

## GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

### Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of \_\_\_\_ [insert year] to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of \_\_\_\_ [insert year] to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

Instruction

**GOALS AND OBJECTIVES** (continued)

BP 6010(b)

The superintendent will develop administrative regulations as needed to implement this policy.

*(cf. 0100 – Philosophy)*

*(cf. 0210 – Goals for Student Learning)*

*(cf. 0500 – Review and Evaluation)*

*(cf. 5000 – Concepts and Roles)*

*(cf. 6000 – Concepts and Roles)*

*(cf. 9000 – Role of School Board and Members)*

*Legal Reference (see next page):*

*Legal Reference:*

ALASKA STATUTES

*14.03.075 College and career readiness assessment*

ALASKA ADMINISTRATIVE CODE

*4AAC 04.140 Content standards*

*4 AAC 06.825 Graduation and attendance rates*

*Revised 3/2015*



**HIGH SCHOOL GRADUATION REQUIREMENTS**

Note: Transfer students who have earned 13 unit credits in another district may, at the district’s discretion, be excused from the district’s subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective July 1, 2014, the requirement that no secondary student be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam was repealed. That requirement was replaced with the requirement that a secondary student take a college and career readiness assessment or receive a waiver in order to receive a diploma. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the HSGQE and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student’s last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as taking a college and career readiness assessment or receiving a waiver from the School Board.

<u>Subject</u>	<u>Units of Credit</u>	
Language Arts	4	
Social Studies	3*	
Mathematics	2	- For students graduating from high school <b>on or before June 30, 2017</b> .
Mathematics	3	- For students graduating from high school <b>on or after July 1, 2017</b>
Science	2	
Health/Physical Education	1	
Electives	9	

\*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student’s second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

- (cf. 5127 - Graduation Ceremonies and Activities)*
- (cf. 6164.2 - Guidance and Counseling Services)*
- (cf. 6146.3 - Competency Testing)*
- (cf. 6184 - Virtual/Online Courses)*

*Legal Reference (see next page):*

Instruction

**HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

BP 6146.1(b)

*Legal Reference:*

ALASKA STATUTES

*14.03.075 College and career readiness assessment; retroactive issuance of diploma*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.075 High school graduation requirements*

*4 AAC 06.721 College and career readiness assessment waivers*

*4 AAC 06.755-790 State wide assessment program for students with disabilities*

*Revised 3/2015*

Note: Effective July 2014, AS 14.03.075 was repealed and reenacted to remove the requirement that a secondary student may not be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam (“HSGQE”). Now a district may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver from the School Board. There is no requirement that a student receive a minimum score on a college and career readiness assessment, only that the exam be taken.

The School Board shall provide for college and career readiness assessments in the areas of reading, English, and math. The exams shall be administered in accordance with state law and regulations. A student who successfully completes the district’s graduation requirements shall be issued a diploma so long as a college and career readiness assessments has been taken. A diploma may also be issued to students with an approved waiver. The Superintendent shall implement a waiver process in compliance with law.

*(cf. 5127 Graduation Ceremonies and Activities)*

*(cf. 6146.1 High School Graduation Requirements)*

*(cf. 6146.4 Reciprocity on Graduation Requirements)*

*(cf. 6146.5 Differential Requirements for Individuals With Exceptional Needs)*

*(cf. 6162.5 Standardized Testing)*

A school shall award a certificate of achievement to a student who fails to take a college and career readiness assessment by the end of the student’s final semester of attendance, but who has met all other district and state graduation requirements.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team’s determination should consider whether the assessment supports the transition plan set forth in the student’s IEP.

#### *Legal Reference*

##### ALASKA STATUTES

*14.03.075 College and career readiness assessment*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.710 Statewide student assessment system*

*4 AAC 06.717 College and career readiness assessment*

*4 AAC 06.765 Test Security; Consequences of Breach*

*4 AAC 06.721 College and career readiness assessment waivers*

*4 AAC 06.775 Statewide assessment program for students with disabilities*

*4 AAC 06.790 Definitions*

*Revised 3/2015*

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS**

Note: AS 14.03.075 provides that a school may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver. Regulations governing waivers are found at 4 AAC 06.775.

A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student's expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

**Procedures for Requesting A Waiver**

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

***A. Waiver for Late Arrival Into the School System***

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student's year of intended graduation may also be eligible for a waiver.

A student's request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student's initial enrollment date;

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS (continued)**

2. Documentation from the out-of-state school district, Alaska private school or home school program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

***B. Waiver for Rare and Unusual Circumstances***

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student, the student's parents, and the school. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A waiver may be granted only for the following reasons:

1. The death of the student's parent occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student or parents. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
3. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request.

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS (continued)**

4. A significant and uncorrectable system error which is limited to one of the following:
  - a. A student's completed exam from the last administration of the assessment in the student's year of intended graduation is lost in transit between the school district and the testing vendor. A waiver request must be supported by: 1) documentation from the district verifying that the test materials were mailed to the testing vendor; and 2) documentation from the U.S. Postal Service, or other carrier, that the exam materials are lost.
  - b. The student's school or district failed to administer the assessment on a scheduled administration date during the student's senior year.

**School Board Action Approving or Denying A Waiver**

The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.

Note: The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. 4 AAC 06.721 and 06.724. Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.724 which further explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. A copy of the School Board's graduation requirements; and
3. A copy of the student's most current official transcript.

*Revised 3/2015*

## **DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS**

### **Course Requirements**

Note: Under 4 AAC 06.078, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course.

The School Board recognizes that regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's IEP.

### **Standardized Assessment**

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated June 2011. When administering the college and career readiness assessment, a district shall follow the Department's Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.



**DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS (*continued*)**

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication "Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities." An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences

**College and Career Readiness Assessment**

Note: Effective July 1, 2014, secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma. However, the IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

*Legal Reference:*ALASKA STATUTES

14.03.075 *College and career readiness assessment*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 *College and career readiness assessments*

4 AAC 06.775 *Statewide assessment program for students with disabilities*

4 AAC 06.078 *Alternative completion requirements; students with disabilities*

*Revised 3/2015*



## CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

## Challenging Courses by Examination

Note: 4 AAC 06.065 requires that districts develop a written policy regarding the grading or evaluation of successfully challenged courses. It also requires that districts provide an opportunity for secondary students to challenge certain courses not later than July 1, 2015. A district is to develop standards regarding the degree of mastery necessary to successfully challenge a course.

The School Board recognizes that students have unique and varied backgrounds and may already possess the skills and knowledge covered by a particular course. Students in grades 9 through 12 will be provided the opportunity to challenge approved courses by examination. Course challenges are available for courses offered by the district, in math, language arts, science, social studies and world language. The district will give full credit for a course to a student who successfully challenges the course by demonstrating mastery of the subject.

The Superintendent or designee shall establish an assessment tool and standards for demonstrating course mastery; as well as procedures for course challenges.

*Legal Reference:*

ALASKA ADMINISTRATIVE CODE  
*4 AAC 06.065 Challenging courses*

*Added 3/2015*

**CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION****Challenging Course by Examination**

Students in grades nine through twelve will be permitted to challenge a course by examination under the procedures set forth below. Course objectives and procedures for challenging courses will be a part of student orientation and outlined in secondary school handbooks.

