ALASKA SCHOOL LEADERSHIP INSTITUTE 2014 PRE-INSTITUTE PROGRAM May 27, 2014 Rural Alaska Principal Preparation and Support Program

Time/Dates	Program Offerings
8:00-9:00 a.m.	Coffee and Collegial Conversation
9:00 – 10:15 a.m.	ASLI 2014 New Attendees Orientation
	DILLINGHAM ROOM
	Design Team: Al Bertani, Lexie Domaradzki, Shelby Skaanes, Sue Johnson
	Community Building Institute
	■ Purposes/Agenda Preview
10.15 10.00	Program Overview
10:15 – 10:30 a.m.	BREAK
10:30 – 12:00 p.m.	DEED Update – Dr. Susan McCauley, Director of Teaching and Learning and Elizabeth Davis, Assessment Administrator ALEUTIAN ROOM
	Legislative Session Highlights
	 Updates around Alaska's Standards Initiatives
	New Developments in Student Assessment in Alaska
12:00 – 1:00 p.m.	LUNCH - PROVIDED - ALEUTIAN ROOM
1:00 – 2:30 p.m.	Understanding Adverse Childhood Experiences (ACE's): A Trauma-Informed Approach for Schools – Part I
	Linda Chamberlin, State of Alaska Family Violence Prevention Project
	ALEUTIAN ROOM
	As a result of this training, participants will be able to:
	1) Describe the neuro-developmental implications of toxic stress
	2) List three ways that ACE's may affect children's behavior and learning needs in the classroom
0.20 0.45 n m	3) Identify three trauma-informed practices that are being used by schools
2:30 – 2:45 p.m. 2:45 – 4:00 p.m.	BREAK Understanding Adverse Childhead Eyragianasa (ACE's); A Traying Informed Approach for Schools - Dort II
2.45 – 4.00 p.m.	Understanding Adverse Childhood Experiences (ACE's): A Trauma-Informed Approach for Schools – Part II Linda Chamberlin, State of Alaska Family Violence Prevention Project
	ALEUTIAN ROOM
	The ACE Study is the largest study of its kind ever done to examine the effects of childhood exposure to violence and other adverse
	experiences (ACEs) on health and wellness over the lifespan. Understanding how the stress of early adverse experiences can become toxic
	and impact a child's development and how resiliency factors can buffer the effects of toxic stress are the foundation of trauma-informed
	schools. This presentation will emphasize how early trauma can impact brain development and implications for learning. An overview of
	the physical, mental, cognitive and behavioral effects of ACES on children will be examined within a resiliency framework that emphasizes
	best practices and resources for schools.

ALASKA SCHOOL LEADERSHIP IINSTITUTE 2014 LEARNING DESIGN

Rural Alaska Principal Preparation and Support Program May 28 - 30, 2014

ASLI 2014 will be organized around three content themes: leading the implementation of the new Alaska ELA and Math Standards led by Lexie Domaradzki and Sue Johnson; leading the implementation of the new Alaska ELA Standards led by Shelby Skaanes; and building a high quality system for evaluating educator effectiveness led by Al Bertani. In addition, ASLI 2014 will address foundational understandings about: 1) defining rigor and ambitious instruction using researched-based strategies; and 2) designing professional learning to support high quality standards-based teaching linked to the evaluation of educator effectiveness. Critical friends Conversations and District Team Planning Time will remain important components in the overall learning design.

Time/Dates	Wednesday – May 28*	Thursday – May 29*	Friday – May 30*
7:00 - 8:00 a.m.	Morning Breakfast and Collegial Conversation ALEUTIAN ROOM	Morning Breakfast and Collegial Conversation ALEUTIAN ROOM	Morning Breakfast and Collegial Conversation ALEUTIAN ROOM
8:00 - 9:00 a.m. 9:00 -10:30 a.m.	Plenary Session 1 ALEUTIAN ROOM Institute Orientation and Norms Defining Rigor for Content and Standards Role Alike Critical Friends – Round 1** Part 1 - Educator Effectiveness: Implementation of the Educator Effectiveness Evaluation System Al Bertani DILLINGHAM ROOM Ensuring Fidelity in Evaluation System Implementation Evaluation goals – Rigor and high quality instruction Selecting measures Structuring the evaluation system Selecting and Training Evaluators Establishing criteria for selecting who can evaluate Preparing evaluators for inter-rater reliability Addressing issues of quality Using Teacher Evaluation Results How will evaluation results be used in human resource decisions Aligning evaluation results with professional development planning Designing targeted long-term professional	Plenary Session 2 ALEUTIAN ROOM Institute Orientation and Norms Delivering Research Based Instruction Role Alike Critical Friends – Round 2 Part 1 - Integration of Mathematical Standards and Practices into Classroom Instruction Lexie Domaradzki and Sue Johnson KATMAI ROOM What Does the Integration: Look, Sound and Feel Like How do I lead this effort in my district and school Supporting student with high quality performance tasks Attributes of exemplary performance tasks in math In the classroom, what does that: Look, Sound and Feel like How do I lead this effort in my district and school with long-term professional development	Plenary Session 3 ALEUTIAN ROOM Institute Orientation and Norms RAPPS Project Evaluation Role Alike Critical Friends – Round 3 Part 1 - Implementation of Alaska's ELA Standards Shelby Skaanes KING SALMON ROOM Integration of Writing standards into classroom instruction What does integration of these pieces of the ELA standards: Look, Sound and Feel Like How do I lead this effort in my district and school Integration of Speaking and Listening standards into classroom instruction What does integration of these pieces of the ELA standards: Look, Sound and Feel Like How do I lead this effort in my district and school with long-term professional development
	development		

