

**SUPERIN-
TENDENT
PRESENTA-
TIONS
2011**

<TARGET><BILL></BILL><SUBJECT>SUPERINTENDENT PRESENTATIONS
2011</SUBJECT><COMM>HEDC27</COMM></TARGET>

PARTNER DISTRICTS
• CHUGACH
• KUSPUK
• LAKE & PENINSULA

TIF HAS GIVEN ME A CHANCE TO BRUSH UP ON SOME HIGHER MATH AND WORK COLLEGIALLY WITH OTHERS ACROSS THE DISTRICT ON MATH CONCEPTS. FOR REMOTE SITES, THIS FORM OF COLLEGIALITY IS NECESSARY TO SEE THAT ALL OUR STUDENTS BECOME PROFICIENT IN SKILLS THAT WILL HAVE TO SEE THEM THROUGH A LIFETIME.

DEBI RUBERA,
GUSTY MICHAEL



STONY RIVER STUDENTS WORKING ON TIF INDIVIDUAL LEARNING PLANS



The contents of this Newsletter were developed under a grant from the U.S. Department of Education.

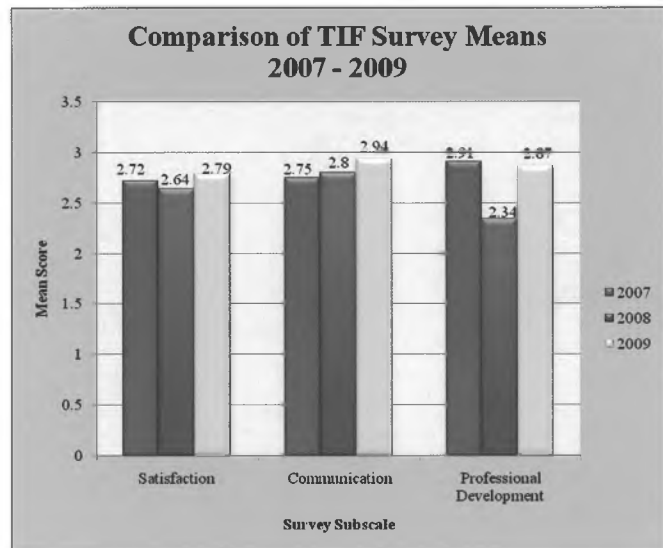
ALASKA TEACHER INCENTIVE FUND MISSION TO INCREASE STUDENT SUCCESS IN MATHEMATICS THROUGH THE RECOGNITION AND REWARDING OF EDUCATIONAL PROFESSIONALS FOR DEMONSTRATED QUALITY PERFORMANCE



TIF: LISTENING & LEARNING

MONITORING WHAT WORKS AND WHAT NEEDS TO BE IMPROVED WITHIN THE TIF PROGRAM IS AN ESSENTIAL COMPONENT OF OUR SUCCESS. TEACHER INPUT ON THE ANNUAL TIF SURVEY PROVIDES GUIDANCE FOR ADJUSTMENTS ALONG THE WAY. A COMPARISON OF THE OVERALL TIF SURVEY MEANS FROM YEAR ONE TO YEAR THREE SHOW THAT SATISFACTION WITH THE PROJECT HAS GROWN IN YEAR THREE. PARTICIPANT SATISFACTION WITH TIF COMMUNICATION HAS INCREASED IN EACH PROJECT YEAR. WHILE

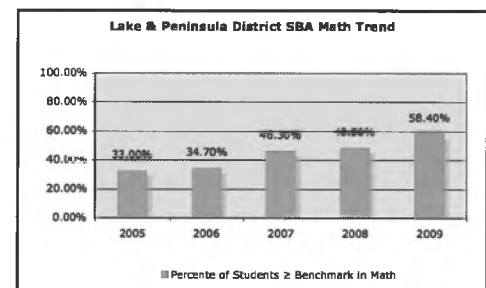
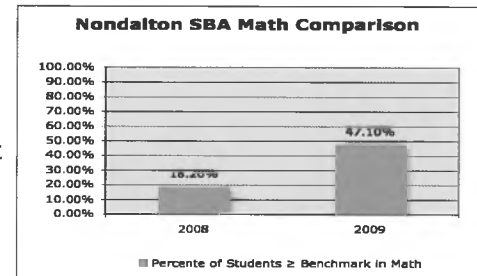
PROFESSIONAL DEVELOPMENT SATISFACTION DECLINED IN YEAR TWO, IT REBOUNDED SUBSTANTIALLY IN YEAR THREE. A BIG THANKS TO TEACHERS WHO WERE ABLE TO PARTICIPATE IN THE ANNUAL TIF SURVEY.



MATH: GREAT GROWTH IN NONDALTON; SUSTAINED GROWTH ACROSS LAKE & PENINSULA

TIF HAS BEEN THE "ENERGIZER BUNNY" FOR NONDALTON. SIX OF THE SEVEN CERTIFIED STAFF MEMBERS HAVE TAKEN ADVANTAGE OF THE TIF INCENTIVE TO PASS THE PRAXIS AND ARE NOW HIGHLY QUALIFIED IN MATH. TIF IS NOT THE REASON THERE ARE AFTER SCHOOL STUDY GROUPS, BUT IT IS A MUCH-APPRECIATED REWARD FOR THE EFFORT. ALL FACETS OF TIF ENCOURAGE STUDENT GROWTH ALONG WITH COLLEGIALITY AND PROFESSIONAL DEVELOPMENT.

ED COX
PRINCIPAL
NONDALTON SCHOOL



KUSPUK: THE POWER OF INDIVIDUAL LEARNING PLANS

- THE STRENGTH IS THAT ILP'S EMPOWER KIDS TO HAVE SOME CHOICE & OWNERSHIP OF THEIR OWN LEARNING, WHICH IS VERY IMPORTANT AT A JR. HIGH LEVEL. IT IS A REAL TRANSITIONAL TIME IN LIFE. THEY (STUDENTS) LOVE THEM!! THEY KEEP ME HOPPING! THEY GET EASIER AND EASIER FOR THEM (STUDENTS) TO WRITE.

JUDY HAGER, ANIAK
JUNIOR/SENIOR HIGH SCHOOK.
ANIAK

- THIS IS MY THIRD YEAR ATTEMPTING TO IMPLEMENT ILPS AND I AM FINALLY HAVING SUCCESS... AFTER THEY (STUDENTS) UNDERSTAND WHAT THEY ARE DOING AND WHAT IS EXPECTED OF THEM...IT IS AMAZING HOW THEY WORK ON THEIR ILPS. SOME OF MY STUDENTS WHO HAVE THE MOST TROUBLE DOING TRADITIONAL SCHOOLWORK ARE DOING THE BEST JOBS ON THEIR ILPS.

RICHARD SPENCER, GEORGE MORGAN SENIOR HIGH SCHOOL,
KALSKAG

- ILP'S GIVE MY STUDENTS A CHANCE TO SEE MATHEMATICS FROM A DIFFERENT ANGLE. WHILE THEY ARE CHALLENGING FOR STUDENTS WHO CANNOT FOLLOW DIRECTIONS OR WORK INDEPENDENTLY, I CAN SEE SLOW BUT STEADY PROGRESS IN INDEPENDENCE IN MANY AREAS, AS WELL AS MATHEMATICAL CONCEPTS.

DEBI RUBERA, GUSTY MICHAEL SCHOOL, STONY RIVER



STONY RIVER
STUDENTS
COMPLETING TIF
INDIVIDUAL
LEARNING PLANS

PARTNER DISTRICTS

- CHUGACH
- KUSPUK
- LAKE & PENINSULA

"MY STUDENTS LOVE ILPS AND TUTORING TIME. THEY ASK QUESTIONS THAT THEY MIGHT NOT GET ANSWERED OTHERWISE AND IT ALLOWS THEM TO GRASP NEW CONCEPTS AT THEIR OWN PACE. ONE STUDENT FIERCELY DISLIKED FRACTIONS BUT AFTER A TUTORING SESSION SAID 'I CAN'T WAIT TO PLAY WITH THOSE FRACTION TILES AGAIN... AND SHOW THEM WHOSE BOSS!'"

-SHOO SALASKY
CHUGACH TEACHER



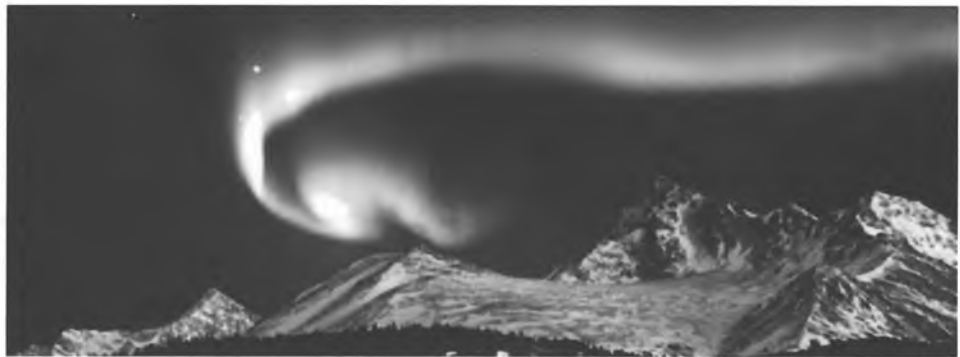
FRACTION TILES!



RIA'S TEMPERATURE DATA

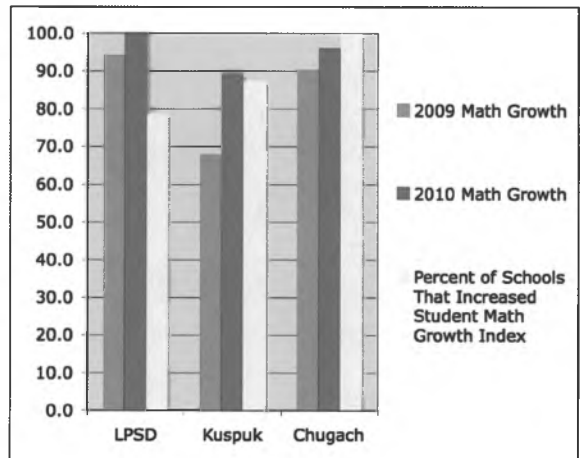
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ALASKA TEACHER INCENTIVE FUND MISSION
**TO INCREASE STUDENT SUCCESS IN MATHEMATICS
 THROUGH THE RECOGNITION AND REWARDING OF
 EDUCATIONAL PROFESSIONALS FOR
 DEMONSTRATED QUALITY PERFORMANCE**



KUSPUK EARNS 21 POINT INCREASE & LPSD EARNS A 100.6 DISTRICT- WIDE MATH GROWTH INDEX

ALL THREE TIF SCHOOL DISTRICTS SAW INCREASES IN DISTRICT-WIDE SBA MATH GROWTH INDEX SCORES FROM 2009 TO 2010. KUSPUK EARNED AN INCREASE OF OVER 21 POINTS, WHICH IS THE SINGLE LARGEST INCREASE IN THE ALASKA TIF PROGRAM TO DATE. THE LAKE & PENINSULA DISTRICT EARNED A MATH GROWTH INDEX GREATER THAN 100 WHICH HAS ONLY BEEN DONE ONCE BEFORE WHEN IN 2007 CHUGACH EARNED A MATH GROWTH INDEX OF 102. THE LPSD SCORE OF 100.6 MEANS THAT ON AVERAGE, 2009-2010 LPSD STUDENTS LEARNED SLIGHTLY MORE THAN ONE YEAR OF MATH DURING THE SCHOOL YEAR. CONGRATULATIONS TO ALL THREE SCHOOL DISTRICTS AND A BIG THANK YOU TO ALL TEACHERS AND STAFF WHO HELPED STUDENTS EXCEL IN LEARNING MATH.





Anchorage School District

Labouring All Students for Success in Life

Anchorage School District

Our District



- 94th largest district in the U.S.
- 6,000+ employees
- More than 100 schools and programs
- 7.7 million square feet of facilities
- 3 million miles driven annually by bus drivers

Committed to EVERY child.



Anchorage School District

Labouring All Students for Success in Life

Our Students



49,091 students

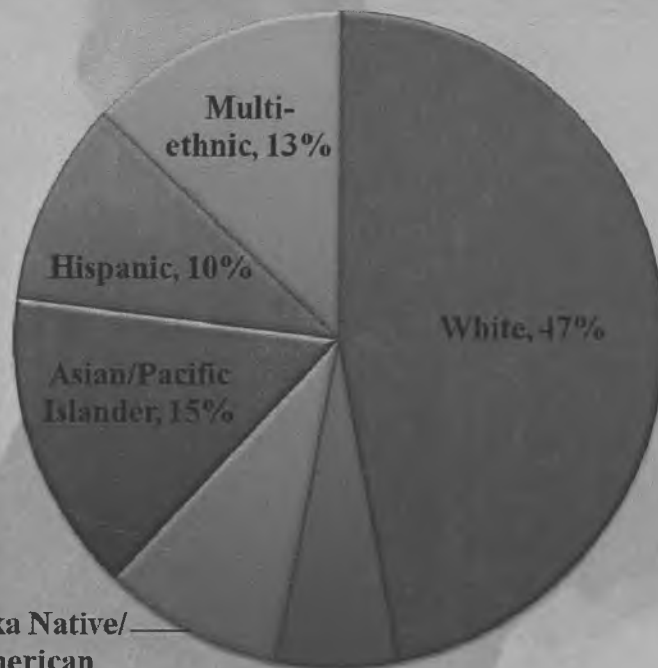
- 1 in 3 are low-income families
- 10% are military families
- 14% receive special ed. services
- 91 languages spoken by students



Anchorage School District
Educating All Students for Success in Life

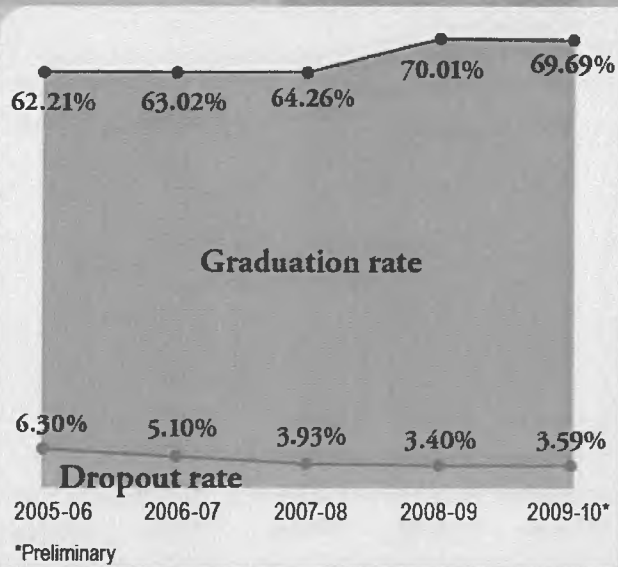


Student Diversity



Anchorage School District
Educating All Students for Success in Life

Quality Education



Pre-K & Elementary



- 10 pre-school programs
 - 8 Title I
 - 1 Title I/HeadStart
 - 1 Migrant Education
- Response to Instruction
- Summer school



abcdefghijklmnopqrstuvwxyz



Middle School



- Center for Educational Leadership
- Career guides
- Summer School



Anchorage School District
Educating All Students for Success in Life

High School



- Targeted programs
- Graduation Support Coordinators
- Expanding & enhancing Career and Technology Education
- Summer school
- Online learning



Anchorage School District
Educating All Students for Success in Life

English Language Learners



- Secondary Newcomers Center
- Third session math
- ELL Summer School



Special Education



- Additional counselor position at each comprehensive high school
- CARE training on inclusive practices
- Special Ed support in summer school



Title VII, Indian Education

- Project Ki'l
- Project Pugigtut
- Title VII Indian Education summer enrichment
- Summer intern program
- Denali summer camp



Contact Information

www.asdk12.org

(907) 742-4000

Carol Comeau, Superintendent
(907) 742-4312
Comeau_Carol@asdk12.org



Bering Strait School District

P.O. BOX 225 • Unalakleet, Alaska • 99684 • (907) 624-4261 • Fax 624-3447

Rob Picou, Superintendent
907-624-4261 • rpicou@bssd.org

BREVIG MISSION • DIOMEDE • ELIM • GAMBELL • GOLOVIN • KOYUK • SAINT MICHAEL • SAVOONGA •
SHAKTOOLIK • SHISHMAREF • STEBBINS • TELLER • UNALAKLEET • WALES • WHITE MOUNTAIN

April 10, 2011

Dear Representative Dick:

Throughout my career of fifteen years in rural Alaska, I have never met a mother who did not love and want what is best for her children. I have met many mothers who did not have the tools to help their children. But I have never met one mother who did not want what is best, who did not pray in her heart for her child to be successful in school. The Bering Strait School District Board of Education is committed to building partnerships. It is with enthusiasm that I welcome you into our circle of support. I sincerely hope you accept my invitation to get to know the kind and caring people of our communities, and begin to understand how easy it is to become a part of the solution.

I am sorry to report that as a new superintendent this school year, we have had six suicides of young people under the age of twenty-one years old. Let us not forget these lost young men and women in our conversation about school funding and vocational education. For all its noble and political intent, NCLB has effectively eradicated vocational education from our schools in rural Alaska. Our vocational education classrooms have become storage facilities, as we have by necessity diverted funding away from vocational education to a failed model of education that was developed in another age and intended for a very different purpose. I am also sorry to report that our graduation rate is 47%. If McDonalds were losing as many customers as we are losing, they would stop selling hamburgers. Yet, we as an educational community continue to offer the same old menu. In an age when teachers and students are forced into the unrealistic pursuit of unobtainable and meaningless standards, it is time to recognize that the path to achievement requires only simplicity and diligence, depth and focus, relationships and relevance.

As you grapple with the important decisions you must make in this legislative session, it is my hope that you do not look at things the way they are and ask why, but that you instead look at things that never were and ask why not. I am encouraged by the efforts I witness every day throughout the Bering Strait School District. Please support SB 84 and invest in Alaska's future by investing in Alaska's children. I have faith that all things are possible when good people surround a common vision and do what is right for kids. If we all come together and become one single heartbeat, we will pump life into the educational dreams of all children.

Thank You,

Rob Picou
Superintendent
Bering Strait School District



Bering Strait School District

Pathways Toward Success

The Bering Strait School District will educate our children to become self-sufficient and contributing citizens through quality programs that reflect our children's heritage.

Bering Strait School District Early Childhood Education

- ❖ BSSD Early Childhood Education programs are 100% grant funded in 14 sites in partnership with Kawerak and RurAL CAP.

Indian Education Grant (3 sites)

Alaska Native Education Grant (5 sites)

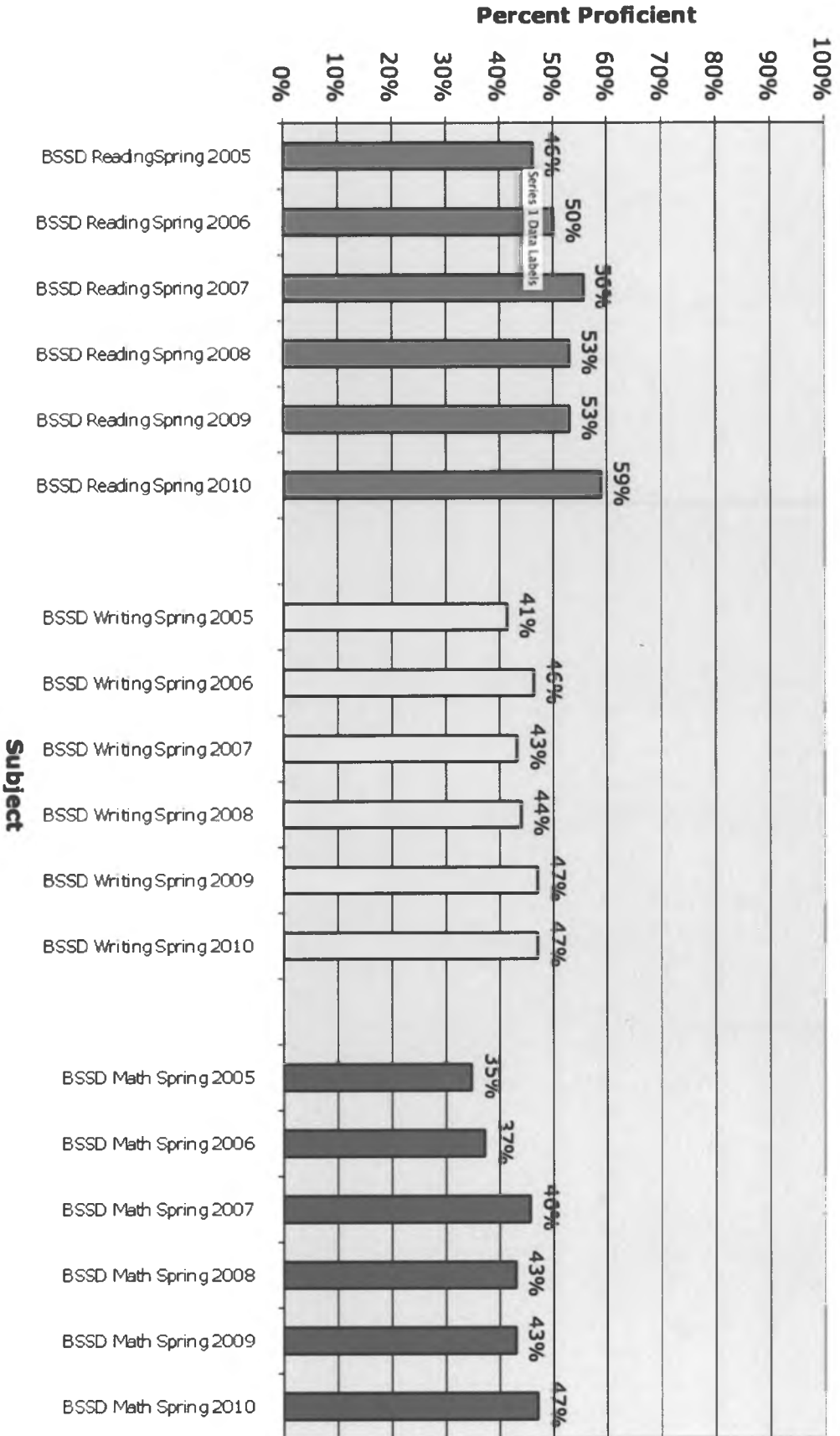
AP3 Grant (4 sites)

21st Century Grant (1 site)



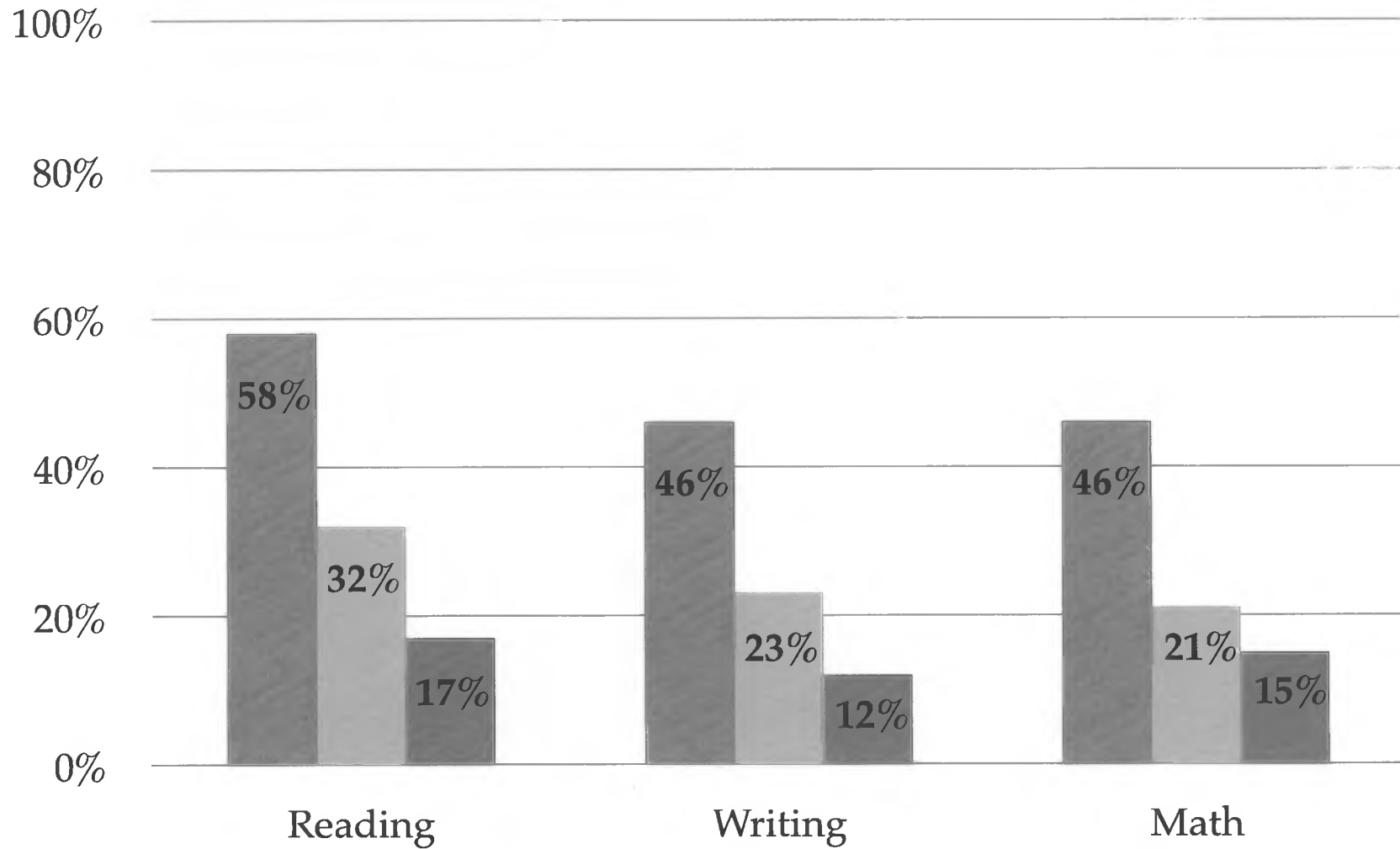
- ❖ 3 year old students attend 4 days a week @ 4 hrs. a day. 134 students enrolled.
- ❖ 4 year old students attend 5 days week @ 5hrs. a day (3hrs. on Fridays). 125 students enrolled.
- ❖ By the end of FY13 all grant funded programs will be unfunded.

Proficiency in Subject Areas Over a 6-Year Period on the SBAs BSSD Grades 3-10



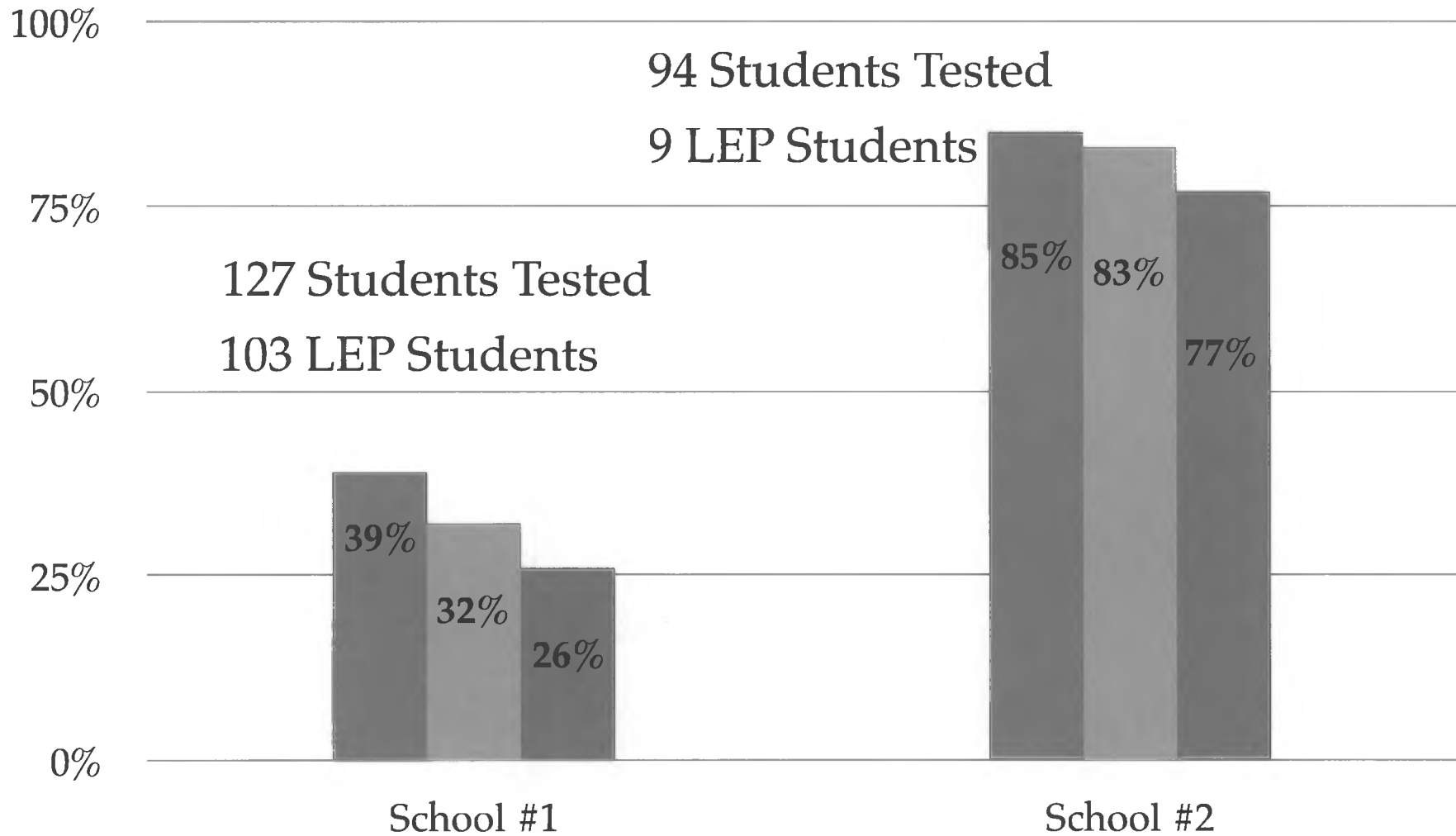
2010 BSSD Subgroups

■ AK Native ■ LEP ■ Special Education



2010: Range of BSSD SBA Scores

■ Reading ■ Writing ■ Math

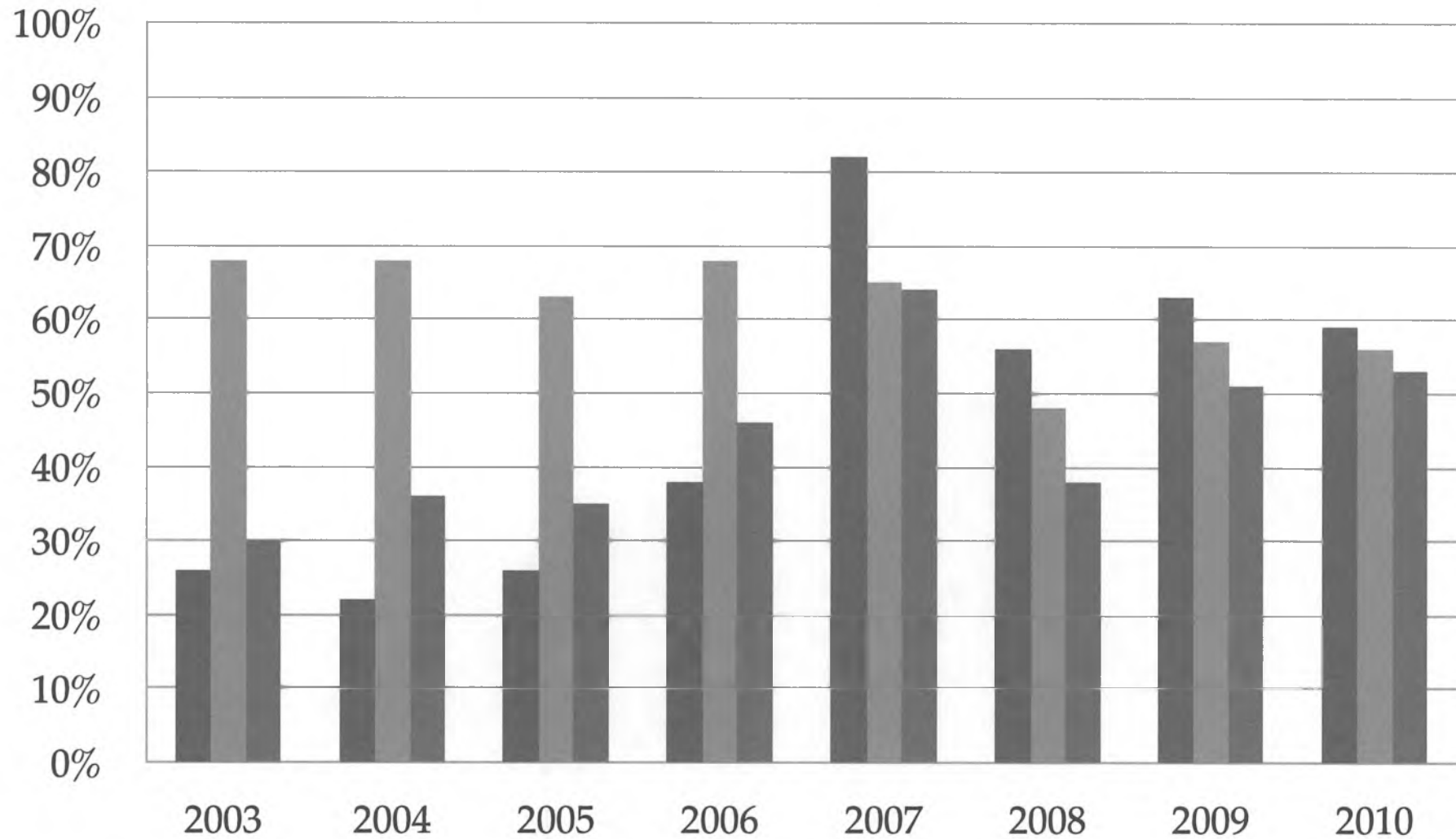


2010: % of 10th Graders Passing HSGQE

■ Reading

■ Writing

■ Math



Disconnect

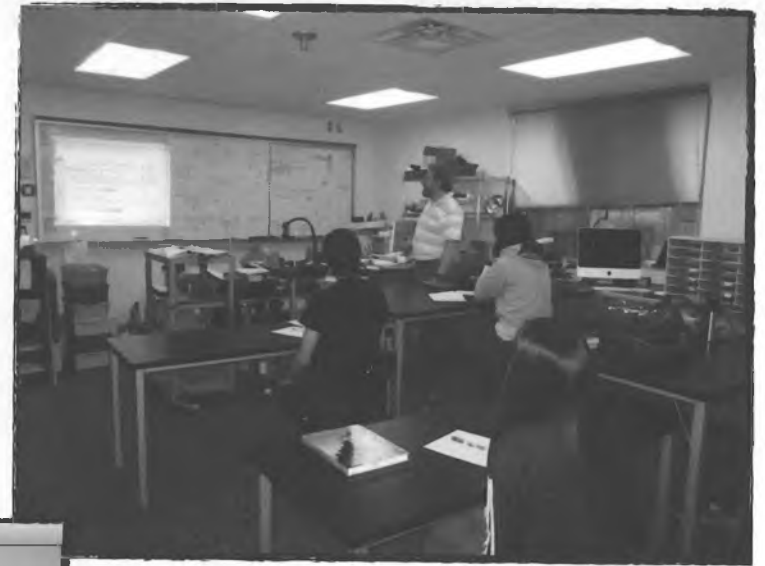
BSSD Graduation Rate for FY10	46.6%
----------------------------------	-------

