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



Date:August 20, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Committee Meeting and Work-sessions

During the last board meeting, the board asked for the Roles and Responsibilities of the Local Advisory School Board and the Public Complaint Procedures.

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



Date:August 20, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Approval of Agenda

The Administration recommends the approval of the Agenda for August 20, 2020.

Yupiit School District of the Vupiit School District is to advante all shildren to

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 Robert Charles, Board Member

Akiachak

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

Peter Gregory SR, Board Secretary Moses Peter, Board Member

Committee Meetings and Work-sessions

11:00 AM

Yupiaq Immersion Task Force/Committee

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska

DATE: September 17, 2020

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes
 - A. August 18, 2020 Regular RSB Meeting
- VII. Correspondence: Freedom of Religion

VIII. Action Items:

- A. 3rd Reading of AR 4144 Complaints
- B. 1st Reading of BP 4112.20 Employment of Retired Teachers
- C. Professional Service Agreement Bald & Associates
- D. Professional Service Agreement Fairbanks Soil and Water Conservation
- E. ANE Grant Assistant Job Description
- F. Community Liaison Job Description
- G. Community Educator Job Description
- H. Student Tudor Job Description
- I. Yupiit School District Vehicle Policy
- J. iREAD and AMIRA
- IX. Reports:

A. Attendance Report:

- B. School Reports:
 - 1. Akiachak
 - 2. Akiak
 - 3. Tuluksak
- C. Special Ed Director, Assessment Report

D. Curriculum Coordinator's Report

E. Tribal Ed Director's Report

F. ANE Director's Report

G. Business and Finance Report

H. Federal/State Programs Report

I. Maintenance & Operations Report

- J. Technology Director Report
- K. Superintendent's Report
- X. Executive Session:
- XI. Board Travel/Info: AASB Fall Virtual meeting September 19-20, 2020
- XII. Public Comments:
- XIII. Board Comments
- XIV. Next Regular Meeting: October 15, 2020
- XV. Adjournment

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



Date:August 20, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Approval of Approval of Minutes

The Administration recommends the approval of the Regular RSB meeting Minutes for July 16, 2020 and Special RSB meeting minutes for August 10, 2020.

Yup	iit :	Sch	lool	Dis	tric
				600 Fax (87	

Regional School Board

Akiachak

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

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

Peter Gregory SR, Secretary Moses Peter, Board Member

Minutes of the Yupiit School District Regional Board of Education

> Held: August 20, 2020 Village: Akiachak

Committee Meetings and	11:00 AM – 8000 Series		
Worksession	11:30 AM – Public Complaints		
	During the last board meeting, the board asked for the Roles and Responsibilities of the Local Advisory School Board and the Public Complaint Procedures.		
	Recommendation was for Local Advisory School Board to review the 8000 Series during their meeting.		
	The Public Complaints was reviewed only.		
Call to Order	I. Call to Order: Chairman Willie Kasayulie called the regular meeting of the Regional School Board to order at 1:00 PM.		
Roll Call	II. Roll Call: Present:		
	Willie Kasayulie, Chairman		
	Ivan Ivan, Vice Chairman		
	Samuel George, Treasurer		
	Peter Gregory, Secretary		
	Moses Owen, Board Member		
	Robert Charles, Board Member		
	Moses Peter, Board Member		
Invocation	III. Invocation: Moses Owen rendered the invocation		
Recognition of Guests	IV. Recognition of Guests: Cassandra Bennett, Anthony Graham, Kary Delsignore, John Stackhouse, Kaylin Charles, Douglas Bushey,		

	James Boldosser, Jennifer Stackhouse, Matthew Turner, Janice George and Bonnie James.	
Approval of Agenda	V. Approval of Agenda: Administration presented the Yupiit School District Regional School Board Agenda for approval.	
	Motion by Ivan Ivan, Seconded by Moses Owen to approve the agenda to amend Action Item G. Grant Assistant Job Description to Curriculum Writer Contract and add Action Item M. Tuluksak Labor; N. Yupik Immersion and O. FAA Spectrum. Motion passed.	
Approval of Minutes	Approval of Minutes: The Administration recommended the approval of the regular meeting minutes for July 16, 2020 and the Special RSB Meeting minutes for August 10, 2020.	
	Motion by Sam George, Seconded by Moses Owen to approve the Regular RSB meeting minutes for July 16, 2020 as presented and the Special RSB Meeting minutes for August 10, 2020. Motion passed.	
Correspondence	VI. Correspondence: none	
Action Items	 VII. Action Items A. 3rd Reading of BP 4112.61 The Administration recommended the approval of the 3rd Reading of BP 4112.61 Employment References. 	
	Motion by Sam George, Seconded by Moses Owen to approve the 3 rd Reading of BP 4112.61 Employee References. Motion passed.	
	B. 2 nd Reading of AR 4144 Complaints The Administration recommended the approval of the 2nd Reading of AR 4144 Complaints.	
	Motion by Moses Owen, Seconded by Robert Charles to approve the 2 nd Reading of BP 4144 Complaints. Motion passed.	
	C. Yup'ik Orthography Course Descriptions The Administration recommended the approval of the Yupik Orthography Course Description.	
	Motion by Sam George, Seconded by Moses Owen to approve the Yupik Orthography Course Descriptions. Motion passed.	
	D. Presence Learning Service Order The Administration recommended the approval of the Presence Learning Service Order.	
	Motion by Sam George, Seconded by Robert Charles to approve the Presence Learning Service Order at the approximate amount of \$11,845.00 from July 24, 2020 through June 30, 2021. Motion passed unanimously.	

Continue – Action	E. CIP Six Year Plan
Items	The Administration recommended the approval of the CIP Six Year Plan.
	Motion by Sam George, Seconded by Peter Gregory to approve the CIP Six Year Plan. Motion passed.
	F. Ratify Purchase of New Prime Power Generator We need a motion to ratify the Poll Vote on August 5, 2020 to purchase a Prime Power Generator for Tuluksak School and Housing at the approximate amount of \$89,281.00. See attached document.
	Motion by Sam George, Seconded by Ivan Ivan to approve to ratify the Poll from August 5, 2020 to purchase a Prim Power Generator for Tuluksak School and Housing at the approximate amount of \$89,281.00. Motion passed with 6-1 nay votes. Motion passed.
Recess	Chairman Willie Kasayulie called for a recess at 2:46 PM. Reconvened at 3:10 PM.
	G. Curriculum Writer Contract The Administration recommended the approval of the Grant Assistant Job Description.
	Motion by Sam George to approve the Dean of Student job Description/Stipend at the approximate amount of \$5,000.00 stipend.
	Motion failed with no second.
	H. Dean of Student Job Description The Administration recommended the approval of the Professional Service Agreement for Annalise Klein at the total compensation for contractual services not exceed \$55,000.00 from August 24, 2020 through June 30, 2021. Motion passed unanimously.
	I. REVISED Staff Handbook The Administration recommended the approval of the Revised Staff Handbook.
	Tabled
	J. Jennifer Stackhouse Educational Leave Request The Administration recommended the approval of the Education Leave Request for Jennifer Stackhouse.
	K. New Hires The Administration recommended the approval of the New Hires for Cita Scott, 4th Grade Teacher for Tuluksak School; Samuel Vargas, Special Ed Teacher for Tuluksak School; Lance Jackson, K-12 Principal for Akiak School; Carla Rodriguez, 1st/2nd Grade Teacher for Akiak School and Amy Owen, 1st/2nd Grade Teacher for Akiak School.

Continue – Action Items	Motion by Ivan Ivan, Seconded by Peter Gregory to approve the New Hires as recommended by the Administration. Motion passed.			
	L. Great Body Shop The Administration recommended the approval of the Great Body Shop student materials at the approximate amount of \$5,721.30 plus shipping and handling.			
	Motion by Sam George, Seconded by Ivan Ivan to approve the Great Body Shop Student materials at the approximate amount of \$5,721.00 plus shipping and handling. Motion passed unanimously.			
	M. Tuluksak Labor Motion by Ivan Ivan. Seconded by Sam George to approve the Tuluksak to add Labor forgenerator rebuilt, doisconnections of the old generator and the installation of the new Prime Power Generator at the approximate amount of \$65,010.00. Motion passed unanimously.			
	N. Yupik Immersion			
	O. FAA Spectrum			
	The Chairman called for recess at 6:00 PM until Monday, August 24, 2020.			
	Reconvened on Monday, August 24, 2020 at 10:05 PM.			
Recess	XII. Reports: The Administration reports were presented for review and information.A. Attendance Report: no attendance report			
Reports	 B. School Reports Akiachak: James Boldosser highlighted his board report. Akiak: Tuluksak: Doug Bushey highlighted his board report. C. Special Education/Curriculum/Instruction Director's Report: Kary Delsignore highlighted her report. D. Curriculum Coordinator's Report: Clare Robyt highlighted her report. 			
	E. Yupiaq Education Coordinator's Report: Janice George highlighted her report.			
	Motion by Moses Owen, Seconded by Robert Charles to hold a meeting on September 10, 2020 with retired teachers and ask the elders in each site in regards to Yupik Immersion Planning in Akiachak with alternate plan via Video conference. Motion passed.			
	Other Yupik Immersion schools: Ayaprun Immersion School, Anchorage			

Continue - Reports	School District, Loddie Jones School. Consider inviting Loddie Jones and Agatha Sheilds.		
	F. ANE Director's Report: Matthew Turner's report was reviewed.		
Recess	Chairman Willie Kasayulie called for recess at 12:01 PM. Reconvened at 1:04 PM.		
	 G. Business & Finance Report: John Stackhouse highlighted his report. H. State/Federal Programs Report: Kaylin Charles highlighted her report. I. Maintenance & Operations Report: Judy Anderson highlighted her report J. Technology/Human Resource Director's Report: Anthony Graham's report was reviewed. K. Superintendent's Report: Cassandra Bennet highlighted her 		
Executive Session	report. XIII. Executive Session:		
	Motion by Moses Owen, Seconded by Robert Charles to go into an Executive Session at 2:26 PM. Motion passed.		
	Motion by Sam George, Seconded by Moses Owen to get out of an Executive Session at 3:27 PM.		
Board Travel/Info	 XIV. Board Travel/Info: AASB Fall Boardsmanship Academy – September 19-20, 2020 The AASB Fall Virtual Boardsmanship Academy is scheduled on September 19-20, 2020. This is for information and possible action. 		
Public Comments	XV. Public Comments		
Board Comments	XVI. Board Comments		
Next Meeting Regular Meeting	XVII. Next Regular Meeting: September 17, 2020		
Adjournment	XVIII. Adjournment: Motion by Ivan Ivan, Seconded by Moses Owen to adjourn the meeting at 3:49 PM.		
	Secretary Date		

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



Date:	September 17, 2020
To:	Regional School Board
From:	Cassandra Bennett, Superintendent

Re: Correspondence – Freedom of Religion

The letter from Freedom of Religion is presented for your information and review.

FREEDOM FROM RELIGION foundation

P.O. BOX 750 , MADISON, WI 53701 , (608) 256-8900 , WWW.FFRF.ORG

September 4, 2020

SENT VIA FAX & U.S. MAIL: 877-825-2429

RECEITD SEP 10 2020

Willie Kasayulie Chairman Yupiit School Board P.O. Box 51190 Akiachak, AK 99551

Re: Unconstitutional Prayer at School Board Meetings

Dear Mr. Kasayulie:

I am writing on behalf of the Freedom From Religion Foundation (FFRF) regarding a constitutional violation occurring in the Yupiit School District. FFRF is a national nonprofit organization with more than 32,000 members across the country, including members in Alaska. Our purposes are to protect the constitutional principle of separation between state and church, and to educate the public on matters relating to nontheism.

It is our understanding that the Yupiit School Board begins all of its meetings with scheduled prayers led by school board members.

The Supreme Court has consistently struck down prayers offered at school-sponsored events. See, e.g., Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000) (striking down school-sponsored prayers at football games); Lee v. Weisman, 505 U.S. 577 (1992) (finding prayers at public high school graduations an impermissible establishment of religion); Wallace v. Jaffree, 472 U.S. 38 (1985) (overturning law requiring daily "period of silence not to exceed one minute . . . for meditation or daily prayer"); Abington Twp. Sch. Dist. v. Schempp, 374 U.S. 203 (1963) (declaring school-sponsored devotional Bible reading and recitation of the Lord's Prayer unconstitutional); Engel v. Vitale, 370 U.S. 421 (1962) (holding formal recitation of prayers in public schools unconstitutional). In each of these cases, the Supreme Court struck down school-sponsored prayer because it constitutes a government advancement and endorsement of religion, which violates the Establishment Clause of the First Amendment.

It is beyond the scope of a public school board to schedule or conduct prayer as part of its meetings. This practice violates the Establishment Clause of the First Amendment. See FFRF v. Chino Valley Unified Sch. Dist. Bd. of Educ., 896 F.3d 1132 (9th Cir.), en banc denied, 910 F.3d 1297 (9th Cir. 2018); Doe v. Indian River School District, 653 F.3d 256 (3d Cir. 2011), cert. denied, 132 S. Ct. 1097; Bacus v. Palo Verde Unified Sch. Dist., 52 Fed. Appx. 355 (9th Cir. 2002); Coles v. Cleveland Bd. of Educ., 171 F.3d 369 (6th Cir. 1999).

In *Indian River School District*, the Third Circuit Court of Appeals emphasized that school board prayer is analogous to other school prayer cases when it comes to protecting children from the coercion of school-sponsored prayer, which is heightened in the context of public schools. 653 F.3d at 275. In that case, the court held that the school board meetings are "an atmosphere that contains many of the same indicia of coercion and involuntariness that the Supreme Court has recognized elsewhere in its school prayer jurisprudence." *Id.* The court's "decision [was] premised on careful consideration of the role of students at school boards, the purpose of the school board, and the principles underlying the Supreme Court's school prayer case law." *Id.* at 281. The final conclusion was that the school board prayer policy "[rose] above the level of interaction between church and state that the Establishment Clause permits." *Id.* at 290.

A public school board is an essential part of the public school system. *See Coles*, 171 F.3d at 381 ("[T]he school board, unlike other public bodies, is an integral part of the public school system."). Public school boards exist to set policies, procedures, and standards for education within a community. The issues discussed and decisions made at Board meetings are wholly school-related, affecting the daily lives of district students and parents. The Sixth Circuit noted in Coles, "although meetings of the school board might be of a 'different variety' than other school-related activities, the fact remains that they are part of the same 'class' as those other activities in that they take place on school property and are inextricably intertwined with the public school system." *Id.* at 377.

In the most recent case striking down a school board's prayer practice, the Ninth Circuit Court of Appeals reaffirmed that Establishment Clause concerns are heightened in the context of public schools "because children and adolescents are just beginning to develop their own belief systems, and because they absorb the lessons of adults as to what beliefs are appropriate or right." *Chino Valley*, 896 F.3d at 1137. The court reasoned that prayer at school board meetings "implicates the concerns with mimicry and coercive pressure that have led us to 'be [] particularly vigilant in monitoring compliance with the Establishment Clause." *Id.* at 1146 (quoting *Edwards v. Aguillard*, 482 U.S. 578, 583–84 (1987).

It is important to note that the U.S. Supreme Court's decision in *Town of Greece v. Galloway*, permitting sectarian prayers at legislative meetings, has no applicability to the constitutionality of prayers at public school board meetings. In *Chino Valley*, decided after *Town of Greece v. Galloway*, the court distinguished the Chino Valley School Board from the deliberative legislative bodies considered in *Marsh* and *Galloway* and held that the board's prayer practice must be analyzed as a school prayer case. The court found that "the nature of the audience at the Chino Valley Board meetings, and the nature of its relationship with the governmental entity making policy, are very different from those within the Marsh-Greece legislative-prayer tradition." 896 F.3d at 1147. The court reasoned that prayers at school board meetings are "not the sort of solemnizing and unifying prayer, directed at lawmakers themselves and conducted before an audience of mature adults free from coercive pressures to participate that the legislative-prayer tradition contemplates. Instead, these prayers typically take place before groups of schoolchildren whose attendance is not truly voluntary and whose relationship to school district officials, including the Board, is not one of full parity." *Id.* at 1142 (internal citations omitted).

Students and parents have the right—and often have reason—to participate in school board meetings. It is coercive, embarrassing, and intimidating for nonreligious citizens to be required to make a public showing of their nonbelief (by not rising or praying) or else to display deference toward a religious sentiment in which they do not believe, but which their school board members clearly do. Board members are free to pray privately or to worship on their own time in their own way. The school board, however, ought not to lend its power and prestige to religion, amounting to a governmental endorsement of religion which alienates non-religious Americans. Non-religious Americans make up the fastest growing segment of the U.S. population by religious identification–35 percent of Americans are non-Christians, and this includes the more than one in four Americans who now identify as religiously unaffiliated.¹

It is unconstitutional for the Board to institute prayers at its meetings. We request that you immediately refrain from scheduling prayers as part of future school board meetings to uphold the rights of conscience embodied in our First Amendment. Please inform us in writing at your earliest convenience of the steps you are taking to remedy this constitutional violation.

Sincerely,

Christopher Line Staff Attorney Freedom From Religion Foundation

¹ In U.S., Decline of Christianity Continues at Rapid Pace, PEW RESEARCH CENTER (Oct. 17, 2019), available at https://www.pewforum.org/2019/10/17/in-u-s-decline-of-christianity-continues-at-rapid-pace/.

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item A

The Administration recommends the approval of the 3rd Reading of AR 4144 Complaints.

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

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

1. A "complaint" shall be defined as an alleged misapplication of the district's policies, regulations, rules or procedures.

Procedures for the resolution of employee complaints provide a route of appeal through administrative channels and to the Board, if necessary. If the complaint is related to discrimination or harassment, the district's procedure for complaints concerning discrimination should be used.

(cf. 1312.3 - Complaints Concerning Discrimination)

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

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

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

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

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

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

Informal Complaints

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

Formal Complaints

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

Formal Complaint Procedure - Step 1

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

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

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

Formal Complaint Procedure - Step 2

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

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

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

Formal Complaint Procedure-Step 3

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

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

(cf. 9321 - Executive Sessions)

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

Adopted: 11/2006

Revised 7-16-20

4	Formatted: Left
Yupiit School District	
4	Formatted: Left

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item B

The Administration recommends the approval of the1st Reading of BP 4112.20 Employment of Retired Teachers.

Personnel

EMPLOYMENT OF RETIRED TEACHERS

Note: Effective November 8, 2018, AS 14.20.136 authorizes schools districts to hire retired teachers in cases of teacher shortages. Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment. A contract for reemployment of a retired teacher hired under AS 14.20.136 may not be for more than 12 consecutive months. If the teacher retired under the defined benefit retirement system, the teacher must be retired for at least 60 days if 62 years of age or older, or at least six months if under 62 years of age, before reemployment. In addition, if the teacher is reemployed by the same district that employed the teacher upon retirement, the teacher must certify that there was no prearranged agreement with the school district to hire the teacher after retirement.

Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists. The policy must describe the circumstances that constitute the shortage.

This optional policy may be utilized by districts desiring to hire retired teachers in cases of teacher shortages, as authorized by AS 14.20.136.

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel. The District administration is authorized to employ retired teachers in accordance with AS 14.20.136 in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision.

The hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists despite active recruitment efforts. A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite recruitment, public advertising for at least 10 business days, interviews, and the offering of positions to qualified candidates, if any.

(cf. 4111 Recruitment and Selection)

<u>Legal Reference</u>

<u>ALASKA STATUTES</u> 14.20.136 Employment of member of teachers' retirement system 14.25.043 Reemployment of retired members 14.20.165 Restoration of tenure rights

Added 8/2020

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item C

The Administration recommends the approval of the Professional Service Agreement with Baldwin & Associates at the approximate amount of \$14,000.00 from September 21, 2020 through June 30, 2021.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is made and entered into by and between Baldwin & Associates and the Yupiit School District.

1. Engagement. Yupiit School District agrees to engage Baldwin & Associates for the following purpose:

Baldwin & Associates [Contractor] will provide consultation and technical support services to advance Yupiit School District's early childhood initiative. This initiative seeks to promote school readiness and parent engagement with families who have children birth to five years of age in Akiak, Akiachak, and Tuluksak communities.

- 2. Term. The term of this Agreement shall be from September 21, 2020 through June 30, 2021 unless terminated or the payment of the maximum amount of the agreement is reached.
- 3. Services. Contractor warrants that they are qualified based on current resume and agrees to perform services necessary for completion of this agreed upon project. The project was discussed with Contractor prior to the development of this contract. The following services will be completed by Contractor for the Yupiit School District:
 - Provide a Point of Contact Professional Debi Baldwin, owner.
 - Organize and facilitate meetings of the Yupiit Early Childhood Partnership Group.
 - Coordinate and collaborate with current early childhood services providers serving the three communities to increase access to high quality early learning opportunities for children birth to five.
 - Assist in the development of a strategic plan that will align early childhood services to strengthen school readiness, increase provider competencies, increase parent engagement, and maximize resources for ongoing program sustainability.
- 4. Relationship. Baldwin & Associates shall act as an independent contractor and is not to be considered an agent or employee of the Yupiit School District. Contractor has no authority to bind the Yupiit School District.
- 5. Compensation. As full compensation for Contractor's professional services hereunder, Yupiit School District shall pay contractor for agreed upon services. All payments are subject to lawful appropriation. No additional compensation in excess of the total contract amount may be claimed unless previously provided for by written amendment to this agreement. Basic compensation is:
 - \$150.00 per hour for consultation time which includes on-site visits, time spent on audio conferences with staff and/ or stakeholders, time spent coordinating necessary stakeholder activities, and time preparing documentation needed for the Yupiit School District.
 - All additional materials, such as printing/photo copying, postage, and teleconference charges involved in performing consultant's duty is included in the hourly rate.
 - Total compensation for contractual services will not exceed \$14,000.
- 6. Expense Reimbursement. Transportation costs and daily per diem rates (according to federal per diem guidelines) will be considered as reimbursable expenses. Contractor shall not be entitled to

additional reimbursement for expenses outside this agreement.

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

Approved:

Dated:	_2020	Baldwin & Associates		
		By:		
		Debra Baldwin, Owner		
		18710 Katelyn Circle		
		Eagle River, Alaska 99577		
Dated:	_ 2020	Yupiit School District		
		By:		
		Cassandra Bennett, Superintendent		
		Yupiit School District		
		P.O. Box 51190		

Akiakchak, Alaska 99551

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item D

The Administration recommends the approval of the Professional Service Agreement with Fairbanks Soil and Water Conservation at the approximate amount of \$20,000.00 from September 21, 2020 through June 30, 2021.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is made and entered into by and between the Fairbanks soil and Water Conservation District, and the Yupiit School District.

1. Engagement. Yupiit School District agrees to engage Fairbanks Soil and Water Conservation District for the following purpose:

Fairbanks Soil and Water Conservation District [Contractor] will provide consultation and technical support services to advance Yupiit School District's Agricultural and Community Sustainability initiative. This initiative seeks to promote Food-to-Table Agriculture in Akiak School and community.

- 2. Term. The term of this Agreement shall be from September 21, 2020 through June 30, 2021 unless terminated or the payment of the maximum amount of the agreement is reached.
- 3. Services. Contractor warrants that they are qualified based on current resume and agrees to perform services necessary for completion of this agreed upon project. The project was discussed with Contractor prior to the development of this contract. The following services will be completed by Contractor for the Yupiit School District:
 - Provide a Point of Contact Professional Melissa Sikes
 - Design a 12 month Food to Table Agricultural plan for Akiak School that:
 - Engages students across all grade levels
 - Includes community engagement.
 - Assure that Yuuyraq values are practiced throughout.
 - Provide educators in YSD with training on lessons and activities specific to indoor gardening projects and how to incorporate the projects into their learning objectives.
 - Provide distance support to classrooms and educators.
- 4. Relationship. Fairbanks Soil and Water Conservation District shall act as an independent contractor and is not to be considered an agent or employee of the Yupiit School District. Contractor has no authority to bind the Yupiit School District.
- 5. Compensation. As full compensation for Contractor's professional services hereunder, Yupiit School District shall pay contractor for agreed upon services. All payments are subject to lawful appropriation. No additional compensation in excess of the total contract amount may be claimed unless previously provided for by written amendment to this agreement. Basic compensation is:
 - \$50.00 per hour for consultation time which includes on-site visits, time spent on audio conferences with staff and/ or stakeholders, time spent coordinating necessary stakeholder activities, and time preparing documentation needed for the Yupiit School District.
 - All additional materials, such as printing/photo copying, postage, and teleconference charges involved in performing consultant's duty may be invoiced to YSD.
 - Total compensation for contractual services will not exceed \$20,000.
- 6. Expense Reimbursement. Transportation costs and daily per diem rates (according to federal per diem guidelines) will be considered as reimbursable expenses. Contractor shall not be entitled to

additional reimbursement for expenses outside this agreement.

