

# **Original Application**

# THE MASTER'S PREPARATORY LEADERSHIP ACADEMY

## The Master's Preparatory Leadership Academy

“We Specialize in Educating and Empowering Present and Future Leaders”

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## 333.3 (1)

### Name of the Charter School

The Master's Preparatory Leadership Academy  
"We Specialize in Educating and Empowering Present and Future Leaders"

"If I can dream it, I can picture it. If I can picture it, I can see it. If I can see it, I will believe it. If I believe it, I will achieve it." (SELF-EMPOWERMENT)

Doris J. McDaniel  
Brenda Darbey

## 333.3(2)

### Designated Contact Person

**Ms. Doris J. McDaniel**  
2601 Brittany Drive  
Anchorage, Alaska 99504  
(907) 727-1952

## 333.3 (3)

### Composition of the Academy Policy Committee

**Nathaniel Bratcher**  
420 West 89<sup>th</sup> Avenue  
Anchorage, Alaska 99514  
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**Career Coordinator Consultant**

**Doris J. McDaniel**  
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(907) 727-1952

**State of Alaska Certified  
Principal/Teacher**

**Sandy Holladay**  
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Anchorage, Alaska 99517  
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**Character Councils of Alaska  
Coordinator**

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Anchorage, Alaska 99501  
(907) 245-2710

**President, Alaska Native Sisterhood**

**Michael Lomonaco**  
3000 A. Street, Suite 200  
Anchorage, Alaska 99503  
(907) 350-0604

**Real Estate (Commercial Associate)**

**Louis Easter**  
P. O. Box 20310  
Anchorage, Alaska 99520-3103  
(907) 746-3708

**Retired Prison Superintendent**

**Brenda Darbey**  
2340 Tagalak Drive Unit B  
Anchorage, Alaska 99504  
(907) 338-4250

**Parent Advisor**

**Barbara Bankston**  
2601 Brittany Drive  
Anchorage, Alaska 99504  
(907) 337-2723

**ASD Retired School Teacher**

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## 333.3 (3) contd.

### Composition of the Academy Policy Committee

#### **Mable Gibbons**

7130 Old Harbor Avenue  
Anchorage, Alaska 99504  
(907) 279-0671

#### **Indian Education Coordinator**

The Master's Preparatory Leadership Academy founding Academy Policy Committee is composed of a Career Coordinator Consultant, a State of Alaska Certified Principal and Teacher, Character Councils of Alaska Coordinator, the President of the Alaska Native Sisterhood, a Real Estate (Commercial Associate), an ASD Retired School Teacher, a Parent Advisor, an Indian Education Coordinator and a Retired Prison Superintendent. We feel that our committee members possess a wealth of knowledge, experience, expertise and resources to spearhead the formulation and the establishment of this charter school. The founding group has a diverse complement of skills, including fundraising, non-profit management, teacher and administrative training, accounting, real estate, marketing, human resources and higher education knowledge, expertise, experience, network and collaboration.

## 333.3 (4)

### Description of the Educational Program

#### **Overview of the Educational Program**

The Master's Preparatory Leadership Academy (TMPLA) will provide an educational environment which fosters and encourages high standards of extraordinary academic achievements, creativity, technological sophistication, the love of learning, honesty, accountability, self esteem and the development of good citizens. Through exceptional instruction by highly skilled and qualified teachers in such an environment, the highest possible outcomes will be achieved.

The academy will provide a rich learning environment, meeting the developmental needs of 9<sup>th</sup> through 12<sup>th</sup> grades as well as the individual needs of the students with different learning styles. The academy will set high expectations for all students in an atmosphere that is nurturing and respectful. TMPLA will take an integrated approach to learning in which positive self discipline and basic skills (reading, writing and mathematics) are addressed through broad themes and projects, and authentic, real life experiences. The principles and practices are based on our staff's understanding of how students learn best.

The educational program of the Academy will address the academic, social, and vocational needs of high school students. Students will meet graduation requirements following Alaska Standard Course of Study. Instruction at The Master's Preparatory Leadership Academy will be guided by the principles of the self-paced learning model and direct teaching. Encouraging students to work at their own pace to accomplish academic goals will increase time for one-on-one assistance, opportunities for cooperative learning, and authentic assessment, while reducing competitiveness,

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minimizing social pressures, and limiting stress within the classroom. After careful examination of each student's needs, educational history, review of cumulative records, and extensive academic performance and skills assessments, TMPLA staff will guide students to create a personal education plan based upon the Alaska or Career and Vocation Preparatory Course of Study for grades nine through twelve.

Students attending the Academy may take classes and/or participate in student activities at other schools once specific budgetary arrangements have been made according to the administrative charge-back procedures. The Master's Preparatory Leadership Academy hours of operation will be 11:00 a.m. – 5:00 p.m. The Academy Academic Advisory Committee had contemplated on operating between 12:00 p.m. – 6:00 p.m. However, the committee realized that many students would be working after school to fulfill some of their requirements for electives. The committee also took into consideration that there was a period of time when it gets darker earlier in our city. Consequently, the above hours were agreed upon. A copy of a proposed schedule can be found in Attachment A.

## **Mission Statement**

The mission of the Master's Preparatory Leadership Academy is to target high school students (9<sup>th</sup> – 12<sup>th</sup> graders) who have dropped out of school and/or at risk of dropping out of school. In collaboration with students, parents, the Anchorage School District, local schools, business and community leaders and the academy's principal and staff, our top priorities will be extraordinary academic achievements, students' respect for themselves and others, positive self images and good role models for all students. "Academics come first, and everyone will be held accountable."

Students will become responsible and productive citizens through character development, academic enhancement, self discipline, higher expectations, innate abilities and talents, acquired knowledge/information, social and skills building, and motivation enhancement.

The academy will specialize in educating and empowering at-risk high school students. Our primary focus is educating all of our students for success in accordance with the mission statement of the Anchorage School District. The Executive Staff of the School Foundation Committee brainstormed collectively to develop the Academy's mission statement.

In achieving this mission, TMPLA is guided by the following:

1. Every child is capable of learning.
2. The allotted minutes of our school's instructional day must be protected for academic learning time.
3. Our students are our greatest resources and our future leaders.
4. Our staff is our greatest asset and the foundation of our success.
5. Each member of our staff is responsible and accountable for excellence in providing quality learning for our students.
6. With the support of our students, teachers, parents, local school district/local schools, and community members, our students will reach their highest potential.

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Our school is an adolescent centered environment with an integrated approach to learning, using major themes and projects in a nurturing and respectful atmosphere in which there are high expectations for all learners.

The mission of TMPLA Academy is to support lifelong academic growth, emotional development, and professional readiness for all students. We believe community-based learning promotes sound decision making, encourages independent problem solving, and provides our future workforce with prerequisite skills necessary for seeking, securing, and maintaining post-secondary employment.

## **Educational Philosophy**

We believe that the most important values crucial to students' success are: academic excellence, high expectations for all students' achievements, respect for self and others, creative and individualized approaches to teaching and learning, and positive collaborative working relationships with the students, parents, teachers, administrators, our local school district, local schools and the community.

We believe that all our students can and will excel emotionally, intellectually, personally and professionally. We believe that all our students have a right to a quality, rewarding, and challenging education that will empower them to make positive and good sound decisions daily and in the future. We believe that students who graduate from our charter school will be provided with an education that will empower them with the necessary skills and abilities needed to make significant positive contributions to their communities.

We believe that the duty of this charter school is to make these beliefs and expectations the center of everything we do. The Academy must be efficient, effective, committed and organized to help students develop positive attitudes and positive behaviors, inspiring and motivating students to take ownership for their own learning. The school must attract highly skilled/qualified, dedicated and committed administrator(s), teachers, and support staff. Everyone must be held accountable for the academic, vocational and social success of each student. All staff members must be given adequate resources, freedom, moral support and assistance to ensure that each student reaches his or her maximum potential. We will expect and accept nothing less than an outstanding staff, dedicated and committed students, a quality and effective curriculum and a quality school environment. We believe that with the support and cooperation of our students, parents, staff, local school district, local schools and community members, our students will turn their lives around. We believe that our students will reach their maximum potential and obtain extraordinary academic achievements.

The Master's Preparatory Leadership Academy's philosophy is built on five pillars of strength and empowerment. Educating and empowering students to master reading, writing, math, developing outstanding character traits and self discipline. TMPLA was created to intervene on behalf of high school students who have dropped out of school and/or were at risk of dropping out of school. A group of sensitive, caring parents, teachers and community members who strongly believed and felt that the academy would provide another alternative to enhance the mission of the Anchorage School District . . . "Educating all students for success in life."

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One of the unique components of the academy is having an Academy Placement Student Coordinator. This individual will be solely responsible for academic, vocational and career placement for all students exiting or graduating from the academy. This individual will also be responsible for collaborating with students, parents, staff, our local school district, local schools and the community to assist with the academic growth and success of each student. Students and parents will be advised of this service in orientation and as needed.

The Master's Preparatory Leadership Academy believes that all students are capable of learning beyond the limits of what they believe is possible and that the school's instructional approach will inspire high quality work in students of widely varying backgrounds.

## **Goals:**

Through excellence in reading, writing, mathematics, critical thinking, problem solving, decision making, critical thinking, community projects and use of technology, the ability to synthesize and apply extensive content knowledge creatively; and the cultivation of incorporating excellence personal values, respect for self and others, and love of lifelong learning, our graduates will be prepared and empowered to make the broadest possible array of wise choices for their future and to become highly participatory, positive productive leaders and adults in the local, national and global communities.