10:30 – 10:45 a.m.	BREAK	BREAK	BREAK
10:45 - 12:00 p.m.	Part 2 - Educator Effectiveness: Implementation	Part 2 - Integration of Mathematical Standards	Part 2 - Implementation of Alaska's ELA
	of the Educator Effectiveness Evaluation System	and Practices into Classroom Instruction	Standards
	Al Bertani	Lexie Domaradzki and Sue Johnson	Shelby Skaanes
12:00 – 1:00 p.m.	LUNCH	LUNCH	LUNCH
	ALEUTIAN ROOM	ALEUTIAN ROOM	ALEUTIAN ROOM
1:00 – 3:00 p.m.	Part 3 - Educator Effectiveness: Implementation	Part 3 - Integration of Mathematical Practices	Part 3 - Implementation of Alaska's ELA
	of the Educator Effectiveness Evaluation System	into Classroom Instruction	Standards
	Al Bertani	Lexie Domaradzki and Sue Johnson	Shelby Skannes
	DILLINGHAM ROOM	KATMAI ROOM	KING SALMON ROOM
3:00 - 4:00 p.m.	District Team Planning Time***	District Team Planning Time***	Plenary Session 4
	ALEUTIAN ROOM	ALEUTIAN ROOM	ALEUTIAN ROOM
			 Role Alike Critical Friends – Round 4
			 Acknowledgements and Thank Yous
			 Next Steps and Opportunities

^{*} ASLI participants will be divided into three learning groups – One group of district leaders and two groups of school and site leaders. Groups will remain with one session leader throughout most of the day on each day of the Institute. Group A – Superintendents and Central Office Leaders; Group B – School and Site Leaders; and Group C – School and Site Leaders. Schedules are outlined below:

Day 1 - May 28, 2014 Group A Educator Effectiveness

Group B Mathematical Standards and Practices

Group C Implementation of Alaska's ELA Standards

Day 2 – May 29, 2014 Group A Mathematical Standards and Practices

Group B Implementation of Alaska's ELA Standards

Group C Educator Effectiveness

Day 3 – May 30, 2014 Group A Implementation of the Alaska's ELA Standards

Group B Educator Effectiveness

Group C Mathematical Standards and Practices

^{**} Critical Friends Sessions will be organized as Role-Alike Quartets. Thirty minutes will be available for each Critical Friends Session across the Institute.

^{***} District Team Time – 60 minutes on the first two days of the Institute.

HOME GROUPS

Start each day at your Home Group table.

