

CHAPTER TWO: School Commitment to integrating a Community Driven Youth and Sled Dog Program into the Curriculum

1 An important administrative consideration:

When establishing sled dog based classes with a local in-kennel component for high school, middle school, and elementary school students, it is important to follow already established district approved guidelines with regard to parental permission and liability insurance. The program startup guidelines proposed in this manual can be altered to better fit each school's educational policies and procedures.

Example permission forms by category include:

- ~ [Example of a Sled Dog Yard Rules Permission Form](#)
- ~ [Examples of Sled Dog Related Activity Permission Form](#)
- ~ [Examples of Intra-Village Field Trip Permission Forms](#)

2 Consideration of course for high school elective credit, science credit and/or college credit.

For high school students, the youth and sled dog program can be part of the curriculum as an elective course, as a science course, or as a course with dual high school and college level credit for the student participant. See CHAPTER FOUR for examples of curriculum and lesson plans for the following:

- For elective credit, veterinary science classes with a kennel workshop component can be taught by any teacher.
- For credit in science toward high school graduation, only an Alaska Board of Education approved class, taught by a certified animal husbandry teacher or science teacher with extensive animal experience will qualify.
- For dual high school/college credit, the University of Alaska Veterinary Medicine Department needs to certify the course.

3 Consideration of middle school and elementary school student program participation.

Elementary and middle school students do not take classes for credit toward graduation, however, a curriculum design based on sled dog care and training offers an opportunity for the younger student to learn about dog feeding and general care, dog anatomy, exercise, and the history of dog mushing in Alaska and in their local community. This educational experience could be combined with the youth and sled dog students learning more about human mental and physical health from community elders and, in this way, developing greater pride in their Native heritage. Additionally, these elementary and middle school classes can facilitate the learning of other subjects such as English by way of journal writing and math by way of studying the relationship of time and distance in sled dog racing. These elementary and middle school classes can be a required prerequisite for a subsequent high school veterinary science class taken for graduation and college credit.

4 Adapting the student's school schedule to support the in-

kennel workshop portion of sled dog education.

To safely learn about sled dogs in a dog yard, the student needs to pay considerable attention to detail and become comfortable working outdoors. With the academic school year spanning all of the winter months in an extreme Northern state like Alaska, the class scheduling criteria needs to make maximum use of daylight hours and the highest ambient temperature for scheduled outdoor activities. This can best be accomplished by scheduling kennel class times immediately before or after lunch. The ideal amount of time for outdoor classes is 80–90 minutes with an allowance of travel time to and from the kennel. For schools with scheduled class times that are less than 1 hour, the school might extend this time by overlapping the outdoor class with a class in physical education or Native cultural heritage.

5 Assigning teachers to teach high school, middle school, and elementary school classes including possible video- conference teaching by other professionals

Local teachers need to be evaluated in terms of their qualifications to teach youth and sled dog program courses that will be eligible for science and/or college credit. Animal husbandry and science teachers with animal care experience are likely to be qualified to teach the class for science credit. If available teachers lack this qualification, the course may only qualify as an elective credit. If there are no teachers available who have these qualifications, another option is to contract with qualified professionals outside the school to teach by way of videoconferencing. Using this option, someone with a background in animal husbandry, such as a veterinary medicine technology certified teacher, could be hired to teach in multiple schools at same time via videoconferencing (see details in CHAPTER THREE). Lastly, the best teachers for this program need to like the outdoors, like working with animals, and be comfortable working with local kennel owners and other people involved in sled dog care and racing.

6 Important Essential Outcome Reporting

There are many methods to evaluate the successes and failures of a program but it is critical that an outcome-reporting plan is in place within the program design. The most accepted way to evaluate a program is by using surveys. The first survey would be to identify interest in the community. Then, in order to evaluate the effectiveness of a program, it is important to conduct a pre-, mid-, and post- survey of the community, students, and parent. All surveys should be written by mental health-researchers. A survey of students, parents, and teachers can reveal best practices that can be tracked and measured. Over time, you can identify which evidence-based best practices provide most positive outcomes. Post-surveys can reveal program effectiveness. Ultimately, adjustments can be made to improve the outcome.

Example of surveys:

– [Examples of Surveys to measure Program effectiveness](#)

7 Seeking Funding

Identifying an appropriate potential grant writer has been one of the most challenging parts of supporting a youth & sled dog program. Funding for program

essentials, namely dog care supplies, can come from private donors interested in supporting grassroots youth programs, however, it is often difficult to insure funds for more than one year. A consideration in accepting private donations is a programs ability to obtain and sustain a non-profit status. Other funding sources are available with federal organizations with a mission to support grassroots rural community health and welfare development. There are many specialized grants only available to tribal governments including long-term funding sources aiming to support youth education and mental health to which a youth & sled dog program aligns perfectly. No matter what the method of seeking funding, it is important to define the program mission and a clear budget.

Examples of a youth & sled dog program summary, and an operation budget with budget narrative:

[~Example of Youth & Sled Dog Summary](#)

[~Example of Youth & Sled Dog Program Budget and Narrative](#)

PARENTAL RELEASE FORM AND AUTHORIZATION FOR STUDENT PARTICIPATION in the following SCHOOL ACTIVITY and/or CORRESPONDENCE COURSE

Name of Activity: _____

The _____ District welcomes your child's participation in the school-sponsored activities and approved correspondence courses. It is necessary, however, for the _____ District to have an understanding with you regarding the _____ District's responsibility in the event of an accident or illness, involving any participant registered for this activity. We, therefore, ask you to agree to the following terms and conditions.

I, as legal custodian of the _____ (Student), agree as follows:

I understand and acknowledge that my child's participation in the above stated event/course carries a risk of injury. To the fullest extent permitted by law, I agree to release and hold harmless the _____ District, it's elected and appointed officials, employees, and volunteers against any and all liabilities, claims and lawsuits, or losses, including costs and attorney fees incurred in defense thereof, arising out of or in any way connected with my child's participation in the above stated event/course.