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

Approved:

Dated: September 2, 2020

Fairbanks Soil and Water Conservation District 590 University Ave Suite 2 Fairbanks, AK 99709

Melinace. By:

Melissa Sikes Natural Resource Education Specialist mel.fswcd@gmail.com

Dated: _____ 2020

Yupiit School District

By:_____

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

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item E

The Administration recommends the approval of the ANE Grant Assistant Job Description.

Yupiit School District Akiachak, Alaska

Job Description

JOB TITLE:	ANE Grant Assistant	HRS:	40 per week
SALARY:		No. DAYS:	261 Days
REPORTS TO:	ANE Grant Director	LOCATION:	District Office, Akiachak

JOB PURPOSE: The **ANE Grant Assistant** will support efforts of the Alaska Native Education Grant to provide students with project-based and indigenous learning opportunities. This person will work closely with the Yupiaq Education Director, Community Liaisons, and school educators to identify local experts and culture bearers to educate students in traditional and subsistence activities. The ANE Grant Assistant will also work with placing and tracking students in Student Work Study and tutoring programs. Other responsibilities include tracking hours and efforts for local educators, assisting in enrolling local educators into the District's human resource system, and office clerical work.

This position is grant funded, and there is a possibility that it will not be funded or available after the Term of Service.

Duties, Responsibilities and Accountabilities

- Assist in locating local educators and culture bearers to provide educational opportunities to students of all ages.
- Assist local educators in enrolling in the District's Human Resource system.
- When needed, provide culture bearer education directly to students.
- Track time and effort of local educators for grant reporting and payroll.
- Coordinate and track efforts of Community Coordinators at each school.
- Assist in placing students in Student Work Study programs.
- Track student worker hours and assessments.
- Coordinate tutors at each site.
- Work closely with teachers on developing special projects that emphasize cultural and subsistence skills and knowledge.
- Work with the Yupiaq Education Director on special projects.
- Provide office support to the ANE Grant Director and Yupiaq Education Director, including purchasing, record keeping, and filing.

Qualifications:

- 1. Strong communication skills. (Required)
- 2. Able to speak, read and write fluently in Yugtun. (Required)
- 3. Ability to use Microsoft Word and Excel.
- 4. Relate well to people of all ages. (Required)
- 5. Ability to work well without direct supervision as well as in a team environment.
- 6. Ability to cultivate and maintain good relationships with a variety of different people.
- 7. Must lead by example and possess the ability to multitask, problem-solve and participate in the learning process whenever possible. (Preferred)
- 8. Self-managing, flexible, adaptable, enjoys challenge (Required)

Term of Service

September 8, 2020 - July 30, 2021

Physical Demands:

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

While performing this job, the employee is regularly required to sit and talk or hear. The employee will be engaged in outdoor project based learning required to stand; walk, and reach with hands and arms, carry, lift, and engage in aerobic activity. This position may require loading, unloading, and riding on a boat. This position requires the individual to meet deadlines with severe time constraints and to interact with the public and other workers. This position may occasionally require employee to work extended or irregular hours Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

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

Board Policy 4030 Nondiscrimination in Employment

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

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

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item F

The Administration recommends the approval of the ANE Community Liaison Job Description.

Yupiit School District Akiachak, Alaska

Job Description

	Community Liaison	HRS:	30 per week
SALARY:	\$20.01 hr	No. DAYS:	179 Days
REPORTS TO:	Yupiaq Education Director	LOCATION:	One position for each village in Akiachak, Akiak, Tuluksak

JOB PURPOSE: The **Community Liaison** will support the Yupiit School District in providing traditional learning and distance learning opportunities to students. The Community Liaison will work closely with the school staff and the Yupiaq Education Director to identify local people who can provide educational opportunities to students both during school time and during home education days. For instance, the Community Liaison might identify a local person to take a group of students trapping, or berry picking, or other subsistence activity.

The Community Liaison will also work closely with the school staff to deliver and return education packets from students when they are not picked up by the student or family. They will support getting packets to and from the school for students who are not attending regular school days. They will tutor students when necessary to assure completion of educational packets.

Other responsibilities include tracking hours and efforts for local educators, assisting in enrolling local educators into the District's human resource system, and when needed, providing direct assistance to learning projects in or outside of the school.

This position is grant funded, and there is a possibility that it will not be funded or available after the Term of Service.

Duties, Responsibilities and Accountabilities

- Assist in locating community educators (local people with traditional and subsistence knowledge and skills) to provide educational opportunities to students of all ages.
- Assist local educators in enrolling in the District's Human Resource system.
- When needed, provide culture bearer education directly to students.
- Assist in delivering and returning learning packets to children in the community when directed.
- Make home visits to students who are regularly missing school.
- Provide basic tutoring to students when needed. This could include working with single students or small groups of students on projects in the community.
- Work closely with teachers on developing special projects that emphasize cultural and subsistence skills and knowledge.
- Work with the Yupiaq Education Director on special projects.

Qualifications:

- 1. Strong communication skills. (Required)
- 2. Able to connect will to students of all ages. (Required)
- 3. Willingness to visit students and families in their home to insure school enrollment. (Required)
- 4. Ability to work well without direct supervision as well as in a team environment.
- 5. Ability to cultivate and maintain good relationships with a variety of different people.
- 6. Must lead by example and possess the ability to multitask, problem-solve and participate in the learning process whenever possible. (Preferred)
- 7. Self-managing, flexible, adaptable, enjoys challenge (Required)

Term of Service

September 8, 2020 - May 17, 2021

Physical Demands:

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

While performing this job, the employee is regularly required to sit and talk or hear. The employee will be engaged in outdoor project based learning required to stand; walk, and reach with hands and arms, carry, lift, and engage in aerobic activity. This position may require loading, unloading, and riding on a boat. This position requires the individual to meet deadlines with severe time constraints and to interact with the public and other workers. This position may occasionally require employee to work extended or irregular hours Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

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

Board Policy 4030 Nondiscrimination in Employment

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

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

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item G

The Administration recommends the approval of the ANE Educator Job Description.

Yupiit School District Akiachak, Alaska

Job Description

JOB TITLE:	Community Educator	HRS:	part-time, as needed part-time, as needed
SALARY:	\$20 00 hr	No. DAYS:	
	Yupiaq Education Director		Positions available for each village in Akiachak, Akiak, Tuluksak

JOB PURPOSE: The **Community Educator** will support the Yupiit School District in leading educational projects for students. These are opportunities where local or traditional knowledge are needed, such as making qaspek, ice fishing, repairing a Honda engine, or telling a traditional story. Projects could be scheduled in the school during class time (for instance, to make akutaq with little ones during berry season) or outside of the school (such as taking a group of students trapping, or helping elders).

Community Educators will be hired part time based on their skills and the project. That means the District may hire one person to work with a class to make akutaq, and a different person to work with a small group of students on engine repair.

Community Educators will work closely with school staff, the Community Liaison, and the Yupiaq Education Director to identify projects and set the terms for which students will participate, when the project will take place, and how many hours the project will take.

Duties, Responsibilities and Accountabilities

- Must pass a background check.
- Must show up for work on-time.
- School Staff, the Community Liaison, and the Yupiaq Education Director to identify projects and set the terms for which students will participate, when the project will take place, and how many hours the project will take.
- Work with the ANE Grant director to get projects approved.
- Carefully track hours worked, students who participated, and activities done.

Qualifications:

- 1. Strong communication skills. (Required)
- 2. Able to connect will to students of all ages. (Required)
- 3. Willingness to visit students and families in their home to insure school enrollment. (Required)
- 4. Ability to understand basic reading, math, and Language Arts assignments.
- 5. Willingness to take individual or groups of students on activities in the community.
- 6. Ability to work well without direct supervision as well as in a team environment.
- 7. Ability to cultivate and maintain good relationships with a variety of different people.
- 8. Self-managing, flexible, adaptable, enjoys challenge (Required)

Term of Service

September 8, 2020 - May 17, 2021

Physical Demands:

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

While performing this job, the employee is regularly required to sit and talk or hear. The employee will be engaged in outdoor project based learning required to stand; walk, and reach with hands and arms, carry, lift, and engage in aerobic activity. This position may require loading, unloading, and riding on a boat. This position requires the individual to meet deadlines with severe time constraints and to interact with the public and other workers. This position may occasionally require employee to work extended or irregular hours Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

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

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

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

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item H

The Administration recommends the approval of the ANE Student Tudor Job Description.

Yupiit School District Akiachak, Alaska

Job Description

JOB TITLE:	Student Tutor	HRS:	varies
SALARY:	\$19.56 hr	No. DAYS:	185 Days
REPORTS TO:	Yupiaq Education Director	LOCATION:	Positions available for each village in
			Akiachak, Akiak, Tuluksak

JOB PURPOSE: The **Student Tutor** will support the Yupiit School District in providing tutoring to students during their home education days. The Student Tutor will work closely with the school staff and the Community Liaison to identify students in the community who need assistance completing their education packets. Tutoring will take place outside of the school during regular school hours.

This position is grant funded, and there is a possibility that it will not be funded or available after the Term of Service.

Duties, Responsibilities and Accountabilities

- Must pass a background check.
- Work closely with school staff and the Community Liaison to identify students in need of tutoring support.
- Work with the student and family to find times to work with the student.
- Willingness to do both "traditional" school tutoring, as well as project-based activities.
- Record time spent with each student, as well as tasks accomplished.
- Work with the Yupiaq Education Director on special projects.

Qualifications:

- 1. Strong communication skills. (Required)
- 2. Able to connect will to students of all ages. (Required)
- 3. Willingness to visit students and families in their home to insure school enrollment. (Required)
- 4. Ability to understand basic reading, math, and Language Arts assignments.
- 5. Willingness to take individual or groups of students on activities in the community.
- 6. Ability to work well without direct supervision as well as in a team environment.
- 7. Ability to cultivate and maintain good relationships with a variety of different people.
- 8. Self-managing, flexible, adaptable, enjoys challenge (Required)

Term of Service

September 8, 2020 - May 17, 2021

Physical Demands:

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

While performing this job, the employee is regularly required to sit and talk or hear. The employee will be engaged in outdoor project based learning required to stand; walk, and reach with hands and arms, carry, lift, and engage in aerobic activity. This position may require loading, unloading, and riding on a boat. This position requires the individual to meet deadlines with severe time constraints and to interact

with the public and other workers. This position may occasionally require employee to work extended or irregular hours Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

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

Board Policy 4030 Nondiscrimination in Employment

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

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

Yupiit School District

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Action Item I

The Administration recommends the approval of the Yupiit School District Vehicle Policy.

Yupiit School District

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

Yupiit School District Vehicle Policy



Policy Overview:

The Yupiit School District company vehicle policy gives employees guidelines for obtaining, qualifying for, and using a company vehicle. A "company vehicle" is any vehicle Yupiit School District assigns to employees. This policy applies to all employees who use a company vehicle and applies during and outside of working hours.

Qualifying Company Vehicle:

Employees may qualify to operate a company vehicle if their daily work requires use of a company vehicle. The vehicle is to be used only for work purposes.

If you have not been assigned a company vehicle and believe you need one, contact the Yupiit School District Human Resources department.

Employees must meet the following criteria in order to be eligible to operate a company vehicle:

- 1. Complete this form and submit along with a copy of your valid driver's license to the Human Resources Department.
- 2. Have a clean driving record as defined as having no at fault accidents, arrests/charges as related to violating vehicle or traffic laws.

The Yupiit School District may assign and revoke access to company vehicles at its discretion without notice.

Company Vehicle Rules:

Prior to operating the vehicle, the operator must:

• Walk around the vehicle to ensure that the tires have air and there are no children or equipment underneath or behind the vehicle.

While operating the vehicle, the operator must:

- Obey all traffic laws in their jurisdiction and be courteous toward other drivers.
- Monitor gas, tire pressure, and all fluid levels.
- Refrain from operating the vehicle off-road including 4-wheel trails, ice roads, or muddy roads where mud ruts touch the axel unless permission is received from the maintenance department.
- Refrain from driving while intoxicated, fatigued, or after taking medication that may impair driving ability.
- Refrain from smoking which includes the use of smokeless tobacco products, vaping, etc.
- Refrain from utilizing a cell phone or other electronic device which includes the use of text messaging.

All employees must:

- Request the gas tank to be filled through the maintenance work order system when the tank is at ¹/₄, so that the maintenance department can schedule to fill the vehicle.
- Report any damage or problems to any vehicle immediately.

"To educate all children to be successful in any environment."

- Report changes to driver privileges, such as driver's license suspension, immediately.
- Always lock company cars after use.
- Bring vehicle to scheduled maintenance appointments as requested by the maintenance department.
- Not lease, sell, or lend a company vehicle.
- Not allow unauthorized drivers to use a company vehicle unless required by an emergency.

Employees who violate company vehicle rules are subject to disciplinary actions which may include verbal and written warnings, suspension of vehicle privileges, termination and legal action.

Accidents:

- Contact the Yupiit School District Maintenance department immediately.
- Follow legal guidelines for exchanging information with other drivers and report the accident to local police if required.

Yupiit School District employees operate company vehicles at their own risk. The Yupiit School District will not be held responsible for paying any legal fees associated with operating a company vehicle in violation of this policy or as a result of violating local and state laws.

The undersigned do hereby authorize the Department of Public Safety, Division of Motor Vehicles, State of Alaska, to release their driving records to the Yupiit School District and their insurer Alaska Public Entity Insurance Co.

Employee	Name
----------	------

Driver's License Number

Employee Signature

State of Issue

Date _____

Expiration Date _____

Yupiit School District

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



Date:	September 17, 2020
To:	Regional School Board
From:	Cassandra Bennett, Superintendent

Re: Action Item J

The Administration recommends the approval of the iREAD and AMIRA at the approximate amount of \$6,297.65.

Curriculum: Request for Action

Request Board Action to approve the renewal of iRead and AMIRA companion programs to Into Reading. These programs were so seamlessly a part of the Into Reading suite that we did not realize that they were separate companion programs that needed renewing separately. The teachers used these companion programs last year and found them useful. Administrators and Literacy Coaches would like these available again this year. We did not renew READ NATURALLY/READ LIVE this year because we had AMIRA available.

Summary of Programs:

iRead is a <u>digital companion program</u> to Into Reading for grades K – 3. Students can listen to Rigby Leveled Readers and Start Right Readers digitally. When we can use digital resources, this is a valuable teaching tool. While a teacher is providing guided reading with a group, another small group who is well below grade level and struggling with reading foundations can listen to text while reading along either as a preread strategy before meeting with their teacher for a guided reading lesson or as a post teacher-guided reading activity. The student gets better with reading through this scaffolded practice. LEP students benefit because they hear the vocabulary used repeatedly in context while listening to a book that their teacher provided a guided reading lesson over.

AMIRA is another <u>digital program</u> similar to READ NATURLLY/READ LIVE. It is for students in grades K – 3. The student practices reading fluency and gets digitally scored. The difference between AMIRA and READ NATURALLY/READ LIVE is that AMIRA is also a companion program to Into Reading, and uses the same texts that the student uses in class.

The ONE-YEAR cost of <u>BOTH</u> iREAD and AMIRA is cheaper than the cost of ONE-YEAR READ NATURLLY/READ LIVE

Total cost is: \$6,297.65 for a one-year renewal.

Quyana.

Respectfully submitted, Clare Robyt Curriculum Coordinator

Yupiit School District

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: School Reports B-K

The Administrative reports are presented for your review and information.

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

Author of Report: James M. Boldosser, Sr., Principal Department/Location: Akiachak School K-12 Date of Regional School Board Meeting: September 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals	
	Attendance/ Participation	 Enrollment 218 Average Attendance: -13% unexcused Absences -3% excused Absences 	Students Succeed Culturally and Academically, Education System Change	
	Professional Development	• Professional Development: Staff continue to engage in professional development surrounding: Social Emotional Learning, IntoReading (new literacy program), Saxon Math, Leveled Literacy Intervention (reading intervention program), and book study	Students Succeed Culturally and Academically; Education System Change.	
	Testing	• MAPS and AIMSWEB Testing: The majority of enrolled students have been tested.	Students Succeed Culturally and Academically	
	ANE	 ANE Initiatives: Orange Shirts Mr. Eardley trapping unit Mrs. Casseri's beading and fish traps Project-Based Problem Solving Class Meat Cutting Bandsaw 	Succeed Culturally and Academically, Education System Change.	
	COVID-19	 COVID-19 Measures: -Masks -School Logistics 	Succeed Culturally and Academically, Education System Change.	
	Committees	 School Improvement Plan (Vision) Social Emotional Learning Committee 	Succeed Culturally and Academically, Education System Change.	

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

Author of Report: Doug Bushey, Principal Department/Location: Tuluksak School K-12

Date of Regional School Board Meeting: September 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

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

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals	
August 14	Student Educational Packets	120 plus Individual Student Education Packets Completed and picked up by TNC Covid-19 Workers for distribution in the Village.	Students Succeed Culturally and Academically; Community, Parents and Elder Involvement; Education System Change.	
August 21	Student Educational Packets	120 plus Individual Student Education Packets Completed and picked up by TNC Covid-19 Workers for distribution in the Village.	Students Succeed Culturally and Academically; Community, Parents and Elder Involvement; Education System Change.	
August 31	School Opens	Supt. Bennett gave permission for the school to Open.	Students Succeed Culturally and Academically.	
August 31	LASB Meeting	LASB meeting held in Elders Hall. See Attachment regarding LASB Letter Addressed to the Yupiit RSB Members.	Students Succeed Culturally and Academically; Community, Parents and Elder Involvement.	
August 31	Job Posting	2 ^{se} Posting of Secretary Position	Staff Recruitment and Retention; Students Succeed Culturally and Academically	
Sept. 2,3,4	In-Service	District In-Service and Site In-Service	Staff Recruitment and Retention; Students Succeed Culturally and Academically	
September 8	Site Visit	Special Education Director and ANE Director Matthew Turner visited TLT School.	Staff Recruitment and Retention; Students Succeed Culturally and Academically.	
Sept. 8-10	Site Visit	District School Counselor Catherine Snider assisting with Power School Student Registration and meeting students.	Students Succeed Culturally and Academically; Community, Parents and Elder Involvement; Education System Change.	
September 16	2020 Graduation	Celebrating the Graduates of May 2020; Leah Andrew, Desiree Gregory, Ryan Miller, and Keith Peter.	Students Succeed Culturally and Academically; Community, Parents and Elder Involvement.	

Tuluksak LASB Meeting Minutes When: April 21,2020 Time: 7:00 PM Where: Distance Delivery

- 1. Call to order
- 2. Roll call

<u>P</u> Elena Gregory <u>A</u> Carol Charlie <u>P</u> Angela Alexie <u>P</u> Peter Gregory <u>P</u> Martha Wise <u>P</u> Doug Bushey Quorum Established

- 3. Invocation: Mr. Bushey
- 4. Recognition of Guests: Kary Delsignore
- 5. Approval of Agenda: Angela Alexie motioned to except Agenda, 2nd by Peter Gregory, motioned passed.
- 6. Approval of last minutes: Motion made by Peter Gregory, 2nd by Angela Alexie, Motion Passed.
- 7. New business: Discussion of Flooding Evacuation Process and Phone Numbers to Contact Evelyn or Armando.
- 8. Principals Report: Graduation to be held in August, date unknown at this time. Armando Quintana to be in the Village all summer. Shared about Flooding evacuation plans and meeting with Village Corp. for planning purposes.
- 9. Guest Comments: Board Members shared their concern that new teachers coming into the Village need to receive a copy of the Village Rules and Regulations and have signed copies for reference. Suggested to get a copy of these items from Henry Peter.
- 10. Date of next meeting May 26, 2020 at 7:00 pm via Google Hangout.
 - a. Adjournment Motion to adjourn by Peter Gregory at 8:01 pm 2nd by Martha Wise, motion passed.

Yupiit School District

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



To: YSD Board Chair and Board Members

From: Tuluksak LASB Board Members

Re: Letter of Support for Extra-Duty Contract for Assistant Principal

Date: September 3, 2020

Dear Mr. Kasayulie and Fellow Board Members,

The following Tuluksak LASB members are in support of paying Ms. Lishiadette Henry \$2,500 per semester to officially wear the hat of Assistant Principal for our school. As LASB members we are mindful of the need to support Mr. Bushey concerning his medical appointments in Anchorage. In addition, the LASB feel strongly that the school warrants hiring a person that has the Alaska Type B Administrator Endorsement to supervise and manage school personnel in Mr. Bushey's medical absence and throughout the school year. (Please refer to the BP 0420 School-Based Management/Site Councils Attached)

Sincerely,

Elena Gregory, LASB Chair:
Angela Alexie, LASB Vice-Chair:
Carol Charlie, LASB Secretary: Carol a, Charl

"To educate all children to be successful in any environment."

8/31/2020

Document

BP 0420 SCHOOL-BASED MANAGEMENT/SITE COUNCILS

The School Board believes that shared decision making at the site level can improve school performance. The Board supports the involvement of staff, students, parents/guardians and the community in such decision making and encourages the use of site councils in developing policies and programs which respond to the unique needs of individual schools in accordance with district goals.

