79.31%	62.53%	64.93%	29	100.00 %	95.64 %	96.01 %
Students Without Disabilities	1.38%	6.02%	5.09%	25.52%	36.95%	33.80%	40.00%	38.64%	37.45%	33.10%	18.38%	23.67%	145	97.97 %	96.84 %	95.29 %
Limited English Proficient	0.00%	0.79%	0.32%	3.33%	7.09%	4.08%	26.67%	27.24%	20.23%	70.00%	64.88%	75.37%	30	100.00 %	97.71 %	97.99 %
Not Limited English Proficient	1.39%	5.92%	5.10%	25.69%	36.45%	33.88%	38.19%	38.60%	38.27%	34.72%	19.03%	22.76%	144	97.96 %	96.54 %	95.02 %
Migrant Students	2.41%	2.14%	1.46%	15.66%	24.94%	19.87%	39.76%	39.24%	37.01%	42.17%	33.68%	41.66%	83	100.00 %	96.69 %	97.78 %
Not Migrant Students	0.00%	5.63%	4.80%	27.47%	33.97%	31.25%	32.97%	37.24%	36.03%	39.56%	23.16%	27.93%	91	96.81 %	96.66 %	95.16 %
Active Duty Parent/Guardian	*	8.08%	7.16%	*	43.01%	40.63%	*	34.64%	35.06%	*	14.28%	17.16%	4	100.00 %	97.15 %	95.77 %
Not Active Duty Parent/Guardian	1.18%	5.06%	4.31%	22.35%	32.21%	29.48%	34.71%	37.70%	36.19%	41.76%	25.03%	30.01%	170	98.27 %	96.62 %	95.34 %

2015 AMP Scores

Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
All Students	2.29%	7.02%	5.48%	27.43%	28.85%	25.72%	57.71%	45.27%	46.09%	12.57%	18.86%	22.71%	175	98.87 %	96.48 %	95.25 %
Male	2.41%	7.76%	6.08%	30.12%	28.99%	25.69%	54.22%	43.58%	44.99%	13.25%	19.67%	23.24%	83	97.65 %	96.41 %	95.39 %
Female	2.17%	6.26%	4.84%	25.00%	28.70%	25.74%	60.87%	47.03%	47.26%	11.96%	18.01%	22.16%	92	100.00 %	96.56 %	95.16 %
Alaska Native/American Indian	1.96%	2.49%	1.41%	25.49%	18.27%	12.52%	61.76%	50.26%	48.97%	10.78%	28.98%	37.10%	102	100.00 %	95.64 %	97.17 %
Asian/Pacific Islander	40% or fewer	4.27%	4.45%	40% or fewer	24.22%	25.60%	60% or more	49.73%	48.47%	40% or fewer	21.78%	21.49%	6	100.00 %	97.76 %	97.61 %
Caucasian	12.50%	10.91%	8.17%	37.50%	36.53%	32.88%	37.50%	39.67%	42.89%	12.50%	12.89%	16.06%	8	88.89 %	95.83 %	93.54 %
Hispanic	0.00%	3.89%	3.70%	28.57%	21.87%	22.19%	57.14%	50.90%	50.88%	14.29%	23.34%	23.23%	7	100.00 %	97.39 %	96.82 %
Two or More Races	1.92%	5.73%	5.47%	30.77%	27.96%	27.72%	50.00%	46.86%	47.42%	17.31%	19.45%	19.39%	52	98.11 %	97.06 %	96.86 %
Economically Disadvantaged	3.05%	2.57%	2.11%	23.66%	18.99%	16.67%	60.31%	52.62%	50.70%	12.98%	25.82%	30.53%	131	100.00 %	96.72 %	96.06 %
Not Economically Disadvantaged	0.00%	9.87%	8.14%	38.64%	35.14%	32.87%	50.00%	40.57%	42.45%	11.36%	14.42%	16.54%	44	95.65 %	96.34 %	94.67 %
Students With Disabilities	0.00%	1.35%	1.26%	10.34%	7.11%	6.62%	72.41%	47.11%	46.76%	17.24%	44.43%	45.36%	29	100.00 %	95.19 %	95.73 %
Students Without Disabilities	2.74%	7.84%	6.11%	30.82%	31.95%	28.57%	54.79%	45.00%	45.99%	11.64%	15.21%	19.33%	146	98.65 %	96.71 %	95.22 %
Limited English Proficient	0.00%	1.58%	0.78%	20.00%	11.95%	7.17%	63.33%	52.24%	48.45%	16.67%	34.23%	43.60%	30	100.00 %	97.65 %	97.96 %
Not Limited English Proficient	2.76%	7.71%	6.13%	28.97%	30.97%	28.30%	56.55%	44.39%	45.76%	11.72%	16.93%	19.81%	145	98.64 %	96.34 %	94.90 %
Migrant Students	4.82%	3.69%	2.52%	21.69%	23.64%	19.39%	60.24%	51.42%	49.58%	13.25%	21.25%	28.51%	83	100.00 %	96.39 %	97.56 %
Not Migrant Students	0.00%	7.29%	5.74%	32.61%	29.26%	26.28%	55.43%	44.78%	45.78%	11.96%	18.67%	22.20%	92	97.87 %	96.49 %	95.07 %
Active Duty Parent/Guardian	*	10.93%	8.07%	*	36.82%	34.00%	*	41.78%	44.67%	*	10.46%	13.26%	4	100.00 %	97.29 %	95.61 %
Not Active Duty Parent/Guardian	2.34%	6.58%	5.27%	28.07%	27.95%	25.05%	56.73%	45.66%	46.21%	12.87%	19.81%	23.47%	171	98.84 %	96.42 %	95.25 %

2015-2016 PEAKS Data

Alaska's Public Schools: A Report Card to the Public: 2015-2016

- Overview
- Teacher Information
- Attendance, Graduation, and Dropout Rates
- School Details

Alaska Native Cultural Charter School

School Year	2015-2016
District	Anchorage School District
Enrollment	326
Lowest Grade	PK
Highest Grade	8
Accredited	No
Title I	Yes

Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

The United States Department of Education (ED), in recognition of the statistical and reporting challenges caused by the incomparability of Standards Based Assessments and Alaska Measures of Progress (AMP) results allowed DEED to pause its accountability system. This pause was extended by ED, due to the cancellation of Alaska's assessments in 2015-2016. DEED is using 2013-2014 ASPI and AMO calculations to inform school accountability for the 2016-2017 school year due to the lack of availability of 2015-2016 assessment data.

New for 2015-2016: On April 1, 2016, the Alaska Department of Education & Early Development (DEED) announced that the state's general and alternate assessments in English language arts, mathematics, and science had been canceled. This decision was made because of unexplained technology errors and repeated interruptions in computer-based testing following a construction accident that severed a fiber-optic cable. The technical failure was statewide, resulting in no valid, reliable, usable data in Alaska's 54 school districts. On November 17, 2016, the U.S. Department of Education waived not only the assessment requirement for the 2015-2016 school year, but also the related state and local reporting requirements.

2016-2017

Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
All Students	4.70%	11.48%	10.25%	24.83%	34.16%	32.11%	34.23%	28.99%	27.62%	36.24%	25.37%	29.99%	149	100.00%	96.86%	91.54%
Male	2.99%	9.92%	8.47%	19.40%	31.98%	29.94%	31.34%	28.81%	27.63%	46.27%	29.29%	33.92%	67	100.00%	96.96%	91.68%
Female	6.10%	13.13%	12.13%	29.27%	36.47%	34.42%	36.59%	29.18%	27.60%	28.05%	21.22%	25.81%	82	100.00%	96.75%	91.40%
African American	*	4.27%	4.51%	*	25.16%	26.55%	*	32.59%	32.55%	*	37.97%	36.38%	1	100.00%	97.38%	94.58%
Alaska Native/American Indian	2.15%	3.81%	2.44%	23.66%	21.84%	15.18%	39.78%	31.76%	25.79%	34.41%	42.58%	56.59%	93	100.00%	95.67%	95.36%
Caucasian	40.00%	19.00%	16.12%	20.00%	42.60%	41.70%	20.00%	24.32%	25.54%	20.00%	14.08%	16.64%	5	100.00%	96.46%	87.53%
Hispanic	0.00%	6.43%	7.42%	33.33%	31.53%	31.35%	33.33%	32.48%	32.55%	33.33%	29.56%	28.61%	9	100.00%	96.78%	93.90%
Two or More Races	7.32%	8.16%	8.93%	26.83%	33.63%	34.03%	21.95%	32.00%	30.91%	43.90%	26.21%	26.13%	41	100.00%	97.29%	94.79%
Economically Disadvantaged	4.41%	4.92%	4.56%	22.79%	26.14%	23.61%	34.56%	32.80%	29.77%	38.24%	36.14%	42.02%	136	100.00%	96.85%	92.99%
Not Economically Disadvantaged	7.69%	19.22%	16.33%	46.15%	43.62%	41.21%	30.77%	24.50%	25.32%	15.38%	12.66%	17.11%	13	100.00%	96.87%	90.04%
Students With Disabilities	5.26%	1.85%	1.74%	5.26%	11.01%	10.80%	26.32%	26.24%	25.22%	63.16%	60.90%	62.24%	19	100.00%	94.77%	92.84%
Disabled With Accommodations	0.00%	0.91%	0.86%	7.14%	9.27%	8.14%	14.29%	26.12%	24.20%	78.57%	63.70%	66.81%	14	100.00%	94.94%	95.19%
Students Without Disabilities	4.62%	12.85%	11.57%	27.69%	37.44%	35.44%	35.38%	29.38%	27.99%	32.31%	20.34%	24.95%	130	100.00%	97.16%	91.34%
Limited English Proficient	0.00%	1.18%	0.71%	6.25%	12.37%	7.86%	25.00%	32.59%	24.11%	68.75%	53.85%	67.04%	16	100.00%	97.32%	96.78%
Not Limited English Proficient	5.26%	13.18%	11.73%	27.07%	37.74%	35.88%	35.34%	28.40%	28.16%	32.33%	20.69%	24.23%	133	100.00%	96.78%	90.78%
Migrant Students	2.63%	5.73%	4.56%	26.32%	28.74%	23.10%	35.53%	33.30%	29.08%	35.53%	32.24%	43.26%	76	100.00%	97.35%	96.19%
Not Migrant Students	6.85%	11.95%	10.77%	23.29%	34.60%	32.94%	32.88%	28.64%	27.48%	36.99%	24.81%	28.77%	73	100.00%	96.82%	91.14%
Active Duty Parent/Guardian	*	17.13%	15.05%	*	41.41%	41.70%	*	28.74%	28.09%	*	12.71%	15.16%	3	100.00%	98.41%	92.24%
Not Active Duty Parent/Guardian	4.11%	10.92%	9.87%	24.66%	33.44%	31.36%	34.25%	29.01%	27.58%	36.99%	26.63%	31.15%	146	100.00%	96.70%	91.49%
Homeless	0.00%	1.77%	2.49%	0.00%	14.65%	17.16%	21.05%	29.29%	29.99%	78.95%	54.29%	50.07%	19	100.00%	94.51%	93.81%
Not Homeless	5.38%	11.82%	10.42%	28.46%	34.83%	32.44%	36.15%	28.98%	27.57%	30.00%	24.38%	29.54%	130	100.00%	96.94%	91.49%
Foster Care	*	4.44%	2.81%	*	16.44%	16.15%	*	31.11%	30.06%	*	48.00%	50.98%	1	100.00%	96.57%	96.09%
Not Foster Care	4.73%	11.55%	10.33%	25.00%	34.33%	32.29%	33.78%	28.97%	27.59%	36.49%	25.15%	29.75%	148	100.00%	96.86%	91.49%

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	8	5.37%	50	33.56%	82	55.03%	9	6.04%	149	100.00%
Female	5	6.10%	27	32.93%	45	54.88%	5	6.10%	82	100.00%
Male	3	4.48%	23	34.33%	37	55.22%	4	5.97%	67	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	4	4.30%	30	32.26%	52	55.91%	7	7.53%	93	100.00%
Caucasian	1	20.00%	2	40.00%	2	40.00%	0	0.00%	5	100.00%
Hispanic	0	0.00%	3	33.33%	6	66.67%	0	0.00%	9	100.00%
Two or More Races	3	7.32%	15	36.59%	21	51.22%	2	4.88%	41	100.00%
Economically Disadvantaged	6	4.41%	44	32.35%	77	56.62%	9	6.62%	136	100.00%
Not Economically Disadvantaged	2	15.38%	6	46.15%	5	38.46%	0	0.00%	13	100.00%
Disabled With Accommodations	0	0.00%	2	14.29%	10	71.43%	2	14.29%	14	100.00%
Students With Disabilities	0	0.00%	4	21.05%	13	68.42%	2	10.53%	19	100.00%
Students Without Disabilities	8	6.15%	46	35.38%	69	53.08%	7	5.38%	130	100.00%
Limited English Proficient	0	0.00%	5	31.25%	8	50.00%	3	18.75%	16	100.00%
Not Limited English Proficient	8	6.02%	45	33.83%	74	55.64%	6	4.51%	133	100.00%
Migrant Students	4	5.26%	26	34.21%	41	53.95%	5	6.58%	76	100.00%
Not Migrant Students	4	5.48%	24	32.88%	41	56.16%	4	5.48%	73	100.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	6	4.11%	50	34.25%	81	55.48%	9	6.16%	146	100.00%
Homeless	0	0.00%	3	15.79%	15	78.95%	1	5.26%	19	100.00%
Not Homeless	8	6.15%	47	36.15%	67	51.54%	8	6.15%	130	100.00%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%
Not Foster Care	8	5.41%	50	33.78%	81	54.73%	9	6.08%	148	100.00%

