

## **RSB Special Meeting**

Tuesday, October 22, 2024 Prior to Work Session  
ZOOM, 500 Big Dog Salmon Way, Angoon, AK 99820

1. **Call Special Meeting to Order**
2. **Roll call to determine quorum**
3. **Certified Election Results**
4. **Reorganization of the board**
5. **Public comment on agenda or non-agenda items**
6. **Action Items:**
  - 6.1. Approve Out of State Travel to Hawaii for the Ethno Math Symposium in November
  - 6.2. Approve MOA between CSD and Andy Lee in the amount of \$50,000
7. **Board Member Comment**
8. **Adjournment of Special Meeting**

# 2024 INTERNATIONAL ETHNOMATH SYMPOSIUM



## LANGUAGE & ARTS



### MATHEMATICAL SYMBIOSIS

EDUCATORS AND COMMUNITY LEADERS FROM ACROSS THE PACIFIC WILL CELEBRATE THE INTERCONNECTEDNESS OF MATHEMATICAL WISDOM THROUGH THE SHARING OF ETHNOMATHEMATICS.



### ETHNOMATH KEYNOTE SPEAKERS

EDUCATORS WILL BE PROVIDED WITH OPPORTUNITIES TO CULTIVATE NEW SKILLS AND PERSPECTIVES TO VIEW THEIR LOCAL COMMUNITIES AS MATHEMATICAL HUBS FOR INDIGENOUS KNOWLEDGE SYSTEMS AND SOLUTIONS.



### CULTURALLY-SUSTAINING METHODOLOGIES

PARTICIPANTS WILL LEARN ABOUT TOOLS, PROCESSES AND CONTENT RELATED TO ETHNOMATHEMATICS AS THEY COLLABORATE TO CO-CONSTRUCT CURRENT AND FUTURE LEARNING EXPERIENCES AS ONE OCEANIC NATION.

## FOOD SOVEREIGNTY

## CULTURAL RESURGENCE

### HONOLULU



EXPERIENTIAL  
LEARNING



PROFESSIONAL  
LEARNING COMMUNITY



18 - 22  
**NOV**  
8:45 - 4:00



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## 2024 International EthnoMath Symposium

Greetings,

We are delighted to invite you to join the **2024 International Ethnomath Symposium**, scheduled for **November 18-21, 2024**, as co-hosted by Ho'okahua of the **Ka'iwakīloumoku Hawaiian Cultural Center**. This event will center on integrating Indigenous wisdom, community service learning, and land-based experiences into mathematics education.

Over the years, our symposium has brought together educators and students from Alaska, British Columbia, and Hawai'i, creating a rich exchange of cultural insights through the emerging field of ethnomathematics. This year, we're especially eager to deepen our connections throughout Southeast Alaska, supporting the rekindling of ancient kinships and the growth of our educational community.

The 2024 symposium will bring together dedicated problem solvers and inspiring educators to:

- **Co-create culturally-sustaining learning environments:** Engage in professional development that enhances your understanding of ethnomathematics as a culturally-sustaining pedagogical approach.
- **Foster interdisciplinary collaboration:** Build partnerships across the Pacific that explore the intersection of math, social justice, and ecological sustainability through the exchange of best practices in math education.
- **Cultivate authentic community engagement:** Utilize mathematics as a tool to support community-based initiatives for self-determination and positive social change, amplifying Indigenous voices and perspectives.

We also offer the possibility for interested Hawaiian educators to bring students to a summer 2025 program in Southeast Alaska, initiated through this symposium and the relationships it fosters.

We would love for you to confirm your interest in attending by September 23rd by registering through [EventBrite](#). For more details, please reach out to us directly.

Additionally, you can learn more about last year's event through this short film produced by See Stories, featuring footage shot by Angoon High School student Luke Jack: [Watch the Film](#).

We look forward to your participation in November and to making this symposium a memorable and impactful experience.