The _____ District shall not be responsible for articles of clothing, personal effects, or other belongings that are lost or damaged by fire, theft, other event/course participants, or staff. This authorization shall remain effective for the full duration of said activity/course unless revoked in writing and delivered to the _____ District.

I have read the above and agree to all the terms of this agreement including but not limited to that portion which limits the responsibility of the _____ District for any injuries sustained by my child as a result of participation in this _____ District sponsored activity/course.

Signature of
Parent/Guardian _____ Date _____ Phone _____

Relationship to Participant: _____

Student's Name: _____

Address: _____

In case of emergency notify: _____

City/State/Zip Code: _____

_____, _____ District Superintendent

Student/Parent Contract with Youth and Sled Dog Mushing Program

Number of students to number of Chaperones:

Students 5-10 Community Chaperones 1
Students 11-15 Community Chaperones 2
Students 16-20 Community Chaperones 3

As a student I will:

Be on time for school everyday and prepared to learn;
Work hard, listen, and do my best in each class;
Participate fully in classroom activities;
Work hard and complete assignments on time;
Ask for help when I need it;
Discuss with my family what I learn and do at school each day;
Follow classroom and school rules and I will be in control of my behavior; and,
Talk to a trusted adult if I am aware of bullying or unsafe behaviors.

Student Use of Motorized Vehicles:

Parent(s)/guardian(s) are liable for any injuries, accidents, or other incidents relating to bicycle, four-wheeler, ATV, and/or snow machine usage, YKSD is not liable for any incidents relating to their usage.

Students participating in school sponsored activities that require use of off-road vehicles must wear protective gear: life vest for boat travel and helmet for snow machine and four-wheeler.

Cold Weather Clothing Requirements:

Students are required to wear proper winter gear: Hat that covers ears, warm gloves, winter boots, ski pants, good warm winter jacket, and a scarf. It is the responsibility of the chaperones to insure that students are dressed properly. If they are not, they will stay in school at the office.

Parent Signature: _____ Student Signature: _____

PARENTAL RELEASE FORM AND AUTHORIZATION FOR STUDENT PARTICIPATION in the following SCHOOL ACTIVITY and/or CORRESPONDENCE COURSE

Name of Activity: _____

The _____ District welcomes your child's participation in the school-sponsored activities and approved correspondence courses. It is necessary, however, for the _____ District to have an understanding with you regarding the _____ District's responsibility in the event of an accident or illness, involving any participant registered for this activity. We, therefore, ask you to agree to the following terms and conditions.

I, as legal custodian of the _____ (Student), agree as follows:

I understand and acknowledge that my child's participation in the above stated event/course carries a risk of injury. To the fullest extent permitted by law, I agree to release and hold harmless the _____ District, it's elected and appointed officials, employees, and volunteers against any and all liabilities, claims and lawsuits, or losses, including costs and attorney fees incurred in defense thereof, arising out of or in any way connected with my child's participation in the above stated event/course.

The _____ District shall not be responsible for articles of clothing, personal effects, or other belongings that are lost or damaged by fire, theft, other event/course participants, or staff. This authorization shall remain effective for the full duration of said activity/course unless revoked in writing and delivered to the _____ District.

I have read the above and agree to all the terms of this agreement including but not limited to that portion which limits the responsibility of the _____ District for any injuries sustained by my child as a result of participation in this _____ District sponsored activity/course.

Signature of
Parent/Guardian _____ Date _____ Phone _____

Relationship to Participant: _____

Student's Name: _____

Address: _____

In case of emergency notify: _____

City/State/Zip Code: _____

_____, _____ District Superintendent

PARENTAL RELEASE FORM AND AUTHORIZATION FOR STUDENT PARTICIPATION in the following SCHOOL ACTIVITY and/or CORRESPONDENCE COURSE

Name of Activity: _____

The _____ *District* welcomes your child's participation in the school-sponsored activities and approved correspondence courses. It is necessary, however, for the _____ *District* to have an understanding with you regarding the _____ *District's* responsibility in the event of an accident or illness, involving any participant registered for this activity. We, therefore, ask you to agree to the following terms and conditions.

I, as legal custodian of the _____ (Student), agree as follows:

I understand and acknowledge that my child's participation in the above stated event/course carries a risk of injury. To the fullest extent permitted by law, I agree to release and hold harmless the _____ *District*, it's elected and appointed officials, employees, and volunteers against any and all liabilities, claims and lawsuits, or losses, including costs and attorney fees incurred in defense thereof, arising out of or in any way connected with my child's participation in the above stated event/course.

The _____ *District* shall not be responsible for articles of clothing, personal effects, or other belongings that are lost or damaged by fire, theft, other event/course participants, or staff. This authorization shall remain effective for the full duration of said activity/course unless revoked in writing and delivered to the _____ *District*.

I have read the above and agree to all the terms of this agreement including but not limited to that portion which limits the responsibility of the _____ *District* for any injuries sustained by my child as a result of participation in this _____ *District* sponsored activity/course.

Signature of
Parent/Guardian _____ Date _____ Phone _____

Relationship to Participant: _____

Student's Name: _____

Address: _____

In case of emergency notify: _____

City/State/Zip Code: _____

_____, _____ *District* Superintendent

Field Trip Permission Form

Dear Parent or Guardian,

Your child is going on a field trip. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by _____.

Field Trip Information:

Date: _____

Location: _____

Purpose: _____

Means of Transportation: _____

Leave town: _____ Arrive back to town: _____

Special Instructions: _____

Save this part of the form for future reference.

Cut here-----*Cut here*

Sign this part of the form and return it to Kathy Turco.