Table 1 - Principals, Site Administrators, Instructional Leaders	Table 2 -Principals, Site Administrators, Instructional Leaders	Table 3 -Principals, Site Administrators, Instructional Leaders
 Janelle Vanasse - LKSD Grant Kashatok - LKSD Jason Moen - LYSD Sherry McKenzie - NSBSD 	 Jason Roslansky - AGSD John Harris - LYSD Debbie Lancaster - NSBSD Josh Gill - LKSD 	 Diane Crockett - BSSD Cory Stringer - LYSD John Lamont - NSBSD Elizabeth Balcerek - LKSD
 Sherry McKenzie - NSBSD Stacey Wilson - NWABSD Mike Lane - NWABSD Nancy Mason - YKSD Vicky Charlie - YKSD 	 5. Edward Pekar - LKSD 6. Paul Bartos - NWABSD 7. John Crabb - NWABSD 8. Laurie Beam - YKSD 	 Elizabeth Balcelek - LKSD Darrell Richard - LKSD Faith Jurs - NWABSD Garrett McMullen - NWABSD John Brady - YKSD
Table 4 - Principals, Site Administrators, Instructional Leaders	Table 5 -Principals, Site Administrators, Instructional Leaders	Table 6 - Asst. Principals and Site Administrators
 S Parker - Iditarod Diane Reed - LYSD Nick Straw - LKSD Linda Jennings - LKSD Kathy Scott - NWABSD Zoe Theoharis - NWABSD Merril Feller - YKSD Casey Weter - YKSD Russell Clark - LYSD 	 Kelli Larson - Klawock Robert Grimes - NSBSD Louis Beaver - LKSD Andrea Engbretsen - LKSD Ralph King - NWABSD Platonida Kashatok - NWASD Patty White - YKSD Anne Titus - YKSD Eugene Burke - NSBSD 	 Mary Huntington - BSSD Roxanne Meneguin - LYSD Mary Tierney Rifredi - LYSD Aimee Romeijn NSBSD Zachary Bastoky - LKSD Christina Powers - LKSD Megan Rosendall - LKSD Ross Bolding - LKSD
Table 7 -Table 10 - Asst. Superintendents	Table 8 -Teacher Leaders and Principal/Teachers	Table 9 -Superintendents
 Gina Hrinko - YKSD Scott MacManus - AGSD William Sprott - LYSD Daniel Walker - LKSD Carlton Kuhns - LKSD Lisa Parady - NSBSD Linda Saito - NWABSD Robyn Rehmann - UAA 	 Barb Baysinger - AGSD Joyce Dunning - AGSD Tracie Weisz - AGSD Matthew Groen - LYSD Geoff Johnson - YFSD Leslie Kramer - YFSD Craig Roach - AGSD Kurt Schmidt - AGSD 	 Peggy Cowan - NSBSD Jim Holien - Klawock Norman Eck - NWABSD Kerry Boyd - YKSD Todd Poage - AGSD Annmarie O'Brien-NWABSD



HOME GROUPS

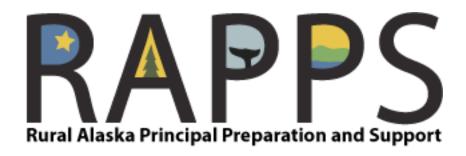
Start each day at your Home Group table.

Table 10 - ASDN and Evaluators	Table 11 - District Office	Table 12 -Coaches/State Support		
1. Al Smith - RGI	1. Chris Goldy - NSBSD	1. Sondra Meredith - EED		
2. Kristine Smith - RGI	2. Jon Wehde - NWABSD	2. Patricia Farren - EED		
3. Robert Ozuna - RGI	3. Carla Seavey - NSBSD	3. Anji Gallanos - EED		
4. Kelly Tonsmiere - ASDN	4. Chane Beam - YKSD	4. Deb Riddle - EED		
5. Kathy Blanc - ASDN	5. Peter Johnson - LYSD	5. Karen Melin - EED		
6. Sue Johnson	6. Cheryl Schweigert - NWABSD	6. Angela Love - EED		
7. Shelby Skaanes	7. Lee Ann Tyree - NWABSD	7. Brad Billings - EED		
8. Lexie Domaradzki	8. Luke Meinert - YKSD	8. Shelia Box - EED		
9. Al Bertani	9. Carol Schaeffler - NWABSD			
	10. Janet Valentour - NSBSD			