10 %- 15% of BSSD graduates go to college

Less than 5% of the UA system graduates
are Alaska Native

70% students say they are going to college after
graduating



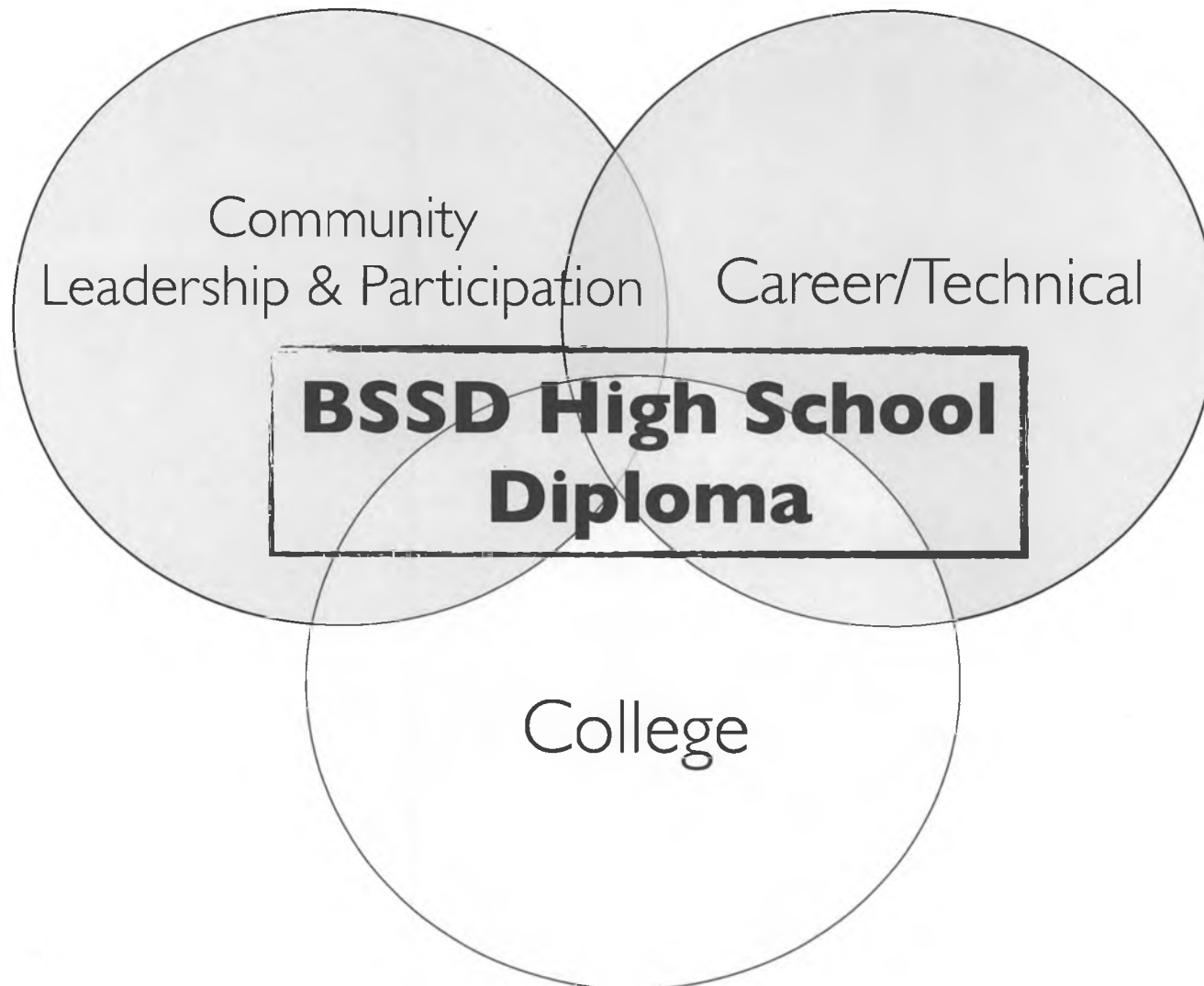


Bering Strait School District

10 + 2 Graduation Paths

March 2011

Bering Strait School District Graduation Paths



Relevance

Rigor

Choices



BSSD Vocational Education Classrooms





Site of Future Shop

BSSD Shops



Makeshift Shop

BSSD Budgeting Challenges

FY12 Budget

Heating Fuel... \$2.9 million



Electricity... \$2.3 million

Water & Sewer... \$850,000

Professional Development... \$893,750

Travel... \$510,930



Partnerships

University of Alaska Anchorage
University of Alaska Fairbanks
University of Alaska Northwest Campus
Alaska Staff Development Network
Bering Strait Native Corporations
Local Native Corporations
Local Indian Reorganization Act Councils
Local Tribal Councils
Kawerak
RurAL CAP

Norton Sound Health Corporation
Norton Sound Economic Development
Corporation
NACTEC
Bering Strait Regional Corporation
Local Businesses
Bering Air
Era Aviation
Pen Air
Alaska Department of Education & Early
Development

Bering Strait School District



The Bering Strait School District will educate our children to become self-sufficient and contributing citizens through quality programs that reflect our children's heritage.

Bering Strait School District Board of Education

Albert Washington, Chair
Clifford Weyiouanna, 1st Vice Chair
Melvin "Dumma" Otton, 2nd Vice Chair
Annabelle Cunningham, Treasurer
Aurora Johnson, Secretary
Luther Komonaseak, Member
Sylvia Toolie, Member
Jane Kava, Member
Aaron Iworrigan, Member
Joe Murray, Member
Jenny Lee, Member

For more information:
Visit our website at www.bssd.org
E-mail or call:
Rob Picou, Superintendent
rpicou@bssd.org (907) 624-4261

BRISTOL BAY BOROUGH SCHOOL DISTRICT

SERVING THE COMMUNITIES OF NAKNEK, KING SALMON, AND
SOUTH NAKNEK IN SOUTHWEST ALASKA



2011-2012 School District Overview
for House Education Committee

What is Bristol Bay Borough School District?



Our District Vision:
Educating Our Children for the Future

Our District Mission:
To provide learning opportunities to ALL students, enabling them to
secure the essential knowledge and skills necessary to become positive
and productive members of society.

Visit our website: <http://bbbsd.net/>

What are our priorities for the 2011-2012 School Year?



- Improving student achievement and performance in all academic areas
- Recruiting and retaining the best teachers and continuing our professional development commitment to all staff.
- Expanding and improving vocational programming and career planning for all students.

What has the state and local investment in Bristol Bay Borough School District produced?

- District has continued to make required Adequate Yearly Progress (AYP) as defined by state and federal rules every year.
- Our Alaska Native students (as a group) outperformed our own other students in % proficient or above during last school year.
- Our Alaska Native students achieved the highest percentage proficient (93%) among all districts in Alaska for 2009-2010.
- 92% of our other students achieved proficient or above status on the spring 2010 testing.
- We are among the top performing districts in Alaska according to these indicators.

What else has BBBSD produced for students and families?



FEA & STUDENT COUNCIL STUDENTS PREPARED A LUNCHEON FOR ELDERS AT THEIR RESIDENCE

- Graduation rates currently at 80%. (still short of where we hope to get)
- Dropout rates currently at 2.7%. (any dropouts hurt, and we need to pay better attention to every child)
- Students better prepared for life after high school with many options. (still short of where we hope to get)

What warnings must be mentioned?

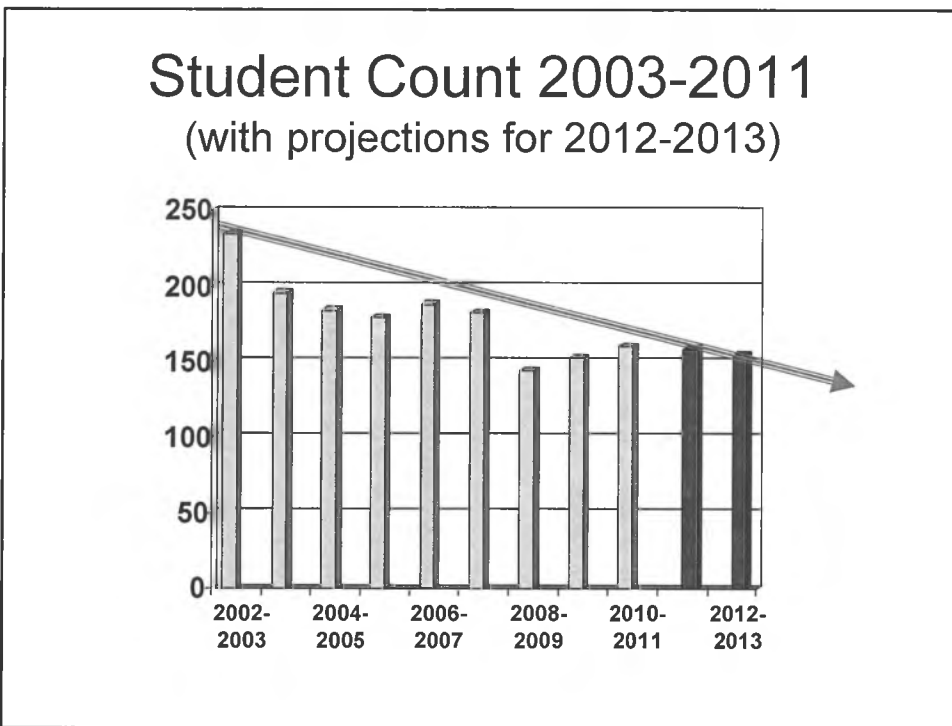
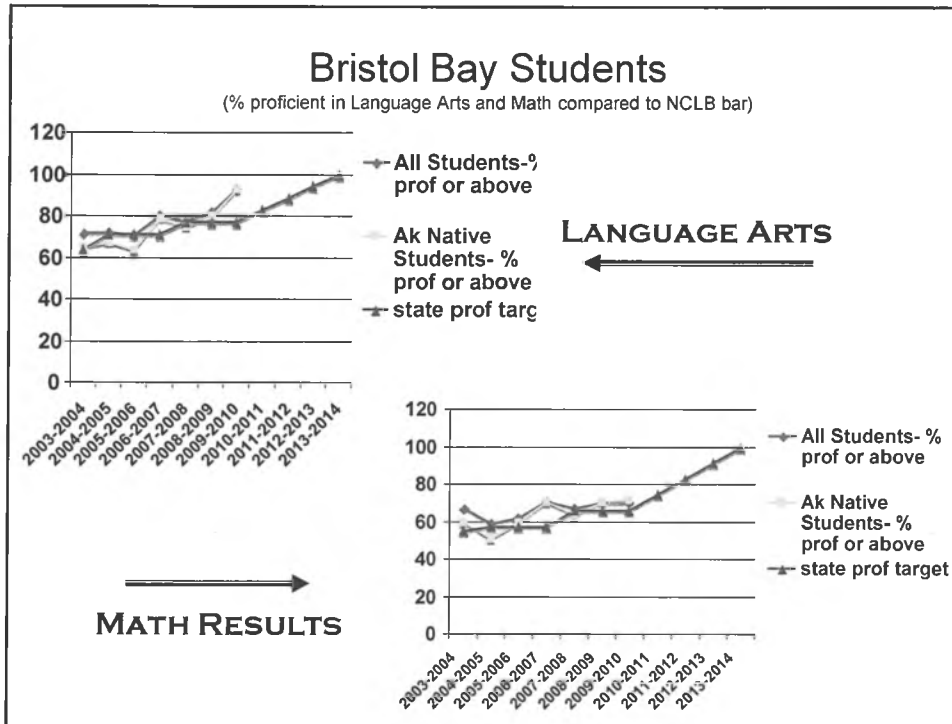
- We are nearing 2014 when all students must be proficient or above.
- AYP bar is raised by 7% this year. That will be a challenge for us to make. In math we have never performed at that next level.
- Each year after this the bar goes up again till it reaches 100% in the 2013-2014 school year.
- Performance in science is well below where we want to be.



NSRC STAFF & AVANT GARDE VISIT NAKNEK TO TALK SCIENCE CURRICULUM



ELEMENTARY STUDENTS WORKING WITH A UAA STUDENT TEACHER WHO NOW IS ON OUR STAFF.



What else are we proud of?



- New clubs and activities; FEA, Running Club, after school programs
- New Native Ed Grant- Cultural Activities, summer school, school counselor and transition specialist- \$1.2 million over three years
- Vocational programs- culinary arts, van project, woods program, in middle school and high school (see web site & blogs)
- Pre-K program, Transition Camp, Fitness Trail Project, and Professional Development with Lake and Pen

Final thoughts...

- Bristol Bay is a school district that regularly asks; who we are, what we do for children, and how we could be better.
- We are proud of our students, our families, staff, and alumni and we know that we are the successful school district we are because of a long term commitment to education in the region.
- We will always be looking for ways to improve and to provide greater opportunities for children.
- We appreciate the work of our legislators to support BBBSD and schools throughout Alaska that are striving to prepare our next generation of leaders.



Chugach School District

Prince William Sound
District of 250 Students

- Chenega Bay
- Tatitlek
- Whittier
- Homeschool



Presentation to the House
Education Committee
February 7th, 2011

Bob Crumley, Superintendent

Chugach School District

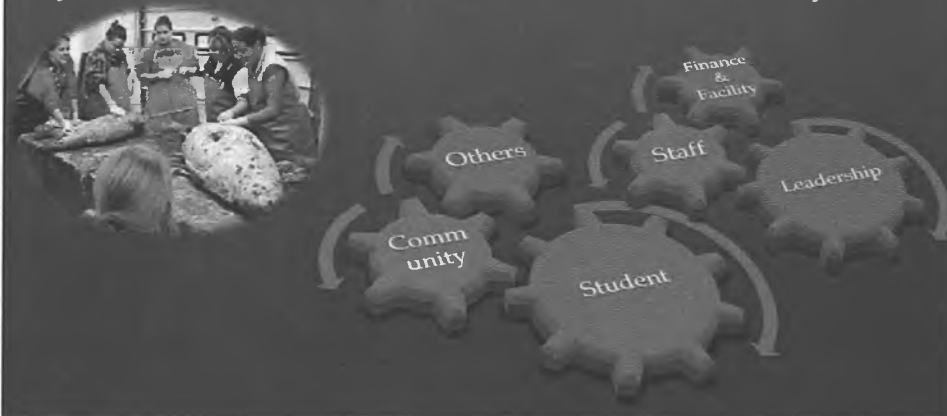
Shared Purpose & Core Values

15 Year Continuous Improvement
Reform Process



Chugach School District What Works

A "System" Rather Than A Set Of Loosely Coupled Programs
System Of Five Focus Areas Collaborates With Other Systems



Chugach School District *Student Focus*

Relevant Local Standards

- Locally Developed K-12 Standards in 10 areas
- State Waiver: Individualized Performance-Based
- Holistic Learning; Academic & Employability

Balanced Instructional Model

Diagnostic/Prescriptive Assessment

Meaningful Reporting

- Aligned Information Management System
- Graduate Reports to School Board

Multiple Support Programs

- Student Laptop Program
- Nutritional Breakfast Program
- Early Childhood (PK & PAT)

Voyage To Excellence Hybrid Residential

- Year Round Phases & Camps
- Six Outcomes / Pathways for Graduates



Chugach School District *Staff Focus - Empower*

Staff Training

- Three Times The State Amount Of Training
- Staff Develops Local Standards/ Assessments
- Staff Input Regarding Types Of Training
- Individual Staff Dev. Proposal Process

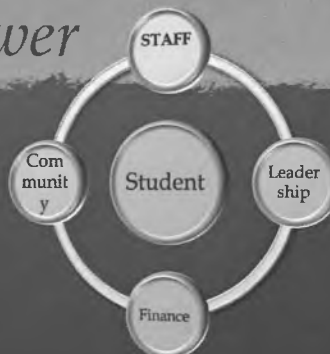
Performance Evaluation Process (PEP)

- 3 Staff Evaluations Per Year
- School-wide & Individual Goal Setting Process
- Performance Pay For PEP Score

Staff Ownership

- PWS Teachers Association (\$1.00 annual dues)
- Collaborated Agreement (not negotiated)
- 95% Teacher Retention Rate
- Valuing Staff -i.e., Deferred Compensation

Staff Hiring Process



Chugach School District *Leadership Focus*

Leadership Training

- Student Leadership - VOICE
- Staff Leadership Training & Opportunities
- Board & Administrative Leadership Training

Routine External Evaluation

- Malcolm Baldrige National Quality -2001
- Alaska Performance Excellence - 2009
- Superintendent Survey 2010

User Friendly Strategic Planning

- Shared Purpose & Core Values
- Five Focus Areas
- Strategies
- SMART Goals
- Balanced Score Card
- Dashboard Indicators Of Performance



Chugach School District

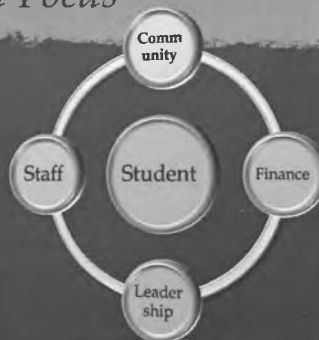
Community & Communication Focus

Community Engagement

- Parent Resource Centers
- Educational Advisory Committees
- Student Performances, Athletics, Holiday Events
- Cultural Heritage Week
- Health Fairs and Service Learning Projects
- School-Home Itinerant Counselor
- Mental Health Counselor
- Projects To Get Adults & Kids Working Together
- Parent In The School Position

Communication

- Newsletters
- AIMS - Parent Portal Into Student Information System
- Web Pages
- Reports, Surveys, Gatherings
- Travel



Chugach School District

Finance & Facility Focus

Conservative, Thrifty, Frugal Spending

- Tight Purchase Request Process
- Lean Operation, 2 Administrators Total
- Monthly Financial Analysis of Programs and Schools

High Customer Satisfaction

- Tight, 2-week Payable, Payroll Processes
- Preventative Maintenance & Construction Fund Search

State Funding Is Foundation Upon Which To Build

- Assertive Continuous Aligned Grant Search
- Business Partnerships
- Corporate Donations
- Fundraising For Ownership



Why Assertively Search For Outside Resources?

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
BSA	4010	4010	4169	4576	4919	5380	5380	5480	5580	5680
BSA Percent Increase	-----	0%	3.96%	9.76%	7.5%	9.4%	0%	1.9%	1.8%	1.8%
CPI (Inflation)	1.9%	2.7%	2.6%	3.1%	3.2%	2.2%	4.6%	1.2%	2.5%	-----
Total AK Grads	6945	7366	7290	6905	7361	7666	7855	8008	8245	-----
% Increase in Graduates	-----	6%	(1%)	(5.3%)	6.6%	4.1%	2.5%	1.9%	3%	-----

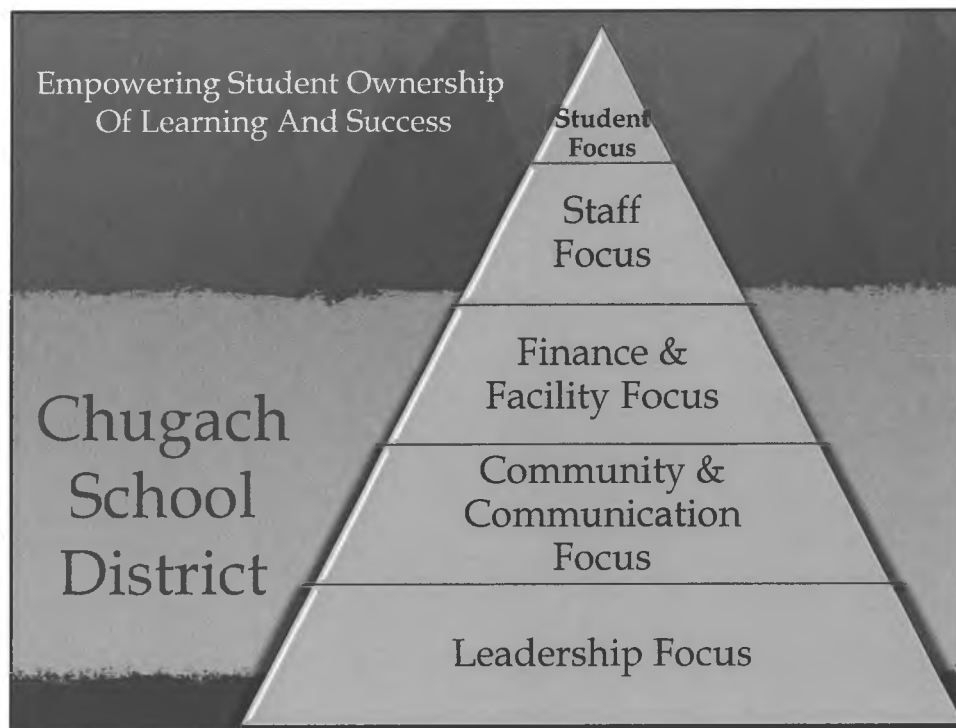
Sources:

- AK DEED
- US DOL


Chugach School District Fact Sheet

	1992 - 1993	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
Attendance	89.9%	96.1%	97.1%	96%	95%	97%
Enrollment	132	214	199	227	224	264
PEP Avg.	NA	5.6	5.5	5.5	5.1	5.4
Language Arts	< 25%*	78%	86%	84%	83%	78%
Math	< 25%*	65%	74%	94%	71%	65%
Teacher Retention	55%	90.4%	91%	90%	100%	95%
4 yr. Grad. Rate	N.R.	43.5%	55.6%	40%	66.6%	69.57%
4 yr. Drop Out Rate	12%	7%	1.5%	4.8%	11.6%	---

*Iowa Basics




File



**Presentation to the
House Education
Committee
February 14, 2011**

Michael Johnson
Superintendent

Providing a Quality Education in a Rural Environment



Copper River
School District

Chistochina • Copper Center • Glennallen
Kenny Lake • Slana • Upstream Learning

The Copper River School District is...

Small but mighty

- o Five school sites:
 - o Slana: K-12 • 1 teacher • 12 students
 - o Chistochina: K-8 • 1 teacher • 11 students
 - o Glennallen: K-12 • 19 teachers • 240 students
 - o Copper Center: K-5 • 4 teachers • 40 students
 - o Kenny Lake: K-12 • 9 teachers • 105 students
- o Upstream Learning Home Education Program

480/
36

The Copper River School District is...

Proud of our communities and rich cultural heritage

- o Strong community partnerships
- o Parent involvement
- o Positive relationships with local village councils and Native organizations



The Copper River School District is...

Proud of our accomplishments

- o One of Alaska's highest performing districts
- o Two Blue Ribbon Schools (2005 & 2009)
- o Excellent Teachers & Administrators
 - o Members of local, state, regional, and national boards, organizations, and committees
 - o National Board Certified Teacher
 - o Alaska Teacher of the Year
 - o Region II Principal of the Year
 - o Milk & a Water

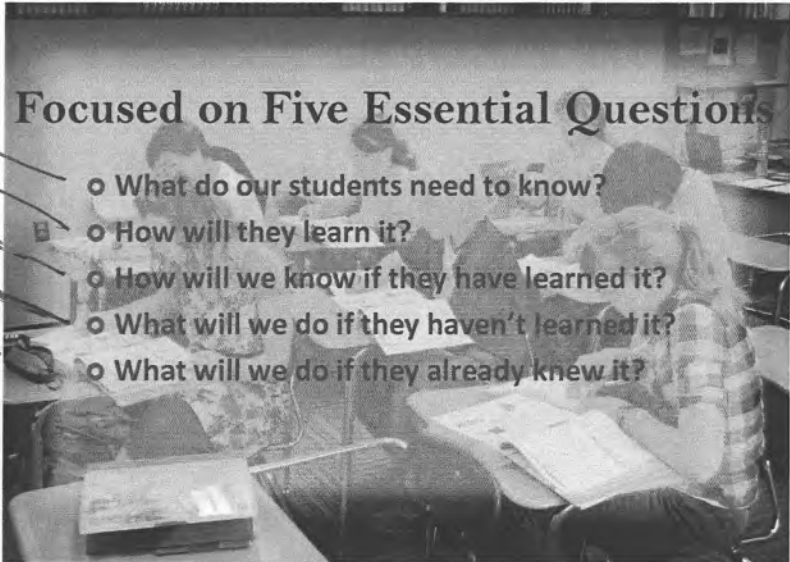


Clarity
IM?

The Copper River School District is...

Focused on Five Essential Questions


- o What do our students need to know?
- o How will they learn it?
- o How will we know if they have learned it?
- o What will we do if they haven't learned it?
- o What will we do if they already knew it?



The Copper River School District is...

Focused on student achievement

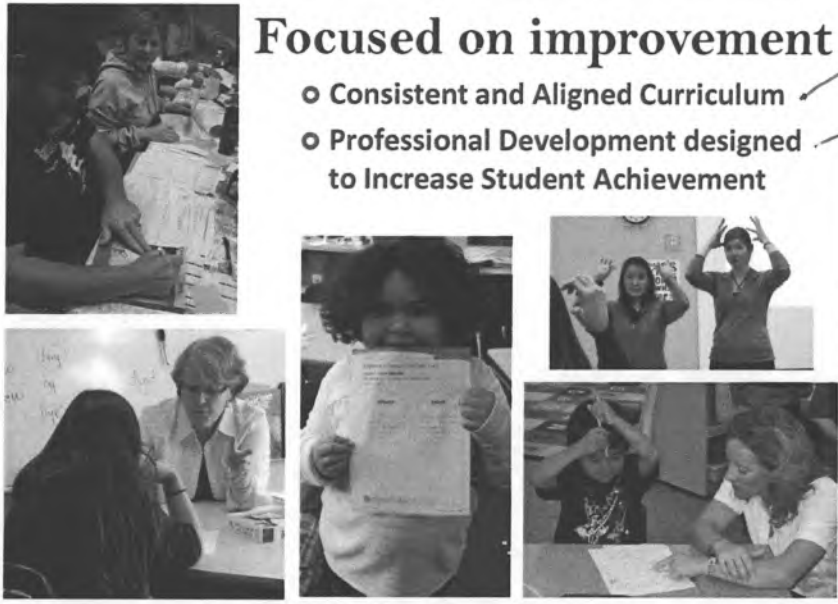
- o Early Literacy
- o Rigorous Academics
- o Vocational Education
- o Meaningful Enrichment



The Copper River School District is...

Focused on improvement


- o Consistent and Aligned Curriculum
- o Professional Development designed to Increase Student Achievement




The Copper River School District is...

Actively seeking solutions




- o Expansion of Digital Learning Opportunities
- o Career & Technical Education (CTE) Offerings
- o Enhanced Support for Struggling Learners
- o College & Career Readiness Activities



The Copper River School District is...




A place where
EXCELLENCE isn't
everything...
it's the *only*
thing.



Contact us:
mjohnson@crsd.k12.ak.us
907.822.3234
www.crsd.k12.ak.us

Providing a Quality Education in a Rural Environment



Copper River
School District

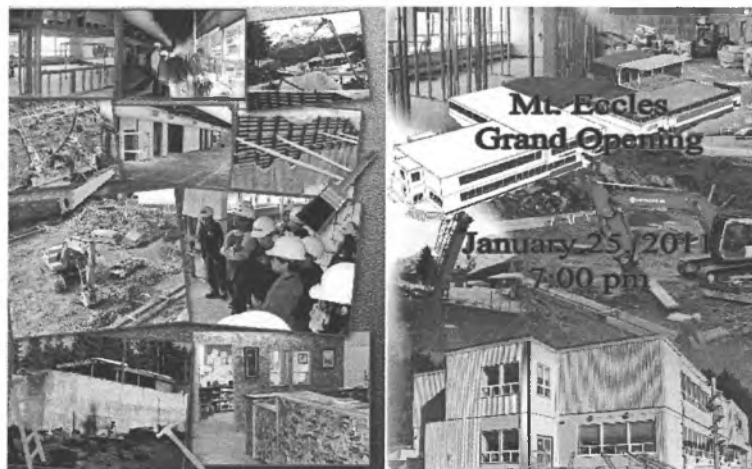
Chistochina • Copper Center • Glennallen
Kenny Lake • Slana • Upstream Learning

Welcome to Cordova – Alaska

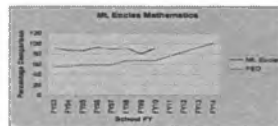
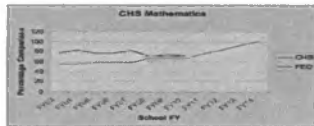


Lots to Celebrate!

**Recent Grand Opening
Oldest Active Elementary School**



More to Celebrate!



- Very professional/veteran staff
- Never failed to exceed AYP
- Nationally recognized Blue Ribbon School

Don't let school get in the way of your student's education



Methane Gas Development

- Methane digesters



Relevant Learning

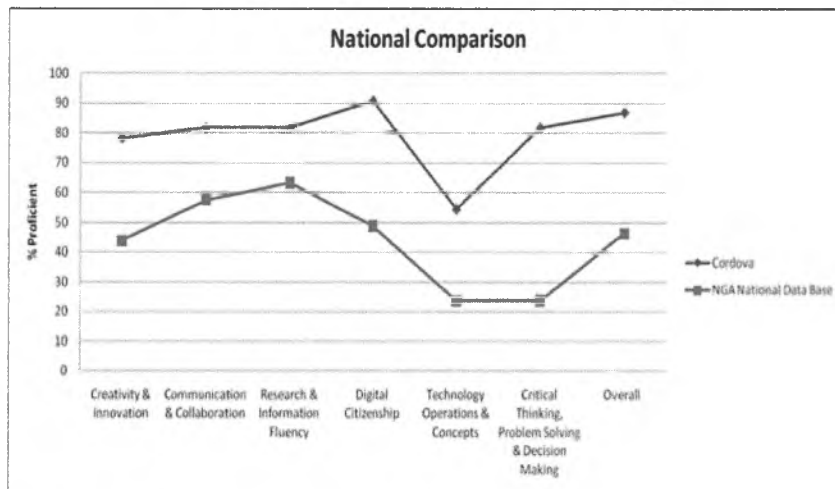


Laptop Technology

- Laptop Initiative



Laptop Proficiency



Cordova n= 25

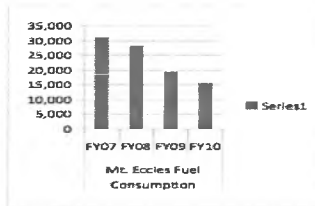
NGA National Database n= 16,801

Figure 2. Comparison of Cordova to NGA National Database

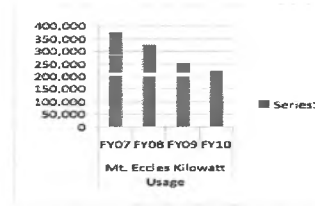
Energy Independence

Cardova School District FY07 - FY10

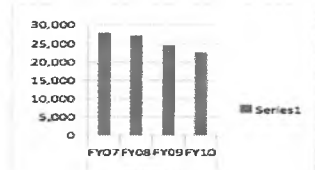
Mt. Eccles Fuel Consumption
 FY07 31,194 FY08 28,242 FY09 19,573 FY10 15,712



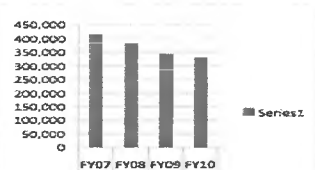
Mt. Eccles Kilowatt Usage
 FY07 374,958 FY08 326,164 FY09 252,953 FY10 222,574



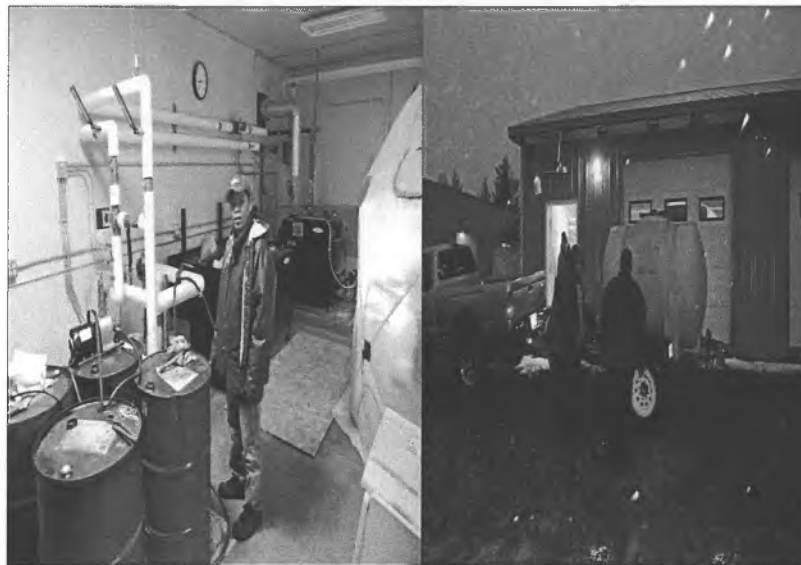
CHS Fuel Consumption
 FY07 27,871 FY08 27,212 FY09 24,491 FY10 22,529



CHS Kilowatt Usage
 FY07 416,898 FY08 386,790 FY09 344,900 FY10 331,259



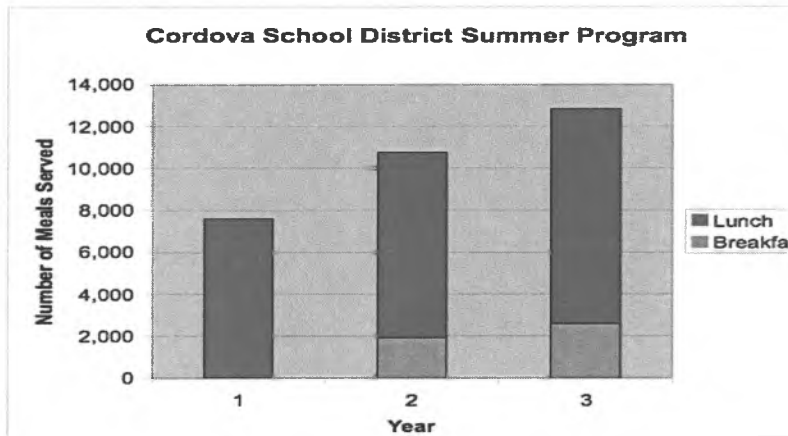
More Energy!



