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

Regional Board Members

Willie Kasayulie, Chairman
Samuel George, Treasurer
Peter Evon, Board Member

Ivan M. Ivan, Vice Chairman
Moses Owen, Board Member
Noah Andrew, Board Secretary

Committee Meetings and Work-sessions

11:00 AM - Preventive Maintenance Audit Report
- Housing Updates
11:45 AM - Pre-K Program Development

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska DATE: June 25, 2015

I. Call to Order
II. Roll Call
III. Invocation
IV. Recognition of Guests
V. Approval of Agenda
VI. Approval of Minutes
   A. May 16, 2015
VII. Correspondence:
VIII. Reports:
   A. Superintendent’s Report
   B. Akiachak AP Justification
   C. Maintenance
IX. Business and Finance Report
X. Strategic Plan – No Report
XI. Action Items
   A. Alaska Standards for Culturally Responsive Schools
   B. Certified Teacher Evaluation System
   C. Administrative Evaluation System
   D. Superintendent Evaluation Process
   E. Special Service Contracts
      1. MOA – Gretchen Stich, Speech Therapist
      2. MOA – Joanne Domko, Speech Therapy Service
      3. MOA – Mark Smedley, School Psychology Services
   F. MOA – SERRC, Professional Development
   G. MOA – SERRC, Alaska Close-Up
   H. FY’16 Budget
   I. First Reading AR 3360
   J. July Agenda, Self-Evaluation
K. Resignations
L. New Hires
XII. Executive Session
XIII. Board Travel:
XIV. Board Comments
XV. Next Regular Meeting: July 15, 2015
XVI. Adjournment
Minutes of the Yupiit School District
Regional Board of Education

Held: May 21, 2015
Village: Akiachak, Alaska

<table>
<thead>
<tr>
<th>Committee Meeting &amp; Work-session</th>
<th>11:00 AM – Yupiit School District Grant Programs</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11:30 AM - RFP for Business, Food Service and Finance Support</td>
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</table>

Call to Order

Chairman Willie Kasayulie called the regular meeting of the Regional School Board to order at 1:00 PM.

Roll Call

Present
Willie Kasayulie, Chairman
Ivan Ivan, Vice Chairman – came in 2:05 PM
Samuel George, Treasurer
Noah Andrew, Secretary
Peter Evon, Board Member
Moses Owen, Board Member
Peter Napoka, Board Member

Also Present:
Norma Holmggaard, Superintendent
Diane George, Director of Special Programs
Joanne Slats, Business Manager
James Hartz, Maintenance Director
Christopher Barr, Principal Akiachak School
Bonnie James, Recording Secretary

Invocation

III. Invocation: Moses Owen rendered the invocation.

Recognition of Guests

IV. Recognition of Guests: Regional School Board presented a plaque to Diane George for her decades of service with Yupiit School District.

Approval of Agenda

V. Approval of Agenda:
Motion by Sam George, Seconded by Peter Napoka to accept the agenda as with additions to include XI. E-2. MOA – AKEBS and item L. RSB Reimbursement. Motion passed.
<table>
<thead>
<tr>
<th>Approval of Minutes</th>
<th>VI. Approval of Minutes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. April 16, 2015</td>
</tr>
<tr>
<td></td>
<td>Motion by Sam George, Seconded by Moses Owen to approve the Regular Board minutes with corrections. Motion passed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correspondence</th>
<th>VII. Correspondence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mrs. Holmgaard summarized the correspondences from EED Communication Regarding Special Education Program Status; CEAAC update from Government Relations Director, Tom Begich; Akiak 2009 Flood Final Reimbursement; Preventative Maintenance Draft Report from Wayne Marquis from the Department of Education; E-Rate Certification; Tuluksak LASB Letter; and Student Nutrition Services Non-compliance from Department of Education.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Reports</th>
<th>VIII. Reports:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. School Reports:</td>
</tr>
<tr>
<td></td>
<td>1. Akiachak – Christopher Barr summarized his report</td>
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<tr>
<td></td>
<td>2. Akiak – Charles Burns report was reviewed</td>
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<td></td>
<td>3. Tuluksak – Paul Thomas’ report was reviewed</td>
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<td></td>
<td>B. Attendance Report – The monthly attendance was reviewed. Chairman Kasayulie recommended forming a Committee of the LASB Chairs to talk about the attendance issues and representative of the RSB School Board before the school year; Peter Evon recommended including the Administrators to the committee; Chairman Kasayulie appointed Peter Evon to the Committee, Moses Peter, Tuluksak LASB; Moses Owen, Akiak LASB, Ralph Kinegak, Akiachak LASB, and Tribal Administrators.</td>
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<td></td>
<td>C. Superintendent’s Report – Mrs. Holmgaard summarized her report. Chairman Kasayulie commented that the Board has not in the past collectively analyze how the past year went in terms of Instruction. The staff are basically the whole operation itself. Willie thinks it would be worthwhile to conduct some kind of survey from our Administrators as well as the Directors and all of our staff that are leaving and returning staff. To get a feedback in order for us to improve. Willie does not know if the process would be to ask input from the staff without identifying themselves. That would go a long ways for the Board, Norma as an Administrator and everybody else to see where our weaknesses were and our strengths.</td>
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<td></td>
<td>Moses Owens stated that if the Board can find some time, if school is out, not only as the Board but with the departments heads to sit down, take a look at this and do a survey and get input of what is working and what is not working and take a look at next year on how we are going to improve as a School Board, as Administrators, department heads and teachers, to take a look at that. We need to sit down and develop some objectives for one year.</td>
</tr>
<tr>
<td></td>
<td>Chairman Kasayulie stated that he could work on the survey and possibly request the recording secretary to send it out.</td>
</tr>
</tbody>
</table>
D. Curriculum, Instruction, Assessment – Mrs. Holmgaard summarized the Curriculum, Instruction, Assessment report.
Chairman Kasayulie wants to get back with Noah’s comment on incorporating a Cultural Committee to include Katie George and Carrie Latham and include any of the Directors to sit in that committee.
Mrs. Holmgaard shared information that Rayna Hartz is already moving on that and part of what she will be doing next year is figure out how we can certify more Type M people. We are going to try finding the Curriculum what Moses Peter put together.
Ivan Ivan request in the future meetings to discuss it during worksession and look at the definition of the curriculum, what it mean in our culture side.

Chairman called for a break at 2:25 PM
Reconvened at 2:38 PM

E. Maintenance Director – James Hartz summarized his report
F. Special Education – Diane George summarized her report
G. ANE Grant Report – Rayna Hartz’ report was reviewed
H. Tech Service Report – Len Fabich’s report was reviewed
I. Moore Settlement Grant Report – Mrs. Holmgaard reviewed the activities of each of the Moore grant.
J. Elder Mentor Program through RuralCap – Mrs. Holmgaard summarized the Elder Mentor Program

IX. Business and Finance – Joanne Slats summarized the Financial Report

X. Strategic Plan Update – No report, see Action item

XI. Action Items:
A. 3rd Reading of FY’16 Budget
Motion by Ivan Ivan, Seconded by Peter Evon to approve the 3rd and Final Reading of FY’16 Budget.

Ivan Ivan and Peter Evon pulled back their motion

Motion by Ivan Ivan, Seconded by Peter Napoka to approve the 3rd and Final Reading of FY’16 Budget on June 18, 2015 Regular meeting after the justification on the positions are made. Motion passed.

B. Strategic Plan – The Administration requested the School Boards review and approval for the 2015-2016 YSD Strategic Plan.

C. Fuel Bids – The Administration recommended approving the award of the bulk fuel bid to Delta Western for #1 Heating Oil and Gasoline.

Motion by Sam George, Seconded by Peter Evon to approve the award of the bulk fuel bid to Delta Western for #1 Heating Oil and Gasoline. Motion passed with 4-3 votes, Willie Kasayulie, Sam George and Ivan Ivan abstaining.
<table>
<thead>
<tr>
<th>Continue – Action Items</th>
<th>D. MOA – Paul Berg, New Teacher Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motion by Sam George, Seconded by Peter Napoka to approve the MOA for Paul Berg to conduct the New Teacher Orientation during June, July and August 2015. Motion carried.</td>
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<tr>
<td>F. MOA – Chris McDonald, Occupational Therapist</td>
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<td>G. MOA – Ann Kosacheff, Physical Therapist</td>
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<tr>
<td>H. MOA – Katherine Cappa, Deaf Ed Specialist</td>
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<tr>
<td>I. MOA – Diane George, Special Education Consultant</td>
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<tr>
<td></td>
<td>Motion by Sam George, Seconded by Peter Evon to approve the MOA for Chris McDonald, Occupational Therapist; MOA for Ann Kasacheff, Physical Therapist; MOA for Katherine Cappa, Deaf Ed Specialist; and Diane George, Special Education Consultant. Motion passed.</td>
</tr>
<tr>
<td>E 1. MOA – Alaska Education &amp; Business Services Inc. – E-Rate</td>
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<tr>
<td>2. MOA – AKEBS</td>
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<td></td>
<td>Motion by Sam George, Seconded by Peter Evon to approve the MOA – AKEBS to do E-Rate with a provision to see (1) contract overall to do services. Motion passed with 6-1 votes, Moses Owen abstaining.</td>
</tr>
<tr>
<td>J. Resignations – Administration recommends the approval of the following resignations: Mary Alexie, Tuluksak Secretary; Laura Kashatok, Tuluksak School Aide; Chelsea Kasayulie, Akiachak Tech Intern; and Elena Gregory, Tuluksak School Yupik Teacher.</td>
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<td></td>
<td>Motion by Peter Evon, Seconded by Sam George to approve the recommended resignations. Motion passed.</td>
</tr>
<tr>
<td>K. New Hires – The Administration recommends the approval of the following Contracts for FY’16: Cody Burnham, Akiachak 3rd Grade Teacher; Joshua Gifford, Tuluksak School Language Arts; Terise Boggs, Akiak School Counselor/Head Counselor; Wayne Boggs, Director of Special Programs; Bradley Cole, Tuluksak School Special Education; Samantha Thvedt, Akiak School 1st/2nd Grade Teacher; Janelle Alexie, Tuluksak School Secretary; Matthew Brown, Tuluksak School 4th/5th Grade Teacher.</td>
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<tr>
<td></td>
<td>Motion by Ivan Ivan, Seconded by Sam George to approve the new hires recommended by Administration. Motion passed.</td>
</tr>
<tr>
<td>L. RSB Reimbursement – Noah Andrew recommended reviewing the RSB Reimbursement for board travel.</td>
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<td></td>
<td>Mrs. Holmgaaard and Jim Hartz are fixing the travel policy. The revised travel policy will be presented during the June board meeting.</td>
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</table>

<table>
<thead>
<tr>
<th>Executive Session</th>
<th>XII. Executive Session</th>
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</thead>
<tbody>
<tr>
<td>Travel</td>
<td>XIII. Board Travel</td>
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<tr>
<td>Public Comments</td>
<td>XIV. Public Comments</td>
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<tr>
<td>Board Comments</td>
<td>XV. Board Comments</td>
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<tr>
<td>Next Meeting</td>
<td>XVI. Next Regular Meeting: June 18, 2015</td>
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<tr>
<td>Regular Meeting</td>
<td></td>
</tr>
<tr>
<td>Adjournment</td>
<td>XVII. Adjournment</td>
</tr>
</tbody>
</table>

Motion by Sam George, Seconded by Ivan Ivan to adjourn the meeting at 5:20 PM.

__________________________________________  ___________________
Secretary                                      Date
June 15, 2015

MEMORANDUM

TO: Yupiit School District Regional School Board  
FROM: Norma Holmgaard, Superintendent  
RE: Correspondence

Moore Early Literacy
I received a phone call from the Department of Education on Monday, June 8 to inform me that due to low attendance there would be no funding for the Early Literacy Program for FY’16. There may be additional funding in FY’17.

Alaska Grown Foods Program
We have been notified that the Alaska Grown Foods Program is being discontinued due to lack of funding. We will be using the remainder of our funds to purchase foods in preparation for next year. These purchases have to be made before June 30, 2015.

FY16 Indian Education Program
We have received a communication from the US Department of Education that the Yupiit School District’s Indian Education Grant for FY’16 has been approved. Thanks to Diane George and the Title VII Advisory Committee for putting together this program efficiently.

Migrant Education (Title I, C) Program
We have received a communication from the Department of Education informing us that our MEP funds will be reduced by 13,000.00 this year. Our funding level is expected to be approximately 34,000.00. This does not cover the cost of the paperwork needed to certify the program.
June 15, 2015

MEMORANDUM

TO: Yupiit School District Regional School Board  
FROM: Norma Holmgaard, Superintendent  
RE: Superintendent’s Report

Hiring Update  
As of this writing, three positions remain unfilled: Tuluksak School 6th Grade, Akiak School Math/Science, Vocational Education for Tuluksak School and Akiak School. At this time several offers have been made but the candidates have not yet decided to accept.

New Teacher Orientation  
New teachers arrived in district on Sunday, June 14. This is a wonderful group of educators. They have been spending the week immersed in study of the Yupiaq culture and learning about life in our villages. Thanks to Mr. Ivan and Mr. Owen who spent several hours with the new teachers. This time together was extremely valuable and appreciated by the new teachers. On Wednesday and Thursday the new staff visited their communities and were able to see where they would be living.

CEAAC Update  
I have been appointed to the CEAAC Executive Board and participated in the first meeting of the Executive Board on Wednesday, June 17. Several members are moving to positions that no longer allow them to serve on the Board. Charles Wohlfurth the current ED has submitted his intent to resign the position as Executive Director this fall. The organization will advertise for a full time ED with the intent of filling this position by mid-August.

FY’16 Final State Budget  
The Legislature finally landed on a budget for FY’16. For education the Base Student Allocation was restored but the one time funding was cut. For YSD this means that our FY’16 proposed budget is solid and will require no reductions.
MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaard, Superintendent
Re: Justification for Half-time AP at Akiachak School

June 18, 2015

In an effort to ensure that all YSD schools have equitable staffing in order to provide the support and services needed by students, staff and parents a halftime Assistant Principal position has been added to Akiachak School. The attached data charts show that the enrollment at Akiachak School is twice that of Akiak School and almost 60% more than Tuluksak School. The demands on the Principal increase as the number of students increases. Increased enrolment also increases the number of staff members, evaluations, supervisory expectations, student activities, IEP meetings, parent communications and interactions, as well as the regular paperwork and budgetary monitoring required to lead and manage a K-12 school.

Also included in the data is the number of certified and classified staff each school principal is assigned to supervise. Although all three schools have been given one principal/administrator there is a significant disparity in the number of employees each is expected to supervise.

Also attached is some information from other school districts regarding the enrollment numbers at which they add additional school administration. Please note that these districts add a full time Assistant rather than a half-time assistant as has been added here.

This additional administrative staff is not new to YSD. In FY’06 when YSD Schools had entered the Alternative Governance level of improvement, YSD added a half-time Dean of Students position to Akiachak School. The responsibilities for this position are much the same as the AP position currently in place. The purpose was to allow more time for the principal to serve as an instructional leader by removing some managerial responsibilities such as minor student behavioral issues.

This position became full time by the addition of half-time YSD Activities Coordination. With the termination of the Alaska Native Education Program YSD lost the personnel to coordinate middle and high school student participation in the Voyage to Excellence, Alaska Close Up, AFN Youth and Elders’ Conference and Kuspuk Excel programs.
Because these are valuable programs for YSD students, the work of the YSD Athletic Director was expanded to assume these responsibilities as well, making it necessary to make this a larger position than in the past. The position is now the YSD Activities Coordinator.

By combining these two positions, YSD could increase the support for all YSD students in athletics and career and educational activities as well as address the disparity of principal support at the school level.

The following information provides data to support this half-time position.