Best regards,

Kate Cruz

[kathryn.leigh.cruz@gmail.com](mailto:kathryn.leigh.cruz@gmail.com)

*Planning Committee Coordinator*

Time Block		Mon, Nov 18	Tue, Nov 19	Wed, Nov 20	Thu, Nov 21	Fri, Nov 22
Location (Theme)		Ka'iwakiloumoku	UH Mānoa - Kanewai (potentially)	METC	Ka'iwakiloumoku	Polynesian Cultural Center & Ka'iwakiloumoku
<i>Tlingit Value, Niŋga'a Value, &amp; Hawaiian Kuleana</i>		<i>Patience; Learning is a Way of Life; Aloha (to show kindness)</i>	<i>Hold each other up; One Heart, One Path, One Nation; Laulima (to work together)</i>	<i>We are stewards of the land, air, and sea; We strive for sustainable prosperity; Mālama (to care for)</i>	<i>Respect for self, elders, and others; Our Ayuuk, language, and culture are the foundation of our identity; Na'au pono (to be just)</i>	
8:00 AM		8:30 Meet at Ka'iwakiloumoku	8:30 Gather - Value sharing, intentions for the day	8:30 Gather - Value sharing, intention	8:30 Gather - Value sharing, intention	
9:00 AM		9:00 Opening Ceremony, Blessing (Randie) 9:45 Breakfast	9:00 Service-Based Learning - Ka Papa Lo'i 'o Kānewai	9:00 OIis, orientation	9:00 Ethnomath Lesson #7	9:30 (optional add-on event - registration required, not hosted by symposium) Meet at Polynesian Cultural Center, Huki canoe experience with Captain Mark
10:00 AM	10:15 Welcome and invitation to participate (Emma and Jake),	10:00 Break, 10:15 Ethnomath Lesson #5 - Station 1		10:15 Break, 10:30 Sharing / Collaborative Workshop		
11:00 AM	10:45 Mathematical Making - Experiential education (Kili - feather staff or lei/makana making)					
12:00 PM		12:00 Lunch				
1:00 PM		1:00 Hui - Artifacts				
		1:15 Ethnomath Lesson #1 (3 groups across KS sites)	1:15 Ethnomath Lessons #2, 3, 4 (3 groups by focus area)	1:15 Ethnomath Lesson #6 - Station 2	1:15 Community Connections	
2:00 PM		2:45 Break				2:30 Closing Ceremony, Hawaiian youth (?)
3:00 PM		3:00 Sharing / Collaborative Workshop	3:00 Sharing / Collaborative Workshop	3:00 Sharing / Collaborative Workshop		
4:00 PM		4:15 Reflection and Closing Circle				4:00 Symposium Concludes
5:00 PM						Symposium Participants invited to the evening event at the Ka'iwakiloumoku: La Kuokoa Hawaiian Kingdom Holiday Festivities
6:00 PM				6:00 (optional event) Potluck BBQ - Wayfinding at Makapuu Lighthouse with PVS navigators and crew		

## **Request for EthnoMath International Symposium 2024 Travel Authorization**

This event will support professional development and the integration of culturally sustaining mathematics curriculum, particularly aimed at bridging high school to post-secondary pathways through STEAM (Science, Technology, Engineering, Arts, and Math).

Along with teachers and administrators, Full Service Community Schools Coordinators and Community Parent Partnership Facilitators will participate in fostering an innovative and inclusive approach to learning and problem solving. This unique approach will empower student and family well-being by building community through healthy living mentorship.

### **Background:**

The Ethnomath Symposium, co-hosted by the Ka'iwakīloumoku Cultural Center of Kamehameha Schools, aligns with the conceptual pillars of Ethnomathematics, which support place-based, culturally responsive math education.

