



RENEWAL
Charter School
APPLICATION
for

Effie Kokrine Charter School

FY 2024

Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, AK 99811-0500

DIRECTIONS

Application for a Renewal Charter

Parties interested in submitting a renewal application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools renewal application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this renewal application form MUST be used.** Sufficient evidence must be presented to address all sections of this renewal application form for the department to deem the renewal application compliant and forward to the State Board of Education for approval.

Timeline:

Applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve a renewal application for a charter school, the local school board must forward the renewal application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete renewal application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the renewal application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate renewal application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

An original and 4 copies of the DEED Charter School Renewal Application Form should be mailed to:

**Alaska Department of Education & Early Development
Attn: Charter School Program Manager
P.O. Box 110500
Juneau, Alaska 99811-0500**

Please also submit via email an electronic copy of the renewal application form to jeni.mccarty@alaska.gov

A renewal application approved by a local school board and submitted to the department ***must be received by the department at least 90 days*** before the next regularly scheduled meeting of the State Board of Education and Early Development. See the [State Board schedule](http://education.alaska.gov/State_Board) (education.alaska.gov/State_Board) for a list of upcoming Board meetings.

A renewal application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the expiration of the existing contract.

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered sections and sub-elements of the application.
5. ALL numbered sections and sub-elements must be addressed.

Upon receipt, the renewal application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the renewal application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

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Charter School Renewal Application

Please provide narrative responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. AS 14.03.265(a)(1-3)

*When Effie Kokrine visited Fairbanks schools as an elder with the Alaska Native Education Program she always carried a small suitcase filled with a treasure trove of traditional Athabascan tools and artifacts which she used to illustrate the skills, ingenuity, and values that she learned growing up in Interior Alaska. Woven into her presentations were a wealth of demonstrations, stories and humor that engaged young and old in a journey through life's many lessons-lessons that are just as relevant **today** as they were in her lifetime.*

Both Effie Kokrine and Howard Luke were hard workers, became champion dog mushers, took an active role in the life of their community, served as strong advocates for education, and earned the title of respected Elder. As such, their lives serve as exemplary role models around which to build an educational program that guides young people to become strong, confident, responsible and capable adults. The Effie Kokrine Charter School is designed to meet that challenge...

Ray Barnhardt, Professor of Cross Cultural Studies, founding member of EKCS Academic Policy Committee

Alaska Charter School Law allows community members, including teachers and parents who see a need, to devise and operate independent public schools in order to implement innovative approaches for students and families.

Effie Kokrine Charter School (Effie) originated from the Fairbanks Native communities' desire to address the high dropout rate for Alaska Native students in the Fairbanks Northstar Borough School District.

Effie has gone through a process of continuous evolution, drawing extensively from Indigenous pedagogies, educational research, our personal experience, and extensive parental input to develop the program that exists today and will be outlined in this document. Since the schools inception five foundational beliefs have guided our work-

- AK Native Cultural Values guide everything we do at Effie Kokrine.
- Indigenous history and cultural practices are tied into the curriculum at Effie Kokrine, allowing students to gain knowledge about their family and culture.
- Staff at Effie Kokrine have strong relationships with students and families.
- Staff at Effie Kokrine work to personalize learning for each student based on their life circumstances and academic interests.
- Every student leaves Effie Kokrine with the skills they need to be self-sufficient, to be independent, and to pursue their goals.

All of the application (Charter) components, including the educational program and the administrative elements, are a product of this 20 year evolution since Effie first opened its doors in 2005. We also realize that Effie must retain flexibility to propose future changes to our program in order to respond to the changing needs we encounter in order to ensure an effective learning environment. Any future changes to this Charter will be negotiated with the FNSBSD School Board.

Changes since last Charter Renewal

A variety of changes have been made since our last charter renewal.

- The Head Teacher position was converted to a Principal position.
- The funding for the Early College Program ended and has been replaced by TCC GO.
- Revised APC Bylaws were adopted.
- The name of the school was changed back to EKCS.

ii. Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*

Pending FNSBSD Board action

iii. Provide evidence of the signed contract between the charter school and the local school board containing all required elements under AS 14.03.255(c) marked as Appendix B. *AS 14.03.255(c)(1-14)*

Pending FNSBSD Board action

iv. Provide either the charter school's bylaws marked as Appendix C or an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*

See Appendix C

- v. Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. *AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

The Effie Academic Policy Committee supervises the academic operation of the school and ensures the fulfillment of the mission of the school.

The APC meets at least six times per year and is made up of three faculty members, five “stakeholders” from our school community, and the administrator. APC members serve three year terms and are selected as vacancies occur. The community member vacancies are filled by a majority vote of the parents from a candidate slate of two nominated by the outgoing board. The APC for the 2023-24 school year included Tanya Garnett (President and Effie parent), Bennett Wong (Vice President and Effie teacher), Josh Snow (Principal), Methanie Ongtooguk (Effie parent), Heather McFarlin (Effie parent) Olga Skinner (Secretary and UAF representative), Eliza Winfrey (Elder seat and parent), Michelle Sopoliga (Effie teacher), and Micah Bador (Effie classified staff member).

A continuing responsibility of the Academic Policy Committee is to:

- Maintain the vision, Mission and Goals as outlined in the Charter.
- promote communication within the school community.
- Select and evaluate the Principal.
- Approve the operating budget prior to submission.
- Revise or draft policy
- Address building issues
- Address concerns or appeals from parents, staff or students.
- Monitor and approve the use of new curriculum materials.

2023-24 School Goals (Adopted by APC)

1. Provide cultural immersion activities across grade-levels that allow students to pursue in-depth understanding of the culture of which they are members.

2. Expand opportunities for all students to strengthen their heritage language.

3. Create opportunities for Teachers / staff members to strengthen their knowledge of Alaska Native cultures.

4. Support teachers to identify and utilize instructional strategies to connect academic content to traditional and contemporary Alaska native knowledge and the historical, social, political, and economic experiences and revitalization of Alaska Native communities.

See Appendix D- APC Minutes

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose	4-5	
Evidence of board approval	pending	
Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program	13-15	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
2. Specific levels of achievement for the education program	16-18	
3. Admissions Policy and Procedures	23	
4. Administrative Policies		
5. Statement of Charter funding	24-25, 41	
6. Method of accountability for receipts and expenditures	24-25, 42	
7. Location and description of facility	22	
8. Name of teachers who by agreement will teach in the charter	42-43	
9. Teacher to student ratio	13-15, 43	
10. Number of students to be served	43	
11. Term of contract (not to exceed 10 years)	40	
12. Termination Clause	44-45	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
13. Statement of state and federal law compliance	40	
14. Exemptions or requirements included in contract	46	
Evidence of bylaws or assurance	47-55	
Evidence of APC, including list of names/qualifications, meeting minutes	6, 56-91	

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. *AS 14.03.255(b)(2)*

Administration

Effie has a principal who has a type b certification. This is a change from the previous charter application. This change was made due to the unique demands of operating a charter high school and to put the school in the best possible position when recruiting future administrators. The principal is responsible for all administrative duties and communication between Effie and the FNSBSD administration. The Effie Academic Policy Committee evaluates the principal, supervises the academic operation of the school and ensures the fulfillment of the school's mission.

Operational Powers

Effie is responsible for its own operations within the limitations of any funding provided by the FNSBSD and other revenues derived by the school consistent with law. Effie has the authority to independently exercise, also consistent with federal and state law, the following powers (including such other powers as provided for elsewhere in this Charter): Contract for goods and services, prepare a budget, select personnel, procure insurance, lease facilities for

school purposes; purchase, lease, or rent furniture, equipment and supplies and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any terms of this Charter. The FNSBSD shall be given written notice of all accepted gifts, donations, and grants, and any conditions thereof. Any equipment, supplies or other materials received from grants or donations shall be retained by Effie upon the completion or termination of the Charter. In exercising these powers, Effie shall comply with all applicable FNSBSD policies unless a specific waiver is obtained.

Rights as a Public School

As a public school within FNSBSD, Effie receives full access to FNSBSD resources, which are normally available to any other public school in the FNSBSD. FNSBSD makes available films, books, software, art kits, art specialist, reference materials, audiovisual and other equipment as is normally provided to other public schools. FNSBSD provides Effie access to districtwide Library Media Services the same as it does for other schools. Effie has access to inter-school mail services and participates in the equipment surplus program. Staff may attend classes for FNSBSD teachers and apply for special grants and programs the same as any other teacher in the FNSBSD.

Commitment to Nondiscrimination Practices

Effie shall comply with all applicable federal, state and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin, religion or ancestry.

Nonsectarian Status

Effie shall operate, in all respects, as a nonsectarian public school. Effie shall not be affiliated with any sectarian school or religious organization.

- ii.* Provide the written administrative policy manual utilized by the charter or an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. 4 AAC 33.110(a)(13)

The FNSBSD, as the chartering agency for Effie Kokrine Charter School, makes its policies available on its website (<https://www.boardpolicyonline.com/?B=fAIRBANKS>) and provides pertinent regulations and school rules and procedures in staff and student handbooks. Effie Kokrine Charter School will adopt those School District policies, except as waived in the contract between it and the FNSBSD (see Appendix E), and operate in compliance with the

terms of the contract. As employees of the School District, all employees of the school will be guided by School District personnel policies.

The Charter School Act permits charter schools to operate free from specified state and local rules and regulations in order to effect innovative educational reform. Effie requires that it be permitted to operate free from those specified policies. Effie operates in compliance with all other FNSBSD policies and regulations and all applicable federal, state, and local laws, rules, and regulations unless specifically waived. Waivers from specific FNSBSD policies or regulations may be requested by Effie by submitting a written request to the School Board. The request shall include the reasons Effie is in need of or desires the waiver. Waivers of the policies and regulations may be granted only to the extent permitted by state law. In the event FNSBSD policy or regulation from which Effie is requesting a waiver is required by state regulation, FNSBSD agrees to jointly request such a waiver from the State Board.

The waivers requested by Effie are subject to the following assumptions:

- FNSBSD policies, and their accompanying regulations, may be waived by the FNSBSD or by the contract between Effie and the Board.
- By not receiving a waiver for a FNSBSD Board policy or regulation, it is understood that the Effie APC has adopted the policy or regulation as its own. Compliance will be consistent with federal and state law and the contract between Effie and the Board. It is further understood that the premises, services, resources, personnel, students, etc. contained in the policy or regulation pertain to Effie premises, services, personnel, students, etc. unless it is otherwise specifically agreed to by the FNSBSD Board. Subsequent changes to such policies and regulations also apply to Effie unless waived by the FNSBSD Board.
- Waivers are requested for three reasons: 1) to delegate governing authority from the FNSBSD Board to the Effie APC; 2) to change the substance of a policy or regulation; 3) to delete a policy or regulation.

See Appendix E for Waivers

- iii.* Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. *AS 14.03.255(b)(3)*

The Effie APC meets monthly to discuss the operation of the school. Parents not serving on the APC have and will continue to be welcome at APC meetings, where the first 15 minutes are reserved for parent comments. In addition the school conducted a strategic planning process in 2022/23 that included extensive parent involvement.

See Appendix D for APC minutes.

- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee’s policies and goals. *AS 14.03.255(b)(4)*

See Appendix D for APC minutes.

- v. Provide a description of the school schedule and calendar. *4 AAC 33.110(a)(9)*

The School Day

The school day is from 9:50 am to 3:45 pm. The day is structured differently for the Junior High cohort and the High School cohorts.

School Calendar

The Effie calendar encompasses a minimum of 180 days. Effie operates under a semester system. The school year begins one week earlier than other schools in the FNSBSD in order to accommodate a 1 week Subsistence Break in September. This break is consistent with the mission of our charter. Effie reserves the right to alter our calendar based on the needs of our parents and our educational program. Effie's staff may attend any FNSBSD inservice (Professional Development) but are not required to attend those in-services if the school determines the subject to be not applicable to their program. Effie's staff attends any in-services mandated by the district, state and federal government.

- vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. *4 AAC 33.110(a)(12)*

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	9-12	

Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written administrative policy manual or assurance	11	
Evidence of regular parent and teacher contacts for continuous improvement	11	
Evidence of annual APC meeting	56-91	
Description of school schedule and calendar	12	
Alternative options for students if no other educational program exists	"not applicable"	

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

Junior High Program:

The Effie Junior High Program consists of self-contained classrooms made up of less than 20 students. Teachers are generalists responsible for all subject areas (Math, Language Arts, Science, Social Studies and Physical Education). Teachers utilize the Effie Kokrine Cultural Values and the *Alaska Standards for Culturally Responsive Schools* as guides for instructional planning and teaching.

The Junior High Program emphasizes the following areas -

- Small class sizes with a student-teacher ratio not to exceed 20 to 1.
- Personalized instruction tailored to individual student needs.
- The opportunity to regularly engage in Cultural activities.
- The utilization of data to develop interventions to ensure student growth.
- The development of work habits and study skills.
- A specific focus on literacy skills with the goal of all students meeting growth targets.

High School Program:

The high school program utilizes FNSBSD curricular requirements in the core content areas of Math, Science, English and Social Studies. Alaska State Standards are an essential element of course instruction and assessment. Individual coursework is designed utilizing the AK Standards for Culturally Responsive Schools. Additionally, the following elements are integral to structuring a high school program that achieves the mission of the school as outlined by this charter:

Cohorts- Students are grouped into two cohorts (9th/10th graders and 11th/12th graders). Effie recognizes that younger students benefit from the guidance and mentoring of older peers. Mixed age cohorts also facilitate the strong emphasis on personalizing instruction to individual student needs. Finally, utilizing mixed age cohorts allows the small high school team to offer required coursework in the most efficient manner.

Native Language Instruction- According to the Alaska Standards for a Culturally Responsive School, “A culturally responsive school provides opportunities for students to learn in their heritage language.” Due to our geographic location in an urban center with multiple AK Native language groups represented in our student population, this presents a unique challenge. Through a collaboration with the Alaska Native Language Center (UAF) and Doyon Languages, Effie Kokrine offers courses in multiple Alaska Native languages. These classes also allow students to meet the World Languages requirements of the Alaska Performance Scholarship in a manner consistent with the school’s mission.

Advisory- One of the schools key foundational beliefs is that staff will have strong relationships with students and families. Advisory provides an effective means to achieve this. All students are part of a grade-level advisory. The Advisor provides every student with an adult advocate in the school and families with a personalized point of contact. Advisory groups participate in weekly activities that build a strong school culture around the Alaska Native Cultural Values. Additionally, during weekly sessions students track academic and personal goals, practice reflective writing, and plan for post-secondary life.

Introduction to College Level coursework (TCC GO):

Effie provides the opportunity for students to experience college level coursework. Students enroll in dual-credit classes through the TCC GO Program free of charge. TCC GO provides career exploration opportunities and supports access to educational credentialing (tuition for dual credit courses) through a collaboration with the UAF School of Management. The program specifically targets students who are *first in the family* to attempt college coursework and

utilizes a specific system of supports to help students learn to navigate the entire process including, setting up a student account, enrolling in courses, and working with financial aid.

The High School Program emphasizes:

- Small class sizes with student/teacher ratio of 25 to 1 or less.
- Personalized instruction to address individual student needs.
- Cultural knowledge through the incorporation of Alaska Native content .
- Proficiency on state-mandated assessments.
- The development of work habits and study skills.
- Guiding students in making post-secondary choices including completion of bachelors, associates, and certification programs.
- Cultural activities and cultural oriented elective offerings.

Curriculum

As discussed in the Program Description, the JH and HS Programs each utilize FNSBSD Curriculum framed using the Alaska Standards for Culturally-Responsive Schools (see Appendix F)

Teaching Methods:

Effie Kokrine Teachers strive to meet the following *Cultural Standards for Educators-*

- Utilize elder expertise in multiple ways in their teaching.
- Provide opportunities for students to learn through observation hand-on demonstration of cultural knowledge and skills.
- Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment.
- Provide integrated learning activities organized around themes of local significance and across subject areas.
- Reinforce students' sense of cultural identity and place in the world.

Instruction in math consists of lecture, small group work, and individualized practice time. Math classes at Effie Kokrine have the smallest student-teacher ratio of all classes offered. Instruction in English consists of whole-class, small-group and individualized instruction. All English classes incorporate texts by Alaska Native authors. Instruction in science consists of lecture and laboratory activities. Science classes at Effie Kokrine are designed to give students a strong basis in scientific theory using place-based education with an emphasis on blending cultural knowledge and current scientific theory. Instruction in Social Studies consists of whole-class, small group and individualized instruction. Alaskan Native themes and content are incorporated into all social studies offerings.

- ii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. 4 AAC 33.110(a)(6)

See Appendix

- iii. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. 4 AAC 33.110(a)(10)

Special Education

Effie delivers special education services that comply with FNSBSD policy and state and federal law. All students with disabilities whose least restrictive environment (LRE) has been determined by the IEP team to include Effie Kokrine’s educational setting are provided with complete services as legally set forth in their IEP, 504 or ELL plan. Students, determined to need a more restrictive setting, are served in district-wide special education programs.

Students with disabilities and those who are English learners with limited English proficiency benefit from the accommodations available to all Effie Kokrine students, including curriculum materials differentiated to the appropriate reading and math levels, extended time on tests, and small group study and testing arrangements. Currently Effie services 44 students with IEP’s. This represents 30% of the student population.

- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. 4 AAC 33.110(a)(7)
1. Attendance: Work with families to address issues that contribute to absenteeism with the goal of achieving 90% attendance.
 - In 2024-25 the Effie staff implemented an *Attendance Support Plan* closely tracking attendance data and regularly communicating with students and families. Additionally, staff is recognizing students with 90% or better daily attendance through weekly raffles and quarterly assemblies.
 - Challenges- Daily school bus service was stopped in 2021 during COVID due to a driver shortage. Bus service has not been restarted.

2. Cultural Activities: Offer cultural activities and opportunities for all students to practice traditional Native values throughout the school year.
 - In 2024-25, the Alaska Native Education Program (FNSBSD) is funding a ½ day Elder instructor and a part time Culture-bearer to work directly with students on cultural activities.
 - Effie has implemented a system of tracking student engagement in cultural activities over the course of the year with the goal of linking this to indicators of academic success .
 - After working under the guidance of an elder in 2023-2024, Effie students are independently undertaking an annual traditional moose-hide tanning project which involves acting as mentors and teaching the process to younger students in the school.