**Procedures**

Prior to challenging a course, students must file a request with the principal or designee for approval. Currently enrolled students may challenge courses prior to enrollment or within the first two weeks of the semester. Entering ninth grade students and new enrollees must file a request and take the examination within two weeks of the time of initial entry to high school classes. If enrolled in the class to be challenged, the student will inform the course instructor of his/her intent to challenge the course and obtain a recommendation from the teacher.

The request shall include, but not be limited to, the following:

1. Grades in courses in the same subject area as the course being challenged;
2. Recommendations from the teacher;
3. Substitute courses to be taken by the student; and
4. Student's rationale or reasons for wishing to challenge a specific course.

**Guidelines**

1. During their enrollment in high school, students may earn through challenge, no more than 10 units of credit, which meet graduation requirements.
2. A student may challenge and attempt the competencies of a particular course only once. A student may not generally challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, or any courses in subjects other than math, language arts, science, social studies or world languages.
3. A student may challenge a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his/her ability or grade placement.

**CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION  
(continued)****Test Content and Administration**

It shall be the responsibility of instructional department leaders to collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within their department. Departmentally developed performance objectives shall determine the content and the type of evaluation to be used. The examination must include a written assessment. The type of test administered should be dependent upon the course outline. It is further the responsibility of the department chairperson or designee to supervise the administration, correction and verification of tests in that subject area.

The student must pass the test with at least 80% to receive credit and a grade. The grade entered on the student's record will be in accordance with her/her achievement level. The student may decline to accept the grade and its inclusion on his/her permanent record. If not accepted, no credit will be awarded for the course. If accepted, the course credit and grade will be inserted into the student's permanent record.

Note: The law permits districts to charge a fee to cover the costs of development and administration of the assessment, but does not provide further guidance on this issue. The following is optional language.
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OPTIONAL: The district may charge a fee to students who challenge a course by examination. The fee is to cover the costs of development and administration of the assessment. If the district charges a fee, it will not exceed \$50 per student, per course challenged.

If a student wishes to challenge a course and cannot afford the fee, he or she may apply to the district for a fee waiver.

*Added 3/2015*

Note: Under the federal No Child Left Behind and Bilingual Education Acts, districts have specific obligations towards limited-English proficient students and their families. School districts must develop programs for limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings, increasing English proficiency and academic achievement; and providing high-quality professional development to LEP classroom teachers.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

### **Limited English Proficiency Program and Plan of Service**

In accordance with the School Board's mission to provide a quality educational program to all students, students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a Second Language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the School Board and achieve academic success.

The district shall submit an annual plan of service if eight or more LEP students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be LEP students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of LEP students;
4. The district's program of services and instructional model for LEP students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.

## Instructions

### **BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY** (continued)

BP 6174(b)

The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and crosscultural understanding.

*(cf. 6141.3 - Multicultural Education)*

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

### **Identification and Placement**

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited English proficient.

Note: Under 4 AAC 34.090, "limited English proficient" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the subtests in reading and writing under 4 AAC 06.730 or 4 AAC 06.737; (ii) the ability to obtain a passing score on the subtests in language arts under 4 AAC 06.775; (iii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iv) the opportunity to participate fully in society.

**BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY** (continued)

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as LEP students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

**Standardized Assessment**

Note: 4 AAC 06.776 requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all LEP students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual LEP assessment, nor “bank” the proficient scores of LEP students in particular domains in any given year until such time as a student is proficient in all domains.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. “Accommodations” include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED’s Participation Guidelines for Alaska Students in State Assessments. “Modifications” may not be provided by the team. “Modifications” means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

**Reassignment**

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when LEP services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking and listening.



**BILINGUAL-BICULTURAL EDUCATION/LIMITED  
ENGLISH PROFICIENCY (continued)**

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

**Parent/Guardian and Community Involvement**

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: Under the No Child Left Behind Act, notice provisions are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an LEP program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program. School districts are required to notify the families of students placed in an LEP program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-LEP programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as limited English proficient, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the LEP program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a

Instructions

**BILINGUAL-BICULTURAL EDUCATION/LIMITED  
ENGLISH PROFICIENCY (continued)**

BP 6174(e)

program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.  
(*cf. 1220 - Citizens Advisory Committees*)

**Program Evaluation**

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students for two years after the student is no longer identified as a LEP student.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

*Legal Reference:*

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03

*Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III, §§ 3001-3304 of HR1*

*NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)*

*Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)*

*Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)*

Revised 3/2015



**Bilingual-Bicultural Education/Limited English Proficiency Programs**  
*(Parental Notification for Children Identified as Limited English Proficient)*

Your child, \_\_\_\_\_, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is \_\_\_\_\_

Using *(list assessment instruments and methods here)* \_\_\_\_\_

Your child was identified at *(describe level of proficiency)* \_\_\_\_\_

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level, etc.)* \_\_\_\_\_

The \_\_\_\_\_ School District uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a \_\_\_\_\_ method. We believe this is the best method for improving your child's English proficiency because \_\_\_\_\_

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by \_\_\_\_\_

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* \_\_\_\_\_

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* \_\_\_\_\_

You have the right to remove your child from the program.

You have the right to choose among the various program offered by the District. *(Only include if more than one option is available.)*

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

**Bilingual-Bicultural Education/Limited English Proficiency Programs**  
*(Parental Notification for Children Identified as Limited English Proficient)*

*(If the child is also on an IEP) this program will assist you child in meeting the following IEP objectives (list objective and way in which the program will assist in meeting that objective) \_\_\_\_\_*

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If you should have questions or require other assistance, contact:

- a. Name: \_\_\_\_\_
- b. Building Location: \_\_\_\_\_
- c. Other Contact Information: \_\_\_\_\_

*Revised 3/2015*

**CHARTER SCHOOLS**

BP 6181(a)

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the School Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the School Board.

**Establishment of Charter Schools**

The School Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the School Board no later than \_\_\_\_\_ of the current school year. A charter school shall begin operation as agreed with the School Board, but no later than October 1<sup>st</sup> of the year approved for opening.

Charter schools shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the School Board or a subcommittee of the School Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with state and federal law, and with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.

Instruction

**CHARTER SCHOOLS (continued)**

BP 6181(b)

6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
7. The charter school shall participate in the district's report card process as required by Alaska statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the district unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the School Board.
11. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

Note: Charter schools operating correspondence programs must comply with the requirements for state approval and operation as set forth in 4 AAC 33.405 – 4 AAC 33.490. Charter schools operating residential programs must comply with the requirements set forth in AS 14.16.100 and 4 AAC 33.090.
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**School Board Review of Charter School Application and Appeals**

No later than 60 days after submission of a charter school application, the School Board will issue a written decision approving or rejecting the charter school. The written decision will include all relevant findings of fact and conclusions of law.

If the School Board approves an application, it shall forward the application to the State Board of Education for review and approval. If the School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the School Board's denial. A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, her/she shall forward it to the State Board of Education for review and approval.