_____ has permission to attend a field trip to
(Name)
_____ on _____ from
(Location) (Date)
_____ to _____.
(Start Date) (End Date)

I give my permission for _____ to receive emergency medical treatment. In an emergency, please contact:

Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

YOUTH FIELD TRIP PERMISSION FORM

I, _____ (*Name of Parent/Legal Guardian*) give consent for my child or child placed in my care, _____ (*Name of child*) permission to participate in the following field trip:

Field trip Location: _____

Purpose of Field Trip: _____

Means of Transportation: _____

Date to Leave village: _____ **Date to arrive back to village:** _____

I understand that my child's participation may include hands-on activities, such as pulling in a fish net, packing fish, and also fun things like recreational swimming, playing tag games, etc.

I understand there is no field trip or activity insurance and that chaperones and the Village/Tribe of _____ are not liable for any injuries or death that may arise out of my child's participation during this field trip. I understand the insurance coverage is my responsibility.

Supervision of the child will be expected throughout the activities associated with this youth group. I understand my child will abide by the rules as established by the chaperones. Should my child not follow the rules, the chaperones are not liable for my child's behavior. I understand if my child does not abide by the rules, he/she may be returned home. **NO ALCOHOL or DRUGS** allowed by any one.

Signature of *Parent/Legal Guardian* _____

Today's Date: _____

Your child will bring the following (please check):

- | | |
|--------------------------------------|--|
| _____ Life Jacket | _____ soap, toothbrush/paste, etc |
| _____ Tent | _____ Extra Clothes including rain gear |
| _____ Sleeping Bag/Pillow/Pad | _____ Towel |

2014- 2015 DOG YARD RULES!

Student name: _____ Student grade: _____

Parent name: _____

Teacher name _____ *agrees to call kennel owner night before if class is canceled*

For any questions or concerns at any time, please call George Atlla at 829-2248

Parent & Student Initials

- Dog yard is a class room- all school rules apply _____
- Be respectful of kennel owners _____
- DRESS TO BE WARM; winter coat, snow pants, boots, gloves, hat, and scarf or neck warmer (early season= mud gear!) _____
- Student must IMMEDIATELY tell kennel owner if feeling cold _____
- No kennel class if temperature is colder than -10 F (- 23 C) _____
- NO use of tools or motorized equipment without permission _____
- NO electronics (i.e. ipod, CD player, etc.) or earphones _____
- Be AWARE of surroundings _____
- Work with classmates with a good attitude ☺ _____
- Be KIND to the dogs ☺ _____
- NO hitting or roughing each other _____
- NO yelling _____
- NO running _____
- NO throwing things _____
- NO climbing on any thing _____
- NO gum or candy or food in dog yard _____
- Student must IMMEDIATELY tell kennel owner if any bad dog behavior such as growling and biting, or any other problem with any dog _____
- ***ASK QUESTIONS IF UNSURE OF ANY THING** _____

Examples of Surveys to measure Program effectiveness

A Family Questionnaire for Mushing Program CODEBOOK

A Family Questionnaire for Mushing Program

A Student Questionnaire for Mushing Program CODEBOOK

A Student Questionnaire for Mushing Program

A Teacher Questionnaire for Mushing Program CODEBOOK

A Teacher Questionnaire for Mushing Program

CODEBOOK

Family Questionnaire

Test Form: ___ Pre-Test = 1 Post-Test = 2

Child's Name: ___ ___ ___ (code each child/student in numerical order starting with 001)
(match these code numbers to the same numbers used in the teacher questionnaire codebook)

Date Completed: ___ (set up codes for separate dates of completion if needed)

Parent or Guardian's Name: ___ ___ ___ (code each parent/guardian in numerical order starting with 001)

Relationship of Parent/Guardian to Child: ___

Father = 1

Mother = 2

Grandparent = 3

Aunt or Uncle = 4

Other = 5 (this code may be broken down into other categories as needed)

Sex: ___ Male = 1 Female = 2

Age: ___ ___ (years of age)

1. In general, how happy and satisfied with life does your child appear to be? ___

Very happy and satisfied = 4

Somewhat happy and satisfied = 3

Somewhat unhappy and dissatisfied = 2

Very unhappy and dissatisfied = 1

2. How expressive is your child of his or her emotions? ___

Very expressive = 4

Somewhat expressive = 3

Somewhat inexpressive = 2

Very inexpressive = 1

3. How would you describe your child's behavior at home? ___

Very well behaved = 4

Somewhat well behaved = 3

Somewhat disruptive = 2

Very disruptive = 1

4. How self-confident is your child? ____

Very self-confident = 4

Somewhat self-confident = 3

Somewhat lacking in self-confidence = 2

Very lacking in self-confidence = 1

5. How resilient is your child in dealing with stress? ____

Highly resilient = 4

Somewhat resilient = 3

Somewhat rigid and lacking in resilience = 2

Highly rigid and lacking in resilience = 1

6. How well does your child get along with other family members? ____

Very well = 4

Somewhat well = 3

Not very well = 2

Very badly = 1

NOTE: To prepare questionnaire responses for statistical analysis, first add up the separate scores from questions 1 through 6 above. When entering these data into a statistical analysis program, each child will have a score for each separate item as well as a total score. This total score will represent the overall family adjustment and well being of each child from the point of view of his/her parent or guardian (with a higher score indicating higher adjustment and well being). Pre and post-test comparisons can be made between these scores. The demographic variables (i.e., test form, child's name, date completed, parent or guardian's name, relationship of parent/guardian to child, sex of child, and age of child) are analyzed separately.

Post-test only scores for the following three questions can be added together. This combined score can be analyzed in relationship to the above scores and, if desired, in relationship to the scores generated by the teacher questionnaire that will be linked to the same student/child code numbers.

Quality of Staff: ____

Very Satisfied = 4

Somewhat Satisfied = 3

Somewhat Unsatisfied = 2

Very Unsatisfied = 1

Quality and Value of the Activities Provided: ____

Very Satisfied = 4

Somewhat Satisfied = 3

Somewhat Unsatisfied = 2

Very Unsatisfied = 1

Do you think the Youth Sled Dog Program strengthened your child's leadership skills: ____

Yes = 4

No = 2

IF YES, in what ways were your child's leadership skills strengthened: ____

This open ended question needs to be coded based on frequency of response. To code this question, first tabulate all responses by all parents/guardians. Then rank order these responses by frequency, with the most frequently given response at the top of the list and the least frequent at the bottom. These data can then be reported in a separate table (here I might limit the list of items to the top ten only).