YSD School Enrollment and Staff Data: Longitudinal

<table>
<thead>
<tr>
<th></th>
<th>KKI</th>
<th>AKI</th>
<th>TLT</th>
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<tbody>
<tr>
<td>FY10</td>
<td>199</td>
<td>112</td>
<td>136</td>
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<td>FY11</td>
<td>197</td>
<td>114</td>
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<tr>
<td>FY12</td>
<td>181</td>
<td>106</td>
<td>162</td>
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<td>FY13</td>
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<td>FY15</td>
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<td>140</td>
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<tr>
<td>Proj 16</td>
<td>218</td>
<td>110</td>
<td>136</td>
</tr>
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</table>

![Enrollment: 7 Year Data](image-url)
Principal Supervisory and Evaluative Responsibilities: FY15

<table>
<thead>
<tr>
<th>School</th>
<th>Certified</th>
<th>Classified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akiachak School</td>
<td>16</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>Akiak School</td>
<td>6</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Tuluksak School</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>

Formula for Assistant Principals in Other Districts

- **BSSD**: 160 Students
- **LKSD**: 200 Students
- **NWABSD**: When needed. Could be as low as 100 students
- **LYSD**: 200 students
- **Southwest Region Schools**: 160 Students = .5 AP
- **Kuspuk School District**: Schools very small, no assistants

Activity Responsibilities

In addition to normal operations, principals are expected to supervise student athletic competitions held in the school. During the 2014-2015 school year the number of events in each school was significantly different.

Akiak hosted several volleyball events, several basketball games and the regional basketball tournament.

Tuluksak reported no athletic events hosted at the school.

Akiachak School hosted several volleyball tournaments, basketball tournaments, middle school games for basketball, wrestling meets, and NYO competition.
Board Policies and Statute Supporting this Decision
BP 9000 delegates to the Superintendent the authority to make decisions regarding personnel matters. While these decisions are subject to approval of the Board, the Board needs to realize that these recommendations are made with respect to fiscal constraints and needs of the schools in mind.

BP 2210 Grants the Superintendent leeway to make decisions in the absence of policy. YSD has no policy or practice established for the additional of administrative staff at the school level. The current addition of a .5 Assistant Principal was made based on the need of the school and a survey of like district’s practices.

Alaska Statute 14.14.130 addresses the authority of the Superintendent to make decisions in terms of personnel assignments but recognizing the need for Board approval.

BP 4111 notes the authority of the Superintendent in matters of personnel recruitment and selection again subject to Board approval. This does suggest that the Board, who has hired the Superintendent to assume these responsibilities, will support the recommendation of the Superintendent.

Section 3a of the Superintendent’s contract also states that the Superintendent is expected to select and assign teachers and other employees in the district.

A memo included in the February 2015 RSB Packet recommending approval of the new salary schedules recommended that Assistant Principals be added when schools reached an enrollment of 200. This memo noted that Akiachak School was already at this level.
# Summer Maintenance

<table>
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<tr>
<th>Project</th>
<th>Timeline:</th>
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<td></td>
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<tr>
<td></td>
<td><strong>Tasks In Progress</strong></td>
</tr>
<tr>
<td></td>
<td>Renovating Akiachak LMT. Housing rental units.</td>
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<tr>
<td></td>
<td>Painting school gyms, classrooms and hallways.</td>
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<td></td>
<td>Repairing front double doors at KKI school.</td>
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<tr>
<td></td>
<td>Modifying boiler/hot water heaters in the schools so they will be more efficient.</td>
</tr>
<tr>
<td></td>
<td>Painting interior housing units.</td>
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<tr>
<td></td>
<td>Raising three housing units for proper sewer drainage.</td>
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<td>Haz-woper training scheduled for the week of July 6.</td>
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<tr>
<td></td>
<td><strong>Tasks Completed</strong></td>
</tr>
<tr>
<td></td>
<td>Custodial supply provider selected.</td>
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<tr>
<td></td>
<td>KKI school and district office driveway and parking lot upgraded.</td>
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<tr>
<td></td>
<td>Disposed of old vehicle outside of KKI school.</td>
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<tr>
<td></td>
<td>Fire suppression system inspected by a state representative and passed.</td>
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<tr>
<td></td>
<td>Boilers inspected by a state representative and passed.</td>
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<tr>
<td></td>
<td><strong>Recommendations</strong></td>
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June 17, 2015

MEMORANDUM

TO: YSD Board of Education
FROM: JoAnne Slat, Business Manager
RE: June 2015 Board Report

Current Information: The FY16 budget format is submitted herein with no changes from the May Board Meeting.

The Business Office has processed the final paychecks for teachers and most administrators, returned housing deposits for those who have resigned from the District, issued payment to the new teachers for their new teacher orientation stipends, and now we have one remaining payroll for the fiscal year.

Year-end purchase orders have been discontinued except for emergency items only. We hope to have the purchase order processing end no later than May 31st this time next year.

After a bit of going back and forth, we were able to award the annual janitorial supply bid – which has been presented to Kuskokwim Janitorial Supply. We have expressed the importance for our vendors to be looking out for the District’s best interests in order to continue receiving our business.

With the State of Alaska ending the funding for the Nutritional Alaska foods program, we were pressed to expend our current year award and placed orders with two Alaskan companies who raise Alaskan food – beef, pork and fish.

Upcoming Projects:

Over this summer we plan to digitize all of our current year’s accounts payable record, and begin the same with all payroll files. We will eventually have all records in digital format. This will reduce the need for lots of filing cabinets. All digital records are saved on multiple formats for disaster recovery.

In preparation for the annual audit, the YSD general ledger is being cleaned up, as well inventories compiled, grants closed, and the myriad of other detail that is required for audit prep.

This year’s audit will be a few weeks earlier than in past years – it is our belief that everything can be ready and in good order for the auditors arrival the week of August 24th.
<table>
<thead>
<tr>
<th>Fund</th>
<th>Received</th>
<th>Revenue</th>
<th>% Received</th>
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<tbody>
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<td></td>
<td>Current Month</td>
<td>YTD</td>
<td>To Be Received</td>
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<td>100</td>
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<td>STUDENT TRANSPORTATION</td>
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<td>230</td>
<td>ALASKA PREK PROGRAM INTERVENTION</td>
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<tr>
<td>231</td>
<td>EARLY LITERACY</td>
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<td>233</td>
<td>ALASKA PREK PROGRAM INTERVENTION</td>
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<td>STAFF DEVELOPMENT</td>
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<td>PURCHASE OF CLASSROOM COMPUTERS</td>
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<td>TARGETED RESOURCE Moore</td>
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<td>TEACHER RETENTION Moore</td>
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<td>NUTRITIONAL ALASKAN FOODS</td>
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<td>FOOD SERVICE FUND</td>
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## 100 OPERATING BUDGET

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**Function Total:** 16.36 10,902,743.84 13,815,457.00 2,912,713.16 78 %

**Org Total:** 16.36 10,902,743.84 13,815,457.00 2,912,713.16 78 %

**Fund Total:** 16.36 10,902,743.84 13,815,457.00 2,912,713.16 78 %

**Grand Total:** 16.36 10,902,743.84 13,815,457.00 2,912,713.16 78 %
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**Grand Total:**
73,167.77 9,265,232.18 13,368,352.00 13,815,457.00 4,550,224.82 67%
MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaard, Superintendent
Re: Adoption of Alaska Cultural Standards

Attached are Alaska’s Cultural Standards for Culturally Responsive School adopted by the Alaska State Board of Education on February 3, 1998. These are the standards all teachers should implement in their classrooms to ensure that the values and cultures of their students and communities are reflected in the learning within the classrooms and so that students can make real world connections between their learning and their lives.

Schools should also operate with these standards in mind and curriculum should be developed to include the curriculum cultural standards.

The administration respectfully requests that these Cultural Standards be adopted by the Yupiit School District Regional School Board to reinforce the necessity of honoring these standards in all YSD classrooms, schools and communities.
Alaska Standards for Culturally Responsive Schools

Cultural Standards for:
- Students
- Educators
- Schools
- Curriculum
- Communities
Alaska Standards for Culturally-Responsive Schools

adopted by the

Assembly of Alaska Native Educators
Anchorage, Alaska
February 3, 1998

Published by the Alaska Native Knowledge Network, 1998

Alaska Standards for Culturally-Responsive Schools are endorsed by:

Alaska Federation of Natives
Alaska Rural Systemic Initiative
Alaska Rural Challenge
Alaska Native Knowledge Network
Ciulistet Research Association
Association of Interior Native Educators
Southeast Native Educators Association
North Slope Inupiaq Educators Association
Association of Native Educators of the Lower Kuskokwim

Association of Northwest Native Educators
Alaska Native Education Student Association
Alutiiq Native Educator Association
Unangan Educator Association
Alaska Native Education Council
Alaska Native Teachers for Excellence/Anchorage
Consortium for Alaska Native Higher Education
Alaska First Nations Research Network
Center For Cross-Cultural Studies
Alaska State Board of Education
The following standards have been developed by Alaska Native educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well being of the students in their care. These “cultural standards” are predicated on the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum and schools.

For several years, Alaska has been developing “content standards” to define what students should know and be able to do as they go through school. In addition, “performance standards” are being developed for teachers and administrators, and a set of “quality school standards” have been put forward by the Alaska Department of Education to serve as a basis for accrediting schools in Alaska. To the extent that these state standards are written for general use throughout Alaska, they don’t always address some of the special issues that are of critical importance to schools in rural Alaska, particularly those serving Alaska Native communities and students.

Through a series of regional and statewide meetings associated with the Alaska Rural Systemic Initiative (with funding provided by the National Science Foundation and the Annenberg Rural Challenge, and administrative support from the Alaska Federation of Natives in collaboration with the University of Alaska), Alaska Native educators have developed the following “Alaska Standards for Culturally-Responsive Schools” for consideration by educators serving Native students around the state. Though the emphasis is on rural schools serving Native communities, many of the standards are applicable to all students and
communities because they focus curricular attention on in-depth study of the surrounding physical and cultural environment in which the school is situated, while recognizing the unique contribution that indigenous people can make to such study as long-term inhabitants who have accumulated extensive specialized knowledge related to that environment.

Standards have been drawn up in five areas, including those for students, educators, curriculum, schools, and communities. These “cultural standards” provide guidelines or touchstones against which schools and communities can examine what they are doing to attend to the cultural well-being of the young people they are responsible for nurturing to adulthood. The standards included here serve as a complement to, not as a replacement for, those adopted by the State of Alaska. While the state standards stipulate what students should know and be able to do, the cultural standards are oriented more toward providing guidance on how to get them there in such a way that they become responsible, capable and whole human beings in the process. The emphasis is on fostering a strong connection between what students experience in school and their lives out of school by providing opportunities for students to engage in in-depth experiential learning in real-world contexts. By shifting the focus in the curriculum from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways.

The cultural standards outlined in this document are not intended to be inclusive, exclusive or conclusive, and thus should be reviewed and adapted to fit local needs. Each school, community and related organization should consider which of these standards are appropriate and which are not, and when necessary, develop additional cultural standards to accommodate local circumstances. Terms should be interpreted to fit local conventions, especially with reference to meanings associated with the definition of Elder, tradition, spirituality, or anything relating to the use of the local language. Where differences of interpretation exist, they should be respected and accommodated to the maximum extent possible. The cultural standards are not intended to produce standardization, but rather to encourage schools to nurture and build upon the
rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

Some of the multiple uses to which these cultural standards may be put are as follows:

1. They may be used as a basis for reviewing school or district-level goals, policies and practices with regard to the curriculum and pedagogy being implemented in each community or cultural area.

2. They may be used by a local community to examine the kind of home/family environment and parenting support systems that are provided for the upbringing of its children.

3. They may be used to devise locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-healthy behavior, including serving as potential graduation requirements for students.

4. They may be used to strengthen the commitment to revitalizing the local language and culture and fostering the involvement of Elders as an educational resource.

5. They may be used to help teachers identify teaching practices that are adaptable to the cultural context in which they are teaching.

6. They may be used to guide the preparation and orientation of teachers in ways that help them attend to the cultural well-being of their students.

7. They may serve as criteria against which to evaluate educational programs intended to address the cultural needs of students.

8. They may be used to guide the formation of state-level policies and regulations and the allocation of resources in support of equal educational opportunities for all children in Alaska.

Curriculum resources and technical support to implement the kind of learning experiences encouraged by the enclosed cultural standards may be found through the Alaska Native Knowledge Network web site located at http://www.ankn.uaf.edu, or call (907) 474-5897.
Cultural Standards for Students

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;

2. recount their own genealogy and family history;

3. acquire and pass on the traditions of their community through oral and written history;

4. practice their traditional responsibilities to the surrounding environment;

5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;

6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;

7. determine the place of their cultural community in the regional, state, national and international political and economic systems;
B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;

2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

3. make appropriate choices regarding the long-term consequences of their actions;

4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;

2. make constructive contributions to the governance of their community and the well-being of their family;

3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;

4. enter into and function effectively in a variety of cultural settings.
CULTURAL STANDARDS FOR STUDENTS

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;

2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;

3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;

4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;

5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;

6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.
Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;

2. understand the ecology and geography of the bioregion they inhabit;

3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;

4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;

5. recognize how and why cultures change over time;

6. anticipate the changes that occur when different cultural systems come in contact with one another;

7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

8. identify and appreciate who they are and their place in the world.
Cultural Standards for Educators

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders’ expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.
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.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;

2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;

3. provide integrated learning activities organized around themes of local significance and across subject areas;

4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;

5. seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:

1. become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;
Cultural Standards for Educators

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:

1. promote extensive community and parental interaction and involvement in their children’s education;

2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;

3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;

4. seek to learn the local heritage language and promote its use in their teaching.
Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;

2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;

3. reinforce the student’s sense of cultural identity and place in the world;

4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;

5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.
Cultural Standards for

Curriculum

A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.

A curriculum that meets this cultural standard:

1. recognizes that all knowledge is imbedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;

2. insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;

3. incorporates contemporary adaptations along with the historical and traditional aspects of the local culture;

4. respects and validates knowledge that has been derived from a variety of cultural traditions;

5. provides opportunities for students to study all subjects starting from a base in the local knowledge system.
A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

1. recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students learning in the principles and practices associated with that knowledge;
2. provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;
3. incorporates the in-depth study of unique elements of contemporary life in Native communities in Alaska, such as the Alaska Native Claims Settlement Act, subsistence, sovereignty and self-determination.

A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

A curriculum that meets this cultural standard:

1. utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;
2. recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of "place" as a basis for the comparative analysis of contemporary social, political and economic systems;
3. incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;

4. views all community members as potential teachers and all events in the community as potential learning opportunities;

5. treats local cultural knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;

6. makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge;

7. is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

D. A culturally-responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

A curriculum that meets this cultural standard:

1. draws parallels between knowledge derived from oral tradition and that derived from books;

2. engages students in the construction of new knowledge and understandings that contribute to an ever-expanding view of the world.
A culturally-responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

1. encourages students to consider the inter-relationship between their local circumstances and the global community;

2. conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base;

3. prepares students to “think globally, act locally.”
A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.

A school that meets this cultural standard:

1. maintains multiple avenues for Elders to interact formally and informally with students at all times;

2. provides opportunities for students to regularly engage in the documenting of Elders’ cultural knowledge and produce appropriate print and multimedia materials that share this knowledge with others;

3. includes explicit statements regarding the cultural values that are fostered in the community and integrates those values in all aspects of the school program and operation;

4. utilizes educational models that are grounded in the traditional world view and ways of knowing associated with the cultural knowledge system reflected in the community.
A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.

A school that meets this cultural standard:

1. utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills;

2. encourages and supports experientially oriented approaches to education that makes extensive use of community-based resources and expertise;

3. provides cultural and language immersion programs in which student acquire in-depth understanding of the culture of which they are members;

4. helps students develop the capacity to assess their own strengths and weaknesses and make appropriate decisions based on such a self-assessment.

A culturally-responsive school provides opportunities for students to learn in and/or about their heritage language.

A school that meets this cultural standard:

1. provides language immersion opportunities for students who wish to learn in their heritage language;

2. offers courses that acquaint all students with the heritage language of the local community;

3. makes available reading materials and courses through which students can acquire literacy in the heritage language;
4. provides opportunities for teachers to gain familiarity with the heritage language of the students they teach through summer immersion experiences.

D. A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

A school that meets this cultural standard:

1. encourages and supports the professional development of local personnel to assume teaching and administrative roles in the school;

2. recruits and hires teachers whose background is similar to that of the students they will be teaching;

3. provides a cultural orientation camp and mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community and school;

4. fosters and supports opportunities for teachers to participate in professional activities and associations that help them expand their repertoire of cultural knowledge and pedagogical skills.