Instruction

**CHARTER SCHOOLS (continued)**

BP 6181(c)

**Review of the Charter School**

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If there is evidence of a breach of contract, the School Board shall have a right to investigate and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

**Organization and Operation of a Charter School**

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board."
- operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

**CHARTER SCHOOLS (continued)**

BP 6181(d)

A charter school must participate in all student assessments required by the Department of Education and Early Development.

**Operation of a Charter School**

A charter school shall:

- keep financial records of the charter school;
- oversee the operation of the charter school to ensure that the terms of the contract are being met;
- meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

**Amendment of Charter**

A charter school may apply to the School Board for an amendment to its charter during the term of its contract. If the School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the School Board and the State Board of Education and Early Development.

**Definitions**

“Employees” of charter schools are considered employees of the district with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and School Board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate, but if a type B is not possessed, the individual may not conduct certificated employee evaluations. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Annual program budget” means the funding generated by students enrolled in the charter school as set forth in AS 14.03.260.

*(cf. 3540 - Transportation)*

Instruction

**CHARTER SCHOOLS (continued)**

BP 6181(e)

*Legal Reference:*

*Alaska Statutes*

*14.03.250-14.03.280 Charter Schools*

*AS 14.16.100 Application for residential school*

*Alaska Administrative Code*

*4 AAC 33.110-119 Charter Schools*

*4 AAC 33.405 - .490 Correspondence Study Programs*

*4 AAC 33.090 District-operated statewide and district-wide residential schools*

*Revised 3/2015*

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL**

The following steps shall be followed in making application for the establishment of a charter school in the school district.

**Administrative Meeting**

Any person(s) wishing to establish a charter school shall notify the Superintendent or designee of their intention at their earliest convenience. The Superintendent or designee shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application form and the contract between the charter school and the School Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required on the application form, and shall prepare a proposed contract between the charter school and the School Board. The required provisions of the contract are the same as the elements required in the application form set forth in this policy. These documents shall be submitted to the School Board no later than \_\_\_\_\_ of the school year prior to the school year in which the charter school begins operation. Applications received after the \_\_\_\_\_ deadline shall not be considered for opening for the next school year.

**School Board Work Session**

Following the timely receipt of the complete application form and all supporting documents, the School Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their proposal for a charter school to the School Board. The School Board and the charter school representatives may negotiate revisions to the charter school application during this meeting. The charter school applicants will be responsible for incorporating any amendments to the application and for providing an amended application to the Superintendent or designee.

**School Board Action**

Following the work session and receipt of the final amended charter school application, the School Board shall place the charter school proposal on the agenda for a regular School Board meeting. The Superintendent or designee shall prepare a written recommendation to the School Board, with proposed findings of fact and conclusions of law, that support approving or denying the charter school application. School Board action on the application should occur within 50 days of receipt of the final charter school application. The School Board will take action to approve or deny the request to establish the charter school.

No later than 10 business days following the School Board's action, the Board, through its designee, will issue a written confirmation of its decision. The written decision will include all relevant findings of fact and conclusions of law. The Board may adopt the Superintendent's proposed findings of fact and conclusions of law, in whole or in part.



**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL  
(continued)****Charter School Application Review and Appeal Process**

If the School Board approves a charter school application, within 30 days of issuing its written decision, it shall forward the application to the State Board of Education and Early Development (EED) for review and approval. In addition to the complete application and supporting documents, the School Board shall forward its written decision; all other materials considered in support or opposition to the application; and the minutes of the School Board meeting at which the charter school was approved.

Note: An approved application may not be submitted more than 12 months before the planned start-up date for the new school or expiration of the existing contract, if a renewal application. An approved application must be received by the Department at least 90 days before the next regularly scheduled meeting of the State Board. 4 AAC 33.110.

If the School Board denies the application, the applicant may appeal the denial to the Commissioner of EED within 60 days of the School Board issuing its written decision. The charter school applicant is responsible for meeting all requirements for an appeal as established by EED. If the Commissioner approves the application, it shall be forwarded to the State Board of EED for review. The State Board of EED shall exercise independent judgment in evaluating the application.

If the Commissioner upholds the denial, the applicant may appeal within 30 days to the State Board of EED. The charter school applicant is responsible for meeting all requirements for this appeal as established by EED. The State Board shall determine, based on the record, whether the Commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The State Board shall issue a written decision within 90 days of the appeal.

During the appeal process, the Superintendent and School Board will cooperate in any requests for additional information from the Commissioner or the State Board of EED.

If, after the School Board has denied a charter school application, both the Commissioner and State Board approve the charter school to operate, the district will operate the charter school.

**Application Form**

Note: The application must conform to the content areas and formatting standards set out at the Department's website at [http://education.alaska.gov/Alaskan\\_Schools/Charter](http://education.alaska.gov/Alaskan_Schools/Charter). The following application items reflect the requirements of 4 AAC 33.110.

An application must include the following and should attach documents and information needed to evaluate the proposed charter school:

- (1) A list of the members of the academic policy committee and their qualifications;
- (2) The name, address, and telephone number of a designated person authorized to act on behalf of the charter school;

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL (continued)**

- (3) The length of the term of the charter school contract;

Note: No charter school may exceed a ten (10) year contract. A charter school may reapply after the term of the contract has expired. AS 14.03.255(c)(11).

- (4) The charter school's bylaws;
- (5) A description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;

Note: A charter school is exempt from the district's textbook, program, and curriculum requirements. AS 15.03.255(a).

- (6) A written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (7) Written objectives for program achievement;
- (8) A description of and schedule for staff development activities;
- (9) A school schedule and calendar;

Note: A charter school is exempt from a school district's scheduling requirements. AS 14.03.255(a).

- (10) Plans for serving special education, vocational education, gifted, and bilingual students;
- (11) Written admissions policies and procedures;

Note: Charter schools may be designed to serve: students within a particular age group or grade level; students who will benefit from a particular teaching method or curriculum; or nonresident students, including providing a boarding program, if approved. AS 14.03.265

- (12) If the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) A written administrative policy manual;

Note: A charter school is subject to School Board policies and administrative regulations unless waivers are granted by mutual agreement between the charter school and the School Board. Any exemptions must be specified in the contract. To the extent permitted by Alaska laws and regulations, charter schools may waive state regulations except that a charter school must comply with all state and federal requirements for receipt and use of public money. Any waivers to state regulations must be included in the contract. Approval for waivers of state regulations will occur at the time the State Board of Education acts on the locally approved application. By law, waivers of state statutes are not permitted. AS 14.03.255

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL  
(continued)**

- (14) A written budget summary and financial plan, including
- (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
  - (B) the method by which the charter school will account for receipts and expenditures;

Note: A district shall provide a charter school with an annual program budget. AS 14.03.260. The budget shall not be less than the amount generated by the students enrolled in the charter school, less administrative costs, determined by applying the indirect cost rate approved by the Department up to 4%. The per pupil allocation includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). The school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to other schools

Note: Charter schools established on or after July 1, 2014 may apply, not later than September 2015, for a one-time grant from the Department of Education and Early Development equal to the amount of \$500 for each student enrolled on October 1<sup>st</sup> of the first year in which the school applies for the grant. Applications must be on a form prescribed by the Department and conform to 4 AAC 33.117. The grant is subject to appropriations and, if received, is to be used for educational services, including curriculum development, program development and special education services. AS 14.03.264.