Waste oil burner as a service to the community

Summer Lunch Program

Total Meals Served		
Year	Breakfast	Lunch
2008	0	7,810
2009	1,931	8,834
2010	2,587	10,242



More Great Programs!

- **Cordova maintains an Innovative Learning Program (ILP)**
- **Peer Helpers Class**
- **Student lead energy audits**
- **Cordova will host the Annual Alaska Association of Student Government (AASG) this spring**

Questions??

- Thanks for your time today, and for all your energy that you use in supporting the education of our students. It is much appreciated!!
- Jim Nygaard
Supt of Schools

Sheila Peterson

From: Rep. Alan Dick
Sent: Thursday, March 24, 2011 4:05 PM
To: Sheila Peterson
Subject: FW: Innovative Learning Program of Cordova
Attachments: ILP info.doc

Cynthia M. Erickson
Representative Alan Dick
District 6
State Capitol Building Room 104
Juneau, Alaska 99801
Ph. # 907-465-4527
Cell# 750-9123
Email cynthia_erickson@legis.state.ak.us

From: Jim Nygaard [<mailto:inygaard@cordovasd.org>]
Sent: Wednesday, March 23, 2011 8:41 AM
To: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Sharon Cissna; Rep. Scott Kawasaki
Cc: Pamela Moe
Subject: Innovative Learning Program of Cordova

Greetings Representatives,
Thank you for the opportunity to visit with you today about the many great things that are happening in Cordova Schools. For those of you with remaining questions regarding our Innovative Learning Program (ILP) I have attached a brief summary for your convenience.
I have also included our instructor, Ms. Pamela Moe, should you desire to contact her directly as well.
Thank you for your endurance as you address the many challenges surrounding support for Alaska's children.



Jim Nygaard
Superintendent of Schools
Cordova School District
PO Box 140
Cordova, Alaska 99574
Office: 907-424-3265
Fax: 907-424-3271
Email: inygaard@cordovasd.org

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CORDOVA SCHOOL DISTRICT

PO Box 140 * 100 Fisherman Avenue
Cordova, Alaska 99574-0140
(907) 424-3265 * FAX (907) 424-3271

Mt. Eccles Elementary
(907) 424-3236
FAX (907) 424-3117

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Cordova School District Innovative Learning Program

The Cordova School District Innovative Learning Program (ILP) was created to better meet the needs of students who have been unsuccessful in the regular education program. The Innovative Learning Program is intended to lead students toward success in education through the use of innovative teaching techniques, more individualized course study, flexible scheduling, a lower student/teacher ratio and a supportive classroom atmosphere.

Goals: The goals of the Innovative Learning Program include: (1) A reduced drop-out rate; (2) An increase in the number of academic credits earned; (3) A decrease in the number of classes failed; (4) A reduction in absences; (5) An increase in grade point averages; (6) An improvement in criterion-referenced test scores, such as the HSGQE; (7) An improvement in decision-making and study skills; (8) To strengthen 21st century skills; and, (9) Attain ability to graduate.

Program Components:

Alternative School: Alternative school meets every day for a portion of the day. The alternative teacher develops individual learning programs and teaches all subjects. Alternative School students must also spend time doing schoolwork at home.

Credit Recovery: The students participating in this part of the ILP program are working to regain one or more credits lost or missed in the regular school for various reasons.

Extended Absences: The alternative teacher coordinates work with the regular classroom teachers for students going on extended absences or travel for more than 10 days. Early notification by the parents to the school of these extended absences is critical to the success of this part of the Innovative Learning Program.

Home School: The alternative teacher is the liaison and teacher of record for the Cordova School District's Home School Program. The alternative teacher meets with the home school parents at the beginning of the school year to go over the home school requirements, discuss the educational plans and materials to be used, and to clarify both the school and parental responsibilities. Throughout the year, the alternative teacher monitors the work being done, collects work samples and grades, and in some cases, goes out on home visits.

Application Information: Application forms for the ILP programs are required and can be obtained from the counselor at the high school, from the alternative school teacher, from the school secretaries at the elementary and high school, and from the ILP website at www.cordovasd.org/~pmoe. Once the application is received, the student's academic records are reviewed and interviews are conducted. The student, their parents or guardians, the school administrator, the school counselor, and when possible, the alternative teacher, participate in the initial meetings.

For more information contact: Pamela Moe, Alternative Teacher, pmoe@cordovasd.org, (907)424-3266 or 3265.

Galena City School District

Offering Choices in Public Education

Galena City School District

- One District – Three Distinct Programs of Choice
 - Galena Interior Learning Academy
 - Interior Distance Education of Alaska
 - Sidney C. Huntington School

Galena Interior Learning Academy

- 14 year success story
- Strong AYP scores
- Over 90% Alaska Native
- High graduation rate
- 198 students from 58 Alaskan communities during the 2010-11 school year



Galena Interior Learning Academy

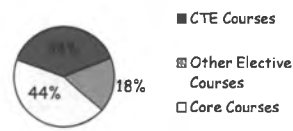
- District run statewide boarding school
- Accredited to provide secondary and post-secondary CTE programs
- Provides an alternative educational option for many rural Alaska Native students at risk of dropping out
- Provides access for our state's most "at-risk" students to CTE and academic programs not typically found in rural communities



Galena Interior Learning Academy

- CTE Programs
 - Aviation
 - Cosmetology
 - Culinary Arts
 - Automotive
 - Small Engines
 - Welding
 - Carpentry
 - Electricity
 - Computer Technology

Galena Interior Learning Academy:
Percentage of CTE Courses Offered



Interior Distance Education of Alaska

- 14 year success story
- Supports strong family partnerships
- Strong AYP scores
- High graduation rate
- Flexible course scheduling
- Many students receive dual high school and college credit



Interior Distance Education of Alaska

- Serving 3510 students from 6 regions
- Serving 200 rural Alaskan students from 24 communities
- Provides educational opportunities for 186 preschool students



Sidney C. Huntington School

- Serving the community of Galena
- Alaskan "School of Choice"
- Fully accredited since 1980
- Named for renowned Galena elder Sidney Huntington



Sidney C. Huntington School

- Made AYP every year since the inception of NCLB
- 78% Alaska Native
- High graduation rate
- 105 students from K through 12th grade
- Serving 11 preschool students



Galena City School District

- Three Programs with One Critical Focus:
 - Providing educational choice, access, and opportunity for families statewide
- Serving students from over 70 rural Alaskan communities

HAINES BOROUGH SCHOOL DIST.

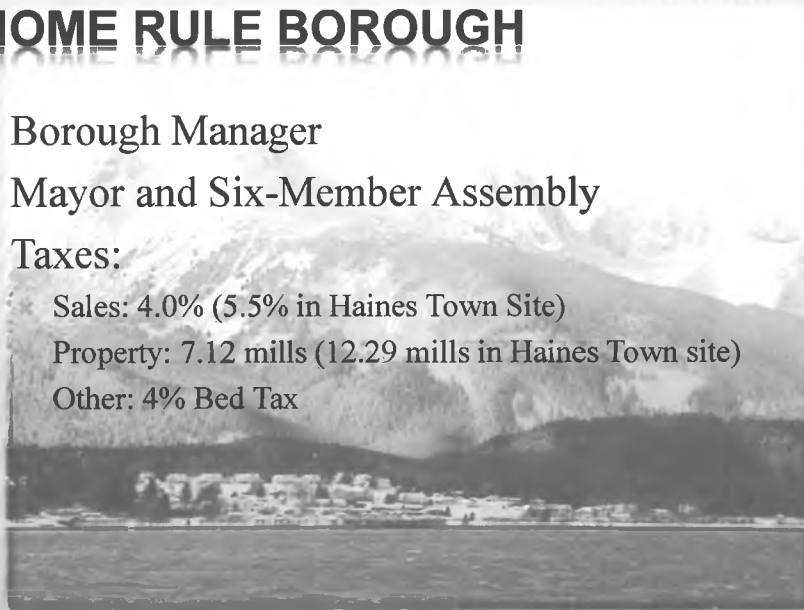


CONNECTED BY LAND AND SEA



HOME RULE BOROUGH

- × Borough Manager
- × Mayor and Six-Member Assembly
- × Taxes:
 - × Sales: 4.0% (5.5% in Haines Town Site)
 - Property: 7.12 mills (12.29 mills in Haines Town site)
 - Other: 4% Bed Tax



SERVING THE CHILKAT VALLEY

- × Population ≈ 2500
- × Economy
 - + Commercial fishing,
 - + Tourism (drive-in, ferry, & cruise ship)
 - + Government
 - + Commute & Telecommute
 - + Retirement
 - + Logging (in recent history)

COMMUNITY COMPOSITION

- × Very diverse population composed of:
 - + Original Tlingit inhabitants of the Chilkat Valley
 - + Waves and Trickles of others who came for:
 - × The Resources
 - × The Beauty
 - × Tourism
 - × Retirement
 - × The Community
 - × Quality of Life
 - × School



RESOURCE #1 - OUR CHILDREN

- × Tremendous Support for Education
- × Including a rich curriculum of
 - + Core Classes
 - + Career and Tech./Vocational Ed.
 - + Physical Education
 - + Art
 - + Music



HAINES SCHOOL



HAINES SCHOOL



HAINES SCHOOL



MOSQUITO LAKE SCHOOL



MOSQUITO LAKE SCHOOL



11


MOSQUITO LAKE SCHOOL



12

HAINES HOME SCHOOL

Home Our District Counselor Teachers Home School Mosquito Lake Elementary Middle School High School Calendar

 Haines Borough School District

Haines Home School Program

- Welcome
- Program Overview

Home > Home School > Haines Home School Program

Welcome to the Haines Home School Website

The Haines Home School Program is open to K-12 families who reside in the Haines Borough School District and are looking for an alternative to the traditional school setting. The program also serves students under the age of 20 who are close to completing high school credits for graduation.

To enroll a student in the Haines Home School Program, the parent or guardian completes an Individual Learning Plan for at least four courses. Each Home School student receives a yearly allotment from the Haines School District to purchase educational materials, lessons, or correspondence courses from approved distance education providers. Students who enroll before the end of the first quarter will receive a full allotment. After the first quarter, students receive one-half the full allotment. There is no allotment available to students who enroll after the third quarter begins. However, there is a wide variety of textbooks, library books, and supplies available for check out in the Home School resource room, #108. Home School students may also check out materials from the school library. Students may attend one class at the Haines School with no deduction from the allotment. Each additional class will result in an allotment deduction.

The yearly allotments are:
 K-3 allotment = \$1800
 4-8 allotment = \$2000
 9-12 allotment = \$2200

Like other students in the district, Home School students are required to take all statewide student assessments beginning in third grade. High school students will take a combined Standards Based Assessment and High School Graduation Qualifying Exam beginning in the spring of the tenth grade. Haines Home School students are welcome to participate in the Haines School field trips and functions such as assemblies, dances, eighth grade promotion, and high school graduation.

Carolyn Weishahn manages the program and is available for your questions on Fridays at 766-6746 or by email at cweishahn@hbsd.net.

DISTRICT ACHIEVEMENTS

✦ Have sustained a varied curriculum:

- + Digital Photography
- + Gourmet Cooking
- + Spanish
- + Construction
- + Work Experience
- + Power Systems Engineering



CONSTRUCTION CLASS



GRADUATION REQUIREMENTS

× English	4.0	× Fine Arts	1.0
× Social Studies.	3.5	× Health	.5
× Science	3.0	× Financial	
× Math	3.0	Literacy	.5
× Computer	.5	× Electives	7.0
× Physical Ed.	1.5	× TOTAL	24.5

DISTRICT ACHIEVEMENTS

- × Many extracurricular activities:
 - + X-Country, Wrestling
 - + Volleyball, Basketball
 - + Debate Drama & Forensics
 - + Archery
 - + MS Basketball
 - + MS Wrestling
 - + MS Exploratories, etc.
 - + Cheerleading
 - + Track & Field
 - + Student Council
 - + National Honor Society
 - + Chilkat Blizzard (Yearbook)
 - + Pep Band
- × (Community heavily involved)



POST SECONDARY SUCCESS

- × **Class of 2010 profile**
 - + 65% planned to attend a college or university
 - + 15% planned to receive vocational/technical training
 - + 8% planned to join the military
 - + 12% had other immediate plans such as work or travel
- × **Recent graduates have attended:**
 - + UAA, UAF, UAS, AVTEC, Northern Arizona, Washington State, Gonzaga, Seattle Univ., Humboldt State, Naval Academy, Cornell, Marquette, and the Air Force Academy.

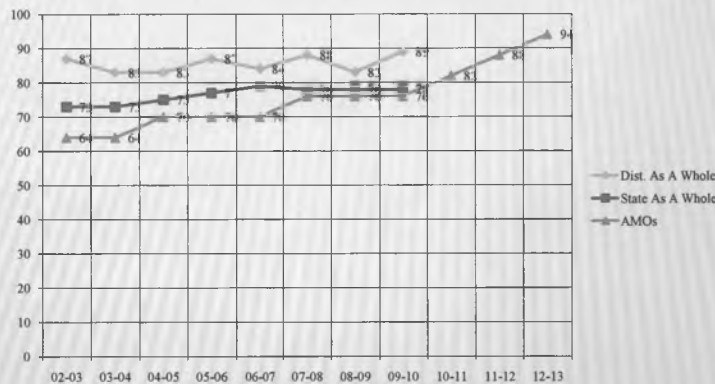
FISCAL DISCIPLINE

- ✗ Watching expenditures.
- ✗ Prioritizing resources to the classroom.
- ✗ Conserving resources.
- ✗ Maintaining our facilities
- ✗ An adequate funding stream is still required.

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ACHIEVING AYP – LANGUAGE ARTS

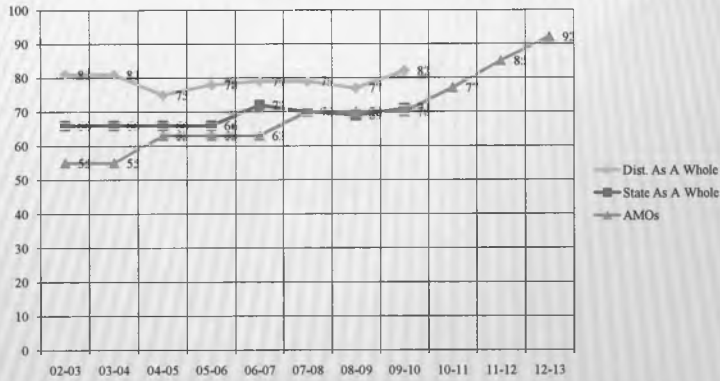
AYP/AMO LA Trends



20

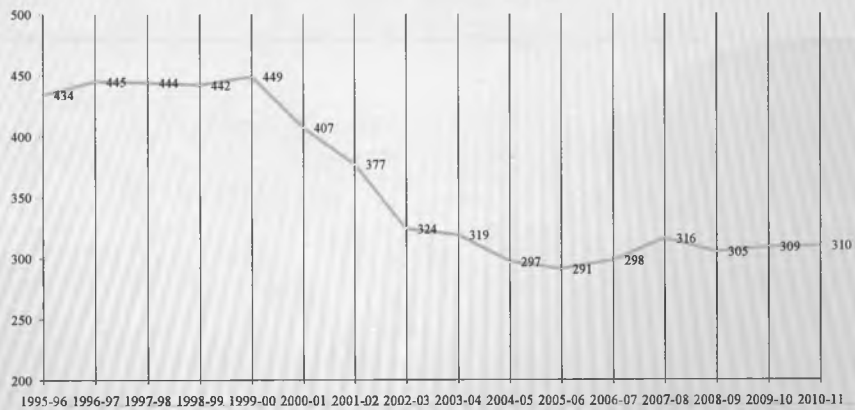
ACHIEVING AYP -- MATH

Math AYP/AMO Trends



CHALLENGES – STUDENT NUMBERS

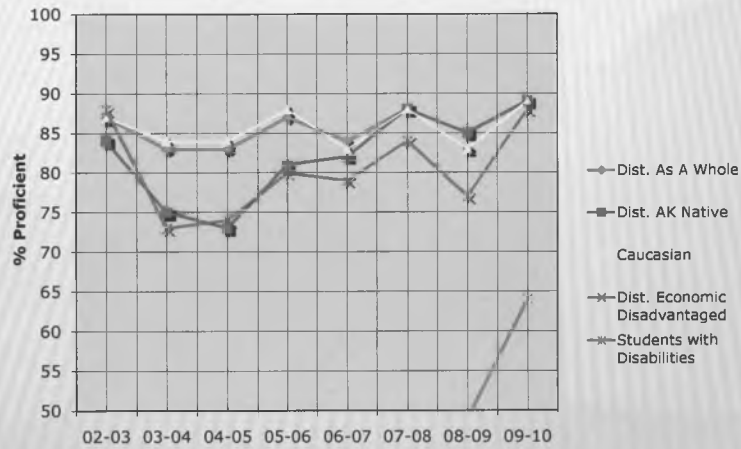
Total Enrollment



We've declined but stabilized out around 300 in 2002-03

CHALLENGES – MAINTAINING AYP

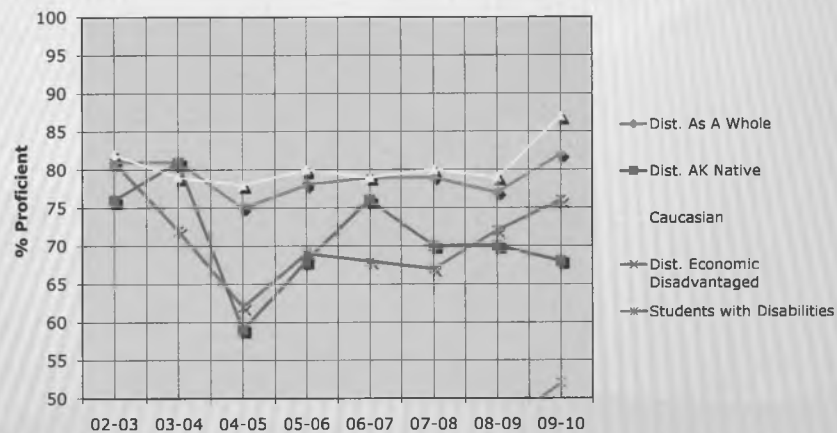
HBSD Lang. Arts



23

CHALLENGES – MAINTAINING AYP

HBSD Math



24

FOLLOWING OUR STRATEGIC PLAN

- × ***We will enhance and expand educational opportunities.***
 - + Establish ongoing curriculum review.
 - + Integrate current technologies into the curriculum and daily instruction.
 - + Strengthen and diversify career and technical education (CTE).
 - + Increase program offerings to make courses attractive to more students.
 - + Establish ongoing, meaningful professional development (may be included with each specific objective as appropriate).
 - + Provide early identification and intervention to maximize student success in reading and math.

FOLLOWING OUR STRATEGIC PLAN

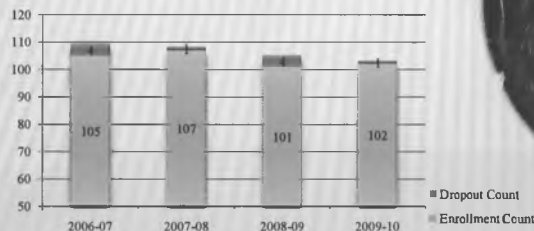
- × ***We will consciously create and sustain a supportive school environment.***
 - + Establish an effective school advisory council that provides support and input to the school board, students, teachers and administration and helps to build bridges between the school and community.
 - + Sustain formal partnerships with community agencies/organizations that benefit students.
 - + Develop and implement a system(s) to identify, provide support to, and monitor the progress of students exhibiting at-risk behaviors.

CHALLENGE - GRADUATE ALL STUDENTS

- × 2010 Cohort Total = 22
- × Drop-outs = 3
- × Continuing = 1
- × 2010 Grad. Rate = 81.8%

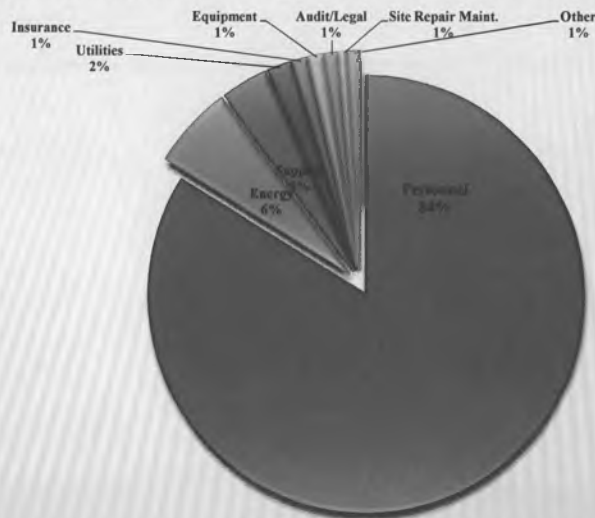


Grades 9-12



27

MAINTAINING ADEQUATE RESOURCES



28

GO BEARS!



29



Iditarod Area School District

Presentation to the House Education
Committee

Karen Ladegard, Superintendent
February 9, 2011

GEOGRAPHY

- ❖ IASD - 43,000 sq. miles - an area the size of Ohio
- ❖ Separated from the main road system by the Alaska Range
- ❖ No connecting roads into or out of any of our villages
- ❖ Two river systems separated by the Beaver Mountains:
 - Yukon (Holy Cross, Anvik, Grayling, Shageluk)
 - Kuskokwim (McGrath, Nikolai, Takotna)
- ❖ Temp. range -75 to +85



More About IASD

- ❖ Seven Schools (brick and mortar)
- ❖ One distance learning program
- ❖ IASD Central Office in McGrath - 219 air miles west of Anchorage - reachable by air only
- ❖ Six villages on the Iditarod Trail



Demographics

- ❖ Five indigenous languages
- ❖ All Title 1 Schools
- ❖ 78% Qualify for Free and Reduced Lunch
- ❖ K-8 Enrollment - 160 Students
- ❖ High School Enrollment - 40
- ❖ 4 schools under 20 students
- ❖ 3 schools under 60 students
- ❖ Distance Learning Program - 117



One of Our Yukon Sites

- David-Louis Memorial School in Grayling.
- Capacity - 120 students
- Today's enrollment-45
- No scheduled air service between the Kuskokwim and the Yukon villages.
- \$1200: Charter cost from one side of the district to the other



Shared Goals

- ❖ Student Proficiency
- ❖ Early Intervention
- ❖ Student Engagement in Relevant Programs
- ❖ Collaboration at all levels
- ❖ Professional Development



Technology Connects Staff and Students



Connecting Staff: Building a Professional Learning Community

Collaboration and Peer Mentoring accelerates Professional Growth. Time is built into the work week for Weekly VTC and eLive curriculum meetings that:

- Join staff who share best teaching practices, and collaborate on optimal delivery of curriculum and State Standards.
- Reduce professional isolation as staff network with their peers from 7 sites.
- Provide on-going professional development without the high cost of travel and time away from home.



Connecting Students

Technology brings experiences and services to students such as:

- ❖ Bi-Monthly IASD Student Government Meetings via VTC.
- ❖ Daily VTC Secondary Classes.
- ❖ District-Wide Science Fair via VTC.
- ❖ Student interventions thru VTC with Specialists and online programs.
- ❖ Counseling and Speech Therapy delivered via Skype.

Right: A student presents his science fair project to students, judges, parents and staff who are viewing the presentation from all seven (7) sites throughout IASD.



SOME EVENTS MUST BE FACE-TO-FACE

Sports, Arts, Culture

- 4th Grade Trip to Anchorage
- Fine Arts Camp
- Science Camp
- Ski Meet

Annual IASD Prom and Formal Dinner

Each year a different site hosts the prom for middle and high school students. Students help raise money for their travel.



CHALLENGE

- ❖ High school students are migrating to state supported boarding schools as they increase in capacity and in program offerings.
- ❖ Our commitment to serving the few who choose to remain in the village, or who are sent home is steadfast.
- ❖ IASD schools average five high school students each, with the smallest having one high school student and the largest having ten high school students.
- ❖ Secondary teachers are stretched by mandates to become Highly Qualified for all subjects taught, when they are often the only secondary teacher teaching all 6th-12th Grade subjects.
- ❖ Our challenge is to creatively adjust our high school program to connect students with a comprehensive academic and skill-based program.
- ❖ Partnerships with local agencies broaden resources and opportunities for students and further engage communities in the joint responsibility to educate our youth.

Our Commitment

Meeting each student's needs and each staff member's professional goals.





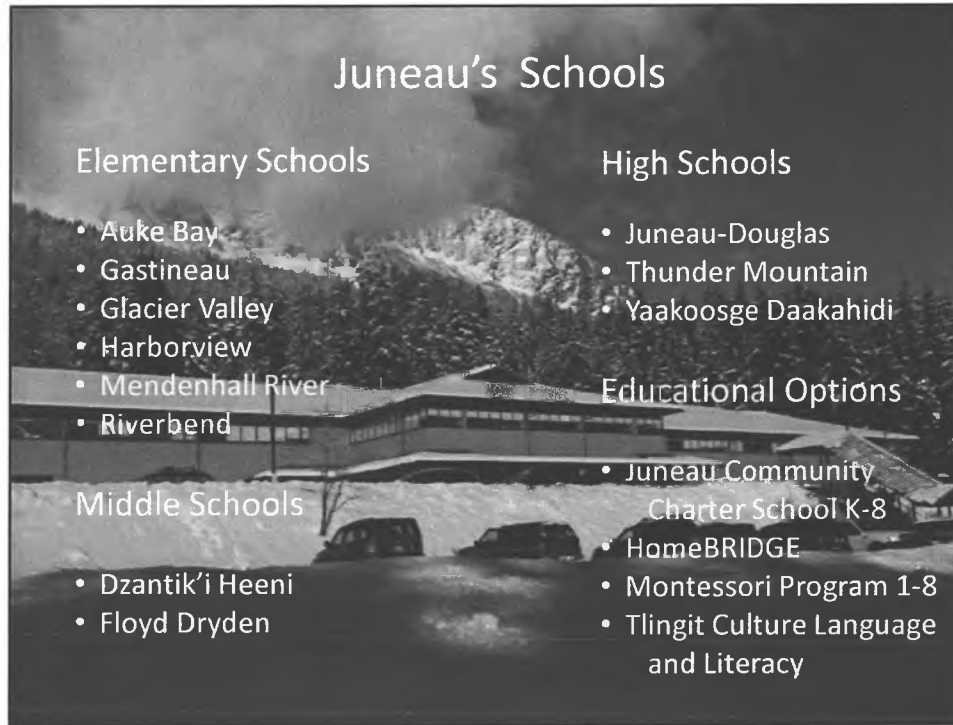
Superintendent Glenn Gelbrich

Board of Education

- Sally Saddler, President
- Andi Story, Vice-President
- Ed Flanagan, Clerk
- Phyllis Carlson
- Mark Choate
- Kim Poole
- Barbara Thurston



Juneau's Schools



Elementary Schools

- Auke Bay
- Gastineau
- Glacier Valley
- Harborview
- Mendenhall River
- Riverbend

High Schools

- Juneau-Douglas
- Thunder Mountain
- Yaakoosge Daakahidi

Middle Schools

- Dzantik'i Heeni
- Floyd Dryden



Educational Options

- Juneau Community Charter School K-8
- HomeBRIDGE
- Montessori Program 1-8
- Tlingit Culture Language and Literacy

Juneau's Students

Total 2010-11 Enrollment = 4,977

Student Enrollment by Ethnicity



- White
- Alaska Native
- Asian
- Hispanic
- Multi-ethnic
- Hawaiian/Pacific Islander

Alaska's Teacher of the Year
 Lorrie Heagy, Music Teacher & Librarian
 Glacier Valley Elementary School



Juneau School District
 2010-2014 Strategic Plan

Student Achievement

1. Align grade level core standards in math and literacy with world-class goals in mind.
2. Implement an assessment system that informs instructional practice.
3. Engage all staff in the study and use of effective instruction and intervention strategies for all students.
4. Provide support systems to implement instructional programs with fidelity.

Highly Qualified Staff

5. Create a coordinated professional development system that is responsive to achievement data, aligns with school and district improvement efforts, and maximizes the investment of district resources.
6. Study and practice leadership behaviors that are linked to increases in student success.
7. Strengthen our human resources strategy with improved hiring, orientation, training, feedback, and evaluation processes.

Community Commitment

8. Strengthen community partnerships to enhance relevance in career technical programs, service learning, civic education, and across the curriculum.

Culture of Service and Support

9. Develop and implement a service culture and efficient system of support at the District Office.



Early Learning

- *Pre-K Pilot Program*
- Integrated Preschool
- Kindergarten Kick-off
- Kinder Camp
- All Day Kindergarten
- Staggered Kindergarten School Day



Instruction

- Literacy
- Math
- Instructional Coaches
- Early Release Mondays



Battle of the Books

Professional Learning Communities

- What do we want students to know?
- How will we know?
- What will we do if they don't? If they do?



Career Pathways



- Expanding Career Technical Ed
- Dual Credit/Tech Prep Agreements
- AVID
- Small Learning Communities

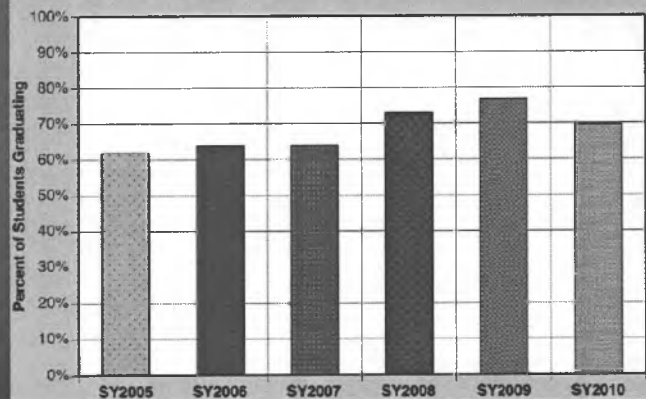
Number of Schools Meeting Adequate Yearly Progress (AYP)



Graduation Rate



Six-Year District Graduation Rate





JUNEAU SCHOOL DISTRICT
CITY AND BOROUGH OF JUNEAU

10014 Crazy Horse Drive, Juneau, AK 99801
907.523.1702
www.JuneauSchools.org

Juneau School District
Tech Prep agreements with UAS and UAA
School Year 2010-2011-2012

The Juneau School District has established technical preparation course agreements with UAS and UAA campus programs that align high school courses with University courses. Courses are taught by high school teachers in the high school setting and are fully aligned with the curriculum of the university course. Students who take the high school courses are able to pay a reduced fee, \$25 a credit, and enroll in the University course at the same time they are taking the high school course. They must also pass the course with a minimum of a C grade.

The district currently has program alignments with the UAS Career Tech programs in Construction, Mechanics, Health Sciences, and Accounting at UAS, and Culinary Arts at UAA. New agreements are in development for Engineering and Fisheries Tech programs at UAS, UAA and UAF.

Tech Prep and dual enrollment course agreements: 20 established, 4 in process/development

JDHS/TMHS/YADHS Course =	UAS/UAA Course
Creative Woods I (JDHS) (TMHS)	CT S100 Woodworking I, 3 credits UAS
Creative Woods II (JDHS)	CT S155 Woodworking II, 3 credits UAS
Computer-Assisted Drafting 1 (JDHS)	CT S175 Introduction to AutoCAD, 3 credits UAS
Basic Construction (JDHS)	CT S120 Basic Construction, 3 credits UAS
Building Design and Planning (JDHS)	CT 170 Residential Design, Codes and Standards, 3 credits UAS
Metals I (JDHS)	WELD S120 Basic Welding, 3 credits UAS
Auto Mechanics I (JDHS)	Auto 102 Introduction to Automotive Technology, 3 credits UAS
Auto Mechanics II (JDHS)	Auto 121 Auto Electrical I, 3 credits UAS
Introduction to Health Sciences (JDHS)	HS S101 Introduction to Health Sciences, 3 credits UAS
Medical Terminology (JDHS)	HS S135 Medical Terminology, 3 credits UAS
ETT Training (JDHS/TMHS/YADHS)	HS S118, Emergency Trauma Technician-First Responder, 3 credits UAS
EMT 1 Training (JDHS/TMHS/YADHS)	HS S119 Emergency Medical Technician Training, 6 credits, UAS
CPR/First Aide ((YADHS/JDHS/TMHS)	HS 102 CPR and First Aide
Accounting I (JDHS/TMHS)	ACCT 121 Introduction to Accounting I, 3 credits UAS
Accounting II (JDHS/TMHS)	ACCT 122 Introduction to Accounting II, 3 credits
Culinary Arts I (TMHS)	CA A 104 Sanitation, 2 credits UAA
Culinary Arts II (TMHS)	CA A 295C Foodservice Internship, 3 credits UAA, and CA A 101 Hospitality Industry, Careers, Trends and Practices, 2 credits UAA
Beginning Foods and Nutrition (TMHS)	DN A 101 Principals of Nutrition 3 credits UAA
Oceanography (JDHS) (Fall 2010 only) (Future Availability Pending)	FT S193 Fundamentals of Oceanography, 3 credits UAS

Marine Biology (TMHS) (Spring 2011 only) (Future Availability Pending)	Fish 094 (DEM BONES-Distinctive Education in Motion, Biodiversity of Nature and Environmental Stewardship), 2 credits, UAF
<i>Project Lead the Way Engineering Courses:</i> Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture (JDHS) (<i>in process</i>)	ENGR 151 Engineering Practices I, 3 credits UAS
Fisheries Tech I (TMHS) (<i>in process</i>)	FT S122 Fin Fish Culture I, 3 credits, UAS
Fisheries Tech II (TMHS) (<i>in process</i>)	FT S222 Fin Fish Culture I, 3 credits, UAS
Intro to Teaching (TMHS) (<i>under development</i>)	UAF or UAS Intro to Teaching

Apprenticeship Agreements

- Operating Engineers
- Plumbers and Pipefitters Local 262
- Carpenters Union

College Connection Scholarship Program

The Juneau School District has a scholarship fund to support high school students to take university courses at UAS through the College Connection Scholarship Program. The purpose of this program is to allow qualified high school students to simultaneously earn high school and university credit while enrolled in a university course, otherwise known as "dual enrollment". Students must be enrolled in a Juneau School District high school, exhausted related course offerings at their high school, have at least a GPA of 2.5 or higher, a staff recommendation, application form, and personal statement. Selected seniors or juniors may take up to two courses per semester; selected freshmen and sophomores may take up to one course per semester. The College Connection fund pays for tuition, fees and books for the student. Students must attain a C or better in the course or the costs paid by the district must be reimbursed by the parent to the district. Funds are available on a first come-first served basis. Information and applications are available from each high school's counseling office.