Do you think your child would be interested in participating in future youth development activities in your community if offered: ____

Yes = 2

No = 1

What changes do you believe might make the Youth and Sled Dog Program better?

This open ended question needs to be coded based on frequency of response. To code this question, first tabulate all responses by all parents/guardians. Then rank order these responses by frequency, with the most frequently given response at the top of the list and the least frequent at the bottom. These data can then be reported in a separate table (here I might limit the list of items to the top ten only).

Family Questionnaire

FRANK ATTLA YOUTH AND SLED DOG CARE - MUSHING PROGRAM

Youth Performance Survey

This form should be completed by the parent or guardian of each child participating in the Youth and Sled Dog Program.

Child's Name: _____ Date this form was completed: _____

Name of Parent/Guardian (the person completing this form): _____

Relationship of Parent/Guardian to Child (check one):

- Father
- Mother
- Grandparent
- Aunt or Uncle
- Other (please specify): _____

Child's Sex (circle): Male Female Child's Age: _____

Please answer the following questions for the child named above. Check one response only for each question:

1. In general, how happy and satisfied with life does your child appear to be?

- Very happy and satisfied
- Somewhat happy and satisfied
- Somewhat unhappy and dissatisfied
- Very unhappy and dissatisfied

2. How expressive is your child of his or her emotions?

- Very expressive
- Somewhat expressive
- Somewhat inexpressive
- Very inexpressive

3. How would you describe your child's behavior at home?

- Very well behaved
- Somewhat well behaved
- Somewhat disruptive
- Very disruptive

4. How self-confident is your child?

- Very self-confident
- Somewhat self-confident
- Somewhat lacking in self-confidence
- Very lacking in self-confidence

5. How resilient is your child in dealing with stress?

- Highly resilient
- Somewhat resilient
- Somewhat rigid and lacking in resilience
- Highly rigid and lacking in resilience

6. How well does your child get along with other family members?

- Very well
- Somewhat well
- Not very well
- Very badly

As a parent or guardian, how satisfied were you with the Youth and Sled Dog Program in the following areas:

Quality of Staff

- Very Satisfied
- Somewhat Satisfied
- Somewhat Unsatisfied
- Very Unsatisfied

Quality and Value of the Activities Provided

- Very Satisfied
- Somewhat Satisfied
- Somewhat Unsatisfied
- Very Unsatisfied

Do you think the Youth Sled Dog Program strengthened you child’s leadership skills?

Yes

No

IF YES, in what way were your child’s leadership skills strengthened?

Do you think your child would be interested in participating in future youth development activities in your community if offered?

Yes

No

What changes do you believe might make the Youth and Sled Dog Program better?

CODEBOOK

Student Questionnaire

Test Form: ____ Pre-Test = 1 Post-Test = 2

Age: ____ (years of age)

Sex: ____ Male = 1 Female = 2

Grade in School: ____ (01 to 12)

1. I feel cheerful and in good spirits. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

2. My daily life is interesting. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

3. I have lots of energy and like to keep active. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

4. I have friends my own age and get along well with other kids. ____

True = 4
False = 1

5. When I get up in the morning I feel refreshed and rested. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

6. I get angry and upset and feel bad about life. ____

Most of the time = 1
Some of the time = 2
Not usually = 3
Never = 4

7. I like going to school. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

8. I get along well with adults. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

9. I get good grades in school. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

10. I feel hopeful about my future. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

11. I feel sad and depressed. ____

Most of the time = 1
Some of the time = 2
Not usually = 3
Never = 4

12. I feel proud of myself and my Native Alaskan heritage. ____

Most of the time = 4
Some of the time = 3
Not usually = 2
Never = 1

NOTE: To prepare questionnaire responses for statistical analysis, first add up the separate scores from questions 1 through 12 above. When entering these data into a statistical analysis program, each student will have a score for each separate question as well as a total score. The total score will represent the overall performance and well being of each student (with a higher score indicating higher performance and well being). The demographic variables (i.e., test form, age, sex and grade in school) are analyzed separately. When prepared for statistical analysis, each student will have a line of code numbers that represent questionnaire responses to both the demographic variables and the 12 questions listed above. Students responding to this questionnaire remain anonymous and their names are not entered into the database (however, for the teacher questionnaire student names are entered and coded).

The following open ended questions need to be coded based on the frequency of responses to each item. To code the following three items, first tabulate all responses by all students. Then rank order these items based on frequency of response for all students to each question. These data can then be reported in a separate table.

What were the BEST things about the Youth and Sled Dog Program?

What did you NOT LIKE about the Youth and Sled Dog Program?

What would make the Youth and Sled Dog Program better?

_____ Date of Pre-Test
_____ **Date of MID-Test**
_____ Date of Post-Test

Student Questionnaire

FRANK ATTLA YOUTH AND SLED DOG CARE - MUSHING PROGRAM

Do **NOT** put your name on these papers. Your answers are anonymous
and you will not be identified after filling out this form.

Your Age: _____ (years old)

Your Sex (circle): Male Female

Your Grade in School: _____

Do **NOT** put your name on these papers. Your answers are anonymous and you will not be identified
after filling out this form.