- (15) A written plan for the charter school's facility, including
- (A) acknowledgment that any facility used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to other public buildings or public schools in the district; and
  - (B) whether the charter school is requesting to use or lease available space within an existing district facility;

Note: If a school district has existing space available that it desires to lease, it must first offer to a charter school a right of first refusal for lease of the space. If the school district requires lease payments by a charter school, the district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for the space leased. AS 14.03.255(d).

- (16) A written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

Note: A teacher may not be assigned to a charter school unless the teacher consents to the assignment. AS 14.03.270(a).

- (17) A written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL  
(continued)**

- (18) A requested or existing exemption for the charter school from a written collective bargaining contract;
- (19) A plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;

*(cf. 3540 – Transportation)*

*(cf. 3541 – Transportation Routes and Services)*

- (20) A written termination clause to appear in the contract between the charter school and the School Board, providing that the contract may be terminated by the School Board for failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause.
- (21) Proof of compliance with applicable law;
- (22) The charter school contract with the School Board; and
- (23) Other documents or information the district needs to evaluate the proposed charter school.

*Revised 3/2015*

**POWERS AND DUTIES**

Note: Pursuant to A.S. 14.08.115 Advisory School Boards shall advise the regional school board on all matters concerning the schools in the community. A.S. 14.08.115 and A.S. 14.12.035 give school boards the authority to prescribe the powers and duties of Advisory School Boards. The following sample policy may be revised to reflect district philosophy and needs. Additionally, the role of advisory boards may be prescribed in relevant policies and regulations throughout the policy manual with a cross reference to this policy.

The powers and duties of the Advisory School Board are delegated by the School Board and may be discharged only at a legal meeting conducted according to School Board policy and administrative regulations.

Advisory School Boards shall advise the School Board and administration on all matters concerning the schools and shall perform other duties as prescribed by the School Board.

The Advisory School Board shall seek to represent the interests of the community and communicate those interests to the School Board and administration.

Within the guidelines established by the School Board, the Advisory School Board shall:

1. Develop a school philosophy aligned with that of the School District.
2. Develop goals and objectives aligned with District Plans and State and Federal mandates.
3. Participate in the development of local practices consistent with District Policy regarding the use of facilities
4. Develop the calendar of the school within the parameters set by the School Board and review the daily schedule as prepared by the principal. The Advisory School Board shall be informed of the activity program of the school.
5. Advise the principal as to the allocation of site/community generated funds earmarked for the local student activity program. In addition, administration shall review the budget process with the Advisory School Board at least once annually.
6. When categorically funded programs, such as Indian Education, Johnson O'Malley, and Title 1, take place in the school, approve the program to be implemented. The respective parent committee has responsibility for the preparation of the program but every effort should be made to coordinate all programs which take place in the school. The Advisory School Board may also act as the Parent Action Committee (PAC) for the purpose of advising the district on the goals and objectives for Indian Education, Johnson O'Malley (JOM), Title 1-A, and Title 1-C Migrant Education.

**POWERS AND DUTIES (continued)**

BP 8200(b)

7. Review at least once per semester student achievement/behavioral/attendance data and make recommendations to administration on how to increase student achievement. Review and adopt a report prepared by the principal to be submitted prior to the end of the school year to the Advisory School Board and to the community served by the Advisory School Board. This report shall include the following:
  - a. progress and achievement through the year,
  - b. recommendations for achieving regional goals and objectives, student achievement, status and projections of staffing levels,
  - c. status of the physical plant including suggestions for summer maintenance, and extracurricular activities carried on throughout the year.
8. Assist in the selection of the school principal by selecting a representative from the Advisory School Board to participate in interviewing candidates, or reviewing application, as part of the district interviewing team that make recommendations to the Superintendent or designee who will make the final decision.
9. Be responsible to the community by establishing a line of communication between the school and parents, assuming responsibility for the educational program of the school within the limitations established by the School Board and attending all training sessions offered for Advisory School Board development.
10. The Advisory School Board shall visit an elementary, middle, and high school classroom at least once per year.
11. Review periodically, but at least once every three years, the school's safety and disciplinary plan for the purpose of recommending and adopting changes to the plan.
12. Review the school's bilingual/bicultural program for the purpose of making recommendations to the School Board.

Note: According to AS 14.30.420, a School Board shall establish a local Native language curriculum advisory board for each school in which a majority of the students are Alaska Natives. Any school district with Alaska Native students may establish a local Native language curriculum advisory board for each school with Alaska Native students. The advisory board may recommend a Native language education program, which, if established should comply with AS 14.30.420.
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13. Act as the local Native language curriculum advisory board for each school in the district in which a majority of students are Alaska Natives.
14. Review facility use requests by the public and make recommendations to the principal regarding such use in accordance with district policy and procedures.
15. Advise the principal on long-range building plans and review the status of the physical condition of the school facility.

Advisory School Boards

**POWERS AND DUTIES (continued)**

BP 8200(c)

Duties not performed by the Advisory School Board in a timely manner and in accordance with the policies and regulations of the district are to be carried out by the next responsible board or school official.

*Legal Reference*

ALASKA STATUTES

*14.08.115 Advisory school boards in REAA*

*14.12.035 Advisory school boards in borough school districts*

*14.30.420 – Native language education*

*Revised 3/2015*



**CONFLICT OF INTEREST**

BB 9270 (a)

Note: Alaska Statute 29.20.010 requires each municipality to adopt a conflict of interest code. Alaska Statute 39.50.145 authorizes a municipality to exempt municipal officers from state conflict of interest financial reporting requirements. Accordingly, districts should consult local law to determine if additional conflict of interest requirements must be addressed. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall disclose and avoid conflicts of interest involving any matter pending before the School Board. A conflict of interest exists when a member has a personal or financial interest on a matter coming before the Board that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. School Board members owe the public a duty to act in the best interests of the district.

**Decision making.** The Board recognizes that when no conflict of interest requires abstention, its members must vote on issues before the Board. If a board member or his or her family member may benefit personally or financially from a Board decision, that board member must provide full disclosure of the conflict or potential conflict of interest to the Board. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting on the issue. If the Board determines a conflict of interest prohibits participation, the member shall abstain from deliberations and voting.

**Appearance of impropriety.** When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the board member shall fully disclose the circumstances. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting.

Board members who have an actual or potential conflict of interest requiring disclosure shall not seek to influence the decisions of staff or other board members on the underlying matter, or on the member's participation in the matter.

**Other duties.** School Board members are expected to avoid conflicts of interest in their other duties. This includes:

- a. **Confidential information.** School Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.
- b. **Gifts.** School Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or where board members know or should know the gift is offered for the purpose of influencing or rewarding official action.
- c. **Business dealings with staff.** School Board members shall not engage in financial transactions for private business purposes with district staff whom board members directly or indirectly supervise.