(cf. 0200 - Goals for the School District)

(cf. <u>2230</u> - Representative and Deliberative Groups)

(cf. 0510 - School District Report Card)

(cf. 8000 - Advisory School Boards)

Legal References:

ALASKA STATUTES

14.03.120 Education planning

ALASKA ADMINISTRATIVE CODE

4 AAC 05.010 - 4 AAC 05.090 Local Education

Adopted: 11/2006

Yupiit School District

Author of Report: Kary DelSignore Department/Location: Special Education / Akiachak Date of Regional School Board Meeting: September 17,2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

Strategic Goal Areas:

Students Succeed Culturally and Academically

Community, Parents and Elder Involvement

Staff Recruitment and Retention Education System Change

Date(s) Activity		Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
August 26, 2020	Completed CPI Verbal De-escalation Trainer course	Completed online trainer course for verbal crisis intervention. I still need in person training on the physical intervention techniques.	Staff Recruitment and Retention
Sept. 16	5 sped. Teachers and 5 paras trained in CPI	Completed state mandated training for 10 spec. ed. staff, I hope to do an additional 10 later in the year.	Staff Recruitment and Retention
Sept. 9	Trained last two sped. Teachers in state IEP training	Provided the last 2 teachers with training on creating state and district compliant IEPs.	Staff Recruitment and Retention Education System Change
Sept. 8	Completed schedule for TLT	Completed service schedules for TLT sped. staff	Students Succeed Culturally and Academically
Sept. 2020	Surrogate Parent Training out to schools	Each school has the materials and training curriculum to train community volunteers to act as surrogate parents for special education meetings.	Community, Parents and Elder Involvement
Sept/Oct.	Child Find	Child Find materials and assessments distributed to sped. staff to be posted in communities. We hope to offer Child Find Assessment days in Oct. or Nov. at each site in conjunction with Head Start and Preschools.	Students Succeed Culturally and Academically. Community, Parents and Elder Involvement
Sept.2, 2020	State Compliance and Monitoring Report	The 2019/2020 state Special Education Compliance Monitoring report was completed and mailed to the state	Students Succeed Culturally and Academically

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

Strategic Goal Areas:

Students Succeed Culturally and Academically

Community, Parents and Elder Involvement Staff Recruitment and Retention

Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Ongoing	Research bi- lingual sped. Assessment and delivery services	I have been looking at options to offer special education assessment and services in Yupik and/or English based on student need.	Students Succeed Culturally and Academically
Ongoing	Researching alternative staff to serve special education student needs	I am working with staff and site administration to determine student need and staffing; how can we increase services and reduce or stay stable with expenditures	Students Succeed Culturally and Academically

Author of Report: Kary DelSignore Department/Location: Assessment / Akiachak Date of Regional School Board Meeting: September 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

Students Succeed Culturally and Academically

Community, Parents and Elder Involvement

Staff Recruitment and Retention Education System Change

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals	
August-Sept 15	AIMS WEB Plus	All K-5 students should be finished with reading fluency benchmarks.	Students Succeed Culturally and Academically	
Sept- October 6	MAPS Testing Ongoing	All students benchmarked for Math and reading	Students Succeed Culturally and Academically	
SeptDec.	WIDA Screener	All students will take state mandated screener to show their level of English language proficiency	Students Succeed Culturally and Academically	
September 2020	WIDA Results from 2019/2020	Our WIDA results are in from last year and have been sent to the school sites, Clare will be providing training to all staff on how to use the data to drive and improve instruction.	Students Succeed Culturally and Academically	

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

Author of Report: Clare Robyt Department: Curriculum Date of Regional School Board Meeting: 9-17-2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

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

Date(s)	Activity	Details Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals		
September 17,2020		 Changes to the 2020-21 Course Catalog For Your Information: Please see attached Action request and Course Catalog: New: Changes to graduation requirements: Reduce technology requirement from 1 to 0.5 credits Reduce PE requirement from 1 to 0.5 Increased electives from 5.5 to 6.5 to give students greater choices and to support participation in Yup'ik Life Skills Academies Included graduation requirements, credit acquisition, grading procedures, and grades. Updated Courses since 2012 Alternative ways to earn credits (through organized sports, Yup'ik Life Skills Academies, EXCEL, and ACELLUS courses) Recommended course options Clarification on transfer students credits including the Language group. 	 Students Succeed Culturally and Academically Every Student has access to the curriculum for academic success 	
September 17, 2020	iRead & AMIRA	Request Board Action to approve renewal of iRead and AMIRA companion for Into Reading grades K – 3 for \$6,297.65 Please see price attached price quote	 Every Student has access to the curriculum for academic success 	
August and September 2020		 Collaborate with Janice George and other team members to start plan for Yupiit School District's Immersion School. My role is curriculum support. 	 Students Succeed Culturally and Academically Every Student has access to the curriculum for academic success Education System Change 	

	Yupiit School District PO Box 51190				
		Akiachak, AK 99551			
		Regional School Board Report			
August & September 2020	In Services	 In-services delivered in August on: district adopted core programs of reading and math. Delivered by HMH Professional Development Dept. ACELLUS by ACELLUS trainer, Enos Fenn Danielson Effective Teaching Practices by Melissa Linton, Danielson Trainer In-services delivered in September on: district adopted core programs of reading and math. Delivered by HMH Professional Development Dept. In-services delivered in September on: district adopted core programs of reading and math. Delivered by HMH Professional Development Dept. How to work with Students with Mental Health Issues – Cathy Snider, district counselor Speaking Yugtun in the classroom – Janice George, Yupiaq Education Coordinator Social Emotional Learning – James Boldosser KKI Administrator Leveled Literacy Intervention – Clare Robyt, Curriculum Coordinator PTPC – Code of Ethics – Anthony Graham & Melody Mann Terre 1 at the second s			
August and September	Smart-Start	 Participation on Smart Start Committee. My role is curriculum support and impact on student learning Every Student has access to the curriculum for academic success 			

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

Author of Report: Department/Location: Date of Regional School Board Meeting: Janice George Yugtun Education September 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals	
Tuesdays	TWT	Weekly Take Wing Tengluni	Students Succeed Culturally and Academically	
August	Immersion Planning	-Task Force Meetings -Form a committee of local retired teachers -Research Ayaprun Elitnaurvik	Community, Parents & Elder Involvement Education System Change	
Sept.	Sealaska Heritage	Weekly virtual lectures; bringing community into culturally-responsive education	Community, Parents, & Elder Involvement	
Sept. 2	Present Materials	Present materials and short recordings I have for Paraprofessionals to use for their classes.	Education System Change	
Sept. 10	Yugtun Qaneryaraq Ciumurulluku	Committee Meeting	Students Succeed Culturally & Academically Education System Change	

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

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

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

Date(s)	Activity	Details	Connection
Date(s)	Activity Opportunities for local hire for education	 I have submitted four new job descriptions to create several new positions in the district. All of these positions are funded through the ANE Grant. These positions work together to encourage more local people to get involved in the education of their village's youth: ANE Grant Assistant: This person will work for the Yupiaq Education Director and the ANE Grant Director. The main responsibility will be to coordinate and track local educators at each three schools. Community Liaison: There will be a Community Liaison at each school. They will work with students and families to make sure education needs are being met by: Working with the school to find local educators to teach traditional and subsistence skills. Making sure school packets are delivered and received. Making sure students are registered and coming to school. Community Educators: This job description expands and clarifies a role that YSD has provided for many years. Community Educators can be elders or other local people that have important knowledge and skills to share with students. This could be skills like trapping, or beading, or engine repair. They work as-needed with students and classes to share their knowledge. 	Education System Change
		our students one-on-one or in small groups to help them complete assignments on the days when they are not attending classes at school.	

Tribal Government Class	Attached is a Tribal Government Class proposal. This proposal would create a tribal government class that is designed by the local and certified educators from each village, using local experts and culture bearers to create the course content for the students.	Education System Change
Akiak Agriculture Project	I've submitted the Professional Services Agreement with the Fairbanks Soil and Water Conservation District to provide planning, guidance, and curriculum for the Akiak Agriculture Project. This project uses ANE funds, and is a specific initiative of the grant. We worked with these folks last year and they did a great job.	Community Involvement
Early Childhood Education	I've submitted the Professional Services Agreement with Baldwin and Associates for ongoing coordination and meeting facilitation between Early Childhood Care providers in YSD. Early Childhood planning is another specific requirement of the ANE grant. We worked with Debi Baldwin last year and she is a great resource for us. As we look at language immersion, it will be important to coordinate will with the Head Start program in each of the villages. Debi fully supports in the vision of the School Board.	Community Involvement Students Succeed Culturally and Academically
Upcoming Projects	I still hope to get a yurt set up so before winter so we can see what those structures are like. They were delivered by barge August 30. These yurts might make good structures to providing tutoring and other services to students on their "off" days. Supplies are on order for equipment to restart the radio station from the Akiachak school. I'll have students trained to work there, and I hope that we can also have some yugtun programming, like maybe story time for the little ones. We have hopes of having a student-led project to build a section of boardwalk in Akiachak if we can get supplies in time. This project will require working with the Akiachak Native Community to prepare the site for building.	

Yupiit School District

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



- From: John C. Stackhouse Business Manager Yupiit School District
- Date: September 17, 2020
- Subj: 2020 September Board Report

The 2020 September Board Report contains the following:

Summary of Activities

Grant Explanations

Income statement report from BMS for 09/20

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

Author of Report: Department/Location: Date of Regional School Board Meeting: John Stackhouse Business Manager Sept 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

- 1. Students Succeed Culturally and Academically
- 2. Community, Parents and Elder Involvement
- Staff Recruitment and Retention
 Education System Change
- Connection to YSD Mission, Objectives, Details Date(s) Activity Strategic Goals and/or School Goals Continued audit work. Attended close out meeting. FY20 Audit Sept Education System Change Anticipate audit rough draft mid to late Sept Sept Leases Collected leases Education System Change Attended leadership meetings for: Immersion, Sept Meetings Smart Start update, School Break planning, Staff Education System Change handbook review, PTPC,

State Funding and State Federal Pass through Funding

Fund 100

Foundation Funding-Funding received from Alaska DEED based on Base Student Allocation (BSA) of \$5930 per student and calculated using a formula to adjust for school size. Additional funding is received for SPED students based on the Special Needs factor multiplier of 1.20. The vocational and technical funding is based on a multiplier of 1.015. The intensive need student count is calculated by a multiplier factor of 13. Finally, the correspondence program is calculated by a multiplier of 0.90.

Current amount of Grant: \$6,078,601

Included in Fund 100:

E-Rate: This program provides discounts to assist schools and libraries in the United States to obtain affordable telecommunications and internet access. Provides funding at 90% of cost.

Impact Aid: designed to assist United States local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands.

Amount of Grant: \$3,562,334

Quality Schools Grant- These funds are used for instructional materials to support math competencies, literacy and language development, to provide educational support for students to improve academic language, literacy and math skills. Amount of Grant: \$26,013

Fund 205

Pupil Transportation fund: Funding received to support student transportation. Amount of Grant: \$928

Fund 255

Food Service Fund: Funds received from the USDA for the National School Lunch Program, Breakfast program, Afterschool Snack Program, and Commodities. Amount of Grant: Varies

Fund 236

Staff Development Grant: Funding received for specific staff development opportunities from the State of Alaska. Amount of Grant: Varies

Fund 245

CSI/TSI School Improvement funds: Funding received to assist schools in meeting the goals identified in the STEPP plan. Akiachak and Tuluksak are identified Comprehensive Support designated as lowest 5%. Akiak School is identified Targeted Support. Amount \$100,000

Fund 256

Title I, Part A- Services for Children in Poverty: These funds are targeted for use in improving the academic achievement of disadvantaged children. YSD uses these funds to provide a Literacy Coach within each school, paraprofessional support for literacy and

math in the primary grades, paraprofessional training in early literacy for primary grades, substitutes for Teachers attending RTI/MTSS, to subsidize teacher housing, Staff travel for committee functions and district staff to attend ESEA Technical Assistance Workshop, and Student travel for sessions offered by Chugach School District/EXCEL Alaska for credit recovery.

Amount of Grant: \$1,076,105.53

Reaped into Fund 256

Title II, Part A- Teacher Quality: Increase the academic achievement of all students by helping schools and districts improve teacher and principal quality. In addition, Title II A funds may be used to improve the skills and knowledge of principals for effective school leadership. Reaped into Title I, Part A

Reaped into Fund 256

Title IV, A- Student Support and Academic Enrichment: The Every Student Succeeds Act (ESSA) authorizes significant funds to help increase the capacity of states, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education and to improve school conditions for student learning.

Reaped into Title I, Part A

Fund 257

Title I, Part C - Migrant Education: These funds are to target the academic needs of migrant students, which arise because of their migratory activities such as fishing and agriculture. YSD utilizes these funds to cover costs of migrant recruiting which is done by school secretaries and to provide for a migrant records clerk who monitors the program documentation. Purchase of laptops for each site for Migrant Education students to use in classroom to increase their skills in English, Math, and Reading. These funds are also being used to provide opportunities for migrant students to attend vocational learning opportunities through Chugach School District. Funding is based on the number of students meeting the specifics of the migrant identification rules.

Amount of Grant: \$148,576.00

Fund 269

Section 619 - Special Education Support- This grant supports activities for students with disabilities age 3-5. YSD uses these funds to assist in the cost of speech therapy services and educational supplies for young children.

Amount of Grant: \$2,010.82

Fund 270

Title III, A-Services for Limited English Proficient (LEP) Students: YSD receives limited Title III funds but uses them to provide support for teacher training in effective practices for teaching students who are not proficient in English. A teacher team has been attending training lead by experts from the Department of Education. They are working with the YSD Literacy Coach to share their learning and understanding of how to efficiently support the learning of LEP students. Amount of Grant: \$76,454

Fund 271

Migrant Parent Advisory Council: Funds received for Jennifer Phillip to attend as a

member of the Statewide Migrant Ed Advisory Council.

Fund 297

Title VIB - Services for Students with Disabilities: YSD employs 2 Special education paraprofessional with these funds. Speech and Occupational Therapy services and a Psychologist are also secured from this grant. Title VIB funds provide funding for attendance at the state Special Education Conference and for technology and curriculum needs in district special education classrooms.

Amount of Grant: \$160,527.31

Fund 319

CARES act funding: Funding received to assist schools respond to COVID19 related expenditures. Amount of Grant: \$544,799.00

Fund 301

Carl Perkins: These funds must be used for the development and support of approved vocational and career pathways courses. YSD supports supplies and materials for approved vocational courses offered in schools and professional development for CTE teachers and administration. Amount of Grant: \$24,643.00

Fund 390

Employee Housing- Funds generated by rental revenue and transfers from foundation funding to support teacher housing maintenance and repair.

Direct Federal Funding

Fund 350

Johnson O'Malley (JOM): This grant is operated under an educational plan which contains educational objectives to address the needs of our students. Funds were used to purchase supplemental, culturally relevant supplies and materials for students.

Amount of Grant: \$26,372.00

Fund 351 Rural Low-Income Schools: Funds used to support student government. Amount of Grant \$9,239

Fund 362

Indian Education: Title VII: Funds are generated by the districts Indian Student Count. Funds must be used to address the academic needs of Alaska Native students in YSD schools. Funding for students, staff, and elders' participation in the Youth and Elders Conference, tuition for students to attend VTE phases through the Chugach School District for college and career readiness training, funding for Regional School Board and Tribal Education Director to attend the National Indian Education Association conference, supplies and materials to increase knowledge of cultural identity and awareness.

Amount of Grant: \$169,057.00

Fund 365

Alaska Native Education Grant (ANE): Federal funding received to enhance Alaska Native Education. This grant is a three-year award July 2018- June 2021.

Amount of Grant \$2,421,676

				Cu	irrent Year		
unction	Objec	ct Description	Current Month	Current YTD	Current Enc	Budget	Variance
Reven	ue						
	40	OTHER LOCAL REVENUES		63.05			63.05
		E-RATE		177,165.90			177,165.90
		FOUNDATION PROGRAM		536,798.00			536,798.00
	51	FOUNDATION FROMAN		550,750.00			550,750.00
		Total Revenu	e 0.00	714,026.95		0.00	714,026.95
Expen	ses						
100		REGULAR INSTRUCTION					
	314	DIR/COOR/MANAGER (CERT)		7,599.67			-7,599.67
		TEACHER		,		2,223,545.00	2,223,545.00
		EXTRA DUTY PAY		750.00		, .,	-750.00
		AIDES				277,884.00	277,884.00
		SUBSTITUTES/TEMPORARIES				55,000.00	55,000.00
		EMPLOYEE BENEFITS				878,749.00	878,749.00
		HEALTH/LIFE INSURANCE		733.30			-733.30
		UNEMPLOYMENT INSURANCE		115.23			-115.23
		WORKER'S COMP		125.25			-125.25
		FICA/MEDICARE		121.08			-121.08
		TEACHER'S RETIREMENT		1,192.60			-1,192.60
		TRS ONBEHALF		1,192100		444,409.00	444,409.00
		PERS ONBEHALF				33,275.00	33,275.00
		STAFF TRAVEL & PER DIEM				3,000.00	3,000.00
		SUPPLIES, MATL & MEDIA	538.84	20,806.39	4,097.54	121,000.00	100,193.61
	100	Total Function	538.84	31,443.52	4,097.54	4,036,862.00	4,005,418.48
120		BILINGUAL/BICULTURAL INST					
		DIR/COOR/MANAGER (CERT)				91,671.00	91,671.00
		DIR/COORD/MGR (NON-CERT)		5,123.75			-5,123.75
		EMPLOYEE BENEFITS				32,085.00	32,085.00
		HEALTH/LIFE INSURANCE		733.30			-733.30
		UNEMPLOYMENT INSURANCE		70.71			-70.71
		WORKER'S COMP		76.86			-76.86
		FICA/MEDICARE		391.96			-391.96
	366			1,127.22			-1,127.22
		TRS ONBEHALF				8,239.00	8,239.00
		PERS ONBEHALF				6,069.00	6,069.00
		STAFF TRAVEL & PER DIEM				1,000.00	1,000.00
	450	SUPPLIES, MATL & MEDIA		49.70		9,000.00	8,950.30
		Total Function		7,573.50		148,064.00	140,490.50

			Current	Cu	rrent Year		
Function	Obje	ct Description	Month	Current YTD	Current Enc	Budget	Variance
160		VOCATIONAL ED INSTRUCTION					
	315	TEACHER				164,047.00	164,047.00
	360	EMPLOYEE BENEFITS				57,417.00	57,417.00
	367	TRS ONBEHALF				29,381.00	29,381.00
	450	SUPPLIES, MATL & MEDIA				15,000.00	15,000.00
		Total Function				265,845.00	265,845.00
200		SPECIAL ED INSTRUCTION					
		TEACHER				428,536.00	428,536.00
		AIDES				243,832.00	243,832.00
		EMPLOYEE BENEFITS				235,329.00	235,329.00
		TRS ONBEHALF				76,751.00	76,751.00
		PERS ONBEHALF				18,897.00	18,897.00
		STAFF TRAVEL & PER DIEM				1,000.00	1,000.00
	450	SUPPLIES, MATL & MEDIA		3,590.00	3,590.00	2,000.00	-1,590.00
		Total Function		3,590.00	3,590.00	1,006,345.00	1,002,755.00
220		SPEC ED SUPPORT SVCS					
		DIR/COOR/MANAGER (CERT)		6,467.62		96,110.00	89,642.38
		SUPPORT STAFF		361.36			-361.36
		EMPLOYEE BENEFITS				33,639.00	33,639.00
	361	HEALTH/LIFE INSURANCE		1,595.14			-1,595.14
		UNEMPLOYMENT INSURANCE		89.25			-89.25
		WORKER'S COMP		102.42			-102.42
	364	FICA/MEDICARE		121.44			-121.44
		TEACHER'S RETIREMENT		812.33			-812.33
		PERS		79.50			-79.50
	367	TRS ONBEHALF				17,213.00	17,213.00
	390	TRAVEL ALLOWANCE		4,600.00		48,040.00	43,440.00
	410	PROFESSIONAL & TECH SVCS		67.36		95,000.00	94,932.64
	420	STAFF TRAVEL & PER DIEM				15,000.00	15,000.00
	425	STUDENT TRAVEL				1,000.00	1,000.00
	450	SUPPLIES, MATL & MEDIA				3,000.00	3,000.00
		Total Function		14,296.42		309,002.00	294,705.58
320		GUIDANCE SERVICES					
		SPECIALISTS				273,972.00	273,972.00
		EMPLOYEE BENEFITS				95,890.00	95,890.00
	367	TRS ONBEHALF				49,069.00	49,069.00
		Total Function				418,931.00	418,931.00
350		SUPPORT SERVICES INSTRUCT					
		DIR/COOR/MANAGER (CERT)		2,155.88			-2,155.88
	324	SUPPORT STAFF		1,414.79			-1,414.79
		HEALTH/LIFE INSURANCE		1,320.08			-1,320.08
	362	UNEMPLOYMENT INSURANCE		29.75			-29.75

				Cu	urrent Year		
Function	Obje	ct Description	Current Month	Current YTD	Current Enc	Budget	Variance
	363	WORKER'S COMP		53.54			-53.54
	364	FICA/MEDICARE		139.48			-139.48
	365	TEACHER'S RETIREMENT		270.78			-270.78
	366	PERS		311.25			-311.25
		Total Function		5,695.55			-5,695.55
351		TECHNOLOGY					
	450	SUPPLIES, MATL & MEDIA		3,600.00			-3,600.00
		Total Function		3,600.00			-3,600.00
352		LIBRARY SERVICES					
		AIDES				67,394.00	67,394.00
		EMPLOYEE BENEFITS				17,497.00	17,497.00
	368	PERS ONBEHALF				4,462.00	4,462.00
		Total Function				89,353.00	89,353.00
354		IN-SERVICE TRAINING					
		PROFESSIONAL & TECH SVCS				7,500.00	7,500.00
		STAFF TRAVEL & PER DIEM				5,000.00	5,000.00
		OTHER PURCHASED SERVICES				2,500.00	2,500.00
	450	SUPPLIES, MATL & MEDIA				2,500.00	2,500.00
		Total Function				17,500.00	17,500.00
360		Instructional-Related Technology					
		DIR/COOR/MANAGER (CERT)		7,370.06		81,054.00	73,683.94
		DIR/COORD/MGR (NON-CERT)				28,369.00	28,369.00
		HEALTH/LIFE INSURANCE		1,375.05			-1,375.05
		UNEMPLOYMENT INSURANCE		101.71			-101.71
		WORKER'S COMP		110.55			-110.55
		FICA/MEDICARE		106.87			-106.87
		TEACHER'S RETIREMENT		925.68			-925.68
		TRS ONBEHALF		156 500 00		14,517.00	14,517.00
		COMMUNICATIONS		156,530.00		1,332,423.00	1,175,893.00
		TECHNOLOGY RELATED REPAIRS AND		346.86	0 005 00	c 000 00	-346.86
	450	SUPPLIES, MATL & MEDIA Total Function		2,207.03 169,073.81	•		3,792.97 1,293,289.19
400							
400	212	SCHOOL ADMINISTRATION PRINCIPAL		16,645.84		293,625.00	276,979.16
		EMPLOYEE BENEFITS		10,043.84		102,768.00	102,768.00
		HEALTH/LIFE INSURANCE		2,566.70		102,700.00	-2,566.70
		UNEMPLOYMENT INSURANCE		2,566.70			-2,566.70
		WORKER'S COMP		228.82			-228.82
		FICA/MEDICARE		249.88			-249.88
		FICA/MEDICARE TEACHER'S RETIREMENT		241.36			-2,090.72
	365						

				Cu	rrent Year		
Function	Obje	ct Description	Current Month	Current YTD	Current Enc	Budget	Variance
	420	STAFF TRAVEL & PER DIEM				3,500.00	3,500.00
	450	SUPPLIES, MATL & MEDIA		1,000.00	1,000.00		-1,000.00
		Total Function		23,023.12	1,000.00	452,481.00	429,457.88
450		SCHOOL ADMIN SUPPORT					
	324	SUPPORT STAFF		1,932.64		100,414.00	98,481.36
	360	EMPLOYEE BENEFITS				35,145.00	35,145.00
	361	HEALTH/LIFE INSURANCE		1,324.47			-1,324.47
	362	UNEMPLOYMENT INSURANCE		26.21			-26.21
	363	WORKER'S COMP		28.97			-28.97
	364	FICA/MEDICARE		147.84			-147.84
	366	PERS		425.17			-425.17
	368	PERS ONBEHALF				6,647.00	6,647.00
		Total Function		3,885.30		142,206.00	138,320.70
511		BOARD OF EDUCATION					
	324	SUPPORT STAFF		2,438.53		31,701.00	29,262.47
	329	SUBSTITUTES/TEMPORARIES		14,000.00		66,000.00	52,000.00
	360	EMPLOYEE BENEFITS				31,945.00	31,945.00
	361	HEALTH/LIFE INSURANCE		242.01			-242.01
	362	UNEMPLOYMENT INSURANCE		34.10			-34.10
	363	WORKER'S COMP		36.58			-36.58
	364	FICA/MEDICARE		1,257.55			-1,257.55
	366	PERS		1,416.47			-1,416.47
	368	PERS ONBEHALF				6,469.00	6,469.00
	420	STAFF TRAVEL & PER DIEM		3,208.40		64,660.00	61,451.60
	450	SUPPLIES, MATL & MEDIA		571.21	39.98	5,900.00	5,328.79
		DUES & FEES				18,450.00	18,450.00
		Total Function		23,204.85	39.98	225,125.00	201,920.15
512		OFFICE OF SUPERINTENDENT					
	311	SUPERINTENDENT		10,000.00		120,000.00	110,000.00
	324	SUPPORT STAFF		2,512.39		29,571.00	27,058.61
	360	EMPLOYEE BENEFITS				52,350.00	52,350.00
	361	HEALTH/LIFE INSURANCE		1,569.41			-1,569.41
	362	UNEMPLOYMENT INSURANCE		173.15			-173.15
		WORKER'S COMP		187.69			-187.69
	364	FICA/MEDICARE		337.19			-337.19
	365	TEACHER'S RETIREMENT		1,256.00			-1,256.00
	366	PERS		552.73			-552.73
	367	TRS ONBEHALF				17,064.00	17,064.00
	368	PERS ONBEHALF				1,958.00	1,958.00
	410	PROFESSIONAL & TECH SVCS				35,000.00	35,000.00
	414	LEGAL SERVICES		9,744.07			-9,744.07
	420	STAFF TRAVEL & PER DIEM				7,500.00	7,500.00
		SUPPLIES, MATL & MEDIA		1,634.85	999.90	1,500.00	-134.85

				Current Year Current Year							
Junction	Obje	ct Description	Month	Current YTD	Current Enc	Budget	Variance				
	490	OTHER EXPENSES		970.00			-970.00				
	491	DUES & FEES				500.00	500.00				
		Total Function		28,937.48	999.90	265,443.00	236,505.52				
550		DISTRICT ADMIN SUPPORT SV									
	321	DIR/COORD/MGR (NON-CERT)		10,653.68		118,755.00	108,101.32				
		SUPPORT STAFF		16,317.37		165,907.00	149,589.63				
		EMPLOYEE BENEFITS				99,632.00	99,632.00				
		HEALTH/LIFE INSURANCE		3,006.80			-3,006.80				
		UNEMPLOYMENT INSURANCE		365.87			-365.87				
		WORKER'S COMP		392.35			-392.35				
		FICA/MEDICARE		2,063.29			-2,063.29				
		PERS		5,832.77			-5,832.77				
		PERS ONBEHALF				18,845.00	18,845.00				
		PROFESSIONAL & TECH SVCS				60,000.00	60,000.00				
		STAFF TRAVEL & PER DIEM				5,000.00	5,000.00				
		COMMUNICATIONS		6,160.53			-6,160.53				
		OTHER PURCHASED SERVICES		17,868.00		40,000.00	22,132.00				
		INSURANCE & BOND PREMIUMS A		70,845.45		61,800.00	-9,045.45				
		SUPPLIES, MATL & MEDIA		3,795.72	1,517.35	5,000.00	1,204.28				
		OTHER EXPENSES		3,409.46			-3,409.46				
	491	DUES & FEES				3,000.00	3,000.00				
		Total Function		140,711.29	1,517.35	577,939.00	437,227.71				
551		RECRUITMENT									
		PROFESSIONAL & TECH SVCS				5,000.00	5,000.00				
		STAFF TRAVEL & PER DIEM		215.00	215.00	12,000.00	11,785.00				
	490	OTHER EXPENSES				5,500.00	5,500.00				
		Total Function		215.00	215.00	22,500.00	22,285.00				
552		HUMAN RESOURCES STAFF SVC									
		DIR/COORD/MGR (NON-CERT)				28,701.00	28,701.00				
		SUPPORT STAFF		2,438.50			-2,438.50				
		EMPLOYEE BENEFITS				10,045.00	10,045.00				
		HEALTH/LIFE INSURANCE		241.98			-241.98				
		UNEMPLOYMENT INSURANCE		34.11			-34.11				
		WORKER'S COMP		36.57			-36.57				
		FICA/MEDICARE		186.55			-186.55				
		PERS		536.47			-536.47				
		PERS ONBEHALF				1,900.00	1,900.00				
		STAFF TRAVEL & PER DIEM				500.00	500.00				
	450	SUPPLIES, MATL & MEDIA		770.87		250.00	-520.87				
		Total Function		4,245.05		41,396.00	37,150.95				
560		Administrative Technology Services									
	314	DIR/COOR/MANAGER (CERT)		2,456.69		27,018.00	24,561.31				