## **Need for the Academy**

Our students are in need of this charter school to enhance their educational, personal and professional growth and success. The Master's Preparatory Leadership Academy will be guided by the principles of the Constructivists Theory of Education. The theoretical framework of constructivism is founded on the premise that by reflecting on one's own experiences an individual constructs his/her own understanding of the world. In practical terms, this theory is founded in small group instruction, fostering and engaging students, and creating a cooperative social structure, therefore, basing assessment on results, process and effort. The Academy will aim to facilitate the acquisition of knowledge through the process of new experiences. Using the academic content classes and the community based education model, the Academy's foundation of teaching and the students' process of learning will be rooted in the following principles:

**A.** Learning is a search for meaning. Therefore, the learning process must start with the issues around which our students are actively trying to construct meaning. The purpose of learning is for an individual to construct his or her own meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning. As Dewey theorized, active learning involves the learners engaging with the world. In the context of the Academy, this is directly tied to the school's mission and community partnerships, based on authentic real life practices.

**B.** Motivation is a key component in learning. Not only does motivation helps learning, it is essential for learning. This idea of motivation as described is broadly conceived to

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include an understanding of ways in which knowledge can be used unless students know “the reasons why” they may not be very involved in using the knowledge. Therefore, the learning process at the Academy will focus on primary concepts, not isolated facts. The crucial action of constructing meaning happens in the mind. Physical action or hands on experience may be necessary for learning, especially for our students but is not sufficient; therefore, the Academy will provide activities which will engage the mind as well as the hands in the context of our core academic content classes.

**C.** Educators must make connections among concepts to foster new understanding. Teaching strategies will be tailored to student responses and encourage students to analyze, interpret, and predict information. Instruction should foster, not control, learning. Any effort to teach must be connected to the state of the learner—providing a path into the subject for the learner based on that learner’s previous knowledge. Vygotsky theorized that language and learning are inextricably intertwined. It is probable that the students at the Academy will be at different stages of language development. Since the language we use influences learning, it is important that all students can access extended learning and remediation opportunities to develop language skills including reading decoding and comprehension, written expression, and mathematical computation.

**D.** The Academy will emphasize alternative learning and assessment methods. This includes exploration of open questions and scenarios, research, product development assessment by student’s portfolios, performance checklist presentations, job shadowing, apprenticeships, internships, mentorships and employment experiences. At the Academy students will play a crucial role in assessing their own progress through ownership and taking responsibility for their own learning. They will reflect daily on academic progress and performance, real world application of skills, and evaluation of self. Constructivist theory requires that the staff at the Academy make a conscious effort to turn their attention towards their learners. In our curriculum design and model of instruction the focus is on learning through problem solving, developing products and applying knowledge – all of which are achievement goals at the Academy. Ultimately, students will be expected to generalize their knowledge and skills in new learning environments such as the workplace, college, the military, the Peace Corps, and Job Corps, etc.

The Academy will create a learning community of students, parents, outstanding teachers, staff and committed adults from the neighborhood and throughout Anchorage that will provide each of our students with an academically challenging curriculum and the necessary support to reach his/her highest potential – emotionally, intellectually, socially, and physically.

## **Students Achievement Goals**

The Master’s Preparatory Leadership Academy will expect all students to earn a high school diploma and be prepared for post-secondary employment with job readiness skills for an immediate entry into the workforce or continue training at a college, university, enter into the military, or pursue owning a business upon graduating from high school. Specific achievement goals for all students shall include:

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1. Students will demonstrate a proficiency in reading and writing.
2. Students will demonstrate a mastery of designated outcome goals in the areas of English, History, Math, Science and Vocational Applications.
3. Students will demonstrate a mastery of specific job-readiness skills designated by the school community (e.g. Verbal and Written Communication Skills, Personal Action Plans, Conflict Resolution, Diversity Sensitivity, and Personal Leadership Qualities).
4. Students will demonstrate leadership capacity by planning and implementing significant service learning projects in the school and their communities.
5. Students will demonstrate a proficiency in technology skills designated by the school community to be important for both lifelong learning and preparation for a technologically based workforce and personal use.
6. Students will complete coursework and related activities needed for graduation requirements as specified by the Academic, Occupational or Career Preparation Course of Study.

## **Strategies for Attaining Goals**

To attain these goals for all students, the Academy will implement the Academic, Occupational or Career Preparation Course of Study for grades nine through twelve.

1. The Master's Preparatory Leadership Academy will provide favorable student and teacher ratio.
2. The Academy will provide extended opportunity for remediation and learning for the skills of reading decoding and comprehension, written expression, math computation, and problem solving, utilizing research based practices.
3. The Academy will facilitate the First Year Seminar to promote and advance students' life skills including, but not limited to: conflict resolution, anger management, oral and written communication, job readiness, diversity, and leadership.
4. The Academy will introduce students to vocational and technological resources to enhance their learning and pre-professional skills.
5. The ultimate expectations for achievement are tied to the Academy's mission.

The Master's Preparatory Leadership Academy's curriculum will meet and/or exceed the Anchorage School District's standards. In order to achieve our mission, we will utilize individualized approaches to teaching and learning to ensure prompt remediation and/or acceleration depending on each student's needs. Our curriculum will be centered on character building and self discipline, excellence in reading, writing, mathematics, technology use, critical thinking, decision making and problem solving. Our curriculum will be centered and focused on acquisition of an in-depth knowledge with a strong, solid foundation in health, science, global geography, history, policy making (city, state, federal), literature and language, personal development and our society.

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## 333.3(5)

### Specific Levels of Achievement for the Educational Program

The educational program of the Leadership Academy will address the academic, social, and vocational needs of high school students. Students will meet or exceed graduation requirements following a curriculum aligned with the State of Alaska Education Standards and the Anchorage School District's Standards. Instruction at the Academy will be guided by the principles of self-paced learning model. Students will be encouraged to work at their own pace to accomplish academic goals. This will increase time for one-on-one assistance, enhance opportunities for cooperative learning, and effectively incorporate authentic assessment. At the same time, the self-paced learning model will reduce competitiveness among students, minimize social pressures, and limit extrinsic and intrinsic stress within the classroom.

The Academy's curriculum will enable teachers to use a wide variety of learner-centered instructional techniques, while adapting to the specific learning styles of the students. All courses developed and used by the Academy will employ the use of higher-order thinking skills while building and reinforcing basic skills in reading, writing and mathematics. As such, these courses will prepare students for state assessments of basic functional skills, other assessments that emphasize higher-order reasoning, and professional skills, which require both. This component will include career exploration, college preparation, job shadowing, apprenticeship program, vocational training, internships, mentorships, military pursue, and entrepreneurship and employment opportunities based upon individual student's strengths and needs.

The Master's Preparatory Leadership Academy's staff, students, parents, community, and the Academy Advisory Committee will build a culture of high expectations for all students. During the first semester at the Academy, ninth-graders (and new students) will be required to participate in the First Year Seminar. This transition program will place groups of students with interdisciplinary teacher teams. The seminar will address topics including: family unity, appreciation and values, conflict resolution, anger management, oral and written communication, job readiness, teamwork, test preparation, study skills, career awareness and exploration, violence prevention, alcohol and drug abuse, goal setting, academic skills inventories, remediation, and personal education plans. The framework of the First Year Seminar will help to create a more personalized learning environment, where small groups of students and teachers work closely together. This will lead to improved student motivation and performance. Additionally, teachers will be able to assess the entire student including cognitive, affective, motor and vocational needs. Specific instructional methods will include but are not limited to: the Wilson Language System, the Learning Strategies Curriculum (University of Kansas Center for Research on Learning), the use of computers and other technology, the arts and other media, individual projects, community service projects, portfolio assessments, and cooperative group work. After a thorough entrance interview, careful examination of each student's educational history, review of records, and extensive academic performance and skills assessment, the Academy's staff, under the direction and leadership of the Academy Student Placement Coordinator, will guide students to create a personal educational plan based upon their abilities and interest.

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Within the parameters of the educational plan and focus, while meeting the mandates of the Federal and State regulations for serving exceptional children, the Academy will train all staff in relation to: the history of Special Education including the amendments IDEA 1997, ways to implement accommodations for students within the context of the classroom environment, assessment techniques for monitoring student's individual progress towards IEP goals and objectives, methods to enhance the instructional design of academic content areas. Flexible, heterogeneous student groupings will include special education students in the general education classroom. For students who lack prerequisite reading, writing, and math skills, the Academy will provide in-classroom resource support, a learning lab, a resource room, computer technology, art and music, electives, direct instruction, extended practice, peer-tutoring, mentoring, internships, apprenticeships field trips, community resources, and consultation services during the day.

Provide parents and students with expanded choices in the types of learning opportunities that are available: The Master's Preparatory Leadership Academy will provide students an opportunity to develop attributes for successful post-secondary employment. Students will learn practical skills in real-world applications. In addition to academic preparation, students will meet graduation requirements by participating in career exploration, job shadowing, apprenticeship, internship and mentorship programs and employment ventures. Learning opportunities for parents and guardians include a structure Training and Support Program prior to students' enrollment and continued for the duration of the school year. In this program, the Academy's staff will familiarize parents and guardians on the following issues: rights and responsibilities, community agencies and support groups, adolescent development, exceptional children's services, and ways to structure the home environment for learning. Also, the Academy will sponsor a Quarterly Family Day to both enhance the community atmosphere of the charter school educational environment and to build relationships with students and their families.