**CONFLICT OF INTEREST (continued)**

BB 9270 (b)

- d. Compensation for services.** School Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the School Board and reimbursement of expenses incurred as a board member, as allowed by policy and law.

**Other legal obligations.** School Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects board members' duties to comply with those laws.

*(cf. 3115 - Relations with Vendors)*

*(cf. 4112.8 - Employment of Relatives)*

*(cf. 2300 - Conflict of Interest Code: Designated Personnel)*

*Legal Reference:*

ALASKA STATUTES

*14.08.131 Disqualification from voting for conflict of interest*

*14.14.140 Restriction on employment*

*11.56.100 - 11.56.130 Bribery and related offenses*

*29.20.010 Conflict of interest*

ADMINISTRATIVE CODE

*4 AAC 18.031 Employment of members of immediate families of school board members*

*4 AAC 18.900 Definitions*

*Revised 3/2015*

# Yupiit School District

*The Mission of the Yupiit School District is to educate all children to be successful in any environment.*

## Regional Board Members

**Akiachak**

**Akiak**

**Tuluksak**

Willie Kasayulie, Chairman  
Samuel George, Treasurer  
Robert Charles, Board Member

Ivan M. Ivan, Vice Chairman  
Moses Owen, Board Member

Noah Andrew, Board Member  
Moses Peter, Board Secretary

## Committee Meetings and Work-sessions

11:00 AM - **FY15 BP Updates;** BP 6010 Goals and Objectives; BP 6146.1 High School Graduation Requirements; BP/AR 6146.3 College and Career Readiness Assessments (formally titled High School Graduation Qualifying Exam); BP 6146.5 Differential Requirements for Individuals with Exceptional Needs; BP/AR 6155 Class Examinations/Challenging Courses by Examination; BP/E 6174 Bilingual-Bicultural Education/Limited English Proficiency; BP/AR 6181 Charter School; BP 8200 Powers and Duties; BB 9270 Conflict of Interest

11:15 AM - **National School Board Discussion by Attendees Willie Kasayulie and Ivan Ivan**

11:30 AM - **Alaska Native Studies Pre-Conference Panel and Conference Discussion by Attendees Willie Kasayulie, Sophie Kasayulie, Sharene Craft**

Agenda (beginning at 1:00 PM)

## Regional Board of Education Meeting

**LOCATION:** Tuluksak, Alaska      **DATE:** April 28, 2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
- VII. Correspondence
  - A. Student 1A Basketball Player of the Year
- VIII. Reports:
  - A. Attendance Report
  - B. Superintendent's Report
  - C. School Reports
    1. Akiachak
    2. Akiak
    3. Tuluksak
  - D. Curriculum, Instruction, Assessment
  - E. Special Programs

- F. Yupiaq Education
- G. IT Report
- H. Business and Finance Report
- I. Maintenance
- IX. Action Items
  - A. Curriculum**
    - 1. K-5 Science Curriculum
  - B. Board Policy**
    - 1. Proposed Administrative Regulation for Credit by Exam (CBE)**
    - 2. 1<sup>st</sup> Reading of FY15 BP Updates;** BP 6010 Goals and Objectives; BP 6146.1 High School Graduation Requirements; BP/AR 6146.3 College and Career Readiness Assessments (formally titled High School Graduation Qualifying Exam); BP 6146.5 Differential Requirements for Individuals with Exceptional Needs; BP/AR 6155 Class Examinations/Challenging Courses by Examination; BP/E 6174 Bilingual-Bicultural Education/Limited English Proficiency; BP/AR 6181 Charter School; BP 8200 Powers and Duties; BB 9270 Conflict of Interest
    - 3. 2<sup>nd</sup> Reading of FY15 BP Updates:** BP 5127 Graduation Ceremonies and Activities; BP 5131.6 Alcohol and Other Drugs; BP 5144 Discipline; BP 5145.3 Nondiscrimination; AR 5145.3 Transgender Students an Employees; BP 5146 Married/Pregnant/Parenting Students
    - 4. 3<sup>rd</sup> Reading of FY15 BP Updates:** BP/AR 1312.4 Public Complaints Concerning Elementary and Secondary Education Act Programs; BP 3540 Transportation; BP 3541 Transportation Routes and Services; BP 4158, 4258, 4358 Employee Security; BP/AR 5030 School Discipline and Safety
    - 5. 2<sup>nd</sup> Reading of 2016-2017 Budget**
  - C. 2<sup>nd</sup> Reading of 2016-2017 Budget**
  - D. Strategic Plan Update**
    - 1. New Date: June 22 and June 23, 2016**
  - E. Personnel:**
    - 1. Resignations**
    - 2. New Hires**
    - 3. Curriculum Director Job Description**
  - F. Akiachak Limited Apartment Lease Agreement**
  - G. Akiak School Contractor:** Facility Contractors, LLC
  - H. Alaska Gateway School District: MOA**
  - I. Special Services Providers MOA:**
    - 1. Gretchen Stich, Speech Therapy**
    - 2. Jo Anne Domko, Speech Therapy**
    - 3. Anne's Physical Therapy and Massage, Physical Therapy**
    - 4. Chris McDonald, Occupational Therapy**
- X. Board Travel:
- XI. Public Comments
- XII. Board Comments: **Report on RSB Goal 1 Activities**
- XIII. Executive Session: **Litigation Report**
- XIV. Next Regular Meeting:
- XV. Adjournment

# Yupiit School District

Box 51190 Akiachak, AK 99551 (907) 825-3600 Fax (877) 825-2404

## Regional School Board

### Akiachak

Willie Kasayulie, Chairman  
 Samuel George, Treasurer  
 Robert Charles, Board Member

### Akiak

Ivan M. Ivan, Vice Chairman  
 Moses Owen, Board Member

### Tuluksak

Noah Andrew, Secretary  
 Moses Peter Board Member

## Minutes of the Yupiit School District Regional Board of Education

Held: March 15, 2016  
 Village: Akiak, Alaska

<p><b>Committee Meeting &amp; Work-session</b></p>	<p>The Annual Strategic Planning is scheduled for the March 29-30. Tom Begich will be the facilitator</p> <p>10:00 AM – Dual Language – Gayle Miller with LKSD presented information on the Elementary Dual Language for information. YSD is presently in a partnership with the grant that implements this model.</p> <p>10:20 AM – Standards-Based – Bob Crumley with Chugach School District presented the Standard-Based model via distant delivery for information.</p> <p>10:40 AM – Integrated Curriculum Framework Proposal was presented for the RSB’s consideration.</p> <p>11:00 AM – 1<sup>st</sup> Reading of FY15 BP Updates; BP 5127 Graduation Ceremonies and Activities; BP 5131.6 Alcohol and Other Drugs; BP 5144 Discipline; BP 5145.3 Nondiscrimination; AR 5145.3 Transgender Students and Employees; BP 5146 Married/Pregnant/Parenting Students</p> <p>11:20 AM – Summer Maintenance &amp; CIP</p> <p>11:40 AM – Attendance Policy Review – Sharene Craft presented a summary of attendance-related research for discussion.</p>
<p><b>Call to Order</b></p>	<p><b>I. Call to Order:</b> Chairman Kasayulie called the regular meeting of the Regional School Board to order at 1:03 PM</p>
<p><b>Roll Call</b></p>	<p><b>II. Roll Call: Present:</b></p> <p>Willie Kasayulie, Chairman              Ivan Ivan, Vice Chairman</p>