3. Literacy: Increase reading growth of students grades 7-9 by 2% per year (Reading MAP Growth Spring 24 to Spring 25-% of students at 40% or higher).
 - According to Spring 24 MAP data for Effie, 34.5% of students were at or above the benchmark (40th percentile).
 - Effie is benchmark testing all students grades 7-11 each fall in order to provide teachers with a current base-line reading levels for each student. Interventions across content areas are incorporated utilizing this data
 - The 7th and 8th grade is utilizing Lexia with all students to supplement classroom instruction.

4. Elders in the School: Provide weekly opportunities for students to interact, both formally and informally with Elders in the school.
 - In 2024-25, the Alaska Native Education Program (FNSBSD) is funding a ½ day Elder instructor in the school.
 - In 2024-25, Fairbanks Native Association is funding an Elder Ambassador to greet students at the beginning of the school day.

5. Small Classes (Student-Teacher Ratio): Limit class size to no more than 1:25 in order to maintain a family-like atmosphere, increase learning and meet the individual needs of students,
 - JH classes have a student-teacher ratio of less than 1:20.
 - HS classes have a student-teacher ratio of less than 1:25.

6. Native Language Instruction: Provide all students the opportunity to take classes in their Native language.
 - In 22-23 Doyon foundation was awarded a grant to fund a *Daily Language Online in the Classroom Program* in partnership with Effie Kokrine.
 - Currently a semester long Native language class utilizing the *Doyon Languages Online* resources is available to all students grades 9-12

7. Graduation Success: Implement a program to achieve a 2% increase in graduation rate each year.
 - Effie’s graduation rate increased 6.9% (over the previous year) in 2023-2024.
 - Effie utilizes a Grade-level Advisory model to work closely with students and families to support graduation success.
 - Effie offers a two-week Credit Recovery program at the end of the school year to assist students who are struggling to graduate in 4 years.

Testing Information

Effie students participate in district and state testing. See Appendix G for a comparison of Effie’s performance on PEAKS with district and state averages for the 2022-23 and 2023-24 school years.

2022-2023 (AK STAR)

- ELA: 38% of students “meet standards” (Level 3 or 4)
- Math: 16% of students “meet standards” (Level 3 or 4)
- Science: 23% of students “meet standards” (Level 3 or 4)

2023-2024 (AK STAR)

- ELA: 11% of students “meet standards” (Level 3 or 4)
- Math: 34% of students “meet standards” (Level 3 or 4)
- Science: 18.6% of students “meet standards” (Level 3 or 4)

- v. Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. 4 AAC 33.110(a)(5)

Reading Benchmarking-

All students grades 7-11 are benchmarked in the fall utilizing a short assessment administered by a trained staff member. Benchmarking establishes a baseline measure of reading proficiency and provides valuable information to classroom teachers.

Annual Map Testing-

Following the FNSBSD Assessment Plan, all students grades 7-9 are administered the Measures of Academic Progress (MAP) during the fall and winter for reading, language, and math tests. MAP is a computer-based assessment that creates a personalized exam by adapting to each student's learning level.

Student Portfolios-

All students compile and present a portfolio of work at Parent/Student/Teacher conferences to parent / guardians two times per year. Portfolios include work samples, written reflections and student goals and placer students at the center of the conference format.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of educational program	13-16	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	13-16, 96-120	
Description of plans for serving special education, vocational education, gifted and bilingual students	16	
Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels	16-18, 121-128	
Description of the mechanisms for student assessment in addition to those required by state law	18	

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)

The following is both a description and schedule of our previous two years of professional development:

2022 - 2023

Professional Development #1 - 8/4/22-

- Alaska Native Cultural Values
- Sown to Grow- Goal setting with students
- Advisory Planning

Professional Development #2 - 8/5/22-

- Literacy- Lexia Implementation
- Advisory Planning

Professional Development #3 - 8/8/22-

- Literacy- Evidenced based vocabulary instruction
- Intro to Alaska Native organizations in Fairbanks
- Strategic Planning / Foundational Goals

Professional Development #4 - 9/27/22-

- Teach Like A Champion
- Teacher Goals Setting

Professional Development #5 - 11/11/22-

- Strategic Planning
- MAP Data review

Professional Development #6 - 1/20/23-

- Strategic Planning

2023-2024

Professional Development #1 - 8/4/23-

- Alaska Native Cultural Values (Round table with Elders)
- Our School Culture / Orienting New Staff Members and Students

Professional Development #2 - 8/7/23-

- Effie's 5 Foundational Goals (Strategic Planning)
- Fundamental 5 Instructional Method

Professional Development #3 - 8/8/23-

- School Startup
- Advisory Planning

Professional Development #4 - 9/15/23-

- School Startup- Teacher Goal Setting
- How to Benchmark reading test students
- Setting Instructional goals

Professional Development #5 - 11/ 22/23-

- Literacy

Professional Development #6 - 2/19/24-

- Evidence-based Vocabulary Instruction
- Introduction to FAB LAB

Professional Development #7 - 4/26/24-

- Standardized Testing data review

2024-2025

Professional Development #1 - 8/2/24-

- Effie’s History and Foundational Beliefs
- 24/25 School-wide Goals
- Advisory Planning

Professional Development #2 - 8/5/24-

- Supporting special education students
- IEP Snapshots

Professional Development #3 - 8/6/24-

- Evidence-based vocabulary instruction
- Benchmarking students

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	20-21	

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. *AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*

Effie is currently at 601 Loftus Rd. The site is situated on the Howard Luke Campus in close proximity to the University of Alaska Fairbanks. Effie Kokrine leases the facility from the FNSBSD. There are thirteen classrooms which can accommodate a maximum of 25 students. The school sits on a large forested campus that is utilized in a variety of ways for student learning. The specific location of the Effie facility is always determined by mutual agreement with Effie and the FNSBSD Board, and shall not be moved or relocated without the prior, written approval of the FNSBSD School Board. A floor plan can be viewed in Appendix H.

- ii. Describe the plans for the charter school’s facility and any plans for projected growth. *4 AAC 33.110(a)(15)*

There are currently no plans for growth of the facility.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	22	
Evidence of a written facility plans	132	

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. *AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)*

All students who are eligible to attend seventh through twelfth grade in the FNSBSD are eligible to apply to Effie Kokrine. Students who are currently suspended, expelled or otherwise excluded from the FNSBSD will not be considered for admission until their disciplinary action has been resolved as outlined in FNSBSD policy. Students eligible for special education services may continue enrollment through or apply for the school year in which they turn twenty-two.

Junior High Eligibility

Students who have completed or are soon to complete 6th grade are eligible to apply for the Effie Kokrine 7th grade. Students who have completed or are soon to complete 7th grade are eligible to apply for the Effie Kokrine 8th grade.

High School Eligibility

Students who have completed or are soon to complete the 8th grade are eligible to apply for the Effie Kokrine High School Program.

The application and enrollment process includes the following steps:

1. Families complete an online application located on the school website.
2. Prospective students attend an interview with an Effie staff member. Interviews are essential to communicate the unique educational program and to familiarize staff with the motivations and needs of the student applicant.
3. Family is informed if the student has been accepted or wait listed. Criteria for acceptance is availability of a space in the student's grade or required classes. Effie Kokrine gives preference to applicants who have siblings already enrolled.

Recruitment and Enrollment

Recruitment is conducted primarily utilizing social media. New students may be enrolled throughout the school year. Current enrollment in fall 2024 is 140 students. There are currently 15 students on the waitlist.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	23	
Evidence of a written student recruitment process, including enrollment and waitlist numbers	23	

Section 7: Fiscal

- i. Provide a written budget summary and financial plan, including a statement of the charter school’s funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter’s eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

Appendix I includes the 2023-24 budget workbook that details Effie Kokrine Charter School’s funding formula including the 4% indirect rate and share of voluntary local contribution. Also included is a detailed budget breakdown for 2023-24 school year, and projected budgets from annual FNSBSD budget reports.

- ii. Provide a signed assurance that:
 - the charter school follows all district approved practices to account for receipts and expenditures;
 - the charter school has been successful in ending each year with a zero or positive fund balance;
 - all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school’s financial operation. *AS 14.03.255(b)(1)(c)(6)*

Accounting Services Provided by Effie

The Operating Budget, which includes all expenses necessary for the day-to-day operation and continuation of the school, is negotiated with the FNSBSD School Board each year. The budget is a cost-effective and efficient plan for educating students. Effie is responsible for certifying all staff payroll information through TImeClock Plus to FNSBSD in accordance with specific

timelines that allow for the sequential processing of all employees' data and preparation of payroll checks consistent with FNSBSD requirements.

Effie reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure less than budgeted. For budgetary purposes, annual appropriations lapse at fiscal year-end, except for that portion related to encumbered amounts. Encumbrances outstanding at year-end are reported as reservations of fund balance and are automatically carried forward to the new fiscal year budget. Unspent and unencumbered funds at fiscal year-end will be reported to the Board of Education and may be re-appropriated by the Board at their discretion.

Effie Kokrine Charter School agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations. The school further agrees to make all such records available to the FNSBSD for auditing purposes and cooperate in the annual independent financial audit of FNSBSD records.

Accounting Services Provided by FNSBSD

FNSBSD provides appropriate assistance to Effie Kokrine in the areas of finance, budgeting, insurance, legal issues, and administrative in-services to help ensure the most economical and sensible decision-making process in the utilization of the Effie budget funds. FNSBSD assists with technical details of budgeting and accounting. All purchase orders, expenses and payroll are routed to the FNSBSD for payment

Proceeds from public funds, such as state foundational revenue, are forwarded directly to the FNSBSD for credit to the Effie account. FNSBSD provides payroll functions for Effie similar to those provided for other employees of FNSBSD, including the preparation of W-2's and other reports that are required by state or federal law to be given to employees or filed with such agencies.

Effie is audited as any other public school.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of a budget plan	133-136	
Evidence of assurance	24, 46	

Section 8: Transportation

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)

Currently, there is no agreement in place between Effie Kokrine Charter School and FNSBSD to provide transportation services. Previously FNSBSD provided bus service to Effie students but this was ended during COVID.

See Appendix J for transportation policy.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	26	

Section 9: Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Fairbanks North Star Borough School District

Name of the Charter Program: Effie Kokrine Charter

Name of Superintendent: Dr. Luke Meinert

Signature of Superintendent:  Date: 11/19/24

Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

(a) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers,

and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(b) A decision of a local school board approving or denying an application for a charter school must be in writing, must be issued within 60 days after the application, and must include all relevant findings of fact and conclusions of law.

(c) If a local school board approves an application for a charter school, the local school board shall forward the application to the State Board of Education and Early Development for review and approval.

(d) If a local school board denies an application for a charter school, the applicant may appeal the denial to the commissioner. The appeal to the commissioner shall be filed not later than 60 days after the local school board issues its written decision of denial. The commissioner shall review the local school board's decision to determine whether the findings of fact are supported by substantial evidence and whether the decision is contrary to law. A decision of the commissioner upholding the denial by the local school board may be appealed within 30 days to the State Board of Education and Early Development.

(e) If the commissioner approves a charter school application, the commissioner shall forward the application to the State Board of Education and Early Development for review and approval. The application shall be forwarded not later than 30 days after the commissioner issues a written decision. The State Board of Education and Early Development shall exercise independent judgment in evaluating the application.

(f) A local school board that denied an application for a charter school approved by the state board on appeal shall operate the charter school as provided in AS 14.03.255 - 14.03.290. [This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.253. Charter school application appeal.

(a) In an appeal to the commissioner under AS 14.03.250, the commissioner shall review the record before the local school board. The commissioner may request written supplementation of the record from the applicant or the local school board. The commissioner may

- (1) remand the appeal to the local school board for further review;
- (2) approve the charter school application and forward the application to the State Board of Education and Early Development with or without added conditions; or
- (3) uphold the decision denying the charter school application; if the commissioner upholds a local school board's decision to deny a charter school application and the applicant appeals to the State Board of Education and Early Development, the commissioner shall immediately forward the application and record to the State Board of Education and Early Development.

(b) In an appeal to the State Board of Education and Early Development of a denial of a charter school application under (a)(3) of this section, the state board shall determine, based on the record, whether the commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The state board shall issue a written decision within 90 days after an appeal.

[This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to tests required by the department.

(b) A charter school shall

- (1) keep financial records of the charter school;
- (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;
- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;
- (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
- (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
- (14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A school district shall offer to a charter school the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district. If the school district requires lease payments by a charter school, the school district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for space leased under this subsection.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the department up to four percent. Costs directly related to charter school facilities, including rent, utilities, and maintenance, may not be included in an annual program budget for the purposes of calculating the four percent cap on administrative costs under this subsection. A local school board shall provide a charter school with a report itemizing the administrative costs retained by the local school board under this section. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district and includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). A school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to state aid under AS 14.11 for construction or major maintenance of a school facility that is not a charter school.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003]. Repealed or Renumbered

Sec. 14.03.264. Charter school grant program.

(a) A charter school that is established on or after the effective date of this section may receive a one-time grant from the department equal to the amount of \$500 for each student enrolled in

the school on October 1 of the first year in which the school applies for the grant. The charter school shall use a grant received under this section to provide educational services. In this subsection, "educational services" includes curriculum development, program development, and special education services.

(b) The department shall establish by regulation procedures for the application for and expenditure of grant funds under (a) of this section.

(c) If the amount appropriated in a fiscal year for the charter school grant program is insufficient to meet the amounts authorized under (a) of this section, the department shall reduce pro rata the per pupil grant amount by the necessary percentage as determined by the department. If a charter school grant is reduced under this subsection, the charter school may apply to the department in a subsequent fiscal year for the balance of the grant amount.

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

(1) students within an age group or grade level;

(2) students who will benefit from a particular teaching method or curriculum; or

(3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The State Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

Sec. 14.07.165 Duties.

The [State Board of Education and Early Development] shall adopt

(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services.

Sec. AS 14.09.010 is amended by adding new subsections to read:

(e) A school district that provides transportation services under this section shall provide transportation services to students attending a charter school operated by the district under a policy adopted by the district. The policy must:

(1) be developed with input solicited from individuals involved with the charter school, including staff, students, and parents;

(2) at a minimum, provide transportation services for students enrolled in the charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the district are transported; and

(3) be approved by the department.

(f) If a school district fails to adopt a policy under (e) of this section, the school district shall allocate the amount received for each student under (a) of this section to each charter school operated by the district based on the number of students enrolled in the charter school.

(g) Nothing in (e) of this section requires a school district to establish dedicated transportation routes for the exclusive use of students enrolled in a charter school or authorizes a charter school to opt out of a policy adopted by a school district for the purpose of acquiring transportation funding.

Sec. AS 14.17.450(d) is amended to read:

(d) If a charter school has a student count of at least 75 but less than 150 for the current year and is in the first three years of operation or had a student count of at least 75 in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

Alaska State Charter Schools Regulations

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.057. Charter school transportation policy.

(a) A local school board shall adopt a charter school transportation policy that describes the transportation services that will be provided by the district to students attending a charter school operated by the district if

(1) a district provides transportation services under AS 14.09.010; and

(2) the district operates a charter school or an application for the establishment of a charter school in the district is pending with the district under AS 14.03.250.

(b) A district must submit to the department an application for approval of its charter school transportation policy on a form provided by the department.

(1) not later than April 15, 2015, if a charter school is in operation in the district on July 1, 2014; or

(2) not later than 30 days after approval of a charter school by a local school board, if a charter school is approved by a local school board after July 1, 2014, and a charter school transportation policy approved by the department is not in effect in the district.

(c) The application to the department must include

(1) evidence that the charter school transportation policy was developed in compliance with AS 14.09.010(e)(1); and

(2) the charter school transportation policy adopted by the local school board that provides transportation service for charter school students in compliance with AS 14.09.010(e)(2); and

(3) other documents or information the department needs to evaluate a charter school transportation policy adopted by a local school board.

(d) Not later than 60 days after receipt by the department of an application for approval of a charter school transportation policy, the department will grant approval for a charter school transportation policy if the charter school transportation meets the requirements of AS 14.09.010 and this section.

(e) If a district seeks to amend an approved charter school transportation policy, it must submit an application for approval of an amendment of the charter school transportation policy on a form provided by the department not later than April 15 of the fiscal year prior to the fiscal year when the proposed amendment will take effect. An application for approval of an amendment of a charter school transportation policy must meet the requirements of (c) of this section.

(f) Not later than 60 days after receipt by the department of an application for approval of an amendment of a charter school transportation policy, the department will grant approval for the amendment of a charter school transportation policy if the amendment meets the requirements of AS 14.09.010 and this section. (Eff. 4/8/2015, Register 214)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

(a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board must require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application must conform to the content areas and formatting standards set out at the [department's Charter School webpage](http://education.alaska.gov/Alaskan_Schools/Charter) at: education.alaska.gov/Alaskan_Schools/Charter.

An application, upon final approval by the State Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

- (1) a list of the members of the academic policy committee and their qualifications;
- (2) the length of the term of the contract required under AS 14.03.255(c);
- (3) the charter school's bylaws;
- (4) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;
- (5) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (6) written objectives for program achievement;
- (7) a description of and schedule for staff development activities;
- (8) a school schedule and calendar;
- (9) plans for serving special education, vocational education, gifted, and bilingual students;
- (10) written admissions policies and procedures;
- (11) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (12) a written administrative policy manual;
- (13)

- (14) a written budget summary and financial plan, including
 - (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
 - (B) the method by which the charter school will account for receipts and expenditures;
- (15) a written plan for the charter school's facility;
- (16) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
- (17) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
- (18) a requested or existing exemption for the charter school from a written collective bargaining contract;
- (19) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;
- (20) the written termination clause that must appear in the contract between the charter school and the local school board;
- (21) proof of compliance with applicable law; and
- (22) other documents or information the district needs to evaluate the proposed charter school.

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board must forward the application to the State Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department

- (1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the application; and
- (4) the minutes of the local school board meeting at which the charter school was approved.

(c) An initial application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months before the planned start-up date for the new school. A renewal application for a charter school approved by a local school board may not be submitted to the department under (b) of this section more than 12 months before the expiration of the existing contract.

(d) An initial application and a renewal application approved by a local school board and submitted to the department under (b) of this section must be received by the department at least 90 days before the next regularly scheduled meeting of the State Board of Education and Early Development.