The Academy will be held accountable for meeting measurable student achievement results and the school's method will be performance based. The Master's Preparatory Leadership Academy recognizes that as being a charter school in Alaska it will be required to demonstrate measurable student achievement results while meeting the requirements of a performance-based accountability system. While charter schools are public schools of choice that operate with freedom from many of the rules and regulations that apply to traditional public schools, the charter establishing our Academy is actually a performance contract detailing the school's mission, programs, goals, students served, method of assessment, and ways to measure success. The Master's Preparatory Leadership Academy will be held accountable for both academic results and fiscal practices to several groups: the Anchorage School District, the State of Alaska Department of Education and Early Childhood Development that distributes grants to the charter school, the parents who elect to send their students to the Academy, the students of the Academy, and the public that funds the Academy directly and indirectly.

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## 333.3 (6)

### Admissions Policies and Procedures

#### **Application Process**

The Master's Preparatory Leadership Academy will admit students: (a) who are referred by their home school, (b) students who are referred by the ASD alternative schools and charter schools, (c) students who have dropped out of school or at risk of failing and/or dropping out of school. To be eligible for admission, each applicant must provide:

1. Proof of residence in the boundaries designated by the Anchorage School District
2. Certified copy of birth certificate and/or schools records
3. A completed Academy application form with all supporting documents

The application form will request the student's name and address, date of birth, grade level, and the name of the school the student most recently attended, names, addresses and telephone numbers of parents and/or legal guardians, names of siblings also applying and a signature verifying that the information is correct and that the parents/guardians desire for their child to attend the academy, if applicable.

Application forms must be submitted by the annual deadline determined by the Academic Advisory Committee in accordance with the ASD guidelines. Once the Academy receives final approval to operate as a charter school in the city of Anchorage, Alaska, we will notify the student and his/her parents of the deadlines for submission. Applications will be available and accepted following ASD approval of the charter. The potential student, parent and/or guardian will be advised where to pick up applications. The Master's Preparatory Leadership Academy Application and the Anchorage School District – Lottery Procedures 332.3 are located respectively as Attachment H and as Attachment I.

### Non-Discrimination Statement

The Master's Preparatory Leadership Academy will be a non-sectarian public entity that is non-discriminatory in its admissions, programs, employment practices, governance and all other operations. Admissions, participation in all other programs and opportunities offered by the school, and the equitable treatment of each individual student shall not be limited or influenced by the student's race, ethnicity, national origin, genders, religion, disability, or income level, in accordance with existing local, state and federal laws. The Master's Preparatory Leadership Academy will be an Equal Opportunity Employer and an Equal Opportunity Charter School.

## 333.3 (7)

### Administrative Policies

The Master's Preparatory Leadership Academy will adopt and comply with the official administrative policies, procedures and regulations of the Anchorage School District. The Academy academic requirements will meet or exceed Content and Performance Standards for Alaska students. The Academy will adopt the Anchorage School District's

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district-wide curriculum using innovative strategies, techniques, and supplementary, curriculum textbooks, etc.

The Master's Preparatory Leadership Academy will adopt the Anchorage School District code of conduct and dress code. We will set high standards for all students. The Academy will implement and integrate the Character First Curriculum to enhance students' personal growth and development. It is our belief that this component will reduce behavior problems, increase attendance, develop positive character traits and be instrumental in developing responsible and productive citizens. The Academy will use the "no nonsense approach." Our motto is "We Specialize in Educating and Empowering Present and Future Leaders."

The Master's Preparatory Leadership Academy will follow the proposed ASD School calendars. We have taken into consideration the fact that this would be advantageous to families with children attending different schools. The older siblings are sometimes required to watch younger siblings during scheduled in-services holidays, etc. We will make a conscious effort to follow the ASD calendar.

The Academy's parent-teacher conferences will be scheduled in accordance with the Anchorage School District. Due to beginning and ending of our school days, the Academy may have to make some minor time changes of parent-teacher conferences days. If so, we will keep the Anchorage School District, local schools, our students, parents, and the community abreast of these changes.

The Master's Preparatory Leadership Academy plans to retain a full-time administrator at all times. It is proposed that the Administrator and executive members of the Academy's Academic Advisory Committee be given waivers of confidentiality to review appropriate personnel files. The Master's Preparatory Leadership Academy will collaborate, network, and work closely with each collective bargaining unit to insure compliance with contractual agreements where applicable.

## **333.3 (8)**

### **Funding Allocation and Annual Program Budget**

It is understood that the Academy will be included for funding in district-wide curriculum adoptions. The Academy will submit a balanced program budget by November 15 of each year. The budget will outline the revenues and expenditures of the Academy for the next school year.

The Master's Preparatory Leadership Academy's budget for the following year will be limited to student enrollment of the current year unless the Anchorage School Board approve for a change in school enrollment occurs by October 1 of the current school year. The Master's Preparatory Leadership Academy's budget will be approved by the Anchorage School District during annual budget deliberations. If the projected revenues are revised due to actions taken by our local school board, legislation and/or the Assembly action, there will be adjustments to the Academy's budget. The Academy will be eligible to seek federal categorical and state funding for eligible low-income and/or

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special needs students. The Academy will pursue any federal and state start-up grants allocated for charter schools. The Academy will be eligible to seek and accept grants, gifts and donations in accordance to the guidelines specified in the State of Alaska charter schools regulations.

The Anchorage School District budgetary allowance per student allocation will be supplemented with Technology Grant funds. There will be an allocation of a \$30,000.00 Federal planning grant and a two-year Federal implementation grant for \$172,500.00. The Academy will aggressively pursue other grants applicable to charter school's programs. A five-year financial strategically plan will be created and implemented to guarantee the financial credibility, stability, and success of the Academy. The Master's Preparatory Leadership Academy will obtain a gaming permit from the state of Alaska to professionally qualify to incorporate a fundraising component. We will partnership with other businesses and organizations to generate additional funds for the Academy.

## 333 .3 (9)

### **Method to Account for Receipts and Expenditures**

The Master's Preparatory Leadership Academy will be in compliance with AS 14.17.910 Restrictions Governing Receipts and Expenditures of Money from Public School Foundation Account. The Academy will account for receipts and expenditures by using and complying with the Anchorage School District's accounting, audit and fiscal procedures. The Master's Preparatory Leadership Academy will comply with local, state and federal requirements. The Academy will allow the designated Anchorage School District representative(s) and/or auditor(s) access to financial information to conduct the annual or special audits and accounting information. The Master's Preparatory Leadership Academy shall cooperate with the Anchorage School Board and/or the Department of Education in complying with the requirements of AS 14.17.910.

As a public entity entrusted with taxpayer monies, The Master's Preparatory Leadership Academy and its staff and Academic Advisory Committee will be absolutely committed to responsible financial management and rigorous accountability. The Academy Advisory Committee will carefully monitor monthly, quarterly and annual budget statements. The Academy at all times will comply with the Alaska Department of Education and Early Childhood Development and the Anchorage School District financial requirements applicable to a charter entity.

## 333.3(10)

### **Location and Description of the Facility**

The Master's Preparatory Leadership Academy is seeking a 10,000 - 30,000 square feet facility. Mr. Michael Lomonaco, a real estate agent with Bond Stephens and Johnson, Inc. is a member of the School Foundation Committee. He has been chosen to negotiate real estate transactions applicable to a potential facility Mr. Lomonaco and members of the Executive Team of the School Foundation Committee met with the Anchorage School

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District Budget Representative, and the ASD Charter School Liaison, to discuss rules, regulations, and requirements applicable to locating a facility for Academy.

Once our charter is approved, this information will make our search for a facility more realistic. It will give us some concrete facts to negotiate more effectively. Several members of the Academy Academic Advisory Committee have also agreed to assist in our pursuit for a facility.

## 333.3 (11)

### Teachers/Administrators in the Academy

The Master's Preparatory Leadership Academy will recruit and hire 10 Certified Teachers. It is projected that we will recruit and hire the following:

- |                              |   |
|------------------------------|---|
| 2 Certified English Teachers | 2 Certified Special Education Teachers      |
| 2 Certified Math Teachers    | 1 History/Social Studies/Geography.         |
| 2 Certified Reading Teachers | 1 Health/Science/Physical Education Teacher |

It is our hope that our 10 Certified Teachers will have second endorsements in other academic areas to enhance the make-up composition of our staff. The Academy's staff will have a diversified educational portfolio. One of the 10 Certified Teachers will be a Master Teacher. The Master's Preparatory Leadership Academy will recruit and hire from the Anchorage School District's eligible for hire list.

The Administrator of The Master's Preparatory Leadership Academy will be Doris J. McDaniel. McDaniel has a Master in Education Administration. She has extensive experience and expertise working with disadvantaged and trouble youth. She has a State of Alaska Class B Principal Certification and a State of Alaska Class A Teacher Certification in Business Education. A copy of her resume along with one of the Academy's key staff member Nathaniel Bratcher's resume is found in Attachment K.

## 333.3 (12)

### Academy Support Staff

We feel that the backbone of any outstanding organization is the Support Staff. The Master's Preparatory Leadership Academy's Support Staff will be a group of committed, dedicated and highly professional and semi-professional individuals. Our Academy Academic Advisory Committee will recruit potential candidates from the Anchorage School District's eligible for hire list and from the public, private and community sector. We will advertise in our local newspapers, community bulletins, etc.