BREAKOUT GROUPS

Breakout Group A	Breakout Group B	Breakout Group C
Wednesday-Educator Effectiveness Thursday-Math Friday- ELA	Wednesday-Math Thursday-ELA Friday-Educator Effectiveness	Wednesday-ELA Thursday-Educator Effectiveness Friday-Math
1. Angela Love - EED	Andrea Engbretsen - LKSD	1. Aimee Romeijn - NSBSD
2. Anji Gallanos - EED	2. Barb Baysinger - AGSD	2. Anne Titus - YKSD
3. Annmarie O'Brien-NWABSD	3. Craig Roach - AGSD	3. Casey Weter - YKSD
4. Brad Billings - EED	4. Debbie Lancaster - NSBSD	4. Christina Powers - LKSD
5. Carla Seavey - NSBSD	5. Edward Pekar - LKSD	5. Cory Stringer - LYSD
6. Carlton Kuhns - LKSD	6. Geoff Johnson - YFSD	6. Darrell Richard - LKSD
7. Carol Schaeffler - NWABSD	7. Grant Kashatok - LKSD	7. Diane Crockett - BSSD
8. Chane Beam - YKSD	8. Janelle Vanasse - LKSD	8. Diane Reed - LYSD
9. Cheryl Schweigert - NWABSD	9. Jason Moen - LYSD	9. Elizabeth Balcerek - LKSD
10. Chris Goldy - NSBSD	10. Jason Roslansky - AGSD	10. Eugene Burke - NSBSD
11. Daniel Walker - LKSD	11. John Crabb - NWABSD	11. Faith Jurs - NWABSD
12. Deb Riddle - EED	12. John Harris - LYSD	12. Garrett McMullen - NWABSD
13. Gina Hrinko - YKSD	13. Josh Gill - LKSD	13. John Brady - YKSD
14. Jim Holien - Klawock	14. Joyce Dunning - AGSD	14. John Lamont - NSBSD
15. Jon Wehde - NWABSD	15. Kelli Larson - Klawock	15. Kathy Scott - NWABSD
16. Karen Melin - EED	16. Kurt Schmidt - AGSD	16. Linda Jennings - LKSD
17. Kerry Boyd - YKSD	17. Laurie Beam - YKSD	17. Mary Huntington - BSSD
18. Lee Ann Tyree - NWABSD	18. Leslie Kramer - YFSD	18. Mary Tierney Rifredi - LYSD
19. Linda Saito - NWABSD	19. Louis Beaver - LKSD	19. Megan Rosendall - LKSD
20. Lisa Parady - NSBSD	20. Matthew Groen - LYSD	20. Merril Feller - YKSD
21. Luke Meinert - YKSD	21. Mike Lane - NWABSD	21. Nick Straw - LKSD
22. Norman Eck - NWABSD	22. Nancy Mason - YKSD	22. Patty White - YKSD
23. Patricia Farren - EED	23. Paul Bartos - NWABSD	23. Platonida Kashatok - NWASD
24. Peggy Cowan - NSBSD	24. Robert Grimes - NSBSD	24. Ralph King - NWABSD
25. Peter Johnson - LYSD	25. Russell Clark - LYSD	25. Ross Bolding - LKSD
26. Robyn Rehmann - UAA	26. Sherry McKenzie - NSBSD	26. Roxanne Meneguin - LYSD
27. Scott MacManus - AGSD	27. Stacey Wilson - NWABSD	27. S Parker - Iditarod
28. Shelia Box - EED	28. Tracie Weisz - AGSD	28. Zachary Bastoky - LKSD
29. Sondra Meredith - EED	29. Vicky Charlie - YKSD	29. Zoe Theoharis - NWABSD
30. Todd Poage - AGSD		
31. William Sprott - LYSD		



The Rural Alaska Principal Preparation and Support Project (RAPPS) is a comprehensive leadership development program focused on preparation of principals for rural Alaska schools, and support for those who are currently serving in those schools. The US Department of Education's School Leadership Program funded this 5-year project.

RAPPS provided scholarships to 73 promising practicing teacher-leaders in 16 high-need rural districts so that they could obtain their Type B credential and become principals.

RAPPS offers a complete system of support for aspiring and practicing school leaders including: a distance-delivered, rural-focused cohort within the UAA Educational Leadership Program; mentoring for aspiring principals during their internship with coaches from the Alaska Administrator Coaching Project; and no-cost distance-delivered and face-to-face professional learning opportunities for all staff from the 16 partner districts throughout the year from the Alaska Staff Development Network.

Our major goal was to train and certify 55 new principals and to strengthen the leadership skills of principals from 135 of Alaska's highest need schools. The 2013-24 school year is the last year for grant funding for this initiative.

Project Outcomes

- Sixty-one teacher or central office leaders have completed the program and are certified as school administrators, and eight more are on track to complete and graduate by 2015. Of this group:
 - 28 are currently serving in a site administrator position in a RAPPS district
 - 2 are Assistant Superintendents in a RAPPS district
 - 8 are in central office positions in a RAPPS district
 - 14 are certified and looking for principal positions
 - 6 are continuing to teach
 - 3 moved out of state
- Throughout the five year project period, 15-17 RAPPS interns received coaching each year from the Alaska Administrator Coaching Project. All RAPPS UAA graduates have received coaching services.
- Over 500 school leaders have attended the Alaska School Leadership Institute over the course of the project (duplicated count).
- Over 2,000 registrations (duplicated count) from RAPPS district staff were received for the 29 ASDN/RAPPS webinar series offered over the course of the grant. 123 no-cost webinars were offered in total.
- UAA has created over 15 rural Alaska case studies for use in the Educational Leadership program.







End of Project Evaluation Questions

Target Group: Alaska Staff Development Network

Instructions: Please schedule a time at the Alaska School Leadership Institute to ask these questions with a representative of this organization. These do not need to be extensive responses, but rather main points or ideas. These should take no more than **30 minutes**. These questions should be provided to the organization's representative in advance so they can begin to think about their responses prior to the interview.

R	epresentative: Organization:
1.	How, if at all, have project activities differed from what was originally proposed?
2.	What challenges or barriers did the RAPPS Project experience in implementing its activities over the past six years; and how, if at all, has it overcome these challenges or barriers?
3.	How has this project contributed to research, knowledge, practice and/or policy?