(e) The State Board of Education and Early Development will review an initial application or a renewal application approved by the local school board and submitted to the department under (b) of this section. The State Board of Education and Early Development will consider an initial application or a renewal application in the order in which it is received.

(f) Not later than 60 days after a local school board issues a decision to deny an initial application or a renewal application for a charter school, an applicant may file a notice of appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant must specify the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the local school board that supports a contrary finding of fact. With the notice of appeal, the applicant must file with the commissioner

(1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) any other materials considered by the local school board in support or in opposition to the application;

(4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and

(5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.

(g) The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).

(h) If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the State Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner will forward the appeal to the State Board of Education and Early Development immediately for consideration at its next meeting. The State Board of Education and Early Development will issue a decision within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.

(i) If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner will forward the application and record to the State Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The State Board of Education and Early Development will consider the application at its next meeting.

(j) The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(k) A decision of the State Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060

AS 14.03.253 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.113. Amendment of charter.

A charter school may apply to a local school board for an amendment to its charter during the term of its contract with the local school board. If a local school board approves an amendment to the charter, an amended contract must be executed to conform to the amended charter. The local school board must forward an amended charter and amended contract to the department. A charter school may make district-approved changes to its program that do not require an amendment to its charter without review by the state Board of Education and Early Development, except that a change of program that involves the addition of an elementary or secondary program must be approved by the local school board and the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.115. Operation of charter schools.

(a) The department may audit the charter school's program during the term of the contract under AS 14.03.255(c) and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070. Notwithstanding any provision of a charter or contract, a charter school must comply with state and federal law. A change in state or federal law taking effect during the term of an existing contract or charter will override an inconsistent provision of a contract or charter. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.255 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.117. Charter school grant program.

(a) A charter school that is established on or after July 1, 2014, may apply to the department for one-time grant funding under AS 14.03.264. An applicant charter school must

(1) apply on a form prescribed by the department;

(2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and

(3) file its application with the department not later than September 15 to receive funding based on student enrollment on October 1 of the same fiscal year.

(b) A charter school that received reduced grant funding in a prior fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

(c) The department will notify a newly approved charter school of its eligibility for grant funding under AS 14.03.264 promptly after approval of the charter by the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.119. Definitions.

In 4 AAC 33.110 – 4 AAC 33.119,

(1) "charter school" has the meaning given in AS 14.03.290;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "local school board" has the meaning given in AS 14.03.290.

(Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

Appendix A: Local School Board Approval

Fairbanks North Star Borough School District
Charter Contract 2024 - 2025
Charter School

THIS AGREEMENT is made between Effie Kokrine Charter School, hereinafter "Charter School" and the Fairbanks North Star Borough School Board, hereinafter "School Board".

Fairbanks North Star Borough School District
520 - Fifth Avenue
Fairbanks, AK 99701

Effie Kokrine Charter School
601 Loftus Rd
Fairbanks, AK 99709

WHEREAS, Charter School desires to operate within the Fairbanks North Star Borough School District (hereafter "School District") in conformance with Alaska Statutes 14.03.250 - 290 and School District policies and procedures; and

WHEREAS, the School Board reviewed and approved Charter School's charter renewal on for a period of ten years, including school years FY2015 to FY2025;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this annual contract, the parties agree as follows:

Charter School shall provide an educational program in the School District subject to the terms and conditions of this Contract, commencing on the 1st day of July for school year 2024. Services will be provided in accordance with the Charter School Calendar identified herein.

Annually, any modifications to the approved Charter Renewal proposal will be submitted in writing to the School District by April 01 prior to the annual report to the school board.

Compliance with Regulatory Requirements:

The Charter School warrants that it will comply with all local, state, and federal laws and regulations applicable to public schools and all requirements imposed by School District policies and regulations.

1. **Description of Educational Program:**

The Charter School shall provide an education program that shall advance students' mastery of basic skill areas including mathematics, science, health, reading, language arts, and social studies, appropriate to the age of students in the program. Provision will also be made for physical education, music, art, and instructional technology within the education program. The educational program shall be designed utilizing the curricula as defined by the Charter School application.

a. Description of Program:

Effie Kokrine comprises two main education programs, the junior high and high school. In the junior high program, all academic content areas (with the exception of math) are woven into thematic *modules* that follow the school curriculum spiral. In the high school program, Fairbanks North Star Borough School District Curriculum is implemented utilizing the *AK Standards for Culturally Responsive Schools Curriculum Guidelines*. Effie Kokrine follows a modified version of the FNSBSD-approved calendar, beginning school one week early in order to take a one-week break for fall subsistence activities.

2. Specific Levels of Achievement:

The Charter School students participate in the State of Alaska-mandated assessments.

3. Admission Policy and Procedures:

Students fill out an online application and then complete an interview. Effie has rolling admission and does not use a lottery.

4. Administrative Policies:

- a. Academic Policy Committee (*describe the make-up of APC, APC election process*)
- b. Administrator (*evaluation of, qualifications, hiring process, termination process*)
- c. Students (*grade levels served*)
- d. School Calendar and Times of Operation (*attach calendar and hours of operation*)
- e. School Board Report (*attach board report per AR*)

5. Funding:

The School District allocates funding in accordance with State Law, less administrative costs determined by applying the Department of Education and Early Development approved 4% indirect cost. An annual budget is submitted according to schedules established by the School District. The Charter School's program budget is used for operating expenses of the school's educational program, including the purchase of textbooks, classroom materials, and instructional aids, as well as student allotments.

Funds are made available on July 1 of each year and will continue under this Agreement. The amount of the budget will be adjusted following the ADM count period as established by the State of Alaska.

The Charter School may choose to carry over up to ten percent (10%) of the current, annual expenditures into a Charter School designated ending fund balance to be available for expending the following school year.

The Charter School may also receive revenues from grants and special revenue funds (beyond the per-pupil allocation) approved by the School District. Grants and special revenue funds received by the Charter School from the School District will pass directly into the operating

fund and will be used as specified in grant requirements. All donations, gifts, and grants will be utilized to help accomplish the mission and goals of the school.

6. School District Charges:

The Charter School shall account for receipts and expenditures and comply with the FNSBSD's purchasing and accounting systems. The charter school agrees that it shall comply with all state and federal requirements for the receipt and use of public money. The Charter School will comply with all District, state, and federal audit requests.

7. Student Fees and Charges:

The Charter School shall not charge tuition to students who reside within the District. Any fees charged to students by the Charter School, including but not limited to supply and activity fees, shall be retained by the Charter School and included in the Charter School program budget. Charter fees must be clearly outlined in their school's charter

8. Method of Accountability for Receipts and Expenditures:

Between December and March, the Charter School liaison will work with the School District Business Manager to develop a budget for the next school year. This will include the salaries of all staff at the Charter School. At this time a "projected" student count for the following year will be given. The estimate may be finalized at the May School Board meeting.

The Charter School acknowledges that adjustment to the Charter School budget may be necessary if the estimated revenues are revised due to School Board, legislative, and/or Borough Assembly action.

All funds will run through the normal School District financial process. The Charter School agrees that it shall comply with all State of Alaska and Federal requirements for the receipt and use of public funds.

9. Location and Description of Facility:

601 Loftus Rd

Fairbanks, AK 99709

The facility is ___ square feet in size, containing 16 classrooms, administrative offices, and other facilities as described as follows:

Description of facility

The Charter School warrants that the facility shall at all times comply with all local, state, and federal health and safety requirements applicable to public schools in the School District.

10. Teachers and Support Staff:

1. Administrator- Josh Snow

2. Teachers- Michelle Sopoliga, Eric Galloway, Marion Josefson, Michael Dean, Carla Kangas, Eileen Julien, Bennet Wong, James Brothers
3. Secretary- Kadie Cooke
4. Custodial Staff- Julie O'Neill

The Charter School shall promptly provide the School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through School District processes and that teachers must sign a written contract with the School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

11. Retirement:

In accordance with and subject to the requirements of state law, eligible employees of the Charter School shall be members of the Teachers' Retirement System and eligible support employees shall be members of the Public Employees' Retirement System.

12. Teacher to Student Ratio:

The Charter School shall maintain the following pupil-teacher ratios:
20-1

13. Enrollment:

The Charter School shall enroll a minimum of 135 students and a maximum number of 160 students at all times.

14. Risk Management:

The Charter School agrees to provide liability and risk insurance through the insurance program with Fairbanks North Star Borough. The Charter School agrees that it will coordinate all risk management activities through the Borough's risk management office. The Charter School shall not compromise, settle, negotiate, or otherwise affect any disposition of any actual or potential demands, claims, lawsuits, fines, judgments, or liabilities without first consulting with the School District and receiving the School District's written approval.

The Charter School agrees to operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. The Charter School shall comply with all School Board policies and regulations, and comply with all applicable federal and state laws, concerning student welfare, safety, and health including, without limitation, School Board policies addressing the reporting of child abuse, accident prevention, and disaster response, and any state regulations governing the operation of school facilities.

15. Term:

The term of this Agreement shall be one year, effective upon complete execution by the School Board. The School Board will review this Agreement every year.

16. Program Evaluation:

Each year, the school administrator shall oversee the preparation of an annual written report that provides an assessment of the Charter School program. The report will include information about:

- a. Student achievement assessment results
- b. Recommendation for remediation of poor student performance
- c. School goal attainment
- d. Student enrollment
- e. Description of charter school activities
- f. Meeting minutes
- g. List of Academic Policy Committee officers and members
- h. List of officers in any PTA/PTO or other parent organization
- i. Changes planned including changes to the contract and modifications to the charter

The Charter School will make a presentation to the School Board and the public annually each spring. Written reports will be received by the district prior to the Charter School's presentation to the School Board. The presentation will include student achievement results, highlights of the year, and any changes being requested to the contract or charter.

17. Termination:

During the Charter Schools annual review with the School Board, compliance with the provisions of this Agreement will be reviewed. If any allegations of noncompliance with this Agreement are presented either during the annual review or at any other time, then the School Board, through the Superintendent or designee, shall investigate the allegations to determine what remedy is warranted for the alleged noncompliance

The School Board may terminate this Agreement for:

- a. Failure by the Charter School to meet the educational achievement goals;
- b. Failure by the Charter School to meet fiscal management standards;
- c. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the School District;
- d. Default by the Charter School in any material provision in this agreement, or
- e. Other good cause as proven by the School Board.

The School Board shall provide ninety (90) days' written notice to the Charter School of its intent to terminate this Agreement. The notice shall include the reasons for its action and the specified time allotted for the situation to be remedied. If the Charter School fails to remedy the cause for termination within the time specified, this Agreement shall automatically terminate at the end of the specified time. The Charter School has thirty (30) days to appeal the School Board's decision to terminate this Agreement.

Upon termination, the Charter School has until a new semester starts which is not less than forty-five (45) contact days from the date of termination, to close the Charter School. For the welfare of the students, the School District shall work with the Charter School's staff and Academic Policy Committee to provide a smooth transition for all students into the appropriate School District schools.

At the close of the Charter School, any unused funds remaining and/or assets shall immediately be returned to the School District.

The Charter School may terminate this Agreement for the following school year by giving written notice to the School District on or before February 1 of a given school year of its intent to cease operations for the following year.

18. Federal and State Use of Public Money:

The Charter School agrees to comply with all state and federal requirements for the receipt and use of public money.

The Charter School shall comply with all applicable federal, state, and local laws, rules, and regulations including without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin, or religion. The Charter School agrees that it shall operate as a nonsectarian public school.

19. Exemptions or Requirements Included in this Agreement (Waivers):

- #324.1 Assignment and Transfer of Building Administrator
- #341 Approval of Handbook and Directives
- #921.1 Selection of Instructional Materials
- #941.2 School Term
- #955.4 Out-of-District Travel Approval Procedures
- #984.3 Outside Credit
- #1230 Relations with Post-Secondary Educational Institutions

Policy #401 Section III Voluntary Transfer-Eligibility

Donna Barnett 07/23/24
Signature APC President Date

John Smith 4/23/24
Signature Charter Administrator Date

Bunny Hart 6/10/24
Signature School District Official Date

Appendix C

BYLAWS Effie Kokrine CHARTER SCHOOL

ARTICLE I

Name

The name of the organization shall be Effie Kokrine Charter School.

ARTICLE II

Purpose

The purpose of the organization shall be to educate 7-12 children under a charter agreement between the Effie Kokrine Charter School and Fairbanks North Star Borough School District in accordance with the mission set forth in said charter agreement.

ARTICLE III

Governance

Effie Kokrine Charter School shall be governed by the Academic Policy Committee (APC). The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et seq., and as set forth in these bylaws, and shall perform the following functions, including, but not limited to:

Section 1. Ensure the fulfillment of the mission of Effie Kokrine as stated in the Effie Kokrine Charter School/Fairbanks North Star Borough School District contract;

Section 2. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;

Section 3. Promote professional conduct in accordance with Fairbanks North Star Borough School District policies;

Section 4. Select principal/head teacher;

Section 5. Delegate to the principal/head teacher those tasks deemed appropriate by the APC

Section 6. Review non-personnel related contracts;

Section 7. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the principal/head teacher and

Section 8. Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by law.

Section 9. No members of the APC shall act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC.

ARTICLE IV Academic Policy Committee

Section 1. Membership. Membership on the Academic Policy Committee is by election, except as provided herein. The number of members constituting the entire APC shall be nine (9) voting members. Five (5) of the members shall be permanent staff members, at least three (3) of whom shall be certified teachers. Four (4) of the members shall be parents, who are not permanent Effie Kokrine staff members, of the students currently enrolled in the school. The principal/head teacher or Acting principal/head teacher then under contract to the school shall be non-voting ex officio member of the APC, except in the case of a tie vote.

Section 2. Term. The term of all elected members of the APC shall be two (2) years beginning August 1 and ending July 31. It is the goal of these bylaws that at any regular election two to three (2-3) of the APC teacher positions and two (2) of the APC parent positions shall be open for re-election, and that the remaining teacher and parent positions shall come up for re-election at the following year's regular election. If at any time this balance is not maintained, the APC may extend (but not shorten) the term of any APC member(s) until this balance is achieved. A majority vote of the full APC shall be required to extend any term.

Section 3. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the APC may serve.

Section 4. Vacancies. Any vacancy occurring on the APC may be filled by majority vote of the remaining members of the APC. The replacement member of the APC shall be appointed for the unexpired term of his/her predecessor in office.

Section 5. Compensation. Participation in the APC is voluntary. Members of the APC shall not receive any monetary or non-monetary compensation for their participation in the APC.

Section 6. Resignation. An APC member may resign at any time by giving written notice to the Chair or Secretary of the APC. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

Section 7. Removal. The APC may remove any APC member. Removal shall require a 2/3 vote of the full APC, including the APC member who is subject to removal.

Section 8. Conflict of Interest. Service on the APC is a trust created in the interest of the common good and for the benefit of the school. It is the intent of these bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. To avoid conflict of interest, excepting the five staff positions, no voting member of the APC shall be a paid staff member of the school, inclusive of the principal/head teacher and any other person who receives any monetary compensation from the school.

Section 9. From time to time, by two-thirds vote, the Board may appoint an additional member to the APC board when deemed necessary to benefit the mission of the school's charter.

ARTICLE V

Officers of the Academic Policy Committee

Section 1. The officers shall be the Chair, Vice Chair, and Secretary.

Section 2. Election of Officers. The officers shall be elected from among the members of the Academic Policy Committee by a majority of members present at the first regular meeting following an election of the Academic Policy Committee, or as soon thereafter as conveniently may be held.

Section 3. Term. The term of all officers shall be one (1) year.

Section 4. Removal. Any officer elected or appointed by the Academic Policy Committee may be removed from office (but not from the APC) by a majority vote of the full APC whenever in its judgment the best interests of the school would be served thereby.

Section 5. Vacancies. A vacancy in any office may be filled by a majority vote of the full APC for the unexpired portion of the term.

Section 6. Chair's Functions. The Chair shall be a parent member of the APC, and shall:

- a. Preside at all meetings of the APC;
- b. Appoint, with the consent of the APC, all committee chairs and require them to give reports of their actions to the Board;
- c. Set the time and place of all special meetings of the APC; and
- d. Have authority and perform duties as directed by the APC from time to time.

Section 7. Vice Chair's Functions. The Vice Chair shall:

- a. Serve in the place of the Chair if the Chair is unable to serve or chair Board meetings; and
- b. Perform such other duties as from time to time may be assigned by the APC.

Section 8. Secretary's Functions. The Secretary shall:

- a. Keep the minutes of the meetings of the APC in computer files and/or one or more books provided for that purpose;
- b. See that all notices and agendas are duly given and posted in accordance with the provisions of these bylaws or as required by law;
- c. Keep an updated list of the mailing address, e-mail address, and telephone numbers of each member of the APC; and
- d. In general perform such other duties as from time to time may be assigned to him/her by the APC.

**ARTICLE VI
Nominations and Elections**

Section 1. Nominations. The APC shall oversee the following:

- a. Solicit and accept applications, on a form prescribed by the APC, from candidates for membership to the APC;
- b. In its discretion, nominate individuals who have not submitted an application as candidates for positions on the APC;
- c. Make available digital or print copies of applications candidates submit to the APC.

Section 2. Election. Upon receipt of a slate of candidates, the APC shall call an election. The APC will then:

- a. Prepare a digital or print secret ballot listing the candidates;
- b. Distribute, collect and count the secret ballots and otherwise oversee the election so that it is conducted in a fair manner;
- c. Advise the candidates and the APC of the election results;
- d. Prepare a report stating the results of the election, which report shall be kept at the principal/head teacher office of the school and be made available for review by the public. The APC shall be responsible for monitoring voter eligibility and resolving any disputes involving the casting of ballots.
- e. Announce results of the election to the parent body.

Section 3. Eligibility to Vote for Parent APC Positions. Only parents or legal guardians of students enrolled in the school during the election are eligible to vote for parent APC members.

Section 4. Eligibility to Vote for Staff APC Positions. Only permanent staff members employed by Effie Kokrine are eligible to vote for staff APC members.

Section 5. Number of votes per eligible voter. All eligible voters may cast one vote for each vacant position on the ballot, not to exceed one vote per person per open position.

Section 6. Casting of Ballots. Secret ballots must be cast on the digital or print form prescribed by the APC by the designated date and time. Proxy, facsimile, e-mail, or other method of voting not expressly authorized above are not permitted or valid.

