

Superintendent Report August 12, 2016

President Morgan, Board Members and others in attendance, I would like to highlight the following items as part of my report.

It has been a very busy summer for district staff preparing for the opening of school. The maintenance department has completed repairs to the upriver schools, the apartment in Kalskag and an unexpected waterline break at AJSHS. In addition, they are most recently replacing the water pump at AJSHS as a result of the power outages.

Teachers around the district have prepared their classrooms and are ready for their students return.

Our back to school in-service will begin Tuesday Aug. 16th with New Hire training at the district office followed by a welcome BBQ at the high school. Returning staff will arrive the evening of Aug. 16th in preparation for our in-service opening the morning of Aug. 17th. The Board will join staff for lunch on Thursday Aug. 18th. All staff will return to site Friday afternoon Aug. 18th. Our first student day is Wednesday Aug. 24th. (See Attached In-service bulletin)

Pre-School: Pre-School will open on Tuesday September 6th district-wide. (See attached bulletin)

Immunizations: We're making a big push to have all students current on their immunizations. The state is recommending that no student be allowed to enroll in school if their immunizations are not current. (See attached bulletin) KSD will allow students to enroll but will encourage families to get their child immunized as quickly as possible.

Budget Outlook: The Governor's vetoes in June resulted in an additional \$37,000.00 +/- cut to the KSD budget. I believe we will be able to absorb that cut through savings from the Joe Parent electricity account.

New Staff: I would like to officially welcome; Jodi Darling gr. 2 AMNES, Daniel Hall, Director of Technology, Greg Jones, secondary teacher Chuathbaluk, and Shari Cobb, Coordinator of Instructional Improvement.

I'm excited for the new school year and the changes we're making for our students. KSD has the potential to be a blue ribbon school district, it only takes all of us working together in the best interest of children and I believe we have the staff to do it.

I am happy to answer any questions regarding my Board Report.

Respectively Submitted,
Sue Johnson

Don't wait for the back-to-school rush

No shots, no school!

See your health care provider or Public Health Center
to make sure your child is up to date
on their immunizations.

**Don't forget:
Take a copy
of your child's
shot record
to their school!**



Don't wait ... vaccinate.



SEPTEMBER

6



KSD PRE-SCHOOL UPDATE

**Pre-School begins for 3 and
4 year olds September 6.**

Please contact your schools secretary regarding enrollment.

All students **MUST** have up to date immunizations and shot records as well as a birth certificate at the time of enrollment.

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT YOUR VILLAGE SCHOOL

KUSPUK SCHOOL DISTRICT

P.O. Box 49
Aniak, Alaska 99557
(907) 675-4250
Fax (907) 675 4305

Sue Johnson
SUPERINTENDENT OF SCHOOLS
(907) 675-4250, Ext.#222

May 23, 2016

Tim Mearig, Facilities Manager
Department of Education & Early Development
Division of School Finance & Facilities
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Dear Mr. Mearig:

The City of Lower Kalskag, through the Alaska Native Tribal Health Consortium (ANTHC), is requesting an easement for the purposes of installing a new water and sewer system in the Village of Lower Kalskag. This project involves putting in water lines, sewer lines, and appurtenances on school property. The Village of Kalskag, through ANTHC, is requesting approval to install these facilities.

The Kuspuk School District does not object to the Department of Education & Early Development granting an easement for the construction of this project that may cross a parcel of land located in Tract A, within Lot 1, USS 4409, and within Section 3, Township 16 North, Range 62 West, Seward Meridian, Alaska, in the Village of Lower Kalskag.

Sincerely,



Susan Johnson
Superintendent
Kuspuk School District

cc: Lori Weed, School Finance Specialist II, DEED

Board & Administrator

FOR SCHOOL BOARD MEMBERS

July 2016 Vol. 30, No. 3

Editor: Jeff Stratton

Board unprofessionalism will cost the district in an era of competition

Board member bickering and a superintendent's formal complaint against the board dominated the news about the South San Antonio, Texas, Independent School District recently.

Superintendent Abelardo Saavedra's 153-page complaint stated "the district has suffered and become even more divided under the leadership of board president Connie Prado," foxsanantonio.com reported.

Saavedra called his board president "a bully" in the complaint, and he wants outside help to protect himself from Prado's micromanaging, foxsanantonio.com reported.

"I don't need to be spending my energy trying to maintain control over this district due to board interference," Saavedra said, according to foxsanantonio.com.

The board's meeting debate about Saavedra's complaint became heated and lasted late into the night, according to the website.

