

Alaska Native Cultural Charter School

Charter Application Renewal 2010

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Charter School Application for:
ALASKA NATIVE CULTURAL CHARTER SCHOOL

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

CONTACT INFORMATION

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Provisions for the Academic Policy Committee:

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

ACADEMIC POLICY COMMITTEE

The following are the current member of the APC:

Kimberly Singleton, President	Seat 2/ Community Member	Term 3 years
Address:		
Phone:		
Email:kdsing@gmail.com		

Elizabeth Hancock, Vice-President	Seat 5/ Community Member	Term 3 years
Address: 4271 Crannog St., Anchorage, AK 99502		
Phone: cell: 907-441-9092		
Email: mayac97@yahoo.com		

Doreen Lacy, Secretary	Seat 1/ Community Member	Term 3 years
Address:		
Phone:		

Email: dlacy22@hotmail.com

Mikan Outwater, Treasurer Seat 2/ Parent Term 3 years
Address: 732 N. Klevin, Anchorage, AK 99508
Phone: 907-868-8082
Email: shotym@gci.net

Sheila Sweetsir Seat 6/ Community Member Term 3 years
Address: 2411 W. 70th, Anchorage, AK 99502
Phone: 907-248-3064 H cell: 907-229-8798
Email: Sweetsir_Sheila@asdk12.org

Angela Blue Seat 2/ Teacher Term 3 years
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Martha Gould-Lehe Seat 1/ Teacher Term 3 years
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Agnes Jackson Elder Term 3 years
Address:
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Email: akasilverfox@yahoo.com

Demaris Hudson Seat 4/ Community Member Term 3 years
Address:
Phone: 244-6499
Email: demaris@gci.net

Lina Allen Seat 1/ Parent Term 3 years
Address:
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All members currently serve 3 year terms, and are elected by majority vote of the school's parent population. Term expiration dates are staggered so that history and continuity remain. Any vacancy occurring on the APC shall be filled by a majority vote of the remaining members of the APC.

Description of the organizational structure:

The Alaska Native Cultural School *Bylaws include organizational information, proposed principles and guidelines for establishing and maintaining a working relationship between the District and the Alaska Native Cultural Charter School.* The organizational type and structure of the charter school is a public, Title I charter school serving K-6 students. The Title I status may change over time with a changing population, and the school may also expand in time to cover Pre-school to 8th grades. The bylaws acknowledge the supervisory authority and responsibility of the school board under state law and policy as well as appropriate level of autonomy and self-determination for the charter school (See Exhibit B).

Organizational Structure:

ANCCS is managed directly by its Academic Policy Committee (APC) working with the principal. The APC consists of eight to eleven members: two parents or guardians, grandparents; one elder; two teachers; six community members. All positions must be filled by parents/guardians of students currently attending ANCCS, and staff members who may or may not have children enrolled at the school, though only one vote is permitted. One parent per family may serve on the APC at any one time. Attendance is mandatory. The members of the APC receive no compensation for their services as members of the board.

General Powers and Duties

The APC has the following general powers and duties, which must be carried out in accordance with the charter:

- Create policy
- Approve and monitor the school's budget
- Set and monitor goals and objectives for the program
- Select curriculum/teaching materials that align with ANCCS standards
- Oversee implementation of ANCCS's program
- Ensure adherence to the school's charter and policies
- Hire, supervise, and evaluate the principal
- Participate in staff selection, appointments, or otherwise in supervising employees of the ANCCS

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

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

ANCCS APC's Bylaws are attached as **Exhibit B**. ANCCS will develop a policy manual in the near future to more effectively incorporate changes in policy and procedures.

ANCCS has a parent-teacher-student organization. This organization conducts

fundraisers and supports the program of the school through its volunteer efforts. The PTSA is a separate incorporated entity that coordinates many of its activities with the APC and school to compliment the school's mission.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

Mission Statement

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

Philosophy

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

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

Purpose

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

Demand for the Alaska Native Cultural Charter School

The research cited and the outpouring of concerned Alaska Native organizations and parents attending public meetings, as well as other concerned citizens in Anchorage, indicate a growing need for a viable alternative for Alaska Native students.

The first year had 165 students during the October count period, and for the current count year, the school has 188 students. There is a waiting list for every grade. There are a few grades that have openings, however ANCCS does not have openings for their siblings.

Mainstream research tells us that congruency between the school environment and the language and culture of the community is critical to the success of formal learning.¹⁶ Similar findings have emerged from studies of Native communities in Alaska and the Circumpolar North (Barnhardt, 1990).¹⁷ A series of studies conducted in the past 30 years collectively provides strong evidence that Native language and cultural programs—and student identification with such programs—are associated with improved academic performance, decreased dropout rates, improved school attendance rates, decreased clinical symptoms, and improved personal behavior (Lipka & McCarty, 1994; Smith, Leake, & Kamekona, 1998; Stiles, 1997; Yagi, 1985). *

Goals

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

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

* “Improving Academic Performance Among Native American Students: A Review of the Research Literature”. William G. Demmert, Jr. ERIC Clearinghouse on Rural

Education and Small Schools. AEL, Inc. PO Box 1348 Charleston, WV 25325-1348.
December 2001.