- 4. Please describe any unintended outcomes observed as a result of implementation. Were these unintended outcomes helpful and/or problematic?
- 5. To what extent have retention rates of school leaders improved in RAPPS highneed LEAs?
- 6. To what extent has support for principals (including assistant principals) improved as a result of RAPPS funding?
- 7. What are "lessons (you) learned" from implementing the RAPPS project?
- 8. What are "next steps" for the RAPPS project? Are any parts of the project going to continue beyond the grant period?
- 9. Any other comments?



End-of-Institute Overall Evaluation Alaska School Leadership Institute May 27-30, 2014



<u>Directions:</u> Circle the number on the response scale following each statement below that best represents your agreement to each statement.

		<u>No</u>		<u>Total</u>		
		<u>Agreement</u>		Agreement		
1.	Overall, I would rate this Institute experience as a valuable learning experience for me.	1	2	3	4	5
2.	I believe I am better prepared to lead our transition to the new math standards next year in my school/district.	1	2	3	4	5
3.	I believe I am better prepared to lead our transition to the new ELA standards next year in my district.	1	2	3	4	5
4.	I believe I am better prepared to lead efforts to improve educator effectiveness next year in my district.	1	2	3	4	5
5.	I believe my participation with the District Team Planning Sessions has better prepared me for my leadership role next year.	1	2	3	4	5
6.	The overall pacing of the Institute met my needs as an adult learner.	1	2	3	4	5
7.	The Institute's mix of group activities (i.e. Critical Friends, Learning Session Workshops and Team Planning Time, etc.) was useful and relevant to my leadership role next year.	1	2	3	4	5
8.	The materials used with the Institute's presentations were useful and relevant to my leadership role(s) next year.	1	2	3	4	5

	No A			Total	
9. The Institute's Critical Friends	Agree	<u>Agreement</u>		<u>Agreement</u>	
Conversations were helpful to me in					
identifying new courses of action.	1	2	3	4	5
10. Meetings and hotel facilities were					
satisfactory.	1	2	3	4	5
11. The Institute was well organized.	1	2	3	4	5
12. Institute publicity was adequate.	1	2	3	4	5
13. Institute registration went smoothly.	1	2	3	4	5
Please help us plan next year's Alaska Sch	100l Lead	ership In	stitute (A	SLI 201	<u>5)</u>
Should we have another Institute like this year?				No	
What are 1-2 ideas you have that you believe experience better in the future?				SLI	
In order to ensure a broad-based team from next year, what dates or times of the year wo	•			e Institut	e
What dates or times of the year would <u>not</u> w	ork?				
What types of ongoing follow up support wo Institute faculty during the 2014-2015 school					

Attendee List for Alaska School Leadership Institute 2014

Anchorage, Alaska Participants: 91

Elizabeth Balcerek Principal, BRHS **LKSD**

1 Ron Edwards Memorial Drive

Bethel. 99559

ebalcerek_balcerek@lksd.org

Paul Bartos Zachary Bastoky

Principal Assistant Principal, Kwethluk

Northwest Arctic Borough School District LKSD 744 East Third Avenue

PO Box 51 Kotzebue, 99752

pbartos@nwarctic.org

PO Box 150 Kwethluk, AK 99621 **United States**

Phone: 907-444-1700 zachary_bastoky@lksd.org

Barb Baysinger Teacher

Alaska Gateway School District

Box 226 Tok, AK 99780 Phone: 907-883-5151 bbaysinger@agsd.us

Chane Beam

Director of Curriculum, Instruction, & Prof Principal - Allakaket School

Dev

Yukon-Koyukuk School District 4762 Old Airport Way Fairbanks, 99709 cbeam@yksd.com

Laurie Beam

Yukon-Koyukuk School District

4762 Old Airport Way Fairbanks, 99709 lbeam@yksd.com

Lewis Beaver Site Administrator

Lower Kuskokwim School District

P.O. Box 5109 Kongiganak, 99545 Phone: 907-557-5839 lewis_beaver@yahoo.com **Brad Billings**

State System of Support

Alaska Department of Education & Early

Development 801 West 10th Street, Suite 200 P.O. Box 110500

Juneau, AK 99801 **United States**

Phone: 907-465-8720 brad.billings@alaska.gov Ross Bolding

Site Administrator, Akula

LKSD

P.O. Box 164 Kasigluk, AK 99609 **United States** Phone: 907-4776615 ross_bolding@lksd.org

Sheila Box Title IA and STEPP State of Alaska Dept of Education 801 West 10th street, Suite 200 p.O. Box 110500 Juneau, AK 99811-0500