Section 7. Exceptions. In the event that the number of qualified candidates is less than or equal to the number of vacant positions, the APC may dispense with an election and, with a 2/3 vote of members present, seat the slate of candidates.

ARTICLE VII

Meetings of the Academic Policy Committee

Section 1. Open Meetings Act. The APC hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et seq. (“the Act”). All meetings are open to the public and shall be conducted, and all notices and agendas posted, in accordance with the Act. If any portion of these bylaws are more specific than the Act, then that portion of these bylaws shall control over the Act, unless prohibited by law.

Section 2. Meetings. The APC shall also hold regular meetings typically monthly but at least four (4) times a year. Parents, teachers, and staff members of the school are hereby invited to such meetings.

Section 3. Special Meetings. Special meetings of the APC may be called by the Chair, principal/head teacher, or any three members of the APC.

Section 4. Notice of Meetings. Notice of regular or special meetings stating the place, day, hour and agenda shall be delivered to each member of the APC and posted at the school or in the school bulletin not less than one (1) week before the date set for such meeting. New issues not posted on the agenda may nonetheless be raised, discussed, and voted upon at any meeting.

Section 5. Communication. Any materials pertinent to any regular or special meeting may be transmitted by mail, fax or email.

Section 6. Quorum. Greater than fifty percent (50%) of the voting members of the APC constitutes a quorum. Telephonic participation is permitted.

Section 7. Executive Sessions. In accordance with the Open Meetings Act, an executive session may be held to discuss matters including but not limited to:

- a. Attorney-client matters;
- b. Non-personnel contract proposals or negotiations;
- c. Sensitive personnel matters; and
- d. Confidential student matters.

The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the APC or permitted by law may be present during the executive session. Unless invited or permitted by law, no teacher/teacher's aide APC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no teacher/teacher's aide APC member shall be entitled to vote on any such issue in public session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or any other final action, be approved at any session which is closed to the general public.

Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions.

Section 8. No Proxies. Members of the APC may not vote by proxy.

ARTICLE VIII

Committees

Section 1. Membership of Committees. The APC may designate and appoint one or more committees to perform specific tasks assigned by the APC. Members will be selected by the APC from a list of volunteers who are parents of children attending the school, community members at large, the principal/head teacher, teachers, or teachers' assistants.

Section 2. Instruction and Responsibility. Each committee shall be clearly instructed as to the length of time each member is being asked to serve, the service the APC wishes each committee to render, the extent and limitations of responsibility, the resources the APC will provide, and the approximate dates on which the APC wishes to receive reports. Recommendations of special advisory committees shall be based on research and fact and shall be advisory to the APC.

Section 3. APC Powers and Prerogatives. All recommendations of a committee must be submitted to the APC for official action. The APC shall have the power to dissolve any committee and shall reserve the right to exercise this power at any time during the life of any committee.

Section 4. Meetings. Special committees to the APC shall comply with the Open Meeting Act and notice requirements set forth in Article VII, Section 4 of these bylaws.

ARTICLE IX
Principal/head teacher

Section 1. Selection/Removal. The principal/head teacher shall be selected by the Academic Policy Committee. Removal of the principal/head teacher will require a 2/3 vote of the full APC when in its judgment the best interest of the School.

Section 2. Duties and Responsibilities. The principal/head teacher shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. The principal/head teacher shall select, appoint, or otherwise supervise employees of the school. The principal/head teacher shall see that all policies, orders, and resolutions of the APC are carried into effect. Upon delegation by the APC, the principal/head teacher shall:

- a. Maintain financial records of the school;
- b. Manage the day-to-day operation of the school;
- c. Meet regularly with parents and with teachers of the school to review, evaluate, and improve operations of the School;
- d. Meet with the APC regularly to monitor progress in achieving the APC's policies and goals;
- e. Submit appropriate information as required by the School District, Department of Education or Federal and State Agencies; and
- f. Submit for approval or disapproval to the APC all significant policy and financial decisions that may have a substantial impact upon the School.

ARTICLE X
Administration of Finances

Section 1. Fiscal Year. The fiscal year of Effie Kokrine shall coincide with the fiscal year of the Fairbanks North Star Borough School District (July 1 through June 30).

Section 2. Contracts. The APC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the school. The APC may delegate this authority, either in specific instances or in general, to the principal/head teacher or his/her designee, or to any officer of the APC.

Section 3. Budget and Purchasing Authority. The APC, with support from the principal/head teacher, is responsible for development and approval of the school budget in accordance with Fairbanks North Star Borough School District timelines and standards. Significant budget changes that may occur during the school year require APC approval. Withdrawals or transfers from any and all District monitored school funds for purchase of any single non-consumable item or capital improvement over ten thousand dollars shall be approved by both the APC and the principal/head teacher. In instances requiring emergent action, the principal/head teacher may act on behalf of the APC and shall report such expenditures, and the reason for emergent action, to the APC at the next

regular meeting following said action. Any expenditure for single non-consumable items less than ten thousand dollars, and purchases of consumable items necessary for school operations from funds available for such purchases require only the approval of the principal/head teacher.

Section 4. Accounting. The principal/head teacher or his/her designee shall present to the APC at regular APC meetings an accounting of expenditures and performance relative to the approved budget. The APC may at any time cause a full or partial independent audit of school monies to occur.

ARTICLE XI Parliamentary Authority

Conduct of meetings. The rules contained in Robert's Rules of Order shall govern the conduct of meetings of the organization in all cases to which they are applicable and in which they are not inconsistent with these bylaws. The Chair may suspend or apply Robert's Rules informally in order to facilitate discussion amongst the members.

ARTICLE XII Ethics

Effie Kokrine Charter School is committed to delivering a quality education for all of its students. The Fairbanks North Star Borough School District does not discriminate on the basis of race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, pregnancy, parenthood, sexual orientation, gender identity or military affiliation. The APC, administration, teachers and staff shall conduct themselves in such a way as to promote that ethical standard. No member of the APC, administration, teachers or staff shall take advantage of their position for their personal gain above and beyond that which is made available to all other members of the Effie Kokrine Charter School community and/or reasonable and customary contractual allowances.

ARTICLE XIII Indemnification

The school may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted, and all persons currently or previously employed by the school, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or being or having been an employee of the school, when that person has acted within the course or scope of his or her duties to the school. Indemnification shall be provided by a majority vote of a quorum of the APC, on a case-by-case basis.

ARTICLE XIV

Amendments to Bylaws

These bylaws may be amended or revised by a two-thirds vote of the APC present at any regularly scheduled or special meeting provided that the amendments or revisions proposed were submitted in writing to the APC and posted publicly on the APC meeting agenda in advance of voting on said amendment(s).

Appendix D:
APC Agenda and Minutes

August 2021 Minutes

Did not meet

**Effie Kokrine Charter School
Academic Policy Committee Meeting Minutes**

September 9, 2021 5:00PM

APC Members

<input type="checkbox"/> □ Carol Lee Gho or Clara Anderson, Elder Representative	
<input type="checkbox"/> □ Eliza Winfrey, Parent Representative	<input type="checkbox"/> □ Sheryl Meierotto, Teacher Representative
<input type="checkbox"/> □ Michelle Lake, Teacher Representative	<input type="checkbox"/> □ Olga Skinner, UAF Representative
<input type="checkbox"/> □ Josh Snow, Head Teacher	<input type="checkbox"/> □ Tonya Garnett, FNA Representative
<input type="checkbox"/> □ Nancy Schupp, Parent Representative	<input type="checkbox"/> □ Rhonda Frost-Gillen, Classified Representative

- I. Call to order. Sheryl called the meeting to order at 5:32pm.
- II. Roll call. Members present: Sheryl Meierotto, Josh Snow, Michelle Lake, Tonya Garnett, Nancy Schupp and Olga Skinner. Excused: Eliza Winfrey, Rhonda Frost-Gillen, Carol Lee Gho, Clara Anderson,. Quorum established.
- III. Adoption of Agenda. ADOPTED.
- IV. Approval of minutes. TABLED until the next meeting.
- V. Visitor comments. None.
- VI. Principal's Report – Josh.
 - A. Enrollment currently at 142. Budgeted for 140.
 - B. Staffing: JR. High at 3 people - 2 new hires, Front office down from 2 people to one.
 - C. Mandatory masking in place from the beginning of the year. Course work posted online for students absent for quarantine.
 - D. Josh is on the FNA InterAgency Transition Council. As a result of this partnership, a Mental Health Specialist position will open at EKCS.
 - E. In partnership with Doyon Languages, Allan Hayton, EKCS offers elective course for high school for online language learning in Gwich'in, Denakke, and Lower Tanana. Also using NSBSD online Inupiaq. Elective course also includes guest speakers.
 - F. Partnership with TCC GO and UAF School of Management to offer 2 college level classes focused on career exploration.
 - G. MOTION TO ACCEPT Principal's report. ACCEPTED.
- VII. Action Items.
 - A. MOTION to adopt 2021/2022 APC Meeting Calendar. ADOPTED. Wednesdays at 5pm, Oct. 6, Nov. 10, Dec. 8, Jan. 5, Feb. 9, Mar. 9, April 6, May 11.
 - B. MOTION to send EKCS APC representatives to APC training in Fairbanks on Oct. 1-2. MOTION CARRIED.
 - C. Discussion on events, fundraisers. Discussion on passing on Thanksgiving Tournament to another local entity with Basketball using other fundraisers. Decrease scale of Howard's Birthday due to COVID-19.
- VIII. Board Comments.
- IX. Next Meeting Date. Oct. 6, 5:00pm In-Person
- X. Adjournment. MOTION to adjourn. Passed, the meeting adjourned at 6:27 pm.

Minutes submitted by Olga Skinner, Secretary

**Effie Kokrine Charter School
Academic Policy Committee Meeting Minutes**

October 6, 2021 5:00PM

APC Members

<input type="checkbox"/> <input type="checkbox"/> Carol Lee Gho or Clara Anderson, Elder Representative
<input type="checkbox"/> <input type="checkbox"/> Eliza Winfrey, Parent Representative <input type="checkbox"/> <input type="checkbox"/> Sheryl Meierotto, Teacher Representative
<input type="checkbox"/> <input type="checkbox"/> Michelle Lake, Teacher Representative <input type="checkbox"/> <input type="checkbox"/> Olga Skinner, UAF Representative
<input type="checkbox"/> <input type="checkbox"/> Josh Snow, Head Teacher <input type="checkbox"/> <input type="checkbox"/> Tonya Garnett, FNA Representative
<input type="checkbox"/> <input type="checkbox"/> Nancy Schupp, Parent Representative <input type="checkbox"/> VACANT, Classified Representative

- I. Call to order. Sheryl called the meeting to order at 5:06pm.
- II. Roll call. Members present: Sheryl Meierotto, Carol Lee Gho, Clara Anderson, Josh Snow, Michelle Lake, Eliza Winfrey, Nancy Schupp and Olga Skinner. Excused: Tonya Garnett. Quorum established.
- III. Adoption of Agenda. ADOPTED UNANIMOUSLY.
- IV. Approval of minutes.
 - A. May Minutes: TABLED until the next meeting.
 - B. September Minutes: ADOPTED UNANIMOUSLY.
- V. Visitor comments. None.
- VI. Principal's Report – Josh.
 - A. Current Enrollment - 146
 - B. Oct. Count ends 10/15
 - C. Transfers Due to COVID
 - D. XC Runners qualify for State
 - E. Teacher Aide position
 - F. SBIRT Grant with FNA
 - G. Doyon CARES Act Funding (\$500 per student)
 - H. 501(C3) Status
 - I. APC Training (10/1-2)
- MOTION TO APPROVE Principal's report. APPROVED UNANIMOUSLY..
- VII. Action Items.
 - A. Leadership Plan and School Goals. Discussion and Josh will return revised goals for a second reading next meeting.
 - B. APC Calendar with calendar activities (principal evaluation, goals/priorities, etc.) MOTION to adopt. ADOPTED UNANIMOUSLY.
 - C. ESSA/Classified Seat. Currently Vacant. Candidates at the next meeting.
- VIII. Board Comments.
- IX. Next Meeting Date. NOV 10, 5:00pm In-Person
- X. Future Business/Agenda Items:
 - A. May Minutes Approval
 - B. Action Item: Finalize Leadership Plan/Review Student Data
 - C. ESSA/Classified Seat
 - D. Principal's Report to include Alaska Native culture in school
 - E. Cultural Standards evaluation

XI. Adjournment. MOTION to adjourn. PASSED UNANIMOUSLY, the meeting adjourned at 6:40 pm.

Minutes submitted by Olga Skinner, Secretary

EKCS Board of Director's Meeting
November 16, 2021, 5:00pm

Attending:, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative, Josh Snow-Head Teacher, Nancy Schupp-Parent Representative, Sheryrl Meierotto, Teacher Representative , and ?

1. Josh called the meeting to order 5:12 pm and stated a quorum was established with Olga Skinner and Tonya Garnett excused and Eliza will be joining us via phone.
2. Adoption of Agenda moved by Clara and approved.
3. The 5/19/21 minutes moved for adoption by Nancy, seconded by Clara and approved.
4. Visitor comments – none.
5. Principle's Report-Josh. A. Parent Survey-38 responses: overall positive response with family and culture inclusion most favored. B. Tanya Garnett, board member, representing FNA and has a younger sibling attending Effie, assisted in attaining Doyon funding of \$72K, at \$500 per student. Funding was deposited in the non-profit account. C. Strategic Planning process is underway and Gold Stream Planning will be contacted to lead this process of looking three years forward. The focus will be School Goals with inclusion of a. parents, b. graduates, staff, and possible future changes with the district of school consolidation, student enrollment changes and faculty changes. D. The EKCS mission statement was discussed and Carol Lee moved to accept the report and Nancy seconded.
6. Action Items: A. The Mission Statement was discussed and favorably supported with some rewording using stronger action. Clara moved to approve the Mission Statement with enhanced language, Carol Lee seconded and motion approved. B. Second action item was selecting a committee for the Principle's evaluation and Eliza, Carol Lee, Sheryl and Nancy volunteered to participate on this committee. Sheryl added the inclusion of developing an evaluation tool for teachers and moved to accept the committee and Nancy seconded. Motion passed.
7. The next meeting will be December 8 at 5pm, in-person.

8. Meeting adjourned at 7pm.

**MEffie Kokrine Charter School
Academic Policy Committee Meeting Minutes**

December 8, 2021 5:00PM

APC Members

<input type="checkbox"/> <input type="checkbox"/> Carol Lee Gho or Clara Anderson, Elder Representative
<input type="checkbox"/> <input type="checkbox"/> Eliza Winfrey, Parent Representative <input type="checkbox"/> <input type="checkbox"/> Sheryl Meierotto, Teacher Representative
<input type="checkbox"/> <input type="checkbox"/> Michelle Sopoliga, Teacher Representative <input type="checkbox"/> <input type="checkbox"/> Olga Skinner, UAF Representative
<input type="checkbox"/> <input type="checkbox"/> Josh Snow, Head Teacher <input type="checkbox"/> <input type="checkbox"/> Tonya Garnett, FNA Representative
<input type="checkbox"/> <input type="checkbox"/> Nancy Schupp, Parent Representative <input type="checkbox"/> <input type="checkbox"/> Micah Bador, Classified Representative

I. Call to order. Sheryl called the meeting to order at 5:06pm.

II. Roll call. Members present: Sheryl Meierotto, Carol Lee Gho, Clara Anderson, Josh Snow, Michelle Sopoliga, Eliza Winfrey, Nancy Schupp, Micah Bador, Tonya Garnett and Olga Skinner. Quorum established.

III. Adoption of Agenda. **ADOPTED UNANIMOUSLY.**

IV. Approval of minutes from last meeting - November. **APPROVED UNANIMOUSLY** with corrections (added Micah).

V. Visitor comments. Mr. Eric Galloway - interested in discussion on masks and favors masks. VI. Principal's Report – Josh.

A. Enrollment Update- High School- 99 and Junior High- 40

B. Budget Update- \$43,662 rolled over from FY 20/21 and \$21,639 additional funding due to Oct count

C. FNSB motion to make masks optional in Jan- Is the mask requirement at Effie an "operational decision?"

MOTION TO APPROVE Principal's report. **APPROVED UNANIMOUSLY.**

VII. Action Items.

A. **MOTION** to add the mask mandate as an action item onto the agenda. **MOTION PASSED UNANIMOUSLY.**

B. **MOTION** to continue the mandatory masking of students, staff and guests while in the building for the second semester. **MOTION PASSED UNANIMOUSLY.**

VIII. Board Comments.

IX. Next Meeting Date. JAN 5, 2022 5:00pm In-Person

X. Future Business/Agenda Items:

A. December Minutes Approval

B. Approve the Principal's evaluation tool in January Agenda.

C. Re-examine by-laws at February meeting.

XI. Adjournment. MOTION to adjourn. PASSED UNANIMOUSLY, the meeting adjourned at 6:05 pm.

Minutes submitted by Olga Skinner, Secretary

January 2022 Minutes

Did not meet

**Effie Kokrine Charter School
Academic Policy Committee Meeting Minutes**

February 9, 2022 5:00PM

APC Members

<input type="checkbox"/> <input type="checkbox"/> Carol Lee Gho or Clara Anderson, Elder Representative
<input type="checkbox"/> <input type="checkbox"/> Eliza Winfrey, Parent Representative <input type="checkbox"/> <input type="checkbox"/> Sheryl Meierotto, Teacher Representative
<input type="checkbox"/> <input type="checkbox"/> Michelle Sopoliga, Teacher Representative <input type="checkbox"/> <input type="checkbox"/> Olga Skinner, UAF Representative
<input type="checkbox"/> <input type="checkbox"/> Josh Snow, Head Teacher <input type="checkbox"/> <input type="checkbox"/> Tonya Garnett, FNA Representative
<input type="checkbox"/> <input type="checkbox"/> Nancy Schupp, Parent Representative <input type="checkbox"/> <input type="checkbox"/> Micah Bador, Classified Representative

I. Call to order. Tonya called the meeting to order at 5:14pm.

II. Roll call. Members present: Sheryl Meierotto, Clara Anderson, Josh Snow, Michelle Sopoliga, Eliza Winfrey, Nancy Schupp, Micah Bador, Tonya Garnett and Olga Skinner. Excused: Carol Lee Gho. Quorum established.