Curriculum Frameworks

The instructional program is developed around the following subjects based on District and State standards and using research based culturally responsive methodologies and family/community desires for the school. While some district curricula will be used, the focus will be on modifying instruction for a greater emphasis on project-based learning.

Culturally Responsive Learning

Alaska Standards for Culturally Responsive Schools is used to guide the planning, implementation and evaluation of the school program. These standards, adopted by the Assembly of Alaska Native Educators, were published by the Alaska Native Knowledge Network in February, 1998.

Language Arts Program

The language arts program is based on core understandings developed from best practices. The Houghton Mifflin Language Arts Program provides a skeletal outline for K-6, although it may not be the sole avenue of instruction. The main use of HM is to insure that all of the components of a total literacy program are being incorporated and conscientiously taught by all teachers.

- Houghton Mifflin Language Arts Program is heavily used in grades K-3.
- Literature, based largely around Native themes, is used in grades 4-6. The structure of the literature studies incorporates all of the elements of a sound literacy program. These elements include instruction in reading as an interactive process and include:

Phonemic awareness

Phonics and graphophonic patterns within and out side of text

Fluency

Vocabulary

Comprehension and metacognition strategies

Responding to literature through written and oral response

Listening for cause & effect, inference, main idea,

Predicting, synthesizing, and application to daily life.

This is accomplished through intensive spelling and vocabulary study that relates directly to the literature they are reading, study groups that reflect on the material and make inferences and predictions about the text.

- Spelling and word study are part of the literacy instruction.
- Walk to Read is an hour and a half each morning in the intermediate grades. In this model, students in grades 3-6 are grouped according to data revealing their individual reading abilities and needs. This block of time encompasses instruction in grammar and the components of literacy program listed above.
- Houghton Mifflin English books are used in the intermediate grades to teach the elements of English and the writing forms.
- Handwriting is taught as part of the academic program for students.
- For students needing more intensive reading instruction, SRA Corrective Reading is used.

Students' individual GLE discrepancies are analyzed via the ASD Assessment and

Reporting System. Adjustments in the individual student's reading program are then made to provide direct and explicit instruction to facilitate progress toward correcting those deficiencies.

Science Curriculum Approach

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

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

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

Resources in the field of Native science are numerous and growing. The Alaska Native Knowledge Network, www.ankn.uaf.edu, offers media, texts, lesson plans, and web links for science education.

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

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

Social Studies/ Physical Education/Lifetime Health and Wellness Overview

These disciplines are taught across cultural themes and inquiry studies drawing on and integrating the ASD curriculum goals and State standards. The curriculum overview for these subjects, including the content and performance standards, is listed in **Exhibit C**. The Physical Education program is taught by a half-time P.E/half-time Health teacher. Again, an integrated approach is utilized. An example of an ASD social studies unit that has a Native emphasis is:

Using the theme of living in place, which is the first quarter of study for all ANCCS grades, the students would learn the geography of a region, the resources available, and how all of this interplayed to influence culture, basic needs, story,

and celebration. For example, how did the environment influence the shelters? The type of food? The hunting and gathering? All of these questions are easily transferred to any chapter in Western civilization as taught through History Alive or the current ASD social studies curriculum.

Use of Technology

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

ANCCS currently employs a mobile Macintosh lab that consists of 30 Mac laptops. Students are able to access this lab at various times during the day on a scheduled basis. The mobility allows for a greater number of students to participate in the technology component of the school, and allows for greater flexibility when additional classroom use is needed.

Math Program

Everyday Math, K-6, is the math program used. Beyond the scheduled math instructional time, teachers work on integrating the hands-on applications of Everyday Math into the theme and inquiry studies such as the MCC modules.

Everyday Math is the predominant math program for ASD, and therefore, is the program of choice for ANCCS. Students do move in and out of ANCCS, so it is important to maintain a sense of stability in the academic program for these students coming into or leaving the school.

For students needing more remediation than EDM provides, SRA Connecting Math Concepts is currently in place. ANCCS continues to explore other options including modifying the EDM curriculum. ASD's math department is beginning work with the ANCCS to develop staff awareness and use of a modified EDM approach to math.