E. A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated.

A school that meets this cultural standard:

1. provides a physical environment that is inviting and readily accessible for local people to enter and utilize;
A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

A school that meets this cultural standard:

1. holds regular formal and informal events bringing together students, parents, teachers and other school and community personnel to review, evaluate and plan the educational program that is being offered;

2. provides regular opportunities for local and regional board deliberations and decision-making on policy, program and personnel issues related to the school;

3. sponsors on-going activities and events in the school and community that celebrate and provide opportunities for students to put into practice and display their knowledge of local cultural traditions.
A. A culturally-supportive community incorporates the practice of local cultural traditions in its everyday affairs.

A community that meets this cultural standard:

1. provides respected Elders with a place of honor in community functions;
2. models culturally-appropriate behavior in the day-to-day life of the community;
3. utilizes traditional child-rearing and parenting practices that reinforce a sense of identity and belonging;
4. organizes and encourages participation of members from all ages in regular community-wide, family-oriented events;
5. incorporates and reinforces traditional cultural values and beliefs in all formal and informal community functions.

B. A culturally-supportive community nurtures the use of the local heritage language.

A community that meets this cultural standard:

1. recognizes the role that language plays in conveying the deeper aspects of cultural knowledge and traditions;
2. sponsors local heritage language immersion opportunities for young children when they are at the critical age for language learning;

3. encourages the use of the local heritage language whenever possible in the everyday affairs of the community, including meetings, cultural events, print materials and broadcast media;

4. assists in the preparation of curriculum resource material in the local heritage language for use in the school;

5. provides simultaneous translation services for public meetings where persons unfamiliar with the local heritage language are participants.

A culturally-supportive community takes an active role in the education of all its members.

A community that meets this cultural standard:

1. encourages broad-based participation of parents in all aspects of their children’s education, both in and out of school;

2. insures active participation by community members in reviewing all local, regional and state initiatives that have bearing on the education of their children;

3. encourages and supports members of the local community who wish to pursue further education to assume teaching and administrative roles in the school;

4. engages in subsistence activities, sponsors cultural camps and hosts community events that provide an opportunity for children to actively participate in and learn appropriate cultural values and behavior;
5. provides opportunities for all community members to acquire and practice the appropriate knowledge and skills associated with local cultural traditions.

D. A culturally-supportive community nurtures family responsibility, sense of belonging and cultural identity.

A community that meets this cultural standard:

1. fosters cross-generational sharing of parenting and child-rearing practices;

2. creates a supportive environment for youth to participate in local affairs and acquire the skills to be contributing members of the community;

3. adopts the adage, “It takes the whole village to raise a child.”

E. A culturally-supportive community assists teachers in learning and utilizing local cultural traditions and practices.

A community that meets this cultural standard:

1. sponsors a cultural orientation camp and community mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community;

2. encourages teachers to make use of facilities and expertise in the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. sponsors regular community/school potlucks to celebrate the work of students and teachers and to promote ongoing interaction and communication between teachers and parents;

4. attempts to articulate the cultural knowledge, values and beliefs that it wishes teachers to incorporate into the school curriculum;

5. establishes a program to insure the availability of Elders’ expertise in all aspects of the educational program in the school.

A culturally-supportive community contributes to all aspects of curriculum design and implementation in the local school.

A community that meets this cultural standard:

1. takes an active part in the development of the mission, goals and content of the local educational program;

2. promotes the active involvement of students with Elders in the documentation and preservation of traditional knowledge through a variety of print and multimedia formats;

3. facilitates teacher involvement in community activities and encourages the use of the local environment as a curricular resource;

4. promotes parental involvement in all aspects of their children’s educational experience.
MEMORANDUM

To:       YSD Regional School Board Members  
From:     Norma Holmgaard, Superintendent  
Re:       Teacher Evaluation System

In the 2012-2013 School Year the Yupiit School District formed a team to develop an evaluation system for certified staff that met the requirements of State and Federal requirements for teacher evaluation. At that time the recommendation was to adopt the Marzano Framework for Effective Instruction.

It was also recommended by the development committee that in the FY'16 school year student achievement data be included as a measure of effectiveness. The attached Certified Evaluation Handbooks honors the recommendations made by this committee.

In addition the process outlined in this handbook meets all State and Federal guidelines and embeds the Alaska Cultural Standards for Educators into the Framework so that teachers have regular reminders of the use of local culture, values and resources within the classroom.

The Administration respectfully requests the approval of the attached Certified Evaluation Handbook for full implementation in the 2015-2016 school year.
Yupiit School District
Certified Evaluation Handbook

2015-2016
Original Members of the Certified Evaluation Development Team
2012-2013

Sharon Anderson
  Ruth Black
  Gene Burke
Benjamin Dexter
Joshua Johnson
Tracy Hardman
  Kim Langton
Lexi Miles
  Gus Perkins
Clare Robyt
Barron Sample
Maggie Williams
  Beth Weltner
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OVERVIEW

BP 4115 Evaluation/Supervision Certified Personnel

The School Board believes that evaluations can provide important information relevant to making employment decisions and can help staff improve their teaching skills and raise student achievement levels. In accordance with the certificated employee evaluation system adopted by the School Board as required by law, the Superintendent or Principal shall evaluate the effectiveness of certificated personnel annually.

The district shall provide annual in-service training to all certificated employees subject to the evaluation system. The training will address the procedures of the system, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

In December 2012 The Alaska State Board of Education and Early Development adopted new regulations regarding teacher and administrator evaluations. These regulations require that districts modify their existing systems to:

- Focus their evaluations on specific standards
- Consider selected cultural standards
- Assign one of four performance levels: Exemplary, proficient, Basic and Unsatisfactory
- Assign an overall rating that uses the same four performance levels
- Provide training for evaluators to ensure inter-rater-reliability
- Use student learning data in the evaluation of teachers and administrators

Districts are required to adopt one of the Department-approved nationally recognized frameworks for evaluation.

The Yupiit School District has adopted the Marzano Framework for Teacher and Administrator Evaluation.

The Yupiit School District’s Evaluation System

- Guarantees every teacher and principal is evaluated by a certificated evaluator;
- Differentiates performance among Unsatisfactory, Basic, Proficient, Exemplary for all educators;
- Utilizes Marzano’s research based Art and Science of Teaching Teacher Evaluation Model with training for teachers and principals in the system and the Instruction Framework upon which the Marzano evaluation system is based.
- Provides for remediation and support for lower performing teachers through a mandatory goal review; and
- Guarantees every evaluated teacher receives a statement of strengths and weaknesses and improvement goals aligned to their weaknesses.
- Includes a Student Growth Domain that utilizes Student Learning Objectives for all students and complies with Alaska regulations for teacher evaluations.
- Will include training for evaluators that provides assurances of inter-rater reliability.

**YSD’s Teacher Evaluation Core Beliefs:**

1. Students deserve the best teachers possible. The evaluation’s prime reason to exist is to help teachers improve. When we lose sight of that goal, we rely on a punitive system that does not serve students and is not directed toward teacher improvement. For this reason, we assigned Domain 1 the heaviest weighting at 40% of the total teacher evaluation score, as it specifically and concretely lays out the strategies and behaviors that research says will lead to improved student achievement. Most teachers, especially teachers new to the profession, need to learn effective practices from expert teachers with specific feedback from each other and their principals to grow in their practices thereby improving student achievement.

2. The evaluation, in order to be fair and transparent, must contain several verifiable lines of evidence. These include parent and student surveys, principal walk-throughs, observation forms, etc. Only a Type B Certificated principal/supervisor may evaluate certificated staff. Feedback from students and parents is a line of evidence and not an evaluation in and of itself.

3. While student achievement data is important in looking directly at the major goal of increasing achievement, utilizing it effectively is a complicated process. The level of complication comes from the fact that we are working to affect the lives of children by helping them develop a motivating reason to learn and helping them to develop critical skills and knowledge. This means the process is never finished, and will be analyzed each year to make modifications as needed to ensure fairness, clarity, and sustainability.

4. Teacher input/involvement in the creation and implementation of the evaluation process is key. When teachers (and students for that matter) take responsibility for how they are evaluated and to what they are held accountable, they are much more likely to work to reach the goals they collaboratively set.

**Lines of Evidence**

- A minimum of two Formal Classroom/instructional Observations;
- A Self-Evaluation (Using Teacher Evaluation Tool);
- A Peer-Evaluation (optional);
- Numerous Principal Walk-Throughs (at least five documented)
- Parent and student surveys;
- Professional interactions
- Evidence Binders
- Verification of student academic achievement
- An Annual Goal review jointly developed by the teacher and supervisor by September 30 and reviewed and adjusted ongoing as needed.
# TIMELINES AND PROCESS

## Non-Tenured and Tenured Certificated Teachers

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Orientation</td>
<td>Within 20 working days</td>
<td>Principal</td>
</tr>
<tr>
<td>Professional Growth Goal discussion</td>
<td>By September 30 annually</td>
<td>Principal and Teacher</td>
</tr>
<tr>
<td>Student Learning Objectives identified and discussed</td>
<td>By October 15 annually</td>
<td>Principal and Teacher</td>
</tr>
<tr>
<td>Self Evaluation Completed and Discussion Conference Held</td>
<td>By November 15 annually</td>
<td>Principal and Teacher</td>
</tr>
<tr>
<td>First formal observation and post observation conference completed.</td>
<td>By November 30 annually</td>
<td>Principal and Teacher</td>
</tr>
<tr>
<td>Interim Evaluation Progress Report and Conference</td>
<td>By December 15 annually</td>
<td>Principal</td>
</tr>
<tr>
<td>Parent/Student/Community Surveys Submitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Formal Observation and Conference Completed</td>
<td>By January 31 annually for non-tenured teachers and teachers on a Plan of Improvement</td>
<td>Principal</td>
</tr>
<tr>
<td>Final Evaluations due to Human Resource Office</td>
<td>By March 15 annually for non-tenured teachers and teachers being recommended for non-retention</td>
<td>Principal</td>
</tr>
<tr>
<td>Non-retention notices for tenured teachers</td>
<td>March 15 annually</td>
<td>Human Resources/Superintendent</td>
</tr>
<tr>
<td>Final Evaluations due to Haman Resource Office for tenured staff</td>
<td>May 1 annually</td>
<td>Principals</td>
</tr>
<tr>
<td>Non-retention notices delivered to non-tenured teachers</td>
<td>By last day of school annually</td>
<td>Human Resources/Superintendent</td>
</tr>
</tbody>
</table>

**Self Evaluation**

Using the same evaluation tool the principal uses with teachers, each teacher is expected to evaluate themselves on all four Marzano domains. This is used as a line of evidence for the
principal to consider in the final evaluation that will take into account all lines of evidence. The Self-Evaluation is due by November 15, to enable the principal to take this perspective into account to complete the interim and final evaluation on teachers. The final evaluation is due by May 1 annually.

Peer Evaluation (optional)
This is an optional line of evidence, and allows the teacher to get feedback from peers. The same Evaluation Tool, based on Marzano’s domains is used for the Peer Evaluation.

Principal Walk-Throughs
Principals are expected to know each classroom thoroughly and accurately, and therefore must spend a good deal of time in the classrooms, formally and informally. When principals informally walk through classrooms they should document the instruction observed. Principals must conduct a minimum of 5 of these visits with feedback provided for each teacher. When there are serious issues to discuss, a documented “sit down” is needed.

Parent and Student Surveys of Teacher Performance
By law, Alaska Statute AS 14.20.149, districts must “provide an opportunity for students, parents, community members, teachers, and administrators to give information on the performance of certified staff. Parents give valuable feedback regarding their perception of teacher performance. The principal, however, has the responsibility to evaluate teachers. The district must notify parents, students, community members, teachers and administrators that each of these stakeholders has the opportunity to provide information on the performance of a teacher, administrator, or special service provider.

Stakeholder surveys will be due by December 15. Forms for student surveys will be sent by principals or the secretary to Survey Monkey or by another means so that all students’ grades 3-12 will be able to access the surveys. All surveys are confidential.

Copies of parent, community and teacher surveys will be available to the public in the school office or lobby area. School and principal surveys will be placed in a sealed envelope and sent to the Superintendent.

Formal Classroom Observations
There will be two formal observations, as indicated in the timeline above, one scheduled and one unscheduled. The unscheduled observation is to help ensure the principal has a clear picture of how each class is operating on a day-to-day basis.

The scheduled observation will be preceded by a pre-observation conference where the principal will ask for a lesson plan and ask about any information to help the principal understand what he or she will be observing. The teacher has the opportunity to give critical information about the class or lesson—he or she may want to discuss particular students, objectives and instructional strategies to be used, etc.
During the observation, the principal will take notes on all significant aspects of the lesson which will be used to review the lesson during the post-observation conference between the principal and teacher.
Each observation is followed by a post-observation conference, where the content of the lesson is thoroughly reviewed. The strengths and weaknesses in the lesson are discussed and documented. Also in the post-observation conference the Professional Growth Goal is reviewed and progress noted.

Evidence Binders
Eliminated

Professional Growth Goal
A Professional Growth Goal jointly developed by the teacher and supervisor is due by September 30 and reviewed and adjusted as needed through the evaluation process. Together the teacher and principal create instructional goals, determine how achievement is to be measured, and determine the extent to which the goals are met. Attainment of goals, especially those created in alignment with the evaluation process is a critical line of evidence that will influence the final evaluation ratings. The form for the Annual Goal Review requires listing both strengths and weaknesses, evidence for both, and a place to list goals, specific objectives, steps to move toward meeting objectives, and how to evaluate goals that have actually been met. Both the teacher and principal sign off on the plan. This plan will be developed in the iObservation system.

Evaluation Orientation
- YSD Teacher Evaluation Guidebook
- Evaluation timelines with dates pertinent to current year
- Marzano’s Domains as Aligned to the Alaska Teacher Standards
- Teacher Evaluation Tool/Rubric
- List of optional evaluation questions
- Professional Growth Goal Review form
- Evidence Binder overview
- Orientation to iObservation

Alaska Statute on Teacher Evaluation Systems
Alaska Statute AS 14.20.149

“A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district’s teachers and administrators.

The certificated employee evaluation system must:

1) Establish district performance standards for the district’s teachers and administrators that are based on professional performance standards adopted by the department by regulation;
2) Require at least two observations for the evaluation of each non-tenured teacher in the district each school year;
3) Require at least an annual evaluation of each tenured teacher in the district who met
the district performance standards during the previous school year;

4) Permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

5) Require the school district to perform an annual evaluation for each administrator;

6) Require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher’s or administrator’s performance warrants immediate dismissal under AS 14.20.170(a); and

7) Provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.”

Plan of Improvement
Alaska Statute AS 14.20.149 (6) refers to Plans of Improvement, indicating they are, “for a teacher or administrator whose performance did not meet the district’s performance standards.” 14.20.149 (f) goes on to say that a teacher must be placed on a plan of improvement, “which must address ways in which the teacher’s performance can be improved.”

The Plan of Improvement is implemented when a rating of “Unsatisfactory” is given for any overall Domain or after several walkthroughs and one formal observation nets an “Unsatisfactory” rating. Any teacher who receives a rating of “Basic” in two or more Domains must develop with the principal and implement an improvement plan as well.

Improvement plans are developed and implemented before a final evaluation is submitted.

The YSD Plan of Improvement form is included in the appendix, page 36.

The decision to place a teacher on a Plan of Improvement is ultimately under the discretion of the principal, working with District Office Administration. Any teacher or special service provider that receives an evaluation rating of Unsatisfactory on one or more of the Domains must be placed on a Plan of Improvement. 4 AAC 19.010 (g) Any teacher or special service provider that receives an evaluation rating of Basic on two or more Domains shall receive support and assistance, as determined by the district, for improvement in that Domain. 4 AAC 19.010(h)(1)

Based upon the language of the Evaluation Rubric (in turn based on ALL lines of evidence leading to the final evaluation) and the criteria above, each principal in collaboration with district office leadership will determine if a teacher will be placed on a Plan of Improvement.

The Plan will be developed jointly with teacher and supervisor. It will be reviewed and updated according to progress or lack thereof. Improvement Plans will be initiated by need as indicated in the above criteria. A typical time would be after the first observation, but could take place anytime the principal determines the criteria above have been met.
All lines of evidence pertinent to those Domains determined to need improvement will be referenced in creating the Plan of Improvement.

The goal will continue to be the improvement of teacher performance so the teacher may be retained as a quality teacher.

An Improvement Plan will be implemented for not less than 90 days and will include regular reviews and progress monitoring.