Dual Enrollment

High School students may enroll in university courses and simultaneously earn university and high school credit. To be recognized on the student's high school transcript, three college credits for a course equates to .5 high school credit. Six college credits for a course equates to one high school credit. Any university courses less than three credits, can be noted on a transcript as a course taken at the university but are not eligible for high school credit. Exceptions may be granted when reviewed by school administrators based on content and course hours of university courses. The university must send the high school registrar an official transcript and notice for credits and grades to be recorded on a student's transcript.



Juneau School District 2010-2014 Strategic Plan



Student Achievement

1. Align grade level core standards in math and literacy with world-class goals in mind.
2. Implement an assessment system that informs instructional practice.
3. Engage all staff in the study and use of effective instruction and intervention strategies for all students.
4. Provide support systems to implement instructional programs with fidelity.



Highly Qualified Staff

5. Create a coordinated professional development system that is responsive to achievement data, aligns with school and district improvement efforts, and maximizes the investment of district resources.
6. Study and practice leadership behaviors that are linked to increases in student success.
7. Strengthen our human resources strategy with improved hiring, orientation, training, feedback, and evaluation processes.



Community Commitment

8. Strengthen community partnerships to enhance relevance in career technical programs, service learning, civics education, and across the curriculum.



Culture of Service and Support

9. Develop and implement a service culture and efficient system of support at the District Office.



Kenai Peninsula Borough School District

Presentation to the House Education Committee

Steve Atwater, Superintendent

January 31, 2011



KPBSD- A Diverse District

9,000 Students

8,000 in brick and mortar buildings

1,000 enrolled in Connections Homeschool Program (borough students only)

44 Schools

37 general education schools

4 charter schools

2 alternative schools

1 performance-based school

42% of students receive free or reduced lunch

1200 employees

FY11 budget = \$151,000,000



What does a KPBSD school look like? It depends.

- 34 schools on the road system
 - From small (Hope 14 students) to large Soldotna High School (505 students)
- 4 fly-in schools (Port Graham, Nanwalek, Seldovia, Tyonek)
- 4 Schools in Russian Old Believer Communities (Kachemak Selo, Nikolaevsk, Razdolna, Voznesenka)
- 2 schools in correctional facilities (Spring Creek and Kenai Youth Facility)



KPBSD's Assets

- Students generally do well
 - Many students attend top colleges across the country
 - Proficiency percentages on SBAs are well above state averages
- Experienced staff
 - teachers retire from KPBSD
- Involved Community,
 - good local support
- Improvement efforts
 - leading Alaska in RTI process and teacher evaluation process



Our Challenges

- Making it work with so many different kinds of schools
 - Wide dispersion of schools across Peninsula makes it difficult to align our efforts
- Economy of scale of our small schools
 - 5 schools with 20 or fewer students
 - 13 schools with 100 or fewer students
- Funding- currently using fund balance to make it work



What We Are Working On

- District level improvement by moving our organization to a tight-loose-tight structure
 - Tight- processes for district level activity, e.g., intervention (non-negotiable)
 - Loose- site identity, pedagogy, grading
 - Tight- the “what,” outcomes are the same for all schools (non-negotiable)

Questions or Comments?





Kodiak Island Borough School District

Presentation to the House Education Committee

February 10, 2010

Kodiak has:

2,556 Students

14 Schools

4 Town Elementary Schools

1 Town Middle School

1 Town High School

7 K-12 Village Schools

In-District Travel

Barge Service 1-2x/Year

Float Plane/Bush Plane

Connection to All Schools

Internet

Video Teleconference

Phone/Fax Lines

44% of Students Receive Free or Reduced Lunch

350+ Migrant Fishing/Logging Students

500+ Students who are English Language Learners

350+ Students who have Special Needs

14 Student Languages

460 Employees

\$42,000,000 Operating Budget

Challenges:

Delivering relevant, rigorous (higher math and science classes), high quality instruction for all students including remote, small K-12 schools and the instructional technology resources onsite as well as distance learning.

Keeping up with cost increases in fuel, health insurance, technology infrastructure, and competitive salaries.

Providing the career and technical education students need.

Adequately supporting the unique island transportation costs, diversity of languages and cultures, and teacher housing in remote sites.



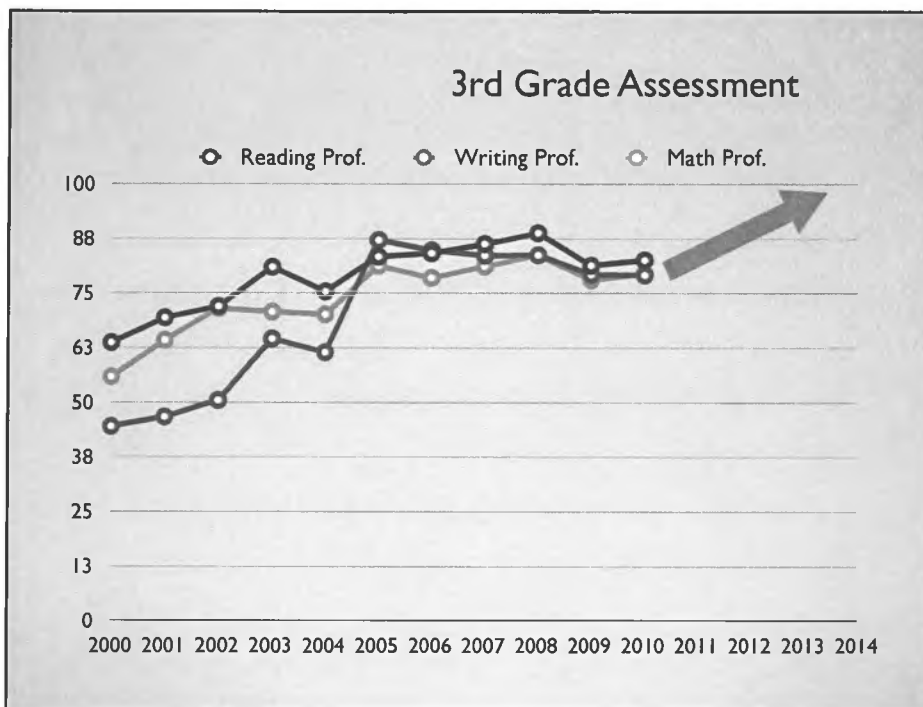


Kodiak Island Borough School District

House Education Committee Presentation
Stewart McDonald, Superintendent

February 2011





Language Arts and Math Proficiency

According to State and
Federal Regulations

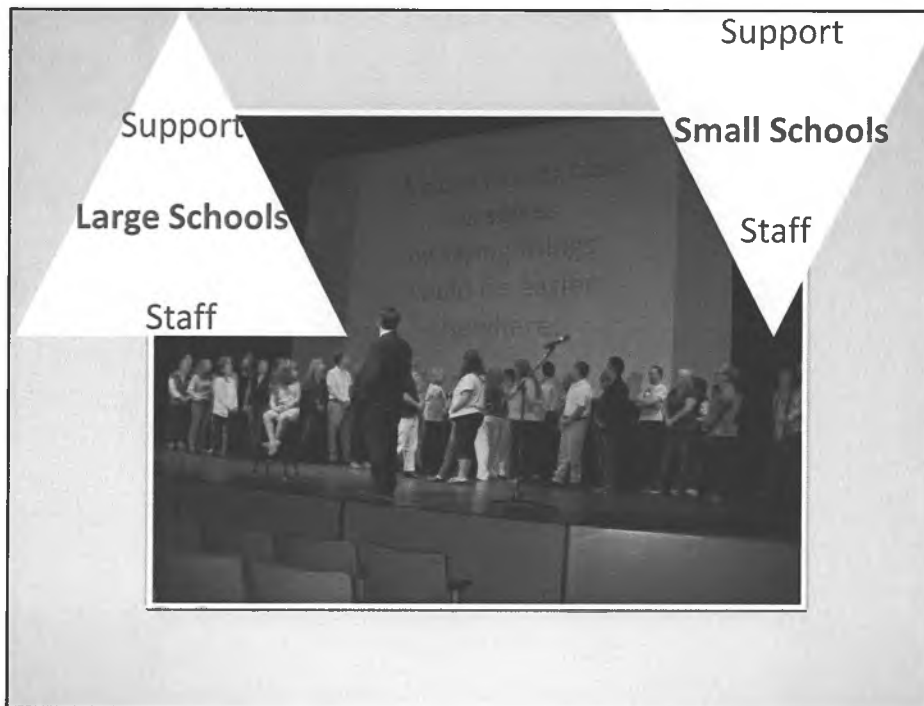
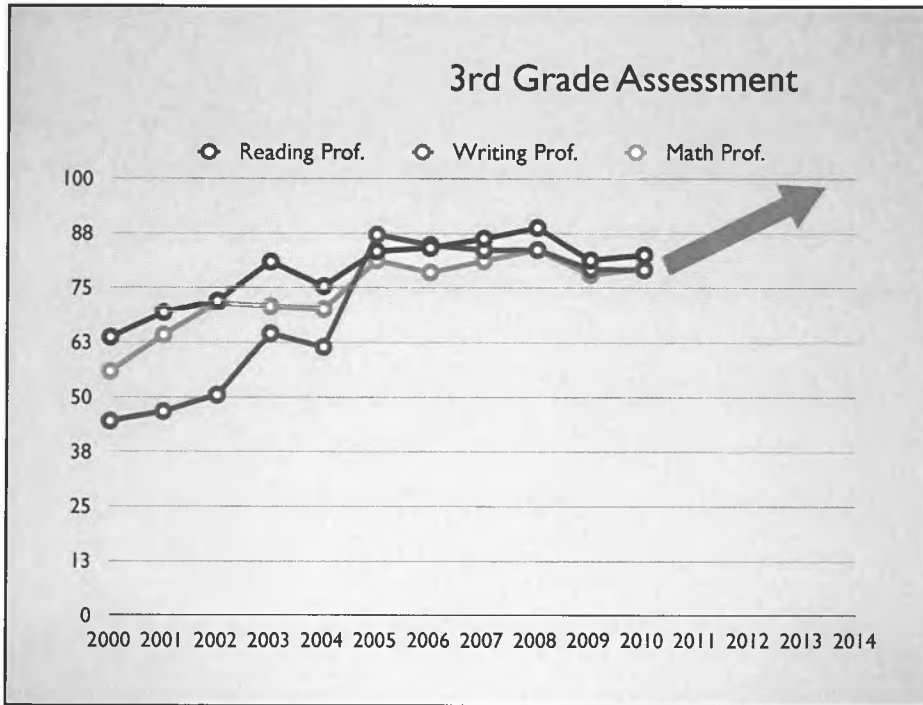
The target for language
arts proficiency increases
by 5.7%
every year
for the next 4 years

That's a **23.1%** gain
over the next **4** years

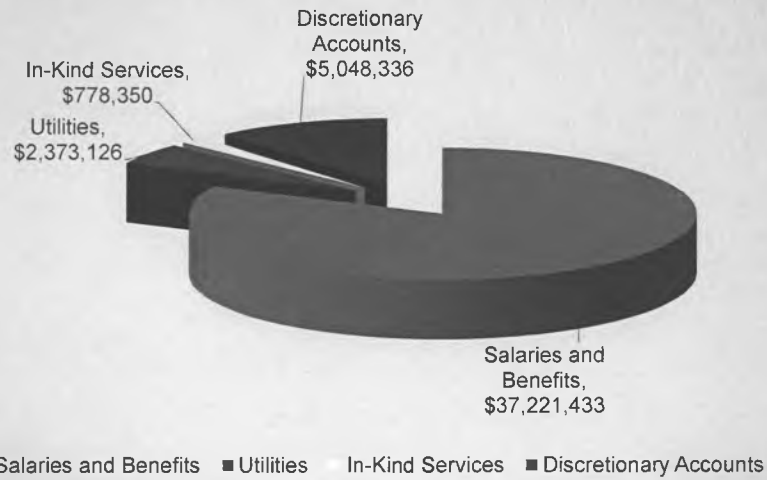
The target for math
proficiency increases by
8.5%
every year
for the next **4** years

That's a **33.9%** gain
over the next **4** years

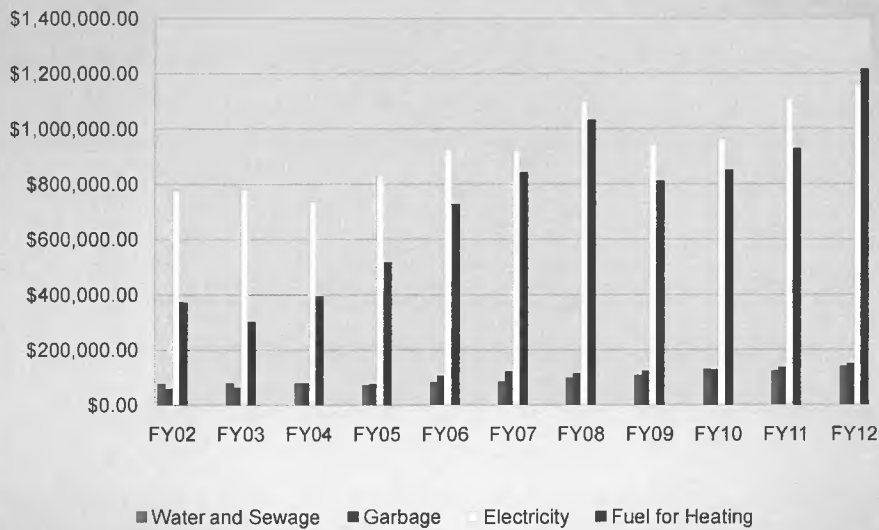


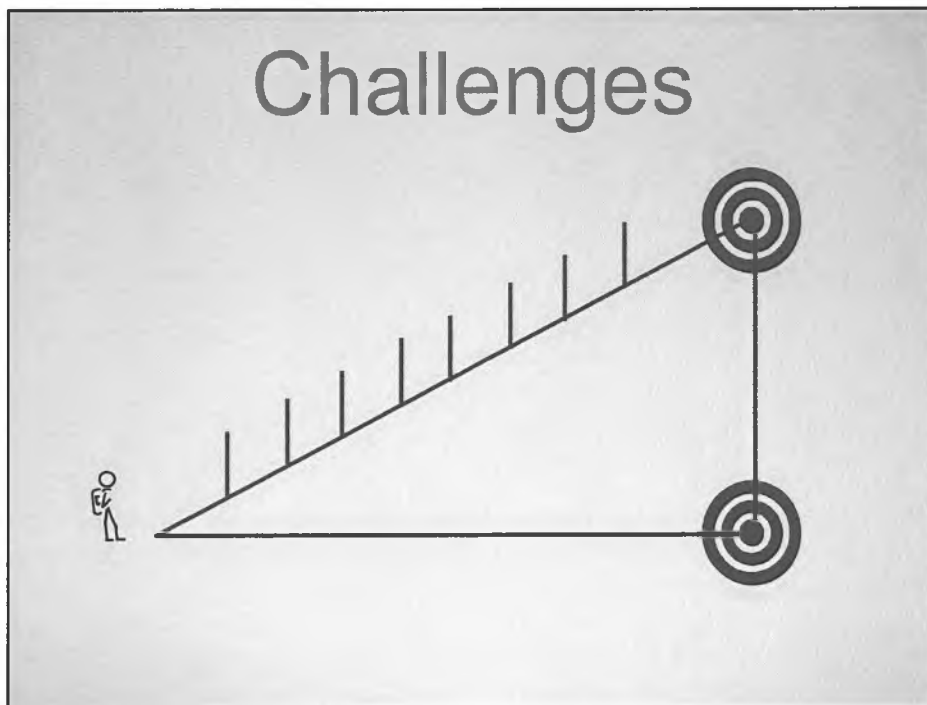
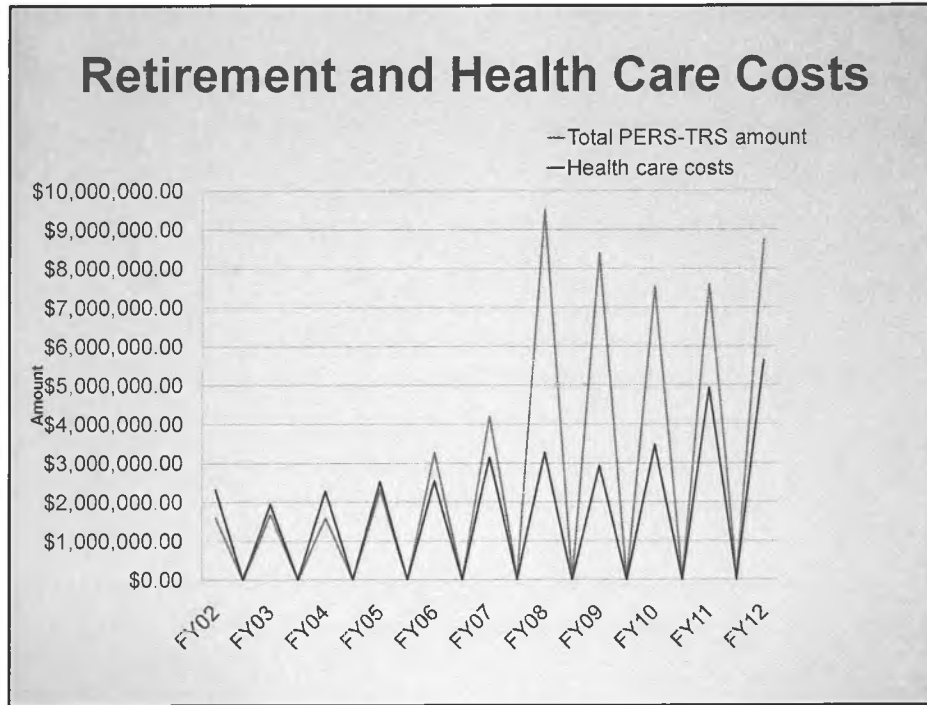


Budget by Expenditure Categories



Historical Utility Services Chart





Challenges

- Relevant, Rigorous, High Quality Instruction
- Infrastructure Cost Increases
- Career and Technical Education Needs
- Unique Island Challenges Such as Diversity Needs, and Teacher Housing
- Travel and Access Costs

Questions





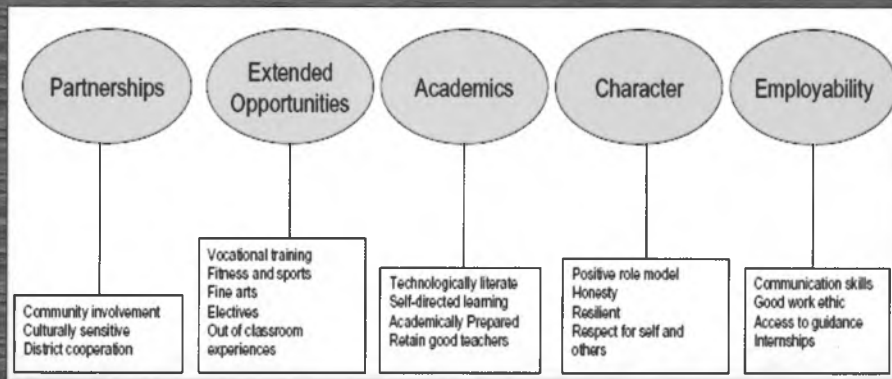
Lake and Peninsula Borough

Our Communities:

Perryville	(26)
Chignik Lake	(17)
Chignik Lagoon	(21)
Chignik Bay	(17)
Port Heiden	(23)
Pilot Point	(13)
Egegik	(10)
Levelock	(18)
Igiugig	(11)
Kokhanok	(28)
Newhalen	(67)
Nondalton	(30)
Port Alsworth	(32)



Lake and Peninsula Shared Vision



Standards Based Education w/o the RISC

- It has been ten years since LPSD reformed its instructional model
- The implementation process has had its share of ups and downs but there is no ignoring the results.
- Student achievement has more than doubled on State testing and our graduates undoubtedly are leaving us better prepared for the road ahead.
- For most of our students, this performance based system of schooling is all they know.
- Our student body knows exactly what is expected of them and that they have to perform in order to stay on track to graduate.



OVERVIEW OF LAKE AND PENINSULA'S STANDARDS BASED SYSTEM

Instead of measuring "seat time" in the classroom and promoting students from grade to grade, whatever their skills, LPSD students proceed through a set of standards (GLEs) at their own pace. Time is not a factor in student success. LPSD student performance is the measure of academic achievement – not a grade or time spent in class.

Teachers continuously monitor student progress and push, encourage and teach students. Some students may excel in completing district requirements and reach graduation level a year or two early while others stay with us and graduate a year or two later.



LPSD Students work through the levels of our standards in 8 content areas:

Reading Writing
Math Science
Social Studies Technology
Cultural Awareness
Employability

(H.S. Graduate Level is 10)

Measuring Up – A Standards-Based Success Story

	2005	2006	2007	2008	2009	2010
% Benchmark in Math	33%	34.7%	46.3%	48.5%	58.4%	66.8%
% Benchmark in Reading	55.1%	60.9%	67.8%	66.1%	67.3%	75.5%
% Benchmark in Writing	46.1%	54.1%	51.1%	56.2%	62.1%	67.6%
District-Wide Enrollment	398	387	379	368	370	344

*District enrollment for the 2011 school year is predicted at 306 students.

What is Making the Difference?



The End Result...Great Kids!





LAKE AND PENINSULA SCHOOL DISTRICT



LPSD BOARD OF EDUCATION

- Gerda Kosbruk
- Patty Alsworth
- Rebecca Jensen
- Lisa Natwick
- Austin Shangin
- Sue Evanoff
- Christina Salmon

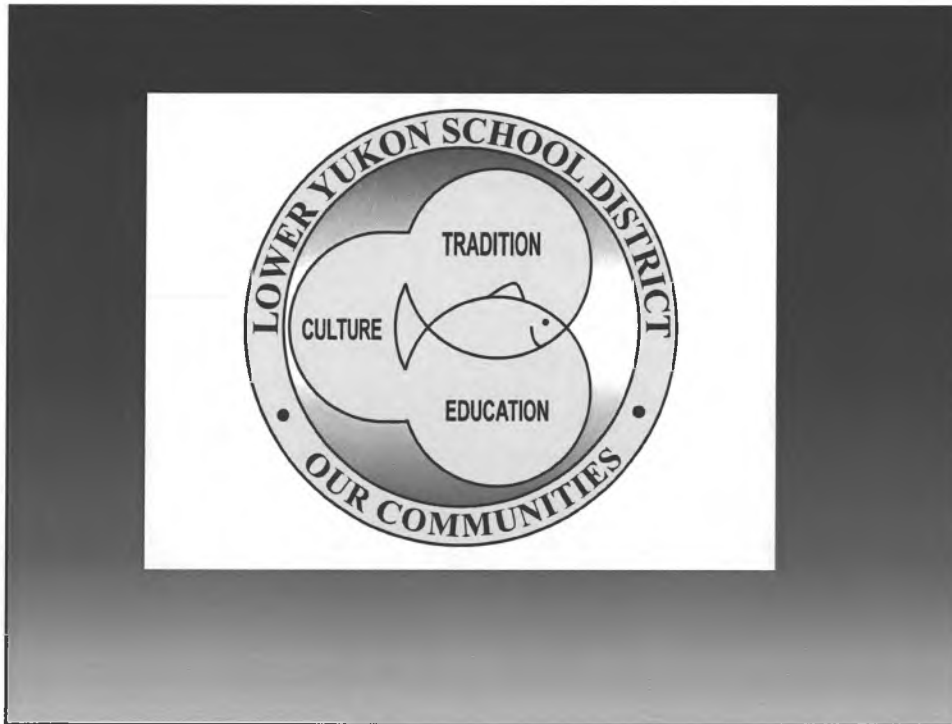
LPSD ADMINISTRATIVE TEAM

- Ty Mase – Superintendent
- Rick Luthi – Human Resources
- Bill Hill – Student Services
- Laura Hylton – Business
- Ron Mistler – Maintenance

FOR MORE INFORMATION:

Visit our website at www.lpsd.net
Email – Ty Mase ty.mase@lpsd.net





LYSD Overview



- Ten K-12 Schools
- One K-8 School
- 1,967 Students
- 22,000 Square Mile District on the Yukon River Delta
- Wade Hampton Recording District

Where we've been...

2002/2003:

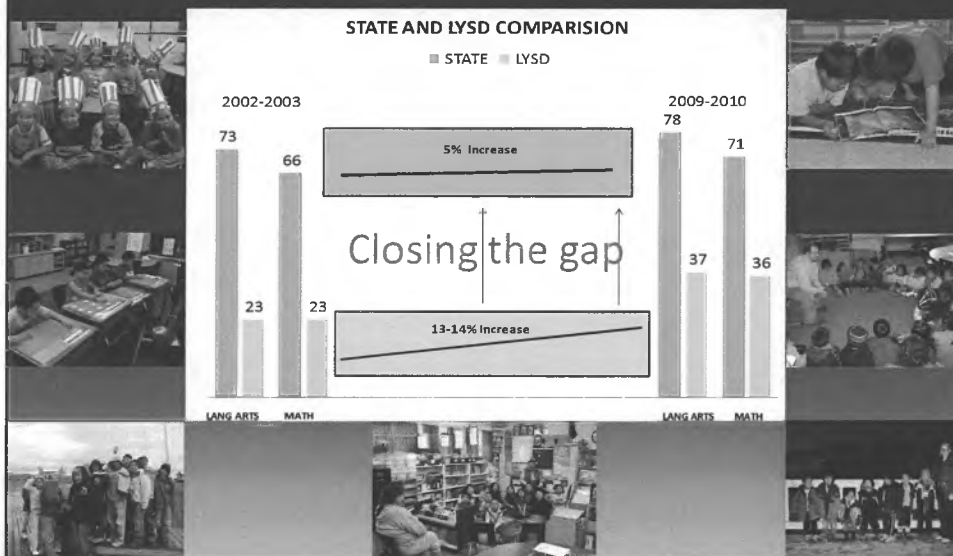
2009/2010:



LYSD Mission Statement

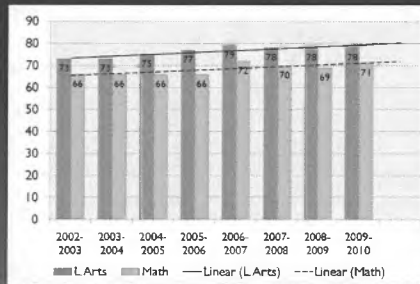
- The purpose of our community is to ensure tradition, culture, and a quality education for all our children. -

Challenges



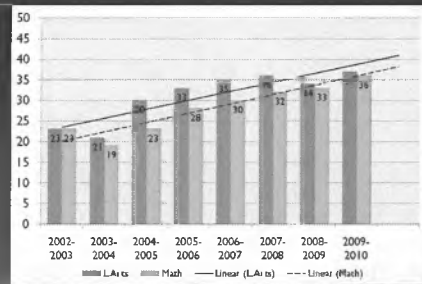
2002-2010 AYP Comparison

State of Alaska



5% increase in Language Arts
5% increase in Mathematics

Lower Yukon School District



14% increase in Language Arts
13% increase in Mathematics

Attendance



Drop-Out Rate



Academic Growth



Teacher Retention



Successes



Academic Growth in Language Arts and Math



LYSD Intervention Program

- Special intervention efforts are currently implemented at six schools to help academically-deficient students based on their SBA scores.
- High-quality intervention teachers are hired for 12 weeks to organize special interventions that will be conducted during the school day at a variety of times.



- Identified students will receive special instruction daily for 30 to 60 minutes in small groups and in one-on-one sessions from the intervention teachers and/or from the teacher aide under the direction of the intervention teacher.
- Instruction will be focused on specific standards and GLEs of need as identified by the regular education teachers, intervention teacher, and/or by the collaborative team.

Decreased Teacher Attrition Rates



New Schools

- 2002: Kotlik
- 2002: Pilot Station
- 2005: Scammon Bay
- 2006: Hooper Bay
- 2008: Sheldon Point
- 2010: Marshall
- 2010: Russian Mission
- 2010: Mountain Village
(remodel)



Educational Change



- Short-term goals may take 1-3 years for change to occur.
- Long-term goals may take 4-6 years for change to occur.
- Overall impact for change may take 7-10 years.
- In most schools, the systems themselves are too impatient and don't allow enough time for change to actually occur.



Quyana!





Mat-Su Borough School District
Mat-Su education innovations—looking for a future

Kenneth Stephen Burnley, Ph.D., Superintendent
Deena Paramo, Ed.D., Assistant Superintendent Education & Instruction
Ken Forrest, Assistant Superintendent Business & Operations

MSBSD School Board

Mike Dunleavy, President	Erick Cordero, Vice President
Susan Pougher, Clerk	Sarah Welton, Member
Ole Larson, Member	Lynn Gattis, Member
Neal Lacy, Member	

Mission: Mat-Su Borough School Prepares for Success



Educational Transformation and Innovation Response to Governor Parnell & House Education Committee

Introduction – Real Change for Challenging Times

- **Mastery as the Constant**
- **Transparent Accountability**
- **Relevance to Student Achievement and Performance**
- **Substantial Investment into Professional Development**
- **Student with Academic & Employability Skills**
- **Outcome: Career, College, Workforce and Military Ready Graduates**





Introducing the Mat-Su Borough School District

- ❖ Located 35 miles North of Anchorage
- ❖ Spanning approximately 25,000 square miles, an area larger than the entire state of West Virginia
- ❖ Home to 44 schools ranging in enrollment from 11 to 1,247 with a total enrollment of 17,098
- ❖ Second largest District in Alaska
- ❖ Largest employer in the Mat-Su Borough
- ❖ Buses run an average of 5,500 miles per day transporting 8,000 students
- ❖ Special education buses run 2,500 miles per day transporting 500 students
- ❖ 39% of Mat-Su students are eligible for free and/or reduced lunch



Matanuska-Susitna Borough School District

Vision, Mission, Beliefs, Values, Goals and Objectives

Vision

Mat-Su Borough School District will be a model of excellence in teaching, learning, and engaging all students.

Mission

Mat-Su Borough School District prepares students for success.

Beliefs

We believe that...

- ❖ All students can and want to learn: success breeds success
- ❖ The needs and best interests of students drive all decisions
- ❖ Stakeholders' participation is crucial to student success





Core Values

- ❖ Stewardship
- ❖ Accountability
- ❖ Empathy
- ❖ Quality
- ❖ Integrity
- ❖ Efficiency
- ❖ Respect
- ❖ Lack of reprisal

Goals

- ❖ We will improve student success, achievement, and performance by focusing on their career and college readiness.
- ❖ We will increase the graduation rate.
- ❖ Our schools will welcome families and community members in the education of our youth.
- ❖ We will create and maintain a safe and healthy environment for our students and staff.

Annual Objectives/Accountability

- ❖ Assessed by Quarterly Metrics and Timelines



Second Quarter Summary Data Through December 15, 2010

Letter	Category Type	Category Name	Number of Objectives	Number of Targets	Number of Targets Met	Percent of Targets Met	Staff Lead
A	Overarching	Academic Performance	8	11	0	0%	K. Burnley/D. Paramo
B	Primary	Lobbyist and Legislative Agenda	3	5	2	40%	K. Burnley/K. Forrest
C	Primary	Consensus Building and Conflict Resolution	1	3	3	100%	K Burnley
D	Primary	Stakeholder Relationships	6	18	11	61%	1-4: K.Burnley/C. Esary 5-6: K. Burnley/D. Paramo
E	Absolute	Opening Day	2	5	4	80%	K. Burnley/D. Paramo
F	Absolute	Immediate Fiscal Audit	2	3	2	67%	K. Burnley/K. Forrest
G	Absolute	Business and Auxiliary Services	3	4	0	0%	K. Burnley/K. Forrest
H	Absolute	Leadership Changes	1	3	2	67%	K. Burnley/D. Paramo
I	Absolute	Provide Quarterly Reports	2	5	2	40%	K. Burnley
J	Additional	Safe and Healthy Environment	5	24	12	50%	K. Burnley/D. Paramo
K	Additional	Board Meeting Format	2	6	4	67%	K. Burnley
L	Additional	Boundary Study	1	1	0	0%	K. Burnley/K. Forrest
M	Additional	Charter School Adoption/Policies	1	2	0	0%	K. Burnley/D. Paramo
Total			37	90	42	47%	



MSBSD PROGRAMS

Mat-Su schools are organized to put students and families first! The Mat-Su School Board and Administration set high academic standards for Valley students and promote top-notch efforts to achieve them.