2017-2018 PEAKS

Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
All Students	4.42%	11.13%	10.16%	17.68%	31.10%	29.11%	39.23%	28.45%	26.77%	38.67%	29.33%	34.15%	181	100.00 %	97.05 %	90.84 %
Male	2.27%	8.82%	8.02%	20.45%	29.11%	27.01%	32.95%	28.16%	26.66%	44.32%	33.90%	38.50%	88	100.00 %	97.28 %	91.00 %
Female	6.45%	13.57%	12.44%	15.05%	33.20%	31.36%	45.16%	28.76%	26.90%	33.33%	24.47%	29.51%	93	100.00 %	96.80 %	90.67 %
African American	*	4.76%	4.64%	*	19.95%	21.72%	*	31.80%	31.92%	*	43.49%	42.12%	2	100.00 %	98.35 %	94.27 %
Alaska Native/American Indian	3.13%	3.46%	2.29%	15.63%	19.45%	13.26%	36.46%	27.89%	22.56%	44.79%	49.19%	62.16%	96	100.00 %	96.82 %	95.19 %
Caucasian	33.33%	17.99%	16.16%	16.67%	39.34%	37.93%	16.67%	25.63%	26.21%	33.33%	17.03%	19.89%	6	100.00 %	95.94 %	86.34 %
Hispanic	0.00%	6.17%	6.95%	27.78%	29.76%	30.33%	55.56%	30.71%	30.80%	16.67%	33.36%	32.17%	18	100.00 %	97.70 %	94.03 %
Two or More Races	5.08%	8.93%	8.74%	18.64%	29.80%	30.69%	40.68%	30.89%	30.76%	35.59%	30.38%	29.98%	59	100.00 %	97.74 %	94.00 %
Economically Disadvantaged	3.40%	4.58%	4.52%	18.37%	23.89%	21.28%	38.10%	30.65%	27.71%	40.14%	40.89%	46.65%	147	100.00 %	97.42 %	92.85 %
Not Economically Disadvantaged	8.82%	18.60%	16.00%	14.71%	39.33%	37.24%	44.12%	25.95%	25.80%	32.35%	16.12%	21.18%	34	100.00 %	96.62 %	88.84 %
Students With Disabilities	0.00%	1.23%	1.44%	4.76%	9.61%	9.42%	14.29%	23.60%	22.21%	80.95%	65.56%	66.99%	21	100.00 %	95.99 %	93.00 %
Disabled With Accommodations	25% or fewer	0.13%	0.42%	25% or fewer	3.91%	5.95%	25% or fewer	21.42%	20.16%	75% or more	74.53%	73.50%	10	100.00 %	96.00 %	95.47 %
Students Without Disabilities	5.00%	12.62%	11.52%	19.38%	34.34%	32.19%	42.50%	29.18%	27.49%	33.13%	23.86%	29.01%	160	100.00 %	97.21 %	90.51 %
Limited English Proficient	0.00%	1.31%	0.79%	9.68%	13.48%	9.12%	29.03%	30.75%	22.59%	61.29%	54.46%	67.56%	31	100.00 %	98.14 %	97.58 %
Not Limited English Proficient	5.33%	12.99%	11.63%	19.33%	34.43%	32.25%	41.33%	28.02%	27.43%	34.00%	24.56%	28.91%	150	100.00 %	96.84 %	89.87 %
Migrant Students	1.43%	4.38%	4.62%	17.14%	29.31%	22.11%	40.00%	29.49%	26.31%	41.43%	36.84%	47.04%	70	100.00 %	96.99 %	95.48 %
Not Migrant Students	6.31%	11.64%	10.68%	18.02%	31.23%	29.78%	38.74%	28.37%	26.82%	36.94%	28.75%	32.92%	111	100.00 %	97.05 %	90.42 %
Active Duty Parent/Guardian	*	15.45%	15.20%	*	40.33%	39.85%	*	28.72%	27.65%	*	15.50%	17.49%	3	100.00 %	98.18 %	92.15 %
Not Active Duty Parent/Guardian	3.93%	10.71%	9.76%	17.98%	30.21%	28.26%	39.89%	28.43%	26.70%	38.20%	30.65%	35.48%	178	100.00 %	96.94 %	90.74 %
Homeless	0.00%	2.49%	2.68%	0.00%	14.25%	15.62%	60.00%	28.77%	28.79%	40.00%	54.50%	53.45%	10	100.00 %	97.43 %	95.12 %
Not Homeless	4.68%	11.40%	10.32%	18.71%	31.63%	29.40%	38.01%	28.44%	26.73%	38.60%	28.53%	33.74%	171	100.00 %	97.03 %	90.75 %
Foster Care	*	2.41%	1.47%	*	17.27%	14.57%	*	22.89%	23.80%	*	57.43%	60.16%	4	100.00 %	97.65 %	96.64 %
Not Foster Care	4.52%	11.22%	10.26%	18.08%	31.24%	29.29%	38.98%	28.51%	26.81%	38.42%	29.03%	33.83%	177	100.00 %	97.04 %	90.77 %

Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
All Students	2.76%	7.23%	6.18%	31.49%	32.22%	29.56%	45.86%	42.11%	42.45%	19.89%	18.45%	21.88%	181	100.00 %	96.97 %	90.80 %
Male	1.14%	8.18%	7.00%	40.91%	32.41%	29.41%	38.64%	40.09%	40.68%	19.32%	19.32%	22.96%	88	100.00 %	97.21 %	91.03 %
Female	4.30%	6.22%	5.30%	22.58%	32.01%	29.73%	52.69%	44.26%	44.34%	20.43%	17.52%	20.74%	93	100.00 %	96.72 %	90.55 %
African American	*	1.67%	1.83%	*	19.97%	20.00%	*	46.20%	47.43%	*	32.16%	30.74%	2	100.00 %	98.27 %	94.24 %
Alaska Native/American Indian	2.08%	2.08%	1.41%	26.04%	20.12%	14.46%	46.88%	47.99%	44.49%	25.00%	29.81%	39.90%	96	100.00 %	97.28 %	95.12 %
Caucasian	33.33%	11.64%	9.80%	16.67%	42.48%	38.83%	50.00%	35.83%	38.75%	0.00%	10.05%	12.80%	6	100.00 %	95.77 %	86.27 %
Hispanic	0.00%	4.34%	4.14%	27.78%	27.42%	28.40%	66.67%	46.08%	46.25%	5.56%	22.16%	20.93%	18	100.00 %	97.46 %	93.97 %
Two or More Races	1.69%	5.57%	4.97%	44.07%	29.64%	30.24%	35.59%	45.31%	46.25%	18.64%	19.48%	18.75%	59	100.00 %	97.45 %	93.97 %
Economically Disadvantaged	1.36%	2.87%	2.51%	27.89%	22.95%	20.85%	47.62%	47.57%	46.06%	23.13%	26.61%	30.56%	147	100.00 %	97.40 %	92.77 %
Not Economically Disadvantaged	8.82%	12.20%	9.99%	47.06%	42.80%	38.60%	38.24%	35.88%	38.71%	5.88%	9.12%	12.88%	34	100.00 %	96.49 %	88.84 %
Students With Disabilities	0.00%	1.26%	1.30%	9.52%	8.68%	9.03%	47.62%	40.31%	38.92%	42.86%	49.74%	50.81%	21	100.00 %	95.90 %	93.00 %
Disabled With Accommodations	0.00%	0.19%	0.31%	0.00%	4.61%	5.39%	50.00%	39.86%	38.36%	50.00%	55.34%	55.96%	10	100.00 %	96.24 %	95.40 %
Students Without Disabilities	3.13%	8.13%	6.94%	34.38%	35.76%	32.77%	45.63%	42.38%	43.00%	16.88%	13.73%	17.36%	160	100.00 %	97.14 %	90.46 %
Limited English Proficient	0.00%	2.07%	1.31%	22.58%	16.75%	11.62%	48.39%	46.82%	41.72%	29.03%	34.37%	44.46%	31	100.00 %	98.48 %	97.64 %
Not Limited English Proficient	3.33%	8.21%	6.95%	33.33%	35.16%	32.41%	45.33%	41.22%	42.56%	18.00%	15.41%	18.30%	150	100.00 %	96.69 %	89.80 %
Migrant Students	2.86%	3.76%	3.00%	21.43%	27.30%	22.99%	51.43%	46.65%	46.09%	24.29%	22.28%	28.03%	70	100.00 %	96.93 %	95.53 %
Not Migrant Students	2.70%	7.49%	6.48%	37.84%	32.59%	30.19%	42.34%	41.77%	42.10%	17.12%	18.15%	21.30%	111	100.00 %	96.97 %	90.37 %
Active Duty Parent/Guardian	*	9.68%	8.68%	*	45.35%	42.52%	*	35.23%	37.94%	*	9.73%	11.01%	3	100.00 %	98.04 %	92.03 %
Not Active Duty Parent/Guardian	2.81%	6.99%	5.98%	31.46%	30.96%	28.53%	46.07%	42.77%	42.81%	19.66%	19.28%	22.75%	178	100.00 %	96.87 %	90.70 %
Homeless	0.00%	0.41%	0.61%	30.00%	16.16%	16.17%	50.00%	46.55%	47.53%	20.00%	36.88%	35.31%	10	100.00 %	97.59 %	95.02 %
Not Homeless	2.92%	7.44%	6.30%	31.58%	32.72%	29.85%	45.61%	41.97%	42.34%	19.88%	17.86%	21.59%	171	100.00 %	96.95 %	90.71 %
Foster Care	*	0.40%	0.53%	*	16.80%	14.82%	*	44.40%	46.60%	*	38.40%	38.05%	4	100.00 %	98.04 %	96.77 %
Not Foster Care	2.82%	7.30%	6.25%	31.64%	32.38%	29.74%	45.20%	42.09%	42.40%	20.34%	18.23%	21.69%	177	100.00 %	96.96 %	90.73 %

2018-2019

ELA

x

Demographic	Advanced Percent			Proficient Percent			Below Proficient Percent			Far Below Proficient Percent			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
All Students	4.70%	11.48%	10.25%	24.83%	34.16%	32.11%	34.23%	28.99%	27.62%	36.24%	25.37%	29.99%	149	100.00 %	96.86 %	91.54 %
Male	2.99%	9.92%	8.47%	19.40%	31.98%	29.94%	31.34%	28.81%	27.63%	46.27%	29.29%	33.92%	67	100.00 %	96.96 %	91.68 %
Female	6.10%	13.13%	12.13%	29.27%	36.47%	34.42%	36.59%	29.18%	27.60%	28.05%	21.22%	25.81%	82	100.00 %	96.75 %	91.40 %
African American	*	4.27%	4.51%	*	25.16%	26.55%	*	32.59%	32.55%	*	37.97%	36.38%	1	100.00 %	97.38 %	94.58 %
Alaska Native/American Indian	2.15%	3.81%	2.44%	23.66%	21.84%	15.18%	39.78%	31.76%	25.79%	34.41%	42.58%	56.59%	93	100.00 %	95.67 %	95.36 %
Caucasian	40.00%	19.00%	16.12%	20.00%	42.60%	41.70%	20.00%	24.32%	25.54%	20.00%	14.08%	16.64%	5	100.00 %	96.46 %	87.53 %
Hispanic	0.00%	6.43%	7.42%	33.33%	31.53%	31.35%	33.33%	32.48%	32.55%	33.33%	29.56%	28.61%	9	100.00 %	96.78 %	93.90 %
Two or More Races	7.32%	8.16%	8.93%	26.83%	33.63%	34.03%	21.95%	32.00%	30.91%	43.90%	26.21%	26.13%	41	100.00 %	97.29 %	94.79 %
Economically Disadvantaged	4.41%	4.92%	4.56%	22.79%	26.14%	23.61%	34.56%	32.80%	29.77%	38.24%	36.14%	42.02%	136	100.00 %	96.85 %	92.99 %
Not Economically Disadvantaged	7.69%	19.22%	16.33%	46.15%	43.62%	41.21%	30.77%	24.50%	25.32%	15.38%	12.66%	17.11%	13	100.00 %	96.87 %	90.04 %
Students With Disabilities	5.26%	1.85%	1.74%	5.26%	11.01%	10.80%	26.32%	26.24%	26.24%	63.16%	60.90%	62.24%	19	100.00 %	94.77 %	92.84 %
Disabled With Accommodations	0.00%	0.91%	0.86%	7.14%	9.27%	8.14%	14.29%	26.12%	24.20%	78.57%	63.70%	66.81%	14	100.00 %	94.94 %	95.19 %
Students Without Disabilities	4.62%	12.85%	11.57%	27.69%	37.44%	35.44%	35.38%	29.38%	27.99%	32.31%	20.34%	24.95%	130	100.00 %	97.16 %	91.34 %
Limited English Proficient	0.00%	1.18%	0.71%	6.25%	12.37%	7.86%	25.00%	32.59%	24.11%	68.75%	53.85%	67.04%	16	100.00 %	97.32 %	96.78 %
Not Limited English Proficient	5.26%	13.18%	11.73%	27.07%	37.74%	35.88%	35.34%	28.40%	28.16%	32.33%	20.69%	24.23%	133	100.00 %	96.78 %	90.78 %
Migrant Students	2.63%	5.73%	4.56%	26.32%	28.74%	23.10%	35.53%	33.30%	29.08%	35.53%	32.24%	43.26%	76	100.00 %	97.35 %	96.19 %
Not Migrant Students	6.85%	11.95%	10.77%	23.29%	34.60%	32.94%	32.88%	28.64%	27.48%	36.99%	24.81%	28.77%	73	100.00 %	96.82 %	91.14 %
Active Duty Parent/Guardian	*	17.13%	15.05%	*	41.41%	41.70%	*	28.74%	28.09%	*	12.71%	15.16%	3	100.00 %	98.41 %	92.24 %
Not Active Duty Parent/Guardian	4.11%	10.92%	9.87%	24.66%	33.44%	31.36%	34.25%	29.01%	27.58%	36.99%	26.63%	31.15%	146	100.00 %	96.70 %	91.49 %
Homeless	0.00%	1.77%	2.49%	0.00%	14.65%	17.16%	21.05%	29.29%	29.99%	78.95%	54.29%	50.07%	19	100.00 %	94.51 %	93.81 %
Not Homeless	5.38%	11.82%	10.42%	28.46%	34.83%	32.44%	36.15%	28.98%	27.57%	30.00%	24.38%	29.54%	130	100.00 %	96.94 %	91.49 %
Foster Care	*	4.44%	2.81%	*	16.44%	16.15%	*	31.11%	30.06%	*	48.00%	50.98%	1	100.00 %	96.57 %	96.09 %
Not Foster Care	4.73%	11.55%	10.33%	25.00%	34.33%	32.29%	33.78%	28.97%	27.59%	36.49%	25.15%	29.75%	148	100.00 %	96.86 %	91.49 %

All Grades (Mathematics)

Subgroup	Advanced/Proficient		Below/Far Below Proficient		Enrollment	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	62	34.25%	119	65.75%	181	100.00%
Male	37	42.05%	51	57.95%	88	100.00%
Female	25	26.88%	68	73.12%	93	100.00%
African American	*	*	*	*	2	100.00%
Alaska Native/American Indian	27	28.13%	69	71.88%	96	100.00%
Caucasian	3	50.00%	3	50.00%	6	100.00%
Hispanic	5	27.78%	13	72.22%	18	100.00%
Two or More Races	27	45.76%	32	54.24%	59	100.00%
Economically Disadvantaged	43	29.25%	104	70.75%	147	100.00%
Not Economically Disadvantaged	19	55.88%	15	44.12%	34	100.00%
Students With Disabilities	*	10% or fewer	*	90% or more	21	100.00%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	60	37.50%	100	62.50%	160	100.00%
Limited English Proficient	7	22.58%	24	77.42%	31	100.00%
Not Limited English Proficient	55	36.67%	95	63.33%	150	100.00%
Migrant Students	17	24.29%	53	75.71%	70	100.00%
Not Migrant Students	45	40.54%	66	59.46%	111	100.00%
Active Duty Parent/Guardian	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	61	34.27%	117	65.73%	178	100.00%
Homeless	3	30.00%	7	70.00%	10	100.00%
Not Homeless	59	34.50%	112	65.50%	171	100.00%
Foster Care	*	*	*	*	4	100.00%
Not Foster Care	61	34.46%	116	65.54%	177	100.00%

* Results cannot be published without releasing personally identifiable information.
¹ The percentage of students at each achievement level only includes students who participated in the content assessment.