United States Phone: 9074658743 sheila.box@alaska.gov Kerry Boyd Superintendent

Yukon-Koyukuk School District

4762 Old Airport Way Fairbanks, 99709 kboyd@yksd.com

John Brady

Principal - Andrew K Demoski Yukon-Koyukuk School District

4762 Old Airport Way Fairbanks, 99709

fireproofing2003@yahoo.com

Eugene Burke Principal, Point Hope

North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 United States

Phone: 907-412-1198 eugene.burke@nsbsd.org Vicky Charlie

Principal - Minto & MHS Gladys Dart

School

Yukon-Koyukuk School District

4762 Old Airport Way Fairbanks, 99709 vcharlie@yksd.com

Russell Clark Principal

Lower Yukon School Dist

PO Box 32

Nunam Iqua, AK 99666

United States Phone: 9074982194 rclark@loweryukon.org

Peggy Cowan Superintendent

North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 **United States**

Phone: 907-412-1198 peggy.cowan@nsbsd.org John Crabb Principal

Northwest Arctic Borough School District BSSD

744 East Third Avenue PO Box 51

Kotzebue, 99752 jcrabb@nwarctic.org Diane Crockett Principal

Brevig Mission School

PO Box 85120

Brevig Mission, 99785 gingacrockett@kts.bssd.org

Joyce Dunning Teacher

Alaska Gateway School District

Box 226 Tok. AK 99780 Phone: 907-883-5151 jdunning@agsd.us

Norman Eck Superintendent

Northwest Arctic Borough School District Lower Kuskokwim School District

744 East Third Avenue PO Box 51

Kotzebue, 99752 neck@nwarctic.org Andrea Engbretsen Site Administrator

P.O. Box 305 Bethel. 99559

Phone: 907-867-8700

andrea_engbretsen@lksd.org

Patricia Farren Ed. Spec. SOA

801 West 10th St. Suite 200

Juneau. AK 99811 **United States** Phone: 9074652892 patricia.farren@alaska.gov Merrill Feller

Principal - Andrew K Demoski Yukon-Koyukuk School District

4762 Old Airport Way Fairbanks, 99709 mfeller@yksd.com

Anji Gallanos

Literacy Content Specialist Alaska Dept. of Education & Early

Development PO Box 110500 Juneau, 998011 Phone: 907-465-6416 anjigallanos@alaska.gov

Josh Gill

M.E. School Principal

LKSD po box 2186 Bethel, AK 99559 United States

Phone: 907 543 2845 joshua_gill@lksd.org

Cris Goldy

Curriculum and Instruction

North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 **United States**

Phone: 907-412-1198 cris.goldy@nsbsd.org **Robert Grimes** Principal, Alak School

North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 **United States**

Phone: 907-412-1198 robert.grimes@nsbsd.org Matthew Groen Teacher, Russian Mission School Lower Yukon PO Box 90 Russian Mission, MN 99657 GROEN.MATT@GMAIL.COM john harris Instructional Leader Lower Yukon School District P.O. Box 20124 Kotlik, AK 99620 United States Phone: 907 - 899 -4415 jharris@loweryukon.org Jim Holien
Superintendent
Klawock City School District
P.O. Box 9
Klawock, AK 99925
United States
Phone: (907) 755-2917
jim.holien@klawockschool.com

Gina Hrinko
Assistant Superintendent
Yukon-Koyukuk School District
4762 Old Airport Way
Fairbanks, 99709
ghrinko@yksd.com

Mary Huntington Principal, Koyuk Bering Strait School District PO Box 225 Unalakleet, 99684 mhuntington@shh.bssd.org Linda Jennings
Principal
Lower Kuskokwim School District
P.O. Box 34050
Napakiak, 99634
Phone: 907-2957689
violist.lkj@lksd.com

Geoff Johnson Math/Science Teacher Yukon Flats School District PO Box 22066 Arctic Village, 99722 geoff.johnson@yukonflats.net Peter Johnson
Director of District and School
Improvement
LYSD
PO Box 32089
Mountain Village, 99622
pjohnson@loweryukon.org

Faith Jurs
Principal
Northwest Arctic Borough School District
744 East Third Avenue
PO Box 51
Kotzebue, 99752
fjurs@nwarctic.org

Grant Kashatok
Site Administrator
Lower Kuskokwim School District
General Delivery
Newtok, AK 99559
United States
Phone: 9072372504
Fax: 9072372506
Grant_Kashatok@lksd.org

Platonida Kashatok Principal, Selawik NWABSD PO Box 119 Selawik, Alaska 99770 Phone: 907-442-3472 pkashatok@nwarctic.org