III. Adoption of Agenda. ADOPTED UNANIMOUSLY.

IV. Approval of minutes from last meeting - December. APPROVED UNANIMOUSLY V. Visitor comments. None

VI. Principal's Report – Josh.

- A. Enrollment- 144 (HS- 100 / JH 45)
- B. EKCS granted Charter Contract Amendment- Require mandatory masking 3rd quarter
- C. COVID- Student / staff impacts
- D. HR Timelines (Feb 4 involuntary transfer notices for impacted teachers / Involuntary transfer notices for rest of district)
- E. Collaboration with TCC GO / UAF School of Management - Semester 2
- F. Basketball season underway
- G. Partnering with Doyon Languages- US Department of Education Alaska Native Education Program Grant Proposal.
- H. Partnering with Doyon Ltd- Film shareholder videos for Doyon Annual Meeting

MOTION TO APPROVE Principal's report. APPROVED UNANIMOUSLY.

VII. Action Items.

- A. Masking Policy. Tabled for next meeting.
- B. Strategic Planning Proposal. Tabled for next meeting.
- C. Principal's Evaluation (Executive Session at 6:23pm)

VIII. Board Comments. None.

IX. Next Meeting Date. Not noted.

X. Future Business/Agenda Items:

- A. February Minutes Approval
- B. Action Item: Re-examine bylaws (noted from December meeting).
- C. Action Item: Masking policy.
- D. Action Item: Strategic Planning Proposal.

XI. Adjournment. MOTION to adjourn. PASSED UNANIMOUSLY, the meeting adjourned at 7:23 pm.

Minutes submitted by Olga Skinner, Secretary

EKCS Board of Director's Meeting Minutes
March 30, 2022, 5:10 pm

Attending: Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative, Josh Snow-Head Teacher, Nancy Schupp-Parent Representative, Sheryrl Meierotto, Teacher Representative , and ?

1. Call to order: 5:10
2. Adoption of Agenda moved by Sheryl Meierotto
3. The 6/20/21 minutes moved for adoption and seconded
4. Visitor comments – none
5. Principals report – NYO regionals this weekend Effie students
 - a. IASF – 2 projects received special awards
 - b. Boys basketball won, and sportsmanship award at stat. The first time Effie went to state
 - c. NHD – 3 submissions to local and now being judged at state level
 - d. Linda Pitka – on women's work Tae Kown Do Team.
 - e. Watched video – student video of Doyon Annual meeting
 - f. Partners – Doyon – educ opps Doyon Languages
 - g. Budget update – surplus rolls over , TCC – TCC Go, don't know amount yet, good budget. MOA signed for next year
 - h. Enrollment update – 145 – happy place
 - i. Planning / recruitment = 11 applications for 7th
 - j. Summer credit recovery – not a full month
 - k. Spirit Camp – JrH for 1 day / seniors overnight
6. Establish a work group of APC members to review / revise Effie APC bylaws
 - a. Sheryl / Michelle , Tonya, Josh, Olga
7. Board Comments
 - a. None
8. Adjournment – 6:57pm

April 2022 Minutes

No Meeting

EKCS Board of Directors' Meeting Minute
May 25, 2022

Attending:, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative, Josh Snow-Head Teacher, Nancy Schupp-Parent Representative, Sheryl Meierotto, Teacher Representative

- A. Call to Order: 3:09
- B. Roll Call
- C. Adoption of Agenda
- D. Adoption of Minutes – Table minutes until the next meeting
- E. Visitors' comments – No comments
- F. Principal Report
 - a. 2022 Graduation
 - b. Current Enrollment 120
 - c. Applicant Pool – 75 applicants, capped at 35 for SPED
 - d. Strategic Planning Status report (Focus groups)
 - i. Student (staff done – head to do APC (minus staff only 5 APC) 1 pm
Tues May 31
 - e. End of year discipline issues
 - f. Staffing changes – 22/23
 - g. Update on revision of bylaws
 - i. Josh will highlight the sections that HS SS position
 - h. Cultural components @ Effie
 - i. Tsi'Yaa Cuny
 - ii. Joy Simon
 - iii. Native Language Class
 - iv. Howard's
 - v. Tea Race
 - vi. Electives
 - vii. Cooking Class
 - viii. Cultural Value Journal
- G. Action Items
- H. Board Comments
- I. Adjournment
 - a. 4:26

EKCS Board of Directors' Meeting Minute
August 17, 2022

Attending, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative Josh Snow-Head Teacher, Nancy Schupp-Parent Representative; Sheryl Meierotto, Teacher Representative

- A. Call to Order: 5:17
- B. Roll Call:
- C. Adoption of Agenda
- D. Adoption of Minutes – Micah / Nancy
- E. Visitors' comments – No comments
- F. Principal Report
 - a. Current enrollment – JH – 37, HS – 79 waitlist JH/7 HS
 - b. Staffing – Jackson – resigned cannot fill the position
 - i. Budget okay, less 1 teacher, goal 125 – 130, rollover funds for 2nd year in a row, SD providing cab vouchers for migrant ed/ McKinney Vento (Effie has around ½ dozen students getting vouchers)
 - c. Transportation – no buses for the school of choice
 - d. Credit Recovery Summer program
 - e. 28 students participated (100% were ANE)
 - i. 10 – freshman
 - ii. 12 – Sophomores
 - iii. Juniors
 - f. Tribal Schools Compacting – Steve Ginnis – alternative model for a school to work with tribal entities
 - g. Strategic planning focus groups need to find then another group to continue strategic planning using Goldstream Group data.
 - h. Josh has bylaws, using the watershed bylaws as a guide. Either at the September or October meeting, we need to do APC self-evaluations.
- G. Action Items
- H. Board Comments – Cultural values in school
- I. Adjournment
 - a. 5:50

September 2022 Minutes

No Meeting

EKCS Board of Directors' Meeting Minute
October 12, 5:00 pm

Attending, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative Josh Snow-Head Teacher, Nancy Schupp-Parent Representative; Sheryl Meierotto, Teacher Representative

- A. Call to Order: 5:19
- B. Roll Call: Josh, Nancy, Travis (for Tonya), Micah, Michelle, Sheryl
- C. Adoption of Agenda – Michelle / Nancy
- D. Adoption of Minutes – Verbal from Josh, Sept 7, 2022 Micah / Travis – staffing shortage - bylaws
- E. Visitors' comments – No comments
- F. Principal Report
 - a. Current enrollment – JH – 39, HS – 95 waitlist
 - b. Staffing
 - c. Howard Luke's Celebration
 - d. Budget
 - e. Oct APC training – Josh is going
 - f. Strategic planning
 - i. Goldstream group focus group report
 - g. FNA Healing the Hurts program – counselor at Effie x2 days per week
 - i. Because we are down 1 Jr teacher, we can have a count of 134 to make a budget
 - ii. Leadership club starts next week lunch next Wed
 - iii. Last week of March strategic planning
 - iv. Young Fiddlers will start practice at Effie soon on Saturdays in 2 classrooms.
- G. Action Items – will postpone until APC training teacher
- H. Board Comments – Nancy – preventing burnout and getting students to be more productive
 - a. Travis – leadership club is good, likes the counseling happening
- I. Adjournment
 - a. 5:50

EKCS Board of Directors' Meeting Minute
October 12, 5:00 pm

Attending, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative Josh Snow-Head Teacher, Nancy Schupp-Parent Representative; Sheryl Meierotto, Teacher Representative

- A. Call to Order: 5:19
- B. Roll Call: Josh, Nancy, Travis (for Tonya), Micah, Michelle, Sheryl
- C. Adoption of Agenda – Michelle / Nancy
- D. Adoption of Minutes – Verbal from Josh, Sept 7, 2022 Micah / Travis – staffing shortage - bylaws
- E. Visitors' comments – No comments
- F. Principal Report
 - a. Current enrollment – JH – 39, HS – 95 waitlist
 - b. Staffing
 - c. Howard Luke's Celebration
 - d. Budget
 - e. Oct APC training – Josh is going
 - f. Strategic planning
 - i. Goldstream group focus group report
 - g. FNA Healing the Hurts program – counselor at Effie x2 days per week
 - i. Because we are down 1 Jr teacher, we can have a count of 134 to make a budget
 - ii. Leadership club starts next week lunch next Wed
 - iii. Last week of March strategic planning
 - iv. Young Fiddlers will start practice at Effie soon on Saturdays in 2 classrooms.
- G. Action Items – will postpone until APC training teacher
- H. Board Comments – Nancy – preventing burnout and getting students to be more productive
 - a. Travis – leadership club is good, likes the counseling happening
- I. Adjournment
 - a. 5:50

November 2022
No Meeting

December 2022
No Meeting

Effie Kokrine Charter School
Academic Policy Committee Meeting Minutes

January 11, 2023

5:00PM

APC Members

Carol Lee Gho or Clara Anderson, Elder Representative

Eliza Winfrey, Parent Representative

Sheryl Meierotto, Teacher Representative

Michelle Sopoliga, Teacher
Representative

Olga Skinner, UAF
Representative

I.

II.
O

Josh Snow, Head Teacher

Nancy Schupp Parent Representative

Tonya Garnett, FNA
Representative

Micah Bador Classified
Representative

Call to order Josh called the meeting to order at 5:06pm.

Roll call. Members present: Sheryl Meierotto, Clara Anderson, Josh Snow, Michelle Sopoliga, Nancy Schupp and Olga Skinner. Excused: Eliza Winfrey, Carol Lee Gho, Micah Bador, Tonya Garnett.
Quorum established

III

IV

V.

VI.

VII.

VIII

IX.

XI.

Adoption of Agenda. ADOPTED
UNANIMOUSLY.

Approval of minutes from last meeting. No minutes. No quorum in
December,

Visitor comments None

Principal's Report - Josh.

- A. \$60,000 roll over from last year to this year
- B. Staffing - **New social** studies teacher - B. Luebke
- C. Enrollment - interviewing for high school **students** - currently at 85
- D. Strategic planning meeting in a couple of months

MOTION TO APPROVE Principal's report APPROVED UNANIMOUSLY. Action
Items.

- A. APC **Seats** - MOTION to **reset terms of seats** PASSED UNANIMOUSLY B. APC
Principal's evaluation. **Issue** final evaluation in February.

Board Comments

Next Meeting Date

Adjournment.

6:15pm.

Minutes submitted by Olga Skinner, Secretary

EKCS Board of Director's Meeting Minutes

February 14, 2023

Attending, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative Josh Snow-Head Teacher, Nancy Schupp-Parent Representative; Sheryl Meierotto, Teacher Representative

- A. Call to order: 5:05
- B. Roll Call: Olga, Eliza, Tanya, Clara, Nancy, Michelle, Sheryl, Josh, Micah
- C. Adoption of Agenda: Sheryl, Micha
- D. Adoption of Minutes: Nancy, Michelle
- E. Visitor's comments: None
- F. Principal's report
 - a. Staff – JH position, HS SS – posted shortly, 24 applicants
 - b. Effie Partnerships Update – (TCC Convention, Festival of Native Arts, YKSD)
 - i. TCC Go, Effie Helpers, participate often in sessions
 - c. Cultural Activities – Tom Huntington Moose Hide Tanning Project, Snowshoe Tea Race, Overnight trips to Howard Luke's Camp 2/2 – 3/8
 - d. WINHEC (World Indigenous Nations Higher Education Consortium) Annual Gathering, Fairbanks AK 7/16 -0 7/21/23
 - e. Strategic Planning Update – April 1, 2023
 - f. Transportation update/future – cabs probably ending except for McKinney – Vento (Migrant Ed)
 - g. Summer Credit Recovery – Instructional Considerations – keep
 - h. Student recruitment for 23/24 – No more 6th grade in elementary to recruit
 - i. Changes to 23/24 School Calendar – Hunting break 9/18 – 22
- G. Action Items
 - a. Executive Session – Principal Evaluation
 - i. Motion / Move to vacate
 - b. Board Comments
- H. Adjournment – 6:44 pm

Effie Kokrine Charter School
Board of Directors Meeting
March 8, 2023

Call to order: 5:09 p.m.

Roll Call: Tonya Garnett (chair), Nancy Schupp, Sheryl Meierotto, Michelle Sopoliga, Clara Anderson, Micah Bador, Josh Snow (principal) present. Eliza excused. Olga Skinner absent.

Agenda adopted

Reading of minutes from February 15, 2023 postponed until next meeting

No visitors

Principal's report:

Principal Snow discussed staffing positions. A junior high teacher was hired for the third classroom starting August 2023. High school Social Studies position still open.

Tom Huntington is teaching moosehide tanning to interested students. This project is funded by ANE. High school and junior high sending students on a rotating basis. Only students interested are attending.

The district is considering withholding 50% of block funding for Special Education. Question – Does this mean that our SPED teacher and clerk line item in our budget will be decreased/withheld by 50% by the district?

Principal Snow gave an update on the participants planning to attend the Strategic Planning Session on April 1, 2023 at Effie.

Tsi'yaa Cuny and Joy Simon have been working with a Leadership Group. The group is made up of high school and junior high students. High school Leadership members have been attending ITC meetings at the Morris Thompson Center. Some student members will attend a national meeting in Montana.

Summer Credit Recovery will happen, funded by ANE. Micah Bador and possible three Effie teachers will be the teachers.

Effie is working with Seed Media to use unspent funds to create videos. July will be the target month for a social media campaign. Teachers have been taking videos of the moosehide tanning project to share with Seed Media.

Principal Snow reviewed the district proposed Charter Contract. There are significant changes and additions to the prior contract. Principal Snow will meet with other charter school leaders to see what approach they are taking to the changes and additions.

No action items

General board comments

Adjourned at 5:57 p.m.

Effie Kokrine Charter School
Board of Directors Meeting Minutes
April 26, 2023

Call to Order: 5:07 p.m.

Roll call:

(Present) Josh Snow, Sheryl Meierotto, Michelle Sopoliga, Eliza Winfrey (phone), Nancy Schupp (phone), Clara Anderson

(Absent) Tonya Garnett

(Excused) Micah Bador, Olga Skinner

Agenda adopted

Reading of minutes from February 15, 2023 (2nd postponement) and March 8, 2023 postponed.

No Visitors

Principal's Report adopted:

- Reviewed Strategic Planning Day

- Gave annual report to the School Board

- Discussed changes in leadership at FNSBSD, specifically new Superintendent Luke Meinert.

- Hiring update: Bennett Wong for junior high and HS SS still unfilled but posted

- Seed Media planning a social media campaign

Action items:

Michelle made a motion to approve the District Charter Contract and Josh seconded.

Motion passed

Board comments:

Nancy mentioned that we should look for a parent to replace her on the APC

Eliza discussed stated that "Elders recognize the importance of graduation"

Adjourned at 5:35 p.m.

May 2023

No Meeting Minutes APC

September 2023

EKCS Board of Directors' Meeting Minute
September 12, 2023, 5:00 pm

Attending, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative Josh Snow-Head Teacher, Nancy Schupp-Parent Representative; Sheryl Meierotto, Teacher Representative

- A. Call to Order: 5:00
- B. Roll Call: Eliza, Tonya, Micah, Michelle, Sheryl, Josh
- C. Adoption of Agenda – Michelle / Nancy
- D. Adoption of Minutes – Verbal from Sheryl, 2023
- E. Visitors' comments – No comments
- F. Principal Report
 - a. Budget 10/1 – 28 count days each student is 11k
 - b. Negotiated agreement – teachers 1,731, ESSA 2,200, additional costs.
 - c. 100k carried over
- G. Action Items – None at the time
- H. Board Comments – Thumbs up!
- I. Adjournment
 - a. Josh will go to the next FNA board meeting.
 - b. 1st Wednesday of every month for meeting

October 2023
Effie Kokrine Charter School
No Meeting

**Effie Kokrine Charter School
Academic Policy Committee Meeting Minutes**

November 8, 2023, 5:00 PM

APC Members

- Eliza Winfrey, Elder Representative
- Methanie Ongtooguk, Parent Representative
- Michelle Sopoliga, Teacher Representative
- Josh Snow, Head Teacher
- Heather McFarlin, Parent Representative
- Sheryl Meierotto, Teacher Representative
- Olga Skinner, UAF Representative
- Tonya Garnett, FNA Representative
- Micah Bador, Classified Representative

- I. Call to order. Josh called the meeting to order at 5:06 p.m.
- II. Roll call. Members present: Heather McFarlin, Josh Snow, Methanie Ongtooguk, Michelle Sopoliga, Eliza Winfrey, Sheryl Meierotto, and Olga Skinner. Excused: Micah Bador, Tonya Garnett. Quorum established.
- III. Adoption of Agenda. ADOPTED UNANIMOUSLY.
- IV. Approval of minutes from the last meeting. APPROVED UNANIMOUSLY
- V. Visitor comments. Bennet Wong - District Survey and Culture Typology
- VI. Principal's Report – Josh.
 - A. Enrollment update - 147 students
 - B. Natural Helpers Retreat in Girdwood
 - C. Social Network Survey
 - D. Holiday Bazaar
 - E. Basketball Season
 - F. Charter Renewal Process
 - G. Staffing for Junior High
 - H. Enrollment Projection
 - I. Transportation
 - J. School District revision of Charter Admin. regulations
- MOTION TO APPROVE Principal's report. APPROVED UNANIMOUSLY.
- VII. Action Items. None.
- VIII. Board Comments. Sheryl - Thank you to Michelle for the Archery Class.
- IX. Next Meeting Date. December 13
- XI. Adjournment. MOTION to adjourn. PASSED UNANIMOUSLY, the meeting adjourned at 5:35 pm.