Check **one** answer for each statement below that best describes how you feel:

1. I feel cheerful and in good spirits.

- Most of the time
- Some of the time
- Not usually
- Never

2. My daily life is Interesting.

- Most of the time
- Some of the time
- Not usually
- Never

3. I have lots of energy and like to keep active.

- Most of the time
- Some of the time
- Not usually
- Never

4. I have friends my own age and get along well with other kids.

- True
- False

5. When I get up in the morning I feel refreshed and rested.

- Most of the time
- Some of the time
- Not usually
- Never

6. I get angry and upset and feel bad about life.

- Most of the time
- Some of the time
- Not usually
- Never

7. I like going to school.

- Most of the time
- Some of the time
- Not usually
- Never

8. I get along well with adults.

- Most of the time
- Some of the time
- Not usually
- Never

9. I get good grades in school.

- Most of the time
- Some of the time
- Not usually
- Never

10. I feel hopeful about my future.

- Most of the time
- Some of the time
- Not usually
- Never

11. I feel sad and depressed.

- Most of the time
- Some of the time
- Not usually
- Never

12. I feel proud of myself and my Native Alaskan heritage.

- Most of the time
- Some of the time
- Not usually
- Never

What were the BEST things about the Youth and Sled Dog Program?

What did you NOT LIKE about the Youth and Sled Dog Program?

What would make the Youth and Sled Dog Program better?

CODEBOOK

Teacher Questionnaire

Test Form: ____ Pre-Test = 1 Post-Test = 2

Age: ____ (years of age)

Sex: ____ Male = 1 Female = 2

Grade in School: ____ (01 to 12)

Student's Name: ____ (code each student in numerical order starting with 001)

Teacher's Name: ____ (code each teacher in numerical order starting with 01)

Date Completed: ____ (set up codes for separate dates of completion if needed)

1. In general, how happy and satisfied with life does this student appear to be? ____

- Very happy and satisfied = 4
- Somewhat happy and satisfied = 3
- Somewhat unhappy and dissatisfied = 2
- Very unhappy and dissatisfied = 1

2. How expressive is this student of his or her emotions? ____

- Very expressive = 4
- Somewhat expressive = 3
- Somewhat inexpressive = 2
- Very inexpressive = 1

3. What is this student's relative level of academic performance? ____

- Highly above average = 4
- Somewhat above average = 3
- Somewhat below average = 2
- Highly below average = 1

4. How cooperative is this student in working with others? ____

- Very cooperative = 4
- Somewhat cooperative = 3
- Somewhat uncooperative = 2
- Very uncooperative = 1

5. How would you describe this student's behavior in the classroom? _____

Very well behaved = 4

Somewhat well behaved = 3

Somewhat disruptive = 2

Very disruptive = 1

6. How self-confident does this student appear to be? _____

Very self-confident = 4

Somewhat self-confident = 3

Somewhat lacking in self-confidence = 2

Very lacking in self-confidence = 1

7. How resilient is this student in dealing with stress? _____

Highly resilient = 4

Somewhat resilient = 3

Somewhat rigid and lacking in resilience = 2

Highly rigid and lacking in resilience = 1

NOTE: To prepare questionnaire responses for statistical analysis, first add up the separate scores from questions 1 through 7 above. When entering these data into a statistical analysis program, each student will have a score for each separate item as well as a total score. This total score will represent the overall performance and well being of each student (with a higher score indicating higher performance and well being). The demographic variables (Le., test form, age, sex, grade in school, student's name, teacher's name, and date completed) are analyzed separately.

The following open ended question needs to be coded based on frequency of response. To code this question, first tabulate all responses by all teachers. Then rank order these responses by frequency, with the most frequently given response at the top of the list and the least frequent at the bottom. These data can then be reported in a separate table (here I might limit the list of items to the top ten only).

As a teacher, what changes do you believe might make the Youth and Sled Dog Program better?

_____ Date of Pre-Test
_____ **Date of MID-Test**
_____ Date of Post-Test

Teacher Questionnaire

FRANK ATTLA YOUTH AND SLED DOG CARE - MUSHING PROGRAM

Youth Performance Survey

Student's Name: _____ Date this form was completed: _____

Student's grade in school: _____ Student's Sex (circle): Male Female

Student's Age: _____ Teacher's Name: _____

Please answer the following questions for the above referenced student. Check one response only for each question:

1. In general, how happy and satisfied with life does this student appear to be?

- Very happy and satisfied
- Somewhat happy and satisfied
- Somewhat unhappy and dissatisfied
- Very unhappy and dissatisfied

2. How expressive is this student of his or her emotions?

- Very expressive
- Somewhat expressive
- Somewhat inexpressive
- Very inexpressive

3. What is this student's relative level of academic performance?

- Highly above average
- Somewhat above average
- Somewhat below average
- Highly below average

4. How cooperative is this student in working with others?

- Very cooperative
- Somewhat cooperative
- Somewhat uncooperative
- Very uncooperative

5. How would you describe this student's behavior in the classroom?

- Very cooperative
- Somewhat cooperative
- Somewhat uncooperative
- Very uncooperative

6. How self-confident does this student appear to be?

- Very cooperative
- Somewhat cooperative
- Somewhat uncooperative
- Very uncooperative

7. How resilient is this student in dealing with stress?

- Very cooperative
- Somewhat cooperative
- Somewhat uncooperative
- Very uncooperative

As a teacher, what changes do you believe might make the Youth and Sled Dog Program better?

Field Trip Permission Form

Dear Parent or Guardian,

Your child is going on a field trip. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by _____.

Field Trip Information:

Date: _____

Location: _____

Purpose: _____

Means of Transportation: _____

Leave town: _____ Arrive back to town: _____

Special Instructions: _____

Save this part of the form for future reference.

Cut here-----*Cut here*

Sign this part of the form and return it to Kathy Turco.

_____ has permission to attend a field trip to
(Name)
_____ on _____ from
(Location) (Date)
_____ to _____.
(Start Date) (End Date)

I give my permission for _____ to receive emergency medical treatment. In an emergency, please contact:

Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

Student/Parent Contract with Youth and Sled Dog Mushing Program

Number of students to number of Chaperones:

Students 5-10 Community Chaperones 1
Students 11-15 Community Chaperones 2
Students 16-20 Community Chaperones 3

As a student I will:

Be on time for school everyday and prepared to learn;
Work hard, listen, and do my best in each class;
Participate fully in classroom activities;
Work hard and complete assignments on time;
Ask for help when I need it;
Discuss with my family what I learn and do at school each day;
Follow classroom and school rules and I will be in control of my behavior; and,
Talk to a trusted adult if I am aware of bullying or unsafe behaviors.