Ralph King
Principal, June Nelson
Northwest Arctic Borough School District
744 East Third Avenue
PO Box 51
Kotzebue, 99752
rking@nwarctic.org

Leslie Kramer
P/T Venetie
YFSD
PO Box 7
Venetie, AK 99781
United States
Phone: 907 849-8415
jake.kramer@yukonflats.net

Carlton Kuhns
Ass't Superintendent
LKSD
PO Box 305
Bethel, AK 99559
United States
Phone: 907.543.4886
carlton_kuhns@lksd.org

John Lamont
Principal, Trapper School
North Slope Borough School District
P.O. Box 169
Barrow, AK 99723
United States
Phone: 907-412-1198
john.lamont@nsbsd.org

Debbie Lancaster

Principal, Meade River School

North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 United States

Phone: 907-412-1198

Debbie.Lancaster@nsbsd.org

Mike Lane Principal

Northwest Arctic Borough School District Klawock City School District

744 East Third Avenue

PO Box 51 Kotzebue, 99752

mlane@nwarctic.org

Kelli Larson Principal

P.O. Box 9

Klawock, AK 99925 United States

Phone: (907) 755-2917

kelli.larson@klawockschool.com

Angela Love

SSOS Coaching Program Manager

Alaska Department of Education & Early

Development

801 West 10th Street, Suite 200

Juneau, AK 99811 United States

Phone: (907)465-8689 angela.love@alaska.gov Scott MacManus

Assistant Superintendent Alaska Gateway School District

Box 226 Tok, AK 99780

Phone: 907-883-5151 smacmanus@agsd.us Nancy Mason

Principal - Kaltag School Yukon-Koyukuk School District

4762 Old Airport Way Fairbanks, 99709

nmason@yksd.com

Sherry McKenzie, PhD

Principal

North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 United States

Phone: 907-412-1198 sherry.mckenzie@gmail.com Garrett McMullen

Principal

Northwest Arctic Borough School District Yukon-Koyukuk School District

744 East Third Avenue

PO Box 51 Kotzebue, 99752

gmcmullen@nwarctic.org

Luke Meinert

Director of Technology

4762 Old Airport Way Fairbanks, 99709 Imeinert@yksd.com

Karen Melin

Administrator of Instructional Support

Department of Education & Early

Development 801 W. 10th Juneau, 99811 Phone: 9074656536

karen.melin@alaska.gov

Jason Moen Instructional Leader Lower Yukon School District

PO Box 90

Russian Mission, AK 99657

United States

Phone: 907-584-2194 jmoen@loweryukon.org Roxanne Meneguin Assistant Principal

Lower Yukon School District PO Box 20172

Kotlik, AK 99620 **United States**

Fax: 907-442-2651

aobrien@nwarctic.org

Phone: 907-899-4415

roxymeneguin@yahoo.com

Sondra Meredith Administrator

Department of Education 10047 N. Douglas Hwy Juneau, AK 99801 **United States**

Phone: 907 465-8663

sondra.meredith@alaska.gov

Annmarie O'Brien Lisa Parady

Superintendent Assistant Superintendent **NWABSD** North Slope Borough School District

P.O. Box 51 P.O. Box 169 Kotzebue, AK 99752 Barrow, AK 99723 Phone: 907-442-3472 **United States**

Phone: 907-412-1198 lisa.parady@nsbsd.org S Parker McGrath School Principal Iditarod Area School District PO Box 90 McGrath, 99627 Phone: 9075241229 sparker@iditarodsd.org

LKSD P.O. Box 2907 Bethel, AK 99559 **United States** Phone: 907-527-5701 edward_pekar@lksd.org

Edward Pekar

Todd Poage Principal Anna Tobeluk Memorial School Superintendent Alaska Gateway School District Box 226 Tok, AK 99780 Phone: 907-883-5151 tpoage@agsd.us

Christina Powers Akiuk Site Administrator Lower Kuskokwim School District General Delivery c/o Akiuk Memorial School Kasigluk, 99609 Phone: (907) 757 6014 Christina_powers@lksd.org

Diane Reed principal Lower Yukon School District P.O. Box Mountain Village, 99632 reed@loweryukon.org

Robyn Rehmann Assistant Professor University of Alaska Anchorage 206D PSB UAA 3211 Providence Dr Anchorage, AK 99508 **United States** Phone: 786-4425 Fax: 786-4313 rrehmann@uaa.alaska.edu

Darrell Richard Site Administrator LKSD PO Box 232 Kwethluk, AK 99621 United States Phone: 907-757-6014 Darrell_Richard@lksd.org

Deborah Riddle Math Content Specialist EED 801 West 10th Street, Suite 200 Juneau, AK Phone: 9074653758 deborah.riddle@alaska.gov