2019-2020

Alaska Department of
Education & Early Development

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2020 Assessment Results

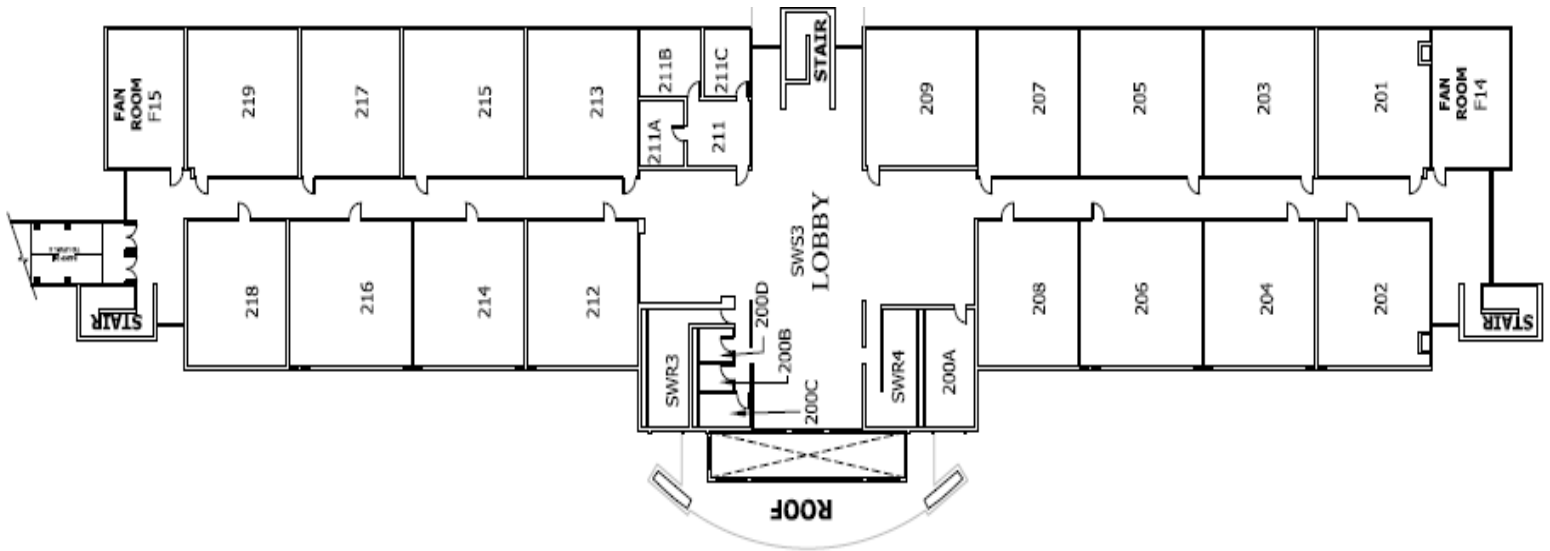
Due to the COVID-19 pandemic and statewide school facility closures, all statewide assessments (PEAKS, DLM, and ACCESS) were cancelled in the spring of 2020.

Developmental Profile

- [Statewide Results \(.csv format\)](#)
- [District-Level Results](#)
- [School-Level Results](#)

Due to the COVID-19 pandemic and statewide school facility closures, all statewide assessments (PEAKS, DLM, and ACCESS) were cancelled in the spring of 2020.

Appendix M: ANCCS Facility at East High School, Benson Wing Floor Plan



Classrooms supporting Alaska Native Charter School at East High School	
Room Number	Square Footage
201	811
202	811
203	814
204	814
205	895
206	897
208	737
207	732
212	818
213	811
214	811
215	894
216	895
217	730
Total Square Classroom Square Footage	11,470

Appendix N: School Calendar



Anchorage School District

2021-22 School Year Calendar*

S	M	T	W	T	F	S
July						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
August						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	(▲)	18	19	20	21
22	23	PK/K	25	26	27	28
29	30	31				
September						
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
October						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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- JULY**
- 4 Independence Day holiday
- AUGUST**
- 12 Teachers' first day
- 13, 16 State released professional development days**
- 17 Classes begin
- 24 Classes begin for Preschool/Kindergarten†
- SEPTEMBER**
- 6 Labor Day holiday**
- OCTOBER**
- 15 State released professional development day. End of first quarter.**
- 20, 21 Parent/Teacher conference days
- 22 State released professional development day**
- NOVEMBER**
- 11 State released professional development day**
- 25-26 Thanksgiving holiday**
- DECEMBER**
- 16 Classes end
- 17 State released grade reporting day. End of second quarter.**
- 20-31 Winter break**
- JANUARY**
- 3 Classes begin
- 17 Martin Luther King Jr. holiday**
- FEBRUARY**
- 16, 17 Parent/Teacher conference days
- 18 State released professional development day.**
- 21 Presidents Day holiday**
- MARCH**
- 4 State released grade reporting day. End of third quarter.**
- 7-11 Spring Break**
- MAY**
- 19 Classes end. End of fourth quarter.
- 20 Teachers' last day.
- 30 Memorial Day holiday
- () Beginning, end of quarter
- Q1-40, Q2-42, Q3-41, Q4-49

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* subject to change

** students do not attend school

† Tentative Kindergarten start date. Check back in the summer to confir.

10-1-18

Appendix O: Daily Schedule

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- KA - Sweet
- KR - Arcina
- 1A - Freeman
- 7A - Pavarone
- 7R - Martin
- 1A - Amick
- 3R - Rav
- 4A - Starr
- 4R - Greenwood
- 5A - Wiseman
- 5R - Phillips
- 6 - Knittr
- 7 - Riha
- 8 - Hancock

Culturally Responsive Teaching

A 50-State Survey of Teaching Standards

Jenny Muñiz

Last edited on March 28, 2019 at 9:00 a.m. EDT

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5

Introduction

For the first time in our history, students of color make up the majority of students enrolled in U.S. public schools.¹ Yet 65 years after *Brown* tried to pave a fair path for these students, the promise of educational equity remains elusive. Too many students of color are languishing in under-resourced schools, where they lack access to high-level academic courses, enrichment opportunities, quality materials, and adequate facilities.² These resource inequities only begin to scratch the surface, however. It is also the case that too many students of color are held to lower academic standards, subjected to harsh discipline approaches, and taught in ways that overlook or discount their cultural and linguistic assets.³ These and other barriers give way to massive imbalances in academic performance that serve to limit students' life opportunities.

Building a diverse pool of educators who are prepared to demonstrate culturally responsive teaching or relevant teaching (herein CRT)⁴ is critical to reversing underachievement and unlocking the potential of students of color as well as that of other groups of underserved learners. Culturally responsive teaching is an approach that challenges educators to recognize that, rather than deficits, students bring strengths into the classroom that should be leveraged to make learning experiences more relevant to and effective for them. Adopting CRT goes beyond celebrating students' cultural traditions once a year. Educators who practice CRT set rigorous learning objectives for all of their students and they continually build helpful bridges between what students need to learn and their heritage, lived realities, and the issues they care about. In short, culturally responsive teaching is about weaving together rigor and relevance.

What is needed now is a major investment in developing culturally responsive educators, one that goes beyond providing one-off courses or workshops.

The need for culturally responsive teaching is more pressing than ever before, especially when you consider the deep demographic gaps between teachers and students. A teaching workforce that remains overwhelmingly female, white, middle-class, and monolingual is increasingly likely to teach students who are of a different race, ethnicity, socio-economic status, language group, and so on.

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Teachers are the drivers of culturally responsive practices in schools and classrooms. But without the appropriate training and support, even the most well-meaning teachers can unwittingly provide instruction that is irrelevant, ineffective, and even antagonistic to today's diverse learners.⁵ Research concludes that recruiting a more racially diverse teaching workforce can dramatically improve cultural responsiveness in schools,⁶ but demographic parity is unlikely to be achieved in the coming years.⁷

Therefore, all teachers, regardless of background, benefit from support in reaching the diverse learners they are likely to serve.

Unfortunately, teacher preparation programs and professional development systems across the country are not sufficiently preparing educators to bring CRT to life in the classroom. Consider: while some educator preparation programs are now required to offer coursework on teaching diverse students,⁸ these courses are often narrow and disconnected from the mainstream curriculum.⁹ In-service support and development fall short as well, as confirmed by teachers themselves. For instance, a 2018 survey of New York City teachers conducted by the Metropolitan Center for Research on Equity and the Transformation of Schools, found that fewer than one in three teachers had received ongoing professional development on how to address issues of race and ethnicity in the classroom.¹⁰

Culturally responsive teaching is about weaving together rigor and relevance.

What is needed now is a major investment in developing culturally responsive educators, one that goes beyond providing one-off courses or workshops. Developing comprehensive professional teaching standards that incorporate expectations for CRT is a foundational step state leaders can take to bolster the focus of CRT in current systems of teacher preparation and development. Not only would such standards ensure that teachers receive clear and consistent messaging about the knowledge, skills, and mindsets needed to be culturally responsive throughout their careers—they would also establish CRT as a formal state priority. Though not a panacea, comprehensive state-level professional teaching standards offer an opportunity to send a bold message that far from being an "add-on" initiative, CRT is integral to the work of all quality teachers.

New America analyzed professional teaching standards in all 50 states to better understand whether states' expectations for teachers incorporate culturally responsive teaching. To support this analysis, we identify eight competencies that

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clarify what teachers should know and be able to do in light of research on culturally responsive teaching. Our research finds that while all states already incorporate some aspects of culturally responsive teaching within their professional teaching standards, the majority of states do not yet provide a description of culturally responsive teaching that is clear or comprehensive enough to support teachers in developing and strengthening their CRT practice throughout their careers. As an added resource, we have assembled excerpts from state standards in which CRT is already well articulated, as well a data visualization that describes the prevalence of CRT competencies in teaching standards across states.

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Understanding Culturally Responsive Teaching

While the term culturally responsive teaching is gaining popularity, what this approach actually means often depends on who you ask. Researchers have raised concerns that, without the proper guidance, education leaders and individual educators can adopt simplistic views of what it means to teach in culturally responsive ways.¹¹ Moving forward therefore requires that educators and those who support their efforts have a coherent understanding of what culturally responsive teaching does and does not entail.

What is Culturally Responsive Teaching?

Several frameworks exist for culturally responsive approaches (e.g., culturally responsive education, culturally relevant teaching, and culturally congruent teaching), each outlining various components. Capturing the history and broad base of scholarship on CRT is not possible here as there are decades of research and analysis. However, outlining the seminal work of key scholars and teacher educators Gloria Ladson-Billings, Geneva Gay, and Django Paris is a necessary starting point.¹²

Over two decades ago, Gloria Ladson-Billings introduced the term *culturally relevant pedagogy* to describe a form of teaching that calls for engaging learners whose experiences and cultures are traditionally excluded from mainstream settings. Based on her research of effective teachers of African American students, Ladson-Billings proposed three goals on which these teachers' practices were grounded. First, teaching must yield academic success. Second, teaching must help students develop positive ethnic and cultural identities while simultaneously helping them achieve academically. Third, teaching must support students' ability "to recognize, understand, and critique current and social inequalities."¹³ By centering these goals in their practice, culturally relevant practitioners can empower students not only intellectually but also socially, emotionally, and politically.

Building on the work of Ladson-Billings, Geneva Gay developed a framework with a stronger focus on teachers' strategies and practices—that is, the *doing* of teaching. Gay coined the term *culturally responsive teaching* to define an approach that emphasizes "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them."¹⁴ Gay calls on culturally responsive practitioners to make positive changes on multiple levels, including instructional techniques, instructional materials, student-teacher relationships, classroom climate, and self-awareness to improve learning for students.

Gay argues that an asset-based view of students is fundamental to newamerica.org/education-policy/reports/culturally-responsive-teaching/ 9

ensuring a higher degree of success from students of various cultural groups. Like Ladson-Billings, Gay also places a strong emphasis on providing opportunities for students to think critically about inequities in their own or their peers' experience.

These scholars promote asset-based approaches as alternatives to popular deficit-oriented teaching methods, which position the languages, cultures, and identities of students as barriers to learning. More recently, Django Paris expanded on the work of culturally relevant pedagogy to develop a vision for *culturally sustaining pedagogy*, an approach that takes into account the many ways learners' identity and culture evolve. In a 2014 article, Paris and co-author H. Samy Alim posit that culturally sustaining educators not only draw on but also *sustain* students' culture—both static culture (e.g., heritage ways, and home language) and evolving culture.¹⁵ In other words, culturally sustaining educators help students develop a positive cultural identity while teaching math, reading, problem-solving, and civics. Paris also offers a "loving critique" of CRT, arguing that relevance in the curriculum cannot, alone, ensure students will be prepared to live in an increasingly diverse, global world.¹⁶ Paris and Alim maintain that culturally sustaining practice "has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers."¹⁷ This is an important goal at time when schools are increasingly racially segregated and students are grappling with racially motivated bullying.¹⁸ Collectively, these scholars promote asset-based approaches as alternatives to popular deficit-oriented teaching methods, which position the languages, cultures, and identities of students as barriers to learning. While these pedagogies are not identical, they share a common goal: defy the deficit model and ensure students see themselves and their communities reflected and valued in the content taught in school.