				Cu	rrent Year		
unction	Obje	ct Description	Current Month	Current YTD	Current Enc	Budget	Variance
	360	EMPLOYEE BENEFITS				10,807.00	10,807.00
	361	HEALTH/LIFE INSURANCE		458.35			-458.35
	362	UNEMPLOYMENT INSURANCE		33.90			-33.90
	363	WORKER'S COMP		36.85			-36.85
	364	FICA/MEDICARE		35.62			-35.62
	365	TEACHER'S RETIREMENT		308.56			-308.56
	367	TRS ONBEHALF				4,839.00	4,839.00
	420	STAFF TRAVEL & PER DIEM				7,500.00	7,500.00
	433	COMMUNICATIONS		45,058.47		444,141.00	399,082.53
	444	TECHNOLOGY RELATED REPAIRS AND		33.00		1,500.00	1,467.00
	450	SUPPLIES, MATL & MEDIA		2,710.04	2,710.04	38,000.00	35,289.96
	491	DUES & FEES				1,500.00	1,500.00
		Total Function		51,131.48	2,710.04	535,305.00	484,173.52
600		OPERATION & MAINTENANCE					
	321	DIR/COORD/MGR (NON-CERT)		4,889.06		55,835.00	50,945.94
	325	MAINTENANCE/CUSTODIAL		16,310.12		197,463.00	181,152.88
	329	SUBSTITUTES/TEMPORARIES		34,926.64		80,000.00	45,073.36
	360	EMPLOYEE BENEFITS				98,905.00	98,905.00
	361	HEALTH/LIFE INSURANCE		4,023.95			-4,023.95
	362	UNEMPLOYMENT INSURANCE		817.89			-817.89
	363	WORKER'S COMP		806.71			-806.71
	364	FICA/MEDICARE		4,293.59			-4,293.59
	366	PERS		4,663.85			-4,663.85
	368	PERS ONBEHALF				36,076.00	36,076.00
	410	PROFESSIONAL & TECH SVCS		65,060.00	65,060.00	2,000.00	-63,060.00
	420	STAFF TRAVEL & PER DIEM				9,000.00	9,000.00
	431	WATER & SEWAGE		65,000.00		330,000.00	265,000.00
	435	FUEL-HEATING				405,850.00	405,850.00
	436	ELECTRICITY		14,266.00		479,750.00	465,484.00
	445	INSURANCE & BOND PREMIUMS A		399,747.52		170,000.00	-229,747.52
	452	MAINTENANCE SUPPLIES		60,145.02	29,478.96	100,000.00	39,854.98
	453	JANITORIAL SUPPLIES		562.51		35,000.00	34,437.49
	456	VEHICLE MAINTENANCE		279.11		10,500.00	10,220.89
	458	GAS & OIL				26,654.00	26,654.00
	510	EQUIPMENT		41,652.94	41,652.94		-41,652.94
		Total Function		717,444.91	136,191.90	2,037,033.00	1,319,588.09
700		STUDENT ACTIVITIES					
	316	EXTRA DUTY PAY				20,250.00	20,250.00
	329	SUBSTITUTES/TEMPORARIES				10,000.00	10,000.00
	360	EMPLOYEE BENEFITS				10,588.00	10,588.00
	367	TRS ONBEHALF				5,164.00	5,164.00
	420	STAFF TRAVEL & PER DIEM				1,500.00	1,500.00
	425	STUDENT TRAVEL		-483.20		99,000.00	99,483.20
	450	SUPPLIES, MATL & MEDIA		7,512.00		15,000.00	7,488.00

100 OPERATING BUDGET

				Current Year					
unction	Object	Description	Current Month	Current YTD	Current Enc	Budget	Variance		
	491 DU	JES & FEES Total Function		7,028.80		4,500.00 166,002.00	4,500.00 158,973.20		
		Total Expenses	538.84	1,235,100.08	152,568.74	12,219,695.00	10,984,594.92		
		Net Income from Operations	-538.84	-521,073.13					
Other 900	Expense	≥s JND TRANSFERS							
900	552 XF	FER TO FOOD SERVICE FER TO TEACHER HOUSING Total Function				100,000.00 400,000.00 500,000.00	100,000.00 400,000.00		
		Total Other Expenses	s 0.00	0.00		500,000.00	500,000.00		

Net Income -538.84 -521,073.13

245 SIG GRANT

				Current Year			
Junction	Objec	t Description	Current Month	Current YTD	Current Enc	Budget	Variance
Expen	ses						
100		REGULAR INSTRUCTION SUPPLIES, MATL & MEDIA		4,800.00	4,800.00		-4,800.00
	450	Total Function		4,800.00	4,800.00		-4,800.00
		Total Expenses	0.00	4,800.00	4,800.00	0.00	-4,800.00
		Net Income from Operations		-4,800.00			
		Net Income	0.00	-4,800.00			

255 FOOD SERVICE FUND

				 Current		C1	urrent Year		
Function	Obje	ct	Description	Month	Curi	rent YTD	Current Enc	Budget	Variance
Expen	909								
790		FOOI	D SERVICES						
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	321		/COORD/MGR (NON-CERT)			3,275.65		32,361.00	29,085.35
	326		D SERVICE STAFF			-,		109,161.00	109,161.00
	360	EMPI	LOYEE BENEFITS					49,534.00	49,534.00
	361	HEAD	LTH/LIFE INSURANCE			516.32			-516.32
	362	UNEI	MPLOYMENT INSURANCE			45.21			-45.21
	363	WORI	KER'S COMP			48.15			-48.15
	364	FIC	A/MEDICARE			250.59			-250.59
	366	PER	S			720.64			-720.64
	420	STA	FF TRAVEL & PER DIEM					1,500.00	1,500.00
	450	SUPI	PLIES, MATL & MEDIA					8,000.00	8,000.00
	459	FOOI	D			59.99	59.99	365,000.00	364,940.01
	510	EQU	IPMENT			3,636.39	3,636.39	2,500.00	-1,136.39
			Total Function			8,552.94	3,696.38	568,056.00	559,503.06
			Total Expenses	s 0	.00	8,552.94	3,696.38	568,056.00	559,503.06
			Net Income from Operations	5		-8,552.94			
			Net Income	e 0	.00	-8,552.94			

256 TITLE I PART (A)

Current Month	Current YTT 750. 3,275. 872. 1,047. 55. 72. 328.	.00 .38 .92 .95 .50 .48	c Budget 261,440.00 31,748.00 103,625.00 158,726.00	Variance 261,440.00 -750.00 28,472.62 103,625.00 -872.92 158,726.00 -1,047.95 -55.50 -72.48
	3,275. 872. 1,047. 55. 72. 328.	.38 .92 .95 .50 .48	31,748.00 103,625.00	-750.00 28,472.62 103,625.00 -872.92 158,726.00 -1,047.95 -55.50
	3,275. 872. 1,047. 55. 72. 328.	.38 .92 .95 .50 .48	31,748.00 103,625.00	-750.00 28,472.62 103,625.00 -872.92 158,726.00 -1,047.95 -55.50
	3,275. 872. 1,047. 55. 72. 328.	.38 .92 .95 .50 .48	31,748.00 103,625.00	-750.00 28,472.62 103,625.00 -872.92 158,726.00 -1,047.95 -55.50
	3,275. 872. 1,047. 55. 72. 328.	.38 .92 .95 .50 .48	31,748.00 103,625.00	-750.00 28,472.62 103,625.00 -872.92 158,726.00 -1,047.95 -55.50
	3,275. 872. 1,047. 55. 72. 328.	.38 .92 .95 .50 .48	103,625.00	28,472.62 103,625.00 -872.92 158,726.00 -1,047.95 -55.50
	872. 1,047. 55. 72. 328.	.92 .95 .50 .48	103,625.00	103,625.00 -872.92 158,726.00 -1,047.95 -55.50
	1,047. 55. 72. 328.	.95 .50 .48		-872.92 158,726.00 -1,047.95 -55.50
	1,047. 55. 72. 328.	.95 .50 .48	158,726.00	158,726.00 -1,047.95 -55.50
	55. 72. 328.	.50 .48	156,720.00	-1,047.95 -55.50
	55. 72. 328.	.50 .48		-55.50
	72. 328.	.48		
	328.			
		. 40		-328.23
	0.4	.20		-94.20
				-912.64
	J12.	.01	80 000 00	80,000.00
126 4	4 126	44 126		-126.44
				628,003.26
rpenses 126.4	4 7,535.	.74 126.4	44 635.539.00	628,003.26
TRAVEL & PER DIEM ES, MATL & MEDIA Total Function Total Ex	ES, MATL & MEDIA 126.4 Total Function 126.4	ITRAVEL & PER DIEM 126.44 126 ES, MATL & MEDIA 126.44 126 Iotal Function 126.44 7,535	ES, MATL & MEDIA 126.44 126.44 126.4 Fotal Function 126.44 7,535.74 126.4	ITRAVEL & PER DIEM 80,000.00 ES, MATL & MEDIA 126.44 126.44 Iotal Function 126.44 7,535.74 126.44
5	penses 126.4	penses 126.44 7,535		

257 TITLE I-C MIGRANT ED

			Current Year						
unction	Objec	ct Description	Month	Current YTD	Current Enc	Budget	Variance		
Expen	ses								
100		REGULAR INSTRUCTION							
		SUPPORT STAFF		361.05		11,621.00	,		
		EMPLOYEE BENEFITS				7,479.00	7,479.00		
		HEALTH/LIFE INSURANCE		219.90			-219.90		
		WORKER'S COMP		5.41			-5.41		
		FICA/MEDICARE		27.61			-27.61		
		PERS		79.42			-79.42		
		STUDENT TRAVEL				4,500.00	4,500.00		
		SUPPLIES, MATL & MEDIA					65,238.00		
	480	STUDENT STIPENDS				15,000.00	15,000.00		
		Total Function		693.39		103,838.00	103,144.61		
450		SCHOOL ADMIN SUPPORT							
	324	SUPPORT STAFF		368.13		7,079.00	6,710.87		
	361	HEALTH/LIFE INSURANCE		252.28			-252.28		
	362	UNEMPLOYMENT INSURANCE		4.99			-4.99		
	363	WORKER'S COMP		5.53			-5.53		
	364	FICA/MEDICARE		28.17			-28.17		
	366	PERS		80.99			-80.99		
		Total Function		740.09		7,079.00	6,338.91		
		T .1.1 T	- 0.0			110 010 00	100 400 50		
		Total Expense	es 0.0	0 1,433.48		110,917.00	109,483.52		
		Net Income from Operation	ns	-1,433.48					
		Net Incom	ne 0.0	0 -1,433.48					

269 PRESCHOOL DISABLED

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

270 TITLE III-A ENG LANG ACQ

			Gummont	Current YearCurrent Year						
Function	Obje	ct Description	Month	Current YTD	Current Enc	Budget	Variance			
Expen	202									
100	ISES	REGULAR INSTRUCTION								
100	320	NON CERTIFICATED SALARIES				3,999.00	3,999.00			
	410	PROFESSIONAL & TECH SVCS				3,000.00	3,000.00			
	420	STAFF TRAVEL & PER DIEM				3,000.00	3,000.00			
	450	SUPPLIES, MATL & MEDIA				12,528.00	12,528.00			
		Total Function				22,527.00	22,527.00			
			- 0.0		0	00 505 00	00 505 00			
		Total Expense	s 0.0	0.0	0	22,527.00	22,527.00			
		Net Income from Operation	s							
		Net Incom	e 0.0	0.0	0					

297 TITLE VIB

				Current Year Current Year						
Function	Obje	ct Description	Month	Current Y	ID Cur	rrent Enc	Budget	Variance		
Expen	ises									
200		SPECIAL ED INSTRUCTION								
	323	AIDES					39,750.00	39,750.00		
	360	EMPLOYEE BENEFITS					19,737.00	19,737.00		
	425	STUDENT TRAVEL					2,000.00	2,000.00		
		Total Function					61,487.00	61,487.00		
220		SPEC ED SUPPORT SVCS								
	410	PROFESSIONAL & TECH SVCS					65,840.00	65,840.00		
	420	STAFF TRAVEL & PER DIEM					14,590.00	14,590.00		
	450	SUPPLIES, MATL & MEDIA					8,299.00	8,299.00		
		Total Function					88,729.00	88,729.00		
		Total Expenses	0.00	C	0.00		150,216.00	150,216.00		
		Net Income from Operations								
		Net Income	0.00	C	0.00					

301 CARL PERKINS

				Current YearCurrent Year					
unction	Obje	ct Description	Month	Current YTD	Current Enc	Budget	Variance		
Expen	ses								
100		REGULAR INSTRUCTION							
	425	STUDENT TRAVEL				2,084.00	2,084.00		
	450	SUPPLIES, MATL & MEDIA		3,249.54	3,249.54		-3,249.54		
		Total Function		3,249.54	3,249.54	2,084.00	-1,165.54		
160		VOCATIONAL ED INSTRUCTION							
	420	STAFF TRAVEL & PER DIEM				4,300.00	4,300.00		
	425	STUDENT TRAVEL				2,085.00	2,085.00		
	450	SUPPLIES, MATL & MEDIA	683.29	10,680.44	10,680.44	15,000.00	4,319.56		
		Total Function	683.29	10,680.44	10,680.44	21,385.00	10,704.56		
		Total Expenses	683.29	13,929.98	13,929.98	23,469.00	9,539.02		
		Net Income from Operations	-683.29	-13,929.98					
		Net Income	-683.29	-13,929.98					

319 CARES Act fund

				Current Year						
Function	Obje	ct Description	Current Month	Current YTD	Current Enc	Budget	Variance			
Expen	909									
100	666	REGULAR INSTRUCTION								
	420	STAFF TRAVEL & PER DIEM		22,750.00			-22,750.00			
	450	SUPPLIES, MATL & MEDIA		52,894.59	17,045.77		-52,894.59			
		Total Function		75,644.59	17,045.77		-75,644.59			
600		OPERATION & MAINTENANCE								
	410	PROFESSIONAL & TECH SVCS		11,000.00	11,000.00		-11,000.00			
	452	MAINTENANCE SUPPLIES		2,629.39	889.44		-2,629.39			
		Total Function		13,629.39	11,889.44		-13,629.39			
		Total Expenses	0.00	89,273.98	28,935.21	0.00	-89,273.98			
		Net Income from Operations		-89,273.98						
		Net Income	0.00	-89,273.98						

360 Improving literacy through school libraries

			Current	Current Year			
Function	Obje	ct Description	Month	Current YTD	Current Enc	Budget	Variance
Expen	nses						
360	450	Instructional-Related Technology SUPPLIES, MATL & MEDIA		3,147.00	3,147.00		-3,147.00
	450	Total Function		3,147.00 3,147.00	3,147.00 3,147.00		-3,147.00
		Total Expenses	0.0	3,147.00	3,147.00	0.00	-3,147.00
		Net Income from Operations		-3,147.00			
		Net Income	0.0	0 -3,147.00			

362 INDIAN EDUCATION

				Cu	Current Year		
Function	Obje	ect Description	Current Month	Current YTD	Current Enc	Budget	Variance
Exper	nses						
100	450	REGULAR INSTRUCTION		16 005 00	16 005 00		16 005 00
	450	SUPPLIES, MATL & MEDIA		16,205.00	16,205.00		-16,205.00
		Total Function		16,205.00	16,205.00		-16,205.00
		Total Expenses	0.0	0 16,205.00	16,205.00	0.00	-16,205.00
		Net Income from Operations		-16,205.00			
		Net Income	0.0	0 -16,205.00			

365 ANE 2018

				Current Year Current Year					
Function	Obje	t Description		Month	Current YTD	Current Enc	Budget	Variance	
_									
Expen 100	ses		ON						
100	410	REGULAR INSTRUCTI PROFESSIONAL & TE			F 420 00			F 420 00	
				2,550.00 73.17	5,430.00	16,615.67		-5,430.00	
	450	SUPPLIES, MATL &			25,664.85			-25,664.85	
		Total Funct	lon	2,623.17	31,094.85	16,615.67		-31,094.85	
550		DISTRICT ADMIN SU	JPPORT SV						
	321	DIR/COORD/MGR (NO	DN-CERT)		7,083.33			-7,083.33	
	361	HEALTH/LIFE INSUF	ANCE		733.30			-733.30	
	362	UNEMPLOYMENT INSU	JRANCE		99.08			-99.08	
	363	WORKER'S COMP			106.25			-106.25	
	364	FICA/MEDICARE			541.88			-541.88	
	366	PERS			1,558.33			-1,558.33	
		Total Funct	ion		10,122.17			-10,122.17	
			Total Expenses	2,623.17	41,217.02	16,615.67	0.00	-41,217.02	
		Net Inc	come from Operations	-2,623.17	-41,217.02				
			Net Income	-2,623.17	-41,217.02				

390 TEACHER HOUSING FUND

				Current YearCurrent Year						
unction	Objec	t Description	Month	Current YTD	Current Enc	Budget	Variance			
Reven	ue									
	46	SCHOOL FACILITIES RENTAL		2,693.75			2,693.75			
		Total Revenu	e 0.00	2,693.75		0.00	2,693.75			
		Total Nevena	e 0.00	27055175		0.00	2,055.75			
Expen	969									
600		OPERATION & MAINTENANCE								
		DIR/COORD/MGR (NON-CERT)		3,995.75		47,009.00	43,013.25			
		MAINTENANCE/CUSTODIAL		11,442.43		103,382.00	91,939.57			
	329	SUBSTITUTES/TEMPORARIES		33,178.29			-33,178.29			
	360	EMPLOYEE BENEFITS				52,542.00	52,542.00			
	361	HEALTH/LIFE INSURANCE		3,047.11			-3,047.11			
	362	UNEMPLOYMENT INSURANCE		709.15			-709.15			
	363	WORKER'S COMP		701.34			-701.34			
	364	FICA/MEDICARE		3,719.20			-3,719.20			
	366	PERS		3,396.38			-3,396.38			
	420	STAFF TRAVEL & PER DIEM				2,500.00	2,500.00			
	436	ELECTRICITY		2,546.12		88,000.00	85,453.88			
	441	RENTAL PAYMENTS				58,500.00	58,500.00			
	452	MAINTENANCE SUPPLIES		55,629.37	1,843.60	7,500.00	-48,129.37			
		Total Function		118,365.14	1,843.60	359,433.00	241,067.86			
		Total Expense	s 0.00	118,365.14	1,843.60	359,433.00	241,067.86			
		Net Income from Operation	s	-115,671.39						
		Net Incom	e 0.00	-115,671.39						

710 STUDENT ACTIVITY FUND

			Current	Current Year				
Function	Object	Description	Month	Current YTD	Current Enc	Budget	Variance	
Reven	ue							
	210 ST	UDENT ACTIVITY REVENUE A		5,786.62			5,786.62	
		Total Revenu	e 0.00	5,786.62		0.00	5,786.62	
Expen								
700		UDENT ACTIVITIES IPPLIES, MATL & MEDIA		11,962.40	11,252.91		-11,962.40	
	100 00	Total Function		11,962.40	11,252.91		-11,962.40	
		Total Expense	s 0.00	11,962.40	11,252.91	0.00	-11,962.40	
		Net Income from Operation	S	-6,175.78				
		Net Incom	e 0.00	-6,175.78				

Author of Report: Kaylin Charles Department/Location: Federal Programs Date of Regional School Board Meeting: September 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
August	NSLP/SBP	FY21 Applications for National School Lunch School Breakfast Programs submitted to DEED	Education System Change
August 14, 2020	Migrant	Yupiit FY21 Recruiter and Records Manager Access forms submitted to DEED	Education System Change
August	Audit	Samples collected and provided to auditors.	Education System Change
August 24, 2020	OASIS	Summer OASIS in regards to Graduation cohorts and SPED corrections with Kary corrected and submitted to DEED	Education System Change
August- September	FER for all grants	Final Expenditure Reports submitted to DEED in Grants Management System	Education System Change
September 2, 2020	JOM Application	Johnson O'Malley grant reallocation submitted to Bureau of Indian Education	Education System Change
09/08/2020	Leadership	SMART start update with Leadership	Students Succeed Culturally and Academically Community, Parents and Elder Involvement Staff Recruitment and Retention Education System Change
September	Enrollment	Review of enrollments in current year for Recruiting of Migrant students	Education System Change

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

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

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

Strategic Goal Areas:

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Daily	IT Support	Troubleshooting this month included: BizHub maintenance and support, resetting locked iPads and connecting to MDM, cleaned out old technology, provided support to virtual	Students Succeed Culturally and Academically
		professional development and learning programs, coached staff on use of Google tools.	Education System Change
September	Online Enrollment	Continued support of online enrollment process with family password resets, downloading rosters, pushing approved	Students Succeed Culturally and Academically
		enrollment to the PowerSchool SIS.	Education System Change
September	YSD Mobile App	Built district mobile app and consulted with school messenger for integration with website and PowerSchool. Should be live in about two weeks.	Education System Change
September	Testing Support	Conducted system readiness checks for WIDA, aimswebPLUS, NWEA MAP tests and PresenceLearning. Addressed any technology related errors to ensure tests run smoothly.	Students Succeed Culturally and Academically
September	Networking Equipment	Consulted with GCI to configure core switch equipment.	Education System Change

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

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

Strategic Goal Areas:

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
September	Hired Staff	 KKI: N/A AKI: Principal TLT: N/A 	Students Succeed Culturally and Academically Staff Recruitment and Retention
September	Open Positions	 KKI: SPED Teacher (temporary fill with aide) AKI: SPED Teacher (temporary fill with aide) TLT: LA Teacher 	Education System Change Students Succeed Culturally and Academically Staff Recruitment and Retention Education System Change
September	Training	Conducted training with all staff regarding educator code of ethics, professionalism and PTPC.	Staff Recruitment and Retention
September	Contracts PAFs	Worked with the business office to issue staff contracts and PAFs for certified and classified staff.	Staff Recruitment and Retention
September	Recruiting and Retention	Continued the collection of new hire documents and consulting with staff on mandatory training needed.	Staff Recruitment and Retention Education System Change

Author of Report: Cassandra Bennett Department/Location: Yupiit School District Date of Regional School Board Meeting: September 17, 2020

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

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

Values

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

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

Date(s)	Activity	Details	Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
September 2020	ORGANIZATION AND ADMINISTRATION	 1-Conversing with Yukon Kuskokwim Health Corporation. 2-Leadership meeting on Tuesday September 8, Smart Start Updates. 3-Meeting September 9, to discuss the need for district procedure manual for powerschool 4-Writing an MOU for Powerschool assistance for the district. 	 1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change Education system change
September 2020	COMMUNICATIONS	 1-Leadership meetings as District Office held on Mondays, @ 9:30 am 2-Tuesday meetings with principals and state coaches at 4:00 pm. 3-ASA meetings with Commissioner Johnson and superintendents have continued since COVID began. 4-Communicated with Brandon Shilson from Powerschool 	 1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change
September 2020	PERSONNEL MANAGEMENT	 1-Staff Handbook is on hold. Leadership looking at a digital form for the website. 3-Danielson Evaluation Forms and training for Principals and Teachers held September 9, 2020. Timeline for all inspections and reports completed. 4- Classified Evaluation training on September 23, Principals and Directors trained on the 15th at 3pm. 5-Memo sent to all staff about the Cares Funding ending September 30, 2020 6-Memo sent to all staff about the quarantine requirements for Thanksgiving and Christmas breaks. 	 Students Succeed Culturally and Academically Community, Parents and Elder Involvement Staff Recruitment and Retention Education System Change
September 2020	SCHOOL CLIMATE	1-Survey extended to all staff concerning the holidays, keeping the leave as is and quarantining upon return or remaining in village and working through the holidays for an earlier dismissal. Results of survey and discussion by the leadership team indicated staff want their leave as is and will quarantine according to village regulations.	1-Students Succeed Culturally and Academically 3-Staff Recruitment and Retention 4-Education System Change
September 2020	RELATIONSHIP WITH STUDENTS	1-UA Scholars received 1500 per semester	 Students Succeed Culturally and Academically Community, Parents and Elder Involvement Education System Change

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

September 2020	INSTRUCTIONAL MANAGEMENT	 1-Clare proposed iread for additional literacy materials 2Course Catalog has been shared by the curriculum committee. 3-Prepared PPT for Certified staff on Danielson Evaluation 4-Prepared PPT for Classified staff on MOASIC evaluation 5-Prepared PPT for Directors and Administrators for Certified Evaluations 6-Worked with HR to complete the timeline for staff evaluations and end of year reports. 	 Students Succeed Culturally and Academically Community, Parents and Elder Involvement Staff Recruitment and Retention Education System Change
September 2020	FISCAL MANAGEMENT	1-Cares Funding ends September 30 and December 30. 2-Reviewed GMS plan for title grants.	 Students succeed culturally and academically Education System change and alignment
September 2020	FACILITIES MANAGEMENT	 Maintenance Director has been away on leave. Maintenance crew has been off for the Moose season. No update on the new generator for Tuluksak. 	 Students Succeed Culturally and Academically Community, Parents and Elder Involvement Staff Recruitment and Retention 4-Education System Change
September 2020	BOARD RELATIONS	1-Memos and agendas of meetings shared with the board. 2-October 6th is Board Election.	 Students Succeed Culturally and Academically Community, Parents and Elder Involvement Staff Recruitment and Retention Education System Change
September 2020	COMMUNITY RELATIONS	 1-Assurances given to DEED for paras to become SPED teachers. DEED will pay for college courses. 2-Tuluksak parents strongly encouraged to enroll their children in school for SY 20-21. Kary DelSignore and Cathy Snider went to Tuluksak to assist with enrollment of students. 3-Community meeting with Native representation directed by Janice George scheduled for September 10 was cancelled by the board. 	 1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change
September 2020	PERSONAL CHARACTERISTICS	 1-Superintendent Endorsement has been completed as of June 12, 2020 2-Visited Akiachak school on Friday September 12 due to Principal Boldosser's absence 3-Visited Tuluksak Monday - Wednesday due to Principal Bushey's absence and need to investigate a situation. 	 1-Students Succeed Culturally and Academically 2-Community, Parents and Elder Involvement 3-Staff Recruitment and Retention 4-Education System Change
September 2020	Items to be Addressed	 Superintendent's contract adjustment and evaluation tool for SY20-21has not been reviewed Included in this report are National Standards for Superintendent evaluation. Enrollment of students for the following school year will be discussed by leadership as an organizational matter. 	 Students Succeed Culturally and Academically Community, Parents and Elder Involvement Staff Recruitment and Retention Education System Change

BP 2000 CONCEPTS AND ROLES

The School Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

The Board may employ administrative and supervisory personnel to assist in the effective management of the district. The Board expects the Superintendent to recognize, develop and use the leadership abilities of staff.