OPEN ENROLLMENT

Offers parents an annual opportunity to enroll their children in any school that is not overcrowded. Mid-year transfers are discouraged because they may negatively impact student learning.

ELEMENTARY SCHOOLS (20)

Building the foundation for academic excellence, elementary schools focus on literacy and other fundamentals. The District has 20 elementary schools.

MIDDLE SCHOOLS (5)

The District uses the middle school model which provides for small learning communities for students, enrichment and intervention classes, and exploratory classes.

HIGH SCHOOLS (6)

In our large comprehensive high schools, Mat-Su schools offer a wide variety of academic programs for students, including the International Baccalaureate Program in its eleventh year at Palmer High School, and the Advanced Placement (AP) Program at Palmer, Colony, and Wasila High schools, allows students to earn college level credit or placement while still in high school. Active learning—both in and out of the classroom—is provided through the World Languages Program (study in Russian, Japanese, Spanish, French, and English languages).

CHARTER SCHOOLS (6)

Academy Charter School (K-8)—the District's first, opening in 1996. Academy Charter's program is based on Core Knowledge curriculum.

Midnight Sun Charter School (K-8) opened in 1998, and features a multi-age structure with integrated Core Knowledge, steeped in technology.

Twindly Bridge Charter School (K-12) is "A bridge between home, school, and community learning." It supports both home and school learning.

Birchtree Charter School opening this Fall. Birchtree Charter School is a Waldorf-inspired school.

Fronteras Spanish Immersion Charter School is a Spanish Immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment, and fosters increased cultural understanding, communication and citizenship in our community, nation and world.

American Charter Academy School (Grade 6-12) is the District's newest charter school. The school focuses on the whole child, including academics, family connections, addressing risky behaviors, and helping students know that they are valued and have adults who care.

MSBSD PROGRAMS—Alternative Schools

The District's goals are to meet every student's needs to the greatest extent possible. To ensure that students and families have the broadest opportunities, we offer three alternative schools:

Burchell High School opened in 1988 and is a Choice School. A research-based alternative school, Burchell offers flexible scheduling and credit recovery, limiting barriers for students.

Valley Pathways incorporates flexible scheduling, individual instruction, and credit recovery, while maintaining high standards through curriculum, course offerings, and extended learning.

Mat-Su Secondary School is a cooperative learning center operating under the State of Alaska's Restorative Justice framework. The community's participation in the facility's work continues through an active Citizens Advisory Board and strong partnerships with organizations such as the Mat-Su Borough School District, the Mat-Su Recovery Center, the Juvenile Assessment Center, and others.

MSBSD PROGRAMS—K-12 Schools

Mat-Su schools serve diverse populations—in ethnicity and population needs. There are four schools serving K-12 student populations:

Beryozova is the District's special mission Russian speaking school. These students are from Old Believer families that are homogeneous in the midst of diverse surrounding communities. It has been a part of the District for almost 20 years.

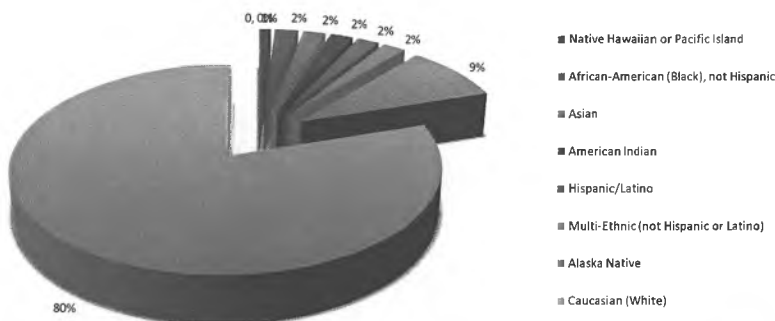
Chugach Mountain School, located at Mile Marker 104 on the Glenn Highway, is nestled between the Chugach and Talkeetna Mountain Ranges. Opened in 1982, the school services families from Chickaloon (Milepost 76) to Mendeltna (Milepost 150) and provides public Kindergarten through 12th grade education.

Mat-Su Day School is an educational placement (K-12) for students with IEPs who require a separate school for special circumstances including dropout prevention, transitions, safety concerns, and behavior challenges. The goal for all students is full community and educational reintegration. Each student has an Individualized Education Plan (IEP).

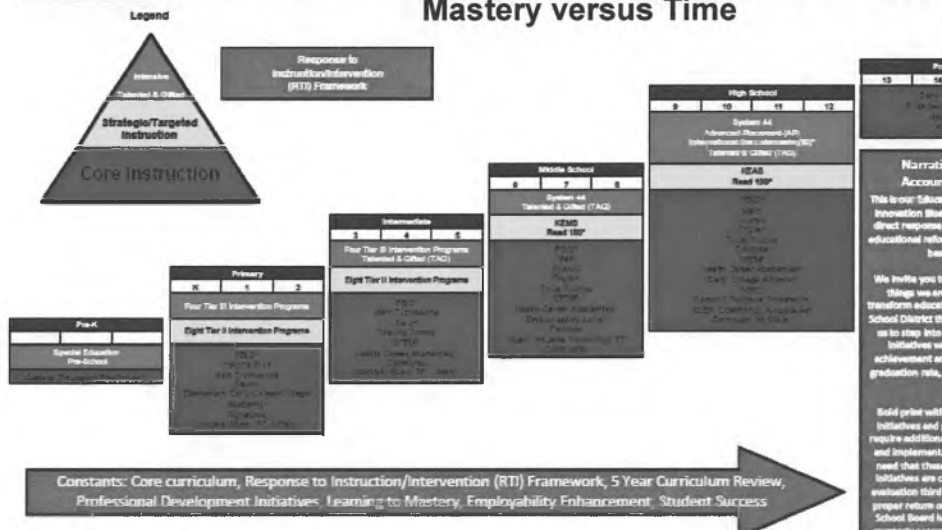
Mat-Su Central School (formerly Mat-Su Correspondence School) is teacher-guided, home-based education with parent-driven curriculum. The Mat-Su Central School Program is based on the belief that parents have the right to educate their children and they have the right to be supported by the public education system as they provide educational opportunities for their children.



2010-2011 ETHNICITY OF MSBSD STUDENTS



Educational Transformation and Innovation -- Stepping Into The Future Mastery versus Time





Systemic Initiatives – The What

- **Board governance**
 - Policy governance
 - Monitor and evaluate by their strategic plan, annual objectives, metrics, and timelines
- **Mastery replaces time as a constant**
 - Guarantee 80% subject matter mastery of viable curriculum
 - Multiple options provided to students to achieve mastery
 - Students promoted based on their academic achievement, soft skills, and social emotional readiness
 - Graduation tied to mastery not time
- **Develop student employability skills such as:**
 - Being on time
 - Attendance
 - Having proper materials
 - Managing a calendar to produce papers study for exams
 - Being a productive citizen
- **Innovative instruction designed to meet the needs of students, parents, and the community**
 - Instruction focused on student achievement and performance
 - Curriculum designed to prepare students to compete in the global society



- **Student and parent options for schooling**
 - Innovative customer responsive Pre-K-12 schools
 - Elementary Early Career/College Academy
 - Science Technology Engineering Math – STEM
 - AdvancePath individualized learning system
 - Career and Technical High School
 - Increased opportunities for registered apprenticeships in skilled occupations
 - Increased opportunities for development of appropriate training programs for operations, technical, and management workers
 - Health Academies providing health career focused instruction
 - Charter Schools
 - Magnet Schools
 - Special Mission Schools
 - Early College Alliance
 - Advanced Placement and International Baccalaureate
 - Reserve Officer Training Corps
- **Research based instructional programs**
 - Programs, curriculum, and instruction researched and evaluated by third party neutral
- **School Principal emphasis on instructional leadership**
- **Programs from Pre-School through Career and Early College Alliance**





AdvancePath Academies offer multiple pathways to graduation. The academies serve students ages 15-19, tuition free, with the possibility of earning accelerated credits and graduation. Mat-Su has three AdvancePath Academies—Wasilla High School, Valley Pathways, and American Charter Academy



Classrooms Before AdvancePath Makeover



Classrooms After AdvancePath Makeover
Over the summer the district's Operations & Maintenance crew worked hard to make the big switch from a portable classroom to a technology-rich learning lab.



Summary – A District Wide Blueprint For Real Change

- Educational Transformation and Innovation
- Mastery as the Constant
- Transparent Accountability
- Relevance to Student Achievement and Performance
- Substantial Investment into Professional Development
- Academic & Employability Skills
- Outcome: Career, College, Workforce and Military Ready Graduates





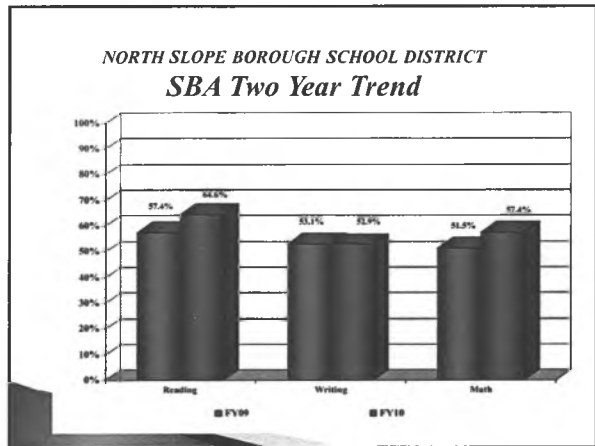
North Slope Borough School District

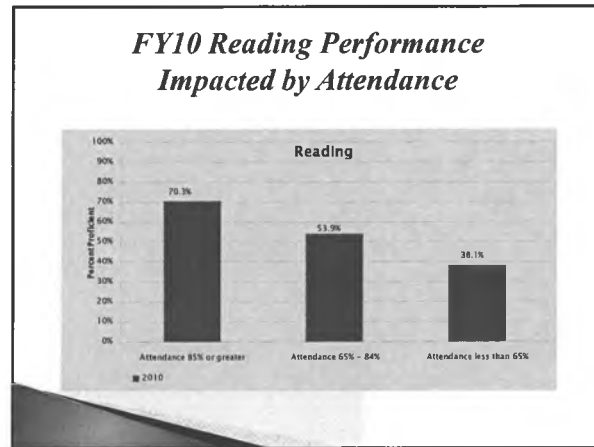
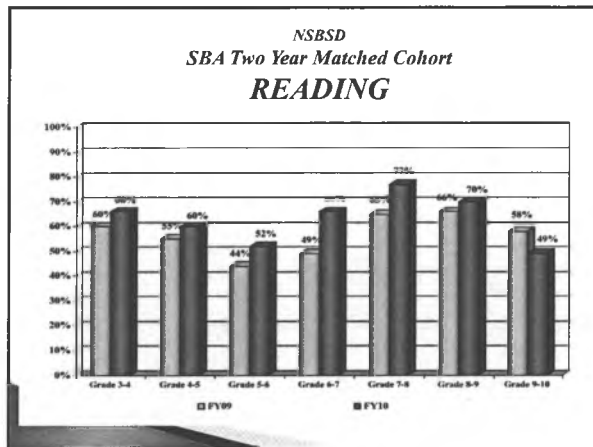
North Slope Borough School District

- Nation's largest school district
- 89,000 square miles
- Northernmost school district in the United States
- 11 schools in eight villages serving K3-K4 through 12th grade

NSBSD Accountability Summary

- › Sustained 6 schools making AYP
- › Reading—overall gain of 7.2%
 - double-digit gains, grades 3, 4, 5, & 8
 - % proficient grades 7-8-9 highest since SBA testing began.
- › Writing – overall decline of 0.2%
- › Math—overall gain of 5.9%.
 - Seven schools improved; 3 showed double-digit gains
- › 6-year trend line in language arts & math indicates district is now on a growth path
- › Overall scores and individual scores not high enough





Summary

- ▶ Student performance on state assessments continues to improve.
- ▶ Student performance on state assessments and district administered tests are not high enough.
- ▶ Student attendance must improve in order to increase student achievement.
- ▶ The district appreciates & depends on community and parent support.

Eben Hopson

... we of the North Slope are the only Iñupiat people who have achieved true self-government...We have the greatest opportunity to direct our own destiny...Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children.

Mission Statement

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.



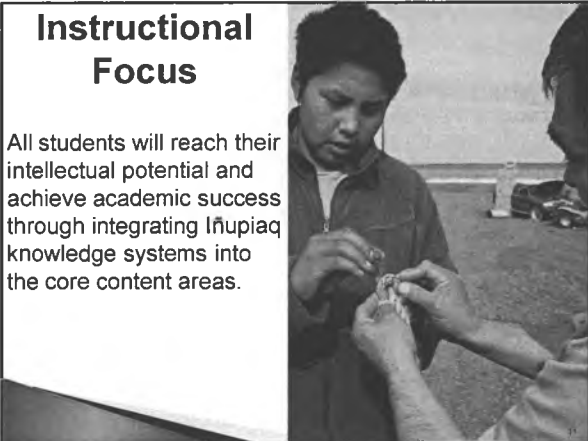
Strategic Priorities and District Goals

Strategic Plan 2010-2015



Instructional Focus

All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas.



ALASKA STANDARDS

STANDARDS

FOURTH EDITION


REAL

CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS

REVISED MARCH 2011




Iñupiaq Learning Framework & Understanding by Design



13


Process



- ▶ Board approved framework
- ▶ Secured budget for effort through budget process
- ▶ Principals recommended veteran, highly skilled core content area teachers
- ▶ Created teams representing every school site and every grade level
- ▶ Met with leadership Curriculum Development Team to plan for May throughout the year
- ▶ "District-wide" inservices led by site teams


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Essential Questions



- ▶ How will we honor Iñupiaq values, history, culture, and language while developing academic knowledge and skills?
- ▶ How will we prepare students for success in their chosen life pursuits?
- ▶ How will healthy confident young adults contribute to their communities?

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Iñupiaq Education Initiative

- ▶ Build trust between school and community
- ▶ Acknowledge historical trauma associated with schools and schooling
- ▶ What are community expectations of school?

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Iøiññaánikun Apqusiugtít



- What knowledge needs to be acquired to truly live as a healthy Iñupiaq?
- What does a well-educated, well-grounded 18 year-old Iñupiaq look like?

17

Iøiññaánikun Apqusiugtít

- › Comprised of ten members from across the North Slope of Alaska
- › Four day-long gatherings during 2009-2010 school year
- › Continuing support and guidance as we move ahead

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Iñupiaq Learning Framework



Rebuilding our educational system according to inua-our philosophi history, language and interconnectedness with all living things.







19

Environmental Realm



20

Environmental Realm Core Themes

-  Food Preparation and Care
-  Hunting and Survival
-  Sewing
-  Tools
-  Medicines and Healing
-  Environment

21

Community Realm



22

Historical Realm



23

Individual Realm

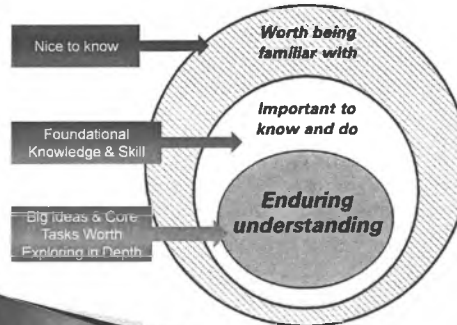


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What is Understanding by Design (UbD)?

- > A framework that synthesizes the research-based best practices in curriculum, assessment, and instruction that promote the learning process.
- > A language that educators can use to describe and analyze the best ways to promote student understanding, rather than just knowledge recall.

40-40-40



Sample Enduring Understandings

❁ Storytelling

- > Stories reveal the ways in which cultures perceive their creation, origin and history and how the world and all in it is interpreted.
- > Stories enhance the development of socialization strategies.

Transitioning

Things We've Been Working On

- > Snowflake exercise: developing activities corresponding to Core Themes from the ILF and identifying which state Grade Level Expectations are met through those activities

Core Theme: Storytelling
 Overarching Question: What is storytelling? Why is it important to me and my community?

Discuss: "What is storytelling?"
 Read: "The Raven and the Owl" by Lillian Abuechok
 Students will create their own stories to perform.

Language Arts
 Mathematics
 Science
 Social Studies
 History
 Physical Education
 Art
 Music
 Foreign Languages
 Career & Technical Education

Discuss the history of storytelling.
 Compare/Contrast different storytelling from various African Native cultures.

Discuss: Share an (story of story) personal and (story activities).
 Invite (story) and community members into the classroom to share stories.
 Perform final storytelling projects to community members.

Algebra II Comprehensive Assessment

[ILF Core Themes: Food Preparation & Care/ Celebrations & Ceremonies/ Values & Beliefs]

Student Directions:

- ▶ As you have learned throughout your high school mathematics studies, Galileo Galilei was a famous scientist who made many contributions in the areas of astronomy and physics.
- ▶ One of his most important discoveries was **vertical motion**—when an object is dropped or falls, the distance it travels is a function of the time squared. Any object thrown, launched, or shot upward can be modeled by the equation:

$$s = -\frac{1}{2}at^2 + v_0t + s_0$$

$$s = -\frac{1}{2}at^2 + v_0t + s_0$$

- ▶ We can use this equation to model the path of a person during Nalukataq where “a” is the acceleration from gravity, “v₀” is the initial velocity of the person, “s₀” is the initial distance above the ground, and “s” is the height of the person after “t” seconds.



- For instance, a person being tossed has an initial velocity of approximately 41 feet per second. The acceleration due to gravity is 32 feet per second squared and the initial height of the person above the ground is 3 feet. Use the given information to write an equation to model the height of the person being tossed in relation to time.

- Answer: $s = -16t^2 + 41t + 3$



Tasks

Answer the following questions using complete sentences and show your work to justify your solution.

- Question 1
 - How high will the person be after 1 second?
 - How high will the person be after 2 seconds?
 - How high will the person be after 10 seconds?
- Question 2
 - At what time(s) will the jumper be on the blanket (3 feet above the ground)?
 - 15 feet above the ground?



- ▶ Question 3
 - Do all of your answers from questions 1 and 2 make sense in the context of this situation? Why or Why not?

Tasks (cont.)

- ▶ During this scenario the jumper was initially traveling at a velocity of 41 feet per second. What conditions might affect the velocity of the jumper?



Summary & Next Steps

- ▶ Current Areas
 - Math, science, and language arts concepts and State Standards are being aligned to the Inupiaq Learning Framework.
- ▶ Academic Work Next Step
 - Development of comprehensive course assessments in which students demonstrate their learning using Understanding by Design.
- ▶ Community Feedback
 - Resume Iliaññiagnikun Apqusiutit work
 - Solicit public input and feedback across the North Slope

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Summary and Next Steps

- ▶ Summary
 - Math, science, and language arts concepts and State Standards are aligned to the Inupiaq Learning Framework.
- ▶ Next Steps
 - Development of comprehensive course assessments in which students demonstrate their learning.

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On a Journey



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Welcome!

**Northwest Arctic
Borough
School District**

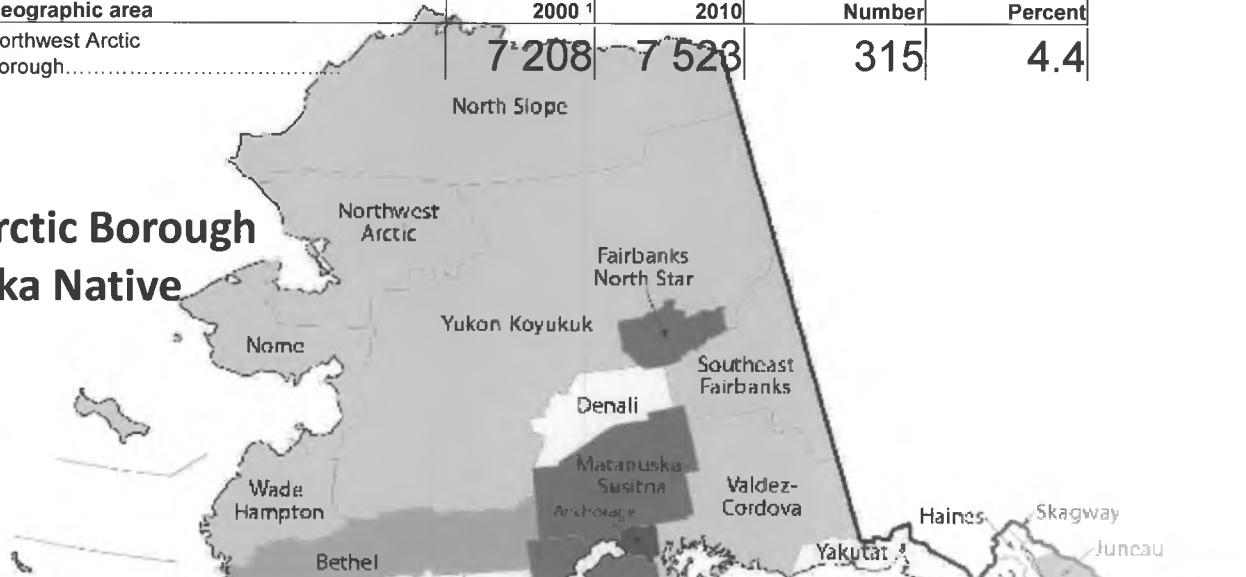




Facts of the Northwest Arctic Borough from the 2010 Alaska Census

Population rank		Geographic area	Population		Change, 2000 to 2010	
2010	2000		2000	2010	Number	Percent
13	13	Northwest Arctic Borough.....	7 208	7 523	315	4.4

**Northwest Arctic Borough
81% Alaska Native**



Popu- lation rank	Geographic area	Total population	Total	White	Black or African American	American Indian and Alaska Native	Asian	Race			Hispanic Latino (of any race)
								Native Hawaiian and Other Pacific Islander	Some Other Race	Two or More Races	
13	Northwest Arctic Borough.....	7 523	7 075	846	37	6 121	42	12	17	448	58



- NWALT, a partnership among
- Maniilaq Association,
 - NANA Regional Corporation,
 - Northwest Arctic Borough,
 - NW Arctic Borough School District --



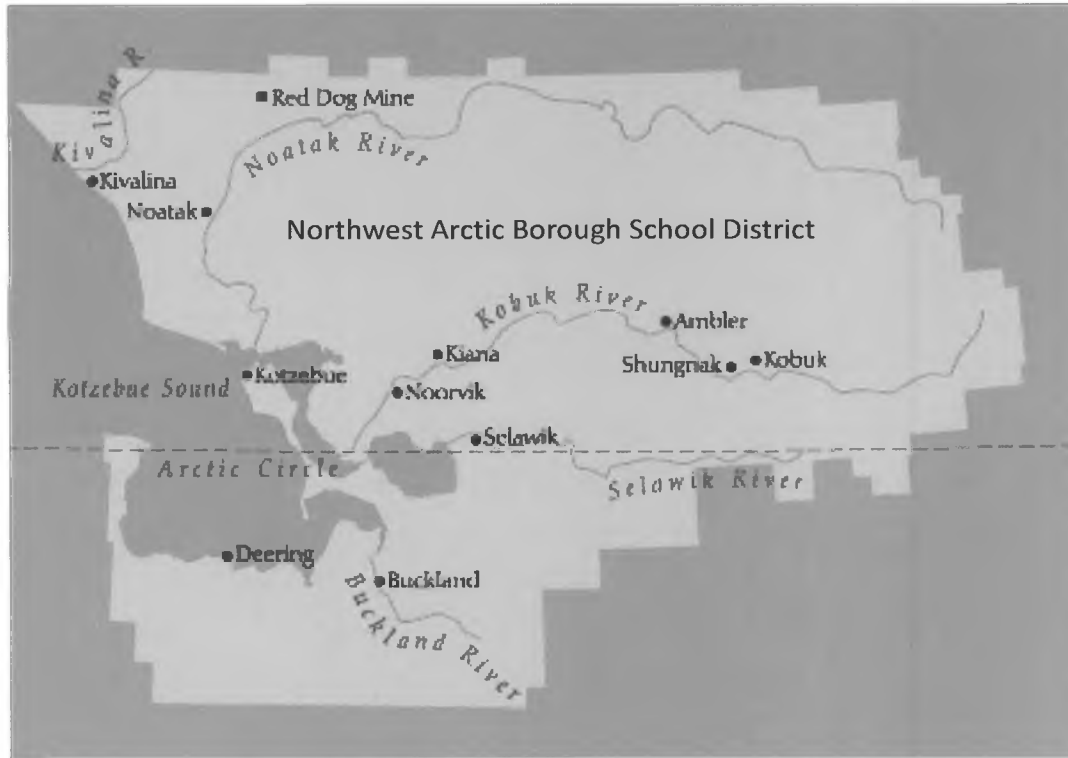
Maniilaq

To maximize resources and reduce duplication of efforts to address issues affecting the people of Northwest Alaska while honoring and perpetuating our Inupiat cultural heritage.





Student Enrollment, 2011



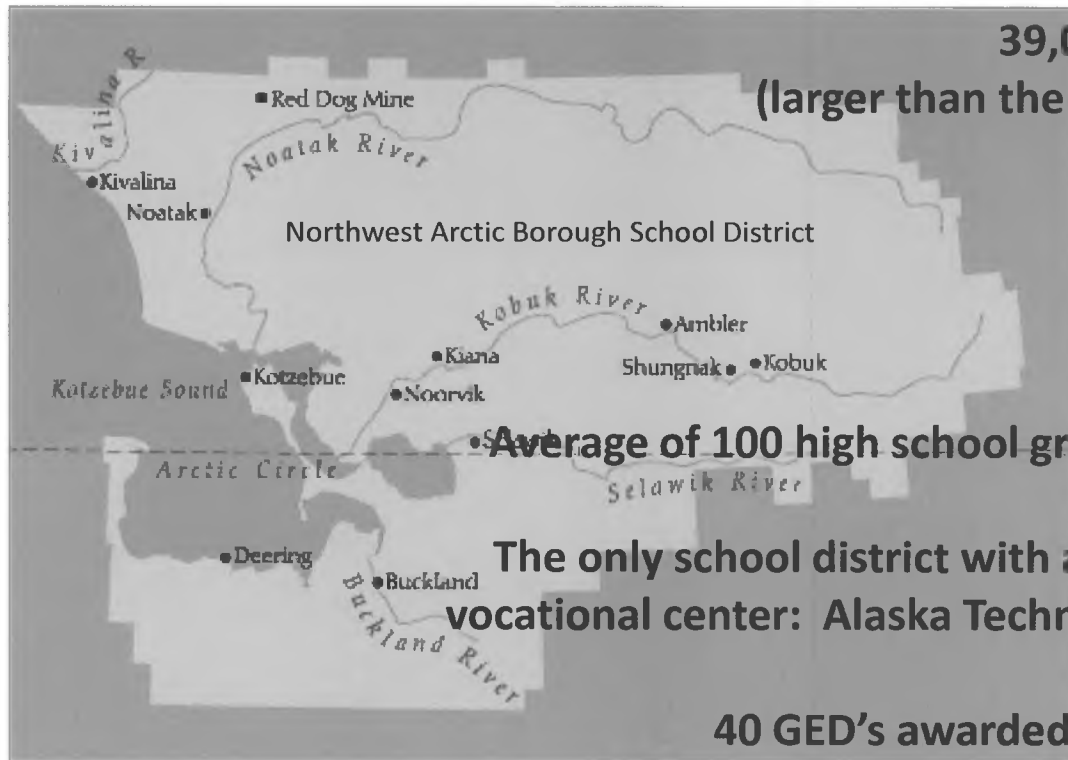
Village	Student Pop
Ambler	64
Buckland	152
Deering	25
Kiana	108
Kivalina	114
Kobuk	38
Kotz Elem	338
Kotz M/High	298
Noatak	146
Noorvik	194
Selawik	239
Shungnak	62
Total	1778

From 2006 to the present, NWABSD has 274 fewer students. This represents a loss of several millions of dollars in revenues.

**Student Population is
95% Alaska Native &
88% Free and Reduced
Lunch**



Northwest Arctic Borough School District facts:



12 Schools in 11 villages
The 11th largest District in Alaska
Annual operations budget of about \$55 million



Northwest Arctic Borough School District Vision and Mission



Mission

To graduate students with the skills and knowledge to be good citizens.

Vision

To be a leader in Pre-K-14 education based on student achievement and graduation rates.





Five Strategic Goals of our 2010 – 2015 Strategic Plan

NWABSD STRATEGY MAP

February 2010

STRATEGIC GOAL 1
Student Learning

DEVELOP STUDENT VISION/OWNERSHIP
•Support Student-Centered Learning Environments

STRATEGIC GOAL 2
Stakeholder Satisfaction

STAKEHOLDER SATISFACTION
•Connect Parents With Their Local Schools

STRENGTHEN PARTNERSHIPS
•Increase Advisory School Committee Engagement

STRATEGIC GOAL 3
Employee Development

SUPPORT STAFF AND DEVELOP A QUALITY WORKFORCE
•Assist New Employees In Adjusting Successfully To School And Community

STRATEGIC GOAL 4
Support Systems

IMPROVE DISTRICT COMMUNICATION
•Build And Operate A District Intranet System

ASSURE QUALITY PROGRAMS AND PROCESSES
•Develop And Implement A Continuous Improvement Process

STRATEGIC GOAL 5
Fiscal Responsibility

DEVELOP BUDGET ALIGNMENT AND ACCOUNTABILITY
•Develop Budget Transparency
•Align Resources With Strategic Plan



2010 Alaska School Board of the Year!



In November, 2010, the Northwest Arctic Borough School Board was honored by the Alaska Association of School Boards as the *Alaska School Board of the Year*



Dedicated School Board Members



Norman Eck, Ph.D.
Superintendent of Schools

2009 Alaska Superintendent of the Year



Buckland Graduates



Kotzebue Graduates



Cheryl Edenshaw
Director, Alaska Technical Center

2009 Alaska Vocational Educator of the year.

Cheryl Edenshaw, right, touring
Senator Murkowski in ATC



Instructors and Partners with the Alaska Technical Center



Denali Whiting

**2010 Graduate of
Kotzebue High School
Is representing Alaska
in the national
*Miss Teen USA!***

Incorporating new technology into learning with the One-to-one student laptop initiative



Placing Academics as Job #1



Rebuilding our Vocational Programs through Career and Technical Education



Keeping school fun and interesting with co-curricular activities and sports



Students taking responsibility for their learning

HSGQE Student Radio Spots



Northwest Arctic Quality Improvements Made

- All instruction to follow Alaska state instructional standards
- Northwest Arctic high quality curriculum, standardized, in all 12 schools
- One district-wide school calendar
- High quality inservice training for all teachers
- Standardized high school schedules to facilitate distance delivery classes



Academic Achievement

According to a recent article in *Education Week*, only 1% of schools or districts having been placed under intervention status, have been released from that intervention. NW Arctic has accomplish what only 1% of other such districts have!

In 2003, 36% of our students were proficient in language arts, by 2008 that percentage had risen to 51%. During the same time frame on the same assessment, our math scores have risen from 32% to 51%.

This represents a 42% growth in language arts and a 59% growth in math.



Teamwork



Originally in 2006, NW Arctic was one of 5 school districts placed under Intervention by the Department of Education.

Last August we received a letter from Deputy Commissioner, Les Morse, releasing NW Arctic from Intervention Status! Below is the opening and closing of that letter.

August 2, 2010

Dr. Norman Eck, Superintendent
Northwest Arctic Borough School District
PO Box 51
Kotzebue, AK 99752

Dear Dr. Norman Eck:

This letter has two purposes. First, I wish to confirm the conversation we had this morning to inform you and congratulate you on Northwest Arctic Borough School District being removed from intervention status. We share with you your stated enthusiasm for this action. Second, I want to begin discussions with

Again, congratulations on the efforts of you and your staff to improve instructional practices in Northwest Arctic School District.

Sincerely,



Les Morse
Deputy Commis



Alaska Technical Center Made a FIRST in the United States. It held the first Core Driller registered apprenticeship program. Eighteen rural apprentices received training at the ATC.




**The first Core Drillers
graduating class**



Star of the Northwest Magnet School



1 NORTHWEST MAGNET SCHOOL / ALASKA TECHNICAL CENTER SITE PLAN

 A SCIENTIFIC & ARCHITECTURAL FIRM 4420 West 1st Avenue, Anchorage, Alaska 99507 907.562.1111 www.burkhartcraft.com	
NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT NORTHWEST MAGNET SCHOOL RENOVATION & ADDITION KOTzebue, ALASKA	
DATE:	01.27.11
DRAWN:	BAJ
CHECKED:	JBC
PROJECT:	1004
DRAWING TITLE:	WFL PLAN
REVISIONS:	
SHEET NO:	P.0.0

*See the McDowell Workforce Study

Addition to the Alaska Technical Center

Kotzebue Middle High School Earns Academic Honors US News and World Report - 2009



According to the *US News and World* report of July 12, 2009, Kotzebue High School was listed as one of the “Top 12” high schools in Alaska.

Schools were evaluated on the performance of all students, even the least advantaged. The schools were ranked by student achievement levels in the core subject areas of reading and math on state accountability tests that exceed statistical expectation given their levels of student poverty.



Kotzebue High School 2008 Presidential Scholar



Reid J. Magdanz
Kotzebue Ak
Kotzebue
High School

Scanned from the June 23,
2008, *USA Today*.
139 Presidential Scholars in
the United States.
Reid Magdanz from Kotzebue.



Meet the 2008 Presidential Scholars.

GMAC congratulates these 139 high school seniors for their outstanding scholarship, service, leadership and creativity. Since 1964, more than 5,900 students have been named Presidential Scholars. We are proud to support organizations that help educate and develop strong individuals and communities. That's why GMAC has contributed nearly \$2 million to support this program over the past decade. For more information about GMAC Financial Services, go to gmacfs.com

GMAC
FINANCIAL
SERVICES

CONNECT WITH FELLOW PRESIDENTIAL SCHOLARS AT WWW.PRESIDENTIALSCHOLARS.ORG

The Northwest Arctic Borough School District Students thank you for allowing them to show you who they are and what they do!



Robert Thomason, Ed.D.
Superintendent
P.O. Box 289
Petersburg AK 99833

e-mail: rthomason@pscsd.k12.ak.us
Telephone: (907) 772-4721

**Petersburg City School District
Home of the Vikings**

Fan The Flame!