<p><b>Continue – Roll Call</b></p>	<p>Samuel George, Treasurer – via Tele-conference          Noah Andrew, Secretary          Moses Owen, Board Member          Robert Charles, Board Member          Moses Peter, Board Member</p>
<p><b>Invocation</b></p>	<p><b>III. Invocation:</b> Moses Owen rendered the invocation</p>
<p><b>Recognition of Guests</b></p>	<p><b>IV. Recognition of Guests:</b> Rayna Hartz, Will Schlein, Jamie Burgess, Lucienne Smith, Jim Hartz, Wayne Boggs, Kathleen Gilila, Sharene Craft, Bonnie James</p>
<p><b>Approval of Agenda</b></p>	<p><b>V. Approval of Agenda:</b>          Motion, by Noah Andrew, Seconded by Robert Charles to approve the agenda with additions to include</p>
<p><b>Approval of Minutes</b></p>	<p><b>VI. Approval of Minutes:</b>          Motion by Ivan Ivan, Seconded by Moses Peter to approve the Regular Board meeting Minutes. Motion passed.</p>
<p><b>Correspondence</b></p>	<p><b>VII. Correspondence</b></p>
<p><b>Reports</b></p>	<p><b>VIII. Reports:</b></p> <p><b>A. School Reports</b></p> <ol style="list-style-type: none"> <li>1. <b>Akiachak</b> – Chris Barr report was reviewed</li> <li>2. <b>Akiak</b> – Charles Burns report was reviewed</li> <li>3. <b>Tuluksak</b> – Minty Ruthford introduced her guests from Hooper Bay via videoconference, Mary Smith and Steven Stone whom were teaching basket weaving and making harpoons to students. The students presented their basket weaving and harpoon making class projects to the board.</li> </ol> <p><b>B. Attendance Report</b> – the board reviewed the attendance report. The Board authorized administration to correct the Attendance Policy.</p> <p><b>C. Superintendent’s Report</b> - Rayna Hartz summarized her report</p> <p><b>D. Curriculum, Instruction, Assessment Report:</b> Jamie Burgess summarized her board report</p> <p><b>E. Maintenance Director’s Report</b> – Jim Hartz summarized his report</p> <p><b>F. Special Programs Report</b> – Wayne Boggs summarized his report</p> <p><b>G. Technology Report</b> – Len Fabich report was reviewed</p> <p><b>H. Connie Wong, Artist in Residence (Akiak)</b> – no report</p>
<p><b>Recess</b></p>	<p>Chairman Willie Kasayulie called for a recess at 2:50 PM          Reconvened at 3:02 PM</p>
<p><b>Business and Finance</b></p>	<p><b>IX. Business and Finance Report</b> – Lucienne Smith summarized her report.</p>



**Continue – Action Items**

Motion by Moses Owen, Seconded by Robert Charles to approve the resignations recommended by the Administration. Motion passed.

**F. New Hires:** The administration recommended approval of the following hires for FY2016-2017; Dena Blake, Special Ed/Curriculum Coordinator; Will Schlein, Technology Director; Sophie Kasayulie, Yupiaq Department Director; Jamie Burgess, Curriculum Director; and Carl Williams, Secretary to Director of Curriculum/Maintenance.

Motion by Ivan Ivan, Seconded by Moses Peter to approve the new hires recommended by administration. Motion passed with 6-1 votes.

**G. MOA Special ED Services Agency (SESA) & YSD;** The administration requested the approval of the MOA between Special Education Services Agency (SESA) and Yupiit School District to facilitate a training to occur before the end of April 2016 on positive behavioral supports across early learning programs.

Motion by Robert Charles, Seconded by Ivan Ivan to approve the MOA Special ED Services Agency (SESA) and Yupiit School District. Motion passed.

**H. MOA Tom Begich, Strategic Plan:** The administration requested approval of the MOA for Tom Begich to facilitate the Strategic Planning Services on March 29-30, 2016 at the approximate amount of \$4,945.00.

Motion by Ivan Ivan, Seconded by Moses Owen to approve the MOA for Tom Begich at the approximate amount of \$4,945.00. Motion passed.

**I. Capital Improvement Project:** The administration requested the approval of the Capital Improvement Project list as follows; Fuel Tank Farm removal (District-wide) and Replacement (Tuluksak); Mechanical upgrades to HVAC and Hot Water Heaters (District-wide) and Playgrounds (District-Wide).

**J. AKEBS-Erate:** The administration requested approval of the MOA with AKEBS for the purpose of providing E-rate FY2016 application (E-rate FY2015) and FY2017 (E-rate FY2016) at the approximate amount of \$10,000.00 per year.

Motion by Moses Owen, Seconded by Ivan Ivan to approve the MOA with AKEBS at the approximate amount of \$10,000.00. Motion passed.



Yupit School District  
Regional School Board Report

Site/Department: Superintendent

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Rayna Hartz, Interim Superintendent

Page 1 of 2

Item	Description	Activities that Support Item
<b>Strategic Plan Element 1</b>	Involving Elders and the Community	<ul style="list-style-type: none"> <li>• The two temporary Liaison positions have been created (one in Tuluksak and one in Akiak) and these positions report directly to the Yupiaq Tribal Education Department Director. These positions have been placed as permanent positions in the 2016-2017 District budget. They will facilitate communications and collaboration between the communities/tribes and the school district toward the development of relevant elements of the Tribal Education Code and our district transformation efforts. They will also assist with the development of place-based materials.</li> <li>• Akiachak teacher B.S. is offering community-based instruction to community water plant operators to facilitate the successful acquisition of the water plant operator's certificate.</li> </ul>
<b>Strategic Plan Element 2</b>	Yupik Curriculum and Student Outcomes	<ul style="list-style-type: none"> <li>• The full K-5 Science Integrated Curriculum blends together the Yupik Science, Yupik Subsistence and FOSS Science materials. (Presented for approval).</li> <li>• Jerry Lipka has asked the Yupit School District to be a formal partner for the next stage of development in the Math in a Cultural Context Materials.</li> <li>• The Credit by Exam policy defines the process for YSD students to earn credit in Mathematics, Language Arts, Science, Social Studies and/or World Languages, when they demonstrate proficiency by examination. This initiative was proposed by Head Counselor T.B. as an additional pathway towards credit acquisition for students, and reflects a performance/competency-based framework.</li> </ul>
<b>Strategic Plan Element 4</b>	Effective Operations	<ul style="list-style-type: none"> <li>• The incoming principals of Tuluksak and Akiachak and the incoming counselor of Tuluksak visited sites during the last two weeks of April) 2016 to promote the collaborative transition of these staff into our schools and communities.</li> <li>• Building capacity in our staff and community:               <ul style="list-style-type: none"> <li>○ Two classified District Office staff and trained in Anchorage at the offices of AKEBS.</li> <li>○ The Akiak school secretary and counselor traveled to Tuluksak school to help train the secretary on registration procedures.</li> <li>○ The YSD Hiring team consisted of classified staff, a teacher, a principal, a Regional School Board member and the superintendent. This team learned</li> </ul> </li> </ul>