The Superintendent or Principal shall develop decision-making processes which are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters which the Board identifies as appropriately managed at the school site level. The administration shall provide professional advice to the Board and to citizen advisory committees.

(cf. 0420 - School-Based Management/Site Councils)

(cf. <u>1220</u> - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 8000 - Advisory School Boards)

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent or Principal shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met.

(cf. <u>4300</u> - Management, Supervisory and Confidential Personnel)

(cf. <u>4315</u> - Evaluation/Supervision)

(cf. 4319.3 - Duties of Personnel)

Legal References:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.110 Cooperation with other districts

14.14.130 Chief School Administrator

Adopted: 11/2006

BP 2120 SUPERINTENDENT OF SCHOOLS

The Superintendent is the chief executive officer and educational leader of the district. He/she executes all School Board decisions and is accountable to the Board for managing the schools in accordance with the Board's policies. He/she informs the Board about school programs, practices and problems and provides professional advice on items requiring Board action.

The Board delegates to the Superintendent the power to make decisions concerning internal operations of the district. The Superintendent may delegate to other school staff any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the Superintendent of responsibility for actions taken by his/her Principals.

The Superintendent shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all district employees. He/she shall oversee all financial operations of the district and actively seek out new funding sources for the schools.

The Superintendent shall take an active leadership role in the development and improvement of the instructional program. He/she is expected to create a feeling of unity and enthusiasm among students and staff for the accomplishment of district goals.

The Superintendent shall articulate educational issues and values before the community and other governmental agencies. He/she shall be accessible to community members and shall work with them to further the district's goals and build a strong, positive community attitude toward the school system.

The Board expects the Superintendent to remain current on educational thought and practices by reading educational publications, attending educational conferences, and visiting other school systems in the interest of improving the district's instructional program and overall operation. The Superintendent shall inform the Board and staff of new developments and significant events in the field of education.

(cf. 2122 - Superintendent of Schools: Job Description)

Legal References:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.130 Chief school administrator

Revised 9/98

Adopted: 11/2006

BP 2122 SUPERINTENDENT OF SCHOOLS: JOB DESCRIPTION

The job of Superintendent entails many complex duties, some specified in law and some assigned by the Board. The Board shall provide the Superintendent with a job description that indicates his/her major responsibilities. The Board shall further define the Superintendent's responsibilities and duties through the adoption of Board policies.

The Superintendent may undertake outside professional activities such as speaking and writing, provided that the duties of his/her office receive adequate time and energy and always take precedence over any such outside activities.

(cf. <u>2000</u> - Concepts and Roles)

(cf. <u>2120</u> - Superintendent of Schools)

(cf. 2123 - Evaluation of the Superintendent)

Legal References:

ALASKA STATUTES

14.14.130 Chief School Administrator

Adopted: 11/2006

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. <u>9321</u> - Executive Sessions)

Adopted: 11/2006

BP 3000 CONCEPTS AND ROLES

The School Board recognizes that money and money management comprise the foundational support of the entire school program. To make that support as effective as possible, the Board intends to:

- 1. Encourage advance planning through the best possible budget procedures.
- 2. Explore practical sources of dollar income.
- 3. Guide the expenditure of funds so as to derive the greatest possible educational returns.
- 4. Expect sound fiscal management from the administration.
- 5. Advocate a level of per student funding sufficient to provide quality education.

The Board desires to support the educational program with high standards of safety in the operation and maintenance of school facilities, equipment and services.

Role of The Board

The Board:

- 1. Solicits public input on educational needs and utilizes that information in making budget decisions.
- 2. Approves and adopts the annual budget and approves budget transfers.
- 3. Is accountable for all district funds.
- 4. Adopts written policies governing the purchase of supplies and equipment.
- 5. Monitors all expenditures by receiving monthly financial statements.
- 6. Reviews the annual audit of district accounts and business procedures.
- 7. Adopts an insurance program which complies with law and reflects prudent financial management.
- 8. Provides for long-range plans to acquire or dispose of sites and to add, maintain and staff new facilities.
- 9. Advocates and secures community support for additional financing when necessary.

Role of Superintendent or Principal

The Superintendent or Principal:

- 1. Prepares the detailed annual budget and presents it to the Board for adoption.
- 2. Administers the budget and keeps expenditures within approved limits.
- 3. Enforces requisition and purchase order policies and regulations.

4. Establishes control/inventory systems to account for district funds, supplies and equipment in accordance with law and Board policy.

5. Makes all financial reports required by law or Board policy and prepares reports for public release.

6. Analyzes the district's financial condition and presents the Board with proposals for meeting financial needs.

- 7. Provides for the annual audit of district accounts and business procedures.
- 8. Helps the Board to establish an adequate insurance program.
- 9. Maintains the district's non-instructional operations.

Working Relationships of the Board and Superintendent or Principal

The Superintendent or Principal shall recommend financial plans to the Board in accordance with the district's goals and objectives, whenever district programs may be endangered by a lack of funds or when the continuation of district programs may result in an over expenditure of district funds.

Document

The Board desires complete information from the Superintendent or Principal on all matters relating to the district's financial operations. The Board shall closely scrutinize all district financial operations so that it may fully discharge its legal responsibilities with regard to school finance.

1

(cf. 3460 - Financial Reports and Accountability)

Legal References:

ALASKA STATUTES

14.08.101 Powers (Regional School Boards)

14.08.111 Duties (Regional School Boards)

14.12.020 Support, Management and Control

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

14.14.090 Additional duties

Revised: 04/2013

Adopted: 11-2006

BP 4000 CONCEPTS AND ROLES - All Personnel

The School Board wishes to establish conditions that will attract and hold qualified personnel who will devote themselves to the education and welfare of the students of the district. The Board desires that teachers pursue excellence within their profession and may provide incentives to teachers of demonstrated ability and expertise which will encourage them to stay in the public school system.

The Board believes that its personnel policies must be developed in cooperation with staff in an atmosphere of mutual faith and good will.

The Board affirms its intention to have district policies, regulations and procedures conform to the requirements of state and federal laws and regulations.

The School Board

1. Adopts wage and salary schedules.

2. Approves the employment of school personnel.

3. Determines principles of treatment for employees, such as those in connection with sick leave, leaves of absence, inservice training, retirement, etc., through the policies and regulations of the district.

4. Serves as a court of appeals in cases referred by the Superintendent or Principal or which may be appealed by employees directly from the Superintendent or Principal's decision, or as specified in adopted employee organization bargaining agreements.

The Superintendent or Principal

1. Nominates for employment all certificated and classified personnel.

2. Recommends disciplinary action, including suspension and dismissal, against employees whenever there is sufficient evidence warranting any such action.

3. With the staff, assigns, directs and supervises the work of all employees with due regard for the individual rights involved.

4. Proposes salary schedules for staff members and advises the Board.

(cf. 6181 - Charter School)

Working Relationships Between Board and Superintendent or Principal

The Board desires to be guided principally by the advice of the Superintendent or Principal in regard to its relations with district personnel.

The Board shall refer direct approaches from employees for Board action to the Superintendent or Principal for his/her consideration and judgment. The Board shall act as an appeals body only after receiving the recommendation of the Superintendent or Principal.

(cf. <u>4144</u> - Grievances /Complaints)

The Superintendent or Principal shall conduct the district's personnel relations with fair and sound practices in accordance with Board policy.

Legal References:

ALASKA STATUTES

14.08.101 Powers (regional school board)

14.08.111 Duties (regional school board)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

Document

14.20.095 Right to comment and criticize not to be restricted

23.40.070-23.40.260 Public Employment Relations Act (PERA)

39.25.110 Exempt service

Revised 9/97

Adopted: 11/2006

Evaluating the Superintendent

A white paper from the American Association of School Administrators

By Michael F. DiPaola, Ed.D. Chancellor Professor of Education Educational Policy, Planning, & Leadership School of Education The College of William & Mary



AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

© American Association of School Administrators, 2010

About AASA

The American Association of School Administrators, founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children. For more information, visit *www.aasa.org*.

Table of Contents

Introduction	5
Chapter 1 – Unique Challenges of Evaluating Superintendents	7
Chapter 2 – Criteria for Professional Personnel Evaluations	9
Chapter 3 – Building an Evaluation System	
Chapter 4 – A Quality Evaluation Process	
Chapter 5 – Implementing the Process	17
Chapter 6 – Other Considerations	
Chapter 7 – Superintendents' Needs	
References & Resources	
Appendix – Sample Domains, Performance Standards and Performance Indicators Domain G: Policy and Governance Domain A: Planning and Assessment Domain L: Instructional Leadership Domain M: Organizational Management Domain C: Communications and Community Relations Domain P: Professionalism	
AASA Membership Form	
AASA Books	

4 AASA Whitepaper: Evaluating the Superintendent

Introduction

This AASA Whitepaper on Superintendent Evaluation is designed to provide a practical reference for both novice and veteran superintendents, as well as the boards that employ them. It examines this critical responsibility, addressing aspects of the evaluation process that make superintendent evaluation unique and challenging. This Whitepaper provides an up-to-date overview of this critical issue; for a step-by-step guide to developing a comprehensive evaluation process, please refer to the *Superintendent Evaluation Handbook* (DiPaola & Stronge, 2003) published by Rowman & Littlefield Education in partnership with AASA (see p. 41).

The onset of the "standards and accountability movement" that began prior to the turn of this new century created a heightened focus on assessing the performance of all educational professionals, including superintendents. Certainly the enactment of the No Child Left Behind Act (NCLB) of 2002 made student achievement a public issue in every community across the nation. It also placed the performance of superintendents and other school personnel in a fishbowl of public scrutiny.

The "standards and accountability" era initiated a trend to link superintendent performance to student achievement and other measurable student performance standards. This shift created a great emphasis on the instructional leadership skills of superintendents, heretofore generally the responsibility of other specialists in school districts. In essence, the performance expectations for most superintendents changed quickly, without a corresponding change in their official job descriptions or in the processes used to evaluate their performance. This shift to the focus on the quality of superintendents' instructional leadership created a set of unique challenges, not only for superintendents, but also for the boards that evaluate their performance.

6 AASA Whitepaper: Evaluating the Superintendent

Chapter 1: Unique Challenges of Evaluating Superintendents

The need to effectively evaluate the superintendents of schools annually is not only a fundamental responsibility of the boards that employ them, but it is also legally required in most states. Yet, until recently, superintendent performance evaluation has too frequently been neglected. In 1980, the American Association of School Administrators (AASA) and the National School Board Association (NSBA) issued a joint statement calling for formal evaluations of superintendents (AASA, 1980), yet in the intervening years, little systemic progress was made.

A well-conceived, comprehensive and fair evaluation process based on performance must be grounded in the specific job responsibilities of the superintendent. It should be designed to encourage improvement in the superintendent's performance and, consequently, the school district's performance. Because superintendents encompass a variety of roles that vary from district to district, it is critical that the evaluation process used be developed locally, based on specific job responsibilities and expectations. That's not to say there are not some generic responsibilities that virtually all superintendents will be expected to meet. In fact, those generic areas of responsibilities can form the basic core of a sound performance evaluation system.

Designing and implementing an effective performance evaluation system for the superintendent is a comprehensive and complex undertaking. Three obvious practical issues that must be addressed in the design and implementation are:

- the reality of having multiple evaluators,
- providing clear, specific performance expectations and
- documenting performance using multiple sources of data.

The superintendent is the only employee in the entire organization who is supervised by multiple evaluators, all of whom typically are community members untrained in the evaluation of professional educators (MacPhail-Wilcox & Forbes, 1990). This often results in differing performance expectations and conflicting perspectives on the

superintendent's performance that get resolved either by "averaging" the varying opinions or presenting the superintendent with all the individual board members' opinions and ratings. In the first case, "averaging" provides the superintendent feedback that is very general and not useful to target improvement. In the other extreme, providing all the opinions and ratings generally offers conflicting advice and ratings. If the superintendent of schools is to receive a fair evaluation, and if the evaluation is to contribute to her or his success and to the overall effectiveness of the school system, then special consideration must be given to designing, developing and implementing a relevant, comprehensive and high-quality performance evaluation system that provides accurate, specific feedback.

The Design Process

The absence of clearly defined job expectations and performance goals is a common problem in the process of personnel evaluation. It can be overcome when superintendent and board jointly establish clear and specific goals for the district and the expectations of the superintendent in fulfilling those goals (Schaffer, 1999). Discussing and collaboratively establishing mutually agreeable organizational goals and performance targets can facilitate the translation of performance expectations into job responsibilities with appropriate performance indicators and standards for job performance. This collaborative process clearly requires input from both the school board and the superintendent, who ultimately is responsible for carrying out the daily performance of job expectations. This joint process of defining responsibilities and standards of performance provides clear direction for the school system, the evaluation process and the superintendent being evaluated.

Once responsibilities and performance standards are clearly defined, the next step is determining how the superintendent's job performance will be documented. This should also be a collaborative process, with both the board and the superintendent gathering data and assessing performance. In this phase, the critical issue is to determine tangible, objective ways of knowing how well the superintendent performs. When the superintendent's evaluation is based merely on supposition drawn from informal sources, the evidence upon which decisions are made is superficial. In the absence of clearly defined sources of data, board members can substitute opinion based on anecdotal evidence, be overly influenced by a few vocal chronic complainants and/or make judgments unrelated to measures of success or achievement of organizational goals.

Chapter 2: Criteria for Professional Personnel Evaluations

A conceptually sound and properly implemented evaluation system for all personnel, including superintendents, is a vital component of an effective school system. Regardless of how well educational programs may be designed, the programs are only as effective as the people who implement and support them. No matter the specific position, evaluation needs are basic: the need for a thoughtful, thorough and fair evaluation based on performance and designed to encourage improvement in both the person being evaluated and the school district.

Evaluations should be based in the generic duties of a particular position. Certainly the context in which superintendents are employed impacts how they perform their daily responsibilities. Contextual variations such as district size, district culture, board member expectations, governance style and local political factors all influence the job of a superintendent. However, there are generic duties of the superintendency that should form the basis of an evaluation process. Therefore, having clearly defined job expectations is a prime prerequisite to any evaluation system. Clear, locally defined job expectations for the superintendent ground performance assessment in the professional competencies and duties of that position (Candoli, Cullen, & Stufflebeam, 1997).

The Joint Committee on Standards for Educational Evaluation (JCSEE) was founded in 1975 to develop standards for educational evaluation. Originally initiated by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education, the Joint Committee now includes many other organizations in its membership. This coalition of major professional associations was formed to improve the quality of evaluation. The JCSEE issued the first edition of The Personnel Evaluation Standards (PES) in 1988, which constitute the American National Standard for Personnel Evaluation in Education. The second edition of The Personnel Evaluation Standards (2009) is based on knowledge about personnel evaluation gained from the professional literature and research/ development since 1988. The JCSEE requires that

personnel evaluations be *ethical, fair, useful, feasible and accurate.* It is not the intent of these standards to design or promote specific systems of evaluation, but rather to ensure that whatever system is in place provides a sound process most likely to produce the desired results: growth and development of the professional being evaluated and improvement of services to students.

Evaluation Standards

The sound educational evaluation practices established by the JCSEE applied to the superintendency include:

- **Propriety standards** that require evaluations be conducted legally, ethically and with due regard for the welfare of the superintendent and the students of the district served by the process. There are seven specific standards under this category, which include *service orientation, appropriate policies and procedures, access to evaluation information, interactions with superintendents, comprehensive evaluation, conflict of interest and legal viability.*
- Utility standards that guide evaluations so that they will be informative, timely and influential. There are six standards under this category, which include constructive orientation, defined uses, evaluator qualifications, explicit criteria, functional reporting and follow-up/professional development.
- Feasibility standards that call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded and viable from a number of other standpoints. There are three standards under this category including *practical procedures*, *political viability and fiscal viability*.
- Accuracy standards that require that the obtained information be technically accurate and that conclusions be linked logically to the data. There are 11 standards under this category including validity orientation, defined expectations, analysis of context, documented purposes and procedures, defensible information, systemic data control, bias identification and management, analysis of information, justified conclusions and meta-evaluation.

In applying these standards, evaluation procedures must certainly:

- meet the judicial standard of "reasonableness" and "fairness" through clear explanation and uniform application;
- satisfy the general substantive, as well as procedural, aspects of the law;
- make the conditions of employment known by distributing a clear explanation of these conditions to the superintendent; and
- be executed by board members trained to evaluate the superintendent's performance using the predefined procedures.

Furthermore, one goal of the evaluation process must be focused on the professional growth of the superintendent.

In order to conform to these requirements an evaluation process should include a statement of purpose, clear performance criteria, standards of performance defined by a rating scale, specific procedures used to collect performance data and a method to summarize the data on performance, for example, an evaluation summary (Beckham, 1985; Frels & Horton, 2003; Gessford, 1997; Stronge & Tucker, 2003). Evaluation summaries should include specific examples of superintendent behaviors to illustrate and justify summative assessments, especially those that indicate exemplary or less than satisfactory performance (Frels & Horton, 2003). Unsatisfactory performance cannot be substantiated by a single event; rather a pattern of performance over time is required. Data collected over time and based on observations, performance data and other related evidence is important. Unsatisfactory performance clearly is not misconduct, which is legally defined and generally can be substantiated by a single event that is wrongful, improper, or unlawful.

In order to substantiate a judgment of unsatisfactory performance, it is critical that the board demonstrate that the superintendent has received notice of the specific performance expectation, was provided a remediation plan by the board, and was given the assistance and time needed to correct the "Inadequate performance" (McGrath, 1993).

Before taking punitive action against superintendent, the board must make a good faith effort to help remediate the deficient performance unless the deficiency is so egregious that it provides grounds for immediate dismissal (Frels, Cooper, & Reagan, 1984). Good remediation plans address the specific performance to be improved, resources needed for improvement, follow-up assessments of improvement, benchmarks of progress, consequences for not improving and criteria for satisfactory performance.

Chapter 3: Building an Evaluation System

Defining the Job

An effective performance evaluation system is built on a foundation of clearly described and welldocumented performance standards. It is impossible to conduct a fair and comprehensive evaluation without clearly describing the performance standards of superintendents so specifically and accurately so that both the superintendent and those evaluating her or him can understand the expectations of the job. Clearly defined performance standards dramatically increase the probability that the superintendent is evaluated based on what she or he was hired to do! This has been one the greatest problems in the evaluation of superintendents. *The* 2000 Study of the American Superintendency reported that only 50.2% of the responding superintendents were being evaluated according to the criteria in their job descriptions. Thus, specific and accurate job standards must serve as the solid foundation of a sound performance evaluation system.

Performance Domains

The evaluation systems that have been adopted by many states and/or AASA state affiliates are based on a tiered description of job performance. The overall broad, generic categories of responsibilities -- Performance Domains -- form the first tier. Performance domains should reflect the professional standards of the superintendency. For example, the AASA professional standards include eight categories (see Figure 1 below).

AASA Standard	Key Descriptors		
Standard 1:	Vision, academic rigor, excellence, empowerment,		
Leadership and District Culture	problem solving		
Standard 2:	Policy formulation, democratic processes,		
Policy and Governance	regulations		
Standard 3:	Internal and external communications, community		
Communications and Community Relations	support, consensus building		
Standard 4:	Data-driven decision making, problem solving,		
Organizational Management	operations management and reporting		
Standard 5:	Curriculum planning, instructional design, human		
Curriculum Planning and Development	growth and development		
Standard 6:	Student achievement, classroom management,		
Instructional Management	instructional technology		
Standard 7:	Personnel induction, development, evaluation,		
Human Resources Management	compensation, organizational health		
Standard 8:	Multicultural and ethnic understanding, personal		
Values and Ethics of Leadership	integrity and ethics		

Figure 1: Superintendent Standards, American Association of School Administrators

The National School Boards Association (NSBA, 2000) identified eight "key action areas" for both the superintendent and board that include: vision, standards, assessment, accountability, alignment, climate, collaboration and continuous improvement. These and other standards (such as ISLLC) provide guidance in developing a set of domains to serve as the framework for an evaluation system. A review of evaluation systems adopted by states, school board and AASA state affiliates across the nation reveals a variation in the number of suggested domains. A sampling of suggested models of superintendent evaluation systems show a range from three domains in Texas to 13 in Alabama (see Table 1). For example, the domain

Educational Leadership - The superintendent provides leadership and direction for an educational system that is based on desired student achievement is included in the Texas Association of School Boards' sample superintendent evaluation instrument (2006). A sample evaluation system provided in the appendix of this whitepaper provides an example with six performance domains.

See Table 1, next page.

Performance Standards

Performance standards are the job responsibilities or duties performed by the superintendent. They provide greater specification of role expectations in each of the domains. Performance standards form the second tier of the job description. They are more specific than the domain but are not at the level of discrete, observable behaviors. Therefore, performance standards provide greater clarity on the precise nature of the Domain, but do not provide a specific behavior or set of behaviors that could be directly assessed. Continuing with the example of the Texas Association of School Board sample instrument, under the domain of Educational Leadership, one performance standard is: Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement.