To: Representative Dick, Chair, House Education Standing Committee
Representative Pruitt, Vice Chair
Representative Cissna, Member
Representative Feige, Member
Representative Kawasaki, Member
Representative Seaton, Member
Representative Wilson, Member

From: Robert Thomason
Date: January 28, 2011
Re: District Overview

The District theme of Petersburg City School District for the 2009/2010 school year was "**Rekindle The Spirit**". Our primary goal last year was to revisit the reason schools exist: To provide a safe and creative environment where students learn and where they are our number one priority. A second goal, related to staff, was to thoroughly enjoy what we are doing and to know that we are making a positive difference in the lives of young people.

The District theme for the 2010/2011 school year is "**Fan the Flame**". As a district, we have successfully Rekindled The Spirit. We are now committed to keeping that fire alive and growing.

I am pleased to have the opportunity to share with you, in the short time available on Friday morning, some of the "facts" about Petersburg City School District and our educational program.

Accompanying this cover is a one-page district overview and some pertinent district "fast facts".

Robert Thomason

Dr. Robert Thomason
 Superintendent
 P.O. Box 289
 Petersburg, AK 99833



Telephone: (907) 772-4271
 Fax: (907) 772-4719
 rthomason@psgsd.k12.ak.us
 website: www.psgsd.k12.ak.us

January 28, 2011

Superintendent: Dr. Robert Thomason

Board Chair: Ms. Jean Ellis

Petersburg City School District is located on Mitkof Island, in the southeast panhandle of Alaska, approximately 700 miles north of Seattle. The community is largely of Norwegian decent and this is reflected in the foods, culture and building facades of the community. The Alaskan nickname for the community of Petersburg is "Little Norway". The school district serves approximately 466 (2011/2012 estimate) students in grades kindergarten through twelve. The district currently employs 46 licensed staff and 47 support staff.

The City of Petersburg has been recognized as one of the top ranking ports in the United States for quantity and value of fish landed. Commercial fishing is key to the economy of the area. In addition to the permanent 3,000 residents, the population increases by about 1,000 additional people who are employed by the canneries and custom packing services during peak fishing season. Tourism also plays an important economic role during the summer months.


Mild winters, cool summers and year-round rainfall characterize Petersburg's climate. Annual precipitation averages 106.3 inches. Transportation to and from Petersburg is limited to air and water; there is no road access. Residents and visitors rely on the state ferry system, commercial flights and float planes.

Petersburg City School District enjoys very strong community support. This is demonstrated by community attendance at and participation in school events (sports, plays, music performances, conferences, special meetings), support and passage of two local bond issues in recent years, radio and newspaper coverage for student achievement and district activities, and consistently strong donations to school fund-raising.

Petersburg High School was recognized by US News and World Report as a Silver Medal School in 2010. The high school also recently received an exemplary program award from Apple computer. This award was given to only 40 schools in the nation this year. Petersburg High School is the only high school in Alaska to receive the award.

PETERSBURG CITY SCHOOL DISTRICT "FAST FACTS"



Number of students (2011/2012 projected).....	466
District Area.....	46 sq. miles
Community Population.....	3000
Free/Reduced Lunch Rate.....	51.6%
2010 Graduation Rate.....	87.5
2010 Attendance Rate.....	93
2009/2010 District Met "AYP"?	Yes
2009/2010 All Schools Met "AYP"?	Yes
(Adequate Yearly Progress)	
Average Per Pupil Expenditure.....	\$15,945
(2009/2010 Total Budget [all Funds]/Total # Students)	
Average Teacher Salary (2010/2011).....	\$60,937
2010 Teacher Maximum Salary.....	\$76,777
2010 Teacher Minimum Salary.....	\$42,199



St. Paul Island
St. George Island







Pribilof School District

St. George and St. Paul Schools
February 2011



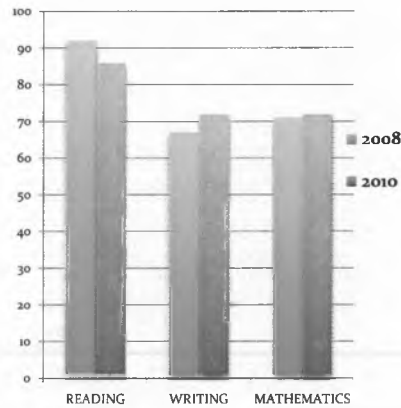
Many Positives

- **100% highly qualified staff**
- **97% Aleut student population**
- **Continued to meet AYP in 2009-2010**
- **Culturally responsive teaching**
- **Fiscally sound**
- **Overall great staff and families**
- **Supportive parents, community and school board**

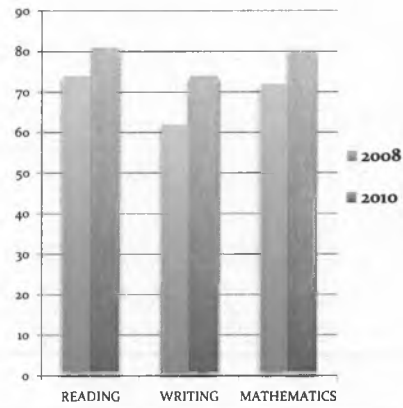


2010 Academic Progress

St. George School



St. Paul School



Community Partnerships

- **Preschool Programs in both schools**
 - St. Paul Montessori Preschool (2-5 yrs.) – funded by Central Bering Sea Fisherman’s Association (CBSFA)
 - St. Paul HeadStart – Aleutian Pribilof Islands Association (APIA)
 - St. George Preschool – funded by St. George Traditional Council
- **\$120,000 raised for student activities in 2010**
- **St. Paul Tribal Government – building elder relationships with AASB grant**



State Grants and Programs

- Library Grants – St. Paul and St. George
- Artist in Schools Grant
- CDL Grant – computers for students and staff development
- UAA AEIN Partnership – staff development
- AASB staff & student training to promote social emotional learning.
- Carpentry Grant -- Denali Commission –
- UAF Future Educators Grant – UAF
- Housing Grant/Denali commission - \$400,000 matching grant to renovate older teacher housing units
- E2T2 Grant—\$92,000 for staff development and technology purchases



Federal Grants and Programs

- St. George roof repair – \$2.4 m
- Education Law funds - \$24,000
- E-Rate funds 90% of communication telephone, Internet & video
- Carl Perkins – funding for vocational programs
- Indian Education –Bilingual Program



Staff: Our Greatest Resource



- 40% of teachers with Master's
- Dedicated
- Enjoy working with kids
- Technologically savvy
- Involved with students activities
- Low staff/teacher turnover – many 10+ years in Pribilofs
- Clean, well maintained school buildings

Serious Concerns

• Declining Student Enrollment

- FY09 enrollment – 110; FY10 – 98, an 11% decrease from FY09
- FY11 projected enrollment – 86, a 12% decrease from FY10
- Hold Harmless funding sustains budgets
- St. George School has only 11 students currently enrolled

• St. Paul School Building Concerns

Gymnasium must be remodeled because it is becoming a safety issue for students.



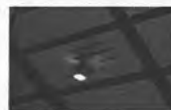
Effects of Declining Enrollment

- Relying on Hold Harmless funding from the state to maintain current budget
- Fewer opportunities for students
- Fewer staff members means everyone must wear more hats and accomplish more with less
- Possible future closure of St. George school



2010-2011 Focus Areas

- Work to meet the goals of the new Strategic Plan
- Continue to work to improve student achievement
- Continue to improve school climate
- Continue professional development in technology
- Continue data analysis for individualized instruction
- Continue to base instruction on state standards
- Improve parent and community involvement
- Continue to build strong community collaborations
- Teachers and district will work together to reach agreement on a new 3-year contract
- Remodel St. Paul Gymnasium





Okuda Wa!



Newsletter Staff:
Cara Lestenkof-Mandregan
Caitlin Bourdukofsky
Advisor:
Mr. Stacks

Happy Birthday!

Teacher Esther- 1/3
 Janessa Bourdukofsky-1/16
 Mr. Mac-1/19
 Antonio Mercurief-1/23
 Rafael Mata Rukovishnikoff-1/24
 Maria Mata Rukovishnikoff-2/5
 Ms. Rodgers-2/7
 Carley Bourdukofsky-2/7
 Dallas Roberts-2/8
 Christina Galanin-2/9
 Kiana Melovidov-2/10
 Derrick Baker-2/11
 Dimitri Dino Zacharof Jr.-2/13
 Naomi Edenshaw-2/21
 Ms. Grego-2/22
 Aiden Bristol-2/23
 Mrs. Anna-2/25

Happy Valentine's Day!

Valentine's Day was celebrated at St. Paul School on Friday, February 11, 2011. The High School Basketball Team sponsored the entire Carnival this year which included Fish and Roast Beef Pie sales in the kitchen. Parents, teachers and students worked the booths at the event, served food and sold tickets. The cake walk was a usual favorite, as was the bouncy house and basketball shoot. Ms. Rodgers offered a cake decorating class the night before the Carnival for those interested in baking cakes for the cake walk. Over \$2500 was raised at the Carnival for the ball team! Thanks to everyone who supported the Sea Parrots by attending and spending money at the event. Enjoy the pictures below!



Welcome New Student!

Platonida Hapoff



The final Parent Teacher Conferences of the 2010-2011 school year will be held on Saturday, February 26. Contact Mrs. Brenda with questions about schedules.

Plant Science Class Grows Veggies

Ms. Rodgers' Plant Science Class will soon have fresh vegetables! The 10th grade students in this class have been working on a small greenhouse project using hydroponics and LED lighting. They are using the LED lighting because it has been found to use approximately 90% less energy. They will be conducting experiments with lighting and temperature to grow cucumbers, basil, lettuce, peppers and tomatoes. Ukuda Wa will have more updates on this project as it develops.



Marine Science Students to Showcase Learning in Seattle

The Pribilof Marine Science Camp students (St. Paul & St. George) have received an invitation to present at the International ESSAS Open Science Conference in Seattle, WA, May 22-26. In their presentation, they will share about their learning's over the past four years in Marine Science Camp. They will showcase their "place based" science curriculum, king crab research and more. Mrs. Stacks noted that, "This is a huge honor for our students to be presenting in an international venue."

Second Quarter Honors

Honor Roll

Fourth Grade

Sasha Isaac
 Jeffery Kauffman
 Kiana Melovidov
 Rafael Mata Rukovichnikoff

Fifth Grade

Jaycee Bourdukofsky
 Lydia Dirks
 Stormy Stacks

Sixth Grade

Andronika Emanoff
 Savannah Stacks
 Teresa Baker

Seventh and Eighth Grade

Taylor Kauffman
 Brandy Merculief
 Dallas Roberts
 Feofaneya Rukovichnikoff
 James Simeonoff

High School

Anna Melovidov
 Desta Baker
 Cara Lestenkof-Mandregan
 Dominic Murphy
 Dimitri Dino Zacharof Jr.

Perfect Attendance

Second and Third Grade

Carley Bourdukofsky
 Vladimir Bourdukofsky
 Heather Kozloff

Fifth Grade

Lydia Dirks

Sixth Grade

Andronika Emanoff
 Linnae Kozloff

Seventh and Eighth Grade

Naomi Edenshaw
 Shawn Hanson
 Kirk Lestenkof Mandregan

Dallas Roberts

Brandy Merculief

James Simeonoff

High School

Dominic Murphy
 Shawn Owens
 Caitlin Bourdukofsky

Citizenship

Miles Bourdukofsky
 Ezra Melovidov
 Jeffery Kauffman
 Teresa Baker

5 Ways To Be Happier In The New Year

- 1. Look forward, not backward.** If you've had a setback or hit an unexpected bump in the road, stay positive and ask yourself what you can do to move ahead. Optimism will also rub off on your family, friends and colleagues.
- 2. Set realistic goals.** Acknowledge that you are better at some things than others and focus on your strengths. When you've completed an important project give yourself credit and enjoy the satisfaction of crossing it off your list.
- 3. Seek help when you need it.** Balancing a career or school with taking care of chores, children or parents is too much responsibility for just one person.
- 4. Find practical ways to simplify your life.** Buy clothes that don't need to be ironed or dry-cleaned. Do all your errands and shopping in one day. Instead of trying to remember everything, write things down. Keep a single calendar for work and personal commitments.
- 5. Start a new project, take up a new hobby,** or give yourself permission to do something you've always wanted to try.

Source: NEA Alaska Health Letter



2011

Sea Parrot Basketball 2011

The High School Basketball team has played 3 games so far this season against a team made up of staff members and local players. The games took place on January 21, 28 and February 4. The Sea Parrots won the first two games handily, and fell short in the third game after a fierce battle in overtime. Each night, the staff helped to organize and sell hot dogs, nachos, spaghetti and desserts to help the team raise enough money to travel to the Regional Tournament.

Although they may be small in numbers (they only have 6 players on the team), they make up for it in hard work and talent. This year's team includes: Cara Lestenkof-Mandregan, Senior (captain), Jonathan Merculieff, Sophomore (co-captain), Dimitri Dino Zacharof Jr., Sophomore (co-captain), and Shawn Hanson, Feofaneya Rukovichnikoff and Taylor Kauffman all in the 8th grade. Since the team only has six players, Coach Baldwin asked some 6th and 7th grade students, Dallas Roberts, Ermogen Merculief, James Simeonoff, and Andronika Emanoff to practice with the team. The team will be playing games every Friday night until the end of the season. They will travel to New Stuyahok, Alaska to compete in the Regional Tournament on February 25. Stats from the three home games played to date are shown here:

January 21 game:

Shawn Hanson—33 points
 Dino Zacharof—14 points
 Jonathan Merculieff—6 points
 Cara Mandregan—4 points
 Dallas Roberts—5 points

January 28 game:

Dallas Roberts—25 points
 Dino Zacharof—19 points
 Shawn Hanson—15 points
 Jonathan Merculieff—15 points
 Ermogen Merculief—4 points

February 4 game:

Dino Zacharof—29 points
 Shawn Hanson—15 points
 Jonathan Merculieff—12 points
 Cara Mandregan—4 points
 Dallas Roberts—3 points
 Faneya Rukovichnikoff—2 points
 Taylor Kauffman—2 points



Student Council Sponsors Family Fun Night

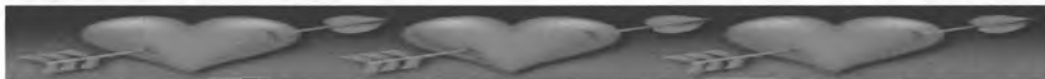
Family Fun Night was held on Friday, February 4, after the high school basketball game in the gym. It was also sponsored by the High School Basketball Team, and the Student Council. Members of this year's Student Council, advised by Mrs. Ferrari, sold goodies and beverages in the lobby, while games and dances were played in the gym. Timothy Melovidov and Grace Rukovichnikoff operated the sound system and Taylor Kauffman was master of ceremonies. Taylor did an excellent job leading the games and dance activities, and everyone had a great time! The money raised from the event was all donated to the basketball team. A few pictures of the many parents and students at the event are shown below:



Spelling Bee & Community Meeting

The February School Family Community Partnership Meeting was held Tuesday, February 8, 2011 @ 6:30 p.m. in the library. The meeting began with the Spelling Bee participants competing for the 2011 St. Paul School Spelling Bee Championship. Eight students competed in the event: Naomi Edenshaw, Savannah Stacks, Teresa Baker, Andronika Emanoff, Kiana Melovidov, Sasha Isaac Courtney Lestenkof, and Clara Chapman. In the end, Naomi and Savannah were left standing and eventually Naomi was crowned the winner!

Those who stayed after the Bee for the Partnership Meeting discussed several topics. 1) The Artist in Residence will be at St. Paul School late February through early March. He is a professional book maker and will be working with students to design and illustrate books. 2) David Merculieff gave a condensed KUHB report. He is one of the seventh grade students who is working at the radio station each day during school. He and his classmates are recording the Postcard and other announcements daily, and they will soon be interviewing teachers and other community members. Mrs. Stacks reminded the students who were present, that KUHB continues to encourage students to work at the station in the evenings. Students can earn \$10 per hour for up to ten hours per week. 3) The Summer Science Camp will be offered again this year during the month of August on St. Paul. St. George students will also attend. It will be held in conjunction with the 100 Year Celebration of the Fur Seal Treaty. Aquilina's planning the summer camp activities and it will once again be funded by APICDA and CBSFA. Mrs. Stacks informed the group that summer camp participants have been invited to present at the PICES International Science Conference in Seattle during May. This is a huge honor that will require a great deal of planning and commitment on behalf of the students. More information will be made available soon about this opportunity. 4) Terra Nova Testing is taking place this week and will continue through Friday for students in grades 1, 2, 5 & 7. 5) Aquilina is actively planning Bering Sea Days that will take place April. 6) Taughney Rukovichnikoff is currently working on a summer food service program through Americorp. She explained how this process will work, and it will likely take place this summer. She also discussed her hopes for starting a Girl Scouts group and plans for other youth activities. 7) Ms. Rodgers presented the district Technology Plan and those attending were given an opportunity to suggest changes/modifications. 8) Mrs. Stacks informed everyone that the district has offered a job to John Holcomb for the 2011-2012 school year. Mr. Holcomb will be SPED director, teach high school science and will eventually replace Mrs. Stacks as K-12 Principal. Nine adults and 3 students stayed for the meeting.



Kayumixtakuchan (Young Warriors)

Cara Lestenkof-Mandregan, Dallas Roberts, and Selena Rukovichnikoff traveled to Anchorage the week of February 8 for the Alaska Tobacco Advocacy Initiative Conference. The conferences began on Friday, and ended Saturday evening. The purpose of this trip was to get together with other groups, across Alaska, that are involved in the initiative, and to share what types of things they've been doing in their community to prevent tobacco use. Also at the conferences, the students discussed different ways to approach people about tobacco, such as Guerilla Marketing. The objective of Guerrilla Marketing is to create a unique, engaging, and thought-provoking concept to generate 'buzz', and consequently turn viral. Cara said, "I had tons of fun, it was a great opportunity to meet other people who have the same opinions and goals as myself. I learned a lot about other communities and their issues with tobacco; for example, last week, in New Stuyahok, Alaska, they caught a child in kindergarten chewing snuff, that's really bad. Hopefully we can use what we learned out there, in our community." The students plan to share the techniques and information they learned with their peers.

Exciting Activities In Elementary

The elementary classes have had several engaging activities going on this semester in addition to their normal classroom academics. Mr. Baldwin's kindergarten and first grade class recently put on their chef's hats and whipped up a Shape Salad. The students looked for triangles, circles, cylinders, etc. as they sliced the many fruits and one vegetable (celery). They also explored how the salad fixings could be cut in halves or quarters. After enjoying their salads, the students wrote a paragraph about the experience. This was a fun and tasty math/writing activity. Thanks to Debbie Barner for bringing in the fruits and vegetables and helping with the activity.

Mrs. Kauffman's class is enjoying a Flat Stanley exchange with students from Heights Elementary School in Sharon, Massachusetts. The second grade students in Sharon, a suburb of Boston, will soon be receiving the Flat Stanleys made by Mrs. Kauffman's 2nd & 3rd grade students. The Flat Stanleys from Massachusetts have already arrived here and the students have taken them for a tour of some of their favorite places on the island. Both classes will post pictures and write about their experiences. The students will also be able to ask each other questions on the shared Wiki for this activity. You can watch the progress by checking flatstanleyexchange2.wikispaces.com.

Deb Vanasse, an author of books for children, teens, and adults, has visited with our K-8 students via video conference. These students have read many of her books and have had the opportunity to learn more about the author, where she gets her ideas, and her writing process. Deb has enriched the reading experience for our students, and there will be more opportunities to interact with her. On February 18, Deb will meet online with students in grades 7-12 who have just finished her book, *A Distant Enemy*. Also, a date is being set for a SKYPE visit with the students on St. George. After many online visits, Deb plans to travel to St. Paul Island for a teacher Inservice in April and students will have an opportunity to meet her during her brief visit.



Author speaks about her book.



Casper and Maxim with Flat Stanley.



Jaycee with her clay boat like the one in the book.



Miron enjoys the delicious "Shape Salad" created by his class.



Students Learn From Visiting Superior Court Judge

The Honorable Beverly Cutler volunteered her time at St. Paul School in January. Judge Cutler was presiding over a case on St. Paul and graciously agreed to work with students in the school when she was not in court. She visited several of the classrooms and met with students to discuss the in's and out's of a courtroom. Students were divided into defense and prosecution teams and "argued" cases that were based upon actual past court cases in Alaska.

Judge Cutler explained many of the rules and terms that are often used in a courtroom and took questions from the audience. She encouraged interested students to apply for the *Color of Justice* program that will take place in Anchorage during June 22-24.

The *Color of Justice* program brings diverse high school and college students from across the state together for exciting workshops and activities designed to encourage them to consider legal and judicial careers.

Interested students are encouraged to visit www.courts.alaska.gov or see Mrs. Kushin for more information. St. Paul students and staff would like to thank Judge Cutler for taking the time to visit our school.



Students Continue Work In SEL

The week of January 17, Anne Caulfield, a counselor with the Association of Alaska School Boards (AASB), visited St. Paul School. Anne worked the entire week with students in grades 6-12 on team building and social and emotional learning (SEL). Anne is a life-long educator and is tremendously gifted when it comes to relating to students. She spent many hours talking to students about their personal and academic concerns and questions. Everyone shared stories and participated in activities that encouraged tolerance, acceptance and respect.

The Pribilof School District has been a partner with AASB for many years. The focus over the past few years has been around social and emotional learning and culturally responsive teaching. Anne will continue to work with students and staff in these areas, and plans are being made for a culminating activity to take place during Pribilof Days in May. Thank you, Anne! Photos of the time spent with Anne are shown here:





Sitka School District

March 7, 2011



Sitka School District Enrollment

- 1306 students enrolled including Home School
 - 52.2 % White
 - 21.1% Alaska Native
 - 9.1% Asian
 - 8.2% American Indian
 - 4.2% Hispanic
 - 4.0% 2 or More races
 - 1.1% Black
 - 0.2% Pacific Islander

Sitka School District Information

- Baranof Elementary – Preschool-1st grade
 - Developmental Preschool
 - REACH Home School Office
- Keet Gooshi Heen Elementary – 2nd – 5th grade
- Blatchley Middle School – 6th – 8th grade
- Sitka High School – 9th – 12th grade
- Pacific High School – 9th -12th grade
- SEACC Regional Training Center
- Community Schools/After Schools Program

Vocational Classes

Basic Computer Application	Advance Computer Application
Web Design	Digital Photography
Digital Video	Visual Studio
Personal Finance	Food and Nutrition
Basic Car Care	Small Engines
Diesels	Engine Overhaul
Advance System Technology	Metals I and II
Construction	Beginning Woods
Advance Woods	Industry and Careers
Computer Aided Drafting	Outboard Motor Repair–NEW next year

Career and Technical Education

Total of CTE Courses Taken (some students take more than one CTE course)		CTE Non-duplicated enrollment (# of individuals who took CTE courses)		
2006-07	n/a	2006-07	283	74.9%
2007-08	485	2007-08	245	65.5%
2008-09	529	2008-09	277	79.1%
2009-10	527	2009-10	263	72.9%

There has been 100% Graduation rate of students who have earned 2 or more CTE credits since 2006-07.

High School Offerings

- Dual Enrollment at UAS
 - Certified Nurses Aid Class
- Joint Classes with Mt. Edgecumbe High School
- AP Calculus
- AP Statistics
- AP Human Geography

Post Graduation Intentions

Graduating Year	Class Size	4-Year	4 year %	2-Year	2 year %	Vocational	Voc %	Military	Mil %
2010	71	37	52%	14	20%	7	10%	2	3%
2009	73	46	63%	12	16%	4	5%	2	3%
2008	96	49	51%	12	13%	9	9%	1	1%
2007	85	47	55%	17	20%	8	9%	4	5%
2006	65	44	68%	7	11%	5	8%	3	5%

Different Professions and Colleges

- 14 students have graduated with engineering degrees over the past 8 years.
- Students have attended schools all over the United States, some include:
 - Yale, Stanford, Berkley, Berklee College of Music, Swarthmore, University of Alaska- Fairbanks, Juneau, Anchorage, and Sitka, Western Washington University, Seattle University, Lewis and Clark, Univ. of Washington, Montana State, Gonzaga, Oregon State, Univ. of Idaho, Univ. of Montana and many more.

Special Education

Special Education Numbers

	Special Education Student Numbers	Special Education Teacher Numbers
10/01/05	267	23
10/01/06	264	22.5
10/01/07	215	22.5
10/01/08	195	19
10/01/09	178	19
10/01/10	179	19

Enrollment Intensive

	Student Enrollment	Intensive	Intensive %
Oct-05	1478	39	2.6%
Oct-06	1463	36	2.5%
Oct-07	1376	35	2.5%
Oct-08	1311	34	2.6%
Oct-09	1339	35	2.6%
Oct-10	1299	34	2.6%

Pupil Teacher Ratio's

	BES	KGH	BMS	PHS	CORR	SHS	District
2005-06	12.4	12.9	14.4	5.5	0	16.4	13.9
2006-07	10.5	13.9	14.5	8.1	0	14.9	13.7
2007-08	9.1	13	13.3	16.5	0	14.5	13
2008-09	10.1	13.9	11.1	13.8	0	13.5	12.8
2009-10	9	13.1	12.6	9.1	28	15.2	12.4

This includes all specialist: Counselors, Librarians, Music teachers, PE teachers, Special Education teachers, Speech Therapists, Occupational Therapist

English Language Learner (ELL)

Districts continue to have a significant increase in our ELL populations.

2006-07 – 63 students
 2007-08 – 64 students
 2008-09 – 67 students
 2009-10 – 73 students



Graduation Rate/Dropout Rate

Graduation Rate

Year	Rate
2005-06	75.2%
2006-07	81.8%
2007-08	79.6%
2008-09	78.4%
2009-10	70.8%

Dropout Rate

Year	Rate
2005-06	2.60%
2006-07	3%
2007-08	3.50%
2008-09	3.40%
2009-10	4.60%

Misc. Information

- Average 30%-40% Free and Reduce Lunches
- Hanson House
 - Foster group home
- Raven's Way
- Swimming Graduation Requirement
- Keet Kids (KGH)
- Packs (BMS)
- Crew (PHS)
- Home Room (SHS)



Does Not Meet AYP **2009-2010 Adequate Yearly Progress** Language Arts AMO: **27.18%**
 AYP Level 1 (Meets Grade Span: 6-8, 9-12) Mathematics AMO: **55.03%**

School District: Sitka School District *District as a Whole* and Safe Harbor Thresholds: Attendance Rate 85%, Graduation Rate 85.88%

Group	Participation Rate			*Full Academic Year*	Performance on the Language Arts Composite Score (LA+RW)			Performance on the Mathematics Score			Other Indicator
	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (grades 3-10) (with one or more valid scores in K, W, or M)	(C) Participation Rate (95% if # enrolled is > 40 or all but 2 if # enrolled is 40 or fewer)		(E) Number of FAY Students Proficient on Language Arts Composite Score (R+W+LA)	(F) Percent Proficient in Language Arts ((E / D) x 100 = F)	(G) Meet AMO for Language Arts Comp. Score? (+ 99% Conf. int.) (Yes/No)	(H) Number of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math ((H / D) x 100 = I)	(J) Meet AMO for Math Comp. Score? (+ 99% Conf. int.) (Yes/No)	
District as a Whole	799	796	Yes	795	669	83%	Yes	588	74%	Yes	Yes
African American	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native and American Indian	252	251	Yes	251	184	73%	Yes	160	64%	Yes	Yes
Asian	76	76	Yes	76	59	78%	Yes	55	72%	Yes	Yes
Caucasian	415	413	Yes	412	370	90%	Yes	334	81%	Yes	Yes
Hispanic	28	28	Yes	28	19	73%	Yes	19	73%	Yes	Yes
Two or More Races	23	23	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	249	247	Yes	246	179	73%	Yes	160	65%	Yes	Yes
Students with Disabilities*	136	136	Yes	136	64	47%	No	58	49%	No	No
LEP Students**	37	37	Yes	36	28	56%	Yes - SH	19	53%	Yes	Yes

OTHER INDICATOR STATUS **TITLE I STATUS** Confidence Interval Formula: $AMO - 2.33 \times \sqrt{\frac{(pm)}{N}}$ **Printed 08/27/10**
 Other Indicator - Graduation Rate: 76.88% Title I District
 Other Indicator - Attendance Rate: N/A *Results cannot be published without releasing personally identifiable information.
 * LEP and Students with Disabilities Subgroups include former LEP and former SLD students that are being monitored for up to two years.
 ** District is considered to have missed for consecutive years only when missing overall AND in all three grade spans for one or more of: participation; language arts; mathematics; other indicator.

Voluntary Testing WorkKeys Results 2010

	Paper/Pencil	On-Line	Total
No Credential	13	7	20
Bronze	4	2	6
Silver	24	18	42
Gold	6	16	22
Platinum	0	1	1

No Credential – either did not complete all 3 exams or earned a score of >3 on one or more exam.

ACT - College Readiness Test

Grad Year	English		Math		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2006	22.2	20.0	22.7	21.2	23.4	21.7	23.7	20.8	23.1	21.1
2007	25.3	20.1	23.8	21.3	26.3	21.8	22.8	21.0	24.8	21.2
2008	21.4	20.3	22.0	21.2	22.6	21.8	21.3	20.8	21.9	21.2
2009	20.5	20.1	19.5	21.1	21.4	21.7	21.3	20.7	20.9	21.0
2010	22.3	20.3	22.5	21.2	22.5	21.7	21.8	20.9	22.4	21.1

2011 Graduate Information

- 93 students in the 2011 graduating class
- 38 students qualify for the AK Performance Scholarship
 - Large percentage of our seniors have not yet taken the ACT or SAT



High School Activities

	# of participants
Baseball	20
Boys Basketball	29
X-Country Running (co-ed)	21
Football	23
Girls Basketball	20
Soccer (co-ed)	28
Softball	25
Swimming (co-ed)	15
Track & Field (co-ed)	39
Volleyball	33
Wrestling (co-ed)	21
Student Government	33
Cheerleading	10
DDF	25
Nat'l Honor Society	30
Pep Band	40
TOTAL Participants	412



Progress

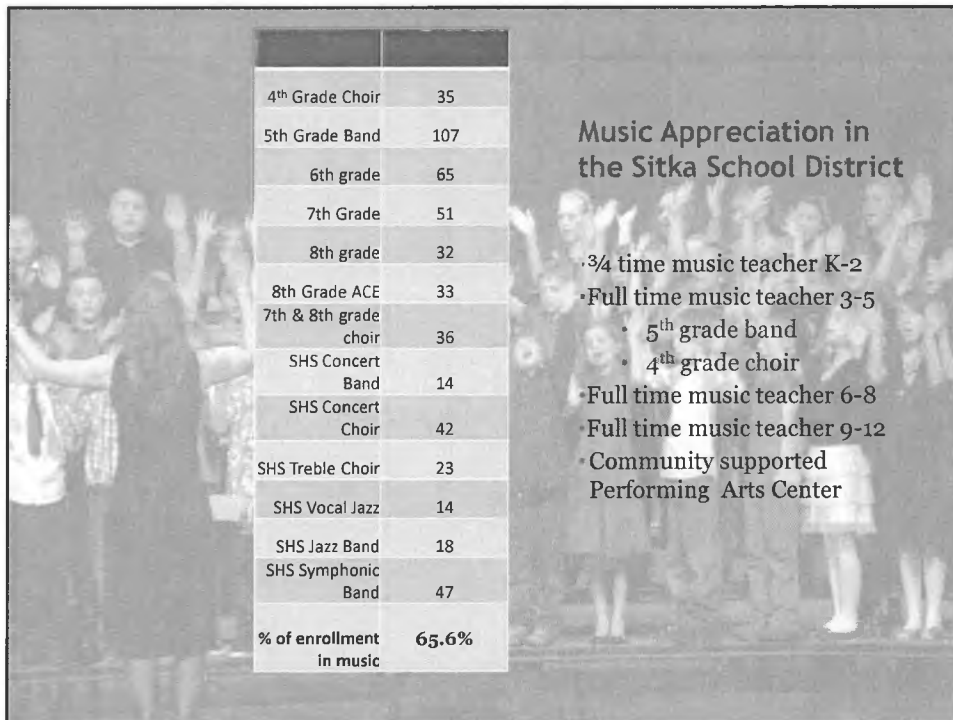
- Olweus Anti-Bullying
- Positive Behavior Support
- RTI
 - Reading Intervention
- Technology Enhancement
 - \$800,000 over 2 years spent (ARRA Funding)
- Dropout Prevention Audit
 - List of transition process
 - Hired Cultural Director



4 th Grade Choir	35
5th Grade Band	107
6th grade	65
7th Grade	51
8th grade	32
8th Grade ACE	33
7th & 8th grade choir	36
SHS Concert Band	14
SHS Concert Choir	42
SHS Treble Choir	23
SHS Vocal Jazz	14
SHS Jazz Band	18
SHS Symphonic Band	47
% of enrollment in music	65.6%

Music Appreciation in the Sitka School District

- ¾ time music teacher K-2
- Full time music teacher 3-5
 - 5th grade band
 - 4th grade choir
- Full time music teacher 6-8
- Full time music teacher 9-12
- Community supported Performing Arts Center



“Educating Today’s Children to Become Tomorrow’s Leaders”


- Lon Garrison, President
- Cass Pook, Vice-President
- Tim Fulton, Clerk
- Mollie Kabler
- Tom Conley
- Maggie Garrison, Student Rep.



Sitka School District

March 7, 2011






UNALASKA
City School District

Mission: The Unalaska City School District, a unique, multi-cultural learning environment in the dynamic fishing and transportation hub of the Aleutian Islands, provides an exemplary education foundation preparing students to enter the world of opportunities, inspiring them to challenge themselves as problem solvers, life-long learners, and contributors to an ever-changing global society by providing superior staff, programs and facilities in a caring, nurturing, safe environment in partnership with parents and community.

City of Unalaska: Pop. 4,376



Map of Alaska showing major cities and geographical features. The city of Unalaska is highlighted in the Aleutian Islands region. The map includes labels for Russia, Canada, and the Gulf of Alaska.