Student Use of Motorized Vehicles:

Parent(s)/guardian(s) are liable for any injuries, accidents, or other incidents relating to bicycle, four-wheeler, ATV, and/or snow machine usage, YKSD is not liable for any incidents relating to their usage.

Students participating in school sponsored activities that require use of off-road vehicles must wear protective gear: life vest for boat travel and helmet for snow machine and four-wheeler.

Cold Weather Clothing Requirements:

Students are required to wear proper winter gear: Hat that covers ears, warm gloves, winter boots, ski pants, good warm winter jacket, and a scarf. It is the responsibility of the chaperones to insure that students are dressed properly. If they are not, they will stay in school at the office.

Parent Signature: _____ Student Signature: _____

PARENTAL RELEASE FORM AND AUTHORIZATION FOR STUDENT PARTICIPATION in the following SCHOOL ACTIVITY and/or CORRESPONDENCE COURSE

Name of Activity: _____

The _____ District welcomes your child's participation in the school-sponsored activities and approved correspondence courses. It is necessary, however, for the _____ District to have an understanding with you regarding the _____ District's responsibility in the event of an accident or illness, involving any participant registered for this activity. We, therefore, ask you to agree to the following terms and conditions.

I, as legal custodian of the _____ (Student), agree as follows:

I understand and acknowledge that my child's participation in the above stated event/course carries a risk of injury. To the fullest extent permitted by law, I agree to release and hold harmless the _____ District, it's elected and appointed officials, employees, and volunteers against any and all liabilities, claims and lawsuits, or losses, including costs and attorney fees incurred in defense thereof, arising out of or in any way connected with my child's participation in the above stated event/course.

The _____ District shall not be responsible for articles of clothing, personal effects, or other belongings that are lost or damaged by fire, theft, other event/course participants, or staff. This authorization shall remain effective for the full duration of said activity/course unless revoked in writing and delivered to the _____ District.

I have read the above and agree to all the terms of this agreement including but not limited to that portion which limits the responsibility of the _____ District for any injuries sustained by my child as a result of participation in this _____ District sponsored activity/course.

Signature of
Parent/Guardian _____ Date _____ Phone _____

Relationship to Participant: _____

Student's Name: _____

Address: _____

In case of emergency notify: _____

City/State/Zip Code: _____

_____, _____ District Superintendent

VILLAGE OF HUSLIA'S YOUTH & SLED DOG PROGRAM UPDATE: June 2013

The **Frank Atlla Youth & Sled Dog Care-Mushing Program** is the first of its kind. The village-based program was started by legendary sprint sled dog champion and now elder, George Atlla Jr., in memory of his late son, Frank. Launched in early fall of 2012, the program has been made possible by local sled dog kennel owners/mushers who use their dogs to teach about dog care and mushing. Run entirely by volunteers, the program took root in the curriculum of the Jimmy Huntington School and currently involves 33 high school and middle school students. High school students are enrolled in a veterinary science class, and middle school students are enrolled in a math and science class. High school students receive dual high school and college credit for completing the class. Also for a week in March, over 60 Kindergarten thru 6th graders and Headstart youngsters were mentored by the program's enrolled high and middle school students. The response was so positive that the program hopes to work more with these younger children in the future.

The foundation of the program is the youth's hands-on work with village sled dogs. A yard of sled dogs offer a positive and enriching emotional experience to youth of any age. The program design encourages the development of *pride* by learning from dedicated and experienced mentors/dogmen and Elders. Additionally, leadership, literacy and numeracy skills are incorporated into classes to support young people's academic success and future careers. Field classes taught by mushers are held twice a week for each participating age group at one of four local kennels. All students learn about dog care including feeding, cleaning a dog yard, and monitoring overall dog health. Students also develop dog handling and mushing skills including harnessing and hooking up dogs, training a team, and racing.

Kennel owners, the school principal and teachers, and 50+community volunteers work together to plan the field classes and also youth sled dog races that are run by the youth. This March the program incorporated skijoring, which was new for both the youth and the dogs. Records are being kept about all youth and sled dog activities and reporting about youths' well being has been done by teachers and parents. So far the program is showing a significant positive affect on participating youth. Program information is being shared with other interested rural communities and George Atlla believes the program can someday become statewide.

More great news from Huslia is that in late February, the youth of Huslia and George Atlla raised the funds for one middle school and one high school student of the **Frank Atlla Youth & Sled Dog Care-Mushing Program** to race in the 4-dog and 6-dog classes of the 2013 Junior North American Championship in North Pole. Each student musher had help from one classmate dog handler. Since the New Year, all students in the program worked together to care for and train the race dogs. It is thought to be the first time that youth from Huslia represented their village in a *junior* world championship sprint sled dog race held in Fairbanks/North Pole.

With sled dog care as a strong year-round "tie to the past," the program is trying to continue work with youth this summer by making a fish camp on the river across from Huslia. The hope is that dogs can be staked there and youth learn to fish, cut, and dry fish for dogs like long ago. The camp setting would also allow Elders a familiar place to teach youth many survival skills that they learned as youth by being in camp including putting away fish for their own food. The youth of Huslia are telling us they want to take care of dogs and want a camp!

In turning 80 years old this year with the goal of making the **Frank Atlla Youth & Sled Dog Care-Mushing Program** last beyond his life, George Atlla recently created a temporary program-specific *designated fund* within the Alaska Community Foundation (ACF) so that donations can immediately receive a tax deduction under the umbrella of their well-established status as 501 (c) 3 non-profit. Appropriately, the mission of ACF is to connect people who care with causes that matter. George is concurrently working to create a permanent Huslia-based program-specific 501 (c) 3 with a local board to be in place by January 1, 2014. George is actively seeking funds from private sources to finance a summer youth & sled dog program, and also to help support the winter program. For more information or for answers to questions, please don't hesitate to contact George at any time via email at kath@alaskas-spirit.com or by phone. His home phone in Huslia is 907-829-2248. When not in Huslia, George can be reached at 907-687-3655.