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

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

- The University of Alaska, Anchorage, Department of Education, wrote and received a grant to employ elders and student interns to work with ANCCS students, K-6, in the spring of 2010 in different forms of art media.
- Two teachers also wrote a grant for 2009-2010 to hold an after-school drumming and drum making class for students grades 3-6.
- Bartlett High CITC students teach song, dance, and Native Youth Olympic games.
- APU professor, Virginia Juettner, developed an integrated thematic art unit around

salmon, which was made available for teacher use.

- ANHC is very active, providing not only cultural experiences for ANCCS students, but also providing space for functions when needed.

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

For the 2009-2010 school year, ANCCS has partnered with Title VII Indian Education to integrate a Yup'ik bi-lingual program for grades K-2. The program focuses on social/emotion learning and is the language foundation for the upcoming immersion program.

The Alaska Native Cultural Charter School has planned for 2010-2011 a primary (K-2) multiage, one classroom immersion program in Central Yup'ik for approximately 20 students. Students will spend a half-day of instruction in Central Yup'ik, and a half-day in English. Language arts will be taught in English, and Yup'ik will be integrated into the disciplines. This program will be developed using information from successful Yup'ik Immersion programs and the successes of the ASD immersion programs.

Central Yup'ik was the language chosen in the original charter because it is the most viable Native language with matching curriculum available for educators. Also, there is a large, existing, available population in the Anchorage area who speak the language and can support the school goals.

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

A Central Yup'ik teacher will be employed to instruct the class. It is anticipated the current teacher working with the Yup'ik language pullout instruction will be the multi-age Yup'ik immersion teacher next year. The program may be extended into upper grades after evaluation of the primary program and planning. The APC has already contacted LKSD and Yupiit School Districts for curriculum resources and information on their programs, and an onsite observations are planned for spring of 2010.

Service Learning

Students will develop service learning projects from their theme studies including those related to Alaska Native values and principles of a democratic society: social justice, equity, equal rights, etc.

Title I Program

The Alaska Native Cultural Charter School is the first Title I charter school in the state of Alaska. Title I status was conferred in the 2008-2009 school year after review of the free and reduced lunch count of students enrolled at ANCCS. Current counts show that 75.4% of students are eligible for free reduced lunch. Due to this percentage, ANCCS is

classified as a provisional school. This status allows us to provide the Federal breakfast and lunch program free to all students attending the school. ANCCS is also part of the Federal Fresh Fruit and Vegetable program. This provides free healthy snacks several times during the week.

Evaluation Procedures

Ongoing assessments are conducted on a weekly, monthly, quarterly, and beginning/end of school year basis. This assessment process allows staff to make data-driven decisions as to the effectiveness of the academic program. It also allows for the opportunity to make educational decisions on a more individual level. These assessments include:

- Developmental Reading Assessment (DRA)
- Dynamic Indicators of Beginning Emergent Literacy (DIBELS)
- Standards Based Assessment (SBA)
- 6-Traits Writing Assessments

A system of monthly collaboration days has been established as a way for teachers to come together in a professional environment and make program decisions. During these days, teachers discuss specific student progress or non-progress and develop instructional strategies to help students on an individual level. The strategies include: moving students from one learning group to another, increasing student time on task by assigning support staff to facilitate additional instruction and practice, discussing instructional practices that are yielding or not yielding desired results, and collaborating on subject matter and projects.

The school didn't meet AYP in the 2008-2009 school year. Staff and parents have collaborated on a school improvement plan which includes goals in both language arts and math and emphasizes a 10% increase in Adequate Yearly Progress for the sub group of Alaska Native students.

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

Evaluation of Students and Program

In addition to meeting all federal and state assessment requirements associated with NCLB and Alaska (AS 14.03.075), student performance is measured at three designated data points during the school year in reading, writing, and math. The designated data point assessments are scored with rubrics using a common set of standards across the school. The Developmental Reading Assessment, DRA, is used to document reading performance and progress as used throughout the Anchorage School District.

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

services, and/or purchase of additional materials needed for the program.

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

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

Students receiving Special Education services are primarily serviced in the regular classroom after collaboration with the Special Education teacher. Minimal pull-out is provided to meet specific objectives covered on Individual Education Plans. Two trained Special Education aides rove to different classrooms providing additional support for students with IEP's. ANCCS, in collaboration with the district ELL department, provides accommodations for students receiving this service within the classroom.

ANCCS also employs an Indian Education Tutor who works with students both in the classroom and during a separate pull-out period. ANCCS is the recipient of a fulltime Indian Education tutor because 76% of the students attending are Alaska Native or American Indian. A few students with IEPs also receive Indian Education services.

Teacher Professional Development

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

ANCCS is in partnership with several institutions to include Alaska Pacific University, University of Alaska-Fairbanks, and University of Alaska-Anchorage. Through these partnerships, specific grants have been awarded to ANCCS on an on-going basis that provide funding for site-based professional development, state-wide professional conferences, and nation-wide professional conferences.