These pillars, and their alignment with the Angoon Schools Full Service Community Schools Pathways and Targets include:

1. Environment - Engages students with place-based learning to foster a strong sense of purpose and connection to the land, aligning with the Alaska Strong initiative to promote culturally relevant, place-based education.
2. Integrated Content - Recognizes the interconnectedness of mathematics with other disciplines, mirroring Bridging to the Future targets by preparing students to solve real-world problems with strong academic and interpersonal skills.
3. Teaching Practice - Upholds educational standards while emphasizing collaborative learning, in alignment with Transforming Schools by incorporating trauma-engaged, inclusive teaching practices to support behavioral and emotional well-being.
4. Culture - Supports collaborative classroom communities that amplify students' voices, connecting with the Structures to Success target of family, school, and community engagement, fostering two-way communication and community relationship-building.
5. Community - Empowers community forms like schools, families, and local partnerships, directly supporting Strong Start goals, which advocate for a whole-family approach and encourage family participation in school transitions and engagement activities.
6. Values - Honors students' identities and worldviews, aligning with Alaskan Families Read by promoting literacy and engagement with culturally relevant texts that affirm students' unique identities.

7. Legacy - Connects past, present, and future, which aligns with the overarching goal of Celebrating Inclusion and Individual Life Choices, honoring traditional practices and supporting students as they become responsible, community-minded individuals.

Given the importance of this alignment, we seek travel authorization for educators, Full Service Community Schools Coordinators and Family Community Partnership Facilitators to participate in the EthnoMath Symposium. This participant network will have the opportunity to daily interact with each other in collaborative workshops to synthesize new approaches to math education, that will support the development of culturally sustaining curricula that align with the Angoon Schools' FSCS Pathways and Targets Framework.

This innovative inclusion of family engagement in math education aims to strengthen relationships and bridge cultural connections, making math more accessible and relevant.

**Objectives:**

1. Enhance Place-Based Learning: Educators will deepen their understanding of place-based, culturally relevant curriculum development, particularly suited to Tlingit cultural practices, aligning with the Alaska Strong initiative.

2. Integrate Families into Math Learning: The participation of Family Engagement Leads will facilitate family inclusion in the math learning process, addressing the Structures to Success and Strong Start goals of enhanced family-school relationships.

3. Build Pathways to Post-Secondary Success: Participants will gain insights into using math as a bridge to post-secondary opportunities, supporting Bridging to the Future by enhancing math proficiency and dismantling it as a barrier for underserved students.

4. Incorporate Trauma-Informed, Inclusive Practices: Aligned with Transforming Schools, educators will receive training in trauma-informed and social-emotional learning strategies, promoting safe and caring environments for students.

**Expected Outcomes:**

- Expanded Curriculum and Teaching Practices: Educators will bring back strategies to implement culturally sustaining, place-based math curricula that foster student engagement and community connection.

- Increased Family Engagement: By including family engagement in math, Angoon Schools will lead in innovating holistic approaches to math education, strengthening the family-school partnership.

- Enhanced Student Pathways to Success: The symposium will provide tools to prepare students for post-secondary education and future careers, improving attendance, academic progress, and empowerment in solving real-world challenges.

## **The Angoon Schools EthnoMath Program Aligns with the Angoon Schools Family, School & Community Partnerships(FSCS) Framework**

- The Angoon Schools EthnoMath Program aligns with the conceptual pillars of Ethnomathematics, which support place-based, culturally responsive math education.
- The Angoon Schools Family, School and Community Partnerships Framework strengthens community building through healthy living mentorship, communication, collaboration, problem solving, and interpersonal interactions.

## **The 7 Pillars of EthnoMathematics**

- Environment
- Integrated Content
- Teaching Practice
- Culture
- Community
- Values
- Legacy

## **Angoon Schools Family, School & Community Partnerships (ASFSCP) Pathways And Targets\***

- Alaska Strong
  - ✓ Culturally Relevant, Place-Based, and Responsive Education
  - ✓ Strong, Vibrant Communities and Responsible, Kind Community Members
  - ✓ Positive Family and Community Interactions
  - ✓ Celebrating Inclusion and Individual Life-Choices
  - ✓ Honoring Cultural Values and Traditional Practices, including Service To Others
- Transforming Schools
  - ✓ Behavioral and Mental Health/Trauma Engaged Practices
  - ✓ Student Empowerment
  - ✓ Social Emotional Learning
  - ✓ Safe and Caring School and Home Environments
- Structures To Success
  - ✓ Two-way Family-School Communication
  - ✓ Family, School, and Community Relationship Building and Engagement
  - ✓ School- Based Traditional and Cultural Practices
  - ✓ Parent/Guardian Voice in School Decision Making
  - ✓ Angoon School Committee (ASC) and other Parent Action Teams