Performance Indicators

Performance Indicators specify, in observable behaviors, the types and quality of performance associated with the major job responsibilities (performance standards) within each domain. Performance indicators constitute the most specific description of performance standards in the threetiered hierarchy, and lend themselves nicely to

documentation and direct assessment. Performance indicators are typically not used as the unit of evaluation; rather, they are provided to highlight what a superintendent would do if she or he where properly fulfilling the job requirement. Sample indicators must be developed for each standard under each domain. However, they are not intended to be all-inclusive lists but rather examples of typical behaviors that indicate satisfactory performance of the applicable standard by a superintendent. Completing the example from Texas, under the domain of Educational Leadership and the performance standard Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement there are four sample performance indicators:

The board shall see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores

Job Descriptions

It is critical for superintendents to know the performance expectations of the boards that employ them. By working with their boards, superintendents can encourage the joint development of a job description that is an accurate general description of the superintendent's role and that can serve as a basis upon which the superintendent's evaluation can be built. Such a description will be rationally connected to the specific duties and responsibilities contained within the superintendent's performance evaluation. In fact, performance standards and their corresponding performance indicators should behaviorally define the superintendent's job description.

Table 1: Sample Performance Domains

State	Components/Domains	State	Components/Domains
Alabama	Thirteen Competencies: (Self-Assessment Surveys Portfolio) (1) Communication skills (2) Collaboration process and skills (3) Assessment/Measurement/Evaluation (4) Organizing for results (5) Planning (6) Federal/State/ Local laws and policies (7) Problem solving (8) Innovation (9) Technology Management (10) School system management (11) Fiscal Leadership and management	New York N. Carolina	Eight Standards: (Includes indicators for each standards and Evaluation form) (1) Leadership and District Culture (2) Policy and Governance (3) Communications and Community Relations (4) Organizational Management (5) Curriculum Planning Development (6) Instructional Leadership (7) Human Resource Management (8) Values and Ethics of Leadership
	(12) Management of professional responsibilities(13) Leadership of human resources	N. Carolina	Six Components: (1) Assessing Your Educational Context (2) Surveying the Larger Context (3) Addressing the Barriers to Learning
California	Seven Characteristics:		(4) Supporting Personnel
	(1) Relationship with the board(2) Administration of the school district(3) Community relationships		(5) Resolving Conflict(6) Collaborating with Families and Community
	(4) Staff and personnel relationships(5) Educational leadership(6) Business and finance(7) Personal qualities	Oregon	Nine Performance Standards: (1) Leadership and District Culture (2) Policy and Governance (3) Communications and Community Relations
lowa	Six Standards: (1) Shared Vision		(4) Organizational Management(5) Curriculum Planning(6) Instructional Leadership
	(2) Culture of Learning		(7) Human Resources Management
	(3) Management (4) Family and Community		(8) Values and Ethics of Leadership (9) Labor Relations
	(5) Ethics (6) Societal Context	Texas	Three Domains: (Evaluation Instrument)
lowa	Seven Characteristics: (Standards for School Leaders) (1) Relationship with the board (2) Administration of the school district		 (1) Educational Leadership (2) District Management (3) Board and Community Relations
	 (3) Community relationship (4) Staff and personnel relationships (5) Educational leadership (6) Business and finance 	Virginia	Five Domains: (Includes indicators for each standards and Evaluation form) (1) Planning & Assessment
	(7) Personal qualities		(2) Instructional Leadership(3) Safety & Organizational Management
Michigan	Seven Components: (Sample timeline of advised activities) (1) Relationship with the Board		(4) Communication & Community Relations (5) Professionalism
	 (2) Community Relations (3) Superintendent/Staff Relationships (4) Business and Finance (5) Educational Leadership (6) Personal Qualities (7) Achievement of Goals Determined by Board of Ed 	Vermont	Eleven Standards: (Evaluation Instrument) (1) Student Learning (2) Instruction (3) Community Relations (4) Human Resources
Missouri	Nine Standards: (Includes indicators for each standards and Evaluation form) (1) Leadership and District Culture (2) Policy and Governance (3) Communication and Community Relations (4) Organizational Management (5) Curriculum Planning Development (6) Instructional Leadership (7) Human Resources and Management (8) Values and Ethics of Leadership (9) Labor Relations		 (5) Policy (6) Finances (7) Facilities (8) Board Relations (9) Safety (10) Communication (11) Ethics

Chapter 4: A Quality Evaluation Process

A quality performance evaluation system will provide ways and means for documenting the superintendent's performance, and then offer a rubric for judging that performance fairly.

Developing a comprehensive set of performance standards, alone, isn't adequate to ensure a quality evaluation system. While the performance standards describe *what* the superintendent is expected to do, we also need to know *how* the superintendent fulfills his or her work as well as *how well* the work is done.

Data Sources

In order to develop a complete picture of a superintendent's contribution to the overall success of the school system, the board should use multiple sources of broad-based information. Systematically documenting performance in a variety of settings using a variety of means enhances the breadth and depth of both the superintendent's and the board's understanding of performance strengths and weaknesses. However, for data sources to be acceptable, they must meet the tests of logic, reliability, fairness and legality (Peterson, 1995). For example, in evaluating the performance of a superintendent a board should consider the following important questions:

- 1. Are the data the responsibility of the superintendent?
- 2. Do the data reflect the superintendent's responsibilities described in the job description?
- 3. Are the data of primary importance in judging the quality of the superintendent's performance?
- 4. Are there better data available?

In this age of "standards and accountability" there is a common belief that educational evaluations must be grounded in assessments of student achievement (Candoli, Cullen, & Stufflebeam, 1997). However, student learning alone certainly does not capture the day-to-day realities of the responsibilities of a superintendent of schools. The research is clear -- classroom teachers alone have a direct impact on student achievement. School principals also have a strong impact, albeit indirect, on student learning, as they support teachers and create school climates that nurture and stress academic performance (Hallinger & Heck, 1996). Research to-date attempts to connect non school-based administrators, like superintendents, to student achievement, even indirectly, have not been successful.

Yet, many boards attempt to use student achievement data to evaluate a superintendent's performance. To the degree that superintendents' responsibilities do include holding school personnel, principals and teachers accountable for improving students' learning, they are able to have an indirect influence on student achievement. Essentially superintendents must make personnel and curricular decisions that positively impact student achievement.

When student-learning measures are used in the evaluation of superintendents, they must conform to professional standards of practice (JCSEE, 2009). There are numerous pitfalls in the inappropriate and uninformed use of assessment data for evaluation of any sort, particularly for use in superintendent evaluation. Annual measures of student achievement should only be used to determine trends over time. Annual assessments at specific grade levels measure different students each year. That variability alone makes it impossible to use such data to fairly evaluate a superintendent. If however, trends show no progress in overall student achievement over time, data could be used to illustrate a real need to improve the quality of classroom teaching or building leadership, both responsibilities of the superintendent. However, these data are only one measure of performance in one domain. Evaluation is a summative process that must address all of the superintendent's responsibilities.

A sound evaluation system will always be based on actual performance data collected through multiple means that are representative of the superintendent's total performance during the period covered by the performance assessment. Thus, using a more comprehensive set of data is essential and can yield a far more valuable performance assessment. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the superintendent's work.

Data sources might include informal observations, client surveys, artifacts of performance, achievement of professional goals and other relevant sources of information. The achievement of a specific goal can be documented using appropriate data. Many documents that are developed by the superintendent in the normal course of serving as the district's CEO can be considered as part of the evaluation data collection process. Client surveys can provide information on the staff and community's perception of the superintendent's performance.

Performance Goals - One way to measure progress in student learning is to make it a performance goal. Goals should be few in number, measurable and have specific, realistic timelines for achievement. They can be established under any performance domain or standard. Performance goals should be aimed at desirable, yet realistic, improvement targets that are congruent with the school district's needs and/or concerns. Once established, the goals can be reviewed and adjusted as necessary.

With the use of performance goals the superintendent typically reports progress on achieving the goals at regular intervals throughout the evaluation process. Indicators of goal attainment include documentation via the superintendent's oral and written reports, as well as other evidence that can indicate the level of progress. Of course, contextual issues beyond the superintendent's control can have an impact on the attainment of established goals. For example, there are circumstances when the superintendent does everything possible to enhance student learning, but conditions beyond his or her control prevent maximum benefits for students. Examples of such conditions are: limited resources, inability to terminate certain employees, contractual obstacles, student mobility, student absenteeism and other such variables.

Document Review - Another way to document a superintendent's performance is to perform an analysis of artifacts (written records and documents produced by the superintendent as a part of his or her job responsibilities). Artifacts for a superintendent, for example, might include school board meeting minutes, articles written for publication, PowerPoint notes from presentations, agendas from meetings led, a record of individuals mentored and recordings from press conferences. **Client Surveys** - School board members invariably receive feedback, often unsolicited, regarding particular programs, events and efforts of superintendents and their staffs. In the absence of a more systematic method for collecting perceptions of staff and community members, these anecdotal comments form the basis of the board's collective opinion of the superintendent's acceptance and performance as perceived by the school community. In essence, client feedback on superintendent performance -- albeit highly informal -- is common practice.

In recent years there has been a growing movement for educators to adopt 360-degree assessment principles employed in business and industry – giving all segments of the school community an opportunity to provide feedback data for the evaluation process (see, for example, Manatt, 2000). This client-centered feedback process can provide an avenue for both the superintendent and the board to receive systematic and representative feedback regarding performance. If staff or community perceptions are to be factored into the superintendent's performance evaluation – and they invariably will – then a much fairer and more productive approach is to create a formal outlet for receiving that feedback.

The real challenge is to collect survey data that meets the tests of logic, reliability and fairness. Staff and community surveys of a superintendent's various constituents have the potential to provide data that meet the tests if they are well conceived, properly administered and interpreted fairly. While surveys can provide an important perspective on the superintendent's performance, they should be used as *only one* component in the evaluation system if they are to be employed.

Making Evaluative Decisions

Rating Scales - Performance domains, job standards and performance indicators provide a welldefined description of superintendent expectations. Data gathered through goal setting, student performance measures, client surveys, document review and other appropriate sources of information need to be synthesized in order to arrive at a meaningful judgment regarding performance. The tool most often used in making evaluation decisions -- whether for formative or summative purposes -- is a rating scale (rubric) against which performance can be assessed.

Rating scales with three or four points offer opportunities to explain and justify performance

ratings. An example is the four-point performance rating scale with the categories: Exemplary Professional Performance (4), Professional Performance (3), Performance Requires Improvement (2) and Performance Is Unsatisfactory (1).

In this example of a rating scale, four distinct ratings are available for use in assessing the superintendent's performance. But before it can be effectively applied, each rating must be clearly defined so that those applying the ratings have a common understanding of what each signifies and so that the superintendent can accurately interpret the ratings. In this example the following definitions for the rubric could be:

4 - Exemplary Professional Performance: performance by the superintendent that continually has an impact on students, staff and programs in the school district in a positive manner. For performance to be rated at this level it must consistently exceed the expectations set forth in the performance standards and the board should cite specific examples in a narrative format (i.e., the board should describe specific behaviors on the part of the superintendent that illustrate the high rating).

3 - Professional Performance: performance that consistently meets expectations resulting in quality work in the accomplishment of the job performance standards identified for the superintendent. *This is the acceptable performance level that is expected.*

2 - Performance Requires Improvement: performance that does not meet standards and requires a program of improvement and/or remediation to produce desired results (i.e., to meet criteria). The board should cite specific evidence in a narrative format (i.e., the board should describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

1 - Performance Is Unsatisfactory: unacceptable performance that requires significant improvement to justify continued employment. The board should cite specific evidence in a narrative format (i.e., the board should describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

0 - Cannot Judge: the board does not have enough information to rate performance on an identified standard.

Such a four-point scale enables the board to acknowledge outstanding work quality and to provide useful feedback for work that is judged in need of improvement. Ratings typically are applied to individual performance standards, but not to performance indicators. Additionally, ratings can be applied to the overall domains to provide a more global assessment of performance. 18 AASA Whitepaper: Evaluating the Superintendent

Chapter 5 Implementing the Process

Evaluating the performance of the superintendent should be a continuous process performed with the same concern for planning and professionalism that is employed in selecting a superintendent. Formal summative evaluations may be annual events -- in most states, the frequency of the summative evaluation, if not some of the content, is governed by a state law or code. However, conversations should occur between the board and superintendent throughout the year concerning the status of attaining goals, as well as any other specific performance issues. Such feedback can be of great value to superintendents in directing their own professional growth.

Guided by policy

A board's responsibility as policymaker includes crafting a policy, regulations and procedures for a quality performance evaluation system for all employees, including the superintendent. Such policy creates consistency in the process and guidelines for board members, both veterans and novices. Both the superintendent and board members should review current policies related to the superintendent, including those that govern the evaluation of the superintendent or describe the responsibilities/duties of the superintendent, and modify them where necessary. In the absence of such policy, initiate policy development.

The district policy should reflect the *how*, *what, when, where and by whom* the process of performance evaluation of the superintendent is performed. Often, the implementation details, actual performance assessment documents and/or forms, and other details may be adopted as addenda or be incorporated into the procedures pursuant to the actual policy. The policy itself should always reflect the board's intentions and beliefs concerning the goals of the process. It should also include or be accompanied by procedures that specify the "nuts and bolts" of the process.

Time commitment - During the development of procedures, it is important to assess the resources, particularly the amount of time the implementation plan requires to be certain that it meets the *feasibility* standard – is it practical enough to put into practice? Will the board devote the time required to implement the process as it is designed? All too often sound evaluation designs are not executed because of the board's unwillingness to prioritize the evaluation of the superintendent. Another obstacle is the time to prepare and train all individuals who participate in the process.

Sequence of events - Once an evaluation process has been adopted it will generally guide the sequence of implementation. Generally, an implementation schedule is developed first. For example, ordinarily the contract year will begin on July 1 and terminate the following June 30. Training all participants is the logical initial step. The bestdesigned evaluation process will fail to achieve its goals without the adequate training of all board members and the superintendent. The absence of adequate training places board members in a frustrating, uncomfortable position; they should fully participate in the superintendent's evaluation, yet do not have a clear understanding of their individual roles or of how to implement the process. This undermines the intent and goals of the process, often resulting in judgments of performance grounded only in personal perceptions.

If goal setting is an element of the process, establishing a few goals should be the next step. Individual state law or code may require that the process be completed by a certain date. The implementation schedule creates a real on-going process in which all parties know when each meeting is scheduled during the process. Regular executive session agendas should reflect the evaluation meeting as agenda items. This is critical since experience tells us that the most common course of action is to use time for other "pressing" issues. Not adhering to the implementation schedule undermines the process and creates an evaluation "event": the summative evaluation, at the end of the year.

The superintendent's and all board members' participation in all phases of the evaluation process is essential. Sometimes an outside facilitator is used to assist with the superintendent's evaluation. If an outside facilitator is employed for this purpose, the facilitator should be trained in the process and meet with the superintendent and board jointly to clarify roles. The superintendent's participation, cooperation and support are critical.

Once the board completes the superintendent's annual performance evaluation, it should issue a statement during a public board meeting explaining the process and goals, as well as whatever action(s) the board has taken. The superintendent should be publicly commended whenever appropriate.

Chapter 6 Other Considerations

Superintendent evaluation should be a process, not an event – a process that is grounded in an accurate job description and written policies defining the division of responsibilities between board members and the superintendent. It must be governed by policy that specifies *how, what, when, where and by whom* the process of performance evaluation of the superintendent is performed. If well crafted, the process of evaluating the superintendent can be useful and flexible, providing both accountability and useful feedback for the superintendent. The process must be more concerned with quality of the superintendent's performance in meeting clear expectations than personal characteristics.

All summative evaluations involve decisions. In order to meet the standards of a quality evaluation, the decisions made in this process must be based on evidence rather than opinions. In doing so, the board removes the influence of politics and models databased decision making for members of the school district and local community.

Adopting the right process - Differences in school district size, complexity and priorities thwart attempts to standardize criteria for superintendent evaluation. Therefore, it is important for each board to adopt a process for evaluating its superintendent that considers the district's unique circumstances. Some evaluation models or templates available to assist boards in developing an evaluation instrument are based on standards. They are too often checklists of generic job responsibilities that do not serve the goals of the process well because they ask board members to assess the superintendent's performance based on whether or not -- and how effectively -- the superintendent performed a series of tasks in each standard. Absent is real evidence for knowing if the superintendent is performing these activities and little knowledge about what doing these activities well really "looks like."

More appropriate evaluation systems recommended by states and professional associations conform to the model described previously in this paper. That is, they focus on the broad general areas of responsibility of superintendents, then specify performance standards (expectations) under each general area and, finally, provide *a set of indicators* of professional performance for each standard. These indicators of performance for each standard enable board members to be more objective in assessing performance and providing more specific, useful feedback. In order to incorporate such a system into the process, boards must be careful to select those performance standards that reflect their expectations of the superintendent as well as indicators that provide evidence that each standard is being met.

But job responsibilities and performance indicators alone are not enough. A decision of "how" performance will be assessed must be made. Convincing boards to adopt a behaviorally anchored rating scale (performance rubric), which provides descriptions of acceptable/unacceptable behavior for each job responsibility, is key to collecting more reliable data. A definition of all the terms used in the scale gives clarity and helps all board members know what ratings like "competent" or "satisfactory" mean as they make performance judgments.

The sources of evidence (data) that will be used to document and assess the superintendent's performance should be clear. I have often asked board members how they know whether their superintendent is doing a good job. Where do they get their information about the superintendent's performance in standards that cover, for example, *instructional leadership* or *planning and assessment*? How much of the performance do they directly observe? Does their information come from a broad spectrum of their constituents or the vocal few?

Most board members admit that their ability to collect good, reliable data that reflects a broad base is very limited. Yet, the more data sources, the greater the chance that the complexity of the superintendent's work will be fairly assessed. Since school board members generally are not trained adequately to collect reliable, valid data, the fairness of evaluations becomes a critical issue.

Variations – Boards also differ in their governance model. Some are policy focused; some are more focused on long-term planning, while others are more traditional and focused on the immediate issues that must be addressed. Evaluation

models generally are designed to serve the needs of boards that operate in the more traditional mode. These differences in focus, however, should result in adopting a process of superintendent evaluation that reflects such differences. For example, a process linked to district goal setting requires board members to identify and prioritize the superintendent's major goals before the evaluation process begins. Both board members and the superintendent should be involved in establishing administrative goals. In this collaborative process the board guides the overall direction for the district while the superintendent's expertise in administration ensures that the goals represent a realistic idea of what can be accomplished. Goals must be specific, measurable and few enough in number to be reasonably achieved.

Another approach is to have broader participation in the process. Advocates of the 360degree process of evaluation have long advocated collecting data from all constituents. For example, parents and community leaders can provide valuable input for the board as members assess how well the superintendent communicates with the community. Other administrators and teachers can provide insights for the board on how well the superintendent communicates district goals and priorities and provides district leadership. In such a process constituents can be reliably surveyed using instruments designed to collect such data. These data would be then added to data collected from formal observations, informal observations, achievement of district goals and student assessments. Although collecting data from multiple sources is time consuming and requires other resources, such a broad array of evidence can result in a more objective assessment of superintendent performance.

Advantages and Disadvantages

Measuring the achievement of objectives (MBO) and printed rating forms are most commonly used in the evaluation of superintendents. In some districts, both are used in the process. There are strengths and weakness in all of the evaluation processes. Strengths of those using rating forms include: greater clarity of expectations, comprehensiveness, characteristics of open-endedness and structure, inclusion of multiple perspectives and ease of use. Weaknesses include factors such as little constituent involvement, inadequate job specificity, too general, mismatched to the responsibilities of the superintendency and lack of provision for professional development.

The strengths of a process based on goal achievement include forced recognition of current

priority for objectives, clear authority given to the board for evaluation, flexibility, encouraging dialogue between the board and the superintendent, and ease in implementation. Weaknesses include watering down of objectives, neglect of student learning and concerns, no provisions for stakeholders and objectives not reflecting actual job performance.

All of the models have relative strengths and weaknesses. However, those that have the greatest potential to meet the essential criteria for quality personnel evaluation include evaluation based on performance standards, document review and the use of student performance measures. Employing multiple models enables boards to enjoy the benefits of the strengths of each model while compensating for the individual models' weaknesses. In essence, there is no perfect superintendent evaluation process, but the best are those that are grounded on the actual duties performed by the superintendent and are evidence based.

Chapter 7 Superintendents' Needs

As school district leaders, superintendents model the commitment to "life-long" learning. One way they do this is making a commitment to a comprehensive process of evaluation that not only assesses the achievement of district goals, but also provides data and other feedback about their own performance. Another way is using such information in a plan for professional growth.

Articulating the merits of a comprehensive process and prioritizing its development and implementation with the board is the first step a superintendent must take. Board members may come to their role with good intentions. But the lack of a sound orientation and real training in the most important aspects of their role handicaps them and impedes their ability to be assets to the district in working with their superintendent and achieving their district's goals.

Superintendents are the only school district employees not supervised or evaluated by another licensed professional. Yet, it is imperative that superintendents be evaluated in a manner that meets all the criteria of good personnel evaluation. It is a responsibility of board members for which they have not been provided adequate preparation. All evaluators, including board members, need adequate preparation and training in order to evaluate within the spirit and intent of the process.

There are several "natural" times for the board and superintendent to examine their current practice and modify it by adopting a process of superintendent evaluation. Boards that become engaged in the process to reassess and refine their expectations and the superintendent's job description prior to searching for a new superintendent have been most "faithful" to the process through time. By adopting standards and performance indicators, the board is clearly defining its expectations for the incoming superintendent. Therefore, throughout the subsequent search process, a candidate would have an opportunity to discuss the process up front and is able to have a clear understanding of how performance will be assessed in the future -- with no surprises.

Considering the number of boards that lack the will and training to develop and implement a comprehensive evaluation process, superintendents should consider the evaluation process when negotiating initial and subsequent personal employment contracts. Absent a policy specifying all the critical elements of the evaluation process (how, what, when, where and by whom), as well as the sources of data that will be used to make judgments, etc., superintendents should have such relevant details incorporated into their contracts. Other details, such as a provision that the superintendent receives a copy of all forms used during the evaluation process by individual board members, may provide a more realistic reflection of actual performance. Since summative evaluation forms reflect a composite of individual board members' judgments, they may be more subjective, reflecting the sentiments only of the individual(s) who prepares those documents. The contract should also guarantee the right of the superintendent to respond to the evaluation in writing and make the response a permanent attachment to the summative document.

All too often superintendent evaluations are performed hurriedly in an attempt to satisfy a legal requirement or a policy mandate. If the evaluation is merely an event it has little, if any, impact on the professional growth of the superintendent or improvement of the school district. The success of the superintendent and, ultimately, the success of the school system are inextricably tied. If the superintendent of schools is to receive a fair evaluation, and if the evaluation is to contribute to her or his professional development, success and overall effectiveness of the district, then adequate time and resources must be devoted to designing, developing and implementing a comprehensive and quality performance evaluation system.

In today's political environment, the hue and cry for accountability at all levels demand the fair evaluation of all personnel. Achieving a fair evaluation of the superintendent will require greater compatibility among evaluation instruments, actual duties of the superintendent and the standards that guide the profession. At the same time, the evaluation models and evidence of achievement must be well suited to measure the professional standards.

References & Resources

American Association of School Administrators (1980). *Evaluating the Superintendent*. Arlington, VA: Author.

American Association of School Administrators (1993). Professional standards for the superintendency. Arlington, VA: Author.

- Beckham. J. C. (1985). *Legal aspects of employee* assessment and selection in public schools. Topeka, KS: National Organization on Legal Problems of Education.
- Board of School Trustees (2005). Superintendent Evaluation Manual, State of Nevada. Clark County, NV: Author.
- California School Board Association. (2005). Key Points Relating to Superintendent Evaluation. Retrieved from http://www2.csba.org/Services/Services/ GovernanceServices/GovernanceConsulting/~/ media/Images/Services/GovernanceServices/ ExecutiveSearch/SuperintendentEvaluation.ashx.
- Candoli, I.C., Cullen, K., & Stufflebeam, D. L. (1997). Superintendent performance evaluation: Current practice and directions for improvement. Boston: Kluwer Academic Publishers.
- Department of Public Instruction. North Carolina Standards Board for Public School Administration, State of North Carolina. Retrieved January 22, 2009 from http://www. ncpublicschools.org/standards_board/future. html.

DiPaola, M. F. (2007). Revisiting superintendent evaluation: Do you and your school board members view it as an event or a continuous process? The *School Administrator*, 64(6), 18-22.

DiPaola, M. F. (2005). Superintendent evaluation: Why bother? NJASA Perspective, 13, (4) 12-17, 29-30.

DiPaola, M.F. (2001 January). Administrator shortages: A challenging reality. VASS News, 13, (5).

DiPaola, M.F. (2000 January). Evaluating the superintendent in the age of accountability. VASS News, 12, (5).

DiPaola, M.F. (2000 January). Evaluating the superintendent: A board challenge. VASS News, 12, (5).

DiPaola, M. F. & Stronge, J. H. (2003). *The* superintendent evaluation handbook. Lanham, MD: Scarecrow Press. DiPaola, M. F. & Stronge, J. H. (2001, June). Superintendent evaluation in a standards-based environment: A status report from the states. *Journal of Personnel Evaluation in Education*, 15, (2), 97 – 111.