What Does Research Say About Culturally Responsive Teaching?

Compelling research highlights the benefits of culturally responsive teaching. For instance, studies in brain science and education find that drawing on learners'

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background knowledge shapes comprehension; indeed, all learners process new information best when it is linked to what they already know.¹⁹ Research also illustrates that instructional materials, assignments, and texts that reflect students' backgrounds and experiences are critical to engagement and deep,

meaningful learning.²⁰ A smaller, yet promising group of studies evaluating the effectiveness of CRT interventions link this approach to a wide range of positive outcomes such as academic achievement and persistence, improved attendance, greater interest in school, among other outcomes.²¹

Culturally responsive teaching also has critical synergies with other reform efforts in education, such as initiatives to improve school climate and implement social-emotional learning.²² For instance, research shows that students who develop a positive sense of racial and ethnic identity are more interested in befriending people of different backgrounds.²³ Other studies have found that a strong racial-ethnic identity is linked to higher self-esteem, academic attitudes, well-being, and the ability to navigate discrimination.²⁴ Though more rigorous, large-scale studies are needed,²⁵ existing studies already support taking action to boost teachers' cultural responsive practice.

Who is Culturally Responsive Teaching for?

In a culturally responsive classroom, learners' varied identities and experiences are identified, honored, and used to bridge rigorous new learning. This type of individualized instruction benefits *all* students, which is why Gloria Ladson- Billings titled her seminal text on culturally relevant pedagogy: “But That’s Just Good Teaching!”²⁶ However, culturally responsive teaching begs the question: Which students do not receive this type of culturally relevant instruction? For Ladson-Billings, the answer is African American students. It remains true that far too many black students have their cultural ways of knowing treated as barriers in the learning process, they have their ability and potential questioned, and they encounter educators who proclaim: “I don’t see color!”²⁷

Several scholars have expanded on Ladson-Billings’ framework to address learners with other varying and intersecting identities (including based on social class, English proficiency, disability status, LGBTQ status) whose identities and experiences are likewise excluded from mainstream settings.²⁸ It is clear that these students can also benefit from “mirrors” that allow them to see themselves, their experiences, and their communities in school. For these and other students culturally responsive teaching also provides critical “windows” into the cultural heritage and experiences of others. In an increasingly diverse society, all students benefit from learning to honor their own, and one another’s cultural heritage and lived realities.

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Teacher Competencies that Promote Culturally Responsive Teaching

Bringing together insights from extensive research on culturally relevant, responsive, and sustaining pedagogies, New America developed eight common competencies of culturally responsive educators (see Figure 1). Though not an exhaustive list, these interconnected competencies illustrate the common skills and knowledge that research and theory in the field suggests are critical to enacting culturally responsive teaching with fidelity, across grade levels and subject areas. These competencies were used to guide our scan of teaching standards, which is described in Section 5 (“[Integration of CRT in State Professional Teaching Standards](#)”) of this report.

Competency 1: Reflect on one’s cultural lens

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Culturally responsive educators routinely reflect on their own life experiences and membership in various social groups (such as by race, ethnicity, social class, and gender), and they ask themselves how these factors influence their beliefs about cultural diversity. They understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with students, families, and colleagues. Therefore, they actively work to develop *cultural competency*: understanding, sensitivity, and appreciation for the history, values, experiences, and lifestyles of other cultures. They also gain comfort having critical conversations and challenging stereotypes and prejudices when they encounter them. Though becoming critical and self-aware can be difficult and uncomfortable,

particularly for educators who have never explored their ethnic and racial identities, research shows that actions such as guided reflection, reflective journaling, and group discussions can help educators overcome those feelings.²⁹

Competency 2: Recognize and redress bias in the system

Culturally responsive educators seek to deepen their understanding of how social markers (such as race, ethnicity, social class, and language) influence the educational opportunities that learners receive. Sonia Nieto suggests that teachers ask questions like: “Where are the best teachers assigned?” “Which students take advanced courses?” and “Where are resources allocated?”³⁰ Teachers further engage with literature and professional learning opportunities to learn more about how institutional racism and other forms of bias (e.g., racism, sexism, homophobia, and classism) at an institutional level can result in disadvantaging some groups of learners while privileging others. Teachers who are informed about institutional bias, accept that not all learners are equally rewarded for their hard work. They advocate for the disruption of harmful school and district-level practices, policies, and norms. Conversely, teachers who are poorly informed about institutional biases may blame learners and perceived cultural deficiencies for academic achievement disparities.

Competency 3: Draw on students’ culture to share curriculum and instruction

Central to culturally responsive teaching is the belief that students’ cultural background is a resource to learning. Believing this to be true, culturally responsive teachers plan learning encounters that validate students’ lived realities, cultural identities, and heritage. Although school districts and schools traditionally select formal curricula, culturally responsive teachers strive to evaluate all textbooks and instructional materials they use to ensure they do not perpetuate stereotypes or fail to represent diverse groups. They complement the traditional curriculum with examples, newspaper clippings, articles, song lyrics, plays, comics, video games, and other resources that reflect experiences, characters, settings, and themes their students can relate to. They deploy *cultural*

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scaffolding by providing links between academic concepts and the experiences that are familiar to students. In addition to providing “mirrors” reflecting students’ familiar world, teachers provide “windows” into the history, traditions, and experiences of other cultures and groups.

Competency 4: Bring real-world issues into the classroom

Culturally responsive teachers address the “so what?” factor of instruction by helping students see how the knowledge and skills they learn in school are valuable for their lives, families, and communities. They ask: “What does this material have to do with your lives?” “Does this knowledge connect to an issue you care about?” and “How can you use this information to take action?” Culturally responsive educators employ lessons and regularly assign projects that require learners to identify complex, real-world issues they encounter in their daily lives and propose solutions for these problems. For example, elementary school students might learn about environmental injustice and devise a plan for cleaning up a local river;³¹ middle school students might learn to apply math concepts to an analysis of racial inequities in traffic stop data in their community; ³² and high school students might engage in a Socratic seminar to explore solutions to the police brutality experienced by their community.³³ Learners in these culturally responsive classrooms, learn to see themselves as agents of change who aspire for a better world.

Competency 5: Model high expectations for all students

Culturally responsive educators adopt the view that all students are capable of academic success, a belief that research shows is critical to supporting student growth.³⁴ These educators do not assume some students will inevitably underperform on the basis of their race, culture, or other group difference. They understand that students of color and other marginalized students are particularly vulnerable to negative stereotypes about their intelligence, academic ability, and behavior, which can hobble their academic

performance.³⁵ Therefore, they support all students in producing high-level work by scaffolding instruction; for instance, by using culturally relevant materials (competency 3). Research has identified many other behaviors that communicate high expectations. These include using eye contact and proximity with both high-achieving and struggling learners; ensuring language, gestures, and expressions communicate that students' opinions are important; and of course, ensuring all students have access to a rigorous core curriculum.³⁶

Competency 6: Promote respect for students differences

CRT practices are best implemented in environments that are respectful, inclusive, and help learners value the cultures of their peers. Educators contribute to such learning environments by modeling how to engage across difference and embodying respect for social, cultural, and linguistic differences.

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Culturally responsive educators assess how learners from different backgrounds experience the environment and encourage students to reflect on their own experience with bias. These educators help students develop a sense of responsibility in addressing mistreatment, prejudice, injustice, and bullying when they encounter it. Research finds that when students face discrimination, they may develop feelings of frustration, anger, and unworthiness that can result in low achievement, dropout tendencies, and behavioral problems. On the other hand, a caring school community where students feel a sense of belonging can contribute to stronger academic performance.³⁷

Competency 7: Collaborate with families and the local community

A strong home-school partnership is critical to supporting academic success,³⁸ but it can be difficult for educators to engage families and community members if there are demanding schedules, inconvenient meeting locations and times, or past trauma in interfacing with school.³⁹ Culturally responsive educators assume that parents are interested in being involved in their children's education and they develop engagement strategies that are sensitive to the unique barriers faced by immigrant families, families of color, and low-income families. Because schools have traditionally privileged the input and collaboration of families from dominant backgrounds, culturally responsive educators aim to develop the trust of diverse families to ensure they are involved at all levels of their child's education throughout the year. Moreover, they continually seek to learn more about the local community as well as families and their cultures and values, and they collaborate with local agencies and organizations to arrange resources for students and families. Overall, these educators see themselves as members of the community, and they see teaching as a way to give back to the community.

Competency 8: Communicate in linguistically and culturally responsive ways

When educators communicate in culturally sensitive ways, students and families feel more welcome and inclined to participate in schools. Too often, however, miscommunication can occur between white teachers who value passive and indirect, European styles of communication and students who come from cultures that prefer frank, direct, and participatory styles of communication.⁴⁰ The communication styles of black students, in particular, can be misconstrued as adversarial or defiant, which can lead to over-disciplining.⁴¹ Therefore, culturally responsive teachers seek to understand how culture influences communication, both in verbal ways (e.g., the tone of voice, rhythm, and vocabulary usage) and nonverbal ways (e.g., the amount of space between speaker and listener, eye contact, body movements, and gestures). Culturally responsive teachers also work to honor and accommodate home languages, including by advocating for translation services and resources in various languages.

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Using Professional Teaching Standards to Promote Culturally Responsive Teaching

Since the 1990s, professional teaching standards have played an important role in the way teachers are prepared and developed. Today, all 50 states use professional teaching standards to articulate what

teachers in their state should know and be able to do.⁴² States rely on professional standards to anchor teacher preparation coursework, pre-service field experiences, licensure assessments, induction programming, systems of evaluation, and professional development requirements for in-service growth and licensure renewal. Given their important role, professional teaching standards offer an opportunity to ensure a strong focus on culturally responsive practices throughout teachers' careers. Several national organizations have made progress in embedding responsive teaching practices into their own professional teaching standards. For their part, a few states have developed free-standing standards explicitly focused on teachers' cultural competencies. This section provides an overview of these efforts.

Culturally Responsive Teaching in National Models

In 1992, the Council of Chief State School Officers' (CCSSO) Interstate New Teacher Assessment and Support Consortium (INTASC) articulated the *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue*. These standards were revised in 2011, as the InTASC Model Core Teaching Standards, to define what *all* teachers "should know and be able to do to ensure every K–12 student reaches the goal of being ready to enter college or the workforce in today's world."⁴³ In 2013, the Learning Progressions for Teachers were developed to supplement the InTASC Model Core Teaching Standards by describing levels of teacher practice across a continuum of development, from beginning to advanced teaching.⁴⁴

It is notable that the InTASC Model Core Teaching standards include a strong focus on teaching diverse groups of learners. Standards now describe desirable teacher behaviors such as demonstrating respect for children's cultures, offering classroom instruction that accommodates the cultures of the children in it, and avoiding personal bias when interacting with learners. The InTASC Model Core Teaching Standards have gained currency in the field and are used by the majority of states in some way. For example, some states draw from these standards in developing their own, while others adopt these standards with no significant changes (see Appendix B for a list of standards reviewed for all 50 states). The national accrediting body, Council for the Accreditation of Educator Preparation (CAEP), endorses the InTASC Model Core Teaching Standards, ensuring all CAEP accredited preparation program across the country are aligned to these standards.⁴⁵

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To a lesser extent, standards developed by the National Board for Professional Teaching Standards (NBPTS) have also informed the development of states' standards. Based on a comprehensive set of standards established in the late 1980s by the NBPTS, initial National Board Certification is a rigorous process that requires teachers to submit extensive evidence (videos, lesson plans, student work, reflections, etc.) of their positive effect on student learning to an external assessor—a much higher bar than other teacher licensure requirements in nearly every state.⁴⁶ Developed for all grade levels and disciplines, the standards are based around five core propositions that "describe what accomplished teachers should know and be able to do to have a positive impact on student learning."⁴⁷ Current National Board propositions, updated in 2016, advise teachers to embrace diversity in the learning environment, connect students with cultural experiences, and recognize their own biases.⁴⁸

Freestanding Culturally Responsive Teaching Standards

Alaska and Washington State are unusual in that they have prioritized CRT by developing and implementing a stand-alone set of teaching standards that focus on the knowledge and skills that are crucial to culturally responsive teaching. While Alaska and Washington take different approaches to how standards are embedded into their state's programs and policies, both states' CRT-related standards are intended to reach all teachers throughout their careers.

Alaska's State Board of Education & Early Development adopted the Cultural Standards for Educators in 2010. These standards form part of the *Alaska Standards for Culturally-Responsive Schools*, developed

in 1998 by the Alaska Rural Systemic Initiative (AKRI).⁴⁹ Regulation requires that the Cultural Standards for Educators are integrated into teacher preparation programs, and four of the five standards are linked to teacher evaluation processes. In 2012, the *Guide to Implementing the Alaska Cultural Standards for Educators* was developed in collaboration with the Alaska Department of Education and Early Development, the Alaska Comprehensive Center, Alaska Native Educators, and Education Northwest to support school leaders and educators in implementing the standards. This guide includes rubrics to support teacher self-reflection and is not intended for evaluation.⁵⁰ An additional guide, *Culture in the Classroom: Standards, Indicators, and Evidences for Evaluating Culturally Responsive Teaching*, published in 2015, does include rubrics and guidelines to support evaluation.⁵¹

In Washington, the state Legislature charged its Professional Educator Standards Board (PESB) with identifying model standards for cultural competency, in partnership with the Education Opportunity Gap Oversight and Accountability Committee in 2009. This partnership yielded the *Cultural Competency Standards*, which were adopted by PESB in 2010 and integrated into educator preparation programs as well as standards for teachers and school leaders.⁵² Legislation also

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requires that standards for cultural competency be linked to the continuum of teacher preparation, induction, and career-long development.⁵³

Professional Standards and Alignment

It is critical to note that while all state teaching standards offer an opportunity to better prepare and develop teachers to employ culturally responsive teaching, standards that form part of an aligned, coherent system of pre-service and in-service training offer the most powerful opportunity.