Schedule

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

The school day will start at 9:00 am and end at 3:30 pm. The school will meet the state recommended guidelines for subjects. These guidelines may be met by blending subjects, for example, writing and social studies.

Admission Policies and Procedures:

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

Pre-registration will occur in the April to accommodate those students currently attending ANCCS and have plans to continue this attendance for the next school year. The first lottery for new applicants will take place in March. At that time, ANCCS will seek to fill any vacant slots per grade level. The admission form is in **Exhibit E**.

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

Deselection process:

— Students may not be deselected prior to the end of the school year, and a procedure will be in place for the entire school year prior to any such deselection, to ensure due process.

Yearly Application Calendar

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

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

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

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

Administrative Policies:

The administrative policies to be followed by the charter school are included in the Bylaws in Exhibit B.

Requested exemptions:

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

Requests for waivers from state regulations:

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

Requests for waivers for bargaining agreements:

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

Funding Allocations and Annual Program Budget

Funding for ANCCS is based on the State of Alaska's per-pupil funding formula, as per AS 14.03.260. In addition, the school's funds may be supplemented by grants, fundraisers within the school community, and additional funds (if any) supplied by ASD. Fundraisers at ANCCS are coordinated between the PTSA, APC, and the school staff. Grants may also be sought, but must relate to the charter and the program. Due to the possibility of moving to a new location, it was necessary to construct two budgets. Budget (A) reflects a projection that includes renewing our lease at the current location with an increase in monthly rent and decreasing staff by (1) general education teacher and (1) general education teacher. Budget (B) reflects securing a lease at a prospective new location and retaining all teaching staff. See Exhibit buget.

Accounting for Receipts and Expenditures

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

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

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

Location and Description of the Facility

ANCCS leases a facility located at 110 Muldoon Road, Anchorage, AK. A lease is currently in place with Hallelujah Management, LLC until June 30, 2010. A copy of the

current lease is attached as **Exhibit _**.

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

Due to lack of playground, dangerous parking lot, MOA and DOT requirement for students to be picked up at alternate location, and unsatisfactory remodeling, ANCCS is currently looking to relocate to a better location.

Teachers/Administrators Employed in the School

ANCCS employs a full time principal; the current principal is Timothy Godfrey.

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

ANCCS teachers for the 2009-2010 school year and the grades which they teacher are:

Amanda Berger	Title I Preschool
Linda Lorenz	Kindergarten
Cindy Crum	Kindergarten
MaryEllen Lambert	1st Grade
Clara Amidon	2nd Grade
Angela Blue	3/4 Combo
Daniel Greenwood	3/4 Combo
Leah Vergen	5th Grade
Martha Gould-Lehe	5/6 Combo
Danielle Riha	6th Grade
Catherine Taylor	Title I Reading
Kristie Parsons	Special Education
Lisa Whiteley	Physical Education
Veronica Kaganak	K-2 Yupik Bi-lingual

ANCCS support staff for the 2009-2010 school year, including clerical and educational, are:

Elizabeth Hancock	Administrative Assistant
Angela Garvin	Preschool TA

Lizzie Acuna	Kindergarten TA
Amanda Kaganak	Special Education TA
Cherie Biddle	Special Education TA
Lisa Gross	Nurse, part-time

Teacher evaluations will follow the prescribed methods as outlined in the Certificated Employee Evaluation Handbook and The AEA contract. Classified staff will be evaluation as per the requirements in the TOTEM contract. The principal will conduct both evaluation processes.

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

Pupil-Teacher Ratio

Current PTR for ANCCS is 1:18, based on current enrollment of 186 students and 9 full-time teachers, 1 full time PE/Health teacher, and 1 special education teacher. The student population is spread out amongst K through 6th grade. PTR for ANCCS shall be no more than 1:25, based on maximum enrollment of 200.

Student enrollment distribution is:

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

Number of Students Served

ANCCS currently has 186 students enrolled. There are plans to develop a seventh grade for the 2010-2011 school year and an eighth grade the following year. If the school expands to 7th and 8th grade, the maximum capacity will be 240 students.

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

Total Student Population	Special Ed. Students	ELL Students
186	32	14

Transportation

It is the responsibility of parents or guardians of students at the charter school to transport their students to and from school.

Food Services

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

Term of Contract

The requested term of this contract shall be three (3) years, the number suggested by the

Supervisor of Charter Schools and the ASD Superintendent.

Termination Clause

This contract may be terminated by the School Board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause. The School Board shall provide written notice to the charter school no later than February 1 of a given school year of its intent to terminate this contract at fiscal year-end, and the reasons therefore. If the charter school provides remedial action prior to the end of the school year that is acceptable to the School Board, the School Board may rescind its notice of cancellation.

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

Certification of Compliance for Receipt and Use of Public Money

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

Other Requirements or Exemptions

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