Craig Roach Principal/Teacher Alaska Gateway School District Box 226 Tok, AK 99780 Phone: 907-883-5151 croach@agsd.us

Aimee Romeijn Assistant Principal, Fred Ipalook Elementary North Slope Borough School District P.O. Box 169 Barrow, AK 99723 United States Phone: 907-412-1198

aimee.romeijn@nsbsd.org

Megan Rosendall Site Administrator Lower Kuskokwim School District P.O. Box 109 Kwigillingok, AK 99622 **United States** Phone: 9075888826 megan_rosendall@lksd.org

Jason Roslansky Principal Alaska Gateway School District Box 226 Tok, AK 99780 Phone: 907-883-5151 jroslansky@agsd.us

Linda Saito Assistant Superintendent

744 East Third Avenue

PO Box 51 Kotzebue, 99752 Isaito@nwarctic.org Carol Schaeffer

Special Assistant to Superintendent

Northwest Arctic Borough School District Northwest Arctic Borough School District Alaska Gateway School District

744 East Third Avenue PO Box 51

Kotzebue, 99752 bschaeffer@nwarctic.org Kurt Schmidt Principal/Teacher

Box 226

Tok, AK 99780 Phone: 907-883-5151 kschmidt@agsd.us

Cheryl Schweigert

Director of Special Programs

744 East Third Avenue

PO Box 51 Kotzebue, 99752

cshweigert@nwarctic.org

Kathy Scott

Principal Northwest Arctic Borough School District Northwest Arctic Borough School District North Slope Borough School District

744 East Third Avenue

PO Box 51 Kotzebue, 99752

kscott@nwarctic.org

Carla Seavey

Director of Curriculum and Instruction

P.O. Box 169 Barrow, AK 99723 **United States**

Phone: 907-412-1198 carla.seavey@nsbsd.org

Jerry Sorensen

Ass't. Instructional Leader Lower Yukon School District

100 School Road Emmonak, AK 99581 United States

Phone: 9079496644 jsorensen@loweryukon.org William Sprott

Assistant Superintendent Lower Yukon School District

P.O. Box 32089

Mountain Village, AK 99632

United States

Phone: 907-591-6296 wsprott@loweryukon.org Nick Straw Principal

Lower Kuskokwim Sch Dist

PO Box 6023

Napaskiak, AK 99559

United States

Phone: 907-737-7214 nick_straw@lksd.org

Cory Stringer Instructional Leader

Lower Yukon School District

Po box 5090

Pilot Station, AK 99650

United States Phone: 5493212

cstringer@loweryukon.org

Zoe Theoharis Principal

Northwest Arctic Borough School District Lower Yukon School District

744 East Third Avenue

PO Box 51 Kotzebue, 99752 ztheoharis@nwarctic.org Mary Tierney Rifredi Assistant Principal

PO Box 32089

Mountain Village, AK 99632

United States

Phone: 907-758-2394 mtierney@loweryukon.org

Anne Titus

Principal - Merreline A Kangas School Yukon-Koyukuk School District

4762 Old Airport Way

Fairbanks, 99709 atitus@yksd.com

Lee Ann Tyree

Director of State and Federal Programs Northwest Arctic Borough School District

744 East Third Avenue PO Box 51

Kotzebue, 99752 Ityree@nwarctic.org Janet Valentour

Director of Assessment & Accountability North Slope Borough School District

P.O. Box 169 Barrow, AK 99723 **United States**

Phone: 907-412-1198 janet.valentour@nsbsd.org Janelle Vanasse Principal Lower Kuskokwim School District PO Box 305 Bethel, 99559 Phone: 907-543-4800

janelle_vanasse@lksd.org

Daniel Walker
Ass't Superintendent
LKSD
PO Box 305
1004 Ron Edwards Way
Bethel, AK 99559
United States
Phone: 907-543-4858
daniel_walker@lksd.org

Jon Wehde
Director of CTE
Northwest Arctic Borough School District
744 East Third Avenue
PO Box 51
Kotzebue, 99752
jwehde@nwarctic.org

Tracie Weisz Teacher Alaska Gateway School District Box 226 Tok, AK 99780 Phone: 907-883-5151 tweisz@agsd.us Casey Weter
Principal - Jimmy Huntington School
Yukon-Koyukuk School District
4762 Old Airport Way
Fairbanks, 99709
lbeam@yksd.com

Patty White Principal - Johnny Oldman School Yukon-Koyukuk School District 4762 Old Airport Way Fairbanks, 99709 Phone: 9073749427 pwhite@yksd.com

Stacey Wilson
Principal
Northwest Arctic Borough School District
744 East Third Avenue
PO Box 51
Kotzebue, 99752
staceytwilson@yahoo.com

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