Unfortunately, variation exists in how states use their teaching standards and how embedded they are into their system of teacher preparation and development. Though a few states have taken steps to ensure standards are part of an integrated, coherent system by extending them across a teacher's career (see Alignment Spotlight for details), in many states teaching standards are not well integrated across the career continuum. For instance, a 2016 New America review of 21 state-developed teacher evaluation systems found that less than half of states provide resources that highlight how teaching standards are integrated into their evaluation systems for in-service teachers.⁵⁴

→ ALIGNMENT SPOTLIGHT

Massachusetts, New Mexico, and Utah are a few of the states that are notable for their alignment of teaching standards. Each of these states ensure that their teachers receive consistent expectations, aligned to their state's teaching standards, throughout their careers.

The Massachusetts Professional Standards for Teachers (PSTs) serve as the foundation for its preparation programs, helping to shape program design and course offerings and feedback for student teaching; they are aligned to the state's licensure exams. Once teachers enter the classroom, the PSTs are aligned to the state's educator evaluation system, the Massachusetts Educator Evaluation Framework. This level of alignment ensures teachers in Massachusetts are prepared, evaluated, and supported under consistent expectations throughout their careers.⁵⁵

In New Mexico, the NM Teacher Competencies serve as the foundation for a three-tiered licensure system which supports educators as they advance from provisional to professional to master teachers. To progress to the next level of licensure, teachers must develop a personalized professional growth plan. Educators use the NM Teacher Competencies and Indicators to set learning growth goals in their focus area and to create strategies to meet

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those goals. Based on their growth plans, educators participate in personalized professional learning opportunities throughout the school year, including conferences, online courses, and professional

learning communities. They must provide evidence of mastery in growth areas to move onto the next tier.⁵⁶

Similarly, regulations require that Utah Effective Teaching Standards are linked to the work of that state's preparation programs and expectations for licensure, as well as the screening, hiring, induction, and mentoring of beginning teachers. These standards are also aligned to Utah's evaluation and tiered-licensing system. Finally, the state is tasked with providing resources, including professional learning opportunities, to assist local educational agencies in bringing these standards to life in classrooms.⁵⁷

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Integration of CRT in State Professional Teaching Standards

Gathering and Analyzing Standards

New America collected and reviewed publicly available standards documents in all 50 states,⁵⁸ which describe the pedagogical knowledge and skills expected of all teachers, regardless of grade level or subject area.⁵⁹ Standards relevant to culturally responsive teaching were examined for two states: Alaska and Washington. Also analyzed were the Interstate Teacher Assessment and Support Consortium (InTASC) standards, given that 12 documents reviewed here reflect these standards without any significant changes.⁶⁰ Our review of standards focused on the extent to which state standards explicitly address the eight CRT competencies of interest (see [Appendix A](#) for our full methodology and [Appendix B](#) for a list of each state's teaching standards).

Findings: Culturally Responsive Teaching Competencies Across States

A close reading of state teaching standards revealed that all states embed some combination of the key CRT competencies into their standards, though some competencies are more widely addressed than others. All 50 states, for example, address family and community engagement (competency 7) by describing teacher actions such as: engaging families in setting goals for students, using family contacts to learn more about students' cultural background, and confronting cultural barriers to family and community engagement. States also widely expect teachers to exhibit high expectations for all students (47 states; competency 5), though no state explicitly addressed how low expectations are commonly associated with race, class, culture, language, gender and sexual orientation, or disability status.

All 50 states embed some combination of the key CRT competencies into their standards.

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The majority of states expect teachers to promote respect for student diversity (46 states; competency 6) and link curriculum or instructional practices to students' culture (45 states; competency 3). States describe varied activities for competency 4 such as: setting clear rules to respect individuals and individual differences, respecting the value of students' home language, and preparing students to participate in a globally interconnected and diverse society. Activities described for competency 3 include: employing learners' diversity and culture as assets for teaching and learning, planning learning experiences that teach the contributions of people of diverse cultures and backgrounds, and planning lessons that address bias and stereotyping about cultures. Teachers' ability to engage in cultural or linguistically sensitive communication (36 states; competency 8) and bring real-world issues into the classroom (28 states; competency 4) received less attention, though the majority of states still addressed these competencies to some degree. Activities described for these competencies include: engaging in culturally proficient communication with families about student performance and expanding learners' ability to understand local and global issues, respectively.

Slightly more than half of all states (28) call on teachers to reflect on their own cultural lens and potential biases in this lens.

While almost all states include standards or elements that broadly highlight the importance of ongoing self-analysis and reflection in improving teachers' practice, only 28 states explicitly call on teachers to

reflect on their own cultural lens and potential biases in this lens (competency 1). Specifically, state standards ask teachers to: analyze their cultural backgrounds and worldviews, recognize biases they may hold and their effect on relationships with students and families, and recognize how common societal "isms" (e.g., racism, sexism, and classism) can influence on their own attitudes.

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Only three states explicitly advise that teachers acquire knowledge about institutional biases.

Overall, competency 2 received the least attention in states' teaching standards. While a many states account for teachers' responsibility in prompting school improvements or advancing "educational equity" to some extent, only three states (Alabama, Washington, and Minnesota) explicitly advise their teachers to become abreast of institutional biases (competency 2).⁶¹ These states describe activities such as: understanding structural privileges and how they impact educational practices and organizations, learning to deal with institutional racism and sexism, and empowering learners to analyze and overcome the effect of institutional bias.

Some teaching standards stand out for their tremendous depth and nuance, while others are broad and vague in their approach.

Though all states embed some combination of the culturally responsive competencies, we found variation in how much detail states included: some teaching standards documents stand out for their tremendous depth and nuance, while others are broad and vague in their approach. Our review revealed that standards documents are typically composed of *standards*⁶² (big-picture statements that identify what teachers need to know and do) and *elements*⁶³ (finer-grain statements that describe how teachers need can meet the standards), but only a few states articulate a *continuum of practice* that delineates what teachers should know and be able to do at various levels of development.⁶⁴ Figure 2 displays how many states address each of the eight competencies and differentiates between states that employ a continuum of practice. Overall, a much smaller share of states we reviewed address competencies through varied levels.

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Generally, we find that standards that are not accompanied by a continuum of practice address the CRT competencies less substantially. For instance, Kansas, a state that does not feature a continuum of practice, meets competency 3 by requiring teachers to “know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.” While this element certainly raises the need to draw from learners’ culture when planning instructional strategies, the statement does not capture the actual instructional shift that is needed to ensure that varied cultures are represented in the classroom.

Similarly, New York addresses competency 3 by asking teachers to be “responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ learning,” yet the state does not provide an additional element that captures how teachers are supposed to be “responsive to” students’ “cultural factors.” Rhode Island likewise requires teachers to “design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning,” but it provides no other elements to elaborate on this competency. Both of these states, like Kansas, outline broad goals but not

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approaches to achieve those goals. Reasonably, a lack of specificity makes it difficult for educators to act upon the expectations.

Professional standards that are accompanied by a continuum of practice take a more granular approach, outlining numerous elements that describe the various competencies in greater specificity while avoiding broad statements that can be interpreted in multiple ways.

By contrast, we find that professional standards that are accompanied by a continuum of practice take a more granular approach, outlining numerous elements that describe the various competencies in greater specificity while avoiding broad statements that can be interpreted in multiple ways. Alabama, for instance, has developed the *Alabama Continuum for Teacher Development* to support teachers in enacting the Alabama Quality Teaching Standards. This resource defines five levels at which teachers can meet competency 3, each level increasing in complexity. The state requires all teachers to “develop culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socio- economic status.” To embody this competency, a teacher at the Beginning/Pre- Service level⁶⁵ “selects instructional strategies, resources, and technologies with some consideration for diverse learners.” Educators who strengthen their practice and move to the Applying level employ “lessons that teach the contributions of people of diverse cultures and backgrounds and that provide opportunities for learners to develop understandings, empathy, multiple perspectives, and self-knowledge.” At this level, a teacher also “invites learners to contribute resources that augment curriculum and reflect culture and other aspects of diversity.” A more accomplished, Innovating-level educator take a leadership role and “models and coaches colleagues in expanding culturally responsive curriculum and instruction in school and district.”

By providing graduated levels of teacher performance, states make clear that teachers are expected to grow and develop competency 3 as they advance from novices to teacher-leaders. When state standards provide this kind of comprehensive picture of what each CRT competency 3 entails, they can also serve as a tool to support growth. Thus, while it is encouraging to see that states are addressing many of the competencies, it is important to consider which states

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are addressing the competencies more extensively by providing more fine- grained guidance.

Figure 3 shows which competencies are addressed by each state’s standards. Like Figure 2, it highlights states that differentiate their standards by level of teacher development or performance level. Overall, states with the most specific and detailed account of the competencies include Alabama, California, and Washington’s Cultural Competency Standards. All of these standards include a continuum of practice and comprehensively address the pedagogical skills, knowledge, and dispositions that embody the eight competencies.

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Excerpts from Excellent Teaching Standards Documents

To provide deeper insight into states’ CRT-focused standards, New America has outlined examples of state standards, organized across the eight competencies of culturally responsive teaching. These excerpts were chosen for their level of clarity and detail and are intended to serve as examples of exemplary language to states aiming to improve their own.

Competency 1: Reflect on one’s cultural lens

- Throughout their Continuum for Teacher Development, Alabama sets a clear expectation that teachers ought to develop an awareness of their cultural positioning and how it informs their practice. For instance, an Alabama teacher “demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning.” To meet this element at the Pre-Service/Beginning-level, a teacher must become “aware of the need to consider own assumptions, attitudes, and expectations about learners,” and “begins to reflect on possible personal biases and their impact on learning.” To advance to the Applying level, a teacher not only “reads, attends workshops, and asks questions of people different from self to raise understanding of diverse cultures and backgrounds,” but also “implements instructional

strategies that avoid use of bias, stereotypes, and generalizations and reflect current understanding of own personal/cultural biases.”

- Like Alabama, the InTASC Model Core Teaching Standards cover the need for teachers to analyze their cultural frames and potential biases in these frames. These standards expect that a teacher “understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.” Additionally, they expect that a teacher “reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.” According to the InTASC Learning Progressions for Teachers, a more advanced teacher “assists others in exploring how personal identity can affect perceptions and assists them in reflecting upon their personal biases in order to act more fairly.”
- The Washington Cultural Competency Standards address teachers’ cultural self-awareness most extensively. These standards dedicate Component 3 (“Reflective Practice, Self-Awareness, and Anti-Bias”) to

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this competency, stating that a teacher should develop an “awareness of one’s own cultural background and how it influences perception, values, and practices.” Washington also asks its teachers to develop an understanding of “unearned-privilege,” a concept no other state covers. Specifically, teachers are expected to understand how advantages, or privileges, can be “created by social structure, i.e., race/ethnicity, national origin/language, sex and gender, gender identity, sexual orientation, physical/developmental ability, socioeconomic class,” and how these advantages have an “impact on the educator-student [sic] relationship.”

Competency 2: Recognize and redress bias in the system

- Alabama is one of only three states (along with Washington and Minnesota) that explicitly discuss institutional biases. For instance, an Integrating-level teacher in the state “collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies that include but are not limited to flexible grouping, differentiation, providing broader, curricular perspectives, and using alternative assessments.” A more advanced Innovating-level teacher “takes leadership with colleagues in influencing school culture on issues of race, culture, gender, linguistic background, and socio-economic status.” Moreover, Alabama is one of the few states whose standards specifically highlight the need for teachers to empower learners to themselves “recognize, analyze, and overcome the effects of institutional bias.” For their part, an Integrating-level teacher “structures opportunities for individual learners and groups to surface viewpoints regarding personal and cultural biases based on experience and other evidence in the classroom and the school.”
- In our review, Cultural Competency standards in Washington stand out as having the most extensive content related to teachers’ understanding of and commitment to redressing institutional biases. These standards ask that the professional teacher “understands the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels.” All teachers are expected to have the “ability to find and use tools, processes and programs that promote professional [and] organizational self-examination, and assessment in order to mitigate behaviors and practices (e.g., racism, sexism, homophobia, unearned-privilege, euro-centrism, etc.) that undermine inclusion, equity, and cultural competence in education.” To reach the Career level, teachers must understand “the need for social advocacy and social action to better empower diverse students and communities.”

Washington joins Alabama in recognizing the need for teachers to engage students in an analysis of inequities, stating that teachers should be

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“helping students accept and affirm their cultural identity while developing critical perspectives that challenge inequities schools perpetuate.”

Competency 3: Draw on students' culture to shape curriculum and instruction

- Alabama includes in its Continuum for Teacher Development an expansive overview of culturally mediated instruction. Teachers are expected to develop “culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status.” Standards ask that teachers make “curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that specifically connect to and reflect learners’ culture and background.” According to the standards, teachers should develop lessons that “teach the contributions of people of diverse cultures and backgrounds,” and “provide opportunities for learners to develop understandings, empathy, multiple perspectives, and self-knowledge.” Taking on leadership responsibilities, an Innovating-level teacher “models and coaches colleagues in expanding culturally responsive curriculum and instruction in school and district,” and “builds capacity in learners and colleagues to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.” Alabama stands out for asking teachers to involve students authentically, requiring, for example, that teachers ask students to contribute resources to “augment the curriculum” and gauge how students feel the curriculum reflects relevance in their lives.
- Through several standards and elements, Alaska’s *Guide to Implementing the Alaska’s Cultural Standards for Educators* strongly emphasizes the need for teachers to “ground all teaching in a constructive process built on a local cultural foundation.” For instance, Standard A affirms that “culturally-responsive educators incorporate local ways of knowing and teaching in their work,” while Standard B calls on them to “use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.” Teachers at all levels are expected to “continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community,” and “seek to learn the local heritage language and promote its use in their teaching.” Alaska joins New Mexico, Minnesota, Montana, and Hawaii in including specific provisions that address their respective state’s indigenous populations. Alaska provides detailed information about Alaska Native students and advises its Exemplary-level

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educators to embed “student learning in the community’s natural cycle of people, ceremonies, and place into classroom lessons and activities,” as well as to invite “Elders and other local residents into classroom activities to demonstrate cultural knowledge for students.

- At five different levels of development, California describes the expectation that all teachers “connect learning to students’ prior knowledge, backgrounds, life experiences, and interests.” To address this element, an Applying-level teacher “uses school resources and family contacts to expand understanding of students’ prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.” An Innovating-level teacher “uses extensive information regarding students and their communities systematically and flexibly throughout instruction.” California is one of a few states (along with North Carolina and Washington) that explicitly attend

to potential sources of bias in lesson design. For instance, a California Integrating- level teacher ensures that “planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.”