The district has had several superintendents over the last five years, foxsanantonio.com reported.

Parents and teachers at the meeting stated they were frustrated by the board's behavior.

For information, <http://foxsanantonio.com/news/local/south-san-isd-board-divided-continues-infighting>.

This type of board member vs. the superintendent breakdown always makes me ask:

Why in the world would any parent want their child to attend school in a mess of a school district?

In a competitive environment where public schools are not the only choice in many communities for parents/stakeholders to send their kids, how the board conducts itself becomes something to monitor closely.

A fractured relationship with the superintendent is a sure sign that all is not well on the board and in the district.

It's important that each board member understand the impact his actions and statements have.

A board member needs to ask: "Is what I am saying helping or harming the district and/or the superintendent?" "Am I building confidence in our district?"

This is important because parents and guardians do have choices today about where they send their children to school.

And if your enrollment decreases because the district earns a bad reputation, enrollment and funding decreases will certainly follow.

Board members should understand that they are ambassadors for the school district -- and that this is an important governance responsibility.

If the leadership team is dysfunctional, the public will be aware and the charter or private school across town will start looking pretty good.

Ensure that board members have training in media relations and how to present themselves to the public. If you do this, and the board understands its advocate/ambassador role clearly, there will be no reason for patrons to check out your competition. ■

What's in your governance handbook?

The purpose of a governance handbook is to remind board members and the superintendent about the agreements that have been created to ensure a smooth operating team.

These agreements serve to maintain an effective board-superintendent relationship and lead to a school board that conducts its business in a professional manner.

The governance handbook should contain a set of principles that clearly spell out how the board operates, how board members should interact with each other, and the nature of the board's relationship to the superintendent.

A governance handbook should address the following:

- A statement about the board's unity of purpose for the district, the board's vision and mission statements, and a listing of the board's beliefs about public education.
- A description of the board's roles and responsibilities.
- A statement about the superintendent's role in managing the day-to-day operations of the district.
- A listing of the board's governance norms.
- A section on board meeting management. This should

provide information about placing items on the agenda, preparing for meetings, and seating arrangements at meetings.

- Information about voting.
- Information about closed sessions.
- An agreement about board members visiting schools.
- The board's agreement about how members will respond to email from community members.
- The board's agreement about how members will respond to concerns from community members or school staff.
- Communication commitments that state board members will communicate all concerns they hear from stakeholders to the superintendent and the board and superintendent will practice "no surprises."
- A commitment to maintain confidentiality on sensitive district matters.
- A statement about the board meeting consent agenda, its purpose, and the types of items that can be placed in it. ■

Understand board role during negotiations

As a board member, it is not your job to negotiate directly with the teachers' union. That is a role best performed by a hired professional negotiator or your superintendent.

Board members can sit in on negotiation sessions, and some do, but in your board member role, you should take more of a monitoring, direction-setting position. The board should perform these roles during negotiations:

1. Communicate financial parameters to the negotiating team. For instance, the board should state the district's financial

bottom-line figures for salary and benefits increases.

2. Hear an update after each session. The board should be briefed by a member of the negotiations team once a week during negotiations. This should be an update about any progress or setbacks during the previous week.

3. Maintain the principle of confidentiality. The board has a duty to keep information about negotiations confidential. If board members breach confidentiality, it can harm the district's position during collective bargaining. ■

Superintendent's evaluation and staff input: Here's why it's a bad idea

There are two reasons why asking school personnel to evaluate the superintendent is a poor idea:

1. Board members should evaluate IF the district's goals and objectives were met, not HOW the goals were accomplished. If the board needs to assure itself that staff is "happy," they should review turnover rates, any filed staff grievances, and other evidence of staff contentment.

2. The chain of command disintegrates when employees communicate directly with the board through a superintendent performance evaluation. The board compounds the problem if it invites the staff to anonymously evaluate the administrator. Including employees in this process often opens the door for them to go directly to the board with any issue. ■

The board's 10 important governance tasks

1. Define and approve the district's vision and mission.
2. Hire a superintendent.
3. Evaluate and support the superintendent.
4. Ensure the district has adequate resources.
5. Monitor the district's finances.
6. Plan strategically to give the district a successful future.