**Non-Retention Letter**
Teacher and Principal will understand that lack of improvement as described by the Professional Improvement Plan can result in a non-retention (Alaska Statute 14.20.175)

Tenured teachers will be placed on a Plan of Improvement as early as the first observation, based on the performance of previous years, and the current year to date. Alaska statute 14.20.149 (f) indicates that the Plan of Improvement “shall last for not less than 90 workdays and not more than 180 days.” A tenured teacher cannot be non-retained unless a Plan if Improvement is in place for at least 90 workdays. Not meeting YSD’s performance standards and receiving a Plan of Improvement indicates a teacher is in danger of not being retained for the following school year. Failure to meet all goals specified in the Plan of Improvement is grounds for non-retention.

After all efforts to help a teacher succeed have been expended, effort will be made that a non-tenured teacher working under a Plan of Improvement will have until April 1, 2016 to be non-retained, in order to have adequate time to replace that teacher with a quality individual. However, we respect the responsibility to our students, working within the law, to non-remit teachers thereafter if a significant need arises. Non-tenured teachers will be informed no later than the last day of the school term of their non-retention status.

The principal will have the final say, working with District Office Administration, to determine whether a teacher is non-retained, considering Plan goals met/not met and also taking into account attitude, effort, and potential for growth as determined by growth made in the course of the year.

**AS14.20.140(b)** Non-Tenured teachers will be notified of their non-retention status “by writing delivered on or before the last day of the school term or by registered mail postmarked on or before the last day of the school term”

**AS 14.20.140(a)** Notice of Non-retention of Tenured teachers will be written and “delivered before March 16, or by registered mail postmarked before the last day of the school term.”
Alaska Cultural Standards for Educators
The Alaska Cultural Standards for Educators (See Appendix) Standards A, B, D, E have been embedded into the Effective Instruction Framework. Training in how to implement these standards in the classroom will be provided to certified staff beginning in August 2015.
2014 Marzano Teacher Evaluation Model

Learning Map

Domain 1: Classroom Strategies and Behaviors
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment
Involving Routine Events
DQ1: Communicating
Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment
Addressing Content
DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into “Digestible Bites”
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engagement Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment
Enacted on the Spot
DQ5: Engaging Students
24. Noticing When Students Are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating “Withitness”
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students’ Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers With Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units
- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
- 48. Needs of Students Receiving Special Education
- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching
- Evaluating Personal Performance
  - 50. Identifying Areas of Pedagogical Strength and Weakness
  - 51. Evaluating the Effectiveness of Individual Lessons and Units
  - 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism
- Promoting a Positive Environment
  - 55. Promoting Positive Interactions with Colleagues
  - 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives
OBSERVATION AND EVALUATION RECORDING AND CALCULATIONS

The Yupiit School District will be utilizing the iObservation Evaluation System developed by the Center and supported by Learning Sciences International. The software program is web-based features an evaluation program with auto-fill observation protocols, self-reflective and peer assessments, discussion and conferencing capabilities, and a resource library for professional development. The observation records and final evaluation document will be maintained in the hard copies of observation records and final evaluations will also be maintained in each employee Personnel File.

The Final Evaluation will include a summary of scores from all applicable domains. From those overall Instructional Practice score will be generated. For each observed element the following rubric will be applied.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100 points</td>
<td>61-85 points</td>
<td>36-60 points</td>
<td>1-35 points</td>
<td>Not Observe</td>
</tr>
</tbody>
</table>

The Framework Domains are weighted as follows:

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
<th>Domain 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Strategies and Behaviors</td>
<td>Planning And Preparing</td>
<td>Reflecting on Teaching</td>
<td>Collegiality and Professionalism</td>
<td>Student Learning</td>
</tr>
<tr>
<td>40%</td>
<td>15%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Each Domain is evaluated against four levels: Unsatisfactory, Basic, Proficient and Exemplary. Each percentage amount is divided by 4 to determine points possible for each level earned:

<table>
<thead>
<tr>
<th></th>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
<th>Domain 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>40%</td>
<td>15%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Basic</td>
<td>10</td>
<td>3.75</td>
<td>2.5</td>
<td>3.75</td>
<td>5</td>
</tr>
<tr>
<td>Proficient</td>
<td>20</td>
<td>7.50</td>
<td>5.0</td>
<td>7.50</td>
<td>10</td>
</tr>
<tr>
<td>Exemplary</td>
<td>30</td>
<td>11.25</td>
<td>7.5</td>
<td>11.25</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>15.00</td>
<td>10.0</td>
<td>15.00</td>
<td>20</td>
</tr>
</tbody>
</table>

To determine the full weighted score, you must determine how many points for each Domain. If a teacher falls in the proficient range (3rd level) of Domain 2 worth 15% of the total, for example, he/she would earn 11.25 points, or 3.75 points for each level (3 x 3.75 = 11.25).

For Domain 5, weighted at 20%, each level is worth 5 points, so a teacher earning an emerging level would earn 5 points (1 x 5 = 5), developing level would earn 10 points (2 x 5 = 10), proficient level would earn 15 points (3 x 5 = 15) and advanced would earn 20 points.
Sample
If teacher falls in the proficient range in all but one of the items, he/she would still be considered proficient. However, no teacher may receive an overall rating of “Proficient” if the teacher receives an “Unsatisfactory” rating in any Domain. A sample evaluation for Teacher Jamison:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level</th>
<th>%age</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Strategies &amp; Behaviors</td>
<td>Basic</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2. Preparing and Planning</td>
<td>Unsatisfactory</td>
<td>3.75</td>
<td>3.75</td>
</tr>
<tr>
<td>3. Reflecting on Teaching</td>
<td>Exemplary</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>4. Collegiality and Professionalism</td>
<td>Basic</td>
<td>7.50</td>
<td>7.50</td>
</tr>
<tr>
<td>5. Student Achievement (SLO)</td>
<td>Proficient</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>55.50</td>
</tr>
</tbody>
</table>

Overall Score
Unsatisfactory 1-35 points
Basic 36-60 points
Proficient 61-85 points
Exemplary 86-100 points

*Note: The above teacher, Mrs. Jamison, has 55.50 points but cannot be given an overall score of “Basic” because she was rated “Unsatisfactory in Domain 2: Planning and Preparation.

Domain 5: Student Learning Objectives

Student Learning Data referenced in the
Revised Educator Evaluation Regulations effective 2/16/2013

4 AAC 04.205. District performance standards

(e) Not later than July 1, 2015, a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

(1) confer with educators who are subject to the evaluation system;
(2) require the use of at least two but not more than four measurements of student growth; (3) require the use of data from the statewide test selected by the commissioner under 4 AAC 06.737 as a measurement of student growth if

(A) the commissioner has notified districts that the commissioner has selected a test that

(i) employs measurements of achievement that are comparable across grade levels; and
(ii) permits a district to make valid measurements of student growth from year to year;
(B) data for student growth for a subject and grade level are available from the test; and
(C) the data are for a subject and grade level directly related to the job duties of the educator to whom the
standard would apply;

(4) if the use of data from the statewide test is permitted under (3) of this subsection, use the data from the
statewide test in at least as high a proportion as any other measurement of student growth used by the
district; and

(5) develop procedures based on objective and measurable criteria to ensure that data used to measure
performance under the standard accurately reflect student growth based on educator performance.

4 AAC 19.010. Purpose and scope of evaluations

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a
district shall evaluate

(1) whether a teacher's, administrator's, or special service provider's overall performance is exemplary,
proficient, basic, or unsatisfactory; and
(2) no later than school year 2015 - 2016, whether a teacher's or administrator's performance on the
district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory; a district
shall include student learning data in teacher and administrator evaluations according to the following
schedule:

(A) school years 2015 - 2016 and 2016 - 2017 at least 20 percent of a teacher's or administrator's overall
performance rating;
(B) school year 2017 - 2018, at least 35 percent of a teacher's or administrator's overall performance
rating;

Revised Educator Evaluation Regulations effective as of 2/16/2013

(C) school year 2018 - 2019 and after, at least 50 percent of a teacher's or
administrator's overall performance rating.

(f) A district may not give a teacher, administrator, or special service provider an overall performance
rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated
to be performing at a level of basic or lower on one or more of the content standards or other criteria for
which evaluation is required under this section.

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of
unsatisfactory on one or more of the content standards or other criteria for which evaluation is required
under this section has not met the district performance standards for purposes of AS 14.20.149(b)(6), (e),
or (f).

4 AAC 19.030. Evaluation procedures

(d) Not later than July 1, 2015, a school district shall adopt evaluation procedures that incorporate student
learning data into the evaluation process. In adopting a process to incorporate student learning data, a
district shall confer with educators who teach a subject matter and grade level, or with groups of educators
whose subject matters and grade levels are related, to identify appropriate student learning data for
evaluating teachers in the subject matter and grade level.
4 AAC 19.099. Definitions

In this chapter, unless the context requires otherwise, (2) "measurement"

(A) means an assessment of student knowledge, understanding, or skill;

(B) includes an assessment that is not a standardized test;

(3) "measurement of student growth" means a comparison of a measurement of a student's knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

(4) "objective, empirical, and valid measurement" means an assessment of the extent of a student's knowledge, understanding, or skill that

(A) is based on verifiable data or information that has been recorded or preserved;
(B) can be repeated with the same expected result; and
C) is not dependent on the point of view or interpretation of the person giving the assessment;

(6) "student growth" means measurable gains made by a student in the student's knowledge, understanding, or skill in a subject;

(7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;
Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Goals
1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success

Establishing Content
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Recording and Representing Knowledge
9. Reflecting on Learning

Facilitating Engagement
10. Providing Opportunities for Participants to Talk about Themselves
11. Demonstrating "Withitness"
12. Acknowledging Adherence to Rules and Procedures
13. Understanding Participants' Interests and Backgrounds
14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
15. Displaying Objectivity and Control
16. Demonstrating Value and Respect for Low Expectancy Participants

Domain 2: Planning and Preparing

Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities
17. Effective Goal Setting and Scaffolding of Content or Activities
18. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology
19. Use of Available Traditional Resources
20. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
21. Needs of English Language Learners

Planning and Preparing for the Needs of Participants Receiving Special Education
22. Needs of Participants Receiving Special Education

Planning and Preparing for the Needs of Participants Who Lack Support for Schooling
23. Needs of Participants Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Evaluating Personal Performance
24. Identifying Areas of Pedagogical Strength and Weakness
25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
26. Developing a Written Growth and Development Plan
27. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment
28. Promoting Positive Interactions with Colleagues
29. Promoting Positive Interactions with Participants, Parents, and the Community

Promoting Exchange of Ideas and Strategies
30. Seeking Mentorship for Areas of Need or Interest
31. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development
32. Adhering to School and District Rules and Procedures
33. Participating in School and District Initiatives
AppenYupiit School District FY’16 Elements for Certified Evaluation

Domain 1 Elements:

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: Providing clear learning goals and scales (rubrics)
Element 2: Tracking student progress
Element 3: Celebrating success

Design Question: What will I do to establish and maintain classroom rules and procedures?

Element 4: Establishing and maintaining classroom rules and procedures
  Cultural Standard: Creating a classroom environment with cultural connections

Design Question: What will I do to help students effectively interact with new knowledge?

Element 6: Identifying new information
  Cultural Standard: Supporting new concepts with cultural connections
  Cultural Standard: Engaging students with authentic local resources
Element 7: Organizing students to interact with new knowledge
  Cultural Standard: Engaging students with authentic local resources
Element 8: Previewing new content
  Cultural Standard: Engaging students with authentic local resources
Element 9: Chunking content into digestible bites
  Cultural Standard: Engaging students with authentic local resources
Element 10: Helping students process new information
  Cultural Standard: Engaging students with authentic local resources

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Element 14: Reviewing content
  Cultural Standard: Engaging students with authentic local resources
Element 17: Helping student examine similarities and differences
  Cultural Standard: Engaging students with authentic local resources
Element 18: Helping students examine errors in reasoning
  Cultural Standard: Engaging students with authentic local resources
  Cultural Standard: Engaging all students in rigorous instruction
Element 19: Helping students practices skills, strategies and processes
  Cultural Standard: Engaging students with authentic local resources

Design Question: What will I do to help students generate and test hypotheses about new knowledge?

Element 21: Organizing students for cognitively complex tasks
  Cultural Standard: Engaging students with authentic local resources
**Element 22**: Engaging students in cognitively complex tasks involving hypothesis generation and testing
Cultural Standard: Engaging students with authentic local resources
Cultural Standard: Engaging all students in rigorous instruction

*Design Question*: What will I do to engage students?

**Element 24**: Noticing when students are not engaged
**Element 25**: Using academic games
**Element 26**: Managing response rates
Cultural Standard: Engaging students through cultural connections
Cultural Standard: Engaging students with authentic local resources

**Element 27**: Using physical movement
**Element 31**: Providing opportunities for students to talk about themselves

*Design Question*: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

**Element 34**: Applying consequences for lack of adherence to rules and procedures
**Element 35**: Acknowledging adherence to rules and procedures

*Design Question*: What will I do to establish and maintain effective relationships with students?

**Element 36**: Understanding students’ interests and backgrounds
Cultural Standard: Supporting new content with cultural connections
Cultural Standard: Engaging students through cultural connections
Cultural Standard: Engaging students with authentic local resources
Cultural Standard: Creating relationships that support achievement

*Design Question*: What will I do to communicate high expectations for all students?

**Element 39**: Demonstrating value and respect for low-expectancy students
Cultural Standard: Creating relationships that support achievement
**Element 40**: Asking questions of low-expectancy students
Cultural Standard: Creating relationships that support achievement
**Element 41**: Probing incorrect answers with low-expectancy students

**Domain 2: Planning and Preparing**

**Planning and Preparing for Lessons and Units**
**Element 42**: Planning and preparing of effective scaffolding of information within lessons
**Element 44**: Planning and preparing for appropriate attention to established content standards

**Planning and Preparing for the Use of Materials and Technology**
**Element 45:** Planning and preparing for the use of available materials for upcoming units and lessons  
  Cultural Standard: Planning with cultural connections  
  Cultural Standard: Planning with authentic local resources

**Planning and Preparing for the Special Needs of Students**  
**Element 47:** Planning and preparing for the needs of English Language Learners  
  Cultural Standard: Planning with cultural connections  
  Cultural Standard: Planning with authentic local resources  
  Cultural Standard: Planning for instruction without bias  
**Element 48:** Planning and preparing for the needs of special education students  
  Cultural Standard: Planning for instruction without bias  
**Element 49:** Planning and preparing for the needs of students who come from home environments that offer little support for schooling  
  Cultural Standard: Working with the home to maintain complementary student expectations  
  Cultural Standard: Maintaining communication with the home  
  Cultural Standard: Planning for instruction without bias

**Domain 3: Reflecting on Teaching**

**Evaluating Personal Performance**  
**Element 50:** Identify specific areas of pedagogical strengths and weaknesses in Domain 1  
  Cultural Standard: Reflecting on making cultural connections in the classroom  
  Cultural Standard: Reflecting on teaching using authentic local resources

**Developing and Implementing a Professional Growth and Development Plan**  
**Element 53:** Developing a written growth and development plan  
**Element 54:** Monitoring progress relative to the professional growth and development plan

**Domain 4: Collegiality and Professionalism**

**Promoting a Positive Environment**  
**Element 55:** Promoting positive interactions about colleagues  
  Cultural Standard: Collaborating to use authentic local resources  
  Cultural Standard: Collaborating to make cultural connections  
**Element 56:** Promoting positive interactions about students and parents  
  Cultural Standard: Collaborating to make cultural connections  
  Cultural Standard: Collaborating to use authentic local resources  
  Cultural Standard: Working with the home to maintain complementary student expectations  
  Cultural Standard: Maintaining communications with the home  
  Cultural Standard: Creating relationships that support achievement

**Promoting District and School Development**  
**Element 59:** Adhering to district and school rules and procedures  
**Element 60:** Participating in district and school initiatives
## Planning with Cultural Connections

Culturally responsive educators incorporate local ways of knowing and teaching in their work.

### Cultural Connections
- Planning with Cultural Connections
- Supporting new content with cultural connections
- Creating a classroom environment with cultural connections
- Engaging students through cultural connections
- Reflecting on making cultural connections in the classroom
- Collaborating to make cultural connections

### Authentic Local Resources
- Planning with authentic local resources
- Engaging students with authentic local resources
- Reflecting on teaching using authentic local resources
- Collaborating to use authentic local resources

### Home Connections
- Working with the home to maintain complementary student expectations
- Maintaining communication with the home

### High Unbiased Expectations
- Planning for instruction without bias
- Engaging all students in rigorous instruction
- Creating relationships that support achievement
- Reflecting on assessments to impact achievement

## Culturally Responsive Educators

Culturally responsive educators incorporate local ways of knowing and teaching in their work.