The Master's Preparatory Leadership Academy will recruit, hire and/or contract out the following support staff: 2 Administrative Assistants, 2 Librarians (to set up our library), 2 Home School Security Coordinators, 1 Music/Art Teacher, 1 Technology Instructor, a Part-Time Nurse, 1 Community Outreach Coordinator, 1 Academic Student Placement Coordinator (High School Counselor, 1 Marketing Coordinator and consultant services will be provided. There will be 2 Administrative Assistants on the regular staff.

# THE MASTER'S PREPARATORY LEADERSHIP ACADEMY

## 333.3 (13)

### **Pupil-Teacher Ratio**

The Master's Preparatory Leadership Academy using creative and innovative curriculum, strategies and techniques to enhance the Anchorage School District's curriculum will maintain small class sizes of 20 students per class. A highly, qualified, professional staff of 10 certified teachers with the Academy's support staff will educate and empower a student population of approximately 200 students. ( $200/10 = 20$ ). The student population will be at-risk high school students 9<sup>th</sup> through 12 graders.

As indicated previously, it is projected that we will hire the following: 2 Certified English Teachers, 2 Certified Math Teachers, 2 Certified Reading Teachers, 2 Certified Special Education Teachers, 1 Health/Science/Physical Education Teacher, 1 History/Social Studies/Geography Teacher. Our 10 Certified Teachers will be highly qualified candidates. It is our hope that they will have a second endorsement in other academic areas to enhance the make-up composition of our staff. Our staff will have a diversified educational portfolio. One of the 10 Certified Teachers will be a Master Teacher.

## 333.3 (14)

### **Number of Students Served**

The Master's Preparatory Leadership Academy proposes to initially serve a minimum of 150 students with a maximum of 200 students. The Academy will provide the Anchorage School District's Administration with the names of students who have pre-registered for the charter school prior to the start date of the charter school year. The Academy will keep the Anchorage School District abreast of student enrollment on a monthly basis.

## 333 .3 (15)

### **Transportation**

Parents and/or guardians will be responsible for student's transportation. The Academy hopes to establish school/business partnerships with several local businesses and/or organizations. As a result of these partnerships, monthly bus passes may be available to students on individual basis, as needed.

## 333.3 (16)

### **Food Service**

The Master's Preparatory Leadership Academy is considering several options for food service. The Academy plans to offer well-balanced nutritional snacks daily for its students. We are looking into the most cost-effective ways/means to provide services. Two of the major factors that we need to take into consideration are the location of the facility and the layout of the facility. In the near future, we will utilize the expertise of the Anchorage School District Nutrition Department to establish a quality food program.

# THE MASTER'S PREPARATORY LEADERSHIP ACADEMY

## 333.3 (17)

### **Term of Contract**

The initial term of this contract between the Anchorage School District and The Master's Preparatory Leadership Academy will be the maximum allowed by the Anchorage School District.

## 333.3 (18)

### **Termination Clause**

Anchorage School District Board may terminate this contract for the failure of The Master's Preparatory Leadership Academy to meet educational achievement goals or fiscal management standards, or for other just cause. The School Board shall provide written notice to The Master's Preparatory Leadership Academy to its intent to terminate this contract and the reasons thereof. The Academy may also terminate the contract on an annual basis. In such event, the Academy must notify the Anchorage School District by February 1 of a given school year of its intent to cease operations the following school year. This date may be waived under extreme circumstances by action of the Anchorage School District School Board upon a recommendation of the Superintendent.

## 333.3 (19)

### **Certificate of Compliance for Receipt and Use of Public Money**

The Master's Preparatory Leadership Academy certifies that the Academy will comply with all local, state, and federal requirements for the receipt and use of public money.

## 333.3 (20)

### **Other Requirements of Exemptions**

The Master's Preparatory Leadership Academy is not specifying any other requirements, and the Academy is not requesting any other waivers or exemptions.

## 333.3 (21)

### **Risk Management**

The Master's Preparatory Leadership Academy shall adequately protect against liability and risk through an active risk management program. The risk management program shall include purchase of general liability insurance coverage with a limit of \$1,000,000.00 and \$1,000,000.00 umbrella, School Leaders Errors and Omissions (including employment practices liability), non-owned and hired automobile coverage and coverage for contents located in the building. The Master's Preparatory Leadership Academy shall operate in such a manner as to minimize the risk of injury or harm to students, employees and others. School operations and activities shall be reviewed by the Anchorage School District Risk Manager for compliance with appropriate local, state and federal safety practices/codes and School Board policies. Copies of all pertinent documents shall be on file at the Risk Management office.

# THE MASTER'S PREPARATORY LEADERSHIP ACADEMY

333.3 (22)

## **Breach of Contract**

Failure to comply with the contract between The Master's Preparatory Leadership Academy and the Anchorage School District is considered a breach of contract and may result in the termination of the charter school. During The Master's Preparatory Leadership Academy's annual review with the Anchorage School District, compliance with the provisions of the contract will be monitored. If any allegations of non compliance with the charter school contract (either by The Master's Preparatory Leadership Academy and/or by the Anchorage School District) are presented either during the annual review or at any other time, then the Anchorage School Board, through the Superintendent or his/her designee, shall investigate these allegations. Any legal costs incurred as a result of an investigation would be taken care of by the charter school, if noncompliance were verified. Prior to canceling the charter school contract, the Anchorage School Board and the charter school shall attempt to remedy any violations of the contract.

## **Proposed Schedule**

<b>11:00 - 11:15</b>	<b>Character First (Community Circle)</b>
<b>11:15 - 12:00</b>	<b>English or Literature</b>
<b>12:00 - 12:45</b>	<b>Math</b>
<b>12:45 - 1:15</b>	<b>Lunch</b>
<b>1:15 - 2:00</b>	<b>Health/Science or Physical Education</b>
<b>2:00 - 2:45</b>	<b>Computer Lab or Learning Lab</b>
<b>2:45 - 3:30</b>	<b>History, Social Studies or Geography</b>
<b>3:30 - 3:45</b>	<b>Snack</b>
<b>3:45 - 4:30</b>	<b>Multi-Cultural/Indian Education</b>
<b>4:30 - 5:00</b>	<b>Study Hall/Review</b>
	<b>Clean up, Departure for Home or Worksite</b>



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For Immediate Release  
Office of the Press Secretary  
April 30, 2004

## National Charter Schools Week, 2004

By the President of the United States of America  
A Proclamation

America looks to its schools to give all students the skills they need to realize their dreams and reach their potential. Charter schools help fulfill this mission. During National Charter Schools Week, we celebrate the successes of these institutions.

Charter schools are an important part of our effort to improve the public school system and offer broader educational options to every family. Like other public schools, charter schools are open to all students. Because they are subject to fewer State and district regulations than other public schools, charter schools offer teachers and administrators more freedom in tailoring programs to meet specific student and community needs. In exchange for this freedom, they must meet stricter accountability standards.

Now in their second decade, the demand for charter schools is growing among families from all backgrounds. During this school year, our Nation's charter schools will educate nearly 700,000 students. Many families choose charter schools because of the innovative curriculum and focus on academic achievement, and because these schools can be a promising alternative to a low-performing neighborhood school.

Charter schools are an important part of the No Child Left Behind Act. They provide parents with more choices for their children's education. The greater autonomy of charter schools allows them to employ innovative educational practices. Studies have shown that many charter schools improve academic achievement for their students and that parents of students in charter schools are satisfied with their children's schools.

My fiscal year 2005 budget includes an overall 49 percent increase for elementary and secondary education over 2001 levels, and it proposes \$219 million for charter school grants and \$100 million for charter school facilities. Together, funding for these two charter school programs has increased 68 percent over 2001 levels. By raising expectations, insisting on results, and refusing to accept failure, we are strengthening our public schools and improving education for all children in America.

NOW, THEREFORE, I, GEORGE W. BUSH, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim May 2 through May 8, 2004, as National Charter Schools Week. I commend our Nation's charter schools, and I call on parents of charter school students to share their successes to help all Americans understand more about the important work of charter schools.

IN WITNESS WHEREOF, I have hereunto set my hand this thirtieth day of April, in the year of our Lord two thousand four, and of the Independence of the United States of America the two hundred and twenty-eighth.

GEORGE W. BUSH

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Return to this article at:

<http://www.whitehouse.gov/news/releases/2004/04/20040430-13.html>

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**Supporting parents and guardians to be active participants in the education of their children.**

Submitted by: Alaska Associations of Elementary and Secondary School Principals

WHEREAS parents bear a significant responsibility to assist their children in developing their full potential; and

WHEREAS research indicates that school programs involving parents on a regular basis can significantly improve the development of skills and positive self-concepts that help ensure greater success of children in school; and

WHEREAS parents are responsible for ensuring the well being of the child--proper nutrition, adequate sleep personal hygiene, attendance to school assignments and recognizing school as a most important priority; and

WHEREAS it is essential that parents communicate with the school and the teachers; and

WHEREAS parents also need to communicate with heir children, celebrating their successes and listening to their concerns; and

WHEREAS attendance at conferences and student performances is an effective way to maintain the lines of communication,

BE IT THEREFORE RESOLVED that the Alaska Associations of Elementary and Secondary School Principals supports parents and guardians to be active participants in the education of their children.

ADOPTED by Alaska Associations of Elementary and Secondary School Principals this 21st day of October, 2003.