Minutes submitted by Olga Skinner, Secretary

December 2023
Effie Kokrine Charter School
No Meeting

February 2024
Effie Kokrine Charter School
No Meeting

March 2024

EKCS Board of Directors' Meeting Minute
March 20, 2024 5:09

Attending, Carol Lee Gho-Elder Representative, Clara Anderson-Elder Representative, Michelle Lake,-Teacher Representative Josh Snow-Head Teacher, Nancy Schupp-Parent Representative; Sheryl Meierotto, Teacher Representative

- A. Call to Order: 5:09
- B. Roll Call: Josh, Michelle, Olga, Eliza, Tonya, Micah, Heather, Methanie (sick), Travis Cole. Guests: Laurie Beam, Sarah Gillam
- C. Adoption of Agenda – Sheryl
- D. Adoption of Minutes – Olga
- E. Visitors' comments – Sarah Gillam: Assistant Superintendent of Secondary Schools, Laurie Beam, Executive Director of Alternative Schools and Programs
- F. Principal Report:
 - a. Staffing – in-district transfer candidate for HS Social Studies Position
 - b. Transportation Proposal Update
 - i. Josh spoke to Stephanie Hinz, who gave him the name of TCC head of transportation.
 - c. Doyon Languages collaboration
 - i. Dual credit class proposed for fall 2024
 - ii. Development of mentoring component of language classes
 - iii. Met with Allan Hayden
 - d. Cultural Science Fair
 - i. Finalists entered in District Science Fair
 - 1. Eight projects
 - e. JH Winter campout @ Howard Lukes
 - i. Bob Hunter (ADFG), Barry Whitehill (FEMA), Colin Harasti, ANE
 - f. Effie students to present at TCC Education Summit
 - i. April 9-10
 - g. AK Starr Testing
 - i. Grades 7-10
 - h. Charter Renewal Update
 - i. 2025
- G. Action Items – Enter: 5:125 pm, ended at 5:59 pm
- H. Board Comments – Travis – likes science melded with indigenous knowledge. Sheryl – Tea race
- I. Adjournment
 - a. 6:52 pm
 - b. Executive session: 5:15 pm
 - i. Personnel matters

April 2024
Effie Kokrine Charter School
No Meeting

Appendix E: Waivers

The following are the waivers requested by Effie Kokrine. Additional waivers may be requested and approved pursuant to the terms of the Contract between the parties. Waiver of any policy constitutes waivers of associated rules and regulations.

Waivers from FNSBSD Board Policy:

- 324.1- Assignment and Transfer of Building Administrator

Rationale: Effie Kokrine is waiving these policies according to the Alaska State Charter School Law. The Academic Policy Committee interviews, hires and evaluates the principal.

- 921.1- Selection of Instructional Materials- Core Instructional Materials Selection and Review Process

Rationale: Effie Kokrine is waiving these policies according to the Alaska State Charter School Law which states that charter schools are exempt from District curriculum and scheduling. Effie Kokrine has its own process concerning selection of educational materials.

- 921.2- Selection of Instructional Materials- Supplemental Instructional materials Selection

Rationale: Effie Kokrine is waiving these policies according to the Alaska State Charter School Law which states that charter schools are exempt from District curriculum and scheduling. Effie Kokrine has its own process concerning selection of educational materials.

- 922- Request for Reevaluation of Instructional Materials- Parent Requests

Rationale: Effie Kokrine is waiving these policies according to the Alaska State Charter School Law which states that charter schools are exempt from District curriculum and scheduling. Effie Kokrine has its own process concerning selection of educational materials.

- 941.1- Allocation and Use of Instructional Time - School Year - School Calendar

Rationale: Effie Kokrine has its own school day and instructional year which provides time and flexibility and supports the school's mission.

- 941.2- Allocation and Use of Instructional Time - School Day - School Term

Rationale: Effie Kokrine has its own school day and instructional year which provides time and flexibility and supports the school's mission.

- 942.2- Allocation and Use of Instructional Time - School Day- Class Schedules

Rationale: Effie Kokrine has its own school day and instructional year which provides time and flexibility and supports the school's mission.

- 945- Allocation and Use of Instructional Time- Field Trips

Rationale: The Effie APC is responsible for ensuring the mission of the charter is carried out. Requests for field trips are made in the furtherance of this mission.

- 1032.1- Attendance Areas- Establishment of Boundaries

Effie Kokrine is a "school of choice." and is open to all students in the district regardless of where they live. Students with special needs may be transported according to state and federal regulations.

- 1032.2- Attendance Areas- Out of Attendance Area

Rationale: Effie Kokrine is a "school of choice." and is open to all students in the district regardless of where they live. Students with special needs may be transported according to state and federal regulations.

- 1074- Contests and Awarding of Prizes

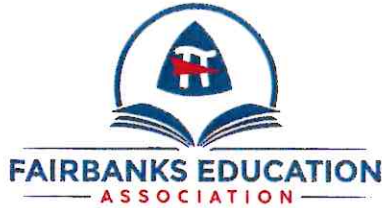
Rationale: Effie Kokrine regularly collaborates with community organizations such as Fairbanks Native Association and Tanana Chiefs Conference who sponsor *contests and activities* in the school. Effie recognizes those activities that have significant educational value and are consistent with the school's mission.

FEA Negotiated Agreement

502- Preparation Period

Rationale:

Due to the small size of the certified staff and the class schedule, it is not possible to be allotted 1 class period per school day as a preparation period. Certified teachers will have a minimum of 250 minutes per week preparation time outside of the daily class schedule.



Date: November 6, 2024

From: Danette L. Peterson, President, Fairbanks Education Association (FEA)

To: Joshua Snow, Head Teacher, Effie Kokrine Charter School (EKCS)

Regarding: Request for waiver form Article 502 of the negotiated agreement between FEA and the Board of Education for the FNSBSD, July 1, 2023 – June 30, 2026

Article 502 Section I of the negotiated agreement states as follows:

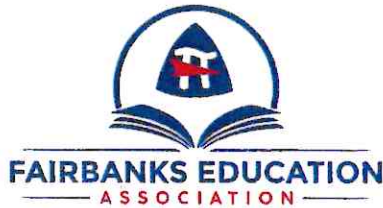
I. All secondary, including middle school, teachers shall be allotted one (1) class period within each student school day for preparation of professional assignments.

Teachers in high schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred fifty (250) minutes a week, in blocks of time of not less than fifty (50) consecutive minutes, nor more than one hundred (100) consecutive minutes, to be distributed throughout the student contact week. Teachers in middle schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred twenty-five (225) minutes a week, in blocks of time not less than forty-five (45) consecutive minutes, to be distributed throughout the student contact week.

The Fairbanks Education Association Board of Directors met on October 29, 2024. During their monthly Board meeting, the FEA Board took up the matter of EKCS's request for waiver of Article 502 Section I of the negotiated agreement. The matter was properly noticed on the agenda. I had a telephone conversation with Head Teacher Joshua Snow prior to the scheduled FEA Board meeting and I was able to share out the pertinent parts of that conversation with Board members.

It is worth noting that in 2015, Head Teacher Joshua Snow sought numerous waivers to the 2013-2016 negotiated agreement that was then in place. After reviewing those prior waiver requests with Head Teacher Joshua Snow during our telephone conversation of October 29th, it was apparent to him that due to changes in state law and changes to the language in the current negotiated agreement the only waiver that need to be sought by EKCS pertained to Section I of Article 502: Preparation Period. Thus, the FEA Board only considered that single waiver request when it met during its scheduled meeting on October 29, 2024.

EKCS is a charter school within FNSBSD that is a community-focused school with a tight-knit family atmosphere. ECKS incorporates Alaska Native Cultural Values into the curriculum and teaching methods. To further its goals, EKCS has established its own bell schedule and has even varied the start date of the school year to meet the needs of its



students and families. As a smaller school, teachers at EKCS receive prep time at the beginning of the day, prior to the arrival of students. Head Teacher Joshua Snow has made assurances that each teacher receives at least two hundred fifty (250) minutes of prep time in a week. The minutes are not spread out as set forth in Article 502 Section I of the negotiated agreement as EKCS is a small school with fewer staff members. Complying with the distribution of minutes throughout the week and allocating one class period within the school day for preparation of professional assignment as set forth in the negotiated would result in classes being filled beyond capacity.

Waiver Granted:

Based on the unique needs of the staff and students at EKCS and assurances by Head Teacher Joshua Snow that each teacher receives the required preparation minutes at the beginning of the contract day, prior to the arrival of students, the FEA Board voted to waive all sections of Article 502 Section I except for the following: **"will be allocated preparation time consisting of no less than an average of two hundred fifty (250) minutes a week."** The FEA Board would like to thank Head Teacher Joshua Snow and the EKCS staff for their dedication to student learning and for meeting the needs of many of our community's students and families.

Article 502 Section I of the negotiated agreement states as follows:

1. All secondary, including middle school, teachers shall be allotted one (1) class period within each student school day for preparation of professional assignments.

Teachers in high schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred fifty (250) minutes a week, in blocks of time of not less than fifty (50) consecutive minutes, nor more than one hundred (100) consecutive minutes, to be distributed throughout the student contact week. Teachers in middle schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred twenty-five (225) minutes a week, in blocks of time not less than forty-five (45) consecutive minutes, to be distributed throughout the student contact week.

Approved by the FEA Board of Directors October 29, 2024

Danette L. Peterson, FEA President

Date

Appendix F-Instructional Program

Effie Kokrine utilizes FNSBSD adopted curriculum framed using the *Alaska Standards for Culturally Responsive Schools* published by the Alaska Native Knowledge Network. Adopted curriculum is based upon state and national standards, including the Alaska English/Language Arts and Mathematics Standards. These academic standards clearly outline what students should know and be able to do at each grade level. These standards build a foundation for college and career readiness.



Cultural Values to Live By



The following cultural values are drawn from sets of values adopted by Alaska Native Elders from across the state and serve as the core values by which the students and staff of the Effie Kokrine Charter School will engage with one another and through which the curricular and instructional practices will be implemented:

Respect for Elders

Dignity

Respect for Nature

Honoring the Ancestors

Respect for Others

Honesty

Sharing

Humility

Love for Children

Humor

Providing for Family

Knowledge of Language

Wisdom

Caring

Spirituality

Cooperation

Responsibility

Endurance

Unity

Hard Work

Compassion

Self-Sufficiency

Love

Peace



Students

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

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

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

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

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

Students who meet this cultural standard are able to:

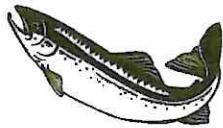
1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.



E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.





Educators

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

Educators who meet this cultural standard:

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

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching in a constructive process built on a local cultural foundation.

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

Educators who meet this cultural standard:

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

2. exercise professional responsibilities in the context of local cultural traditions and expectations;
3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

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

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;
2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. seek to learn the local heritage language and promote its use in their teaching.



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

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;
2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.



Cultural Standards for



Curriculum

A

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

A curriculum that meets this cultural standard:

1. recognizes that all knowledge is imbedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;
2. insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;
3. incorporates contemporary adaptations along with the historical and traditional aspects of the local culture;
4. respects and validates knowledge that has been derived from a variety of cultural traditions;
5. provides opportunities for students to study all subjects starting from a base in the local knowledge system.

B. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

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

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

A curriculum that meets this cultural standard:

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

3. incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;
4. views all community members as potential teachers and all events in the community as potential learning opportunities;
5. treats local cultural knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;
6. makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge;
7. is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

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

A curriculum that meets this cultural standard:

1. draws parallels between knowledge derived from oral tradition and that derived from books;
2. engages students in the construction of new knowledge and understandings that contribute to an ever-expanding view of the world.

E. A culturally-responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

1. encourages students to consider the inter-relationship between their local circumstances and the global community;
2. conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base;
3. prepares students to “think globally, act locally.”



Cultural Standards for



Schools

A

A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.

A school that meets this cultural standard:

1. maintains multiple avenues for Elders to interact formally and informally with students at all times;
2. provides opportunities for students to regularly engage in the documenting of Elders' cultural knowledge and produce appropriate print and multimedia materials that share this knowledge with others;
3. includes explicit statements regarding the cultural values that are fostered in the community and integrates those values in all aspects of the school program and operation;
4. utilizes educational models that are grounded in the traditional world view and ways of knowing associated with the cultural knowledge system reflected in the community.

B. A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.

A school that meets this cultural standard:

1. utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills;
2. encourages and supports experientially oriented approaches to education that makes extensive use of community-based resources and expertise;
3. provides cultural and language immersion programs in which student acquire in-depth understanding of the culture of which they are members;
4. helps students develop the capacity to assess their own strengths and weaknesses and make appropriate decisions based on such a self-assessment.

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

A school that meets this cultural standard:

1. provides language immersion opportunities for students who wish to learn in their heritage language;
2. offers courses that acquaint all students with the heritage language of the local community;
3. makes available reading materials and courses through which students can acquire literacy in the heritage language;

4. provides opportunities for teachers to gain familiarity with the heritage language of the students they teach through summer immersion experiences.

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

A school that meets this cultural standard:

1. encourages and supports the professional development of local personnel to assume teaching and administrative roles in the school;
2. recruits and hires teachers whose background is similar to that of the students they will be teaching;
3. provides a cultural orientation camp and mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community and school;
4. fosters and supports opportunities for teachers to participate in professional activities and associations that help them expand their repertoire of cultural knowledge and pedagogical skills.

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

A school that meets this cultural standard:

1. provides a physical environment that is inviting and readily accessible for local people to enter and utilize;

2. makes use of facilities throughout the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. utilizes local expertise, including students, to provide culturally-appropriate displays of arts, crafts and other forms of decoration and space design.

F.

A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

A school that meets this cultural standard:

1. holds regular formal and informal events bringing together students, parents, teachers and other school and community personnel to review, evaluate and plan the educational program that is being offered;
2. provides regular opportunities for local and regional board deliberations and decision-making on policy, program and personnel issues related to the school;
3. sponsors on-going activities and events in the school and community that celebrate and provide opportunities for students to put into practice and display their knowledge of local cultural traditions.




Name: _____

Total Points: _____

Cultural Value Journal Rubric

Value: _____

<p>2 Points</p> <p>⇒ Cultural value is written on the top of paper (1)</p> <p>⇒ First (1st) paragraph: defines cultural value (1)</p> <p><u>Paragraph = 3-5 sentences</u></p>		<p>0 Points</p> <p>⇒ Cultural value is/is not written on the top of paper (1)</p> <p>Or</p> <p>⇒ First (1st) paragraph: does/does not define cultural value (1)</p>
<p>4 Points</p> <p>Second (2nd) paragraph includes:</p> <p>⇒ 2 examples of how the value is present in your life (4)</p> <p><u>Paragraph = 5-7 sentences</u></p>	<p>2 Points</p> <p>Second (2nd) paragraph includes:</p> <p>⇒ 1 example of how the value is present in your life (2)</p>	<p>0 Points</p> <p>Second (2nd) paragraph includes:</p> <p>⇒ 0 examples of how the value is present in your life (0)</p>
<p>4 Points</p> <p>Third (3rd) paragraph includes:</p> <p>⇒ 2 ways/2 things you will do in the future to ensure the value is present in your life (4)</p> <p><u>Paragraph = 5-7 sentences</u></p>	<p>2 Points</p> <p>Third (3rd) paragraph includes:</p> <p>⇒ 1 way/ 1 thing you will do in the future to ensure the value is present in your life (2)</p>	<p>0 Points</p> <p>Third (3rd) paragraph includes:</p> <p>⇒ 0 ways/0 things you will do in the future to ensure the value is present in your life (0)</p>

English 10- Article of the Week

The "Articles of the Week" assignment requires students to read different articles about Alaska Native leaders. Through this assignment, students practice citing sources, vocabulary skills, and writing formally. Most importantly, they study different Alaska Native leaders who have greatly contributed to society. Examples include Katie John, Elizabeth Peratrovich, Poldine Carlo, Howard Luke, Chief Peter John, Della Keats, and more.

Athabascan elder Katie John, advocate for indigenous rights, dies

- Mary Beth Smetzer, Fairbanks Daily Newsminer, May 31, 2013

Athabascan elder Katie John was known publicly for her determination and eventual success in fighting for indigenous subsistence rights, and by her large, extended family for her traditional teachings, humor, gentle spirit and loving ways.

John died early Friday morning with family members at her side at the Alaska Native Medical Center in Anchorage. She was 97 years old and resided at Mentasta Lake until shortly before her death.

"Katie John's example will inspire generations to come," said Alaska Federation of Native President Julie Kitka, in a statement. "Her name will be our rallying cry, to stand up for our subsistence rights, and to nurture our languages and traditions."

When the state refused to allow John and Mentasta Village elders to put up a fishwheel at their family's abandoned traditional fish camp, Batzulnetas, at the junction of Tanada Creek and the Copper River, they filed suit in 1985 in federal court and endured a long court battle over the landmark subsistence case.

Born in 1915, John was raised in the traditional manner, living off the land under the **tutelage** of her mother and grandmother.

In 2011, she was awarded an honorary doctorate degree by the University of Alaska Fairbanks, and at the commencement ceremony, she spoke of that time.

"We had no pencil, no paper. We don't know how to read. We used our head," she said. "Everything my mother told me, my grandmother told me, it's in my head."

James Kari, a UAF linguistics professor emeritus, who worked with John on the Ahtna language, calls John "one of the great intellectuals of Native Alaska."

"She would speak from her heart and from her memory about the Ahtna laws and traditions of her home area, the upper Copper River. Whenever she spoke in Ahtna about her language, history and beliefs, she would organize her thoughts meticulously and with great seriousness," Kari said.

U.S. Sen. Lisa Murkowski described John's **persistence** and determination in her cause in a statement released Friday afternoon.

"Katie John was an Alaska icon who devoted her life to ensuring that her Ahtna people had the opportunity to carry on traditional subsistence fishing in their ancestral homeland. She was unafraid to challenge any bureaucrat standing between her Native people and their opportunity to fish, whether that was a State of Alaska that didn't recognize that ANILCA's rural preference included fishing or a National Park Ranger trying to tell her that she couldn't fish from her ancestral village within the Wrangell-St Elias National Park.

Tanana Chiefs President Jerry Isaac, who is related to John, said the respected elder was known for hearty, friendly, happy disposition. "Everybody always loved her for that," he said.

John was very knowledgeable about potlatches, considered a serious event in the upper Tanana and Copper River areas, and she always was firm and balanced as to what was to be achieved by the traditional event, Isaac said.

A consummate teacher, John was always willing to share her ancestral traditions.

"She was a great teacher, very patient," said her granddaughter, Katherine Martin.

"When she started winning our rights on subsistence, I went with her, and traveled with her for five years straight around the state," Martin said.

As they traveled back and forth to speaking engagements, John told her granddaughter many, many stories and about her own growing up in the early 20th century.

"I've gone to college and got my bachelor's degree and work in the white economy, but my learning from her is the best schooling I ever got in my life," Martin said.