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.

Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

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.

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Culturally responsive educators incorporate local ways of knowing and teaching in their work.
Alaska Standards for Culturally Responsive Educators

Cultural Connections

A  Culturally responsive educators incorporate local ways of knowing and teaching in their work.

Cultural Standard A addresses incorporating knowledge of students’ culture into an educator’s pedagogical practice. Educators should strive to know about the cultural background and heritage of the students they teach. The educator uses this knowledge in their teaching practice to engage and ground students in their learning. Knowledge of students’ background and heritage should guide the choices educators make about strategies and practices they use with their students.

<table>
<thead>
<tr>
<th>Focus</th>
<th>The educator uses students’ cultural traditions, customs, values, and practices in their teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Effect</td>
<td>Educators are guided by their knowledge of students’ background and heritage when making decisions about strategies and practices they will use in their teaching.</td>
</tr>
</tbody>
</table>

| A1 | Planning with Cultural Connections | The educator plans lessons that incorporate knowledge of students’ cultural background / practices into the teaching of content. |
| A2 | Supporting new content with cultural connections | The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content. |
| A3 | Creating a classroom environment with cultural connections | The educator uses the students’ cultural traditions, customs, values and practices when designing the classroom environment. |
| A4 | Engaging students through cultural connections | The educator uses students’ traditions, customs, values, and practices to engage them in their learning. |
| A5 | Reflecting on making cultural connections in the classroom | The educator reflects on the effectiveness of applying their knowledge of students’ traditions, customs, values, and practices when teaching. |
| A6 | Collaborating to make cultural connections | The educator seeks guidance regarding knowledge about and use of students’ traditions, customs, values, and practices when teaching. |
**Alaska Standards for Culturally Responsive Educators**

**Authentic Local Resources**

**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.

Cultural Standard B addresses the educator using the authentic environment on regular basis as a bridge to new learning. The authentic environment is the local community that all students are members of regardless of their cultural heritage. The resources available for an educator may include people, environment, businesses, and organizations (hospitals, clinics, corporations, etc). Educators that successfully link the authentic environment with the curriculum help students develop connections between content and their everyday lives.

**Focus**

The educator regularly uses local resources helping students make connections between the content and their everyday lives.

**Desired Effect**

Students connect classroom learning to their daily lives.

**B1 Planning with authentic local resources**

The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.

**B2 Engaging students with authentic local resources**

The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.

**B3 Reflecting on teaching using authentic local resources**

The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.

**B4 Collaborating to use authentic local resources**

The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students.
Alaska Standards for Culturally Responsive Educators

Home Connections

Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Cultural Standard D addresses the collaboration between home and school so there is mutual support for the expectations of the student. The word complementary in the standard is defined as, "combining in such a way as to enhance the qualities of each other". Based on this definition, both the educator and the parent share a responsibility in communication and support of the student's educational expectations. The educator seeks parent/guardian input and acts upon their concerns so that the student's educational needs are met and supported. Educators should maintain open communication with parents regarding educational expectations for students and feedback on student progress. It is the educator's responsibility to persistently work with all parents, including those who are disengaged with the educational process, to provide suggestions/resources to parents which help promote student success.

Focus
The educator works collaboratively with parents in coordinating efforts to support student expectations.

Desired Effect
Parents and the educators cooperate to support the child's education.

D1 Working with the home to maintain complementary student expectations
The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.

D2 Maintaining communication with the home
The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.
MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaaard, Superintendent
Re: Administrator Evaluation System

YSD teacher effectiveness has been measured through utilization of the Marzano Framework for Effective Instruction for several years.

The proposed administrator effectiveness system aligns to the teacher measures of effectiveness. By adopting the Marzano rubrics all certificated staff will use the same vocabulary to identify effective practices. This alignment will strengthen communication and professional growth throughout the district.

The process for evaluation and timelines remain relatively the same as in the past. This evaluation system is different only in the rubric for measurement.

The Administration respectfully requests approval for the proposed YSD Administrative Evaluation System with the movement to the Marzano Framework.
Yupiit School District  

I. Alaska Statute AS 14.20.149
“A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.”

II. This evaluation timeline and process applies to district and school leaders. District Leaders will utilize the Marzano District Leaders framework. School Leaders will be measured with the Marzano Framework for School Leaders.

III. Evaluation Orientation  
By August 1
Disturb:  
• Marzano School Leader Framework  
• Principal Evaluation Tool  
• Student Survey on Principal  
• Teacher/Staff Survey on Principal  
• Community Parent Survey on Principal/School

IV. Self-Assessment
Feedback from principals will be used as a critical line of evidence and will give them an opportunity to validate their work. Therefore principals are required to share their self-assessment using the Marzano Framework to be completed and shared at the post-observation conference.

V. Peer Evaluation
Principals, using the Marzano Framework, should be encouraged to participate in a peer evaluation, where another site administrator would share their perceptions with the principal. The peer-evaluation is not required. Certificated staff, especially those with Type B certification, with whom principals have a positive professional relationship are good candidates for peer evaluators. Both the self and peer-evaluations are opportunities to create and present additional lines of evidence/documentation.

VI. Supervisor Administrative Evaluation  
• All principals will be evaluated at least once. The superintendent may evaluate each principal as many times as deemed necessary.  
• Evaluation schedule established with each principal prior to October 1.  
• First formal Interim Evaluation, will be given by December 1. This evaluation will be updated as needed when the survey compilations are complete in December, or during the Interim Evaluation.  
• Final evaluation, excluding the Performance Standard for Student Growth, will be given by February 15.  
• An updated final, summative evaluation, to include the Performance standard for Student Growth, will be given by May 1.  
• The Marzano Evaluation tool will be used for any and all evaluations.
• Needs Improvement Plans will be developed and implemented before the final evaluation.

The evaluation process is divided into five specific parts:
1) Pre-meeting—held individually before the formal evaluation to be sure all aspects of the process and dates are mutually understood.
2) Lines of evidence:
   • observations and interactions,
   • parent/community, student and staff surveys, and
   • student academic growth
3) Post-observation meeting—to discuss information from all lines of evidence and go over areas of strength and weakness.
4) Annual Goal Review filled out for all principals.
5) A Needs Improvement Plan for those facing the potential of non-retention based on performance.

VII. Parent/Community, Staff and Student Surveys on Principal Performance
• Data for Surveys for principals should be collected along with those for teachers, to avoid duplication of effort: student survey on teacher at same time as student survey on principal, etc.
• Surveys must be completed by December 14.
• Surveys for principals should be sent to the Superintendent to compile.
• Compilations will completed by January 28.
• Compilations are considered as a line of evidence in determining scores using the Evaluation tool.
• While perceptions are a valid consideration in an evaluation, especially how parents, staff and students perceive the principal, it is incumbent on the supervisor to “own” any allegations made in the surveys, by verifying them as true or not.
• Compiled results will be shared with principals during evaluation.
• Forms are shared with the principals in August as part of an evaluation orientation.

VIII. Plan of Improvement
• A Principal with at least two years of experience as a Principal who scores emerging on one or more of the performance standards may be placed on a Plan of Improvement.
• A first-year Principal who scores emerging on three or more performance standards at the first or any other evaluation may be placed on a Plan of Improvement.
• A Plan of Improvement may be initiated at any time. A Plan of Improvement, if needed, should be in place by November 21.. This does not preclude placing a principal on a Plan of Improvement at a later date.
• All principals will work with their supervisor to fill out an Annual Goal Review, initiated by October 1, and updated as needed.

IX. Letter of Non-Retention
• A Principal who is placed on a Plan of Improvement, and does not meet the goals therein, including student growth goals for her/his school for the previous Spring, may be Non-Retained.
• Although principals receive tenure, their positions do not. Principals who have earned tenure may be retained in a different position, at the desire of the superintendent.
• Tenured Principals — A letter of Non-Retention will be mailed certified return receipt and postmarked by March 15.
• Non-tenured principals — A letter of Non-Retention will be mailed certified return receipt and postmarked preferably by March 15, but no later than the last day of school.

X. Offering of Contracts to Retained Principals
• Veteran Principals who receive no Emerging scores on their Evaluations or whose supervisors feel have made significant progress on their Annual Goal Reviews and overall attitude for making further improvement, will be given contracts for the following year.
• First Year Principals who receive no more than two Emerging scores on their evaluations, or whose supervisors feel have made significant progress on their Annual Goal Reviews and overall attitude for making further improvement, will be given contracts for the following year.
• Retained Principals will be given contracts for the next year no later than March 15.

XI. Timeline

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Item</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>Evaluation Orientation <em>Distribute:</em></td>
<td>Superintendent</td>
</tr>
<tr>
<td></td>
<td>• Protocols for Principal Evaluation</td>
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<td></td>
<td>• Principal Evaluation Tool</td>
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<td></td>
<td>• Parent Survey on Principal</td>
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<td></td>
<td>• Student Survey Form</td>
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<td></td>
<td>• Staff Survey on Principal</td>
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<td></td>
<td>• Community Survey on Principal/School</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>Evaluation Schedules Established</td>
<td>Superintendent</td>
</tr>
<tr>
<td>December 1</td>
<td>First Interim Evaluation</td>
<td>Superintendents</td>
</tr>
<tr>
<td>November 21</td>
<td>Plan of Improvement if needed</td>
<td>Superintendents</td>
</tr>
<tr>
<td>December 14</td>
<td>Surveys Complete</td>
<td>Principals</td>
</tr>
<tr>
<td>January 28</td>
<td>Survey Compilations complete</td>
<td>Superintendents</td>
</tr>
<tr>
<td>February 15</td>
<td>Final Evaluation updated to include Student Growth</td>
<td>Superintendent</td>
</tr>
<tr>
<td>March 15</td>
<td>Latest day to send Non-Retention Letter for tenured</td>
<td>Superintendent</td>
</tr>
<tr>
<td>March 15</td>
<td>Latest day to offer Contracts</td>
<td>Superintendents</td>
</tr>
<tr>
<td>May 1</td>
<td>Final Evaluation updated to include Student Growth</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Last contract</td>
<td>Last day to send non-retention letter for non-tenured</td>
<td></td>
</tr>
<tr>
<td>day</td>
<td>principals.</td>
<td></td>
</tr>
</tbody>
</table>
Marzano School Leadership Evaluation Model

Learning Map

Domain 1
A Data-Driven Focus
On Student Achievement

Element 1:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Element 2:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Element 3:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Element 4:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5:
The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2
Continuous Improvement
of Instruction

Element 1:
The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2:
The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3:
The school leader is aware of predominant instructional practices throughout the school.

Element 4:
The school leader ensures that teachers are provided with clear ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Element 5:
The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3
A Guaranteed
and Viable Curriculum

Element 1:
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.
Marzano School Leadership Evaluation Model

Learning Map

Domain 4

Cooperation and Collaboration

Element 1:
The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Element 2:
The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Element 3:
The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Element 4:
The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Element 5:
The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

Element 1:
The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Element 2:
The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Element 3:
The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Element 4:
The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Element 5:
The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6:
The school leader acknowledges the success of the whole school, as well as individuals within the school.
Marzano District Leader Evaluation Model

Learning Map

Domain 1

A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Element 3:
The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain 3

Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.
Marzano District Leader Evaluation Model
Learning Map

Domain 4
Cooperation and Collaboration

Element 1:
The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Element 2:
The district leader ensures that constituents (e.g., school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

Element 3:
The district leader ensures that constituents (e.g., school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Element 4:
The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Domain 5
District Climate

Element 1:
The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Element 2:
The district leader has the trust of constituents (e.g., school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Element 3:
The district leader ensures constituents (e.g., school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

Element 4:
The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain 6
Resource Allocation

Element 1:
The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Element 2:
The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Element 3:
The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.
June 18, 2015

MEMORANDUM

To: YSD Regional Board Members
From: Norma Holmgaard, Superintendent
Re: Superintendent Evaluation Process

BP 2123 addresses the superintendent evaluation. It clarifies that the process for evaluating the superintendent should be reviewed annually.

At the May meeting it was suggested that input from district personnel be solicited to be used in determining the effectiveness of district leaders.

A public survey tool was found by the RSB Chairman and is attached for consideration of the RSB to be used for seeking input.

It is recommended that input be solicited during the same time frame as is used for teachers and administrators which is that it must be submitted by December 15 each year.

When a survey tool is identified it will become part of the BP as an exhibit.
Yupiit School District
Confidential Superintendent Feedback Survey

Return by June 12, 2015

Location: Tuluksak Akiak Akiachak

1: Leadership and District Culture
1.2 Promotes academic rigor that focuses on learning and excellence for schools.
1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school’s vision.
1.4 Models learning for staff and students.
1.5 Promotes understanding and celebrating school/community cultures.
1.6 Promotes and expects a school based climate of tolerance, acceptance and civility.
1.7 Develops, implements, promotes and monitors continuous improvement processes.

☐ Unacceptable ☐ Good ☐ Outstanding ☐ Not known

2: Policy and Governance
2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
2.2 Establishes procedures for superintendent/board interpersonal and working relationships.
2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools.
2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

☐ Unacceptable ☐ Good ☐ Outstanding ☐ Not known

3: Communications and Community Relations
3.1 Develops formal and informal techniques to gain external perceptions of district.
3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
3.3 Promotes involvement of all stakeholders to fully participate in the process of schooling.
3.4 Establishes effective school/community relations, school/business partnerships and public service.
3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

☐ Unacceptable ☐ Good ☐ Outstanding ☐ Not known

4: Organizational Management
4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring.
4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.
4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs.
4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

☐ Unacceptable ☐ Good ☐ Outstanding ☐ Not known

Page 1 Comments:
5: Curriculum Planning Development
5.1 Develops core curriculum design and delivery system based on content and assessment standards and best practices.
5.2 Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction.
5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
5.5 Assesses student progress using a variety of appropriate techniques.
5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

☐ Unacceptable  ☐ Good  ☐ Outstanding  ☐ Not known

6: Instructional Leadership
6.1 Collaboratively develops, implements and monitors change process to improve student and adult (staff) learning.
6.2 Implements appropriate safety and security practices in schools.
6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners.
6.4 Analyzes available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes.
6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles.
6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process.
6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.

☐ Unacceptable  ☐ Good  ☐ Outstanding  ☐ Not known

7: Human Resources Management
7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.
7.2 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

☐ Unacceptable  ☐ Good  ☐ Outstanding  ☐ Not known

8: Values and Ethics of Leadership
8.1 Exhibits multicultural and ethnic understanding and sensitivity.
8.2 Describes role of schooling in a democratic society.
8.3 Manifests a professional code of ethics and demonstrates personal integrity.
8.4 Models accepted moral and ethical standards in all interactions.
8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
8.6 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district.

☐ Unacceptable  ☐ Good  ☐ Outstanding  ☐ Not known

Page 2 Comments:
Instructions for RSB Secretary.

1. Mail to all staff
2. Email to all staff
3. Post multiple copies in public locations
4. Collect surveys. Do not discuss with Superintendent or anyone else.
5. Cut off comment section to hide handwriting, and type all of these into a separate document.
   a. Do not interpret or re-word
   b. Put all comments in even if they are repeated by others
6. Provide all surveys and confidential comments to RSB for executive session.
The Confidential Survey to Include:

1. How each individual site (Akiachak, Akiak, Tuluksak) can be improved in relation to staffing and their responsibilities.

2. How the Districtwide departments (i.e. Business Office, Maintenance Department, Food Service, Special Education, etc.) can better serve and improved the staff, staff, and community relations.

3. How can the Regional School Board and Local Advisory School Boards better serve the staff, students and community.
BP 2123 EVALUATION OF THE SUPERINTENDENT

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall agree upon and sign an evaluation summary. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

(cf. 2121 - Superintendent's Contract)

The evaluation process shall be reviewed annually to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluation process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the superintendent.
8. Developing a plan for growth and improvement.

(cf. 9321 - Executive Sessions)

Adopted: 11/2006

YUPIT SCHOOL DISTRICT
June 18, 2015

MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaard, Superintendent
Re: Approval of Contracts for Special Education Services for FY’16

Various special education services are required by the Individuals with Disabilities Act requiring that the Yupiit School District contract with specialized service providers.