To make any tax deductible contribution to the program, please write the check to "*Alaska Community Foundation*" and in the memo write "*For the FRANK ATTLA YOUTH & SLED DOG FUND.*" Please mail check to: **Anne Remick, Program Officer, Alaska Community Foundation, 3201 C Street, Suite #110, Anchorage, AK 99503.** Anne's phone number is (907) 274-6705. Once a check is received, ACF will send all tax related information.



For any questions about the program, please contact:

**George Attla, Program Director
Frank Attla Youth & Sled Care-Mushing Program
P. O. Box 4, Huslia, Alaska 99746
907-829-2248 / kath@alaskas-spirit.com**

The Frank Attla Youth & Sled Dog Care-Mushing Program was started by legendary sprint sled dog racer, George Attla, in memory of his son, Frank. Launched in Huslia in the early fall of 2012, the foundation of the program is youth's hands-on work with sled dogs under the guidance/mentoring of experienced dogmen and Elders. The program has been made possible by local sled dog kennel owners/mushers who use their dogs to teach about dog care. For youth to work with sled dogs during daylight hours all winter, the grassroots program became part of the curriculum of the Jimmy Huntington School (JHS) and for two years has involved over 30 high school and middle school students. High school students earn credit by taking a Veterinarian Science class from an accredited animal husbandry teacher, and middle school students earn credit by taking a Culture class.

Kennel owners/mushers, JHS teacher staff, local *Americorps* service members, and 50+ community volunteers work together to plan classes and to support youth in hosting their own junior sled dog races on weekends. The program's in school classes teach literacy and numerical skills and kennel classes teach dog care including feeding, maintaining a dog yard, and monitoring overall dog health. All students learn dog handling and mushing skills involving harnessing, hooking up, training, and racing a team. Both in school and kennel classes have offered students a unique opportunity to practice leadership and life skills. With community support, the program's high and middle school students have mentored 60 Kindergarten to six graders and Headstart youngsters.

The program has a noticeable positive affect including an increase in honor roll students and teachers of all subjects report students more engaged in learning with a good attitude. Students in the program share they feel happy working with sled dogs and their parents say they have a higher self-esteem. George Attla believes youth naturally feel more at ease with themselves when in a dog yard because a dog accepts any person without judgment.

Program Highlights: Over the winter of 2012-2013, the community of Huslia, JHS students, and George Attla raised funds for two junior dog handlers to assist two junior mushers to compete in the 4-dog and 6-dog class of the 2013 Junior North American Championship held in North Pole. All students in the program worked together to care for and train the Huslia sled dogs used in these races. Over the winter of 2013-2014, the community of Huslia, JHS students, and George Attla raised funds for one junior musher to compete in the 6-dog class of the 2014 Junior North American Championship. This young musher won all three race-heats to become Huslia's first Junior North American Championship. Also, another Huslia junior musher was selected by the state to represent Alaska in the 2014 Arctic Winter Games held in Fairbanks. It was the first time a Huslia junior musher competed in the Games. The young musher won two out of three race-heats to win a silver-metal for Alaska.

Program Long-term: This spring the Yukon-Koyukuk School District expressed interest in incorporating the youth & sled dog program into the curriculum of its eight other rural schools with the help of local kennels. The University of Alaska-Fairbanks' new Veterinary Science School says it wants to be involved in the further development of the program. In addition to the Veterinarian School, the University has ideas on ways undergraduate and graduate students of many fields could work with the youth and sled dog program via student exchanges, research, and more. Other news is Tanana Chiefs Conference has contacted Huslia about possible ways it can support the grassroots program. None of the organizations listed above have provided funding and none of the proposed ideas can occur without funding.

The program has been run with essentially no operating funds. For the 2012, 2013, and 2014 school year, 90% of the required dog food and care supplies came from private donors. George Attla continues to hear from the private sector believing the program has great merit. Small grants from private, state, and federal sources provided additional dog care supplies and gas to operate snow machines and 4-wheelers necessary for youth to safely train sled dogs. Funds have also been raised to work with youth and sled dogs in the summer, which involves fishing for dogs, dog care, and kennel maintenance. Until this month, the Anchorage-based *Alaska Community Foundation* has managed a program-specific fund under their well-established 501(c) 3 non-profit umbrella so all private donations to the program receive a tax deduction. This temporary arrangement has been taken over by the reputable Fairbanks-based Alaska Native owned and operated non-profit called *Native Movement*. In turning 81 years old this year with a goal of the program lasting beyond his life, George Attla has applied for a permanent Huslia-based 501 (c) 3 non-profit organization with a local board. He must wait for an answer but in the meantime, with an umbrella non-profit in place, George continues to seek funds from the private sector and help the Huslia Tribe write grants to finance the on-going youth & sled dog winter and summer program.

To make a tax deductible contribution to the program at this time, write a check to "*Native Movement*" and in the memo write "*For the FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING FUND.*" Please mail the check to: **Enei Begaye, Administrator, Native Movement, P.O. Box 83467, Fairbanks, AK 99708.** Once a check is received, *Native Movement* will communicate about all tax related information. If you have any questions, please call Enei at (907) 374-5950.