- Washington's Cultural Competency standards include a wealth of information about culturally responsive instruction and curriculum. These standards call for teachers to recognize the “importance of understanding the deep knowledge that students bring to the classroom from families and their cultures,” as well as “the history of culture and cultures in the United States.” Beginning at the Pre-Service level, these teachers are expected to “understand students’ families, cultures, and communities,” and use “this information as a basis for connecting instruction to students’ experiences.” At the Induction-level, teachers engage in “a learning community in order to critically reflect on and examine culturally relevant instructional practices,” while teachers who have reached the Career level, share “culturally relevant instructional practices and insights with learning communities.” Included among the skills for teachers is a strong emphasis on their ability to evaluate resources for diverse learners. For instance, an Induction-level teacher “uses evaluative practices to review curricula, textbooks, and instructional materials for cultural appropriateness,” and “reviews instructional materials to ensure that they are unbiased, representative, and relevant to learners.”

Competency 4: Bring real-world issues into the classroom

- The InTASC Model Core Teaching Standards have a strong focus on teachers' ability to connect academic concepts to real-world issues. Under Standard 5 (“Application of Content”), teachers are expected to engage

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learners in “applying content knowledge to real-world problems through the lens of interdisciplinary themes,” as well as “connecting application of concepts from more than one content area to real-world problems, community needs, and/or service learning.” The InTASC Learning Progressions for Teachers articulate that a more advanced educator “guides learners in developing possible solutions to real-world problems through invention, combinations of ideas, or other creative approaches,” while the most sophisticated educator “structures options that engage learners in independently and collaboratively focusing on a real-world problem or issue, carrying out the design for a solution, and communicating their work.”

- Missouri standards make clear that teachers are expected to link content to real-world issues in Quality Indicator 5 (“Diverse social and cultural perspectives”). A Proficient teacher “builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy,” while a Distinguished teacher “facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improve their community and/or world.”
- An strong emphasis on the “21st Century Context” is woven throughout West Virginia’s standards, which ask that teaching is done “through the use of relevant real-world examples, applications and settings to frame academic content for students,” and by making “connections between instruction and the real world outside the classroom both now and in the future.” Teachers in West Virginia are charged with enabling students “to see the connection between their studies and the world in which they live.” Most explicitly, a Distinguished teacher “engages students in collaborative solving of real-world problems,” so that “learners in the 21st century will understand all content at high levels of thinking and in the context of real-world applications.”

Competency 5: Model high expectations for all students

• California dedicates an entire element under Standard 2 (“Creating and Maintaining Effective Environments”) to the use of high expectations. Element 2.4 involves “creating a rigorous learning environment with high expectations and appropriate support for all students.” Beginning at the Emerging level, a California teacher is expected to develop an awareness of “the importance of maintaining high expectations for students,” while an Exploring-level teacher “works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.” A more advanced, Integrating-level teacher
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 “integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.” An additional indicator under this element involves using “scaffolds to address achievement gaps.”

- Ohio advises its teachers to “expect that all students will achieve to their full potential.” In addressing this element, Proficient teachers “establish and clearly communicate high expectations for all students through such actions as focusing on students’ positive traits and conveying a belief in their abilities.” At the Accomplished level, “teachers set specific and challenging expectations for each individual student and each learning activity.” At the Distinguished level, teachers take on a leadership role and “assist other educators in their school and district in setting high expectations for all students.”
- West Virginia standards address teachers’ expectations of learners in some level of detail. A West Virginia teacher, not only “sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students,” but also “establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural, and developmental characteristics.” The state dedicates Indicator 3B1 under Standard 3 (“Teaching”) to teacher expectations, stating that a Distinguished teacher “clearly and regularly communicates the belief that all students can master the learning targets and offers support for students in self-direction.”
 Competency 6: Model and promote respect for student differences

- California standards are explicit about the need for teachers to engender respect for student diversity in the classroom. An Exploring-level teacher “seeks to understand cultural perceptions of caring community,” while an Applying-level teacher “incorporates cultural awareness to develop a positive classroom climate.” More advanced teachers are expected to foster classrooms where students “promote respect and appreciation for differences,” and “take leadership in resolving conflict and creating a fair and respectful classroom community where students’ [sic] home culture is included and valued.”
- Ohio provides an expansive overview of how teachers are expected to engender respect for student differences. The state’s standards make it clear that all teachers are expected to “model respect for students’ diverse cultures, language skills, and experiences.” To address this element, Proficient teachers “set clear rules to respect individuals and individual
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 differences and avoid the use of bias, stereotypes, and generalizations in their classroom.” Along with Alabama, California, and Washington, Ohio is one of the few states that explicitly call attention to the importance of avoiding stereotypes and generalizations in the classroom. In addition, Accomplished teachers in Ohio “foster a learning community in which individual differences and perspectives are respected,” while Distinguished teachers “challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.” Ohio standards further

address the area of linguistic diversity, stating that teachers must “respect and value the native languages and dialects of their students.”

• Washington's Cultural Competency Standards are one of the few standards that specifically call attention to the critical social markers of race and ethnicity throughout various standards and elements. These standards say that an Induction-level teacher in Washington “recognizes students’ internal strengths, respects their identities, and supports cultural (including racial and ethnic) identity development through his or her attitudes and actions.” Meanwhile, Career-level teachers “appraise their classroom organization, environment, and management routines to ensure that they are free of cultural biases and equitable to students from all cultural backgrounds.” Inside and outside of the classroom, a Washington teacher “promotes policies and practices that demonstrate respect for difference and promote equity and social justice for all students.” Moreover, these teachers consider “how students from different backgrounds experience the classroom, school, or district.”

Competency 7: Collaborating with families and the local community

• Alaska's *Guide to Implementing Alaska's Cultural Standards for Educators* emphasizes the importance of collaborating with families and communities in tremendous depth. The standards affirm that “culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.” Educators who meet this cultural standard both “involve Elders, parents, and local leaders in all aspects of instructional planning and implementation” and “promote extensive community and parental interaction and involvement in their children’s education.” Alaska standards also stand out for highlighting the importance of extending learning into the community. Teachers are advised to “regularly engage students in appropriate projects and experiential learning activities in the surrounding environment,” and to “utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills.”

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- California standards have a clear focus on engaging families as leaders and sources of information about students’ cultural strengths. Specifically, an Exploring-level teacher “acknowledges the importance of the family’s role in student learning,” and “seeks information about cultural norms of families represented in the school.” An Applying-level teacher further “uses school resources and family contacts to expand understanding of students’ prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.” Beyond offering “a wide range of opportunities for families to contribute to the classroom and school community,” Innovating teachers also foster “a school/district environment in which families take leadership to improve student learning.”
- Only in North Carolina do standards explicitly speak of potential cultural barriers to parent engagement. North Carolina teachers are expected to “seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.” Teachers are also advised to “improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community.”
- In Washington, the Teacher Standards-Based Benchmarks articulate the need for professional teachers to engage in “informing, involving and collaborating with families and community members as partners in each student’s cultural identity, educational process, including using information about student achievement and performance.” Washington asks teachers to know how to work with diverse families and calls on them to exemplify “cultural sensitivity in teaching and in relationships with students, families, and community members.” Career-level teachers are expected to continually engage in and pursue “partnerships with respect to students’ [sic] cultural

identity within and beyond their teaching context, including parent and community partnerships that result in greater educational opportunities.”

Competency 8: Communicate in linguistically and culturally responsive ways

• Alabama places a strong emphasis on the use of linguistically and culturally appropriate communication. It is expected that every teacher “communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic, and social modes of communication and participation.” To exemplify this standard

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at the Pre-Service/Beginning level, a teacher becomes “aware of differences in communication modes between self and learners and their families/guardians,” while an Applying-level teacher “seeks greater knowledge and understanding of communication patterns through conversations with colleagues, family/guardians, as well as through community visits, school resources, or study.” Regarding linguistically appropriate communication, a teacher “recognizes the value of using learners’ native language and linguistic background during instruction.” Alabama is one of a few states that emphasize the need for linguistically appropriate outreach to families, stating that an Innovating-level teacher “advocates for school-wide outreach to families/guardians whose first language is other than English.”

- Alaska’s *Guide to Implementing Alaska’s Cultural Standards for Educators* makes a strong case for the inclusion of students’ home language in the classroom. Alaska standards establish the expectation that teachers “seek to learn the local heritage language and promote its use in their teaching.” To address this element, a Proficient educator “builds partnership(s) with heritage language speaker(s) to enrich curriculum with cultural knowledge and heritage language(s),” while an Exemplary teacher “engages in conversational heritage language, and mentors students’ uses of heritage language(s) in the classroom.” Proficient and Exemplary teachers further co-teach lessons with heritage language speakers, embed common expressions from heritage language(s) in lessons, and integrate heritage language(s) into classroom discussions.
- As part of Standard 3 (“Family and Community Engagement”), Massachusetts articulates a “Communications Indicator,” which calls on teachers to engage “in regular, two-way, and culturally proficient communication with families about student learning and performance.” Massachusetts joins Alabama in calling for teachers to recognize the importance of native language when communicating with families. Teachers are expected to collaborate “with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.”

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Conclusions and Recommendations

By opening the “black box” of culturally responsive teaching, this report offers a springboard for ongoing dialogue about the skills, knowledge, and mindsets all teachers need to work effectively with today’s learners. It is more pressing than ever that states update their definitions of quality teaching to privilege these characteristics. This recommendation has recently been buoyed by several stakeholder organizations. For instance, the Council of Chief State School Officers (CCSSO), which spearheads a multi-state initiative to support the development of a diverse and culturally responsive workforce, calls for states to “develop, pilot, revise, and adopt standards of cultural responsiveness with clear metrics, guidance, professional learning avenues, and evaluation strategies for their operationalization in systems of licensure.”⁶⁶ In a recent report, Chiefs for Change likewise advises that states “adopt standards and competencies focused on the skills necessary for teachers and school leaders to ensure the integration of cultural relevance into preparation and training.”⁶⁷

We recognize that assessing, revising, and adopting standards that better align to culturally responsive practices is not easy. This work requires thoughtful collaboration between state education agencies, institutes of higher education, local education agencies, state legislatures, and many other stakeholders. This report offers insights that can help support this difficult but necessary work. Our scan finds that while all states are including CRT competencies in their universal professional teaching standards as well as their free-standing culturally responsive teaching standards, there is room for improvement in three critical ways:

1. **Revise teaching standards to articulate the eight culturally responsive teaching competencies described in this report. Our scan suggests that additional attention should be paid to teachers' understanding of system biases (competency 2), self-examination of biases (competency 1) as well as promoting real-world problem solving (competency 5) and culturally and linguistically responsive communication (competency 8). By integrating these competencies into their standards states can provide shared language and a common roadmap for teachers to implement CRT in their daily practice. However, it is important to note that the competencies outlined in this report are in no way exhaustive; school system leaders ought to convene stakeholders to identify additional CRT competencies that are appropriate for their contexts.**
2. **Craft a continuum of teaching practice that articulates a detailed vision of quality teaching at different levels of sophistication. In addition to integrating additional standards or elements that address all**

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eight competencies, state leaders should consider developing a tool to support and guide teachers as they develop and refine their culturally responsive practice over time. Teachers need to see what effective CRT practice looks like at higher levels so that they can set goals to strengthen their practice. Developing stand-alone standards for culturally responsive teaching along with relevant teacher practice continuums, such as those reviewed here from Washington and Alaska, offer an opportunity to describe the knowledge, skills, and dispositions associated with cultural responsiveness in greater depth and at different levels of sophistication. However, this is only one option. Ohio, California, and Alabama are three states that have developed comprehensive continuums of teacher practice to expand on their state's universal standards. Teacher practice continuums in these states are good examples of tools states can develop to support their teachers as they engage in self-assessment and goal setting for professional growth.

3. **Design teacher professional learning systems that help teachers develop and strengthen the competencies outlined in your state's professional standards. It is important to recognize that changes in teacher practice will not automatically follow from updating standards. For updates to pay off, states need to make certain that their professional teaching standards are intentionally aligned to a coherent system of preparation and development, one where pre-service coursework and curricula, licensure assessments, evaluation systems, and ongoing learning opportunities all elevate the need for culturally responsive practice and support full implementation. In addition, professional standards should help education leaders at all levels set goals for the development of resources, tools, and ongoing professional learning opportunities that will help teachers enact the CRT competencies in their daily instruction. Although leadership standards were beyond the scope of our analysis, we would be remiss not to acknowledge the critical role of school leaders in fostering teaching and learning environments that encourage, rather than thwart, culturally responsive teaching. Therefore, it is essential that system leaders also evaluate and update their leadership standards to align to teaching standards and include a greater focus on CRT. Like teachers, these leaders should receive ongoing support and development so that they can strengthen their practice as culturally responsive instructional leaders.**

Helping teachers develop and strengthen their skills as culturally responsive practitioners, puts them in a better position to foster the types of learning encounters that are relevant to and effective for the learners of today. But teachers are unlikely to get the support they need if culturally responsive teaching is treated as an “add-on” approach by policymakers and education leaders. By taking bold action to weave CRT competencies into their state’s

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definition of quality teaching, system leaders can begin to ingrain CRT into the DNA of districts, schools, and classrooms; thereby ensuring that all learners in their state have access to rigorous and relevant learning experiences that will set them up for college, career, and life success.

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Appendix A: Methodology

Data Collection

We first gathered statewide teaching standards (including stand-alone culturally responsive standards) from the website of each state’s department or board responsible for establishing the standards. We collected standards intended from all teachers across grade levels and did not collect standards that apply to only a subgroup of teachers (e.g., bilingual teachers) or standards we deemed “optional”. We also collected supporting documents, including introductory language or preambles on state websites that provide additional information about the purpose, uses, and intended audience. We contacted officials via email to verify that we had identified the correct, most recent documents. We asked about the purpose and uses of standards if this information was not available from a review of publicly available documents. State officials had an opportunity to identify their state’s correct standards and provide additional information about these standards. We received feedback from 33 states by March 27, 2019.

Sample Questions Sent to SEAs

- Could you confirm if the documents attached are the correct (and most recent) professional teaching standards for your state?
- Is there a set of professional teaching standards that align expectations for teacher preparation candidates and in-service teachers in your state?
- Has your state developed any additional guiding documents and/or rubrics that support your teaching standards?
- What are the current uses of your state’s professional teaching standards?
- Who is the primary audience for your state’s professional teaching standards?
- Has your state adopted a stand-alone set of teaching standards relevant to cultural responsiveness?