7. Approve curriculum and monitor the effectiveness of the district's instructional programs.
8. Act as an ambassador for the district.
9. Ensure that the district operates legally and ethically, in an accountable and transparent fashion.
10. Assess the board's performance. ■

KUSPUK SCHOOL DISTRICT

Job Description

Position: Coordinator of State/Federal Programs and Grants

Location: District Office, Aniak, AK

Required Qualifications:

- Alaska Type A Certificate with a minimum of five years teaching
- Alaska Type B certificate preferred
- Strong organizational and supervisory skills
- Experience with Alaska Native students

RESPONSIBILITIES:

The Director of State and Federal Projects is responsible for the overall implementation of State and Federal Programs for the Kuspuk School District. They will serve as a member of the District Leadership Team and will report directly to the Superintendent of Schools. They will oversee the planning, implementation, evaluation, and reporting required in all state and federal funding projects contained in the Consolidated Application. In addition, the supervision of other categorical programs may be included in the duties of the Director of State and Federal Projects as assigned.

- Remain current on all guidelines, requirements, and procedures for submitting state and federal projects.
- Provides up-date reports regarding federal and state projects to the superintendent, principals, board members, and parents as they become available.
- Initiates all required actions for any school identified as Title I Program Improvement.
- Updates LEA Plan to ensure all goals and objectives meet guidelines and are aligned with academic needs of students in the district.
- Collaborates with site principals, school site councils, and other central office staff in the articulation of all activities planned for students that are provided through categorical programs.
- Develops, monitors, and coordinates all federal and state budgets and budgetary reports as well as the filing of these reports on a timely basis with the appropriate granting agencies.
- Participates in the annual budget development activities for state and federal programs
- Monitors and tracks expenditures of state and federal funded projects for accuracy and compliance.
- Coordinates fiscal management of categorical programs with appropriate staff in Policy and Planning and Fiscal Services.

- Acts as liaison among coordinators, administrators, and other appropriate personnel in the coordination of all state and federal resources to ensure student academic needs are met.
- Seeks, applies for and monitors grants awarded.

Reports To: Superintendent

KUSPUK SCHOOL DISTRICT

Job Description

Position: Director of Curriculum, School Improvement

Location: District Office, Aniak, AK

Required Qualifications:

- Alaska Type A Certificate and Type B
- Experience in Curriculum, Staff Development and School Improvement
- Minimum 5 years K-12 teaching experience as teacher
- Minimum 3 years K-12 building administrator experience
- Strong organizational and supervisory skills
- Expertise with instructional technology
- Experience with Alaska Native students
- Experience with Common Core Standards

Responsibilities:

- Implement and maintain the district-wide School Improvement Process.
- Work with District identified Focus and Priority Schools to implement School Improvement programs and instructional strategies.
- Work with District principals on site STEPP plans.
- Coordinate and monitor staff development and in-service activities for the education staff.
- Oversee the curriculum for library services and work collaboratively with librarian/data specialist.
- School Improvement grant manager
- Develop system-wide plan for curriculum study and improvement consistent with the district vision, goals, and policies.
- Coordinate development of new and revised curriculum for the district.
- Organize and review the results of curriculum committees, ensuring results are consistent with district objectives.
- Work with principals and teacher committees in organizing and coordinating grade level and department meetings to effect horizontal and vertical integration and articulation of the instructional program throughout the district.
- Plan, develop, implement, and evaluate the curricular and instructional program of the district.
- Interpret the present curriculum and proposed curriculum changes to the board, the administration, the staff, and the general public.
- Monitor textbook and supplementary materials selection used in educational programs in the district.
- Responsible for textbook adoption, inventory, and distribution.

- Develop district course catalog listing core academic and elective courses aligned to Common Core and Carnegie standards.
- Examine and develop graduation requirements and other educational standards and develop appropriate recommendations for revision consistent with district goals and within state requirements.
- Work with subject committees to develop curriculum and pacing guides for all district curriculum materials.
- Work with principals and teachers to develop, implement and assess district tutoring plan.
- Play a significant leadership role in fostering professional growth and building staff morale throughout the district.
- Provide leadership and direction to the district for all educational matters.
- Request appropriation of services needed for sufficient management of the educational program.
- Attend board meetings and prepare such reports for the board as the Superintendent may request.
- Assist in the development of district policies and administrative rules.
- Act in the absence of the Superintendent when so designated.
- Serve as a member of the Superintendent Leadership Team.
- Perform such other duties as may be assigned by the Superintendent of Schools.