DiPaola. M. F. & Stronge, J. H. (2001 February). Credible evaluation: Not yet state of the art. *The School Administrator*, 58, (2).

Frels, K., & Horton, J. L. (2003). A documentation system for teacher improvement or termination (5th ed.). Dayton, OH: Education Law Association.

Frels, K.. Cooper, T. T, & Reagan. B. R. (1984). Practical aspects of teacher evaluation. Topeka. KS: National Organization on Legal Problems of Education.

Gemberling, K. W., Smith, C.W, & Vallani, J. S. (2000). The key work of school boards. Alexandria, VA: National School Boards Association.

Georgia School Boards Association. (2002). Superintendent Evaluation Instrument. Retrieved from http://www.gsba.com/services/services_ super_evaluation.htm.

Gessford, J. B. (1997). Evaluation. In National School Board Association, Termination of school employees: Legal issues and techniques (pp. 15-30). Alexandria, VA: Association for Supervision and Curriculum Development.

Glass, T.E., Bjork, L. & Brunner, C.C. (2000). *The 2000* study of the American school superintendency. Arlington, VA: American Association of School Administrators.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness. *Educational Administration Quarterly*, 32 (1), 5–44.

Hoyle, R., J., & Skrla, L. (1999). The politics of superintendent evaluation in education. *Journal* of *Personnel Evaluation in Education*, 13(4), 405-419.

Joint Committee on Standards for Educational Evaluation (D. L. Stufflebeam, Chair) (1988). *The personnel evaluation standards: How to assess systems for evaluating educators*. Newbury Park, CA: Corwin Press, Inc.

Joint Committee on Standards for Educational Evaluation (Arlen R. Gullickson Chair) (2008). The personnel evaluation standards 2nd Edition. Thousand Oaks, CA: Corwin Press. Illinois Association of School Boards. (2006). For School Boards and Superintendents: How to Develop a Performance Evaluation Process, State of Illinois. Springfield, IL: Author.

Illinois Association of School Boards. (1998). Performance-Based Contracts for Superintendents. Retrieved from http://www. iasb.com/law/perfcont.cfm.

Iowa School Boards Associations. Iowa Standards for School Leaders. Retrieved from http://www.uni. edu/coe/elcpe/edlead/downloads/Iowa%20Sta ndards%20for%20School%20Leaders%20(ISSL). doc.

Iowa School Leaders. Resource Guide for Superintendent Evaluation: A Systems Approach. Retrieved from http://www.sai-iowa.org/ supteval.

Lewis, E. (Ed.). (1977). Evaluation of a Superintendent (Guidelines to Assist School Board Members in Planning and in Evaluation), State of California. Sacramento, CA: California School Board Association.

MacPhail- Wilcox B. & Forbes, R. (1990), Administrator evaluation handbook. Bloomington, IN: Phi Delta Kappa.

McGrath, M. J. (1993). When it's time to dismiss an incompetent teacher. *The School Administrator*, 50(3), 30-33.

Michigan Association of School Boards. The Superintendent Evaluation Process, State of Michigan. Lansing, MI: Author.

Michigan Edu Source. Superintendent Evaluation: A System Approach. Retrieved from http://www.michiganedusource.org/Superintend ent%20Evaluation%20Docs/SEASA.pdf

Missouri School Board Association. (2007). The New Performance-Based Superintendent Evaluation Handbook, State of Missouri. Columbia, MO: Author.

Morton. B., J. (2003). Superintendent Evaluation Manual: Professional Education Personnel Evaluation Program of Alabama. State of Alabama. Montgomery, AL: Alabama State Department of Education.

Namit, C. (2008, November). Superintendent evaluation tool box. *District Administration: The Magazine of School District Management.*

National School Boards Association (2000). The key work of school boards. Alexandria, VA: Author.

Nemir, W. (2005). Leadership Team Services Resources Governance In Action: Evaluation As a Tool. Texas Association of School Boards.

New York State Council of School Superintendents. (2009). Model Board of Education Evaluation of the Superintendent.

Oregon School Board Association. (2009). OSBA

Superintendent Evaluation Workbook. Retrieved from http://www.osba.org/leadrshp/ supteval/index.asp

Oregon School Board Association. (2009). Superintendent Evaluation. Retrieved from http://www.osba.org/leadrshp/supteval/evaluati ng%20the%20superintendent.asp.

Peterson, D. (1989). Superintendent Evaluation. ERIC Clearinghouse on Educational Management Eugene OR (Eric Document: ED3312775).

Schaffer, F. M. (1999). The processes and practices of superintendent performance evaluation in a mid-Atlantic state. (Doctoral Dissertation, University of Maryland, 1999). UMI Dissertation Services. (UMI No. 9925831).

Stronge, J. H., & Tucker, P. D. (2003). Handbook on teacher evaluation: Assessing and improving performance. Larchmont, NY: Eye on Education.

Stronge, J. H., Tucker, P. D., & DiPaola, M. (1999). Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents, Richmond, VA: Virginia Board of Education.

Texas Association of School Boards. (2007). About the Texas Association of School Boards New Sample Superintendent Evaluation Instrument. Leadership Team Services. http://www.tasb.org/ services/lts/resources/documents/2006_supt_ eval_instrument_w-instructions_rvoct07.pdf.

Texas Education Code Subchapter BB SS 150.1021-150.1022, Chapter 150. Commissioner's Rules Concerning Educator Appraisal Subchapter BB. Administrator Appraiser, Amended to be effective March 28, 1999.

The Board of Directors Form 1630F-1. Superintendent's Evaluation Instrument for Appraising Effectiveness, State of Washington. Retrieved from http://www. boarddocs.com/wa/tahoma/Board.nsf/ cca18a640d445b5585256e7400431d4e/ 35f17fe7f5e5f443852572ca00682e4e/\$FILE/ 1630F-1%20Supt%20 Evaluation% 20Form% 208806.pdf.

Vacaville Unified School District BP2140(a). (2005). Evaluation of the Superintendent, State of California. Vacaville, CA: Author.

Vermont School Board Association. (2007). Vermont SBA Superintendent Process. Retrieved from http://www.vtvsba.org/download/2007eval.pdf.

Appendix: Sample Superintendent Domains, Standards and Performance Indicators*

Sample Domains

Domain G: Policy and Governance

Domain A: Planning and Assessment

Domain L: Instructional Leadership

Domain M: Organizational Management

Domain C: Communications and Community Relations

Domain P: Professionalism

* DiPaola, M. F. & Stronge, J. H. (2003). *The* superintendent evaluation handbook. Lanham, MD: Scarecrow Press/AASA.

Domain G: Policy and Governance

Performance Standard G-1:

The Superintendent works with the school board to develop and implement policies that define organizational expectations.

Performance Indicators:

The superintendent...

- supports and enforces all school board policies and informs all constituents of changes to the school board policies.
- recommends changes to the school board when school board policies conflict with the school board's vision for education.
- develops administrative regulations that support the applications of school board policies.
- recommends policies and procedures that protect the security and integrity of the district infrastructure and the data it contains.
- recommends policies and procedures that protect the rights and confidentiality of staff and students.
- maintains/improves relations between the superintendent and school board through periodic joint seminars, workshops and training sessions.

Performance Standard G-2:

The Superintendent functions as the primary instructional leader for the school district, relying on support from staff as necessary when advising the school board.

Performance Indicators:

The superintendent...

- involves staff as necessary when planning/ providing recommendations to the school board.
- demonstrates professional and personal skills, which facilitate staff involvement.
- responds directly and factually to the school board.
- demonstrates tact when offering recommendations.

Performance Standard G-3:

The Superintendent oversees the administration of the school district's day-to- day operations.

Performance Indicators:

The superintendent...

- explores/applies operational methods, which enable the school, district to apply resources in an efficient manner.
- keeps the school board informed on needs and issues confronting school district employees.
- informs the school board of actions, which require school board involvement.
- delegates authority and responsibility to other employees as needs/opportunities arise.

Performance Standard G-4:

The Superintendent works with all individuals, groups, agencies, committees and organizations to provide and maintain schools that are safe and productive.

Performance Indicators:

- ensures safe, secure schools for all students and employees.
- proposes improvements to school facilities, which increase public confidence and trust that schools are safe and effective learning environments.
- uses technology to enhance professional practices and increase productivity.

Domain A: Planning and Assessment

Performance Standard A-1:

The superintendent effectively employs various processes for gathering, analyzing and using data for decision making.

Performance Indicators:

The superintendent...

- applies current research related to effective techniques for gathering data from individuals, groups, programs and the community, and uses reliable data in making decisions.
- reviews analyses of student academic achievement through standardized test results and other academic sources.
- provides staff with data in a collaborative effort to determine needs for improvement.
- applies and communicates statistical findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.
- plans and implements changes in programs and/ or curricula based on data.
- reviews annual analyses of district's test and sub-test scores by school and discipline in order to assess school improvement and monitor improvement plans.
- develops, monitors and assesses district and school improvement plans.

Performance Standard A-2:

The superintendent organizes the collaborative development and implementation of a district strategic plan based on analysis of data from a variety of sources.

Performance Indicators:

The superintendent...

- provides leadership in the development of a shared vision for educational improvement and of a strategic plan to attain that vision.
- implements strategies for the inclusion of staff and various stakeholders in the planning process.
- supports the district's mission by identifying, articulating and planning to meet the educational needs of students, staff and other stakeholders.

- works collaboratively to develop long- and shortrange goals and objectives consistent with the strategic plan and monitors progress in achieving long- and short-range goals and objectives.
- provides feedback to principals on goal achievement and needs for improvement.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

Performance Standard A-3:

The superintendent plans, implements, supports and assesses instructional programs that enhance teaching and student achievement of the state educational standards.

Performance Indicators:

The superintendent...

- demonstrates a working knowledge and understanding of the state educational standards and district curricular requirements.
- supports the development of a comprehensive curriculum utilizing goals and objectives in alignment with the state educational standards.
- oversees the planning, implementation, evaluation and revision of the curriculum on a systematic and ongoing basis.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.

Performance Standard A-4:

The superintendent develops plans for effective allocation of fiscal and other resources.

Performance Indicators:

The superintendent...

 acquires, allocates and manages district resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools and programs.

- allocates resources consistent with the mission and strategic plan of the district.
- meets and works collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- utilizes human and material resources outside the district that may support and/or enhance the achievement of goals and objectives.
- provides adequate staffing and other resources to support technology infrastructure and integration across the school district
- monitors/assesses resource allocation and revises allocation plans based on implementation data.
- oversees budget development and prepares it for school board approval.
- implements the annual school operating budget and capital improvement plan.
- applies financial forecasting and planning procedures that support efficient use of all school district resources.
- maintains appropriate and accurate financial records.

Domain L: Instructional Leadership

Performance Standard L-1:

The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.

Performance Indicators:

The superintendent...

- demonstrates personal commitment to achieving the mission of the school district.
- articulates a shared vision to all constituencies and ensures that staff members are working in concert with the district's strategic plan.
- informs members of the board and community of current research related to best practices in curriculum and instruction.
- explores, disseminates and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students and other stakeholders.
- recognizes, encourages and celebrates excellence among staff and students.
- demonstrates strong motivation and high standards and models self-evaluation.
- fosters positive morale and team spirit.

Performance Standard L-2:

The superintendent oversees the alignment, coordination and delivery of assigned programs and/ or curricular areas.

Performance Indicators:

The superintendent...

- articulates curricular goals, objectives and frameworks to staff and other stakeholders.
- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- works with the board, staff and community representatives to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

- monitors coordination of instructional programs with state and local standards.
- facilitates the effective coordination and integration of district curricular and co-curricular programs.
- reviews an annual analysis of the school vision's test and sub-test scores by school and discipline in order to assess and monitor school improvement.
- demonstrates an understanding of occupational trends and their educational implications.

Performance Standard L-3:

The superintendent selects, inducts, supports, evaluates and retains quality instructional and support personnel.

Performance Indicators:

- maintains and disseminates a current handbook of personnel policies and procedures.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- oversees the recruitment, appointment, induction and assignment of the most qualified personnel available.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with district policies, provides formal and informal feedback and maintains accurate evaluation records.
- recommends the reappointment and/or promotion of competent, effective personnel.
- provides support and resources for staff to improve job performance, and recognizes and supports the achievements of highly effective staff members.

Performance Standard L-4:

The superintendent provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Performance Indicators:

The superintendent...

- leads the development and implementation of a systematic professional development plan for individuals, including members of the board, and for the district.
- works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.
- meets with principals regularly to assess ongoing school improvement efforts.
- evaluates the effectiveness of the professional development plan in relation to district goals.
- encourages participation in relevant conferences, course work and activities of professional organizations.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- supports staff participation in internal and external professional development opportunities as appropriate.

Performance Standard L-5:

The superintendent identifies, analyzes and resolves problems using effective problem-solving techniques.

Performance Indicators:

The superintendent...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.
- delegates responsibility appropriately to staff members.
- maintains focus on school and district mission and goals.
- promotes an atmosphere of mutual respect and courtesy.

Performance Standard L-6:

The superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements.

Performance Indicators:

The superintendent...

- makes appropriate changes in the curriculum and scheduling.
- · optimizes available physical resources.
- adjusts placement of students.
- adjusts personnel assignments.
- provides appropriate training for instructional personnel.

Performance Standard L-7:

The superintendent ensures that curricular design, instructional strategies and learning environments integrate appropriate technologies to maximize student learning.

Performance Indicators:

- provides equitable access for students and staff to technologies that facilitate productivity and enhance learning
- communicates expectations that technology .will be used to increase student achievement.
- ensures that budget priorities reflect a focus on technology as it relates to enhanced learning.
- Provides technology-rich learning experiences for all students.

Domain M: Organizational Management

Performance Standard M-1:

The superintendent actively supports a safe and positive environment for students and staff.

Performance Indicators:

The superintendent...

- facilitates the implementation of sound, researchbased theories and techniques of classroom management, student discipline and school safety to ensure a safe, orderly environment conducive to teaching and learning.
- clearly communicates expectations regarding behavior to students, staff, parents and other members of the community.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school district code of conduct and appropriate disciplinary policies and procedures in a timely and consistent manner.
- supports effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.
- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern and high expectations to students, staff, parents and community members.
- recognizes students and staff for their academic, co-curricular, personal and professional achievements.

Performance Standard M-2:

The superintendent develops procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district policies.

Performance Indicators:

The superintendent...

- respects the policy-making authority and responsibility of the board.
- develops and uses a systematic means of keeping

members of the board informed with complete, accurate information.

- facilitates the delineation of superintendent and board roles and the articulation of mutual expectations.
- recommends policy additions and/or modifications to improve student learning and district effectiveness.
- anticipates future needs and demonstrates a bias for action.
- values group interaction and problem solving.
- expresses opinions on policy issues directly to the board.
- supports and implements policy established by the board.

Performance Standard M-3:

The superintendent effectively manages human, material and financial resources to ensure student learning and to comply with legal mandates.

Performance Indicators:

- complies with federal, state and local statutes, regulations, policies and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- demonstrates effectiveness in obtaining necessary resources.
- establishes and uses accepted procedures for receiving and disbursing funds.
- ensures that expenditures are within limits approved by the board.
- implements appropriate management techniques and group processes to define roles, delegate activities and responsibilities and determine accountability for goal attainment.
- prepares and implements short- and long-range plans for facilities and sites.
- ensures proper maintenance and repair of district property and equipment.
- monitors any construction, renovation, or demolition of district buildings.
- regularly reports to the board on the financial

condition of the district.

- monitors the efficient use of resources.
- works with staff to establish an effective schedule for use of shared resources.
- ensures the maintenance of accurate personnel records.

Performance Standard M-4:

The superintendent demonstrates effective organizational skills to achieve school, community and district goals.

Performance Indicators:

The superintendent...

- demonstrates and communicates a working knowledge and understanding of school district policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively and follows tasks to completion.
- employs appropriate technologies to communicate, manage schedules and resources, assess performance and enhance learning.
- · performs duties in an accurate and timely manner.
- · maintains appropriate and accurate records.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- systematically evaluates progress on achieving established goals.
- keeps the board, staff and community appraised of progress in achieving the district's goals.

Performance Standard M-5:

The superintendent implements sound personnel procedures in recruiting, employing and retaining the best-qualified and most competent teachers, administrators and other personnel.

Performance Indicators:

The superintendent...

- knows and follows proper procedures for staffing.
- recruits and assigns the best available personnel in terms of personal and professional competence.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates for employment and promotions.
- establishes and implements formal and informal induction procedures for new employees.
- assigns and transfers employees as the needs of the school district dictate and reports such information to the school board.

Performance Standard M-6:

The Superintendent provides staff development for all categories of personnel consistent with individual needs, program evaluation results and instructional improvement plans.

Performance Indicators:

The superintendent...

- oversees the planning and evaluation of the staff development program.
- works collaboratively with members of the staff in using student achievement data to identify relevant professional development needs.
- encourages and supports employee participation in appropriate internal and external development opportunities.
- maintains an emphasis on technology fluency and provides staff development opportunities to support high expectations.

Performance Standard M-7:

The Superintendent plans and implements a systematic employee performance evaluation system.

Performance Indicators:

- establishes a fair and meaningful employee evaluation system that promotes high expectations of all staff.
- establishes evaluation procedures that assess demonstrated growth in achieving technology standards.
- provides training for all administrative and supervisory personnel in the evaluation and documentation of teacher and administrative performance that includes student achievement as a criterion.
- provides for positive recognition of identified strengths and accomplishments.
- provides assistance to employees requiring remediation.
- provides oversight in the identification of strengths and weaknesses of employees, formal and informal feedback and dismissal of ineffective employees.
- provides an annual report to the school board summarizing the results of employee evaluations.

Domain C: Communication and Community Relations

Performance Standard C-1:

The superintendent promotes effective communication and interpersonal relations within the school district.

Performance Indicators:

The superintendent...

- promotes a climate of trust and teamwork within the district.
- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- establishes a culture that encourages responsible risk-taking while requiring accountability for results.
- models professionally appropriate communication skills, interpersonal relations and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with staff members in promoting the district's mission and in communicating expectations.

Performance Standard C-2:

The superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.

Performance Indicators:

The superintendent...

- accepts responsibility for maintaining communication between the board and district personnel.
- anticipates, analyzes and discusses emerging educational/district issues with the board on a regular basis.
- systematically provides accurate, relevant information to the board to facilitate decisionmaking.

- establishes, maintains and evaluates a planned, two-way system of communication with community constituencies.
- communicates school and district goals, objectives and expectations to stakeholders.
- is politically astute and demonstrates the skills necessary to build community support for district goals and priorities.
- works cooperatively with representatives of the news media.
- establishes partnerships with public and private agencies to enhance the district's ability to serve students and other constituents.
- uses acceptable written and oral language.

Performance Standard C-3:

The superintendent works collaboratively with staff, families and community members to secure resources and to support the success of a diverse student population.

Performance Indicators:

- is responsive to the conditions and dynamics of the diversity within the school community.
- treats people with respect.
- models and promotes multicultural awareness, gender sensitivity and the appreciation of diversity in the community.
- is knowledgeable about laws regarding individual and group rights and responsibilities and scrupulously avoids actions that might violate them.
- collaborates with staff, families and community leaders and responds to identified needs of individual students and groups of students.
- promotes the value of understanding and celebrating school/community cultures.

Performance Standard C-4:

The superintendent creates an atmosphere of trust and mutual respect with staff and community.

Performance Indicators:

- unites people towards a common goal.
- fosters an environment conducive to the teaching and learning process.
- promotes collaboration and collegiality among the staff.
- treats all personnel fairly without favoritism or discrimination while demanding high performance standards.

Domain P: Professionalism

Performance Standard P-1:

The superintendent models professional, moral and ethical standards as well as personal integrity in all interactions.

Performance Indicators:

The superintendent...

- understands and models appropriate value systems, ethics and moral leadership.
- promotes the establishment and application of moral and ethical practices in each school and classroom.
- relates to board members, staff and others in an ethical and professional manner.
- maintains the physical and emotional wellness necessary to meet the responsibilities of the position.
- serves as an articulate spokesperson for the school district and represents the district favorably at the local, state and national levels.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates.
- maintains a professional demeanor and appearance appropriate to responsibilities.
- demonstrates good character and integrity.

Performance Standard P-2:

The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school district.

Performance Indicators:

The superintendent...

- demonstrates flexibility and a collaborative attitude in supporting professionals/other staff/ work teams.
- supports the district and advances its mission/ goals.
- establishes and supports a district culture that encourages collaboration and teamwork in achieving goals.

- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of staff members and community stakeholders in promoting and supporting district goals and services.

Performance Standard P-3:

The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Performance Indicators:

- participates in professional growth activities, including conferences, workshops, course work and/or membership in professional organizations at the district, state and/or national level.
- evaluates and identifies areas of personal strength and weakness related to providing district leadership.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, and shares the information with appropriate staff.
- comprehends and applies current research of educational issues, trends and practices.
- networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills and organizational success.
- maintains proper licensure and certification.

Performance Standard P-4:

The superintendent provides service to the profession, the district and the community.

Performance Indicators:

- serves on district, state and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates and presents at local, state and/or national conferences.
- supports and participates in efforts to align district goals and activities with community endeavors.



Membership Enrollment Form

(Dues rates are valid, July 1, 2009, through June 30, 2010) Receive 12 months of membership from date received at AASA.

M.I	Last Name
	School District
	P
	Work FAX
State ZI	P
ome (check one)	
	_ State ZII

(E-mail address is needed to receive member benefits delivered electronically.)

Category of Membership/Dues (choose one)

□ Active \$403 – for superintendents, assistant and deputy superintendents. Members in this category receive all AASA benefits and services, including the Legal Support Program (\$1M individual professional liability coverage/up to \$10K for job protection defense claims based on continuous years of membership, \$500 deductible), a member discount when registering for AASA meetings and conferences and more. See list of member benefits on the reverse.

Small-School District Leader \$180 – for superintendents in school districts with less than 350 students. Members in this category receive all the benefits of Active membership as described above. See list of member benefits on the reverse.

College Professor \$180 – for full-time professors of educational administration and/or supervision, who are not currently employed in full-time school administration. Members in this category are eligible to vote and hold elected office but are not eligible to receive legal support from AASA. See list of member benefits on the reverse.

District/Cabinet \$180 – for persons who are NOT EMPLOYED AS A SUPERINTENDENT OR AN ASSISTANT SUPERINTENDENT. This is the membership category for central-office staff, principals and assistant principals. See list of member benefits on the reverse.

Aspiring School System Leader \$55 – for teachers, graduate students, counselors or others pursuing a career as a school system leader and/or those who hold administrative credentials and are EMPLOYED IN NON-ADMINISTRATIVE POSITIONS IN K-12 SCHOOLS. See list of member benefits on the reverse.

Retired \$55 – open to anyone who has retired from full-time employment as a school administrator. See list of member benefits on the reverse.

Associate \$180 – for any person who is actively interested in, engaged in, or associated with any phase of educational work and is not employed by a school system. See list of member benefits on the reverse.

Method of Payment		
Check enclosed for \$	(Make payable to AASA)	Charge \$ to my credit card
MasterCard Visa American Express Discover Card #		Exp. Date (mo/yr)/
Print Name		_
Billing Address 🗌 Home [Work Signature	

Please return completed form and payment to:

AASA Membership, 801 N. Quincy Street, Suite 700, Arlington, VA 22203 or fax to: 703-841-1543

Review of AASA Membership Benefits



= Member Benefit for that membership category.