UCSD K-12 Enrollment: 407

- Eagle's View Elementary
 - 265 students grades PK - 6
 - 15 teachers; 7 instructional aides; 1 principal
- Unalaska City School
 - 200 students grades 7-12
 - 18 teachers; 5 instructional aides; 1 principal

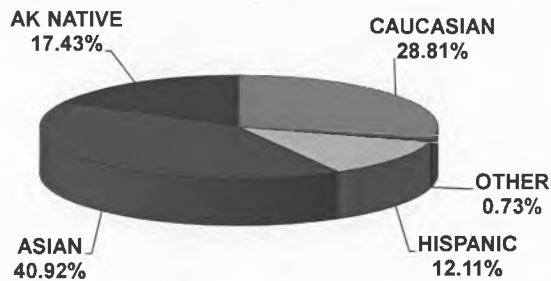


Diversity

Languages Represented

- Aleut
- Filipino (Tagalog; Visaya; Ilocano)
- Japanese
- Korean
- Russian
- Samoan
- Spanish
- Vietnamese
- Thai
- Ukrainian
- Romanian

UCSD FY 11 Ethnicity



Early Childhood Program

UCSD Preschool

- Created in 1983 as a non-profit; District operated since 1989
- Serves 54, 3 & 4 year olds; 3 year olds attend 2 half-days/week, 4 year olds attend 3 half-days/week
- Certified early childhood teacher and full-time paraeducator
- Funded through City appropriation and tuition \$90/month for 3 y.o.; \$115/month for 4 y.o.
- Scholarships available for low-income families



Local Educational Resources



Fisheries Science/Hatchery Class taking late-autumn Coho breeding pairs.



Carpentry class meeting with Senior Citizens to discuss plans for building a greenhouse.

Partnerships



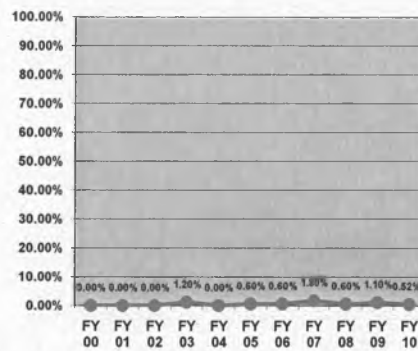
Students touring the CGC MORGENTHAU at the Port of Dutch Harbor



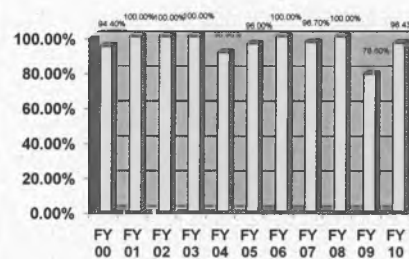
U of A Marine Advisory Program agent, Reid Brewer, judging a Science Fair entry.

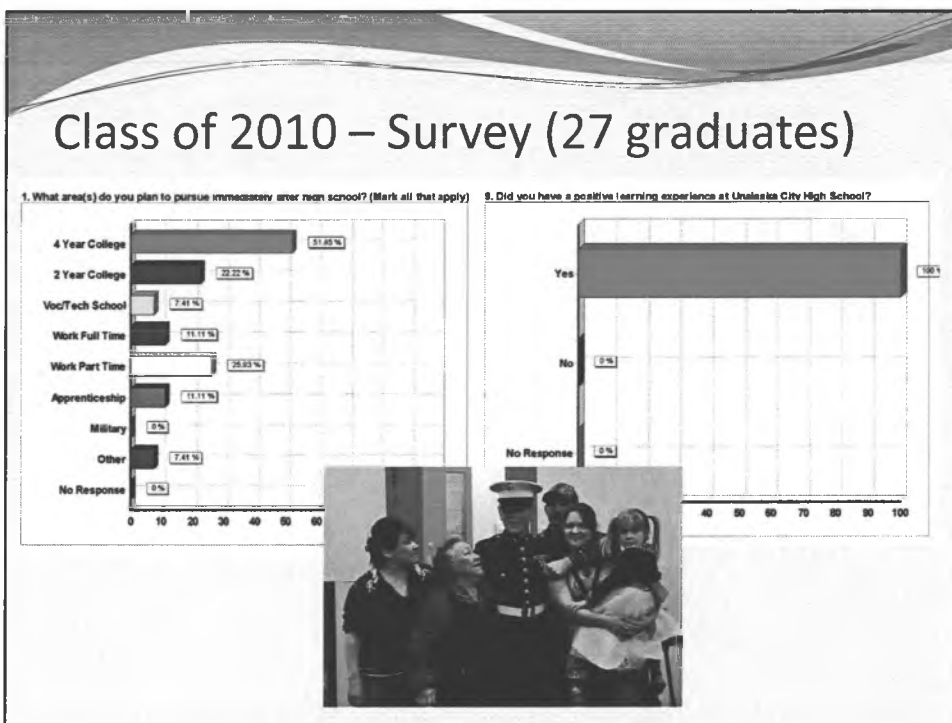
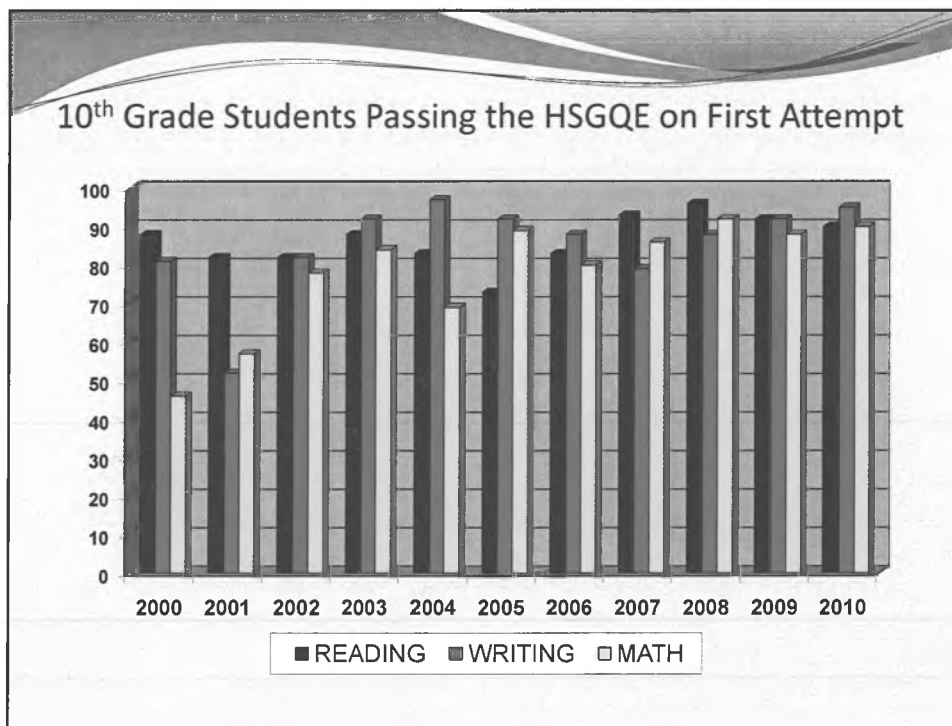
District Data

Drop Out Rate

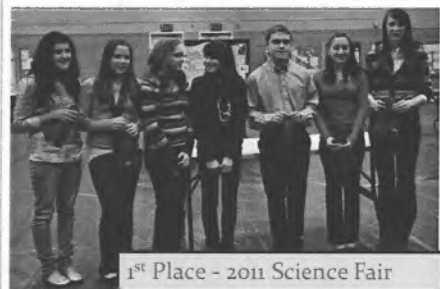


Graduation Rate





Rigorous, Relevant, and Rewarding



1st Place - 2011 Science Fair



Kindergarten Reading

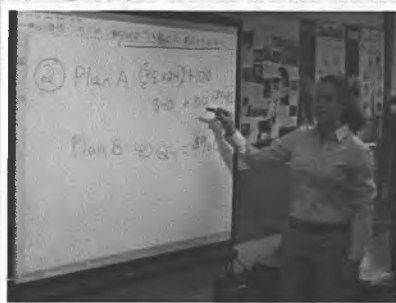


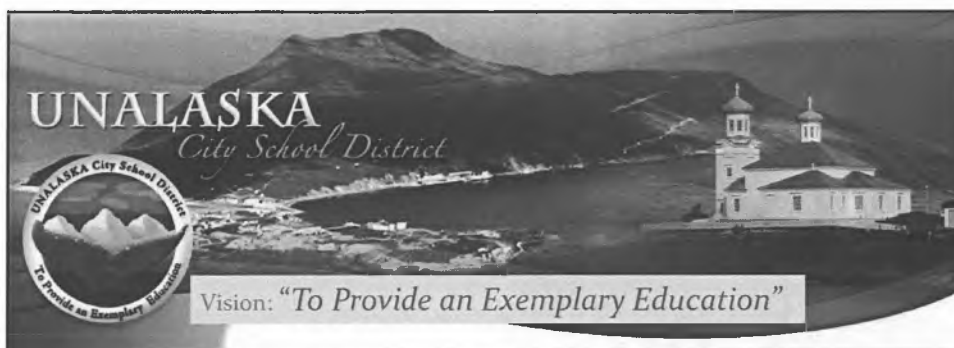
Kinder Music Class



Spelling Bee Champion

Highly Qualified & Effective Teachers





UCSD Board of Education
Tammy Fowler Pound, President
Tonya Miller, Clerk/Treasurer
Sonia Handforth-Kome, Member
Melanie Magnusen, Member
Dan Masoni, Member
Eric Do, Student Representative

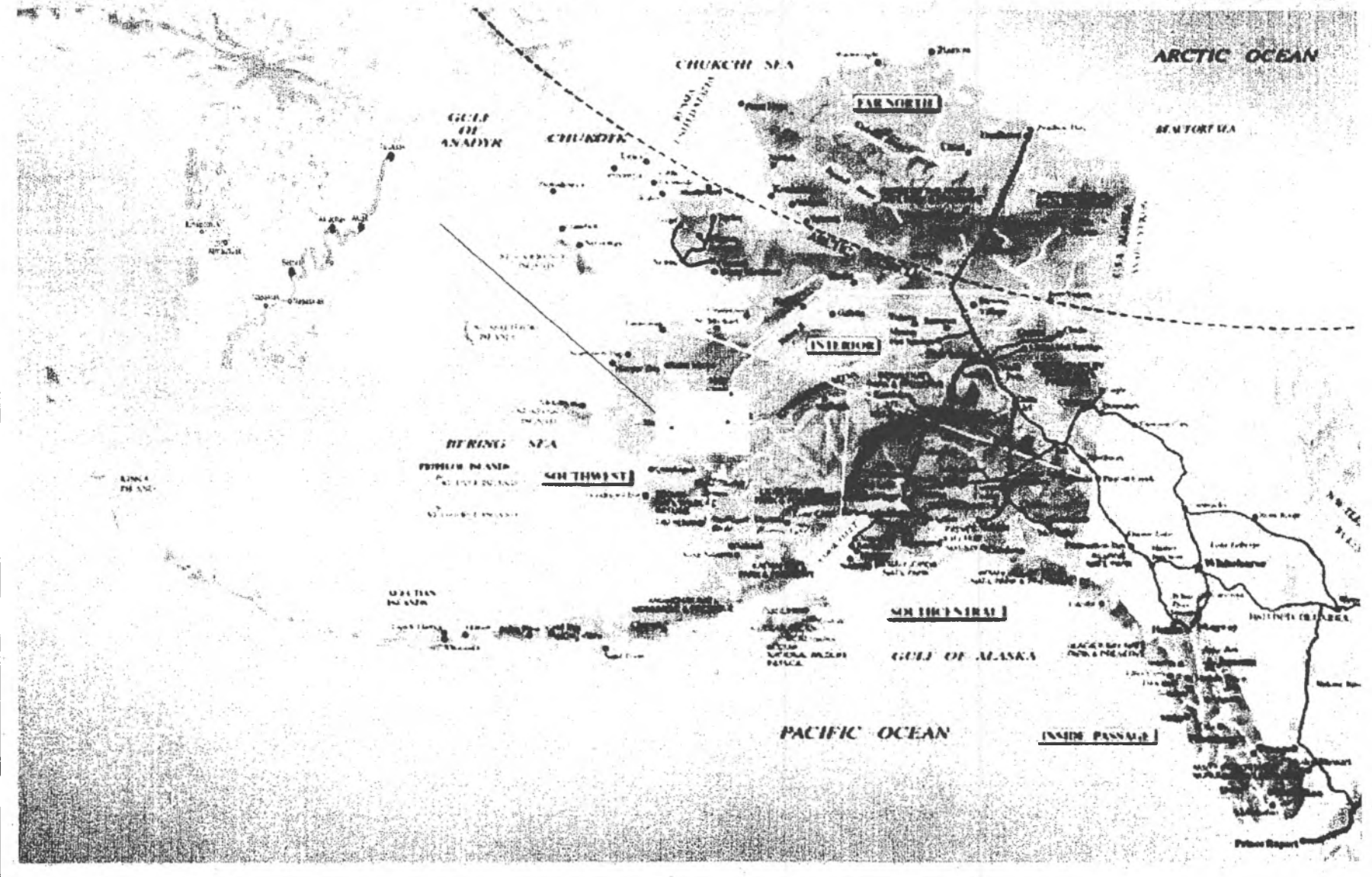
For more information:
Visit our website at www.ucsd.net .
Email or call:
John Conwell, Superintendent
jconwell@ucsd.net (907) 581-3151



YUPIIT SCHOOL DISTRICT PRESENTATION

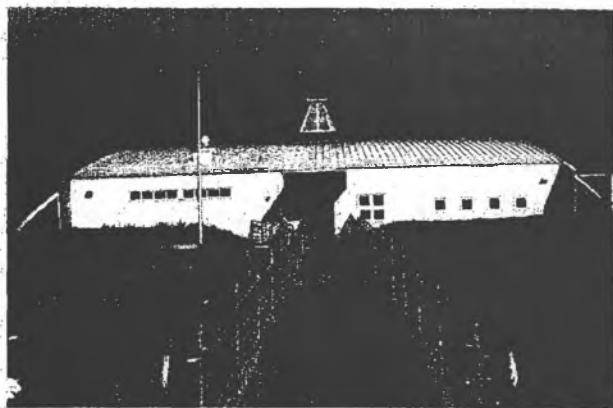
Every Student - Every Classroom - Every Day

Where are we



Schools

98% Alaska Native

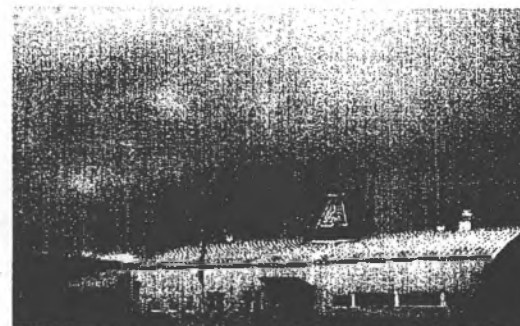


Tuluksak K-12
145 students



Akiak K-12
112 students

Akiachak K-12
197 students



Community School Partnership



Yup'ik Dance Class



Yup'ik cooking



Welding Class



School Lunch

Intervention Plus

State Department Support
DEED

Content Support Specialist (CSS)

- Highly qualified
- Competent educators
- Average 1-2 days each site (monthly)

Trustee

- Retired Superintendent
- competent educator
- Up to 10 days monthly between 3 sites and district office

Challenges

Housing



Teacher Retention

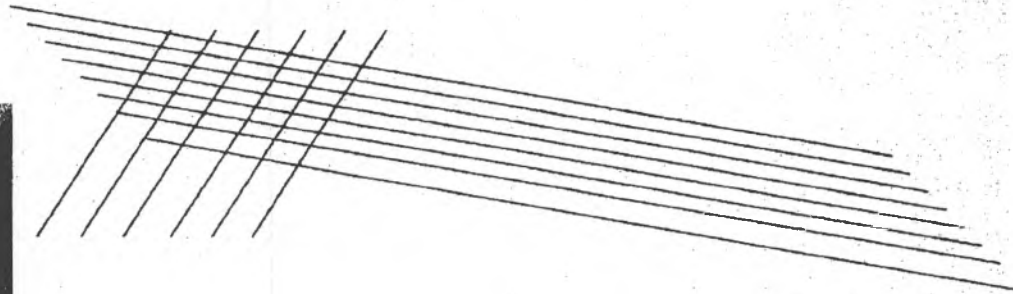
Graduation Rate



AYP status

Drop out rate





District Initiatives

Our Future Leaders (OFL) home based preschool program for children ages 0-3 (focus on early literacy)

Adoption of research-based reading program for grades K-6

Summer orientation program for new teachers

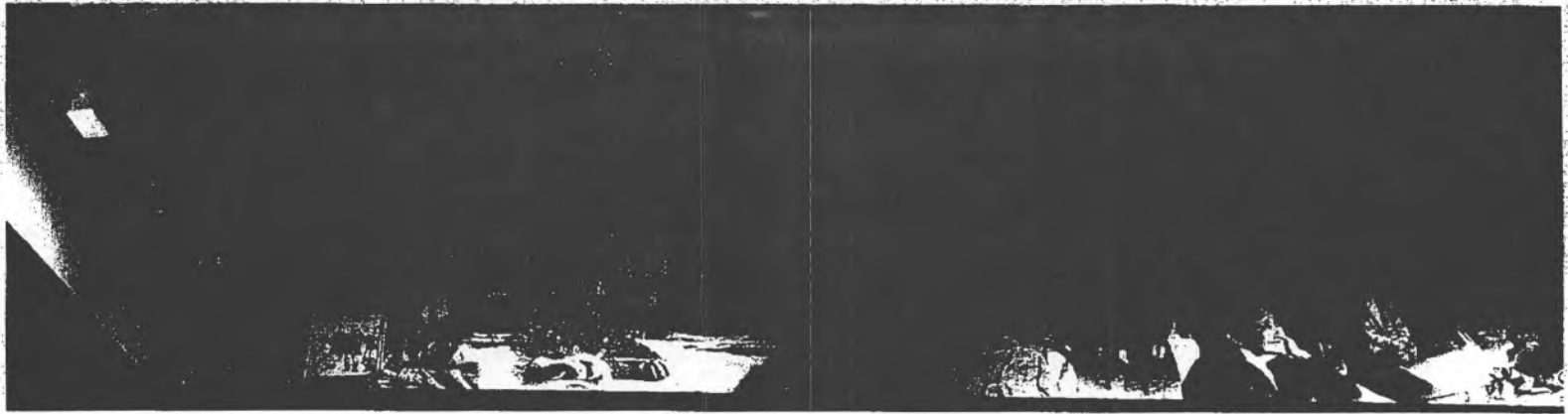
School Improvement Grant

ExCELL project (Expediating Comprehension for English Language Learners)

High quality professional development for all staff

Partner with AKPIRC (Alaska Parent Information Resource Center)

Pilot STEPP (Step Towards Educational Progress and Partnership)



School Improvement Grant

Extended Day: Academic subjects with Yup'ik Culture as the context

Chugach School District's Voyage to Excellence (*program partnership*)
connecting today's curriculum to tomorrow's dreams

Professional Development providing skills that will assist teachers
in the diverse student learning styles of the Yup'ik culture

Retreats where collaborative relationships are modeled for a
foundation for district and site professional learning communities

New Teacher Orientation summer intensive
cultural immersion program to prepare teachers for
the upcoming school year

Tuition Reimbursement to build local staff capacity

Staff Retention/Recruitment Video to help us hire the RIGHT people

Math in a Cultural Context training--a program created for Yup'ik children

Change

Agent for

Meaningful,

Sustainable

Reform

Mission Statement

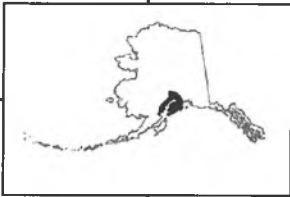
The Mission of the Yupiit School District,
working with Yuuyaraq as a foundation, is
to ensure all children are successful and
able to learn and succeed in any
environment.



Howard Diamond
Superintendent
907-825-3601

Kim Langton
Assistant Superintendent
907-825-3602

Diane George
Assistant Superintendent
907-825-3604



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent

Dr. Steve Atwater, Superintendent of Schools
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

August 23, 2011

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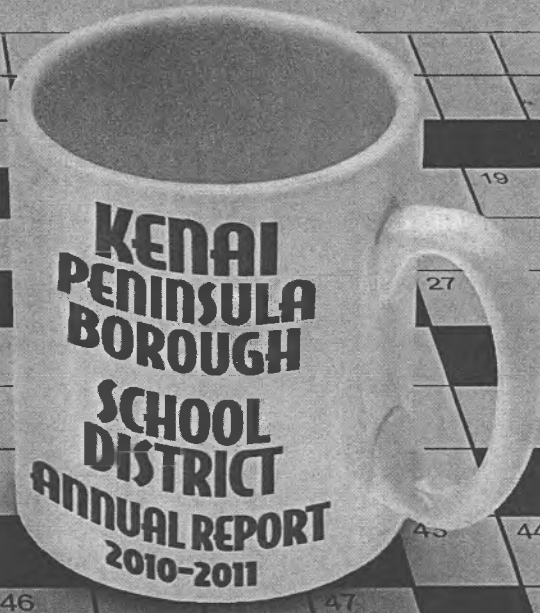
Representative Alan Dick
Alaska State Legislature
State Capitol Room 104
Juneau, Alaska 99801

Dear Representative Dick:

Enclosed is the 2010-2011 Superintendent's Annual Report to the Board of Education and the Kenai Peninsula community. The report outlines some of last year's achievements made by our staff, district, and students. We continue to be proud of our accomplishments and positive direction of the District. As always, please feel free to contact me with questions.

Sincerely,

Steve Atwater, Ph.D.
Superintendent of Schools



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Welcome to the Kenai Peninsula Borough School District

Message from the Superintendent

We are pleased to present KPBSD's 2010-11 Annual Report. This publication is our opportunity to step back and review last year's accomplishments and highlights, celebrate our areas of excellence including students, staff and graduates, and share what we are planning for our new school year.

Our challenge to meet the learning needs of all our students is at the heart of what we do. Each school day more than 1,200 dedicated employees work hard to meet this challenge. Although you will see that we are making good progress and that most of our students are doing well, we recognize that more work needs to be done to help every student have success at school. We must do all that we can to ensure that a student's ethnicity, disability, language proficiency or economic status does not predict his or her academic performance. As a way to do this, we are more critical of our instruction, driven by our need to prepare our students for the world of tomorrow.

As we strive to expand our culture of continuous improvement, we work to sustain our effective partnerships that include strong family and community involvement. Together we can help our students take another step toward graduation.

I am honored to serve as KPBSD's superintendent and look forward to working with you in the coming year to do all that we can to make our students' experience at school as successful as it can be.

— Dr. Steve Atwater, Superintendent



Strategic Goals Update

Last year, the District focused improvement efforts on two goals: increase student achievement through collaboration and increase student engagement through effective instructional practices. I am pleased to report that we made progress toward meeting each of these.

Our staff now devotes more time to sharing and analyzing their teaching strategies and, in turn, making improvements to better meet the learning needs of our students. We are also doing more to integrate technology into instruction and are more critically determining when a student is proficient in mastering the taught concept.

When you look at the country's highest performing school districts, you find that they avoid the temptation to endlessly chase the latest education discovery or newest program and instead, relentlessly pursue just a few improvement targets. This year, we will follow this approach by again focusing on collaboration and effective instruction.

We are convinced that by building our internal capacity we will be able to help our students move up the learning continuum. We took this year's first step of improvement in June when teams of principals and teachers met to analyze last year's assessment results.

The teams identified areas of weakness and began planning how to address these deficits. A comprehensive report of our assessment results will be released to the School Board in September as part of the annual Assessment Report.

2010-2011 District Goals

Kenai Peninsula Borough School District

□ KPBSD will... increase student achievement by being responsive to individual student needs through structured collaborative practices districtwide with our richly diverse communities.

□ KPBSD will... increase student engagement by implementing quality instructional practices with embedded, 21st-century skills districtwide.





Sen. Lisa Murkowski meets with the Kenai Peninsula Borough School District Board of Education.

Board President Message

As we move into the new school year, it is important, of course, to look back on where we have been. However, this year it is the intention of the board to look forward to where we would like to be. We are always mindful of the enormous responsibility placed upon us every time a family sends their child to our neighborhood schools. We must also be willing to identify and adapt to the changes that are occurring all around us on a daily basis. During the course of this new year the School Board and the District will be attempting to define and redefine what we consider to be the essence of a successful student — and, by extension, a successful district. We look forward to this very focused effort as well as to another successful year in KPBSD schools.



Joe Arness



Marty Anderson



Sammy Crawford



Liz Downing



Julie Raing, student rep.



Suni Hilts



Lynn Hohl

— Mr. Joe Arness, president
KPBSD Board of Education

Board meeting schedule

2011-2012

July 11, 2011	7 p.m.	Soldotna
August 8, 2011	7 p.m.	Soldotna
August 17, 2011	<i>(Board planning session)</i>	
September 12, 2011	7 p.m.	Homer
October 17, 2011	7 p.m.	Soldotna
November 7, 2011	7 p.m.	Soldotna
December 5, 2011	7 p.m.	Soldotna
January 9, 2012	7 p.m.	Soldotna
February 6, 2012	7 p.m.	Soldotna
March 5, 2012	7 p.m.	Soldotna
April 2, 2012	7 p.m.	Soldotna
May 7, 2012	7 p.m.	Seward
June 4, 2012	7 p.m.	Soldotna
June 5, 2012	<i>(Board planning session)</i>	



Bill Holt

Kenai Peninsula Borough School District Board of Education Goals 2011-12

The Board will...

- ... support the 2011-12 District Goals.
- ... review and revise Board Policy 0210, Goals for Student Learning, by December 2011.
- ... work with the district administration to implement recommendations of the curriculum management audit.
- ... continue to work with the Kenai Peninsula Borough Assembly to develop a long-term funding process to guide the local contribution to the school district.
- ... support and participate in the District Communication Strategic Plan.



Penny Vadla



Tim Navarre

High achievement of students

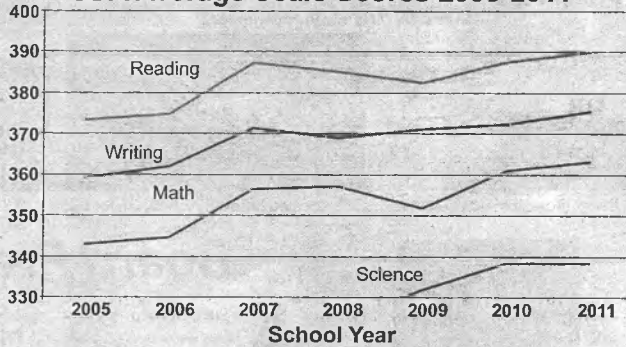
15 Quest programs

The KPBSD philosophy supports a gifted program that provides alternatives for students dependent on their grade level, academic achievement, potential and social/emotional needs. The focus of all services is to help students grow and fulfill their potential with the goal of finding ways to support and advance a student's learning by providing appropriate daily challenges and experiences.

□ **Mind-A-Mazes 2010** was held at Soldotna Middle School on Oct. 9. Sponsored by the KPBSD Quest Program and coordinated by Gail Moore, this problem-solving competition was attended by more than 200 students and coaches from schools all over KPBSD. Student teams demonstrated their solutions to two problems. Students designed and constructed a device using simple machines to meet the challenge posed in the Long-Term Problem. The Spontaneous Problem required on-the-spot planning and teamwork to design and build the tallest structure, using playing cards and paperclips that would support the greatest number of coins.

□ **The 2010/2011 Future Problem Solving competition** included challenges of scenario writing, community problem solving, individual problem solving and team problem solving. The Future Problem Solving program is coordinated by Sara Hepner, the program regional director and a retired KPBSD Quest teacher. The State Bowl took place in Soldotna and included 10 teams from KPBSD, as well as many out-of-district teams. KPBSD Junior and Intermediate teams that won first place are going with their parents or coach to compete in the International FPS Conference in La Crosse, Wis.

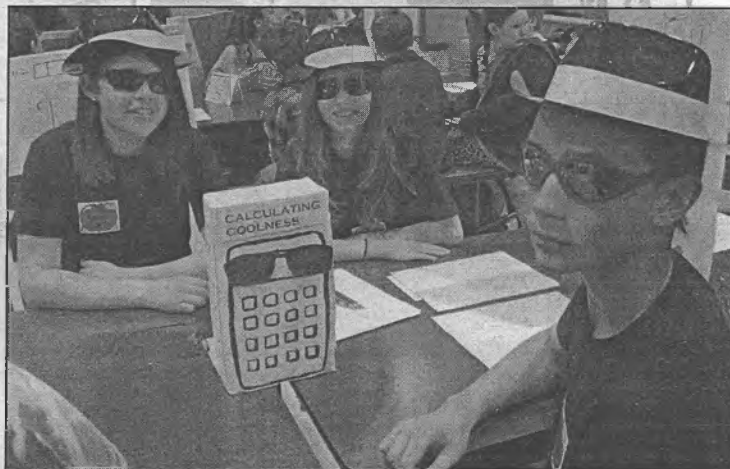
SBA Average Scale Scores 2005-2011



Adding up to fun

35 □ **The sixth annual KPBSD Middle School Math Meet** offered a challenging math experience to 84 students from 10 District schools April 1 at Homer Middle. The math meet, based on the national Math Counts competition format, was coordinated by Sara Reinert, math professor at Kenai Peninsula College's Kachemak Bay campus, and Suzanne Haines of Homer Middle School.

□ **The ninth annual Elementary School Math Bowl**, coordinated by Agusta Lind, took place May 5 at Seward Elementary School. Thirty-three teams of four to five students each, in grades three to six, tested their skills. The math bowl consists of three components: Math skills — problems that require a strong knowledge of basic math; team problems — multi-step word problems; and a lightning round. An honorary adult team, the Golden Numbers, consisting of Superintendent Dr. Steve Atwater and School Board members Bill Holt and Lynn Hohl also competed.



The "Calculating Coolness" team competes in the ninth annual Elementary School Math Bowl on May 5 at Seward Elementary School.

48

Kenai Peninsula Native Youth Leaders

56 Sixteen 10th- and 11th-grade students from across KPBSD were selected to begin the development of the Kenai Peninsula Native Youth Leaders (KPNYL) program during the 2010-11 school year. The focus of the council is developing leadership skills, providing for community service and establishing contacts with other youth across the state.

The group was tasked with the development of their vision statement, bylaws, constitution and goals, as well as election of leadership. They gathered four times during the school year and were involved in a number of leadership activities. By attending Close-Up in Juneau, they had the opportunity to meet with leaders of the Kenai Peninsula Borough, as well as members of the Alaska Legislature, Gov. Sean Parnell and the leadership



KPBSD Native Youth Leaders students meet with Speaker of the House Mike Chenault, R-Nikiski, during a Close-Up trip to Juneau

of the Alaska Federation of Natives.

KPNYL members presented to the Title VII Parent Advisory Group, the KPBSD Board of Education and created a recruiting presentation that will be used at the beginning of the 2011-12 school year to encourage more KPBSD Native youth to join the council.

Five members will be involved in leadership opportunities during the summer, including a leadership institute at the University of Alaska Fairbanks and Close-Up in Washington, D.C.

In 2011-12 KPNYL plans to kick off the year with a membership drive. Council members will visit KPBSD schools to meet with students interested in becoming a part of this leadership group.

Schools score points in state sports

Baseball

State Championships

Soldotna High — tied for seventh place

Basketball

Class 4A girls state tournament

Soldotna High — tied for seventh, Academic Award (3.74 GPA)

Class 3A girls state tournament

Seward — fifth place, Academic Award (3.79 GPA)

Class 3A boys state tournament

Seward — fourth place

Class 2A girls state tournament

Seidovia — sixth place

Cross-Country

Running

28

1-2-3A state girls championship

Seward High — second place

1-2-3A state boys championship

Seward High — second place
Miles Knotek, Seward, fourth place
Brett Chase, Seward, sixth place



Class 1-2-3A Boys

State Championships

Seward High — first place
Seward High — 1,600 relay and 3,200 relay champion
Austin Gillespie, Seward, 400-meter dash champion
Andrew Buchanan, Seward, 300-meter hurdles

Class 1-2-3A Girls

State Championships

Tessa Adelmann, Seward, shot put champion



Volleyball

3A championships

Seward High School — fifth place, Academic Award (3.63)

Wrestling

Class 1-2-3A state tournament

Nikiski — second place
Voznesenka — Sportsmanship Award
Joe Martishev, Voznesenka, 140-pound champion
Kaden Spurgeon, Nikiski, 145-pound champion

Class 4A state tournament

Hope Steffensen, Kenai, 103-pound champion
Auston Tennis, Soldotna, 145-pound champion
Mitch Wyatt, Homer, 171-pound champion

31

32

Football

Small-schools championship

Soldotna High — champion, Academic Award (2.91 GPA)
Kenai Central High — runner-up
Homer High — tied for third, Sportsmanship Award



35

Nordic Skiing



State skiing

Bree Mucha, Soldotna, 10th-place, 7.5-kilometer classic
Brett Chase, Seward, second Class 2-3A skiers
MacKenzie Barnwell, Seward, second, Class 2-3A classic skiers;
third, Class 2-3A freestyle skiers

48

Soccer

Girls state championships

Soldotna High — tied for seventh

Softball

Small-school state championship

Homer High — runner-up, Academic Award (3.46 GPA)
Soldotna High — fourth place

Swimming

State swimming and diving championships

Kenai Central High women — Academic Award (3.91)
Ryan O'Leary, Seward, men's outstanding swimmer; first place 50-yard freestyle; and first place 100-yard freestyle
Winter Heaven, Kenai, first place 200-yard freestyle; and first place 100-yard butterfly



Track and Field

Class 4A girls state championships

Kenai Central High — Academic Award (3.89 GPA)

Class 4A Boys State Championships

Tyler Spalding, Kenai, high jump champion, triple jump champion, discus champion

KPBSD students shine

□ **Hannah Watkins**, a 2007 Kenai Central High School graduate, has been selected as a 2011-12 Fulbright Scholar providing the opportunity to study, teach and conduct research abroad. She is one of only 35 scholars selected from a national pool of 700 applicants.



Hannah Watkins

Hannah attends the University of Rochester, majoring in biomedical engineering with minors in biology and chemical engineering. She will study at the Institute of Biomedical Engineering at Imperial College in London, and will continue her research focus on delivery methods of chemotherapy.