- Strong Start
  - ✓ A Whole Student and Family Approach to Kindergarten Transition
  - ✓ Identify Key Members to Participate in the Strong Start Collaboration
  - ✓ Establish Opportunities to Meet with Families in a Group or Fun Activity
  - ✓ Develop Protocols for Using the Strong Start Student Success Form
  
- Bridging to the Future
  - ✓ School to Work/Career Ready
  - ✓ Academic and Social/Emotional Growth
  - ✓ Strong Progress in all Academic Areas
  - ✓ Increase School Attendance
  - ✓ Problem Solving, Communication, and Interpersonal Skills
  
- Alaskan Families Read
  - ✓ Early Literacy
  - ✓ Regular Family Reading Time
  - ✓ In School Reading Across the Academic Curriculum
  - ✓ Access to Library for Families and Community Members after school hours
  - ✓ Connecting to Culturally Relevant Books and Diverse Reading Genres

\*Adapted from The Alaska Family Engagement Center Five Pathways

- ✓ Anagoon Family, School, and Community Partnerships Targets

CHATHAM SCHOOL DISTRICT  
Memorandum Of Agreement  
P.O. Box 109, Angoon, AK 99820 Phone 907-788-3302



**Submitter Name**

Frank Coenraad

**Submitter Email**

fcoenraad@chathamsd.org

**This Service Agreement is between the Chatham School District and the below-named Service Provider.**

**Service Provider Name**

Andrew R. Lee

**Service Provider Email Address**

shootersu\_32@yahoo.com

**Service Provider Phone Number**

907-738-1053

**Service provider Business License#**

N/A

**Mailing Address**

9090 Cinema Dr. A204 Juneau, Alaska 99801

**Social Security or Tax ID Number**

278569370

**Upload W9 Form Here**

Andy Lee's W-9.pdf

**Start Date**

07/30/2024

**End Date**

05/30/2025

**The Service Provider Agrees to do the Following:**

1. Participate on the Angoon Schools Family Engagement/Student Empowerment Team.
2. Facilitate start of 2024-25 School Year Faculty Student Empowerment workshop.
3. Student Success Advocate throughout 2024-25 on site (individual and large group sessions) and remote delivery providing Individual Student Success Plans targeting chronic absenteeism; mental/behavioral wellness; and academic support.)
4. Provide value added support to students when they are in Juneau.
- 5) Assist administration with student/staff interaction in the Angoon Schools Mentorship Program.

**Payment Terms**

\$12,500.00 paid in 4 installments at the end of each school quarter

**Account Code**

FSCS Grant

**Amount to be paid**

\$50,000.00

**MOA not to Exceed This Amount**

\$50,000.00

**When Payment(s) Are to be Issued**

At the end of each school quarter

**Additional Conditions/ProvisionsA - GENERAL INFORMATION**

1. All associated costs, not limited to fees and reimbursables, must be included in the MOA. All MOA's for more than \$25,000 require prior School Board approval before the Contractor provides any service.
2. The account to be charged must be determined and approved by the individual with budget authority before submission of the MOA to the Superintendent.
3. Before the starting date of the contracted services and/or activities, the Contractor and Chatham School District must sign the MOA. The Contractor is not to be given a notice to proceed unless all the appropriate parties have signed the MOA.
4. The Contact Person will be responsible for obtaining the contractor's signature and submitting the original MOA to the Superintendent.
5. The Contact Person must approve for payment of all contractor invoices and receipt documentation before submission for payment to Accounts Payable.
6. When the MOA involves travel paid by Chatham School District; a Travel Authorization must accompany any invoice.
7. Any Chatham School District employee who authorizes services before the required approvals may be subject to disciplinary action up to and including termination.