DRAFT BUDGET:				
YEAR ONE: 2015-2016 in-village expense for Youth & Sled Dog Program (see village locale/#kennels)				
*See below TOTAL village cost for contract out-of-village cost for teacher by video conference and district-wide program manager				
*NOTE: Substantial increase in shipping if dog care supplies for villages is not purchased to travel on barge by Sept 1				
•1 Remote Village with 3 kennels with freight by barge•				
9- Month Youth & Sled Dog Program in School (August 25, 2015 - May 20, 2016)	\$	#	#	Total
•Kennel #1 (instructor with dog handler assistant- wkly salary)	\$180.00	36	1	\$6,480.00
•Kennel #2 (instructor with dog handler assistant- wkly salary)	\$180.00	36	1	\$6,480.00
•Kennel #3 (instructor with dog handler assistant- wkly salary)	\$180.00	36	1	\$6,480.00
•Program Coordinator (coordinates classes/wk & wkend activity/reporting at 3 kennels- 20hrs/wk)	\$300.00	36	1	\$10,800.00
•Sled Dog Handler Reading Tutor (bring dog to 1st- 6th grades for reading- 4hrs/wk)	\$80.00	36	1	\$2,880.00
Dog care supplies for 3 kennels: Price includes shipping to Fairbanks (before to remote village)				
- Dry Dog Food @ \$42.60/40lb bag for 3 kennel	\$42.60	60	3	\$7,668.00
- Rice @ \$0.50/lb: 1200 lbs/kennel for winter	\$0.50	1200	3	\$1,800.00
- Straw @ \$40/80 lb bale: 15 bales/kennel for winter	\$40.00	15	3	\$1,800.00
- Fish oil @ \$15/gallon: 15 gal/kennel for winter	\$15.00	15	3	\$675.00
- dog care supplements@ \$300/kennel for winter	\$1.00	300	3	\$900.00
Shipping of dog food & care supplies BY CARLILIE TRUCKING from Fbks to Nenana	\$572.97	1	1	\$572.97
Shipping dog food & care supplies BY RUBY MARINE (must be delivered to Nenana by Sept. 1): dog food = 7,200lbs, rice = 3,600lbs, straw=3,600lbs, oil=360lbs, and care supplies = 300lbs				
for total = 15,060lbs	\$0.28	15060	1	\$4,216.80
Gas to maintain training and race trails	\$7.00	700	1	\$4,900.00
HUSLIA Winter Program TOTAL:				\$55,652.77
•1 Remote Village with 1 kennel with freight by airplane•				
9- Month Youth & Sled Dog Program in School (August 25, 2015 - May 20, 2016)	\$	#	#	Total
Kennel #1 (as instructor/dog handler assistant- wkly salary)	\$180.00	36	1	\$6,480.00
Program Coordinator (coordinates classes/wk & wkend activity/reporting at 1 kennel- 10hrs/wk)	\$150.00	36	1	\$5,400.00
Sled Dog Handler Reading Tutor (bring dog to 1st- 6th grades for reading- 4hrs/wk)	\$80.00	36	1	\$2,880.00
Dog care supplies for 1 kennel:				
- Dry Dog Food @ \$42.60/40lb bag for 1 kennel	\$42.60	60	1	\$2,556.00
- Rice @ \$0.50/lb: 1200 lbs/kennel for winter	\$0.50	1200	1	\$600.00
- Straw @ \$40/80 lb bale: 15 bales/kennel for winter	\$40.00	15	1	\$600.00
- Fish oil @ \$15/gallon: 15 gal/kennel for winter	\$15.00	15	1	\$225.00
- dog care supplements@ \$300/kennel for winter	\$1.00	300	1	\$300.00
Shipping of all dog food & care supplies by BY WRIGHTS AIR SERVICE: dog food = 2,400lbs, rice = 1,200lbs, straw= 1,200lbs, oil=120lbs, & supp= 100lbs for total = 5,020lbs	\$0.88	5020	1	\$4,417.60
Gas to maintain training and race trails	\$8.00	400	1	\$3,200.00
HUGHES Winter Program TOTAL:				\$26,658.60
•1 Road-access Village with 1 kennel (and some dogs from another) with freight by truck•				
9- Month Youth & Sled Dog Program in School (August 25, 2015 - May 20, 2016)	\$	#	#	Total
Kennel #1 plus some dogs from another (as instructor with dog handler assistant- wkly salary)	\$180.00	36	1	\$6,480.00
Program Coordinator (coordinates classes/wk & wkend activity/reporting at 1 kennel- 10hrs/wk)	\$150.00	36	1	\$5,400.00
Sled Dog Handler Reading Tutor (bring dog to 1st- 6th grades for reading- 4hrs/wk)	\$80.00	36	1	\$2,880.00
Dog care supplies for 1 kennel:				
- Dry Dog Food @ \$42.60/40lb bag for 1.5 kennel	\$42.60	80	1	\$3,408.00
- Rice @ \$0.50/lb: 1600 lbs/1.5 kennel for winter	\$0.50	1600	1	\$800.00
- Straw @ \$40/80 lb bale: 18 bales/1.5 kennel for winter	\$40.00	18	1	\$720.00
- Fish oil @ \$15/gallon: 17 gal/1.5 kennel for winter	\$15.00	17	1	\$255.00
- dog care supplements@ \$300/kennel for winter	\$1.00	400	1	\$400.00
Shipping dog food & care supplies BY CARLILIE TRUCKING CO.: dog food = 2,400lbs, rice = 1,600lbs, straw= 1,440lbs, oil=140lbs, & supp= 150lbs for total = 5,730lbs	\$0.23	5730	1	\$1,317.90
Gas to maintain training and race trails	\$8.00	400	1	\$3,200.00
MINTO Winter Program TOTAL:				\$18,380.90
YEAR ONE: 2015-2016 out-of-village expense for Youth & Sled Dog Program				
•Contract Certified Animal Husbandry Teacher for class credit to count for High School graduation:				
9- Month Youth & Sled Dog Program in School (August 25, 2015 - May 20, 2016)	\$	#	#	Total
~ Peggy Bruno will develop and teach via video conference one-hour course daily to middle and high school students for 2 semesters + 1 month prep/post school calendar.				
She will work at a rate of \$1,500/mo. for 10 months.	\$1,500	1	10	\$15,000