Reports to: Superintendent

KUSPUK SCHOOL DISTRICT

Job Description

Position: Coordinator of Instructional Support, RtI, and Assessment

Location: District Office, Aniak, AK

Required Qualifications:

- Alaska Type A Certificate with a minimum of five years teaching experience required.
- Alaska Type B certificate preferred
- Experience in Instructional Support and Response to Intervention
- Strong organizational and supervisory skills
- Expertise with instructional technology
- Experience with Alaska Native students
- Experience with Common Core Standards

Responsibilities:

Responsible for providing an instructional program designed to assist teachers with developing skills in the preparation of effective learning (lesson) plans, presentation of content, classroom management, and school and community communications. Serve as a liaison between the school, and the District Office.

- Serve as a liaison between the school and the assigned program by attending office/department meetings including professional development.
- Work collaboratively with team members and principals of assigned schools to develop, update, and implement annual school service plans.
- Participate in curriculum development, textbook adoption process and the development of local assessments as assigned.
- Review assessment results by school and district, and participate in the development of an improvement plan.
- Assist teachers with using assessment data to plan instruction.
- Provide ongoing training and follow-up in the use of assessment tools.
- Provide input regarding appropriate intervention/remediation strategies for students.
- Assist teachers in the development and implementation of effective instructional planning, and classroom organization, as needed.
- Model instructional practices in a variety of settings and provide follow-up support to ensure effective teacher implementation.
- Provide professional development for teachers as needed in the use of the curriculum and ancillary materials for the assigned program.
- Assist teachers and principals in designing programs to meet the needs of all students.

- Confer with teachers regarding classroom observations and developing collaborative teams.
- Observe all teachers and provide feedback.
- Provide ongoing professional development that supports the school plan for continuous improvement initiatives.
- Provide ongoing professional development and support to teachers.
- Conduct or participate in workshops, committees, and conferences designed to promote the intellectual, social, and physical welfare of students.
- Stay abreast of national and state standards, and current trends and issues of assigned content area and best practice; serve on a variety of state and local committees.
- Perform all tasks associated with State and Federal assessments.
- Perform such other duties as may be assigned by the Superintendent of Schools.

KNOWLEDGE, SKILLS AND ABILITIES:

Demonstrate knowledge of the principles and methodologies of effective teaching and curriculum delivery; demonstrate the ability to deliver and articulate oral presentations and written communication and interact effectively with staff, parents, students and the community; demonstrate the responsibility for own professional growth by seeking continuing education and in-service training programs; demonstrate professionalism by working cooperatively with other staff members, using support services when needed, ensuring that oral communications are clear, accurate, and grammatically correct, respecting the confidential nature of professional information, submitting reports accurately and punctually and complying with administrative directives, individual school guidelines and school board policy; demonstrate self-control in the interaction with the school community.

REPORTS TO: Superintendent

KUSPUK SCHOOL DISTRICT

Job Description

Position: Special Education Coordinator/District Testing Coordinator

Location: District Office, Aniak, AK

Required Qualifications:

- Alaska Type A Certificate with a minimum of five years teaching experience required with Special Education endorsement.
- Alaska Type B certificate preferred
- Strong organizational and supervisory skills
- Experience with Alaska Native students

RESPONSIBILITIES:

Under the direction of the Superintendent of Schools, the position is responsible for the leadership, administration, and supervision of the school division's special education program and services.

- Establish and communicate a district-wide philosophy of least restrictive environment for serving special needs students.
- Guide the development and implementation of long-range and short-range plans for achieving special education goals and objectives in alignment with the school division's strategic plan.
- Direct special education services for all students with disabilities and ensure that students have access to the school division's core curriculum.
- Monitor the development and implementation of all aspects of the special education program process.
- Assume responsibility for Child Find activities including the coordination of all schools' referral activities and preschool screenings.
- Collaborate with school-based administrators and central office administrators regarding the discipline of students with disabilities.
- Interview and hire special education staff members.
- Develop, monitor, supervise and manage all aspects of the annual budgets for special education and audiology services; coordinate budget requests with individual schools relative to instructional programs.
- Coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants.
- Oversee and direct the allocation of special education staff to schools in accordance with state and local standards and student needs.
- Review federal and state legislation/regulations related to special education; identify and share the impact of changes on the school division.
- Monitor compliance with School Board Policies and Regulations.

- Maintain accurate database and files of former and current students served in special education.
- Plan, implement and facilitate professional development/in-services for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings.
- Perform such other duties as may be assigned by the Superintendent of Schools.