**B - CONTRACTOR RESPONSIBILITIES**

1. Check the MOA for contents and completeness. If the terms are agreeable, sign the agreement and return it to the individual named as the Contact Person.
- In accordance with the payment terms set forth on page 1, the Contractor shall submit an invoice with the appropriate documentation (copies of airline tickets, hotel bills, etc.) to the Contact Person for approval of payment.
- As a condition of performance, the Contractor must pay all federal, state, and local taxes incurred by the Contractor. A W-9 must be on file with Chatham School District or submitted with this MOA. No W-9, backup withholding of Federal taxes will be withheld per the percent required – presently 29%.
- The Contractor must provide proof of any liability insurance coverage required on this MOA.
- To the extent allowed by law, the Contractor shall indemnify, defend, and hold Chatham School District harmless from any liability resulting from or arising out of the acts of the Contractor in the performance of this MOA.

**I HEREBY ACCEPT THIS MOA AND THE CONDITIONS/PROVISIONS CONTAINED HEREIN. Any changes in the terms of this MOA must be on an ADDENDUM FORM before any services are performed. The ADDENDUM FORM must be approved by all parties.**

**Submitter Signature***Frank Coenraad...***Submitter Comments**

None at this time

**Service Provider Signature**



## **Support for Andy Lee's contract for Angoon School's Student Empowerment Specialist.**

Angoon Schools through the Associated Alaska School Board's Southeast Alaska Full Service Community Schools (FSCS) partnership, incorporates evidence-based strategies for creating a trauma engaged school with a flexible MTSS framework.

1. FSCS Trauma-Engaged Schools Transforming Schools Strategy Components addressed by the Angoon School's Student Empowerment Specialist.
  - Professional learning for staff: Deconstructing trauma, relationship building, cultural integration and community co-creation, family partnership, self-care, and linking to support services,
  - Coaching and reflection to build student confidence and reach the highest standard of trauma engaged implementation with emphasis on suicide prevention and youth mental health.
  - Evidence-based social and emotional Skill instruction and restorative practices.
  - On-Site and Juneau based support services for students and families.
  
2. Strategy Components addressed but not limited to:
  - Establish cultural, social emotional, enrichment student/family goals and opportunities.
  - Academic support strategies and case management with emphasis on chronic absenteeism, scholastic and/or graduation credit deficiencies through enrichment opportunities (eg. individual student success plans), group, and personalized support.
  - Develop student asset and opportunity inventory
  - Weekly Family Partnership Team Meetings
  - Develop and implement Student/Family fun and learning activities (eg. summer and school year hoop camps) that offer additional informal check-ins.
  - Provide staff school-ready inservice professional development
  - Provide elder and parent circles for informal check-ins to build traditional knowledge around social and emotional support.

### 3. Summary

**Social and Emotional Learning (SEL), school wide trauma-informed approaches, and positive school climate are all linked to improved student behavioral/mental health and academic achievement. Moreover, Angoon has a history of student suicide attempts.**

**This is an epidemic that we need to face head on. Andy Lee's experience and work that targets suicide prevention and behavioral wellness, reducing bullying, providing professional development with teachers and staff; family engagement activities, and wrap around support for our most at risk families is recognized locally and statewide. He has developed his own curriculum which he**

**delivers to our students, staff, and families and incorporates Individual Success Plans.**

**Andy Lee's all inclusive \$450 daily rate covers the aforementioned FSCS strategies and components, it often includes planning and long days, interacting with students, school staff, families and community members both during the school day, after school and into the evening.**

**Andy Lee travels to Angoon for 5 days a month. A typical work day in Angoon averages between 10-12 hours. Remote work, for the remainder of the month, will be a minimum of 15 hours per week which includes planning, coordinating, and program implementation. Additionally, when students are in Juneau, a typical work day would be a minimum of 5 hours a day at 5 days a month, given the amount of student travel to Juneau.**

**Andy Lee is responsible for all of his own travel expenses including lodging.**