\_\_\_\_\_  
AAESP President, Karl Schleich

\_\_\_\_\_  
AASSP President, Dorothy Oetter

## 49 Character Qualities

1. Alertness
2. Attentiveness
3. Availability
4. Benevolence
5. Boldness
6. Cautiousness
7. Compassion
8. Contentment
9. Creativity
10. Decisiveness
11. Deference
12. Dependability
13. Determination
14. Diligence
15. Discernment
16. Discretion
17. Endurance
18. Enthusiasm
19. Faith
20. Flexibility
21. Forgiveness
22. Generosity
23. Gentleness
24. Gratefulness
25. Honor
26. Hospitality
27. Humility
28. Initiative
29. Joyfulness
30. Justice
31. Loyalty
32. Meekness
33. Obedience
34. Orderliness
35. Patience
36. Persuasiveness
37. Punctuality
38. Resourcefulness
39. Responsibility
40. Security
41. Self-Control
42. Sensitivity
43. Sincerity
44. Thoroughness
45. Thriftiness
46. Tolerance
47. Truthfulness
48. Virtue
49. Wisdom



# Anchorage School District

## 2004-05 School Year Calendar

<p><b>July</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>							<p><b>SEPTEMBER</b></p> <p>1 Teachers' first day 2-3 State released in-service day 6 Labor Day holiday 7 Classes begin</p> <p><b>NOVEMBER</b></p> <p>5 End of first quarter (46 days) 11 State released in-service day 15-18 Parent conference week, early release for students. Each school will announce parent conference schedule for the week. 19 State released in-service day 25-26 Thanksgiving holiday</p> <p><b>DECEMBER</b></p> <p>20-31 Winter vacation</p> <p><b>JANUARY</b></p> <p>17 Martin Luther King, Jr. birthday--no school 24 End of second quarter (43 days) State released in-service day</p> <p><b>FEBRUARY</b></p> <p>21 Presidents Day</p> <p><b>MARCH</b></p> <p>21-25 Spring break</p> <p><b>APRIL</b></p> <p>1 State released in-service day; end of third quarter (43 days) 11-14 Parent conference week, early release for students. Each school will announce parent conference schedule for the week.</p> <p>15 State released in-service day</p> <p><b>MAY</b></p> <p>27 Flexible* in-service day 30 Memorial Day holiday</p> <p><b>JUNE</b></p> <p>9 Classes end. End of fourth quarter (48 days) 10 Teachers' last day</p> <hr/> <p>Beginning, end of quarter Vacation day, holiday Parent conference State released in-service day(s) Teachers' beginning and ending days School beginning, ending days Testing (HSGQE, Benchmarks)</p> <p>* Available if snow days are not used</p>							<p><b>January</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p><b>February</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p> <p><b>March</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p><b>April</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p> <p><b>May</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p><b>June</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p>						
<p><b>August</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p><b>September</b></p> <p>2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p> <p><b>October</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> <p><b>November</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p> <p><b>December</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>																				

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Dear Parents:

This year our classroom will be participating in a unique language program. In connection with your children's reading, writing, and spelling lessons, we will be learning a collection of Latin and Greek root words – words on which hundreds of words in the English language have been built. The objective is to enable our students' vocabularies to grow steadily and securely, based on a knowledge of the deepest roots of the language.

Here are some brief examples of Greek root words and of the many English words which have come from them:

PHOTO (Greek) – light  
photograph – draw with light  
telephoto – light from a distance  
photometer – device to measure light

GRAPH (Greek) – write or draw  
photograph – draw with light  
telegraph – write from a distance  
geography – draw (maps of) the earth

METRON (Greek) – measure  
meter – unit of measurement  
geometry – measurement of the earth  
thermometer – device for measuring heat

In the classroom, we will be making a set of vocabulary cards which will be a permanent collection for each student and which will be used in classroom activities throughout the year. The set of cards must remain in the classroom until the end of the school year. We will send home a list of words being studied, so that you will be able to give your son or daughter any help he or she may need in memorizing the root words and their English meanings. Later in the year there will be "AUCTIONS" in which students will bid the number of cards they have memorized up to the date of the auction. Prizes will be awarded which will qualify students to advance to ever-higher levels of achievement. It has been great fun and very exciting in the past.

We hope you will keep a notebook of the letters we send home about the Latin and Greek lessons and that you will be proud of your child's achievements in learning about the solid foundation of the English language. Students who have studied Latin have historically made higher than average scores on Scholastic Aptitude Tests when they reach high school.

STAY TUNED! WE'LL KEEP YOU POSTED!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ★ My Reading Log ★

	<b>Title</b>	<b>Author</b>	<b># of Pages</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
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15.	_____	_____	_____



**Anything can happen....  
when you open a book!**

# THE MASTER'S PREPARATORY LEADERSHIP ACADEMY



## Application for Admission September 2005

Part 1

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### Student Information *(Please type of print neatly in ink)*

---

Last Name \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

---

Street Address \_\_\_\_\_

---

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

---

Date of Birth \_\_\_\_\_ Male/Female \_\_\_\_\_

#### Ethnicity

- African-American       Asian       Alaskan Native  
 Hispanic       White       Other \_\_\_\_\_

---

Current School \_\_\_\_\_ Current Grade \_\_\_\_\_

#### Parent/Guardian Information

With whom does the applicant currently live?  Mother  Father  Both  Other

---

Last Name *(Circle Mother/Father/Guardian)* \_\_\_\_\_ First Name \_\_\_\_\_

---

Last Name *(Circle Mother/Father/Guardian)* \_\_\_\_\_ First Name \_\_\_\_\_

---

Street Address *(If different from student's address)* \_\_\_\_\_

---

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

---

Home Phone number \_\_\_\_\_ Work Phone number \_\_\_\_\_

---

E-mail Address \_\_\_\_\_

OTHER  
SIBLINGS: \_\_\_\_\_

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# Anchorage School District – Lottery Procedures 332.3

## 332.3 Lottery Procedures - Open Enrollment

### a. Purpose

(1) To provide an equal opportunity for all students who request participation in one of the Anchorage School District's programs or schools other than the assigned District program or school and to provide grade level balance and gender and racial diversity. No student shall be denied participation because of a learning disability, handicapping condition, or special need.

### b. Responsibilities

#### (1) Standard Schools

Requests for registration shall be made through the Attendance Zone Exception Application process. Approval or denial shall be based on the school's total space availability and gender, and the achievement of grade level, gender, and racial balance.

#### (2) Alternative Schools/Programs

Administrators of each alternative school/program will inform the parents and students of openings as they occur and will require an information session. All parents and students are required to attend an information session prior to enrollment when appropriate. For primary grades, the parent information session may not be appropriate for their attendance. These sessions will be designated to familiarize the parents and students with the new school or program and to identify the student's needs. Approval or denial shall be based on the school's/program's total space availability; the grade level of the applicant (to ensure grade level balance); and consideration given to the promotion of racial and gender balance and diversity.

### c. How to Apply

#### (1) Standard Schools

Parents of children requesting an Attendance Zone Exception to another standard school outside their assigned attendance area will complete an Attendance Zone Exception form and submit it to the building administrator. If no space is available, the request will be held for inclusion in the next Lottery Process for that school. A Lottery Application form will be completed and submitted at the time of the request. If space is available, approval will be based on space availability, grade level, gender, and racial balance, and reasons stated on the request.

#### (2) Alternative Schools/Programs

Parents of children requesting entrance into an alternative school or program must complete and return an application on the approved Lottery Application form to the administrator in charge of the alternative school/program of their choosing.

All applications received prior to the designated lottery date will be entered in the next available lottery. The building administrator will keep a copy of the applications on file in the school office. Information available to the Alternative Program Advisory Committee is the standard lottery application form and student generated writing sample. At the time of the application, parents are given a copy of the Open Enrollment Lottery Procedures. In addition, at the time of application, parents should be given any available written information regarding program philosophy, program goals, and parental and student commitments that are a part of the particular alternative program guidelines.

Any required orientations, information sessions, or visits should be explained to the parents at the time applications are submitted.

At the time of approval for entrance into the alternative school, the parents will complete an Attendance Zone Exception form.

The application form will be revised to allow parents to give written permission to share their name, address, and phone number in a "waiting list directory" in order to facilitate communication among parents. Upon passage of these procedures, and prior to completion of the revision to the application form, all parents of students presently on waiting lists will be given the opportunity to have their names, addresses, and phone numbers compiled into this directory. This information will be kept at the individual schools as well as at the offices of the appropriate Instructional Division Executive Director and the Assistant Superintendent for Instruction.

d. Time Period for Lotteries

The administrator of the school/program will conduct two (2) lotteries annually for all schools if the applications received to attend any school or program exceed the available openings at that school or program.

(1) Schedule for Lotteries

- a) August: Five (5) school days prior to opening of school.
- b) March/April: Five (5) school days prior to the end of the third quarter.
- c) Additional lotteries may be held if needed.

e. Priorities

- (1) Siblings and attendance area children
- (2) Districtwide
- (3) The building administrators shall preempt the process with the approval of the appropriate Instructional Division Executive Director for the following reasons:
  - a) Grade level balance.
  - b) Documented hardship (extenuating circumstances, medical, safety, psychological, or curriculum considerations).
  - c) The achievement of gender and racial balance and diversity.

f. Drawing Process

- (1) All drawings will be by grade levels K-12. Grade levels are drawn first to determine draw order for the lottery.
- (2) When a student's name is drawn, it is placed on the appropriate schools' waiting list in numerical order.
- (3) Students will be enrolled in the standard school or alternative school/program from the approved waiting list in numerical order.

(4) Students' parents must annually acknowledge their interest in remaining on a school's/program's waiting list by notifying the school of their interest. Future drawings will add to the approved list. Student's remaining on a waiting list will retain their place on the list; the grade level list will move up a grade annually.