The Administration respectfully requests the approval of the below contractors to provide these services. There are two Speech Therapy contracts because YSD was unable to find a contractor willing to assume all of the needs of the district.

Gretchen Stich
JoAnne Domko
Mark Smedley
Speech Therapy
Speech Therapy
School Psychology

Akiak School
Akiachak School
Tuluksak School

P.O. Box 227
Akiak School
P.O. Box 51190
Akiachak School
P.O. Box 115
Tuluksak School
Akiak, Alaska 99552
Akiak School
P.O. Box 51190
Akiachak, Alaska 99551
Tuluksak, Alaska 99679
Tel. (907) 765-4600
Akiachak School
Tel. (907) 825-3616
Tel. (907) 695-5625
MEMORANDUM OF AGREEMENT

Contractor: Gretchen Stich  E.I.N. #257
Address: P.O. Box 689  City: Edwards  St. CO  Zip: 81632
Telephone: (612) 600-5552
District Location: Districtwide  Program: Special Education

CONTRACT SCOPE & CONSIDERATION

Purpose: To provide speech therapy services to special education students.

Number of days: 20  at the daily rate of $650.00  per day = $13,000.00
Travel: Denver, CO to Bethel, AK (arranged by contractor)  $ 5,000.00
Per Diem: $35 a day in district x 20  $ 700.00
Other: 4 paperwork days  $ 2,600.00
Contingency Allowed: $

MAXIMUM COST: $21,300.00

MAXIMUM AMOUNT authorized by this amount is: $21,300.00. Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE: 297.500.200.000.410

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

OTHER CONSIDERATIONS: District will arrange travel from Bethel to sites. Travel from Denver, CO to Bethel, AK must be made at least 3 weeks in advance.

TIME PERIOD COVERED: September 1, 2015 TO: May 1, 2016

Date Approved by Board:

Business Manager  Date  Originator  Date
Superintendent  Date  Contractor  Date

Revised 6/92
MEMORANDUM OF AGREEMENT

Contractor: Jo Anne Domko            E.I.N. #257
Address: 7338 Petursdale Ct          City: Boulder         St. CO         Zip: 80301
Telephone: (303) 581-9667 home; (720) 936-4810 cell
District Location: Districtwide      Program: Special Education

CONTRACT SCOPE & CONSIDERATION

Purpose: To provide speech therapy services to special education students.

Number of days: 25                   at the daily rate of $650.00 per day = $16,250.00
Travel: Denver, CO to Bethel, AK (arranged by contractor) $6,000.00
Per Diem: $35 a day in district x 25 $875.00
Other: 5 paperwork days $3,250.00
Contingency Allowed: $0

MAXIMUM COST: $26,375.00

MAXIMUM AMOUNT authorized by this amount is: $26,375.00. Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE: 297.500.000.410 and 269.500.200…410

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

OTHER CONSIDERTIONS: District will arrange travel from Bethel to sites. Travel from Denver, CO to Bethel, AK must be made at least 3 weeks in advance.

TIME PERIOD COVERED: ......................... FROM: September 1, 2015 TO: May 1, 2016

Date Approved by Board:

Business Manager            Date Originator            Date
Superintendent            Date Contractor            Date

Revised 6/92
Yupiit School District  
P. O. Box 51190  
Akiachak, Alaska 99551  
(907)825-3600; fax (907) 825-3655

MEMORANDUM OF AGREEMENT

Contractor: Mark Smedley, Ed.D.     E.I.N.     P. O. #
Address: 7940 Evander Drive      City: Anchorage      St. AK      Zip: 99518
Telephone: 907-441-1372      District Location: District wide      Program: Special education

CONTRACT SCOPE & CONSIDERATION

Purpose: Mark Smedley will provide school psychology services for the YSD special education program.

Number of days: 26 @ $650 daily $16,900.00
Travel: arranged by district $0
Per Diem: $35 x 20 days $700.00
Other: hotel room if necessary due to itinerary or weather delay $500.00

MAXIMUM COST: $18,100.00

MAXIMUM AMOUNT authorized by this amount is: $18,100.00. Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE: 100.500.220…410

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

OTHER CONSIDERTIONS:

TIME PERIOD COVERED: FROM September 1, 2015 – May 1, 2016

Date Approved by Board:

Business Manager          Date          Originator          Date
Superintendent          Date          Contractor          Date

Revised 6/92
June 15, 2015

MEMORANDUM

TO: YSD REGIONAL SCHOOL BOARD MEMBERS
FROM: NORMA HOLMGAARD, SUPERINTENDENT
RE: SERRC Professional Development Contract

Attached please find a contract with SERRC (Southeast Regional Resource Center) to provide professional development for teachers, paraprofessionals and principals throughout the 2015-2016 school year.

This professional development will focus on effective instructional practices including strategies for implementing Alaska’s Cultural Standards in each classroom. Principals will practice observing instruction and rating teacher performance. They will develop inter-rater reliability through practice observations and feedback lead by the SERRC Team.

The Administration respectfully requests the approval of this contract by the Regional School Board.
SERRC SERVICES CONTRACT FY16

Contract Number: DCPD 16-55-001
District/Client: Yupiit School District
Preparation Date: June 1, 2015

TERMS:
No less than 50% of agreed amount shall be due by September 1, 2015; 25% due by January 1, 2016; 25% due by April 1, 2016.

SERVICES: Professional Development

Professional Development for the Yupiit School District. (5 on-site days, 8 preparation days, 3 distance training days, 4 trips) (16 days)

July 31, 2015: Observation with Administrators (VTC 4 hours) 1 trainer. August 6, 2015: Overview of the Art and Science of Teaching (1 day) 1 trainer face-to-face in Akiachak. August 7, 2015: Cultural Elements in Marzano Framework (1 trainer/2 hour face-to-face Akiachak). September 14, 2015: Teaching with Rigor (3 trainers/1 day face-to-face Akiachak). September 19, 2015; October 24, 2015; November 21, 2015; January 16, 2016; February 20, 2016; March 26, 2016; April 30, 2016: Inter-rater Reliability/Leadership Coaching for Yupiit Administrative Team (1 trainer/2 hours per day via VTC)

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<td><strong>$14,327.00</strong></td>
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SERRC Officer Date

Client Officer Date

CONTRACT PROVISIONS

Professional Learning for FY 2015-2016 with Yupiit School District.

STANDARD PROVISIONS

1. SERRC shall not be held responsible for delay or failure to perform hereunder when such delay or failure is due to fire, flood, epidemic, strike, act of God or the public enemy, unusual severe weather, legal act of public authority, or delays or defects caused by public carrier, which cannot reasonably be forecast or provided against.

2. Each party shall perform any services under this agreement as an independent contractor. Each party shall be responsible exclusively with respect to its respective employees. Each party shall provide for employment-related benefits and deductions that are required by law, including but not limited to federal income tax deductions, workers’ compensation coverage, and employer system contributions, as applicable.

3. Each party shall be responsible to the extent required by law, only for its acts, omissions, or negligence of its own officers, employees, or agents. SERRC shall indemnify, defend, and save harmless DISTRICT, its officers, employees, and agents and its insurers and all others, damages, and costs resulting from the acts or omissions of SERRC in connection with the performance of SERRC’s responsibilities under this agreement, provided SERRC shall be liable only for the extent that its acts and omissions contribute to any injury or damage. In like manner, DISTRICT shall indemnify, defend, and save harmless SERRC, its officers, employees, and agents, and its insurers and all others, damages, and costs resulting from the acts or omissions of DISTRICT in connection with the performance of DISTRICT’s responsibilities under this agreement, provided DISTRICT shall be liable only to the extent that its acts and omissions contribute to any injury or damage.

4. This agreement constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms or provisions of this agreement shall be valid unless in writing and signed by SERRC and DISTRICT. Each waiver, consent, modification or change, if made, shall be effective only as to the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this agreement.

Revised 8/2015
June 15, 2015

MEMORANDUM

TO: YSD REGIONAL SCHOOL BOARD MEMBERS
FROM: NORMA HOLMGAARD, SUPERINTENDENT
RE: SERRC Contract for Alaska Close-Up

Attached please find a contract with SERRC (Southeast Regional Resource Center) to allow YSD students to participate in the Spring 2016 Alaska Close-Up Program in Juneau.

The Administration respectfully requests the approval of this contract by the Regional School Board.
SERRC SERVICES CONTRACT FY16

Contract Number: AAA 16-55-001
District/Client: Yupiit School District
Preparation Date: June 1, 2015

TERMS:
No less than 50% of the agreed amount is due by 8/1/2015; contract balance shall be due by (30 days before session start).

SERVICES: Alaska Close Up
Tuition of $850 ($750 Early Bird) per student and $650 ($550 Early Bird) per teacher will cover all instruction, materials, and room and board while in Juneau during scheduled sessions dates. District is registered for Alaska Close Up, 12 students and 3 teachers for the January 31-February 5, 2016 session.
Districct contact for Yupiit will be Norma Holmgaard.
Total Tuition Cost: 12 students x $750; 3 teachers x $550 (Early Bird discount applied) = $10,650.

| 100 Personnel Services | $0.00 |
| Office/Travel | $0.00 |
| 200 Travel & Lodging | $0.00 |
| Per Diem | $0.00 |
| 300 Contractual Services | $10,650.00 |
| 400 Supplies/Testing Materials | $0.00 |
| 500 Equipment | $0.00 |
| **Total:** | **$10,650.00** |

SERRC Officer 5/29/15

CLIENT OFFICER

CONTRACT PROVISIONS
1. Participant additions can be made if session space is available, and will be recognized by an amended contract for services. 2). Reservation fees for participant cancellations made before 31 days of session start will be refunded, except for a $25 per-person processing fee. An amended contract will be sent. 3). Remaining tuition fee is due 30 days before the start of the session. 4). Participant cancellations before 15 calendar days of start of session will receive 50% tuition reimbursement. An amended contract will be sent. 5). No reimbursement is granted for cancellations within 14 calendar days of the session start. 6). Round trip travel to Juneau from district is at district’s expense. 7). Early Bird discount applies if districts enroll by Friday, May 29, 2015.

STANDARD PROVISIONS
1. SERRC shall not be held responsible for delay or failure to perform hereunder when such delay or failure is due to fire, flood, epidemic, strikes, act of God or the public enemy, unusually severe weather, legal act of public authority, or delays or defaults caused by public carrier, which cannot reasonably be forecast or provided against.
2. Each party shall perform any services under this agreement as an independent contractor. Each party shall be responsible exclusively with respect to its respective employees. Each party shall provide for employment-related benefits and deductions that are required by law, including but not limited to federal income tax deductions, workers’ compensation coverage, and retirement system contributions, as applicable.
3. Each party shall be responsible, to the extent required by law, only for the acts, omissions, or negligence of its own officers, employees, or agents. SERRC shall indemnify, defend, and save harmless DISTRICT, its officers, employees, and agents from and against any and all claims, damages, and costs resulting from the acts or omissions of SERRC in connection with the performance of SERRC’s responsibilities under this agreement, provided SERRC shall be liable only to the extent that its acts and omissions contribute to any injury or damage. In like manner, DISTRICT shall indemnify, defend, and save harmless SERRC, its officers, employees, and agents from and against any and all claims, damages, and costs resulting from the acts or omissions of DISTRICT in connection with the performance of DISTRICT’S responsibilities under this agreement, provided DISTRICT shall be liable only to the extent that its acts and omissions contribute to any injury or damage.
4. This agreement constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms or provisions of this agreement shall bind the parties unless in writing and signed by SERRC and DISTRICT. Such waiver, consent, modification, or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this agreement.

Revised 8/2005
TO: Yupiit School District  
Attn: Ms. Norma Holmgaard, Superintendent  
PO Box 100  
Akiachak, AK 99551  

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<td>Tuition of $850 ($750 Early Bird) per student and $650 ($550 Early Bird) per teacher will cover all instruction, materials, and room and board while in Juneau during scheduled sessions dates. District is registered for Alaska Close Up, 12 students and 3 teachers for the January 31-February 5, 2016 session. District contact for Yupiit will be Norma Holmgaard. Total Tuition Cost: 12 students x $750; 3 teachers x $550 (Early Bird discount applied) = $10,650.</td>
<td>$10,650.00</td>
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Please Pay This Amount $10,650.00
TO: Yupiit School District  
Attn: Ms. Norma Holmgard, Superintendent  
PO Box 100  
Akiachak, AK 99551

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| 8163           | 8/1/2015     | Professional Development for the Yupiit School District. (5 on-site days, 8 preparation days, 3 distance training days, 4 trips)  
July 31, 2015: Observation with Administrators (VTC 4 hours)  
1 trainer. August 6, 2015: Overview of the Art and Science of Teaching (1 day/1 trainer face-to-face in Akiachak.  
August 7, 2015: Cultural Elements in Marzano Framework (1 trainer/2 hour face-to-face Akiachak). September 14, 2015: Teaching with Rigor (3 trainers/1 day face-to-face Akiachak). September 19, 2015; October 24, 2015; November 21, 2015; January 16, 2016; February 20, 2016; March 26, 2016; April 30, 2016: Interrater Reliability/Leadership Coaching for Yupiit Administrative Team (1 trainer/2 hours per date via VTC) | $14,327.00 |

Please Pay This Amount $14,327.00
March 6, 2015
April 7, 2015 – REVISED
May 12, 2015 - REVISED

MEMORANDUM

TO: YSD Board of Education
THRU: Norma Holmgard, Superintendent
FROM: JoAnne Slats, Business Manager
RE: Introduction of the FY16 Proposed Budget

PURPOSE:
The District is required to prepare and approve a balanced budget and submit it to the Department of Education and Early Development by July 15 each year. A balanced budget is defined as a District must budget at least the same or more in revenue than expenditures or use fund balance if available.

The FY15 Preliminary Budget has been developed to balance to available revenue; the general fund budget totals $13,358,067. The administration met to discuss various budget balancing and staffing scenarios. It was with much discussion and planning that the following recommendations are presented to the Board of Education for consideration.

In addition, the District came into FY15 on July 1, 2014 with a minimal fund balance. Continuation of the plan to increase fund balance is included in this budget plan in the amount of $100 K. The plan is for YSD to grow sufficient fund balance address unforeseen situations.

Budget development is a work in progress; changes will occur as more information becomes available.

The uncertainty in Alaska education funding in the Alaska Legislature is cause for concern. The proposed spending plan for FY16 will need to be adjusted if the foundation funding formula is reduced.

PERTINENT INFORMATION – GENERAL FUND:

Revenue Budget

Below are the assumptions used to develop the revenue projection of $13,358,067:

✓ Enrollment is projected at 218 students for Akiachak, 110 students for Akiak, and 136 students for Tuluksak for a total enrollment projection of 464
✓ Intensive Students – the same as FY 2015 actual (13 X’s the BSA of $5,880) – 5
✓ ISER Area Cost Differential – 1.72
✓ CTE Factor - 1.015
✓ Special Needs Factor 1.20
✓ Base Student Allocation (BSA) - $5,880
✓ PERS/TRS on behalf is based on salaries, but it is an accounting function whereby the revenue
  nets to the expenses exactly (the on behalf amounts for grants must be accounted for in the
  general fund)
✓ Impact Aid income is estimated to be the amount received in FY15; school districts are required
  to reserve these funds for the following year.
✓ Supplemental State funding is not included per the Governor’s budget
✓ E-rate – is estimated to be the amount received in FY15
✓ Other Revenue is estimated to be the amount budgeted in FY15

**Expenditure Budget**

**Certified Staffing:** The certificated and administrative salary schedule increases approved by the Board
at the February 2015 Board Meeting have been used in developing the FY16 budget.

As you may recall, salary and benefits make up approximately 85% of the budget; the largest portion
covering certificated employees. A pupil teacher ratio (PTR) of 15 students per teacher was used to
develop the FY16 budget.

Principals and counselors are staffed on a full-time basis. The Akiachak student enrollment projection
warrants a half-time assistant principal; the other half of this position will provide district-wide support of
student programs. The Akiak student enrollment warrants a teaching principal; however, it is best to
continue with a full-time principal at this time.

A vocational education teacher position is proposed to teach one semester in Akiachak and one semester
in Tuluksak.

Full-time curriculum director and special programs director positions are included in this budget.