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Selection of Standards Documents

We were most interested in analyzing one standards document for each state, which undergirds processes in both pre-service and in-service such as licensure, induction, evaluation, re-licensure, and professional learning. In some cases, however, we were only able to identify teaching standards for initial certification/ licensure (e.g., Delaware, Georgia, and Illinois). It was also the case that some states (e.g., Alaska, California, and Connecticut) had multiple sets of teacher- related standards. If we identified more than one teaching standards document, we reviewed standards documents that we identified as offering the most robust guidance. In some cases, states developed a supplemental document to expand on their standards and differentiate these by career level or stages of development. Because these documents expand on the states’ standards and provide more detailed guidance, we opted to review these supplemental documents for states that have developed them (e.g., Alaska, California, and Connecticut).

Aside from Washington and Alaska, only one standards document was reviewed for each state. We recognize this is a limitation, as some states rely on multiple standards, including the InTASC Model Core Standards and Progressions, and each standards document may approach CRT competencies differently.

Coding Standards

We coded the content of standards across the eight CRT competencies outlined in Section 2 of this report (“Defining Culturally Responsive Teaching”) by using the following questions:

- Do standards or elements explicitly address teacher ability to understand their own frames of reference and/or biases in these frames?
- Do standards or elements explicitly address teacher understanding of institutional biases and/or commitment to addressing institutional biases?
- Do standards or elements explicitly address teacher ability to use student culture to adjust curriculum and/or instruction?
- Do standards or elements explicitly address teacher ability to connect content and/or concepts to real-world problems (e.g., local and global issues)?
- Do standards or elements explicitly address teacher understanding of the need to set high expectations?

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- Do standards or elements explicitly address teacher understanding of how to model and/or promote respect for learners’ diversity/differences?
- Do standards or elements explicitly address teacher ability to engage with families and communities?
- Do standards or elements explicitly address teacher ability to be culturally and/or linguistically sensitive in engaging with learners and/or families?

We were conservative in our analysis of standards, opting not to “count” standards or elements unless they included at least one statement that explicitly addressed the relevant competency. For instance, broad references about teacher reflection that did not explicitly mention the ability to reflect, specifically, on one’s own cultural frames and/or personal biases did not meet the criteria of competency 1. Examples of statements categorized under each competency are presented in section four of this report (“[Excerpts from Excellent Teaching Standards Documents](#)”).

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Appendix B: Overview of State Teaching Standards

State

Alaska Alaska

Arizona Arkansas California

Colorado

Connecticut

Delaware

District of Columbia Florida

Georgia

Hawaii

Idaho

Illinois

Indiana

Iowa

Teaching Standards Reviewed68
Standards for Alaska's Teachers69
Alaska Standards for Culturally-Responsive Schools70
Arizona Professional Teaching Standards **Arkansas Teaching Standards**
California's Continuum of Teaching Practice71 **Colorado Teacher Quality Standards**
Rubric for Evaluating Colorado Teachers
Connecticut Common Core of Teaching (CCT) Rubric for
Effective Teaching72
1597 Delaware Professional Teaching Standards
No standards were identified for D.C.73
The Educator Accomplished Practices (FEAPs) (Rule 6A5.065) TAPS Performance Standards and
Rubrics74
Hawai'i's Teacher Performance Standards
Idaho Core Teaching Standards
Illinois Professional Teaching Standards
Indiana Developmental Standards for Educators75
Iowa Teaching Standards and Criteria
Alabama
Alabama Quality Teaching Standards (AQTS) and Continuum for Teachers
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State
Teaching Standards Reviewed68
Kansas
Kentucky
Louisiana **Maine** **Maryland** **Massachusetts** **Michigan** **Minnesota** **Mississippi** **Missouri** **Montana**
Nebraska
Nevada
New Hampshire **New Jersey** **New Mexico** **New York** **North Carolina** **North Dakota** **Ohio**
Professional Education Standards
Kentucky Teacher Performance Standards
General Competencies76
Common Core Teaching Standards
Essential Dimensions of Teaching77
Professional Standards for Teachers78
MI-InTASC Model Core Teaching Standards
Standards of Effective Practice for Teachers (8710.2000)
Model Core Teaching Standards79
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Teaching Standards (10.58.501)
Nebraska's Performance Framework for Teachers **Nebraska Framework Levels of Performance:**
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Model Core Teaching Standards80 **Professional Education Requirements**81
NJ Professional Standards for Teachers
New Mexico Teacher Competencies
New York State Teaching Standards
North Carolina Professional Teaching Standards **Uniform Teacher Professional Standards**

Ohio Standards for the Teaching Profession

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State

Teaching Standards Reviewed68

Oklahoma

Oregon

Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas

Utah Vermont Virginia Washington Washington West Virginia Wisconsin Wyoming

InTASC Model Core Standards

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Oregon Model Core Teaching Standards

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Rhode Island Professional Teaching Standards South Carolina Teaching Standards 4.0

South Dakota Framework for Teaching84

InTASC Model Core Teaching Standards85 Teacher Standards (RULE §149.1001)

Utah Effective Teaching Standards

InTASC Model Core Teaching Standards

Virginia Standards for the Professional Practice of Teachers

Washington Teacher Standards-Based Benchmarks

Cultural Competency Standards

West Virginia Professional Teaching Standards

Wisconsin Teacher Standards

InTASC Model Core Teaching Standards85

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0

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Notes

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- 46 "Renewal Overview," Renewal and Maintenance of Certification, National Board for Professional Teaching Standards, accessed July 9, 2018, <https://www.nbpts.org/national-board-certification/renewal/>.
- 47 "National Board Standards," National Board for Professional Teaching Standards, www.nbpts.org/standards-five-core-propositions/.
- 48 *What Teachers Should Know and Be Able to Do* (The National Board for Professional Teaching Standards, 2016), <http://accomplishedteacher.org/wp-content/uploads/2016/12/NBPTS-What-Teachers-Should-Know-and-Be-Able-to-Do-.pdf>.

- 49 *Frequently Asked Questions Alaska Standards for Culturally Responsive Schools* (Juneau, AK: Alaska Department of Education & Early Development), <https://education.alaska.gov/akstandards/FAQCRS.pdf>.
- 50 *Guide to Implementing the Alaska Cultural Standards for Educators* (Juneau, AK: Alaska Department of Education & Early Development, 2012), https://education.alaska.gov/akstandards/cultural/cultural_standards.pdf.
- 51 *Culture in the Classroom: Standards, Indicators, and Evidences for Evaluating Culturally Responsive Teaching* (Anchorage, AK: Southeast Regional Resource Center, 2015), <http://culturallyproficientschools.org/wp-content/uploads/2016/09/Excerpt-from-CiC.pdf>.
- 52 *Cultural Competency Standards* (Olympia: State of Washington Professional Standards Board, 2009), <https://drive.google.com/file/d/1PYpIzDlaxPxrVaZALRzfXk8bH9agBlBp/view?usp=sharing>; based on communications with Washington PESB representative on February 8, 2019.
- 53 Alexandra Manuel, “State of Washington Professional Standards Board: Cultural Competency Standards,” May 17, 2016, https://docs.google.com/presentation/d/newamerica.org/education-policy/reports/culturally-responsive-teaching/481yaDmxX2jSmh4_Ffkay6ZFse2E33BGTgpnRUVL4zIq_w/present?pli=1&ueb=true&slide=id.p13.
- 54 Melissa Tooley and Kaylan Connally, *No Panacea: Diagnosing What Ails Teacher Professional Development before Reaching for Remedies* (Washington, DC: New America, 2016), <https://files.eric.ed.gov/fulltext/ED570895.pdf>.
- 55 *Guidelines for the Professional Standards for Teachers* (Malden, MA: Massachusetts Department of Elementary and Secondary Education, 2015), <http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf>.
- 56 Rebecca Reyes, *New Mexico 3-Tiered Licensure System: Requirements & Guidelines for the Preparation of the New Mexico Professional Development Dossier (PDD) for Teachers*, sixth revision (Santa Fe: New Mexico Public Education Department, n.d.), <http://teachnm.org/uploads/docs/pdd-guidelines.pdf>; and Andrew T. Rendón, *The New Mexico Teacher's Supplemental Handbook For Developing a Professional Development Dossier (PDD) Sixth Edition* (Santa Fe: New Mexico Public Education Department, 2012), <http://teachnm.org/uploads/docs/pdd-handbook-teacher.pdf>.
- 57 Utah Education Network, “R277–530 State Board Rule: Utah Effective Teaching and Educational Leadership Standards,” 47–51, <https://www.uen.org/k12educator/uets/downloads/R277-530.pdf>.
- 58 The District of Columbia was not included in our final scan because D.C. has not adopted professional teaching standards, based on communications with the District of Columbia Office of the State Superintendent of Education.
- 59 For the purpose of this research, these standards are referred to as “universal” teaching standards.
- 60 These states are: Arizona, Arkansas, Idaho, Maine, Michigan, Mississippi, Nevada, New Hampshire, Oklahoma, Oregon, Pennsylvania, Tennessee, Vermont, and Wyoming. Other states (e.g., New Jersey, Hawaii, and Utah) have adapted these standards by adding additional indicators or coupling these standards with a continuum of practice. See Appendix B for a full list of standards reviewed.
- 61 Though our scan did not analyze standards for educational leaders, it is notable that an important set of standards developed by the National Policy Board for Educational Administration (formerly known as the ISLLC Standards) do address system bias in explicit terms. These standards require school leaders to “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.” See *Professional Standards for Educational Leaders* (Reston, VA: National

Policy Board for Educational Administration, 2015), http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf.

62 Not every state uses the term “standard.” For instance, some use “standards-based benchmarks” (Washington), and “competencies for licensure” (New Mexico).

63 States have different names for these statements, such as key “indicators” (Florida), “elements” (California), “knowledge and performance indicators” (Illinois), and “teacher knowledge and application” (Texas). This report refers to all of these statements as elements.

64 Standards can be differentiated by developmental levels (e.g., Emerging, Exploring, Applying, Integrating, and Innovating) or by teacher performance levels (e.g., Proficient, Accomplished, and Distinguished).

65 States have different names to describe levels of performance. This report uses states’ preferred terminology when referring to levels of practice.

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66 *Preparing “Learner-Ready” Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce* (Washington, DC: Council of Chief State School Officers, February 2018): 10, <http://www.ccsso.org/sites/default/files/2018-02/Preparing%20Learner-Ready%20Teachers.pdf>; Saroja R. Warner and Eric Duncan, *A Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce* (Washington, DC: Council of Chief State School Officers, January 2019), https://ccsso.org/sites/default/files/2019-01/Vision%20and%20Guidance%20for%20a%20Diverse%20and%20Learner-Ready%20Teacher%20Workforce_FINAL_0.pdf. New America is a national collaborator of the CCSSO Diverse and Learner-Ready Teachers Initiative.

67 Chiefs for Change, *Honoring Origins and Helping Students*, 9.

68 All links were last accessed on January 1, 2019. Because states continually update their information, a state’s department of education webpage is the best source for up-to-date information.

69 In addition to the Standards for Alaska’s Teachers, Alaska has articulated a set of standards expressly for beginning teachers, the Standards for Alaska’s Beginning Teachers, which were not reviewed here.

See Alaska Admin. Professional Content and Performance Standards. 4, § 04.200 (2013), [http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://www.jnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=\[Group+!274+aac+04!2E200!27!3A\]/doc/{@1}/hits_only?firsthit](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://www.jnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=[Group+!274+aac+04!2E200!27!3A]/doc/{@1}/hits_only?firsthit).

70 The Guide to Implementing the Alaska Cultural Standards for Educators draw from to the Alaska Standards for Culturally-Responsive Schools, which were not reviewed here. See *Alaska Standards for Culturally-Responsive Schools* (Anchorage, AK: Assembly of Alaska Native Educators, February 1998), <https://education.alaska.gov/regs/filed/culturalstandards.pdf>.

71 The California Continuum of Practice is aligned to the California Standards for the Teaching Profession (CSTP), which were not reviewed here. See *California Standards for the Teaching Profession* (Sacramento, CA: Commission on Teacher Credentialing, October 2009),

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>; The California Continuum of Practice is also aligned to California’s Teaching Performance Expectations which are the state’s standards for pre-service teachers and were not reviewed here. See *Teaching Performance Expectations* (Sacramento, CA: Commission on Teacher Credentialing, March 2013),

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>.

72 The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching is aligned to the Connecticut Common Core of Teaching: Foundational Skills, which were not reviewed here. See *2010 Common Core of Teaching: Foundational Skills* (Connecticut State Department of Education, 2010)

<https://portal.ct.gov/-/media/CA1519B5964A47DBA11BC29CE99E857E.pdf?la=en> to access these standards.

73 Based on communications with the DC Office of the State Superintendent of Education, November 30, 2018.

74 In addition, teacher programs in Georgia are required to align to InTASC Core Standards. Based on communications with Georgia Department of Education, November 18, 2018.

75 In addition, teacher programs in Indiana are required to align to InTASC Core Standards. Based on communications with Indiana Department of Education, May 20, 2018.

76 The General Competencies draw from the Louisiana Components of Effective Teaching as defined in Bulletin 130. Based on communications with the Louisiana Department of Education, March 27, 2019.

See *Louisiana Teacher Preparation Competencies* (Louisiana Department of Education), newamerica.org/education-policy/reports/culturally-responsive-teaching/ 50

<https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4>.

77 Based on communications with the Maryland State Department of Education, January 4, 2018. In addition to the Dimensions of Teaching, Maryland has “encouraged” the use of the INTASC for the preparation programs.

78 The MA Educator Evaluation Framework closely aligns to the Professional Standards for Teachers; the Classroom Teacher Rubric outlines different levels of performance at which teachers can meet each standard. See Massachusetts Model System for Educator Evaluation (Massachusetts Department of Education, August 2018), http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf. In addition, Massachusetts has developed a Guidebook for Inclusive Practice that was not reviewed here, but aligns to Massachusetts' teaching standards and evaluation system. See "Educator Effectiveness Guidebook for Inclusive Practice," accessed December 2, 2018, <https://www.state.nj.us/education/code/current/title6a/chap9.pdf>.

79 State preparation programs are required to incorporate the InTASC Model Core Standards. See *Redesign of the State Review Process for Mississippi Educator Preparation Programs* (Mississippi Department of Education, October 2012), <https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Educator%20Preparation/epp-process-and-performance-review-document.pdf>.