(5) Pre-kindergarten students are eligible for the lottery only in April preceding eligibility for school entrance and if the program begins in kindergarten. The first lottery for which pre-kindergarten students will be eligible will be the one in April preceding their intended enrollment. For example, for kindergarten students for the 1996-97 school year, the first eligible lottery will be April 1996. Students wanting consideration for early entry to either kindergarten or first grade will be allowed to enter the lottery. Their space will be reserved pending approval by the Executive Director of Elementary Education or the Assistant Superintendent for Instruction until the August lottery preceding their intended enrollment.

g. Continued Participation

Students who have been chosen to attend a school or program must register in that school or program within two (2) school days after notification. In the case of pre-kindergarten students, they will notify the school within the two day period of their acceptance, but actual registration will take place during the normal kindergarten registration period in May of each year. Those students who do not enroll within the designated period will be withdrawn from the waiting list and they must reapply if they wish to attend. If students are already in the program and are withdrawn for any reason, they must follow the lottery procedures if there is a waiting list. Positions may not be reserved because of a student's temporary withdrawal from the program. No student will be allowed to accept a place in more than one program at the same time. All schools will turn in their waiting lists to the appropriate Instructional Division Executive Director and the Assistant Superintendent for Instruction within five (5) days of each lottery.

h. The Lottery Process

(1) All new applications will be held without numbers between scheduled lotteries.

(2) At lottery time, the initial step will be the drawing for position according to grade level. The lottery will then proceed as follows:

- a) Draw grade levels to determine order of the drawing;
- b) Draw siblings and attendance area children if applicable to the school/program;
- c) Draw Districtwide applications.

(3) Siblings and attendance area (if there is an attendance area) names will be drawn and assigned the lowest available waiting list numbers. Where families have more than one child, the lowest available number will be assigned simultaneously to each grade level. To be eligible under this section, the sibling must be on the rolls for the school/program at the time the other entering sibling is enrolled. For example, a sixth grader during the 1997-98 school year would not qualify as a sibling for a kindergartner entering a program in the fall of 1998.

(4) Names of children from the rest of the District will be drawn second and assigned waiting list numbers in sequence behind siblings and attendance area children's names.

(5) After each lottery, families will be notified of their status on the list and advised that they must notify the school if they wish to remain on the list. At that time they should provide updated information (address, telephone number, etc.) if necessary.

i. Waiting List

(1) The names will be entered into the waiting list two (2) times each year in March/April and August of each year for grades K-12 after the scheduled lottery is held. A copy of the list will be forwarded to either Elementary, Middle Level, or Secondary Education and the Assistant Superintendent for Instruction. The Assistant Superintendent for Instruction will compile a listing of all students on wait lists and will include a listing of each program the student has applied for.

(2) Names will be numbered consecutively within each grade level based on the lottery draw.

(3) An indication will be made after the last number entered from each lottery so that it will be possible to determine which names were entered from every lottery (i.e., Spring 1997; Fall 1997, etc.)

(4) Students will be enrolled in the school/program from the approved waiting lists in numerical order unless the administrator preempts the waiting list to ensure racial/gender balance as stated in the criteria description below, or for documented hardship circumstances. As openings occur in a particular grade level, the parents of the next student on the waiting list will be notified of the opening and the requirement of registering in the school/program within two (2) school days.

(5) When an opening occurs and no names remain on the waiting list, a special lottery will be held for that grade level only after soliciting for interest from students in the school and/or the District.

j. Criteria

(1) Space availability will be determined by weighing the following factors:

a) Overall program capacity as established by the District for zone exceptions and enrollment of the school; and

b) Grade level and individual classroom enrollments must be balanced. The classroom and grade level restriction that may be applied are the standard pupil teacher ratios for the coming school year.

(2) Racial Balance

In order to ensure cultural and racial diversity of the student population in alternative programs, the administrator, when filling available classroom spaces, will preempt the lottery process for racial balance if the percentage of minority students is not within plus or minus (+/-) ten (10) percentage points of the District's minority student enrollment. For example for 1997-98, the range would be 22% to 42% since the District's percentage of minority students is 32%. This will only apply if there are minority applicants on file for the school/program.

(3) Gender Balance

In order to provide gender balance, the administrator shall primped the waiting list if more than two-thirds (2/3) of the class is of one gender in order to ensure a minimum of two-thirds (2/3) to one-third (1/3) gender ratio.

k. Preemption Policy

(1) The administrator shall preempt the lottery procedure in the interest of achieving gender and racial balance and diversity within a school or program. For purposes of this policy, racial classifications are (1) Caucasian and 2) minority, and gender classifications are (1) female and (2) male. For purposes of this policy, a racial imbalance occurs when the student body in a particular school or program has a racial composition that is not within plus or minus (+/-) ten (10) percentage points of the districtwide percentage for Caucasians and minorities; and a gender imbalance occurs when the student body in a particular school or program has more than 2/3 of either gender.

(2) The procedure for preemption the normal lottery process is as follows:

a) When a gender or race imbalance exists or would exist without preemption in a grade level at the time of the lottery, the administrator will fill the available spaces in the grade level by taking the numerically lowest ranking students of the minority gender or race until the occurrence of one of the following:

- 1) all students on the minority list have been placed in the grade level;
- 2) race/gender balance is achieved; or
- 3) all spaces in the grade level are filled.

(3) After balance is achieved, the administrator will fill the remaining available spaces in the grade level by following normal lottery procedures.

(4) Example:

Assume that a specific grade level in an alternative school or program has a racial distribution of 91% Caucasian and 9% minority; and that the districtwide racial distribution is 69% Caucasian and 31% minority. To be racially diversified and balanced, minority enrollment in each grade level shall be between 21% and 41% of the students in that grade level. At a 9% minority student enrollment, this grade level is not diversified and the administrator must preempt the lottery procedure to correct the imbalance. Assume that this grade level must enroll additional minority students to be within percentage range for racial balance. The administrator would select those students by taking the numerically lowest ranking minority student from the lottery list for that grade level and repeating that selection until the appropriate percentage of minority students had been admitted to that grade level, unless the administrator ran out of available spaces or minority applicants before reaching the appropriate number. If there are spaces available in this grade level after implementing the preemption policy, the administrator fills the remaining spaces by taking the numerically lowest ranking students from the grade level lottery list. Each grade level must be balanced regardless of whether other grade levels in the school or program meet or exceed the minimum minority student enrollment if applicants are available.

(5) The preemption policy becomes effective only when a racial or gender imbalance exists in a grade level.

*(Section 332.3 - Approved April 9, 1984)*

*(Section 332.3 - Revised October 11, 1993)*

*(Section 332.3 - Revised February 28, 1994)*

*(Section 332.3 - Revised October 30, 1995)*

# THE MASTER'S PREPARATORY LEADERSHIP ACADEMY

## Proposed Annual Budget

2005 - 2006

### INCOME

Description	Amount	Qty	At Rate
Foundation Funding	1,433,707.00	200	7,169.00

### EXPENSES

Description	Amount	Qty	At Rate
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<b>10 Classroom Teachers</b>	450,000.00	10.0 ea	45,000.00	Median Range
210 Group Life Insurance	1,560.00	10.0 ea	156.00	Per Teacher
220 Group Medical	78,000.00	10.0 ea	7,800.00	Per Teacher
250 Workers' Compensation	3,037.50	10.0 ea	303.75	.675% x salary
255 Unemployment Insurance	462.60	10.0 ea	46.26	.1028% x salary
261 Medicare @ 1.45%	6,525.00	10.0 ea	652.50	1.45% x salary
270 TRS @ 21%	94,500.00	10.0 ea	94,500.00	21% x salary
<b>10 Teacher's Leave</b>	4,780.00	10.0 ea	478.00	
250 Workers' Compensation	32.30	10.0 ea	3.23	.675% x salary
255 Unemployment	4.90	10.0 ea	0.49	.1028 x salary
261 Medicare @ 1.45%	69.30	10.0 ea	6.93	1.45% x salary
<b>Teacher in Charge</b>	1,580.00	1.00 ea	1,580.00	
250 Workers Compensation	10.67	1.00 ea	10.67	.675% x salary
255 Unemployment Insurance	1.62	1.00 ea	1.62	.1028% x salary
261 Medicare @ 1.45%	22.91	1.00 ea	22.91	1.45% x salary
270 Retirement @ 21%	331.80	1.00 ea	331.80	21% x salary
<b>Substitute Teacher</b>	5,400.00	45.00 days	20.00	\$120.00 per day
250 Workers Compensation	33.21	45.00 days	0.74	.615% x salary
255 Unemployment Insurance	5.55	45.00 days	0.12	.1028% x salary
260 Social Security @ 6.2%	334.80	45.00 days	7.44	6.2% x salary
621 Medicare @ 1.45%	78.30	45.00 days	1.74	1.45% x salary
<b>Senior High Principal</b>				
130 Salary	74,592.00	1.0 ea	74,592.00	5B
155 Added Days	999.00	3.00 days	999.00	1x3 days x 333.00
210 Group Life	180.00	1.00 ea	180.00	180.00
220 Group Medical	7,800.00	1.00 ea	7,800.00	7,800.00
250 Workers Compensation	650.00	1.00 ea	650.00	0.00871 x salary
255 Unemployment Insurance	79.00	1.00 ea	79.00	0.001054 x salary
261 Medicare	1,096.00	1.00 ea	1,096.00	0.0145 x salary
270 Retirement	15,664.00	1.00 ea	15,664.00	0.2100 x salary