John's traditional background also played into her leadership role of fighting for subsistence rights.

"Katie was from a generation who believed, 'I have the right to feed my family and that is all I'm trying to do, not break the law,'" Isaac said. "She fought for it, and she won."

U.S. Sen. Mark Begich's remarks in a statement Friday reflect John's contribution.

"Alaska has lost a **steadfast** advocate for Native subsistence rights. From her fish camp on the Copper River, Katie John gave Alaska Natives across our state a voice to their long-sought protection of traditional hunting and fishing rights."

John is remembered, by grandniece Tracy Charles Smith, of Fairbanks, as an "awesome loving kind woman."

Smith's grandmother, Doris Charles, also a plaintiff with John in the subsistence legal fight, and John grew up together.

"They had a really good relationship," Smith said. "When my mother was getting ready to pass on (2002), Katie came, and they were reminiscing about playing together in the woods and my grandma packing Katie around."

"As Alaska Natives we owe her a lot for her fight for subsistence rights," Smith said. "She was loved and she'll be missed."

A similar emotion was expressed by Gulkana Chief Fred Ewan Friday morning in a conversation with Kari.

Ewan said, "We lost the best woman we ever had."

John and her husband, Chief Fred John, who died in 2000, raised 14 children and six foster children together.

She leaves behind approximately 250 grandchildren, great-grandchildren and great-great-grandchildren.

John Jr. describes his mother as being a giver all of her life, who loved people and gave freely of her time and care.

"When people would come by, she would give each one an individual hug and make you feel very special," he said.

"When she got old, it all came back to her. It was a full circle," he said.

The family was gathering Friday and making funeral plans to be announced at a later date.

"We're going to miss her," John Jr. said. "She taught us stories of our culture and history. She was a big part of our lives. Now her history belongs to the public, to the people."

Name _____

Main Idea (Summarize the author's Main Idea in ONE-TWO complete sentence)

MLA Citation: Last Name, First Name. "Article Title" Newspaper Name. Day Month, Year. Online

Vocabulary (Define what the following means, as used in the article)

tutelage:

persistence:

steadfast:

Questions:

1. What caused Katie John to sue the government? What was the result of this?

2. Using google maps or just "normal" google, find out approximately where Mentasta Lake is on the map. Outline the part of Alaska that is Ahtna.



3. In what ways was she "one of the greatest intellectuals of Native Alaska"?

4. Other than subsistence rights, why did people look up to her so much? Incorporate direct quotes.

5. Why is it so important for the Alaska Native people to have subsistence rights?

6. What is your experience with subsistence (hunting, berry picking, fishing, etc?) If you don't have experience with this, find an elder, auntie, uncle, or a friend and tell me about their experience.

7. What are your opinions/reactions/questions/comments about this article? You must write at least four complete sentences.

DOYON LANGUAGES EDUCATION

In 2022, Doyon Foundation received a three-year, \$1.6 million grant from the Alaska Native Education Program (ANEP) to support language teacher development in Interior Alaska. Doyon Foundation is honored to partner with Effie Kokrine Charter School to pilot the *Doyon Languages Education* program.

The program's teacher cohort will collaborate with fellow teachers, Elders and language experts to develop their skills and craft language lessons for students. They will then work with Effie Kokrine and other regional learning groups to implement effective language curriculum while utilizing Doyon Foundation's language learning platform, *Doyon Languages Online*. With guidance from the teachers, students will learn their language(s) through a combination of digital and hands-on activities.

The Foundation will be recruiting language leaders who want to teach one of the Doyon region Native languages:

- Benhti Kokhut'ana Kenaga' (Lower Tanana)
- Deg Xinag
- Denaakk'e (Koyukon)
- Dihthaad Xt'een lin Aandëeg' (Tanacross)
- Dinak'i (Upper Kuskokwim)
- Dinjii Zhuh K'yaa (Gwich'in)
- Hän
- Holikachuk (Doogh Qinag)
- Iñupiaq
- Nee'aanëegn' (Upper Tanana)



Personal Introductions, the Native Way!

Description:

Using various resources, students will plan, practice, and perform personal introductions in the Native language they are studying

Student learning objective:

We will introduce ourselves in our Native language and build confidence toward performing such introductions at public events, such as graduation.

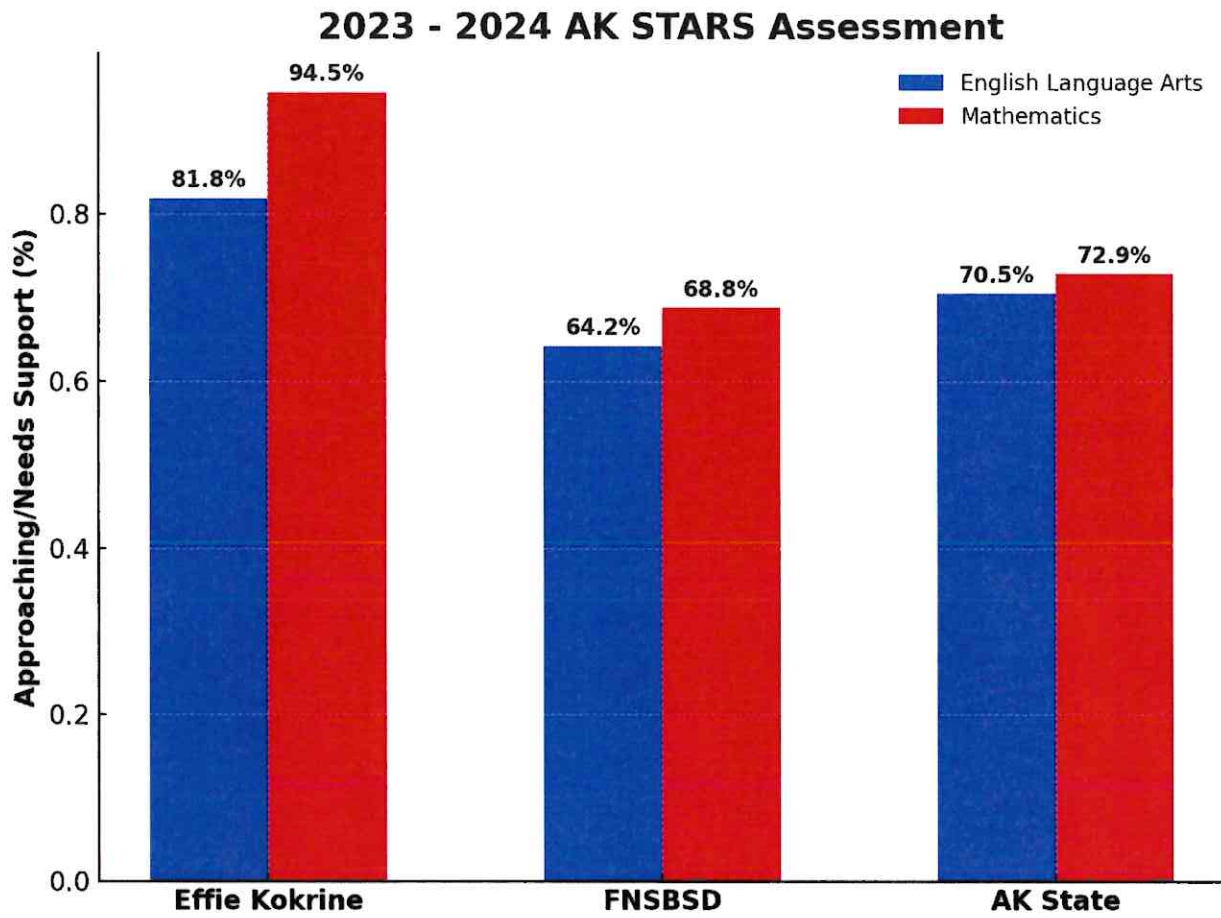
Measurable Achievement Goal:

After studying various resources such as introduction guides and videos, students will introduce themselves using the Alaska Native language they are studying in the manner traditional to the culture and provide an English translation of their introduction. Introductions will include at least three traditional components, e.g., Salutation, Name, Specifying Home Community, Parents' Names, Grandparents' Names and Home Community, etc.

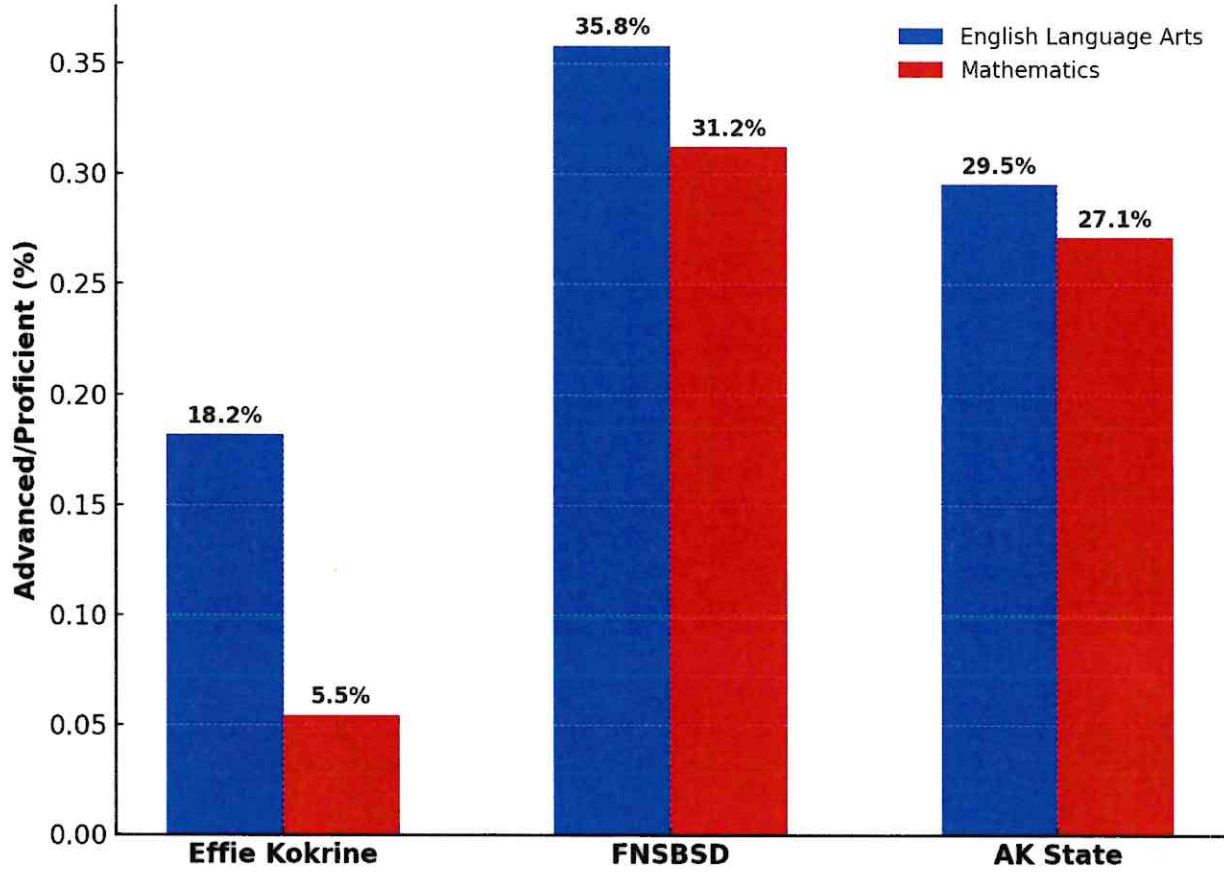
Materials required:

- *Personal introductions guide handouts, Google Classroom access for online links to videos and other resources, such as the Doyon Languages Online software*

Appendix G: Assessment Data



2023 - 2024 AK STARS Assessment



2023 AK Star Results- English Language Arts
Disaggregated

Alaska System of Academic Readiness (AK STAR)

All Grades (English Language Arts)

Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	6	13.64%	38	86.36%	47	93.62%
Male	*	20% or fewer	*	80% or more	18	94.44%
Female	6	22.22%	21	77.78%	29	93.10%
Alaska Native/American Indian	*	10% or fewer	*	90% or more	31	93.55%
Caucasian	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	2	100.00%
Two or More Races	*	25% or fewer	*	75% or more	10	90.00%
Economically Disadvantaged	*	10% or fewer	*	90% or more	31	96.77%
Not Economically Disadvantaged	4	28.57%	10	71.43%	16	87.50%
Students With Disabilities	*	20% or fewer	*	80% or more	15	100.00%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	6	20.69%	23	79.31%	32	90.63%
English Learners	*	*	*	*	3	66.67%
Not English Learners	6	14.29%	36	85.71%	44	95.45%
Migrant Students	*	20% or fewer	*	80% or more	11	100.00%
Not Migrant Students	6	18.18%	27	81.82%	36	91.67%
Not Active Duty Parent/Guardian	6	13.64%	38	86.36%	47	93.62%
Homeless	*	40% or fewer	*	60% or more	6	83.33%
Not Homeless	5	12.82%	34	87.18%	41	95.12%
Foster Care	*	*	*	*	4	100.00%
Not Foster Care	6	15.00%	34	85.00%	43	93.02%

2023 AK Star Results- Math
Disaggregated

All Grades (Mathematics)

Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	3	6.82%	41	93.18%	47	93.62%
Male	*	20% or fewer	*	80% or more	18	94.44%
Female	3	11.11%	24	88.89%	29	93.10%
Alaska Native/American Indian	*	10% or fewer	*	90% or more	31	93.55%
Caucasian	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	2	100.00%
Two or More Races	*	25% or fewer	*	75% or more	10	90.00%
Economically Disadvantaged	*	10% or fewer	*	90% or more	31	96.77%
Not Economically Disadvantaged	*	20% or fewer	*	80% or more	16	87.50%
Students With Disabilities	*	20% or fewer	*	80% or more	15	100.00%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	3	10.34%	26	89.66%	32	90.63%
English Learners	*	*	*	*	3	66.67%
Not English Learners	3	7.14%	39	92.86%	44	95.45%
Migrant Students	*	20% or fewer	*	80% or more	11	100.00%
Not Migrant Students	3	9.09%	30	90.91%	36	91.67%
Not Active Duty Parent/Guardian	3	6.82%	41	93.18%	47	93.62%
Homeless	*	40% or fewer	*	60% or more	6	83.33%
Not Homeless	*	10% or fewer	*	90% or more	41	95.12%
Foster Care	*	*	*	*	4	100.00%
Not Foster Care	3	7.50%	37	92.50%	43	93.02%

2023 AK Star Results- Science
Disaggregated

Alaska Science Assessments

All Grades (Science)

Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	8	18.60%	35	81.40%	46	93.48%
Male	*	20% or fewer	*	80% or more	20	90.00%
Female	6	24.00%	19	76.00%	26	96.15%
Alaska Native/American Indian	*	10% or fewer	*	90% or more	25	96.00%
Caucasian	*	*	*	*	3	100.00%
Hispanic	*	*	*	*	4	100.00%
Two or More Races	4	33.33%	8	66.67%	14	85.71%
Economically Disadvantaged	3	9.68%	28	90.32%	33	93.94%
Not Economically Disadvantaged	5	41.67%	7	58.33%	13	92.31%
Students With Disabilities	*	20% or fewer	*	80% or more	14	92.86%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	7	23.33%	23	76.67%	32	93.75%
English Learners	*	*	*	*	4	100.00%
Not English Learners	8	20.51%	31	79.49%	42	92.86%
Migrant Students	*	20% or fewer	*	80% or more	14	100.00%
Not Migrant Students	6	20.69%	23	79.31%	32	90.63%
Not Active Duty Parent/Guardian	8	18.60%	35	81.40%	46	93.48%
Homeless	*	*	*	*	4	100.00%
Not Homeless	6	15.38%	33	84.62%	42	92.86%
Foster Care	*	40% or fewer	*	60% or more	5	100.00%
Not Foster Care	8	21.05%	30	78.95%	41	92.68%

2024 AK Star Results- English Language Arts
Disaggregated

All Grades (English Language Arts)

Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	10	18.18%	45	81.82%	59	93.22%
Male	3	11.54%	23	88.46%	28	92.86%
Female	7	24.14%	22	75.86%	31	93.55%
Alaska Native/American Indian	*	10% or fewer	*	90% or more	30	93.33%
Caucasian	*	60% or more	*	40% or fewer	7	100.00%
Hispanic	*	*	*	*	4	100.00%
Two or More Races	3	18.75%	13	81.25%	18	88.89%
Economically Disadvantaged	5	14.29%	30	85.71%	39	89.74%
Not Economically Disadvantaged	5	25.00%	15	75.00%	20	100.00%
Students With Disabilities	*	10% or fewer	*	90% or more	23	91.30%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	10	29.41%	24	70.59%	36	94.44%
English Learners	*	*	*	*	3	66.67%
Not English Learners	10	18.87%	43	81.13%	56	94.64%
Migrant Students	*	20% or fewer	*	80% or more	12	100.00%
Not Migrant Students	10	23.26%	33	76.74%	47	91.49%
Not Active Duty Parent/Guardian	10	18.18%	45	81.82%	59	93.22%
Homeless	*	40% or fewer	*	60% or more	6	100.00%
Not Homeless	8	16.33%	41	83.67%	53	92.45%
Not Foster Care	10	18.18%	45	81.82%	59	93.22%

All Grades (Mathematics)

2024 AK Star Results- Math
Disaggregated

All Grades (English Language Arts)

Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	10	18.18%	45	81.82%	59	93.22%
Male	3	11.54%	23	88.46%	28	92.86%
Female	7	24.14%	22	75.86%	31	93.55%
Alaska Native/American Indian	*	10% or fewer	*	90% or more	30	93.33%
Caucasian	*	60% or more	*	40% or fewer	7	100.00%
Hispanic	*	*	*	*	4	100.00%
Two or More Races	3	18.75%	13	81.25%	18	88.89%
Economically Disadvantaged	5	14.29%	30	85.71%	39	89.74%
Not Economically Disadvantaged	5	25.00%	15	75.00%	20	100.00%
Students With Disabilities	*	10% or fewer	*	90% or more	23	91.30%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	10	29.41%	24	70.59%	36	94.44%
English Learners	*	*	*	*	3	66.67%
Not English Learners	10	18.87%	43	81.13%	56	94.64%
Migrant Students	*	20% or fewer	*	80% or more	12	100.00%
Not Migrant Students	10	23.26%	33	76.74%	47	91.49%
Not Active Duty Parent/Guardian	10	18.18%	45	81.82%	59	93.22%
Homeless	*	40% or fewer	*	60% or more	6	100.00%
Not Homeless	8	16.33%	41	83.67%	53	92.45%
Not Foster Care	10	18.18%	45	81.82%	59	93.22%