Yupiit School District  
Regional School Board Report

Site/Department: Superintendent

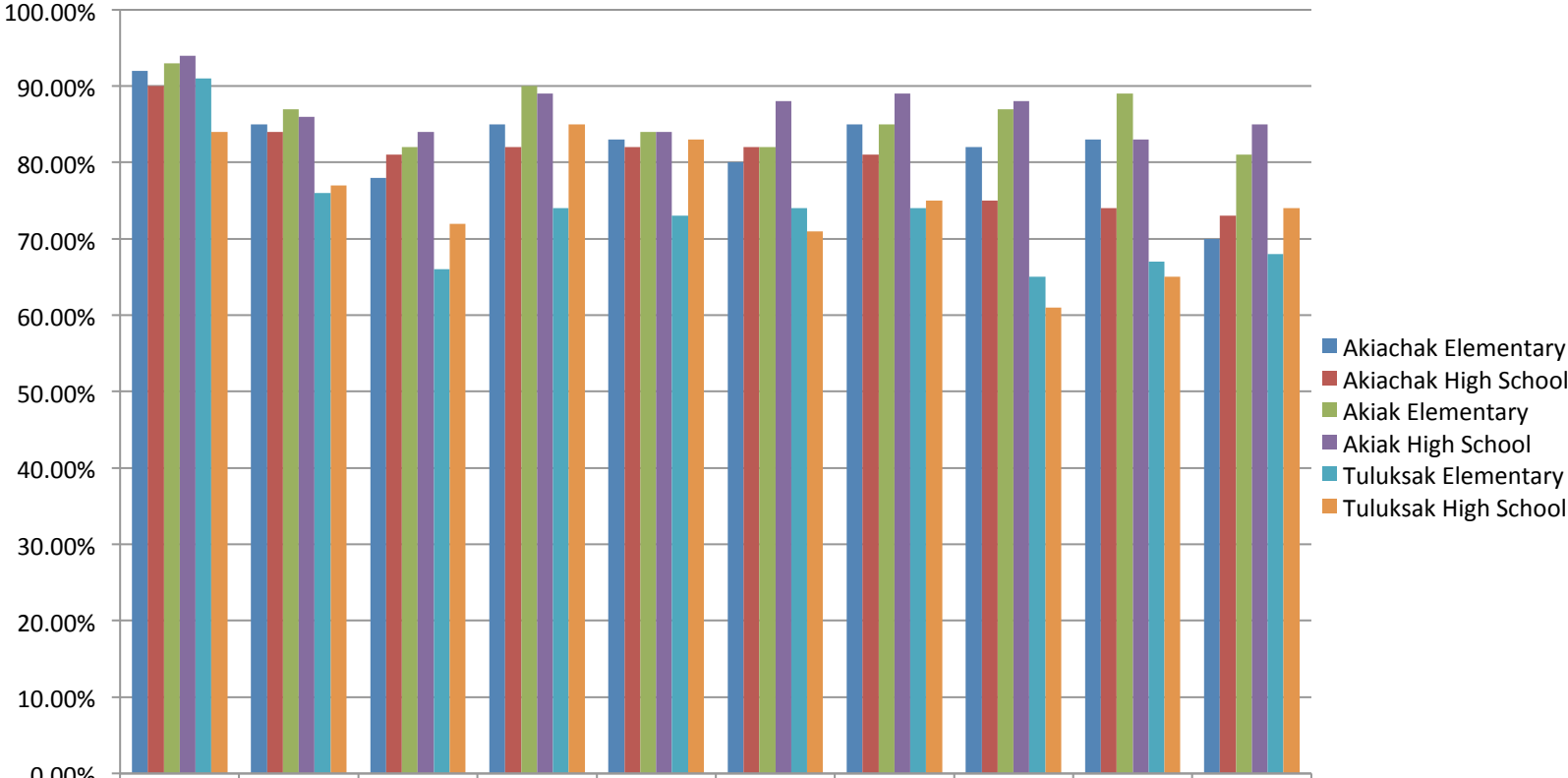
Date of Regional School Board Meeting: April 28, 2016

Author of Report: Rayna Hartz, Interim Superintendent

		<p>to work very efficiently and effectively together, and have since developed new documents and procedures that have improved our hiring process.</p> <ul style="list-style-type: none"> <li>○ A team attended the work session on the implications of the new ESSA provisions that will be replacing NCLB. The staff are becoming actively involved in these conversations.</li> <li>○ A team attended the Alaska Native Studies pre-conference panel and conference in Anchorage. This team consisted of Yupik teachers, our Yupiaq Tribal Education Department Director, a Regional School Board member, a high school teacher and the superintendent. This journey of learning allows us to begin the process of educating our people about the challenges and promise inherent in transforming our district.</li> </ul> <ul style="list-style-type: none"> <li>• The Alaska Gateway School District has agreed to pilot a project to ascertain if we are able to collaborate on business services (Presented for approval).</li> </ul>
<b>Meetings</b>		<ol style="list-style-type: none"> <li>1. Work session on ESSA implications for Alaska (Hosted by DEED)</li> <li>2. Alaska Native Studies Conference</li> </ol>