## THE MASTER'S PREPARATORY LEADERSHIP ACADEMY

### EXPENSES

Description	Amount	Qty	At Rate
<b>Administrative Assistant</b>			
120 Salary	44,716.00	2.0 T/12 Entry	\$12.90 per hour
138 Personal Leave	2,236.00	2.0 ea	0.05 x salary
210 Group Life	120.00	2.0 ea	60.00 x 2
220 Group Medical	15,600.00	2.0 ea	7,800.00 x 2
250 Workers' Compensation	390.00	2.0 ea	0.00871 x salary
255 Unemployment Insurance	48.00	2.0 ea	0.001054 x salary
260 Social Security	2,772.00	2.0 ea	0.062 x salary
261 Medicare	648.00	2.0 ea	0.0145 x salary
280 PRS	8608.00	2.0 ea	0.1925 x salary
Staff Training & Materials	10,000.00	10 Teachers	1,000 x 10 Teachers
Librarian	3,200.00	(1) Contracted Out	40 hrs x 2 weeks x 40.00
Security Specialist	54,000.00	(2) Contracted Out	150.00 per day x 2 x 180
Art Instructor	12,800.00	(1) Contracted Out	10 hrs per week x 32
Music Instructor	12,800.00	(1) Contracted Out	10 hrs per week x 32
Technology Instructor	12,800.00	(1) Contracted Out	10 hrs per week x 32
Nurse	12,800.00	(1) Contracted Out	10 hrs per week x 32
Multi-Cultural Coordinator	36,000.00	(1) Contracted Out	\$200.00 per day x 180 days
Academic Student Placement Coordinator	40,320.00	(1) Contracted Out	\$224.00 per day x 180 days
Public Relations/Fundraising Coordinator	40,320.00	(1) Contracted Out	\$224.00 per day x 180 days
Consulting Fees	\$5,000.00	(1) Contracted Out	\$5,000.00 (Flat Rate)
Advertising	12,000.00		\$1,000.00 x 12 months
Lease of Building with Option to Purchase	216,000.00	1 Commercial Facility	12,000.00 sq. ft x 1.50 per sq. ft x 12 months
Utilities	18,000.00		1,500.00 monthly x 12
Phone Lines (includes Computers)	9,000.00	15.0 lines	600.00 x 15 lines x 50.00
Copier Service & Supplies	12,000.00	12.0 months	1,000.00 monthly x 12 months
Liability Insurance	6,000.00	12.0 months	500.00 monthly x 12 months
Security Alarm System	6,000.00	12.0 months	500.00 monthly x 12 months
Food (meals & snacks)	19,000.00		200 students @ 5.00 day x 190 days
Miscellaneous	3,000.00		
<b>TOTAL</b>	<b>1,364,008.46</b>		



**ANCHORAGE SCHOOL DISTRICT  
CHARTER SCHOOL FUNDING - MASTER**

**FY 0506 - Senate Bill 36:**

	<b>Projected FY 0506</b>				
Student ADM	200.00	150-249	250-399	400-749	750+
School Size Factor [1]	272.10	272.10	277.60	287.60	331.60
Adjusted ADM	272.10				
<b>Times: Special Needs Factor</b>	<b>1.2</b>				
Total Adjusted ADM	326.52				
Times: Student Allocation	\$ 4,576				
Full Implementation	1,494,156				
Plus: Quality Grants - \$16/Adj. ADM	5,224				
Less: Indirect Cost 4.38%	(65,673)				
FY 0506 Funding - State/Local:	1,433,707				
Student Activity:					
<b>Total State/Local Funding (Full Implementation):</b>	<b>\$ 1,433,707</b>				
<b>Funding per Student:</b>	<b>\$ 7,169</b>				

[1] Applied to largest school in district if <150 ADM

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**The Master's Preparatory Leadership Academy  
Grants and One-Time Expenses**

<b>INCOME</b>		
Description	Project Date	Amount
Federal Planning Grant	April 2005	30,000.00
Federal Implementation Grant	July 2005 x 2years	172,500.00
<b>Total Grants</b>	<b>202,500.00</b>	<b>202,500.00</b>
<b>EXPENSE</b>		
Curriculum	3,000.00 x 200 students	60,000.00
School Library	1,500 x 200 students	30,000.00
Voice Mail	150.00 x 12 months	1,800.00
Overhead Projectors	155.00 x 12 ea	1,860.00
White Boards	180.00 x 25 ea	4,500.00
Bulletin Boards	765.00 x 2 ea	1,530.00
Staff Desk	250.00 x 15 ea	3,750.00
Staff Chairs	160.00 x 15 ea	2,400.00
File Cabinets	160.00 x 15 ea	2,400.00
Storage Cabinets	ASD Warehouse	
VCR/TV units & carts (carts/in-kind)	300.00 x 2 ea	600.00
Copier	6,500.00 x 1 ea	6,500.00
Fax	1,000.00 x 1 ea	1,000.00
Administrative Desk	250.00 x 2 ea	500.00
Administrative Chair	250.00 x 2 ea	500.00
Principal Desk	300.00 x 1 ea	300.00
Principal Chair	300.00 x 1 ea	300.00
Folding Tables for Workroom	100.00 x 2 ea	200.00
Adults Chairs for Workroom	20.00 x 15 ea	300.00
Round Tables for Staff, mtg room/lounge	110.00 x 4 ea	444.00
Chairs for Staff, mtg room/lounge	25.00 x 16 ea	400.00
Students Desks/Chairs (200)	ASD	Warehouse Donation
Step Stools	50.00 x 2 ea	100.00
Computers	700.00 x 20 ea	14,000.00
Lunch Tables	100.00 x 10 ea	1,000.00
Janitorial Supplies		2,000.00
USA Flags	42.00 x 10 ea	420.00
Alaska Flags	58.00 x 10 ea	580.00
Clocks	25.00 x 15 ea	375.00
Classroom Maps	250.00 x 5 ea	1,250.00
Laminating Machine		1,500.00
TV/VCR	300.00 x 10 ea	3,000.00
Gym Equipment	200.00 x 10 ea	2,000.00
Staff Computers	700.00 x 15 ea	12,000.00

Server		3,500.00
Consultant & Conference Fees		20,000.00
Miscellaneous		1,270.00
<b>Total Expenses</b>		181,230.00
<b>*Funds Available</b>		20,000.00

\* The Master's Preparatory Leadership Academy will be included for funding in district-wide curriculum adoptions.

# DORIS J. MCDANIEL

2601 Brittany Drive  
Anchorage, Alaska 99504  
(907) 929-2378

Talented, creative educator with 15 years of case management, program development, leadership and teaching experience; purpose-driven, extremely organized, highly motivated and detailed-oriented with many years of expertise and experience working with challenging at-risk youth.

## SUMMARY OF QUALIFICATIONS

15 years of experience and expertise as an educator working with at-risk youth (ages 6-25), Anger Management Facilitator, Pre-Employability Instructor, Conflict Resolution Teacher and Career/Job Placement Coordinator.

- Class "B" State Of Alaska Administrative Certification
- Class "A" State Of Alaska Teaching Certification
- Program development and founder of a local non-profit
- Network and collaborated with community organizations
- Facilitated educational and work related workshops
- Coordinated job placements, college placements, ASVAB testing, mentorships, and internships
- Served in the capacity as case manager and volunteer coordinator
- Administered and evaluated educational and job related tests
- Fundraiser Coordinator and Grantwriter
- Professional Entrepreneurship Training with the YWCA Women \$\$\$Fund
- Volunteered with various local social service organizations helping homeless and other disadvantaged individuals
- Literacy Instructor with Anchorage Literacy Program
- Served as committee member on School Budget, Curriculum, and Discipline Committee
- Supervised 50-100 members of a non-profit focused group

## AREAS OF EXPERTISE

- Administrative Intern at the elementary, middle school and high school levels (in state and out)
- Start-up expertise and experience with two (2) ASD alternative schools and a local non-profit
- Facilitated youth and adults in educational and community organizations
- Selected as a local Civic Entrepreneur Honoree (one of the top 20 out of 141 participants applying for Leadership Anchorage)
- Expertise in writing business plans, developing 3 to 5 year strategical plans
- Community relations, advertising, collaboration, and networking expertise and experience

## EMPLOYMENT HISTORY

1997 – Present	Founder and Visionary	Anchorage Urban League	Anchorage, AK
	Substitute Teacher	Anchorage School District	Anchorage, AK
	Private Consultant	Self-Employed	Anchorage, AK
	Child Care Provider	Self-Employed	Anchorage, AK
1991 – 1996	Business Education Instructor	ASD Alternative School	Anchorage, AK
	JTPA Work Coordinator	ASD Alternative School	Anchorage, AK

## Education

1982 – 1983	M.A. Education Administration (Additional Coursework)	Pembroke State University, Pembroke, N.C. Fayetteville State University, Fayetteville, N.C.
1971 – 1975	B. S. Business Education	Pembroke State University, Pembroke, N.C.

# NATHANIEL D. BRATCHER

420 W. 89<sup>th</sup> Avenue \* Anchorage, Alaska 99515 \*\* (907) 343-6917 Wk. (907) 344-0334 Hm.

## PROFILE

25 years as a creative Municipal employee with strong leadership, morale, and motivational skills; extremely company/client oriented; astute at recognizing areas in need of improvement; a professional seeking a Training Specialist or Community Development Specialist II opportunity within SOA Department of Labor's restructuring of the Workforce Investment Act Programs Anchorage, Alaska. .