□ **National Merit Semifinalists*** — KPBSD had three students qualify as semifinalists in the 56th annual National Merit Scholarship Program for 2011: Alder Fletcher, senior at Homer High School; Ari Bennett, senior at Nikiski High School; and Angela Ramponi, senior at Soldotna High School.

□ **AP Scholar Awards*** — Ten KPBSD students earned 2010 AP Scholar Awards, from the College Board's Advanced Placement program. About 18 percent of the 1.8 million students worldwide who took AP Exams performed at a sufficiently high level to also earn an AP Scholar Award.

□ **AP Scholar with Distinction Award*** (scored at least 3.5 on a five-point scale on all AP exams): William McDermid, Soldotna High; and Jason Baird, Homer High.

*(Names reported from 2010-11 school year)

□ **AP Scholar with Honor Award** (scored at least 3.25 on all AP exams) — Alexander Kauffman, Soldotna High; Mark Walsworth, Homer High; and Tyler Wentz, Homer High.

□ **AP Scholar Award** (scored at least 3 on all AP exams): Jenna Jensen, Soldotna High; Angela Ramponi, SoHi; Jasmine Woodland, SoHi; Benjamin Blue, Homer High; and Corinne Ogle, Homer High.

Meeting student needs



28

Curriculum Management Plan



2

KPBSD has begun work on a comprehensive Curriculum Management Plan that provides the structure to ensure quality control of the curriculum and instructional process. The plan will help KPBSD obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable. It will also provide a strong directional focus for instruction to facilitate the design, delivery and assessment of the curriculum.

We have policies in place that guide development, selection and adoption of major instructional materials. Future policies will provide guidelines for implementing, evaluating and revising the District's written curriculum for all content areas of instruction. Our work will also create the expectation and the context for well-articulated curriculum documents that contain aligned assessments to provide equity of instruction across the District.

The Curriculum Management Plan conveys the intent of the School Board and District leadership that guides the development, scope, alignment and evaluation of the written curriculum in all subject areas. The plan will link the budgeting process and outlines cyclical curriculum examination to assure students matriculate through the educational system prepared, upon graduation, to meet varied life roles.

3



Response to Intervention

KPBSD uses the Response to Intervention (RTI) model to identify students of greatest need in specific academic areas. RTI is the practice of team review of student achievement data to identify needs for researched-based interventions that are implemented during the school day. This provides additional time and specific support for students to catch up academically in the identified area of need.

Frequent progress monitoring allows the team to reevaluate data and make decisions about focused changes to the supports provided, and to monitor success. The time and support needed for each student is adjusted based on student progress and targeted to meet the academic deficit. Maximum learning occurs when student deficits are specifically addressed. Many of our schools employ an interventionist who facilitates academic interventions and progress monitoring. Results show students are catching up.



Catching problems and addressing them early helps advance student success.



4



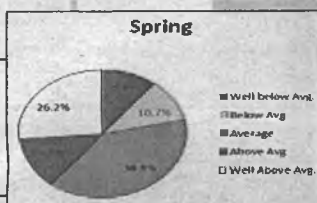
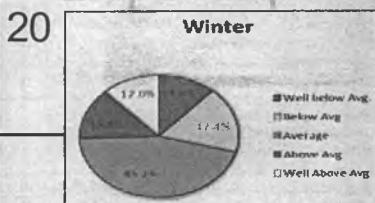
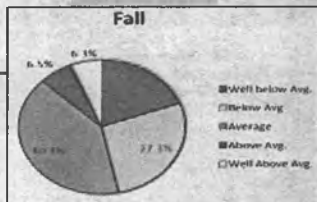
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1

2 S T A

5 **2010/2011 math computation data from Aimsweb**

Note: The target changes each period. Students must make annual growth plus catch-up growth for sections to change.



Technology impact



With KPBSD's recent efforts to provide additional technology equipment to all schools also comes an increased emphasis on active student learning. Within the past two years, KPBSD has placed 374 SMART Boards and added 617 new computers in classrooms, bringing the total computers in the District to about 6,800.

The additional technology has resulted in teachers having the ability to prepare lessons based on real-time current facts, resources and news, as well as tools to integrate resources, such as visual media, into daily learning experiences. These tools also support student interaction and control over their own learning as they team with their teachers in exploring supplemental resources that are available to support the District-approved textbooks and materials.

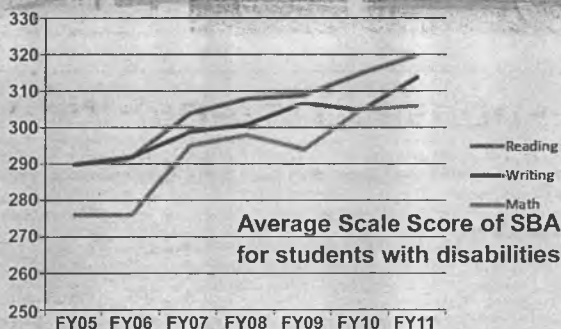


Professional development is an integral component of implementing any new technology. KPBSD strives to ensure that teachers understand the scope of the technological tools and the importance of establishing time to explore learning with their students, rather than using that valuable time to plan teacher-driven lessons.

Special Education

The KPBSD Pupil Services Department believes that all students will reach their individual potential to be productive, life-long learners, who possess strong social skills and are healthy members of our community. KPBSD Pupil Services provides a solid educational experience to all pre-kindergarten through 12th-grade students needing specialized services in our 44 schools. We are committed to using evidence-based instructional practices and programs for all students in need of academic intervention.

Yearly, students with disabilities in KPBSD continue to make strong gains on the state standard-based assessments and rank at or near the top among all school districts in Alaska. We believe in developing strong partnerships with our families and community organizations in order to achieve positive student outcomes.



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Portraits of our personnel

MaryLynn Barnwell, fifth grade, Seward El



As MaryLynn Barnwell knows, the standards of good teaching can be applied anywhere — in Seward, Bristol Bay, Venezuela or the Caribbean. Yet for Barnwell, one of those standards is all about the specific location you're teaching in.

Barnwell is integrating the iTREC! (Iditarod Trail in Every Classroom) place-based service-learning program into her fifth-grade classroom at Seward Elementary.

"The important part is taking what's in your local environment and using it as a basis of instruction for your students and being part of a bigger thing that they feel very strongly about."

taking it a step farther, utilizing all your community partners and giving back to them in some real, meaningful way," Barnwell said. "And I totally believe in that. Kids can relate to their environment because they live there, and then you take it to being productive in the community, so that's really powerful."

Two years ago Barnwell's class toured around Seward, studying the environment to choose an area they could help enhance and protect. They chose Scheffler Creek, a salmon stream running from Mt. Marathon Bowl toward the boat harbor and along the original Iditarod Trail. Except the stream didn't have many salmon in, so the class set about learning why.

"Once a month we walk over and collect water-quality samples. We also do observations and pictures and pick up garbage and keep it clean," Barnwell said. "They really, really like being outside. They really like being involved and taken seriously. I think any one of my students could tell you what good water quality is and what's supposed to be in a salmon stream and what shouldn't be. The most powerful point is they're learning how to contribute to society. They're really being part of a bigger thing that they feel very strongly about."

Barnwell certainly knows about bigger pictures in education. She's done adult nutritional education while working with social services in the Aleutian and Pribilof Islands; she and her husband, Robert, taught for four years in Venezuela; followed by a year of home schooling their three daughters while traveling the Caribbean on a sailboat. In 2005 they moved back to Alaska for jobs at Seward Elementary, with Barnwell teaching fifth grade and her husband teaching sixth.

She especially likes teaching kids to learn about their local community and environment. With iTREC!, there's no end to that lesson.

"I've got that project mapped out for the next 10 years," Barnwell said.

Wally Hufford, speech

pathologist, Nikiski North Star El.



Reading, writing, math, science — those are all important platforms of education from which students launch into learning. But with students facing hurdles in communication, it can be a stumbling block keeping them from reaching the levels of achievement they otherwise could.

That's where Wally Hufford comes in. As a speech pathologist, Hufford helps students address challenges with communication early on, so they can set off on a lifelong trajectory of success.

"I just love it when kids get the sound they've been working on for months. It all of a sudden comes to them, they can tell they're doing it correctly now and you can tell they feel so great about it," Hufford said. "That's something a student will take with them for the rest of their life, and it's something I helped them with, so I like that."

Hufford just finished his 25th year as a speech language pathologist for KPBSD having worked at Tyonek, Nikiski Elementary, North Star Elementary, Nikiski Middle-High School and Kenai Middle schools. Currently he's at Nikiski North Star Elementary. He grew up in Wyoming and Montana and got a master's degree in speech pathology.

"I kind of knew right at that time that this was for me. I thought that it was a good way to help people live better lives, which is important to me," Hufford said. "Communication is vital to our happiness as human beings. The better we are at it, the happier we are. I think."

Hufford came to work for KPBSD after graduate school and got hooked on Alaska. He met his wife, Elizabeth, who retired from teaching two years ago. They have two daughters, Laura, who is entering ninth grade at Nikiski Middle-High School, and Emily, who is entering third grade at Nikiski North Star.

Hufford said it's his goal to do more than just his job, and he finds many ways to contribute to the culture of his schools, like leading various clubs, such as fly-tying, snowshoeing and bird watching. At Nikiski North Star he helped implement the Character Counts program.

"You become a real part of the building and community where you work and live and what not. To that end I've tried to do a lot of different things over the years in addition to my regular job," he said.

Debbie Tressler, head secretary, K-Beach El



Debbie Tressler's position as head secretary at Kalifornsky Beach Elementary School may not change from year to year, but her job is never the same.

"The most rewarding thing — and I know it's cliché — is the kids, because your job is never boring. Everybody has things about their job that are so mundane, that you do over and over, but with kids they always change, and you're always learning. The kids are always showing you something you didn't know," she said.

The tradition of "Friday hugs" has become a special high point in her week, where Bill Vedders brings his third-grade class to the office to visit.

"That is really cool. One little girl this year told me, 'You're like everybody's mom.' You can't replace that kind of stuff. And that was just this year. I have 19 years

of this. I can't imagine not working around children," she said.

Each year holds new lessons. One she learned long ago is to never pigeonhole kids, because they have endless capacity for growth and surprises.

"When you watch a kid come into kindergarten and just cannot behave. Then you see him in fifth grade and he has become this intelligent, well-behaved, fun, maybe a little eccentric kind of kid, and you like to see him every day. To see them grow, that's pretty good stuff," she said.

Seeing the future unfold and adapting to it is one of the interesting challenges of the job, but Tressler aims to preserve a perspective on the past, as well. Tressler grew up in the Kasilof area and graduated from Kenai Central High School, moving to the central Kenai Peninsula here when she was 9. She moved back after a few years of college with her husband, and was drawn to work in the school District, since her mother had worked there for years before.

She got certified as a substitute secretary in the early 1980s. Her first several years with KPBSD involved being a substitute secretary at KCHS, in central office and at the warehouse. In 1992 she hired on as a part-time secretary at K-Beach and moved up to the head secretary position in the mid-1990s.

"I just think that a lot of us get focused on the negative sometime, because there's so much negative out there, but I want people to know good things are happening. We have great kids. There are really neat kids in school, and they're going to be neat adults. Positive things are going to happen in the world. If we could all focus on that a little, I think we'll all feel a little better," she said.

Matt Walton, English, SoHi



The day Matt Walton stops learning is the day he'll stop teaching. After 16 years teaching English at Soldotna High School, it's clear that retirement will get him before a lack of learning ever does.

"I always find myself learning new things, and my greatest instructors have been my students," he said.

Though his first year teaching, in Phoenix, Ariz., in some respects was his most memorable, his time in Soldotna has been his most enriching. After college in New Mexico and a year teaching in Arizona, he and his wife, Patricia, knew they wanted to get back to Alaska — Walton grew up in Anchorage — to raise their son, Ryan, now a commissioned lieutenant in the Air Force, and daughter, Sarah, a student currently on the dean's list at Kenai Peninsula College. He got a job at Soldotna High School in 1995.

Walton likes a challenge, both to himself and his students. None of his freshmen or sophomores can pass the first semester of his class without first earning a 90 percent on a specific grammar test.

"I've never had a student not pass — eventually. They might say a D is passing. Not in my book. You set that bar high and they'll achieve to that bar. If you set it low, they'll aim for low and they'll settle for low. So raise the bar and they'll get there," Walton said.

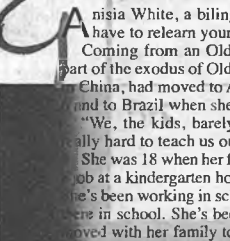
His particular forte is teaching students with disabilities or who have struggled in academics for one reason or another.

"As a teacher, you learn there's nothing you can't teach, and there are no students who can't be taught. You just have to find a way that works for them. In turn, though, I have to admit that these amazing kids have taught me even more: perseverance, courage, and creativity in both teaching and learning," Walton said.

He's created extensive web pages and online tutorials that students, parents and other teachers can access anytime they need extra help or a new way to look at information. Technology makes that type of replication possible — it literally puts both teaching and learning at everyone's fingertips.

"You're building something and adding to it and revising it and you're constantly asking yourself, 'How can I make this better?' I think the day I quit asking myself that question is the day I say, 'I'm done,'" Walton said.

Anisia White, bilingual tutor, Voznesenka School



Anisia White, a bilingual tutor at Voznesenka School, knows what it's like to have to relearn your native language while learning a new one.

Coming from an Old Believer family, her first language was Russian. But as part of the exodus of Old Believers from Russia seeking a new home, she was born in China, had moved to Australia when she was 1 year old, to New Zealand by age 12, and to Brazil when she was 12.

"We, the kids, barely spoke Russian by then, even though our parents tried really hard to teach us our native language at home," White said.

She was 18 when her family moved to Oregon. When she was 21, in 1979, she got a job at a kindergarten home school, which provided an opportunity to get her GED. She's been working in schools ever since, though it was part time while her five kids were in school. She's been at Voznesenka School since just after it opened, having moved with her family to the Old Believer village on the southern Kenai Peninsula

20 years ago. Her husband, Stan White, retired from teaching at Voznesenka School, and one of their sons, Essia, is moving into his dad's teaching position.

"I like working with the kids, and I see the need for it," she said. "It's changing now. In the past, at home they mostly spoke Russian and they'd come to school and they'd be confused learning English. But now they come from homes where they speak more English, but the thing is they're picking up the English language kind of from siblings, from watching TV or radio, and when they're speaking it they don't learn it the way they should. When they're talking in the schools sometimes it seems like they've understood everything, but when you really start talking to them in their own language, you realize how much they have actually missed."

White is a proponent of culturally diverse students having a solid start in Russian — or whatever their native language — as well as learning English in school.

"I find that when the kids are stronger in their native language, when they start to learn the second language, that comes to them much easier," she said. "They build a foundation on something solid. Everything on top is easier."

Graduating to new horizons

Coty Beck

15 Football took Coty Beck away from Seward; family brought him home, and now he's considering where in Alaska he'll touch down next.

Born in Minnesota, Beck grew up in Seward, graduating from Seward High in 2006 after being active in basketball, wrestling, soccer and football. He wanted to play college ball and attended Valley City State University in North Dakota, bouncing around a bit before he settled into a major.

"Initially I actually went into fisheries and wildlife. I took the first class and all they talked about was ducks and geese and I got kind of bored. I was more into the fisheries part," Beck said.

Next he tried business classes. "Punching numbers wasn't my best thing, I didn't find it too interesting," he said.

Then he tried education — his mother, Angela Hammer, has been a teacher for more than 20 years. He graduated in 2010 with a degree in elementary education and a minor in physical education. Then it was home to Seward, where he hoped to find a job, but knew he'd find his family and the landscape he loved.

"I missed Alaska. Out in North Dakota I saw flat land," he said.

In Seward, Beck and his girlfriend, Jean Garcia, have plenty of family to help raise their new baby, Landen Beck. Most of her aunts, uncles and cousins live in the area, as do Beck's mom, Angela Hammer, his stepfather, John Grimes, and Beck's brother, Dylan Beck (Seward class of 2009), who is completing a primary arts degree from AVTEC. Beck and Garcia knew each other from elementary school. She moved, and they reconnected when she came back to Seward a summer after she graduated high school in 2006.

Beck was hoping for a teaching position in KPBSD,



Coty Beck, Jean Garcia and Landen Beck.

but hasn't yet landed one.

"I applied to most of positions here on the peninsula, but my first year right out of college, it's tough. There were 89 applicants for the position in Seward. That gives you a little bit of a picture of how hard it is," he said.

Beck recently landed a job as the recreation coordinator for the Mountain Haven senior citizens center. It's a good opportunity to use his skills and he's looking forward to the job, he said. Garcia will graduate college in December with a teaching degree. In the future the two hope to find positions as a teaching couple. Beck would like to end up working with primary grades.

"I like to see the progress that they make. You see someone who's at a certain level and you bring them up to where they should be at, and even beyond that. I think, with the younger kids, you can see the progression even more," he said.

Whitney Schollenberg

Whitney Schollenberg's life since graduating from Ninilchik School in 2003 is inextricably intertwined with an array of friends and family, which is fitting, considering how important personal ties are in her life.

"I am definitely a small-town girl. We call Anchorage a big city. Growing up in a small town, having the community feel and really having your family here, not everybody has that, with grandparents, aunts, uncles, cousins and everybody here. We had the opportunity here to do a lot of things that not many families get to do. We basically spend half our lives on the beach (her dad is a fisherman). That's something you don't get everywhere."



Schollenberg, daughter of Dan and Jamie Leman and sister of Tasha Boin (Ninilchik Class of 2000) and Krista Leman (Ninilchik Class of 2007), was a prominent basketball player at Ninilchik School, and went on to play for the Seawolves at University of Alaska Anchorage.

She transferred to Eastern Oregon University with her boyfriend since high school, and now husband, Jason Schollenberg (Ninilchik Class of 2004). A big draw was continuing her Ninilchik basketball roots, playing with her cousin Amanda Matson (Ninilchik Class of 2004).

An injury her senior year kept her off the court, but she was involved in sports in other ways. Since college she's been an assistant high school basketball coach, played city league basketball and softball and hopes to coach again.

"Sports have always been a big part of my life. It there's one thing that's going to be part of my life forever, it's sports in some way shape or form. And family," she said.

All three graduated from EOU in 2008, with Schollenberg obtaining a bachelor's degree in media arts with a minor in business. T

The Schollenbergs moved to Anchorage, where Jason is a surveyor with Edge, and Whitney works for the CIRJ Foundation as a program assistant, helping students navigate the scholarship process. She can certainly relate.

"It's all about the work you put into it. Going to college doesn't just pop into somebody's lap. If you want to go to college or vocational school, there're resources out there to help you. If you want to go, you need to go do it, make it happen," she said.

The Schollenbergs would like to move back to Ninilchik to be closer to family one day, especially when they have their own additions to the clan.

"I really think that you need to make the most of where you are because sometimes, being from a small town, it has its perks and it has its downfalls. You need to decide which way you're going to go with it. You need to make the most of it," she said.

watershed scientist for the Kenai Watershed Forum.

Although people from Outside may consider Alaska an exotic locale, these two wanted to put their international studies to use somewhere new to them. Peterson accepted a position with the U.S. Foreign Service in Kigali, Rwanda. He is an information management specialist for the U.S. State Department inside the U.S. Embassy in Rwanda, where he supports classified and unclassified communications, including radio, phone, mail and computers. By working at a small post, Peterson has been able to participate in projects to promote U.S. exports to Rwanda and serve as the resident telecommunications policy officer.

McCard is the deputy operating officer at Manna Energy Limited, an international business that develops sustainable technologies to improve environmental and public health conditions for impoverished communities around the world. She works mostly from home, managing day-to-day operations of the company's Rwanda office, including financial matters, liaising with U.S.-based management and public relations. She said she enjoys working on projects like utilizing solar energy to purify drinking water and designing efficient cook stoves because it allows her to mitigate the impacts of climate change while simultaneously improving the quality of life for Rwandans.

They have been in Rwanda for about two years and the experience has not failed to expand their horizons.

"Our house is on a typical African dirt road featuring a steep driveway that's luckily ice free year-round. Rwanda has nearly perfect weather all year," McCard said.

In October, the couple will transfer to Brasilia, Brazil. "This career path fits us well because of our love to travel," McCard said. "We both had teachers during our KPBSD academic studies that encouraged us to push our boundaries and follow our passions."

Jennifer McCard, Alex Peterson



Attending the University of Southern California in Los Angeles was a significant culture shock for Alex Peterson and Jennifer McCard, having grown up in Soldotna. After that, the jump to life abroad for this married couple was not such an intimidating leap.

Peterson graduated from Soldotna High School in 2003, and McCard in 2001, and both attended USC. Peterson graduated in 2005 with a degree in international relations and a minor in business, and McCard in 2006 with a degree in environmental studies and a minor in international relations. The couple returned to Soldotna, finding positions mirroring their interests. Peterson worked in the information technology department at KPBSD, and McCard was a

Katie Bauer

Out of everything Katie Bauer learned in high school — a science and math background, and emergency medical technician experience, for example — she gained a work ethic that is even more applicable.

56 Bauer graduated from Homer Flex School in 2007. She brought a self-directed work ethic to her secondary schooling developed from being home schooled most of her education, by her parents Adam and PJ Bauer, of Homer. She attempted Homer High School and realized it wasn't a good fit for her, and gravitated to the most personalized opportunities of the standards-based Flex program.

"I think Flex is a great school. If you are the kind of person who knows you want to go to college, Flex will definitely help you achieve that," Bauer said. Graduating at the top of her class, she qualified for University of Alaska Scholars program and used it



Photo courtesy of McKibben Jackinsky, Homer News

to further her training in the health care field. "I became a volunteer EMT in Homer when I was 17. It was a way of volunteering in the community," she said.

She split her schooling between Kenai Peninsula College Kachemak Bay Campus and the University of Alaska Fairbanks, and graduated as valedictorian of KBC in 2011 with an associate of arts degree and an associate of applied science degree in paramedicine.

In checking out advanced-track nursing programs across the country, where she can take her clinical hours from her paramedic degree and apply it to a nursing degree, Florida had immediate appeal.

She plans to spend the next two years obtaining a bachelor's degree in nursing while her husband, Daniel Turner, who graduated from Homer High School and from the University of Alaska with an associate of applied science degree in municipal fire control, works as a firefighter. Long-term, Bauer would like to become a neonatal intensive care nurse and expects that she and her husband will end up back in Alaska.

For now, though, she's excited to getting the most out of their time in Florida. "I'm looking forward to living next to Walt Disney World," she said.

12 13 14 Central to the Community

Partners in growth

The primary purpose of school buildings in the Kenai Peninsula Borough School District is to facilitate the education of the youth of the peninsula, but that is far from the only purpose they serve.

The buildings have a much broader life, enhancing the quality of life and functionality of the communities in which they are located. Through partnerships with governments, nonprofit organizations, churches, businesses, public safety agencies and other entities, school facilities are utilized for gatherings, recreational activities, community education, trainings and workshops, arts and cultural events, and even as Red Cross-designated shelters in case of emergencies.

Especially in smaller towns, schools can be among the most centralized, heavily used buildings in a community. Often they are the only facilities large enough to accommodate communitywide events and gatherings — such as festivals, concerts, meetings or even funerals. Schools also can be the only facilities outfitted with specialized equipment or technology — like swimming pools, theaters, computer labs and basketball courts. As such, community members, even without any kids in their lives, still feel a sense of connection and ownership in their local schools.



Rugby is one of many activities offered by Soldotna Community Schools at Soldotna Middle School.

Community Schools

Soldotna Community Schools and Homer Community Recreation are thriving education and activity programs that offer much-needed enrichment and learning opportunities. The Soldotna program is over 30 years old and holds 60 to 70 classes each winter and spring session in arts and crafts, sports, conditioning and other physical activities, technology, fishing, cooking and about anything else community members would want to learn or teach.

It's run through the city of Soldotna, but simply would not exist as extensively as it does without the use of KPBSD facilities, said Carmen Triana, program director.

"Without the schools, it would definitely mean the program wouldn't look at all like this," she said.

Most programs are held at Soldotna Middle School, with others at Skyview and Soldotna high schools.

"We use everything, from the gym to the home economics room, the computer lab, the library. One of the coolest things about using a school is you've got these great buildings that have these really specialized rooms. To be able to open a building like that up to the community is huge. You can have a community computer class and actually have a computer for each student to use," Triana said. "The partnership makes it possible for us to develop a lot higher quality of a program with a lot lower funds necessary. What I'm really passionate about is about how cool it is that we can use a building like that and have the whole community benefit."

In Homer, the community recreation program offers over 120 programs a year, with over 3,000 participants and over 80 volunteers putting in over 2,300 hours of volunteer service. Most programs are recreational, held at Homer High or Homer Middle Schools. Of the 3,038 participants in 2010, 1,292 were youth, said Mike Illg, program coordinator.

"In Homer, we don't have a teen center. We don't have a recreation center. There's a history of the high school as a community center where so many things are happening, which is why we have a lot of support and a lot of participation," Illg said.

"Not every single School District student participates in school activities or sports or teams, so we offer casual recreation opportunities. And we all know the benefits of why we need to keep our youth active and healthy and busy, so we have been filling a need for over 35 years that this program has been around."

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Ninilchik Pool

In the central Kenai Peninsula, a portion of Ninilchik School unites all ages of the surrounding area.

"If the pool weren't open there would be an outcry," said Ginny Johnson, pool manager. "We're just open for anybody who wants to come in. In the winter it's boring around here so, we have lots of swimmers coming in."

Her regulars are "the mafia," as they call themselves — a group of senior citizen ladies who come in for regular exercise sessions, with water aerobics taught by a 92-year-old instructor.

"She tells me, 'That's the only thing that keeps me alive.' I have to get to work and keep the pool open — Maxine will die," Johnson joked.

The Ninilchik Traditional Council sponsors a preschool swim program and free, after-school swim once a week that is always packed. It's used by Alaska State Troopers for water-rescue trainings and by SCUBA divers working on their licenses. Babies are baptized in the pool, home-school students use it for physical education, and all Ninilchik School students are well-versed in swimming skills and water safety, including kayaking and canoeing classes, and a junior high marine tech class where students practice survival suits and practicing what to do if they're on a sinking boat.



"A lot of kids and adults around here fish in the summer," Johnson said. "The pool is the hub of our community."

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Kasilof Public Library

Residents of Kasilof, Clam Gulch, Ninilchik and points south looking for a good book to take home or the newest issue of a magazine to flip through may take it for granted that they'll have to drive to Kenai or Soldotna to find a library to suit their needs.

They'd do well to check that assumption, and check out the Kasilof Public Library.

"Some people don't know we're here, but we're trying to change that," said librarian Katja Wolfe.

Located inside Tustumena Elementary School, the Kasilof Public Library boasts a collection of books, magazines, graphic novels and audio books in a variety of genres.

With the exception of a few campgrounds in summer, the Kasilof Public Library is also the local area's only source of public wireless Internet access.

"We're getting more and more people coming in just to use the Internet, either our Wi-Fi, or one of the three public computers. We're also hoping to have a few more computers for people to use," she said.

The library hosts monthly classes, events and community meetings. It also participates in the inter-library loan program, so even if it doesn't have a title, Wolfe can get it upon request for free. Though serving the educational needs of the school is the first priority, keeping up with the community is a close second. Dozens of new titles are added monthly.

"Some are purchased by request. I purchase some that are on various best-seller lists, and I read several reviews. I have a pretty good idea of what people here like," she said.

KPBSD makes good sense

Economic impact

A new study assessing the economic significance of the Kenai Peninsula Borough School District on the Kenai Peninsula Borough has found that KPBSD adds up to a sizable effect on the borough economy. Findings indicate that for each School District job, 0.43 jobs are created in the borough through indirect and induced economic activity. The study also determined that for every dollar of School District payroll, 30 cents of additional payroll is created in the borough.

The Institute of Social and Economic Research (ISER) of the University of Alaska Anchorage (UAA) conducted the study, based on an Alaska-specific input/output model created by Dr. Scott Goldsmith of ISER and using data from the fiscal year 2010 budget. Kim Pitney, of the Office of Undergraduate Research and Scholarship at UAA, created a poster of the findings, which is available through KPBSD for anyone interested in more information.



Programmatic Staffing

Programmatic Staffing was implemented starting in fiscal year 2009, after the Alaska Legislature enacted changes to the funding formula to better support education and help address funding inequities affecting KPBSD and other school districts.

Rather than adjust only the pupil/teacher ratio, KPBSD created targeted programs that were implemented with the expectation they would be evaluated and adjusted depending on effectiveness.

Changes included an increase in staffing at middle and high schools for electives, such as vocational education, creative/practical arts, foreign languages and credit recovery; reduction in the high school counselor/pupil ratio; addition of intervention staff districtwide for kindergarten through eighth grade; and implementation of the Read 180 program at all middle schools.



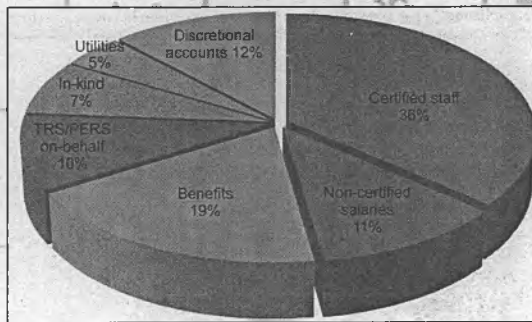
A student takes aim in Sterling's archery class.

Revenues, expenditures

More than three quarters, 76 percent, of the General Fund budget is spent on salaries and benefits. About 10 percent of that is a payment made by the state of Alaska on behalf of the District to pay down part of the unfunded liability in the Teachers Retirement System (TRS) and Public Employees Retirement System (PERS) retirement accounts. To comply with accounting requirements, this payment is reflected on School District financial statements both as revenue and expenditure. TRS and PERS on-behalf payments are made by the state for all participants in the programs and are scheduled to continue for 20 years.

In-kind expenditures by the Kenai Peninsula Borough are also reported as revenues and as corresponding expenditures on the School District financial statements, as required by accounting rules. The in-kind payments comprise 10 percent of the Expenditure budget and are devoted to property, liability and workers compensation insurance payments, maintenance on school buildings and audit services, as well as custodial services and utilities at District Office.

Of the remaining 17 percent, 5 percent is dedicated to utility payments for schools and departments, including electricity, water and sewer, fuel for heating and natural/bottled gas. That leaves 12 percent for supplies, software, contract services, phone, postage, travel and other discretionary



accounts.

The state of Alaska requires that 70 percent of funding for education be spent on instructional functions. When the fiscal year 2011 budget is sorted by function, it shows that KPBSD exceeds that requirement, as 72.9 percent of the budget is dedicated to instruction.

For every operating dollar spent in the general fund in 2010-11:

\$0.66 was spent on salaries and benefits

\$0.12 was spent on all other discretionary accounts



\$0.10 was spent on TRS/PERS on-behalf

\$0.05 was spent on utilities

\$0.07 was spent on in-kind services



Snapshot of kpbsd

where kids come first

Mission:

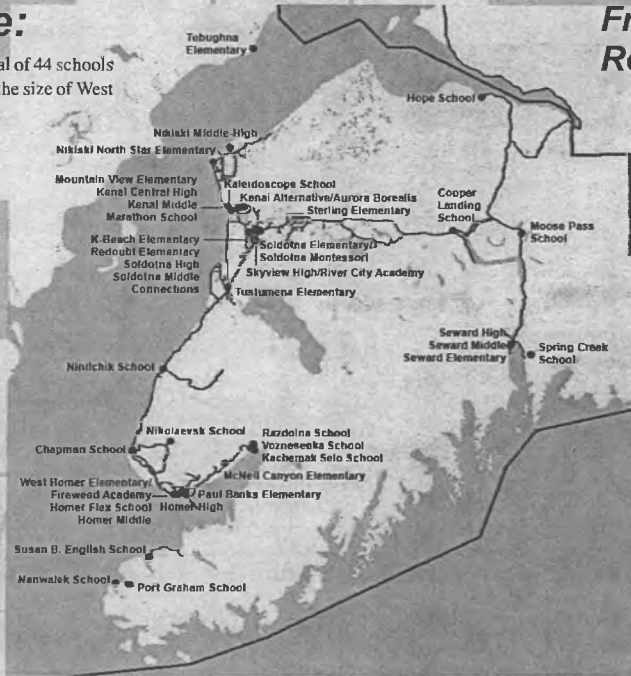
The mission of the Kenai Peninsula Borough School District, in partnership with its richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment.

District size:

The School District has a total of 44 schools and covers a land area roughly the size of West Virginia (25,600 square miles).

Student transportation statistics:

Each school day, 2,679 students are transported a total of 7,507 miles on school buses throughout the District.



Free and Reduced Lunch:

A total of 3,346 KPBSD students, or 44% of the student body enrollment, qualified for free or reduced-price meals during the 2010-11 school year. Across the state roughly 40% of students enrolled in Alaska schools that sponsor school meal programs qualify for free or reduced-price meals.

Homeless:

As of May 10, 2011, 300 students were identified as homeless in the District. This number reflected a 7% increase from May 2010.

Enrollment, fiscal year 2011:

Preschool.....	195
Kindergarten-6th grades.....	4,649
7th-8th grades.....	1,400
9th-12th grades.....	2,884
Total projected enrollment for 2011-12 school year.....	9,148

Teaching Excellence:

56.43% of KPBSD teachers have an advanced degree. 83.80% of KPBSD teachers are Highly Qualified in the subject in which they teach.

Student Statistics (ethnicity and race):

White.....	78.5%
Black or African American.....	0.6%
Hispanic or Latino.....	3.0%
Asian.....	1.4%
American Indian.....	1.2%
Alaska Native.....	10.9%
Native Hawaiian or Pacific Islander.....	0.5%
Two or more races.....	3.9%

Average Years Experience with KPBSD:

Teachers.....	10 years
Support staff.....	8 years



Staffing Ratios:

Type of School	Pupil/Teacher Ratio
Elementary schools with more than 200 enrolled students: Kindergarten	1:20
Elementary schools with more than 200 enrolled students: Grades 1-3	1:22
Elementary schools with more than 200 enrolled students: Grades 4-6	1:24
Middle and high schools	1:24
Small schools with less than 200 enrolled students: Grades K-6	1:17