All Grades (Mathematics)

2024 AK Star Results- Science
Disaggregated

Alaska Science Assessments


All Grades (Science)


Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	5	12.50%	35	87.50%	42	95.24%
Male	*	20% or fewer	*	80% or more	19	94.74%
Female	5	22.73%	17	77.27%	23	95.65%
Alaska Native/American Indian	*	10% or fewer	*	90% or more	27	92.59%
Asian/Pacific Islander	*	*	*	*	1	100.00%
Caucasian	*	40% or fewer	*	60% or more	6	100.00%
Hispanic	*	*	*	*	1	100.00%
Two or More Races	*	40% or fewer	*	60% or more	7	100.00%
Economically Disadvantaged	3	13.04%	20	86.96%	25	92.00%
Not Economically Disadvantaged	*	20% or fewer	*	80% or more	17	100.00%
Students With Disabilities	*	20% or fewer	*	80% or more	14	92.86%
Disabled With Accommodations	*	20% or fewer	*	80% or more	N/A	N/A
Students Without Disabilities	4	14.81%	23	85.19%	28	96.43%
English Learners	*	*	*	*	1	100.00%
Not English Learners	5	12.82%	34	87.18%	41	95.12%
Migrant Students	*	25% or fewer	*	75% or more	8	100.00%
Not Migrant Students	5	15.63%	27	84.38%	34	94.12%
Not Active Duty Parent/Guardian	5	12.50%	35	87.50%	42	95.24%
Homeless	3	50.00%	3	50.00%	7	85.71%
Not Homeless	*	10% or fewer	*	90% or more	35	97.14%
Not Foster Care	5	12.50%	35	87.50%	42	95.24%

System for School Success 2022-23 School Report

Effie Kokrine Charter School Fairbanks North Star Borough School District (2022-2023)

Grades Served: Grades 7 - 12 | October 1, 2022 Enrollment: 134

 **School Designation:** Comprehensive Support (Graduation Rate)

 **Overall School Index Value:** 32.16

[Printable PDF](#)

System for School Success Overview







Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations

- [System for School Success Resources](#)

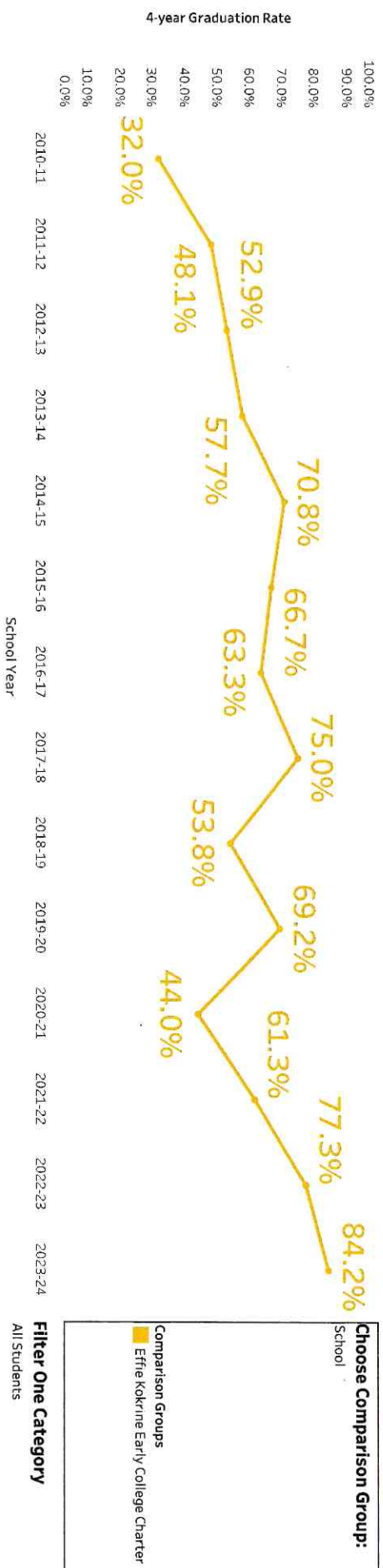
The Compass

A Guide to Alaska's Public Schools

Alaska recently launched [The Compass](#), a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning. [Effie Kokrine Charter School on The Compass](#)

Academic Achievement		Student Group Performance	
	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.	 Student Group Performance Subgroups of students with index values that fall below the TSI Performance Threshold.
All Students	15	7.5	Student Groups: N/A
Academic Growth		English Learner Progress	
	Not Part of 2022-2023 Accountability Because of the change to AKSTAR cut scores in the spring of 2023, two years of data for comparison are not available to calculate this indicator. For more information about changes to AKSTAR cut scores see: AKSTAR_ResultsFlyer2023_final.pdf		 English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a		All Students: n/a
School Quality/Success		Graduation Rates <small>(lagging)</small>	
	Chronic Absenteeism Percentage of students determined to not be chronically absent.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.	 Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
All Students	50.83	n/a	Four-Year: 58.06 Five-Year: 56.52

4-year Graduation Rates from 2010-11 to 2023-24



Choose .. Effie Kokrine Early Colleg..

Choose Comparison Group:

- School
- Comparison Groups
- Effie Kokrine Early College Charter

Filter One Category

All Students

All

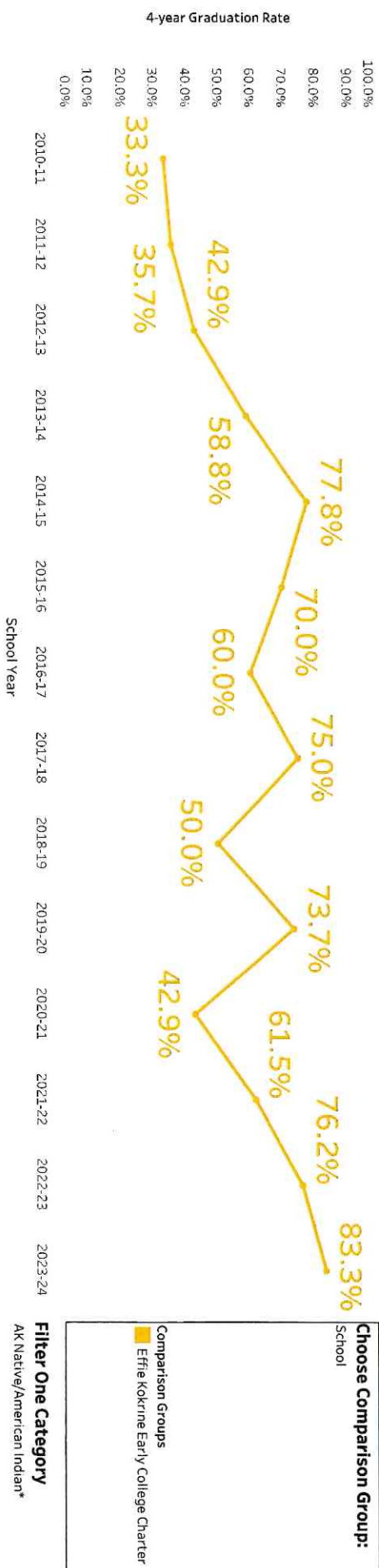


Effie Kokrine Early College Charter

Filter One Selection

All

4-year Graduation Rates from 2010-11 to 2023-24



Choose .. Effie Kokrine Early Colleg..

Choose Comparison Group:
School

Comparison Groups
 Effie Kokrine Early College Charter
 AK Native/American Indian*

Filter One Category
 AK Native/American Indian*

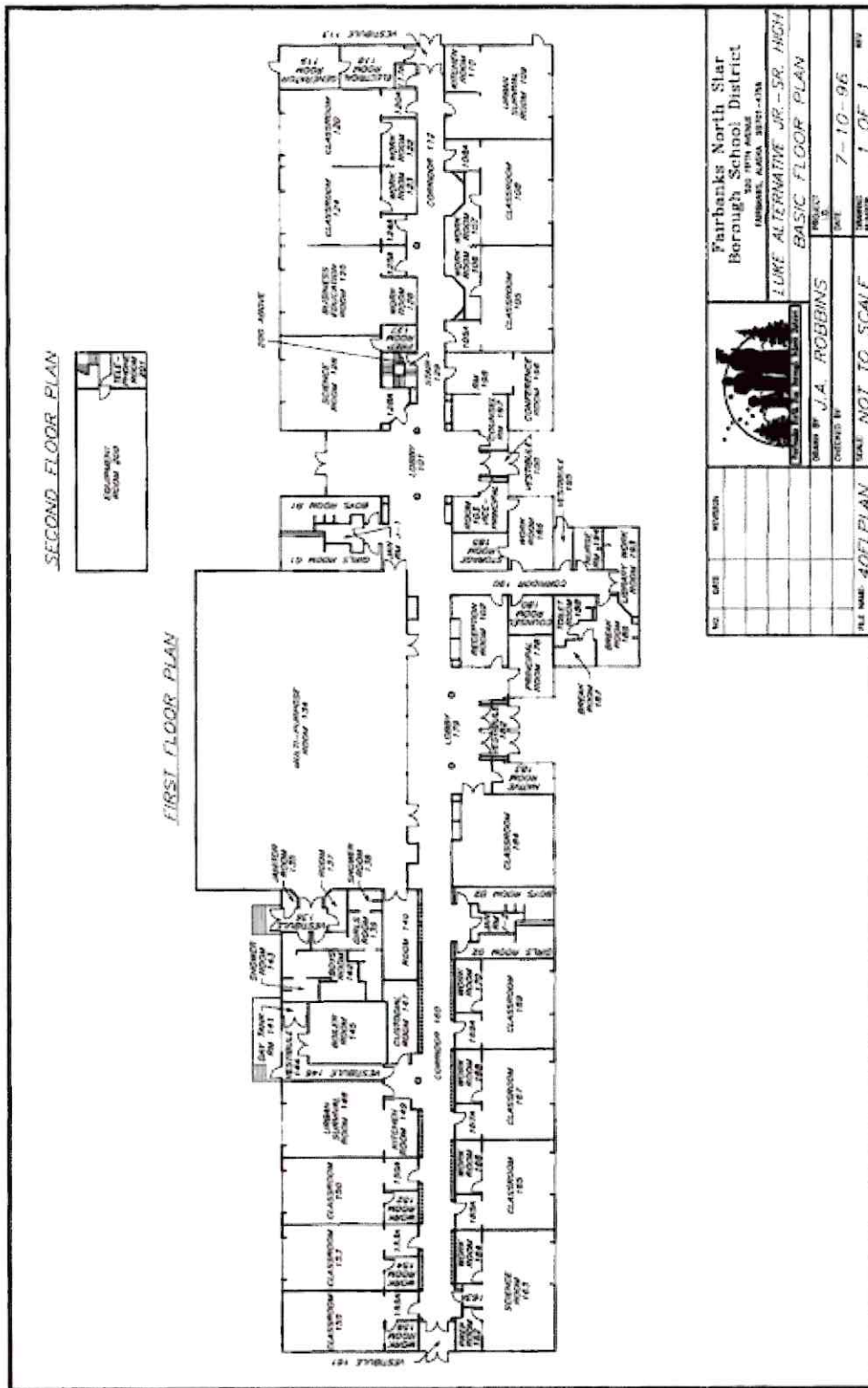
Filter One Selection
 AK Native/American Indian*

4-year Graduation Rate
 90.0%
 75.0%
 60.0%
 45.0%
 30.0%
 15.0%



Effie kokrine Early College Charter

Appendix H: Building Plans



NO.	DATE	REVISION		Fairbanks North Star Borough School District FAIRBANKS, ALASKA 99701-4304
PROJECT: LUKE ALTERNATIVE JR.-SR. HIGH			BASIC FLOOR PLAN	
DRAWN BY: J.A. ROBBINS			CHECKED BY: [Signature]	
SCALE: NOT TO SCALE			SHEET NUMBER: 1 OF 1	
FILE NAME: 40FLPLAN			DRAWING NUMBER: 7-10-96	

Appendix I: Budget

ESTIMATED FUNDING 2024-25 EKCS FY25 APPROVED BUDGET			
		Preliminary Budget	
Variables:			
FTE Enrollment:		140.00	
Special Circumstance:			
Is this charter school in it's first three years of operation or did charter school have at least 75 students last year? (Y/N).....		Y	
ADM if he is 150 students or greater	= table		-
ADM if he >74 but <150 students, but meets special circumstance	= *1.454		203.56
ADM if he >120 but <150 students, but no special circumstance	= *1.18		-
ADM if he is less than 75 students.	= *1.18		-
Estimated State Foundation Funding	Rate	Y/N	
FTE Enrollment			140.00
ADM as adjusted for school size per above category			203.56
ADM as adjusted for district cost factor	1.070	Y	217.51
ADM as adjusted for special needs funding	1.200	Y	261.37
ADM as adjusted for voc ed funding - High School allocation	1.010	Y	263.98
ADM as adjusted for voc ed funding - Middle School allocation	1.005	Y	265.30
Adjusted ADM			265.30
Base student allocation			\$ 5,990
Basic Need			\$ 1,581,316
Other funding adjustments			
Share of quality schools =>		Y	4,246
AADM	265		
Per AADM	\$ 16		
Share of Voluntary Local Contribution =>	50%	Y	108,590
Local contribution	58,000,000		
Local contribution deduct	(39,662,228)		
	19,337,772		
Share of impact aid above deduct =>		N	-
Eligible impact aid	12,900,000		
Impact aid deduct	(7,937,531)		
	4,962,469		
Share of supplemental aid =>		Y	180,940
Energy funding	-		
One time funding	17,268,832		
	17,268,832		
Charter School funding before indirect			\$ 1,887,991
Indirect charges based on prior year actuals =>	4.00%	Y	(65,240)
Indirect Costs:			
Charter School funding before indirect	1,887,991		
Less: facility costs	(257,000)		
Water/Sewer			
Garbage			
Snow Removal			
Electricity			
Heating			
Rent			
Base for indirect charges	1,630,991		
Other school specific items =>			-
Total Charter School Funding			\$ 1,822,751
Rounded			\$ 1,822,750
SUMMARY			
Initial Discretionary Budget Allocation			\$ 1,892,936
Initial Special Education Allocation (50% of block funding)	50.0%		\$ 129,814
Remaining discretionary budget			\$ 1,822,750
Budget Reduction 0%			\$ -
Less Supplemental Fund from State			\$ (193,940)
			\$ 1,628,810

Personnel Report - FTE by Position

Fairbanks North Star Borough School District
 FY24 Approved Budget

520: Effie Kokrine Charter School - Personnel Detail	FY24 Approved Budget	FY23 Approved Budget
Certificated		
Charter High School Teacher	8.00	8.00
Charter School Special Education Teacher	1.00	1.00
Principals		
Charter Principal	1.00	1.00
Support		
Special Education Secretary - Charter	.50	.50
Custodian - Day I	1.00	1.00
High School Administrative Secretary - Charter	1.00	1.00
TOTAL PERSONNEL	12.50	12.50

Budget Report

Fairbanks North Star Borough School District
FY24 Approved Budget

520: Effie Kokrine Charter School

Revenue and Allocations to Budget Center

District Allocations	FY24 Approved Budget	FY23 Approved Budget
Charter School Allocations	\$1,780,670	\$1,753,395
Certified Substitute Allocation	\$0	\$19,000
Certified Substitute Benefit Allocation	\$0	\$1,625
Certified Substitute Allocation Factor	\$0	\$19,000
Substitute & Temporary Benefit Rates	8.55 %	8.55 %
Total District Allocations	\$1,780,670	\$1,774,020
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$1,780,670	\$1,774,020
---	--------------------	--------------------

Expenditures

Other Staffing	FY24 Approved Budget	FY23 Approved Budget
Substitutes for Certified	\$0	\$20,625
Substitutes for Certified Salary	\$0	\$19,000
Substitutes for Certified Total Benefits	\$0	\$1,625
Total Other Staffing	\$0	\$20,625
% of Expenditures	0%	1%

Staffing	FY24 Approved Budget	FY23 Approved Budget
Certificated	\$1,060,383	\$982,617
Certificated FTE	9.000 FTE	9.000 FTE
Certificated Salary	\$724,949	\$671,783
Certificated Total Benefits	\$335,434	\$310,834
Principals	\$181,518	\$175,337
Principals FTE	1.000 FTE	1.000 FTE
Principals Salary	\$124,524	\$120,284
Principals Total Benefits	\$56,995	\$55,054
Support	\$166,890	\$157,790
Support FTE	2.500 FTE	2.500 FTE
Support Salary	\$103,395	\$97,757
Support Total Benefits	\$63,495	\$60,033
Total FTE	12.5	12.5
Total Staffing	\$1,408,792	\$1,315,744
% of Expenditures	79%	74%

Purchased Services	FY24 Approved Budget	FY23 Approved Budget
Professional & Technical Services	\$1,000	\$1,000
Mileage	\$198	\$1,000
Student Travel	\$2,700	\$2,700
Communication	\$10,794	

* - See the notes section for details about Line Item notes on this page

Budget Report

Fairbanks North Star Borough School District

FY24 Approved Budget

Purchased Services	FY24 Approved Budget	FY23 Approved Budget
Copier Charges	\$4,000	\$4,000
Rentals	\$257,010	\$257,010
Insurance and Bond Premiums	\$12,000	\$12,000
Total Purchased Services	\$287,702	\$277,710
% of Expenditures	16%	16%

Supplies & Materials	FY24 Approved Budget	FY23 Approved Budget
Supplies	\$84,176	\$159,942
Total Supplies & Materials	\$84,176	\$159,942
% of Expenditures	5%	9%

Total Expenditures	\$1,780,670	\$1,774,020
---------------------------	--------------------	--------------------

Summary

	FY24 Approved Budget	FY23 Approved Budget
Total Revenues and Allocations To Budget	\$1,780,670	\$1,774,020
Total Expenditures	\$1,780,670	\$1,774,020
Variance	\$0	(\$1)

Notes

* - See the notes section for details about Line Item notes on this page