## SUMMARY OF QUALIFICATIONS

18 years experience in high-volume, Federal Job Training programs (CETA, JTPA & WIA), active business environment demanding sound judgment and well-developed decision making abilities. Proficiencies include but are not limited to:

- Interface w/government & private sector
- Program development & coordination
- Classroom training & design.
- Intake, assessment and testing of participants
- Procedure, monitoring and report writing/modifications
- Case management and Negotiation skills
- Certified Instructor/Facilitator and Certified Global Career Development Facilitator.
- A result-oriented professional with the proven ability to create, develop and implement programs dealing with At-risk youth and hard to serve adults.
- Designed and Conducted cross training workshops via One Stop Training Academy, improving productivity and operations serving customers in the One Stops.
- Extensive knowledge of local, state and federal rules, regulations, policies, procedures and terminology.
- Performed marketing presentations at Community, Local Government and National Conferences.
- Known for initiative and willingness to accept responsibility. Demonstrated business acumen and ability to meet deadline commitments with professional accuracy and discretion.
- Diplomatic and tactful. Maintains the goodwill to ensure positive, productive, long-term working relations.

## AREAS OF EXPERTISE

### Administrative Skills and Training Developer/ Facilitator

- **18 years** combine experience as a trainer, vocational counselor, educator, planner and researcher with CETA, JTPA and currently within the Workforce Investment Act of 1998.
- **7 plus years** of interviewing, monitoring reports, assessing client's program eligibility and training needs.
- Designed and conducted workshops to enhance pre-employment, work maturity and life skills, results, increased job placement 70% and retention by 90%, workshops are currently on-going.
- Due to knowledge of federal regulations **developed** and **coordinated specialized training** for the JTPA staffers and the Private Industry Council **on the Workforce Investment Act - Title One regulations**.
- Developed and implemented workshop syllabus for 350 youths in communication and self-esteem skills.
- Researched, developed and implemented new and innovative training programs to target hard to serve groups.
- Received second place mention in the National Association of Counties Joe Cooney Award, submitted by Mayor Rick Mystrom, July 1997.
- Provided administrative assistance as Anchorage Office Manager, to Wackenhut's 5.5 million-dollar contract, security guards for the Trans Alaska Pipeline.

## EMPLOYMENT HISTORY

1977 - Present	<b>Training Facilitator</b>	MOA, Planning Dept, Workforce Development Programs
	<b>Employment Enhancement</b>	MOA, Comm. Development Div., Anchorage, AK
	<b>Employment Coordinator</b>	MOA, Career Development & Training Division
	<b>Substance Abuse Coordinator</b>	MOA, Treatment Alternative to Street Crimes
	<b>Administrative Officer</b>	MOA, CETA Program
1974 - 1976	<b>Office Manager</b>	Wackenhut of Alaska, Inc. Anchorage, AK
1973 - 1974	<b>Manpower Specialist</b>	State Department of Labor, Anchorage, AK

## EDUCATION

**1998 Professional Trainer Certification – Instructor/Facilitator**  
**Langevin Learning Services**  
**1975 BA Psychology, University of Alaska**

**Master's Prep. Leadership Academy  
P.O. Box 210272  
Anchorage, Alaska**

**TO WHOM IT MAY CONCERN:**

**This is a letter of support for the Master's Prep. Leadership Academy which is being formulated now with plans for it to be a charter school in Anchorage, Alaska.**

**I serve as the President of the Alaska Native Sisterhood, Camp '87 in Anchorage and we fully support this project.**

**Sincerely,**



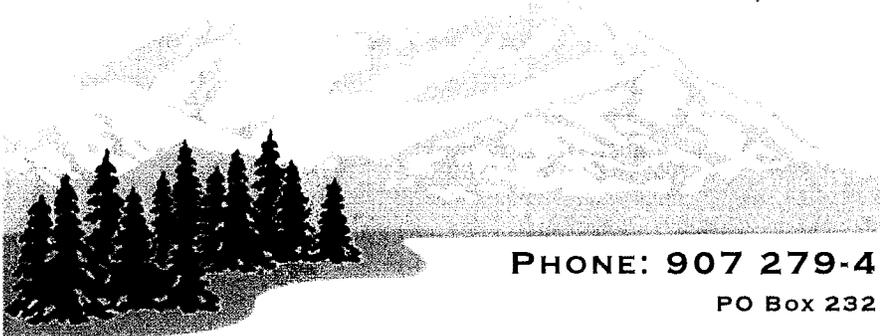
**Harriet Beleal  
President, ANS, Camp '87  
Dated: September 16, 2004**

Philosophy Statement about Educational Administration  
Doris J. McDaniel

I believe that "Our Children = Our Destiny." Education Administration is the business of educating **all** students for success for life. Education Administration is an educational business, which helps to guarantee the successful educating of all students. It provides a professional, structure platform; whereas, the most appropriate teachers, support staff, resources, materials, funding, facilities, transportation and food vendors are provided to carry out its mission.

An education administrator is the chief executive officer designated to effectively carry out the daily operation of overseeing the most effective, professional, and appropriate ways/means of educating all students entrusted in his/her care. The chief executive-educator officer is responsible for all successes and failures of everyone entrusted to him/her. He/she is responsible for selecting the most qualified, capable staff and curriculum to educate and carry out the day-to-day duties of educating the student body. The administrator is responsible for the overall safety/security of all students, staff and facilities entrusted in his/her care. Staff growth and development are crucial elements in the success of educating the students. It is the administrator's responsibility to guarantee that all staff members are afforded the opportunity and adequate time to develop personally and professionally.

Everyone is accountable: students, parents, teachers, administrators, community, businesses, etc. We are all accountable in making sure that every student is given a chance to be equally successful. Classroom discipline is a vital component that has to be in place in order to guarantee that all students will be in a position to be able to learn successfully. Together everyone can achieve more, if all stakeholders take full responsibility in educating our students. As a parent, sometimes, this is a major challenge. That is why it is very crucial that administrators be sensitive in working with parents to establish a genuine rapport to work with **all** students and parents to address any problems, situations and remedies.



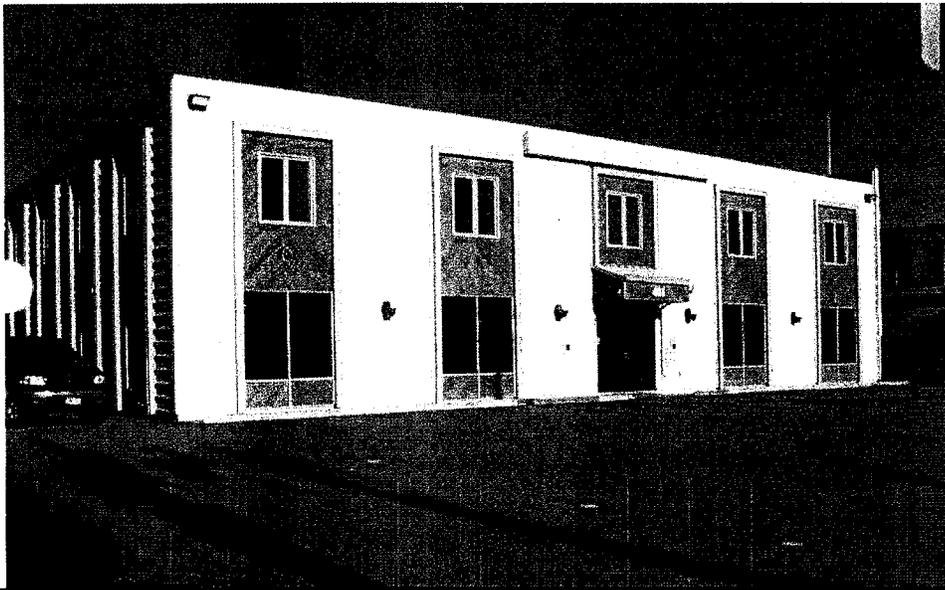
# M.I.R. LLC

An Alaska Based Company

PHONE: 907 279-4000 FAX: 907 274-4000

PO Box 232614 ANCHORAGE, AK 99523

## SPACE AVAILABLE



### 401 East Fireweed Lane

- *Broker Consideration (3% for the first 5 years and 1.5% for balance)*
- *Master Lease for 11,839 SF*
- *Fantastic Mid-town location where Fireweed meets Denali*
- *Excellent Visibility*
- *Great Exposure*
- *Plenty of Parking*
- *Quality Building in Good Condition*
- *Fair Lease Rates*
- *High Capacity Telecom PBX and Cat 5 cabling in place*
- *Excellent rate for long-term, triple net, master lease*
- *As-built available on request and in Auto-Cad*

We desire to lease the structure on a master lease to a single tenant and are offering the space @ \$1.05/SF for a 10 year lease with annual CPI adjustments. Under a master lease the master tenant will have control of the tenant mix within the building. It will be able to sub-lease at full-service, market rates to businesses and partners that have the most synergistic compatibility with master tenant's core business. The master tenant will be able to dictate the overall look of both the interior and exterior of the building to match its own corporate culture and branding. The master tenant will control signage on the property to its own benefit as well.

We will provide a first right of refusal to purchase the building on a 10-year lease. A 15-year lease will be granted the option to purchase the building. TI allowances are negotiable

CONTACT:

DEVERY PRINCE 230-9000 DEVERY@ALASKASAT.COM  
 BOB CARLE 227-3193 BOBCARLEAK@AOL.COM