1391	Active \$403	Small School District \$180	Professor \$180	Aspiring School System Leader \$55	District/Cabinet \$190	Associate \$180	Retirec \$55
The School Administrator magazine –11/year	1091	1091	1091	1091	1051	1091	1091
Electronic Publications *The Leaders Edge – 2/month *AASA School Business SmartBrief – 3/week *News of the Nation – 1/week *New Superintendents Journal – 4/year	1391	1381	1951	1391	1351	1091	1091
Legal Support Program *Up to \$10,000 legal assistance *1M Individual professional liability insurance	1091	1051					
\$30,000 Free Life Insurance (for new members only)	1091						
Member Discount for Conferences *National Conference on Education *Summer Leadership Institute *Women in School Leadership Forum *Legislative Advocacy Conference	1391	1991	1351	1991	1991	1391	1191
Advocacy on Capitol Hill *Legislative Corps – weekly report & podcast	1091	1191	1091	1191	1091		
Children's Programs *Ready by 21 *Healthy Schools *Asthma Education & Prevention *Childhood Obesity *Healthy Learning News	1391	1191	1391	1991	1991		
Topical Toolkits & Research Studies	1091	1091	1091	1391	1951	1091	1091
Vote and Hold an Elected Leadership Role in AASA	1991	1091	1991				
Professional Library – 4 books/year Member Discount on AASA Books	1991	1991	1051	1391	1391	1051	1391
AASA Media *AASA Online Video Library *AASA Radio *AASA Blog *AASA Podcasts	1391	1391	1051	1391	1391	1391	1391
AASA Career Center [*] Member discounts on Job Postings 'Sample Contracts	1391	1991	1391	1391	1391		
Award & Recognition Programs	1091	1391	1091	1391	1091		1091
Optional Insurance Programs *Term Life *GEICO - Auto *Health Insurance *Short-term Medical *Student Health Plan *ID Theft *Long-Term Care Evaluation Service	1391	1351	1391	1351	1351	1391	
ichool Solutions Center NJPA *Dependent Check K12 Insight *Optimum *PMF *MedExpert PAETEC *tutor.com *PowerIT Federal Automated Recovery System ChapmanKelly *Pixetell	1391	1351	1391	1351	1381		

(Detailed descriptions of all member benefit programs can be found at www.aasa.org/MemberBenefit.aspx)

American Association of School Administrators 801 N. Quincy Street, Suite 700 Arlington, VA 22203

www.aasa.org 703-875-0748 www.facebook.com/AASApage www.twitter.com/AASAHQ



SUPERINTENDENT EVALUATION HANDBOOK

MICHAEL F. DIPAOLA AND JAMES H. STRONGE Co-published with AASA

2003, 200 pages 0-8108-4607-1 / 978-0-8108-4607-4 paperback \$45.95 \$37.00 AASA members



"...a concrete, common sense guide...concise...provide(s) excellent forms, formats, tools, and techniques for superintendents and their boards to design a meaningful process for performance review." —THE SCHOOL ADMINISTRATOR



This essential guide provides an overview of the superintendent evaluation process. It describes a model of evaluation grounded in professional standards for the superintendency developed by AASA and NSBA. Numerous sample forms are provided to assist school districts in creating a customized evaluation protocol.

To receive your 20% AASA member discount on all AASA/ Rowman & Littlefield Education co-publications, call 1-800-462-6420 Monday-Friday 8 am-5 pm (EST) or order online at <u>www.rowmaneducation.com</u> using priority code AASA20

From Save 20%! Rowman & Littlefield Education Co-published with

WHY SCHOOL COMMUNICATION MATTERS

Strategies From PR Professionals By Kitty Porterfield and Meg Carnes Co-published with AASA

July 2008, 264 pages ISBN 1-57886-833-5 \$29.95 paper ISBN 1-57886-832-7 \$85.00 cloth

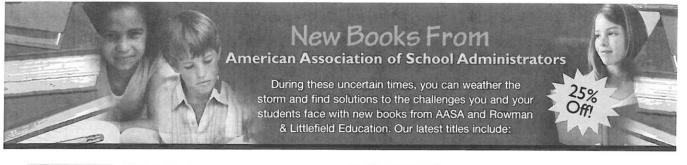


"No school administrator should be without [this book]. Surviving and thriving in today's complex school environment requires the ability to communicate well with our constituents."—Dr. Daniel A. Domenech, AASA executive director and former superintendent, Fairfax County Public Schools (VA).



Need to re-energize your faculty? Looking at announcing poor test scores to the community? Facing an angry parent contingent? Why School Communication Matters offers tips and strategies for handling these and other difficult situations. This book is an easy-to-use reference for the communication dilemmas that today's superintendents and principals face by looking at real life challenges, reframing issues in ways that suggest new and effective solutions.

> To receive your 20% AASA member discount on all AASA/ Rowman & Littlefield Education co-publications, call 1-800-462-6420 Monday-Friday 8 am-5 pm (EST) or order online at <u>www.rowmaneducation.com</u> using priority code AASA20





SURVIVAL IN A DOWN ECONOMY A Budget Reduction Process for Superintendents E. E. (GENE) DAVIS AND JACK A. COFFLAND

"This manual is an easy-to-use, practical guide, which all superintendents in any size or type of school district would find extremely helpful as they deal with complex school district revenue

shortfalls."—Thomas A. Kersten, assistant professor of school finance, Educational Leadership Department, Roosevelt University; former superintendent, Skokie Public Schools, Illinois

April 2010, 184 pages 978-1-60709-754-9 paper \$14.96 AASA member | \$19.95 nonmember 978-1-60709-753-2 cloth \$41.25 AASA member | \$55.00 nonmember



SCHOOL FINANCE ELECTIONS A Comprehensive Planning Model

for Success Second Edition

BY DON E. LIFTO AND J. BRADFORD SENDEN FOREWORD BY DANIEL A. DOMENECH Co-published with AASA

"This book will serve as our primary resource as we plan for future campaigns."—Rolf W.

Parsons, member of the White Bear Lake school board and the Minnesota School Boards Association Board of Directors 2009, 164 pages 978-1-60709-149-3 paper \$26.25 AASA member | \$34.95 nonmember 978-1-60709-148-6 cloth

\$63.75 AASA member | \$85.00 nonmember

Mention promo code 6S10AASA to get 25% off now through June 30, 2010. To order, call 1-800-462-6420 or visit www.rowmaneducation.com





LEADING SCHOOLS DURING CRISIS What School Administrators Must Know By Matthew J. Pepper, Tim D. London, Mike L. Dishman, and Jessica L. Lewis Foreword by Andrew Porter Co-published with AASA

"As principals, our decisions are critical in determining how well our schools will come through a crisis. This book presents an array of leadership skills." —Molly Howard, principal, Jefferson County High School, Georgia, and 2008 Metlife/NASSP National High School Principal of the Year

2009, 280 pages 978-1-60709-344-2 paper \$37.45 AASA member | \$49.95 nonmember 978-1-60709-343-5 cloth \$71.25 AASA member | \$95.00 nonmember



RESILIENT LEADERSHIP FOR

TURBULENT TIMES A Guide to Thriving in the Face of Adversity BY JERRY L. PATTERSON, GEORGE A. GOENS, AND DIANE E. REED Co-published with AASA

"This essential book will help superintendents, central office personnel, aspiring education

leaders and others not only survive but thrive in the face of adversity." —Daniel A. Domenech, executive director, American Association of School Administrators

2009, 170 pages 978-1-60709-534-7 paper \$18.70 AASA member | \$24.95 nonmember 978-1-60709-533-0 cloth \$52.50 AASA member | \$70.00 nonmember

DESIGNING SCHOOL SYSTEMS FOR ALL STUDENTS Bener: Manar Research Research

DESIGNING SCHOOL SYSTEMS FOR ALL STUDENTS

A Toolbox to Fix America's Schools By Robert J. Manley and Richard J. Hawkins Co-published with AASA

"Remarkably wise, insightful, and practical. A must-read for practicing and aspiring educators." —Kevin N. McGuire, professor, Center for

Educational Leadership and Accountability, St. John's University 2009, 164 pages

978-1-60709-374-9 paper \$24.70 AASA member | \$32.95 nonmember 978-1-60709-373-2 cloth \$56.25 AASA member | \$75.00 nonmember



AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

801 N. Quincy St., Suite 700 Arlington, VA 22203-1730

> Phone: 703-528-0700 *www.aasa.org*

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



To: RSB From: Superintendent Bennett Date: Friday, August 28, 2020 Re: Friday Update

A MEMO WAS SENT THIS WEEK to the RSB, all staff, family and community explaining the districts desire to move forward with plans for Yupik Immersion Schools. I have received some positive and negative support. As I have suggested, change requires a buy-in from all shareholders and doesn't happen quickly. It takes planning and organization. I spoke with Carl Chamblee our state coach, who is currently helping another district with setting up an immersion school. I have come to realize there is a difference in what we were previously taking about "Tribal Compacting" and setting up an immersion school. Setting up a school will be much like the process of a charter school with the state. In any regard, we have begun the course of action.

YUPIIT IMMERSION PLANNING COMMITTEE

Matthew and Janice are working on the September 10th Yupik meeting. The original committee formed at the district level is continuing to meet and plan and hopefully when ready the two task forces will merge and work together. Moses Owen has volunteered to be on the DO Immersion School committee. Thank you Chairman Moses, as I feel this is important to have board representation. Please call Matthew or Janice about the timeline of meetings being planned. 907-825-3600.

The Board District Goals

The board needs to meet to develop action steps that will meet your goals.
1-Ownership of schools by community
2-Communication
3-Encourage Yupiaq speaking by parents and community
4-Proper Training

The Board adopted 4 goals for themselves to emphasize this year. Are the following statements clarified correctly or would you like to reword?

1-Instill a sense of pride and ownership of schools by children and community.

2-Enlarge communication with the community, superintendent and districtwide staff.

3-Encourage Yupiaq speaking by parents and community in the homes and villages.

4-Assure proper training of all staff in the use of equipment, cultural standards, curriculum and board governance.

Akiak School P.O. Box 49 Akiak, Alaska 99552 Tel. (907) 765-4600 **Akiachak School** P.O. Box 51189 Akiachak, Alaska 99551 Tel. (907) 825-3665

Superintendent Goal

Develop plans for Yupik Immersion schools in each village in the district.

- 1. Ensure ANE, Yupik Language Coordinator and district staff will look at the Yupik district going to year-round attendance based on Seasonal Themes for Yupik culture.
 - 1. Meeting developed for September 10th with Yupik participants to share ideas. (Janice in charge)
 - 2. Continue to meet with the Task Force at the DO level guided by Matthew and leadership.
 - 3. Find a native guide to assist with the formation of the school and avoid roadblocks.
 - 4. Janice to design a plan for teaching teachers to speak Yupik.

2. Investigate LKSD Immersion School, North Slope and College Gate to formulate a plan for Yupik Schools to be language immersed.

- 1. Make calls and emails regarding how other districts have this in place.
- 2. Investigate cost and availability of purchasing YKSD Yupik materials

3. Assure teachers are using the Alaska Cultural Standards.

- 1. Incorporate the standards to be reflected in the Danielson Evaluation Instrument
- 2. Work with ANE director, Clare Robyt Curriculum director and Yupik language director for courses.

Miscellaneous Concerns

MAINTENANCE

- 1. Maintenance Director is on sick leave in Anchorage indefinitely TBD. There are two 2 houses to complete, one in Akiachak, the other in Akiak. I believe it is a stress load that has made both she and I sick.
- 2. There are numerous work orders that have not been completed in Tuluksak since the spring. This is causing a great deal of conflict between maintenance, teachers and the administration.
- 3. I have explained that maintenance needs help and you take away my authority to hire personnel when this is my responsibility as manager of the district.
- 4. I have found out there are potential men in Akiak that have AVTECH Electrical and carpentry skills and need employment. Winter is coming and the work load will only increase.
- 5. John and I have discussed the money for salary and we have it. It is not coming out of the maintenance budget.
- 6. Failure to maintain the generators in Tuluksak, new and old have cost us more money than a salary for one person to assist us and avoid a third generator blowing up.
- 7. Housing is usually an issue but hiring someone from the village makes this a NA issue.
- 8. This foreman will work under the director's guidance and oversee Akiak and Tuuksak. Cross training is always good as people come and go.
- 9. We are applying this year for Alaska Housing to hopefully build additional housing and the director will be busy with this project/grant.
- 10. Respectfully, I feel the board is giving maintenance the greater authority in this decision than your superintendent. The help is needed whether the director wants a foreman or not.
- 11. We have 3 vehicles down in the district. These vehicles need to be repaired. I have asked Maintenance to take care of this since the spring. Each school needs transportation especially

Akiak School P.O. Box 49 Akiak, Alaska 99552 Tel. (907) 765-4600 **Akiachak School** P.O. Box 51189 Akiachak, Alaska 99551 Tel. (907) 825-3665

with winter coming. W pick up package and supplies at the airports, transport staff, moving of supplies, etc....

12. Today we have a plumbing issue in Tuluksak and a foreman is needed since the director is out of the district.

Lengthy Board meetings

Our chairman has recognized that our board meetings should not last 2 days which cost the district time and money. I really appreciate that. Each board meeting pulls from foundation funding, $500.00 \times 7 = 33,500.00$ plus travel and meals. The board has met 2 to three times over the last several months and this adds up. As the manager of the district, it is my duty to bring this to your attention.

Over the last several months, this amount of money alone would have more than paid for the principals to have a Dean of Student assist them. The \$15,000 stipend is actually a savings to the district when $100,000 \times 3 = 300,000$ not having the 3 VPs. Last year, I did away with the counselor positions and hired VP's with counseling credentials. Reviewing the budget for this year, leadership decided to hire deans instead of VPs. Now we are out 2 counselors and 3 VP's and the board has denied the part time dean of student position. We simply wanted \$15,000 for the year for the 3 schools. This is nothing compared to \$300,000 decrease by not hiring VPs. The money was already budgeted for this. The teachers were already told and wanted this position. We traded the counselor positions last year for VPs so we have actually lost 2 counselor positions and 3 VPs because we cut the VPs to add Deans for a lesser amount in the budget. We need the Deans or VPs as testing coordinators assisting literacy coaches and principals. The job description was well explained. Again, I feel my authority to manage the district is questioned. It has come to my attention that this is not a new position to the district. Joe Cox served as a Dean in year's prior.

Directors do not usually speak in board meetings. In some districts the director does not even attend the meetings. Attendance takes them away from schools and the DO work they are doing. The reports are presented to the board a week before meetings for members to review. During the board meeting they simply ask questions if needed clarification and move on. I present items to you out of respect that do not need to be discussed as no action is to be taken. Those that do need action should be discussed then voted on. We have to find a way to move these meetings along without so much repetition of discussion and time wasted.

POWERSCHOOL

Training is needed for the DO clerk to efficiently manage her position. She was sent to California when Ida left but continues to improperly manage the PowerSchool system. Numerous course credits were found to be missing from student transcripts due to failure to add a column called potential credits. Information into the system was not accurately downloaded this past year and credits were missing. I hired a PowerSchool guru from another district to help us this summer to work with the Tuluksak principal. He has been trained to navigate the system, look for errors and enroll students. This is how we were able to graduate a student from several years ago recently. Mr. Bushey explained this to you. I want to contract with someone who knows PowerSchool to work with our clerk, principals and teachers as a go to for questions and issues that arise daily. This training is considered staff development.

MEETING WITH THE STATE

Meeting with the state today informed us that the USDE is sending all school districts 3 rapid covid test for all students in the USA. It is a strip with the antigen on it and child will spit on it for instant results much like a pregnancy test.

Akiak School P.O. Box 49 Akiak, Alaska 99552 Tel. (907) 765-4600 **Akiachak School** P.O. Box 51189 Akiachak, Alaska 99551 Tel. (907) 825-3665

TULUKSAK SCHOOL

...has been closed to students due to the village lockdown. We are opening on Monday for students in Tuluksak.

SEPTEMBER BOARD AGENDA

- EXCEL ALASKA would like a few minutes to speak with you.
- Bonnie is working on the list of staff with credentials the board has requested.
- Attendance has been requested of each school to be logged into PowerSchool for reporting
- Updates on the Immersion School Committees
- •

Respectfully, Superintendent Bennett

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

Akiachak School P.O. Box 51189 Akiachak, Alaska 99551 Tel. (907) 825-3665



Administrative State-Approved Program Verification

Teacher Certification - Alaska Department of Education and Early Development

APPLICANT INFORMATION

Last Name: BENNETT	First Name: CASSANDRA	4	M.I.: <u>F</u>
Social Security Number: 246-96-8119	Date of Birth: <u>12-23-1954</u>	0	iender: <u>F</u>
* THE REMAINING SECTIONS BELOW ARE T	O BE COMPLETED BY THE STATE A	PPROVED PROGRAM,	NOT THE APPLICANT.
STATE-APPROVED ADMINIST	FRATIVE PREPARATIO	N PROGRAM	NFORMATION
Applicants who have completed a state-applicants who have completed a state-applicants of the state with jurisdiction of preparation program must include a program Alaska, applicants must be eligible to gain a approved program.	ver the program are eligible for A m of study and a supervised clinica	laska certification. A s al practice. To qualify	tate-approved administrative for a certificate or endorsement in
Program Type: Indicate the type of state-ap	proved administrative preparation	n program:	
Traditional program/University-based	Mon-traditional/University-ba	sed	
Non-traditional/Alternative			
Program Standards: Specify which standards	s the approved program meets:		
CAEP/NCATE/TEAC NASP/ASHA	📓 State Standards 🛛 Other:_		
Clinical Practice: Indicate the type of superv	ised clinical practice required by t	he state-approved pr	ogram completed by the applicant:
📓 Supervised Administrative Internship	Supervised Administrative Exp	perience	
Evidence of previous School Administration	we experience that satisfied the c	linical practice require	ement
Degree Information: Specify the degree the	applicant earned as part of the ap	proved program:	
Bachelors Masters M.A.T	Ed.D. Ph.D.		
No degree/endorsement/certification Of	NLY MICH Other: SUPERINTENDEN	IT ENDORSEMENT AREA	
Certificate/Endorsement Information: Indic state-approved administrative preparation of			
Certificate/Endorsement Area		Grade Level(s)	Date Completed
SUPERINTENDENT		PRE K - 12	06-30-2020
By signing below, I verify the applicant has:			
 Satisfied all the requirements of the certification/endorsement in the ar 		reparation or the end	orsement program to be eligible for

- 2) Passed all the jurisdiction's testing requirements in place at the time the applicant completed the program listed above; and
- 3) Maintained ethical standards required of an educator while participating in the state-approved program.

ignatumenof Gertifying Official:	Printed Name	Title	Date
Steve Atwater	STEVE ATWATER	EXECUTIVE DEAN	August 28, 2020

-66E2780BEF19423...



Last Name: BENNETT	First Name: CASS	ANDRA		M.I.: <u>F</u>
Social Security Number: 246-96-8119				
SIGNATURE				
Name of College/University/State Agency	City	State	Regional Accrediting Ass	ociation
University of Alaska Southeast	Juneau	AK	NW Commission on Colle	eges & Universities
Steve Atwater	Printed Name STEVE ATWATER		Title EXECUTIVE DEAN	August 28, 2020
Phones Manitios 23	Fax	Number:		
(907) 796-6424	(907	796-6059		
Email Address:				
satwater@alaska.edu				

INSTITUTIONAL OR STATE STAMP OR SEAL

Trisha Lee University of Alaska Southeast
University of Alaska Southeast

AVAILABLE ENDORSEMENTS

Administrative Principal Superintendent Curriculum Director of Vocational Education Director of Special Education Special Education Administrator

IF NOT AVAILABLE, FORM MUST BE SIGNED IN BLUE INK

PLEASE RETURN THE ORIGINAL STATE-APPROVED PROGRAM VERIFICATION TO THE APPLICANT.

PHOTOCOPIES OR FAXES WILL NOT BE ACCEPTED.

CONTACT TEACHER CERTIFICATION

If you have questions, please use the following information to contact the Teacher Education & Certification Office:

Email: <u>Teacher Certification (</u>tcwebmail@alaska.gov) Phone: (907) 465-2831 Fax: (907) 465-2441 <u>Teacher Certification Website</u> (https://education.alaska.gov/teachercertification)

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



Date:	September 17, 2020
To:	Regional School Board
From:	Cassandra Bennett, Superintendent

Re: Executive Session - none

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



Date:September 17, 2020To:Regional School BoardFrom:Cassandra Bennett, Superintendent

Re: Board Travel-Info

The AASB Virtual Fall Boardsmanship meeting is scheduled on September 19-20, 2020.

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



Date:	September 17, 2020
To:	Regional School Board
From:	Cassandra Bennett, Superintendent

Re: Next Regular Meeting

The next Regular meeting is scheduled on October 15, 2020.

Yupiit School District Regional School Board of Education Meetings

3rd Thursday Meeting Date	2nd Monday Agenda Deadline	2nd Wednesday Packet Info & Reports due @ 8:00 AM	2nd Friday Packets Distributed
July 16, 2020	July 6, 2020	July 8, 2020	July 10, 2020
August 20, 2020	August 10, 2020	August 12, 2020	August 14, 2020
September 17, 2020	September 7, 2020	September 9, 2020	September 11, 2020
October 15, 2020	October 5, 2020	October 7, 2020	October 9, 2020
November 19, 2020	November 9, 2020	November 11, 2020	November 13, 2020
December 17, 2020	December 7, 2020	December 9, 2020	December 11, 2020
January 21, 2021	January 11, 2021	January 13, 2021	January 15, 2021
February 18, 2021	February 8, 2021	February 10, 2021	February 12, 2021
March 25, 2021	March 15, 2021	March 17, 2021	March 19, 2021
April 15, 2021	April 5, 2021	April 7, 2021	April 9, 2021
May 20, 2021	May 10, 2021	May 12, 2021	May 14, 2021
June 24, 2021	June 14, 2021	June 16, 2021	June 18, 2021

BB 9320(a) Regular Meetings: The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with an annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

The Board shall hold 1 regular meeting on the 3rd Thursday of each month. Unless changed by the Board, regular meetings shall be held at 11:00 AM at the School Library. Notice of regular meetings shall be posted at least three days prior to the meeting. **not scheduled on 3rd Thursday

YUPIIT SCHOOL DISTRICT

ANNUAL GUIDELINE

DATE	ROUTINE AGENDA ITEMS
July	-Prepare BP for Board Policy Committee per BP review cycle
·	-Board Meeting – post packets and minutes on website
	-Assist with all in-service meeting arrangements as requested
	-Review district teacher evaluation plan
	-Assign Board Committees
August	-Approve CIP Application
9	-Board Policy Committee meets to go over BP's
	-Board Meeting – post packets and minutes on website
	-Order Board Meeting supplies to have on hand (snacks, coffee, etc.)
	-Assist with all in-services as requested
	-Make travel arrangements for board members attended AASB
	-Welcome staff and students
	-Midyear Review of Superintendent's Goals
	-NIEA Conference
September	-Assessment Report
September	-Board Policy Committee meets to go over BP's (if needed)
	-Board Meeting – post packets and minutes on website
	-Review Supt Evaluation Process
	-Review Student Assessment data
	- Curriculum review
October	- Approval of YSD Legislative Priorities
October	-Board Policy Committee meets to go over BP's (if needed)
	-Make travel arrangements for board members attended AASB Conference
	-Board Meeting – post packets and minutes on website
	-School Board Resolutions
	-AASB Annual Conference
	-New Board Orientation
November	
November	-Enrollment projection for next year
	-Revenue projection for next year
	-Acceptance of the Annual Audit Report
	-Board Meeting – post packets and minutes on website
	-Prepare staffing sheets for subsequent year and send to the Business Manager
	-Review Audit
	-Student/Teacher/Parent/Community Survey
December	-New Calendar Work-session
	-Develop Talking points for approved Legislative Priorities
	-Board Meeting – post packets and minutes on website
	-Update work calendars for subsequent year
	-Review and update YSD New Hire Handbook
	-Review of Supt. Evaluation
	-NSBA Conference
	-Budget Revision
	-Approve New Curriculum

January	Approval of School Calendar
Junuary	-Approval of Organization Chart
	-Approval of Administrator Assignments
	- Approval of Teaching Assignments
	-Superintendent evaluation and goals
	-Board Meeting – post packets and minutes on website
	-Prepare contracts for returning administrators and teachers
	-Ensure approved BP changes are updated to the website (send to AASB for
	processing when ready)
	-Audit Report
	-Staff evaluation process review
	-AASB Legislative Fly-In and Leadership Training
February	-Work-session: Strategic Plan Review
r cor uar y	-Board Meeting – post packets and minutes on website
	-Prepare for and assist with all hiring activities (posting vacancy notices, Job fairs)
	-Strategic Plan Review
	-Facilities needs planning
	- Budget Development
	- Dudget Development
March	-Presentation and 1 st Reading of Budget
	-Board Meeting – post packets and minutes on website
	-Assist with all hiring activities
	-Work-session: Summer Maintenance & CIP
April	-2 nd Reading and Approval of the Budget
-	-Prepare and distribute classified PAFs authorized by the YSD budget use the
	staffing spreadsheets as the control document for this project)
	-Board Meeting – post packets and minutes on website
	-New employees receive a job description to be reviewed, signed, and returned to HR
May	-3 rd Reading and Approval of the Budget
1,14	-Develop Board Goals for the new year
	-Board Meeting – post packets and minutes on website
	-Prepare Employee Housing Lease Agreements
	-Prepare employee information lists for staff to use
	-Send request to IT to set up new hires for email, etc.
	-Achievement Data Review
	-Review student handbook
June	-Board Evaluation, Goal Setting, Board Self Assessments
oune	-Strategic Plan Report/Review
	-Prepare Employee Housing Lease Agreements (update control worksheet for this
	project send control document to Business Manager and Maintenance Director
	when completed)
	-Review crises response plan
	- Curriculum Review