**Classified Staffing:** Classroom aide hours have been increased by one hour per day so they are in the
classroom when school is in session. IT intern positions are included in this budget. All classified
resignations will be evaluated for continuation. Custodian hours have been increased by one hour per day.

**Travel:** The general fund travel budget has been budgeted on a status quo basis to FY15 with the
exception of student travel, which has been increased based on a budget submitted by the athletic director.

**Utilities:** Utility budgets have been increased to reflect the District’s proposal to pay actual electrical
billings. This will put YSD in the mode of paying for the services it receives.

**Contracted Services:** This budget category has been evaluated to ensure only essential services are
included. The learning curve for the business manager position is approximately 24 months and the
learning curve for the payroll/accounting technician is approximately 18 months. The employees holding
these positions were hired at the beginning of this fiscal year; they will need continued support through
FY16. In addition, the administration recommends continuing with contracted IT services for FY16.

**Student Supply Allocation:** Classroom supplies have been budgeted at $145 per student at each school.
Other Budget Categories: Most other FY15 budget categories have been budgeted the same as the FY15 revised budget.

Transfer of Funds: The transfer to the food service fund has increased whereas the employee housing fund transfer has decreased relative to FY15. There is more budget work to be done with these funds; however, the food service fund will need contracted services to assist with bringing this program around. The biggest challenge at this time is job performance and attendance in keeping with the job description.

14.17.520 and AAC 09.115 mandate 70% of general fund expenditures; YSD’s FY16 proposed budget reflects 67% of the expenditures dedicated to instruction reflecting the same percentage as the FY15 original budget. YSD will need to submit a budget waiver request for the FY16 budget if there are no changes to adjust this percentage prior to Board of Education approving the budget. The FY16 budget reflects actual planned activities and the instructional percentage is similar to a number of other Alaska school districts.

PRTINENT INFORMATION - SPECIAL REVENUE FUNDS

Food Service Fund: Continuation of a complete overhaul of this program will continue in FY16; specialized assistance is needed to help address the audit findings from the February 2015 food service audit conducted by the Department of Education and Early Development.

Employee Housing Fund: Planning is underway for this summer’s maintenance season. This budget will continue to be reviewed through this spring’s budget cycle.

There are no plans to increase employee rent rates for FY16.
Yupiit School District

FY 2016 Proposed Budget

May 12, 2015
## Yupiit School District
### FY16 YSD Enrollment Projection
Used for FY16 Budget and Staffing Processes

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<table>
<thead>
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<th>Projected Total</th>
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<th>Projected Foundation Funding</th>
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<tr>
<td>64</td>
<td>46</td>
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<td>81</td>
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<tr>
<td>267</td>
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Yupii School District  
FY16 General Fund Staff  

DRAFT

Pupil Teacher Ratio (PTR) = 15:1 = total number of students divided by 15 = total number of classroom teachers allocated to each school

<table>
<thead>
<tr>
<th></th>
<th>Akiachak</th>
<th>Akiak</th>
<th>Tuluksak</th>
<th>DW</th>
<th>Total</th>
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<td>218</td>
<td>110</td>
<td>136</td>
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</table>

CERTIFIED STAFF

<table>
<thead>
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<th>DW</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Superintendent</td>
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<tr>
<td>Directors</td>
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<td>Voc Ed</td>
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<tr>
<td>Principal</td>
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<tr>
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<td>1.00</td>
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CLASSIFIED STAFF

<table>
<thead>
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<th>Akiachak</th>
<th>Akiak</th>
<th>Tuluksak</th>
<th>DW</th>
<th>Total</th>
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<tbody>
<tr>
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<tr>
<td>Supt and Board Secretary/ HR Coordinator</td>
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<td></td>
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<tr>
<td>Support Staff</td>
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<td>0.63</td>
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<tr>
<td>Secretary</td>
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<td>0.88</td>
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<td>Maintenance Worker</td>
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* .5 allocated to DW programs
Yupiit School District

Revenue Budget Revision

FY 2016 Proposed Budget

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>FY 2015 Approved Budget</th>
<th>Revised FY 2015 Budget</th>
<th>Proposed FY 2016 Budget</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>FUND 100: School Operating</td>
<td>Enrollment Projection</td>
<td>431.00</td>
<td>454.00</td>
<td>464.00</td>
<td>10.00</td>
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<tr>
<td></td>
<td>State Foundation</td>
<td>$ 6,394,693</td>
<td>$ 6,781,147</td>
<td>$ 7,087,291</td>
<td>$ 306,144</td>
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<tr>
<td></td>
<td>Other State Revenue (PERS/TRS)</td>
<td>1,976,341</td>
<td>2,036,169</td>
<td>938,123</td>
<td>(1,098,046)</td>
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<tr>
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<td>Other State Revenue (School Improv)</td>
<td>24,886</td>
<td>25,708</td>
<td>25,946</td>
<td>238</td>
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<tr>
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<td>Other State Revenue (FY2015 $42M)</td>
<td>267,878</td>
<td>267,878</td>
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<td>(267,878)</td>
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<tr>
<td></td>
<td>E-rate Revenue</td>
<td>1,305,447</td>
<td>1,305,447</td>
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<tr>
<td></td>
<td>Other Revenue*</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>-</td>
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<tr>
<td></td>
<td><strong>FUND TOTAL</strong></td>
<td><strong>$13,368,353</strong></td>
<td><strong>$13,815,457</strong></td>
<td><strong>$13,358,067</strong></td>
<td><strong>$ (457,390)</strong></td>
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<tr>
<td>FUND 255: Food Service</td>
<td>Adult Lunch Revenue</td>
<td>7,153</td>
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<td>Other Local Revenue</td>
<td>12,728</td>
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<td>Food Service (State)</td>
<td>345,750</td>
<td>345,750</td>
<td>365,543</td>
<td>19,793</td>
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<td>Transfer from the General Fund</td>
<td>150,000</td>
<td>150,000</td>
<td>191,998</td>
<td>41,998</td>
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<tr>
<td></td>
<td><strong>FUND TOTAL</strong></td>
<td><strong>$515,631</strong></td>
<td><strong>$515,631</strong></td>
<td><strong>$577,422</strong></td>
<td><strong>$ 61,791</strong></td>
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<tr>
<td>FUND 390: Employee Housing</td>
<td>Local Revenues</td>
<td>401,881</td>
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<td>Transfer from the General Fund</td>
<td>306,277</td>
<td>456,277</td>
<td>329,054</td>
<td>(127,223)</td>
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<tr>
<td></td>
<td><strong>FUND TOTAL</strong></td>
<td><strong>$708,158</strong></td>
<td><strong>$858,158</strong></td>
<td><strong>$730,935</strong></td>
<td><strong>$ (127,223)</strong></td>
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<tr>
<td></td>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>$14,592,142</strong></td>
<td><strong>$15,189,246</strong></td>
<td><strong>$14,666,424</strong></td>
<td><strong>$ (522,822)</strong></td>
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</table>
## Yupiit School District

### Expenditure Summary by Function

#### FY 2016 Revised Budget

<table>
<thead>
<tr>
<th>Function</th>
<th>FY 2015 Approved Budget</th>
<th>Revised FY 2015 Budget</th>
<th>Proposed FY 2016 Budget</th>
<th>Increase (Decrease)</th>
<th>Percent Increase</th>
<th>Percent of FY 2016 Total</th>
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</thead>
<tbody>
<tr>
<td>100 Instruction</td>
<td>$4,432,119</td>
<td>$4,622,463</td>
<td>$4,408,818</td>
<td>$213,645</td>
<td>-4.62%</td>
<td>34.61%</td>
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<tr>
<td>200 Special Ed. Instruction</td>
<td>1,126,025</td>
<td>1,005,483</td>
<td>930,190</td>
<td>$75,293</td>
<td>-7.49%</td>
<td>7.30%</td>
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<td>220 Special Ed. Support</td>
<td>105,638</td>
<td>106,331</td>
<td>207,624</td>
<td>101,293</td>
<td>95.26%</td>
<td>1.63%</td>
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<td>320 Support Services - Student</td>
<td>359,821</td>
<td>373,453</td>
<td>329,192</td>
<td>$44,261</td>
<td>-11.85%</td>
<td>2.58%</td>
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<tr>
<td>350 Support Services - Instruction</td>
<td>2,055,004</td>
<td>2,104,273</td>
<td>2,162,252</td>
<td>57,979</td>
<td>2.76%</td>
<td>16.98%</td>
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<tr>
<td>400 School Administration</td>
<td>488,583</td>
<td>514,579</td>
<td>516,583</td>
<td>2,104</td>
<td>0.41%</td>
<td>4.06%</td>
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<td><strong>Sub Total Instruction</strong></td>
<td><strong>$8,567,190</strong></td>
<td><strong>$8,726,582</strong></td>
<td><strong>$8,554,759</strong></td>
<td><strong>$171,823</strong></td>
<td><strong>67.34%</strong></td>
<td><strong>67.34%</strong></td>
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<tr>
<td>450 School Administration Support</td>
<td>167,957</td>
<td>170,024</td>
<td>194,660</td>
<td>24,636</td>
<td>14.49%</td>
<td>1.53%</td>
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<td>511 School Board</td>
<td>175,082</td>
<td>175,077</td>
<td>151,942</td>
<td>(23,135)</td>
<td>-13.21%</td>
<td>1.19%</td>
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<td>512 District Administration</td>
<td>308,485</td>
<td>313,964</td>
<td>260,442</td>
<td>(53,522)</td>
<td>-17.05%</td>
<td>2.04%</td>
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<tr>
<td>550 District Administration Support</td>
<td>540,450</td>
<td>556,411</td>
<td>410,648</td>
<td>(145,763)</td>
<td>-26.20%</td>
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<tr>
<td>600 Maintenance &amp; Operations</td>
<td>2,852,549</td>
<td>2,810,132</td>
<td>2,963,378</td>
<td>153,246</td>
<td>5.45%</td>
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<td>700 Student Activities</td>
<td>206,640</td>
<td>206,990</td>
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<td><strong>Sub Total Admin/O&amp;M</strong></td>
<td><strong>$4,251,163</strong></td>
<td><strong>$4,232,598</strong></td>
<td><strong>$4,182,256</strong></td>
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<td><strong>32.66%</strong></td>
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<td><strong>Sub Total Inst/Admin/O&amp;M</strong></td>
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<td><strong>$12,959,180</strong></td>
<td><strong>$12,737,015</strong></td>
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<td><strong>100.00%</strong></td>
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<td>191,998</td>
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<td>41.998%</td>
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<tr>
<td>558 Employee Housing</td>
<td>150,000</td>
<td>456,277</td>
<td>329,054</td>
<td>(127,223)</td>
<td>-21.82%</td>
<td>21.82%</td>
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<td><strong>Fund Balance</strong></td>
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<td><strong>(150,000)</strong></td>
<td><strong>60.00%</strong></td>
<td><strong>60.00%</strong></td>
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<tr>
<td><strong>Sub Total Transfers</strong></td>
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<td><strong>856,277</strong></td>
<td><strong>621,052</strong></td>
<td><strong>(235,225)</strong></td>
<td><strong>90.00%</strong></td>
<td><strong>90.00%</strong></td>
</tr>
<tr>
<td><strong>Sub Total General Fund</strong></td>
<td><strong>$13,368,353</strong></td>
<td><strong>$13,815,457</strong></td>
<td><strong>$13,358,067</strong></td>
<td><strong>(457,390)</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
</tr>
<tr>
<td>790 Food Services Fund</td>
<td>$515,631</td>
<td>$515,631</td>
<td>$577,422</td>
<td>$61,792</td>
<td>11.88%</td>
<td>11.88%</td>
</tr>
<tr>
<td>600 Employee Housing Fund</td>
<td>$708,158</td>
<td>$858,158</td>
<td>$730,935</td>
<td>$127,223</td>
<td>17.75%</td>
<td>17.75%</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$14,592,142</strong></td>
<td><strong>$15,189,246</strong></td>
<td><strong>$14,666,424</strong></td>
<td><strong>(522,822)</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
</tr>
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# Yupiit School District

## FY 2016 Proposed Budget

### Yupiit School District

<table>
<thead>
<tr>
<th>Function Name</th>
<th>Description</th>
<th>Approved FY 2015 Budget</th>
<th>Revised FY 2015 Budget</th>
<th>Proposed FY 2016 Budget</th>
<th>Budget Change</th>
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<td>Travel Allowance</td>
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<td>Travel</td>
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<td>430</td>
<td>Utility Services</td>
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<td>Other Purchased Services</td>
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<td>450</td>
<td>Supplies/Material/Media</td>
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<td>510</td>
<td>Equipment</td>
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<td>35,091</td>
<td>35,091</td>
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<tr>
<td><strong>Total 100</strong></td>
<td>Regular Instruction</td>
<td><strong>$4,432,120</strong></td>
<td><strong>$4,622,463</strong></td>
<td><strong>$4,408,818</strong></td>
<td><strong>(213,645)</strong></td>
</tr>
<tr>
<td><strong>200 Special Education</strong></td>
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<td></td>
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<tr>
<td>310</td>
<td>Certified Salaries</td>
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<td>155,820</td>
<td>167,203</td>
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<tr>
<td>360</td>
<td>Employee Benefits</td>
<td>561,774</td>
<td>464,221</td>
<td>333,781</td>
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<td>360</td>
<td>Employee Benefits</td>
<td>142,460</td>
<td>142,460</td>
<td>125,834</td>
<td>(16,626)</td>
</tr>
<tr>
<td>420</td>
<td>Travel</td>
<td>503</td>
<td>503</td>
<td>503</td>
<td>-</td>
</tr>
<tr>
<td>431</td>
<td>Water &amp; Sewer</td>
<td>28,600</td>
<td>28,600</td>
<td>28,600</td>
<td>-</td>
</tr>
<tr>
<td>435</td>
<td>Fuel Heating</td>
<td>96,130</td>
<td>96,130</td>
<td>96,130</td>
<td>-</td>
</tr>
<tr>
<td>436</td>
<td>Electricity</td>
<td>48,360</td>
<td>48,360</td>
<td>48,360</td>
<td>-</td>
</tr>
<tr>
<td>441</td>
<td>Rental Payments</td>
<td>52,800</td>
<td>202,800</td>
<td>53,800</td>
<td>(150,000)</td>
</tr>
<tr>
<td>452</td>
<td>Maintenance Supplies</td>
<td>107,655</td>
<td>107,655</td>
<td>165,705</td>
<td>58,050</td>
</tr>
<tr>
<td>Total 390</td>
<td>Teacher Housing Fund</td>
<td>708,158</td>
<td>858,158</td>
<td>730,935</td>
<td>(127,223)</td>
</tr>
<tr>
<td>Total 114</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>General Fund, Food Service Fund, a</td>
<td>$ 14,592,142</td>
<td>$ 15,189,346</td>
<td>$ 14,666,424</td>
<td>$ (522,822)</td>
</tr>
<tr>
<td></td>
<td>and Employee Housing</td>
<td></td>
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</tbody>
</table>
June 18, 2015

MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaard, Superintendent
Re: AR 3360

The attached AR relates to the YSD Travel requirements. The changes are in the section for reimbursement for the use of private vehicles.

Administration recommends that the reimbursement include an option for fuel rather than mileage. The accompanying exhibits will be updated to identify the number of gallons of fuel to be provided for varying vehicles and distances.

Administration respectfully requests approval for this first reading of this AR change.
AR 3360 TRAVEL AND PER DIEM

Purpose

To establish the policies and procedures for approving School District travel, for the payment of travel per diem, and for the reimbursement of authorized travel expenses, consistent with budgeted allocations.

Travel and Approval Policy

All Yupiit School District (“District”) employees and officials, including elected and appointed members of boards and committees, must have pre-approved administrative authorization for travel. Travel by School Board members shall be approved by the Board President. The Superintendent shall approve Travel Reimbursement request forms. Expenses incurred for District travel not in compliance with this policy will not be paid or reimbursed.

It is the policy of the District that travel for official business be in the most direct and economical way to accomplish the business. Any expenses resulting from travel by an indirect route or less efficient mode for the traveler’s convenience will be borne by the traveler. Any additional time away from work resulting from such indirect travel shall be charged to employee leave.

Travel shall only be approved for travel that is necessary and prudent and when one or more of the following criteria are met:

1. The travel is required to achieve operational, legislative, career development, or service objectives of the District.