KNOWLEDGE, SKILLS, AND ABILITIES:

Ability to work collaboratively with principals to implement and monitor special education programs; ability to work in a supportive, collaborative role with staff in all departments and offices; ability to interface with other departments to coordinate reciprocal services for achieving special education goals; ability to interpret and remain current on all federal, state, and local mandates for special education and Section 504 services and to ensure that the school division is in compliance; handle confidential information discretely and professionally; use discretion and exercise sound judgment; exceptional public relations/interpersonal skills to respond to parents and advocacy groups and to serve as the school division's lead representative/contact person of programs for special needs students; effective management, supervisory, team-building, and problem solving skills.

Reports To: Superintendent

KUSPUK SCHOOL DISTRICT

Job Description

Position: Student Services Coordinator

Location: District Office, Aniak, AK

Required Qualifications:

- Alaska Type A Teaching Certificate and Type C Counselor Certificate
- Strong organizational and supervisory skills
- Expertise with instructional technology
- Experience with Alaska Native students
- Minimum three years teaching experience

Preferred Qualifications:

- Minimum three years experience as a school/district counselor
- Alaska Type B administrator certificate.

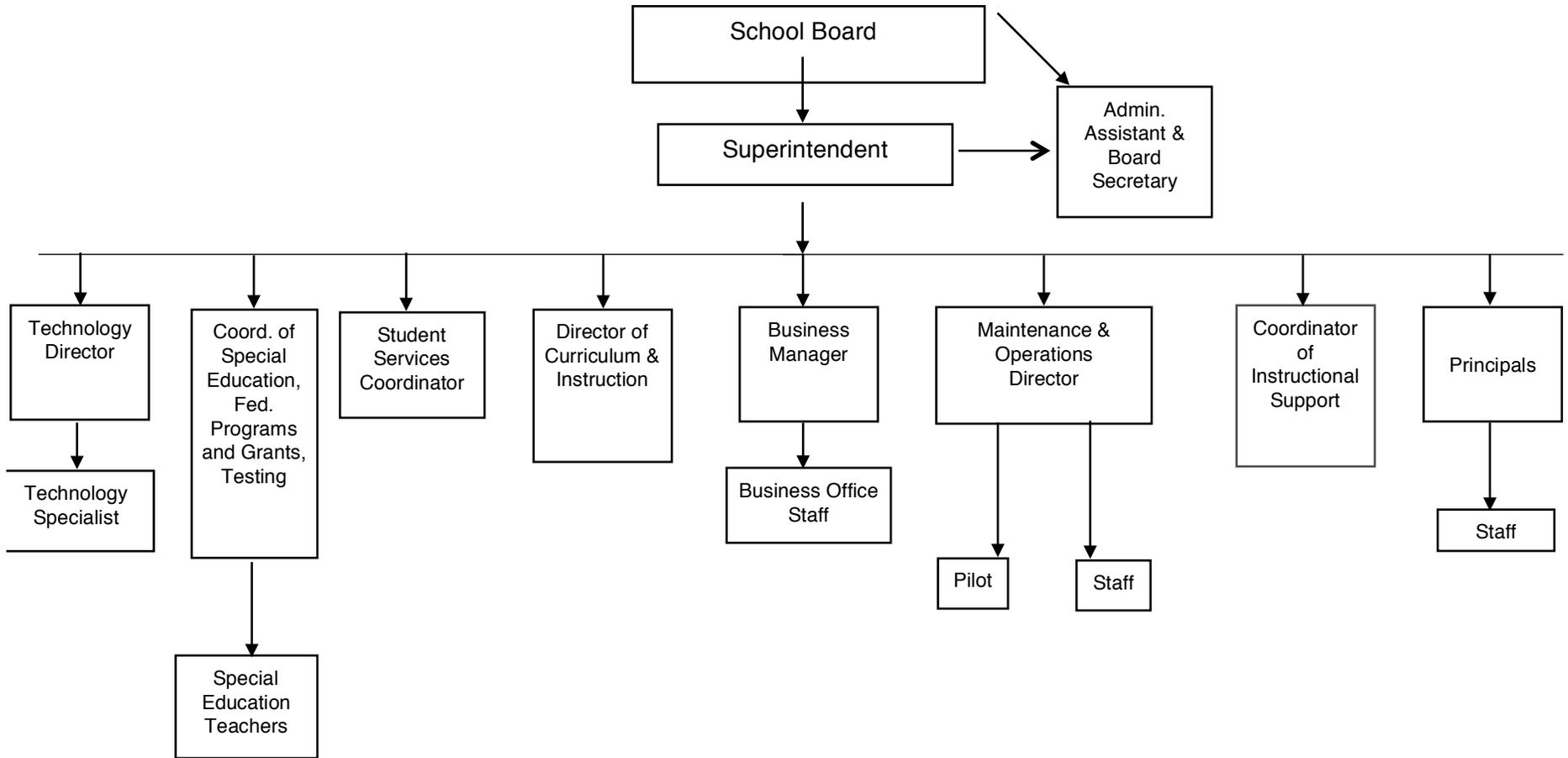
Responsibilities:

- Travel to each school site twice yearly for the specific purpose of meeting with each grade 8-12 student and their parent/guardian to assist in developing and assessing the students' personal graduation and college/career plans.
- Upload and track student progress toward graduation.
- Assist in the preparation of the District Master Schedule.
- Oversee the scheduling of students assuring they are on track for graduation with the appropriate number of credits required for a diploma.
- Manage the transition of student's from grade level and from one school to another.
- Serve as the District Truancy Officer and Court Liaison on truancy issues.
- Chair District Scholarship Committee
- Assist students with scholarship, college, vocational-technical and financial aid applications.
- Track post-graduate progress with college, career, vocational-technical and job placement.
- Serve as the District Drop Out Prevention Coordinator
- Coordinate and oversee homebound, homeschool and homeless education plans for students.
- Participate in parent conferences pertaining to academic and attendance concerns.
- Responsible for the district wide suicide prevention program.
- Schedule and provide Anger Management classes at each site
- Serve as the district ACT/Work Keys Administrator.
- Travel to sites on a rotational basis.

- Serve as the district EXCEL Alaska Liaison to recruit students for EXCEL Alaska programs within the Kuspuks School District.
- Complete the State OASIS, Suspension/Expulsion, Report to the Public and other reports as directed by the Superintendent.
- Assist with Power School functions such as but not limited to:
 - Attendance
 - Scheduling
 - Creating classes
 - Class movement from grade to grade, school to school
 - Add/Drop
 - Student Enrollment
 - Student course registration
 - Grade Book
- Serve as a member of the Superintendent Leadership Team.
- Perform such other duties as may be assigned by the Superintendent of Schools.

Reports to: Superintendent

KUSPUK SCHOOL DISTRICT 2017 ORGANIZATIONAL CHART





KUSPUK SCHOOL DISTRICT
2016-17 Staffing

District Office

Auntie Mary Nicoli Elementary School

Sue Johnson - Superintendent

Julia Fischer - Gr. 5/6 Teacher

Larry Cobb - Dir. of Curriculum & Instruction

Emily Vanderpool - Gr. 3/4 Teacher

Elaine O'Rourke - Coord., Sp. Ed., Fed. Programs
and Grants, Testing

Jodi Darling - Gr. 2/3 Teacher

Martha Morgan - Business Manager

Okalena Morgan - Gr. 1. Teacher

Erich Kuball - Student Services Coord.

Emerie Fairbanks - Kindergarten Teacher

Jeromy Hoeldt - Dir. Maintenance & Operations

George Morgan Jr. Sr. High School - Kalskag

Daniel Hall - Technology Director

Matt Reese - English - Language Arts

Shari Cobb - Coord. Instructional Support

Chris Reich - Math

Aniak Jr. Sr. High School

Todd Boynton - Math

Richard Spencer - History & Government

Bruce Richardson - History & Government

Marcus Dammeyer - Science

Heather Berry - Science

Sue Macy - Special Education

Hailey Wooldridge - English Language Arts

Judy Hager - Special Education

Zackar Levi Elementary School-Kalskag

Cee Lewars - Special Education
William Scott - Gr. 4-6 Teacher
Mary Sabadie - Gr. 4-6 Teacher
Anastasia Holmberg - Gr. 3 Teacher

**Joseph & Olinga Gregory Elementary School-
Kalskag**

Chrystina Jacobson - Kindergarten Teacher
Shannon Lemcke - Gr. 1 Teacher
Aeriale Johnson - Gr. 2 Teacher
Zach Budrew - Special Education

Crow Village Sam School- Chuathbaluk

Erica Williams - K-5 Teacher
Greg Jones - Gr. 6-12 Teacher

Johnnie John Sr. School Crooked Creek

Carol Porter - K-5 Teacher
Laura Murph - Gr. 6-12 Teacher

Jack Egnaty Sr. School - Sleetmute

Angela Hayden - K-5 Teacher
Sharee Smith - Gr. 6-12 Teacher

Gusty Michael School - Stony River

Debi Rubera - K-12 Teacher

Administrators

Steven Porter - Up River Principal
Severin Gardner - Kalskag
Dr. David Hamilton - Aniak