80 The state adopted the InTASC Model Core Teaching Standards by reference. See Nev. Admin. Adoption by reference of Model Core Teaching Standards: A Resource for State Dialogue. NAC § 391.556 (2011), <https://www.leg.state.nv.us/NAC/NAC-391.html#NAC391Sec556>.

81 New Hampshire school districts are required to implement the Professional Education Standards, which are based on InTASC standards. See *The New Hampshire Task Force on Effective Teaching: Phase II*

(New Hampshire Department of Education, November 2013), <https://www.education.nh.gov/teaching/documents/phase2report.pdf>.

82 Based on communications with the Oklahoma State Department of Education, April 27, 2018.

83 Based on communications with the Pennsylvania Department of Education, January 1, 2018.

84 South Dakota adopted the Charlotte Danielson Framework for Teaching as South Dakota's performance standards for the teaching profession. See *South Dakota Teacher Effectiveness Handbook: Requirements, Support Systems and State Model Recommendations* (South Dakota Department of Education, April 2015), <https://doe.sd.gov/teachereffectiveness/documents/Handbook.pdf>; and *The Framework for Teaching Evaluation Instrument* (The Danielson Group, 2013), <https://www.danielsongroup.org/resource-item/the-framework-for-teaching-evaluation-instrument/>.

85 The Tennessee preparation program approval process requires teacher preparation programs to use the InTASC Model Core Standards. See Tennessee Educator Preparation Policy 5.504 (Tennessee State Board of Education, 2017), <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/>

www.danielsongroup.org/resource-item/the-framework-for-teaching-evaluation-instrument/.

85 The Tennessee preparation program approval process requires teacher preparation programs to use the InTASC Model Core Standards. See Tennessee Educator Preparation Policy 5.504 (Tennessee State Board of Education, 2017), <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/>

5.504_Educator_Preparation_Policy_7-28-17.pdf; Tennessee has also adopted Licensure Standards which outline a code of conduct and were not reviewed here. See Tenn. Code Ann. § 49-5-1004 (2018), <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/teacherlicensure/Educator%E2%80%99s%20Professional%20Standards.pdf>.

86 Wyoming approves teacher preparation programs based on the InTASC Model Core Standards. See “PTSB Endorsement Standards,” Wyoming Professional Teaching Standards Board, accessed January 20, 2018, <http://wyomingptsb.com/home/rules-and-regulations/ptsb-newamerica.org/education-policy/reports/culturally-responsive-teaching/> 51 endorsement-standards/? highlight=PTSB%20Endorsement%20Standards. newamerica.org/education-policy/reports/culturally-responsive-teaching/ 52

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Appendix Q - Student-Teacher Contact Examples

Hello Adrina,

Please put out a robocall on Oct. 7th for parent-teacher conferences:

Good Afternoon ANCCS Families,

It is almost the end of the first quarter.

On October 23rd and 24th will be our fall parent-teacher conferences dates. Students will be dismissed at 12:30 each day. On Friday, October 25th will be a day off for students and students should not report to school.

Today parents are able to sign their child up using the parent-teacher conference scheduler. You can find the conference scheduler on our school website. If you are unable to access a computer and need assistance with scheduling your child's conference please contact your child's teacher.

We look forward to seeing you! Have a great afternoon.

Quyana

Note to you - Put this on our website:

The Online Conference Scheduler link (<https://www.asdk12.org/conferences>)

Sheila Sweetsir

Principal

Alaska Native Cultural Charter School

Telephone: 907-742-1370

(2019)

From: Sweetsir_Sheila

Sent: Saturday, October 3, 2020 3:35 PM

To: Ak Native Cultural Charter <AkNativeCulturalCharter@asdk12.org>

Subject: Parent-Teacher Conference Schedule LINK

Good Afternoon Teachers,

Parent teacher conferences are right around the corner. We do not have the Conference Scheduler this year as we have in the past years. I created a conference schedule with a google spreadsheet, titled **Parent Teacher Spreadsheet Oct2020**. It is in ak_google. Having a google doc will allow all of us to see one another's class conference schedule as well as the office.

You will see on the schedule there are three dates to schedule families on: October 7, 14, and 21. The conferences will be for 25 minutes with a 5-minute transition time between conferences. You will also see on the schedule to the right a place for you to put conferences that are not scheduled on Wednesdays.

Please plan to share with your families in your newsletters and Remind about conferences. The office will also send something out through email and Facebook.

Here is the link for the schedule:

<https://docs.google.com/spreadsheets/d/1YjHckDnRPvOocItLhldrPudl2qefZ0F19DoM-kKeGyg/edit#gid=917786047>

Every year we need to submit our total count to ASD for all classrooms and how many conferences each of you completed. Here is the link for you to record your count once you are finished:

<https://docs.google.com/spreadsheets/d/1iYuUlyansMgclMcEBdIVkEMQYIT7z0DMGlyWTeuPsys/edit#gid=0>

From: KIMBERLY ROLLAND <rolland_kimberly@asdk12.org>
Sent: Monday, October 5, 2020 8:53 AM
To: Alaska Native Cultural Charter School Recipients <recipients@asdk12.parentlink.net>
Subject: Fall Conferences

CAUTION: This email originated from outside of the organization. Do not click links, reply or open attachments unless you recognize the sender and know the content is safe.

Hello ANCCS Families!

We will still be holding parent-teacher conferences this fall, however, due to our current situation, the conferences will be held virtually. Please contact your child's teacher to set up a Zoom conference for either Wednesday, October 7th, 14th, or the 21st. Middle School will contact parents and have their own schedule.

Attachments:

 [P_T_Conf_Facebook_Clipart.png](#) (110.7 KB)

From: ADRINA LAVERN <lavern_adrina@asdk12.org>
Sent: Thursday, February 4, 2021 8:30 AM
To: Alaska Native Cultural Charter School Recipients <recipients@asdk12.parentlink.net>
Subject: ANCCS Parent-Teacher Conferences CANCELLED

CAUTION: This email originated from outside of the organization. Do not click links, reply or open attachments unless you recognize the sender and know the content is safe.

Waqaa ANCCS Families,


ANCCS Parent-Teacher Conferences are CANCELLED.

Teachers have been regularly communicating with parents/guardians throughout the school year. Therefore, we will not have Parent-Teacher Conferences on February 10th and 11th.

We still believe communication between teachers and parents is critical to student success. If you would like to schedule a 20-minute parent-teacher conference, please contact your child's teacher's to set up a meeting to discuss your child's progress.

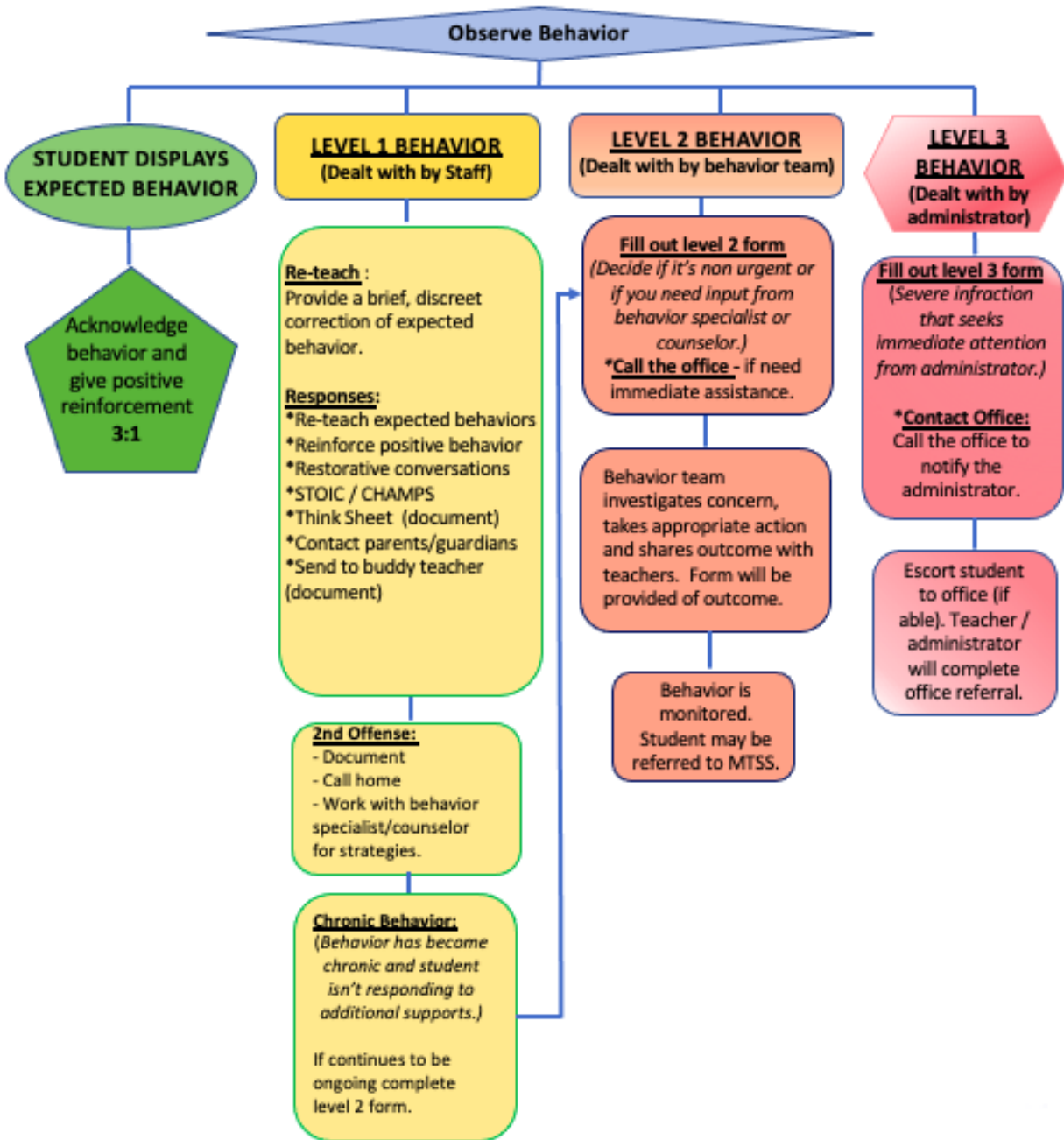
Quyana

Attachments:

 messages/attachments/143373d5e5c3b37f5585d173f86fc421/ANCCSParent-Teacher_Conference_CANCELLED.png (300.8 KB)

Appendix R - ANCCS School-Wide Behavior Plan

ANCCS BEHAVIOR FLOWCHART



Please Note:

- Additional parent communication helps connect the bridge between school and home.
- Focus is on teaching desired behaviors and expectations that will allow the child to grow.



Proactive Measures	Level 1 Behaviors	Level 2 Behaviors	Level 3 Behaviors
<p>ANCCS takes a whole school approach to support students and build a positive school climate and culture.</p>	<p>Infractions are minor misbehavior that <u>staff can correct</u> at the time and in the environment in which they occur.</p>	<p>Infractions <u>do not require immediate behavior team/administrative involvement</u>, but they do require documentation. The paperwork goes to the office.</p>	<p>Infractions are serious behaviors that <u>require immediate administrative involvement</u> and written documentation.</p>
<p>Whole school:</p> <ul style="list-style-type: none"> • STOIC/CHAMPS Expectations • Daily Connection Circles • Teaching Native Values • SEL <p>Individual Teacher Choices:</p> <ul style="list-style-type: none"> • Sharing behavioral expectations with families to get their support • Engagement Strategies • Relationship building activities 	<p>Example Behaviors:</p> <ul style="list-style-type: none"> • Refusal to follow directions • Tattling • Tattling • Blurting out • Sleeping • Being of Task • Calling other students names • Mumbling under breath • Rolling eyes • Tapping pencil to annoy • Slang words (<u>frick</u>, <u>suck</u>) • Pushing • Arguing • Other 	<p>Example Behaviors:</p> <ul style="list-style-type: none"> • Repeated, chronic level 1 behavior(s): _____ • Pushing/Shoving • Kicking • Leaving without permission • Derogatory words • Profanity toward staff/students • Hiding • Cell phones out • Defiance • Misuse of computers • Defiance • Other: 	<p>Example Behaviors:</p> <ul style="list-style-type: none"> • Illegal • Inappropriate sexual behavior • Racial or prejudice slurs against another student • Threatening • Harassing/Bullying • Smoking/Drugs • Fighting/Physical Violence • Pushing an adult • Physical violence • Stealing • Gang related dress/activity • Other:
<p>Relationship Building Activities:</p> <ul style="list-style-type: none"> • 10 x 2 • Behavior specific praise • Connection circles • Morning meetings • Teacher trait wish list • Student interest inventory • Parent expertise inventory • Mental Health Check-ins • Emoji temperature check • Refrigerator Décor • Say Their Name • Tell Me Something good • Share "YOU" • Music Playlist • <u>EduBlogging</u> • Lunch Bunch • Open Mic • Celebrate birthdays • Say Hey Emails • Spirit Days 	<p>Response to behavior (options):</p> <p><i>(If Level 1 behaviors become repetitive and frequent, and additional support is needed the behavior becomes a Level 2.)</i></p> <ul style="list-style-type: none"> • Teacher corrects at the time of incident (warning or redirection) • Provide corrective reminder (e.g. "That may hurt someone, do not throw your pencil.") • Remove from activity for a certain amount of time • Share with the behavior specialist if need ideas/support • Teacher gives a time-out in current location 	<p>Response to behavior (options):</p> <ul style="list-style-type: none"> • Teacher corrects at the time of incident (warning or redirection) • Student goes into a buddy room, or other area in the school • Teacher can call on the phone or have another adult in the room, wait with the class while the teacher talks with the student • Support from other staff, e.g. Behavior Specialist, Counselor, Nurse, SPED • Complete and ANCCS Level 2 Form • Possible conversation with parents/guardians 	<p>Response to behavior (required):</p> <ul style="list-style-type: none"> • Immediate removal of student from current location (<i>Call/Radio the office (depending on level of behavior)</i>) • Report incident to the principal immediately • Document incident on an ANCCS Level 3 Form • Admin determines response and communicates the response with family and involved staff

Appendix S: Signed Charter School Assurance

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school’s financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Anchorage School District

Name of the Charter Program: Alaska Native Cultural Charter School

Name of Superintendent: Dr. Deena Bishop

Signature of Superintendent: _____ Date: _____