2. The travel is required to support state or federal efforts, which are beneficial to the District.

3. The travel is mandated by the state or federal government.

4. The travel is for specific training, which is required for employees to perform District functions, such as training on technological advances or for required certifications.

5. The travel is for specific training that will result in a significant cost savings or cost avoidance to the District. Such cost savings or avoidance shall be demonstrated prior to administrator approval of travel.

6. The travel is required to attend a national or state board, committee meeting or conference as a District representative, and the exchange of information or participation will result in a benefit to the District.

Employee/Board travel under the following conditions shall not normally be approved when costs are at District expense. When approved, written justification shall have been prepared by the traveler, approved in advance and submitted with the Travel Reimbursement form.
1. Travel by first class or business class air accommodations.
2. Travel by other than the most economical and/or direct route.
3. Rental car class above economy rate.

**Use of rental vehicles**

The District is self-insured; therefore, if use of a rental vehicle is approved, vehicle insurance is not required. However, District self-insurance is not applicable for any period that the vehicle may be used for personal reasons. Insurance coverage during such periods is the responsibility of the traveler.

If a car is rented during travel and an accident occurs, the traveler shall advise the investigating officers that the District is self-insured and immediately contact the Business Manager.

**Travel during normal work day**

Time spent traveling during normal work hours is considered compensable work time.

**Travel and Per Diem Policy**

It is the policy of the District to reimburse employees for the following actual and necessary expenses incurred while on official District business, provided the travel was properly authorized and approved in advance.

*Air Travel Costs.* The District will pay for all costs of air transportation that are directly related to travel on official business. The most economical and direct route possible is the responsibility of the employee.

Travel by privately owned aircraft is not authorized by the District.

*Private Vehicle Costs.* The District will reimburse travelers for use of their privately owned vehicle at the federally approved mileage rate, not to exceed the cost of coach class airfare. The employee may elect to receive fuel instead of mileage reimbursement. The amount of fuel will be based on the distance traveled, vehicle used, as specified on the travel reimbursement form. If vehicle travel is used instead of airfare for the employee’s convenience, extra travel time must be charged to employee leave. If two or more employees travel in the same vehicle, the reimbursement will not exceed the cost that would have been incurred had they all traveled by air. Only the driver of the vehicle may claim reimbursement for mileage. Mileage reimbursement rates are set at the federally recognized cost of operating the vehicle. In addition to gas, oil, and wear and tear, this reimbursement rate includes the portion of the cost of insurance for when the vehicle is driven on District business. District gas may not be used in personal vehicles.

*District Vehicle and/or Rental Vehicle.* The District will reimburse the cost of fuel and other vehicle operating costs actually incurred by the employee. No reimbursement for mileage will be allowed.
Lodging Costs. The District will pay lodging costs (room and applicable tax) only at an economy and single occupancy rate, unless two District employees share a double room and then a double occupancy rate will be paid. Government or other discounted rates shall be requested and used whenever possible. Room tax will not be reimbursed if eligible for exemption.

Per Diem. Rates within the state of Alaska will be reimbursed at the State of Alaska per diem rates for short term travel, and can be found at http://fin.admin.state.ak.us/dof/travel/resource/rates.pdf.

Rates outside the state of Alaska will be based upon the Federal per diem rates, found at www.gsa.gov.

Employees will not be reimbursed for meals paid for separately by the District and meals paid for by others. This includes meals included in registration fees and business meals reimbursed to the traveler or reimbursed to another District traveler. Meals provided by airlines and continental breakfasts do not impact per diem entitlement. Attach a copy of the conference registration or other information documenting covered meals.

The Internal Revenue Service requires that per diem be pro-rated for partial days of travel, which will occur on departure or arrival from the District. The following is the departure and arrival pro-rating. This pro-rating is based on the Internal Revenue Service “consistent application and reasonable business practice” rule; the actual departure and arrival of the aircraft will be used to determine the times. If traveling by private vehicle, the times are based on the actual departure and arrival time from the point of origin.

Employees will be reimbursed for meals according to the time and amount schedules included on E 3360(a) Travel Reimbursement and E 3360(b) Mileage Reimbursement.

Per Diem rate adjustments

- Out of state rates are adjusted as needed per www.gsa.gov.
- In state rates are adjusted pursuant to State of Alaska changes.

Per diem or reimbursement allowances may be paid for periods of interruption or extension of travel incurred for the benefit of the District. If travel is interrupted or extended for the personal convenience of the traveler, the per diem or reimbursement allowed shall be adjusted accordingly and may not exceed that which would have been incurred by uninterrupted travel. Charges applicable to the personal portion of travel costs should not be processed through the District’s accounting records.

Car Rental Costs. The District will reimburse economy car rental costs only if car rental is pre-approved by administration, and then only for the days/mileage necessary to conduct official business. In unusual circumstances, reimbursement for car rental without pre-authorization may be authorized by the approving authority if there is valid justification. Car rental expenses without pre-authorization may become the responsibility of the traveler.

Registration Fees. The District may make advance payment or reimbursement for
education/training fees. Fees for entertainment, spouse activities, and similar expenses are the responsibility of the traveler and will not be paid by the District.

**Other Expenses.** The District will reimburse taxi, telephone calls, internet fees and other official expenses when employee provides receipts and when shown to be directly related to official business. Movie rentals, personal telephone calls, etc., will not be reimbursed.

**Travel Advance.** The District may make travel advance payments when requested, not to exceed the estimated amount of per diem. Payment requests should be submitted in sufficient time that payment can be made on the regularly scheduled accounts payable check run date prior to the traveler’s scheduled departure date. A Travel Reimbursement form must be completed for any adjustment to the amount paid upon the traveler’s return.

**Responsibility**

1. The Superintendent shall approve all travel for all District employees, including committee members.

2. The Board President or designee shall approve all travel for all Board members.

3. Department heads and administrators shall:
   - Ensure that District funds are spent in a prudent manner resulting in maximum benefit to the District.
   - Ensure the travel requested is budgeted within the department/location budget.
   - Ensure that reimbursement is received by the District when the employee reimbursement form indicates that reimbursement for all or part of the expenses is due from an outside agency.

4. The Business Manager shall:
   - Ensure that travel has been approved prior to making any travel related payments, i.e., hotel deposits or registration fees.
   - Review all travel reimbursement requests to ensure that travel payments and reimbursements are made in accordance with this policy/procedure.
   - Require specific justification for actual expenses that deviate more than ten percent (10%) higher than authorized. Depending on the circumstances and amount of the deviation, the travel expense report may be forwarded to the Superintendent for review and approval.

5. Travelers shall:
   - Incur only those expenses that are necessary and reasonable to accomplish the approved purpose of the trip.
   - Maintain a travel log or other record of travel dates and expenses to sufficiently itemize and support business expenses, obtain original receipts needed for reimbursement of lodging, car rental, gasoline, and other expenses.
• Submit original itemized receipts that indicate purpose, date, and amount.

• Ensure all business expenses incurred and submitted for reimbursement are in compliance with this policy/procedure.

• Submit travel reimbursement request within 30 days after travel has been completed.

• Submit all Travel Reimbursement requests and Mileage Reimbursement requests on a monthly basis.

Documentation is required for travel, lodging and registration fee reimbursement.

Revised 4/13

Adopted: 11/2006

YUPIIT SCHOOL DISTRICT
MEMORANDUM

To: YSD Regional School Board  
From: Norma Holmgard, Superintendent  
Re: July RSB Meeting Recommendation

BP 9400 requires that the Regional School Board conduct a self-evaluation annually. At this time the RSB reflects on the effectiveness of the RSB as a whole and sets goals for itself for the upcoming year.

This is generally a process led by a neutral party and using a tool to keep the discussion focused so that attainable goals can be set.

This is also a good time to set training and development plans for the coming year.

It is recommended that the YSD Regional School Board cancel the July regular business meeting for the purpose of conducting a self evaluation, setting goals for the RSB and establishing a training and development plan of activities for the year. It is recommended that this meeting be dedicated solely to this purpose and that an outside facilitator be secured in to lead this process.

The meeting date is Thursday, July 16.

Attachments: BP 9400  
Training and Development Opportunities
**BB 9400 BOARD SELF-EVALUATION**

Effective, efficient and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards meeting board standards and its stated goals and objectives, the Board will annually schedule a time and place at which all its members may participate in a formal self-evaluation. The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district. Each Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the year’s evaluation. The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success in meeting board standards, goals and objectives as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.

(cf. 9020 – Board Standards)
(cf. 9230 – Orientation)  
(cf. 9240 – Board Development)  
Revised 9/99

Adopted: 11/2006
### School Board Training and Development Opportunities 2015-2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12-13</td>
<td>AASB Fall Boardmanship Training</td>
</tr>
<tr>
<td>November 5-8</td>
<td>AASB Annual Conference</td>
</tr>
<tr>
<td>December 11-12</td>
<td>AASB Winter Boardmanship Training</td>
</tr>
</tbody>
</table>
### Section 1: Mission and Objectives

1. The mission statement “The mission of the Yupiit School District is to educate all children to be successful in any environment” accurately reflects the school district’s purpose, sets a positive direction for the organization and challenges the staff.

   - [ ] Strongly Agree  [ ] Agree  [ ] Slightly Agree  [ ] Disagree  [ ] Strongly Disagree  [ ] N/A

2. The objectives: “To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice” And “To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society” accurately reflect the school district’s purpose, set a positive direction for the organization and challenge the staff.

   - [ ] Strongly Agree  [ ] Agree  [ ] Slightly Agree  [ ] Disagree  [ ] Strongly Disagree  [ ] N/A

3. The Board sets annual goals and makes use of them to develop annual budgets.

   - [ ] Strongly Agree  [ ] Agree  [ ] Slightly Agree  [ ] Disagree  [ ] Strongly Disagree  [ ] N/A

4. In reflection on this section about mission and objectives I think the Board’s performance has been

   - [ ] Outstanding  [ ] Above Average  [ ] Average  [ ] Needs Improvement

5. This section is provided for any comments you may have related to this section on Mission and objectives.

### Section 2: Board Processes

6. The Board meets frequently enough to accomplish its work.

   - [ ] Strongly Agree  [ ] Agree  [ ] Slightly Agree  [ ] Disagree  [ ] Strongly Disagree  [ ] N/A

7. Board meeting packets include appropriate and sufficient
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<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>8.</td>
<td>Board members receive their agendas significantly in advance of Board meetings.</td>
<td></td>
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<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<tr>
<td>9.</td>
<td>Board meetings are conducted in a fair, efficient and effective manner.</td>
<td></td>
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<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>10.</td>
<td>Board members are encouraged to participate in Board discussions during meetings and work sessions.</td>
<td></td>
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<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>11.</td>
<td>The Board’s annual process for evaluating its own performance is effective.</td>
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<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<tr>
<td>12.</td>
<td>In relation to this section on Board processes, I think the Board’s performance is</td>
<td></td>
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<td></td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Average</td>
<td>Needs Improvement</td>
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<td>13.</td>
<td>This section is provided for any comments you may have related to this section on Board Processes.</td>
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</tbody>
</table>

**Section 3:** Board and Superintendent Relationship

14. The Board monitors the Superintendent’s performance annually using specific performance targets agreed to in advance with the Superintendent.

15. A climate of mutual trust exists between the Board and the Superintendent.

16. The Board consistently holds the Superintendent accountable for complying with Board Policy and supports
the Superintendent in implementing it.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>If conflict arises between the Board and Superintendent it is managed effectively.</td>
<td></td>
<td></td>
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<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Slightly Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
</tr>
<tr>
<td>18.</td>
<td>In relation to this section on Board and Superintendent Relationship, I think the Board’s performance has been?</td>
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<tr>
<td></td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Average</td>
<td>Needs Improvement</td>
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<td>19.</td>
<td>This section is provided for any comments you may have related to this section on Board and Superintendent Relationship.</td>
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<thead>
<tr>
<th>Section 4</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>The Board is satisfied that the processes used to recruit, hire, and orient new employees meets the needs of applicants, employees and the school district.</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>21.</td>
<td>The Board encourages the Superintendent to continually monitor and improve employee productivity.</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>22.</td>
<td>In relation to this section on employees, I think the Boards performance has been?</td>
</tr>
<tr>
<td></td>
<td>Outstanding</td>
</tr>
<tr>
<td>23.</td>
<td>This section is provided for any comments you may have related to this section on Board and Superintendent Relationship.</td>
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<thead>
<tr>
<th>Section 5:</th>
<th>Finance</th>
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<tr>
<td>24.</td>
<td>The Board understands and successfully performs its role and responsibilities for financial oversight of the district’s budgets.</td>
</tr>
<tr>
<td>25.</td>
<td>The Board is well informed on insurance and risk-management issues.</td>
</tr>
<tr>
<td>26.</td>
<td>The Board is well informed about the process and findings of the district’s financial audit.</td>
</tr>
<tr>
<td>27.</td>
<td>In relation to this section on Finance, I think the Board’s performance has been?</td>
</tr>
<tr>
<td>28.</td>
<td>This space is provided for any comments you may have related to this section on finance.</td>
</tr>
<tr>
<td></td>
<td>Section 6: Facilities</td>
</tr>
<tr>
<td>29.</td>
<td>The Board has a visible long-range plan that is based on an accurate assessment of current and future education needs.</td>
</tr>
<tr>
<td>30.</td>
<td>The Board ensures that the long-range facility plan includes community and stakeholder input.</td>
</tr>
<tr>
<td>31.</td>
<td>The Board is well informed of the physical plant and maintenance needs of the district.</td>
</tr>
<tr>
<td>32.</td>
<td>In relation to this section on Facilities, I think the Board’s performance has been?</td>
</tr>
<tr>
<td>33.</td>
<td>This space is provided for any comments you may have related to this section on facilities.</td>
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<tr>
<td>Section 7: Board Member Performance</td>
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<td>-------------------------------------</td>
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<tr>
<td>34. I have an adequate opportunity to understand governance and responsibilities and to develop my governance skills.</td>
<td></td>
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<tr>
<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<td>35. I stay abreast of education trends, legislation, and public-policy issues.</td>
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<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<td>36. I read the minutes of the previous meetings.</td>
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<tr>
<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<tr>
<td>37. I read the Board packets for upcoming meetings prior to attending the Board meetings.</td>
<td></td>
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<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<tr>
<td>38. I help other Board members and Board committees avoid things that are better left to the Superintendent.</td>
<td></td>
</tr>
<tr>
<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
<td></td>
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<tr>
<td>39. The Board conducts its business in a fair, ethical and responsible manner.</td>
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<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<tr>
<td>40. The Board is committed to continually improving its teamwork, problem-solving and decision-making skills.</td>
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</tr>
<tr>
<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<tr>
<td>41. The Board takes an active role in education policy development by participating in professional organizations, lobbying, and other political-action activities.</td>
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<tr>
<td>□ Strongly Agree □ Agree □ Slightly Agree □ Disagree □ Strongly Disagree □ N/A</td>
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<tr>
<td>42. The Board refrains from making management decisions or involving itself in operational management issues.</td>
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<td></td>
<td>Strongly Agree</td>
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<tr>
<td>43.</td>
<td>The Board effectively uses the organizations strategic plan as a guide to set priorities and monitor organizational performance.</td>
</tr>
<tr>
<td>44.</td>
<td>In relation to this section on Board Member Performance, I think the Board’s performance has been?</td>
</tr>
<tr>
<td></td>
<td>Outstanding</td>
</tr>
<tr>
<td>45.</td>
<td>What if anything would help me improve my performance as a Board member?</td>
</tr>
<tr>
<td>46.</td>
<td>This space is provided for any comments you would like to make in relation to this section on Board Member Performance.</td>
</tr>
</tbody>
</table>
June 18, 2015

MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaard, Superintendent
Re: Resignations

JoAnne Slats has submitted her resignation from the YSD Business Manager position effective July 25, 2015 in order to accept an new position.

The Administration respectfully recommends the approval of this resignation.
June 18, 2015

MEMORANDUM

To: YSD Regional School Board
From: Norma Holmgaard, Superintendent
Re: Recommended Contracts

The Administration respectfully requests approval of the following contracts for the 2015-2016 School Year.

- Gregory Jones: Middle School Teacher, Akiak School
- Cindy Long: High School Language Arts/Social Studies, Akiak School
- Tamera Wassillie: Title I Instructional Aide, Akiachak School
- JoAnne Slats: Maintenance/Curriculum Secretary, Akiachak School