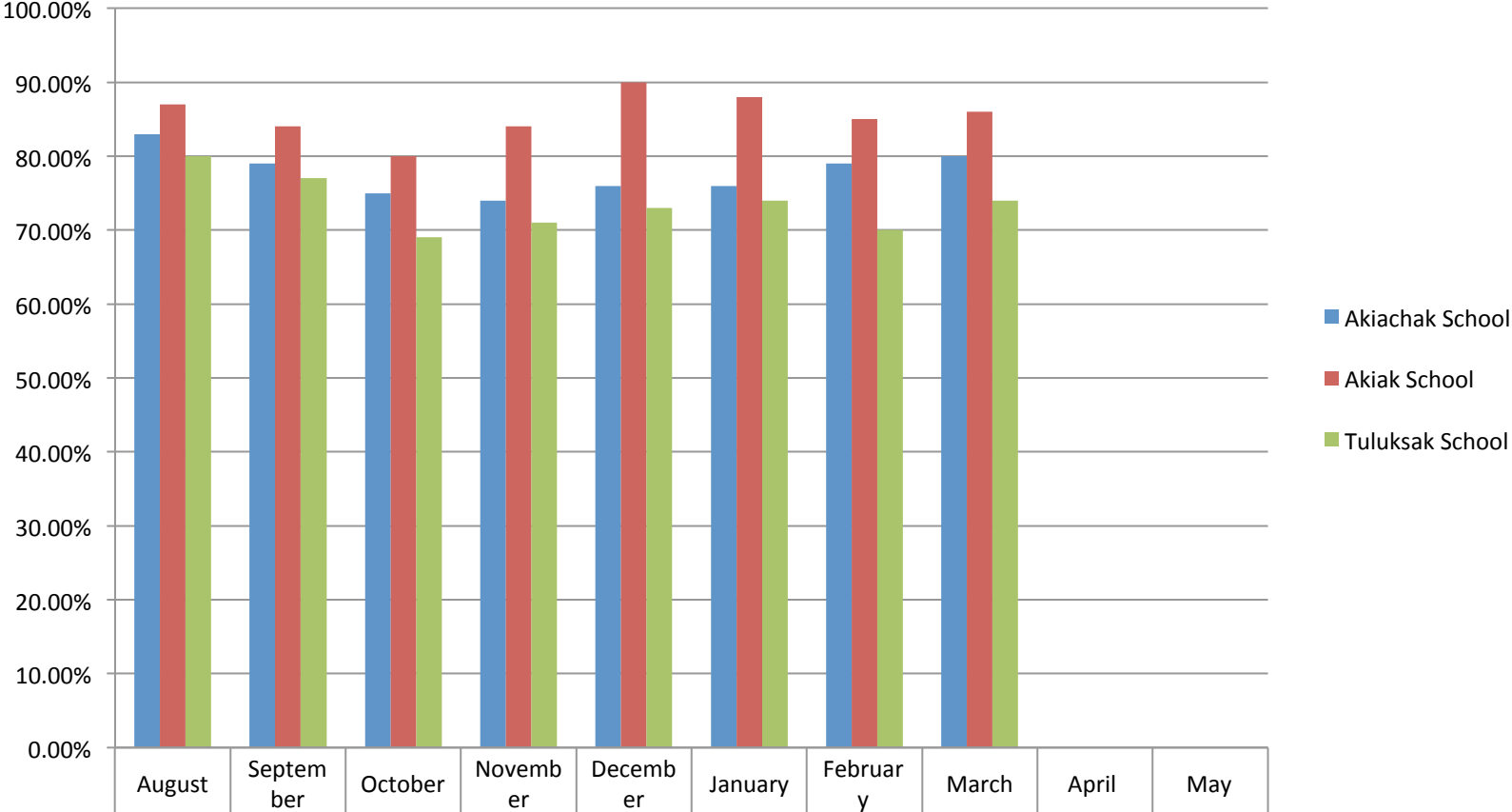


## 2014-15 YUPIIT SCHOOL DISTRICT



	August	September	October	November	December	January	February	March	April	May
■ Akiachak Elementary	92.00%	85.00%	78.00%	85.00%	83.00%	80.00%	85.00%	82.00%	83.00%	70.00%
■ Akiachak High School	90.00%	84.00%	81.00%	82.00%	82.00%	82.00%	81.00%	75.00%	74.00%	73.00%
■ Akiak Elementary	93.00%	87.00%	82.00%	90.00%	84.00%	82.00%	85.00%	87.00%	89.00%	81.00%
■ Akiak High School	94.00%	86.00%	84.00%	89.00%	84.00%	88.00%	89.00%	88.00%	83.00%	85.00%
■ Tuluksak Elementary	91.00%	76.00%	66.00%	74.00%	73.00%	74.00%	74.00%	65.00%	67.00%	68.00%
■ Tuluksak High School	84.00%	77.00%	72.00%	85.00%	83.00%	71.00%	75.00%	61.00%	65.00%	74.00%

## 2015-16 YUPIIT SCHOOL DISTRICT ATTENDANCE



Akiachak School	83.00%	79.00%	75.00%	74.00%	76.00%	76.00%	79.00%	80.00%		
Akiak School	87.00%	84.00%	80.00%	84.00%	90.00%	88.00%	85.00%	86.00%		
Tuluksak School	80.00%	77.00%	69.00%	71.00%	73.00%	74.00%	70.00%	74.00%		

Yupiit School Disrict  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Christopher Barr

Item	Description	Activities that Support Item
Strategic Plan 1	Involving Elders	<ul style="list-style-type: none"> <li>• Community members have been volunteering in classrooms to discuss the importance of education</li> <li>• Ms. Samson and Mr. Charles have utilized community members to assist in preparing the Akiachak Yupik Dance and Drumming Team for Cam-ai in Bethel</li> <li>• Akiachak High School and Middle School students created and shared a Husky Newspaper and Husky Newsletter to the community – articles include interviews of Elders within Akiachak</li> </ul>
Strategic Plan 2	Yup'ik Curriculum	<ul style="list-style-type: none"> <li>• Character Word of the Month – Family</li> <li>• Ms. Samson's Yupik Dance Group will be participating in Cam-ai in Bethel.</li> <li>• Ms. Samson and Mr. Charles ordered Yupik Drums to enhance the Yupik Dance and Drumming group</li> <li>• Selected paraprofessionals and Dena Blake have been attending Sign Language Training</li> <li>• 6<sup>th</sup> Grade students invited Mr. Barr to read parts of Miakoda – Power of the Moon</li> <li>• Mr. Craft's Shop Classes are building Soap Box Cars to prepare for the annual Soap Box Car Derby</li> <li>• Mrs. Bacha's Math Classes are participating in a</li> </ul>

Yupiit School District  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Christopher Barr

		<p>statewide Math Competition and the students are currently in the top 25 teams</p> <ul style="list-style-type: none"> <li>• Mrs. Bacha's 10th – 12<sup>th</sup> grade students are participating in a virtual Stock Exchange Math Challenge and Akiachak Student Teams are in the top 50 teams in the state</li> <li>• Mr. Carpenter's Home Ec. Class is learning how to bake, cook and properly clean kitchen utensils – the students and teachers enjoy the cupcakes!</li> <li>• Mr. and Mrs. Craft and the Akiachak Upward Bound students attended Cam-ai in Bethel.</li> </ul>
Strategic Plan 3	Career Pathways	<ul style="list-style-type: none"> <li>• High School students are continuing to apply to attend Career Phases</li> <li>• Mr. Burns is working diligently with the senior students to apply for scholarship applications and career/technical training</li> </ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"> <li>• Harry White, Alaska SSOS coach, visited the school and was pleased with the School Improvement Process</li> <li>• Akiachak Leadership Team have reviewed all School Improvement Plan Indicators and updated the plan</li> <li>• Mr. Barr and Mr. Burns created an AMP testing schedule to utilize 100% of the computers and to</li> </ul>



Yupiit School District  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Christopher Barr

		<p>complete testing before the AMP window is closed</p> <ul style="list-style-type: none"> <li>• Carol Jerue visited the school and was impressed with the teaching growth of the beginning teachers within the school</li> <li>• Teachers and paraprofessionals attended a district VTC to receive AMP Test Training on March 16, 2016</li> <li>• Teachers and Paraprofessionals completed the AMP testing training certificate in order to serve as a test administrator during AMP testing sessions</li> </ul>
LASB Meeting	LASB Monthly Meeting	<ul style="list-style-type: none"> <li>• K – 3 teachers presented AIMSweb data</li> <li>• K – 3 students are showing academic growth in reading and math</li> <li>• Reviewed attendance data</li> <li>• Harry White provided a school improvement update</li> <li>• Reviewed the Farm and transportation possibilities in the future</li> </ul>
School Events	Community Involvement	<ul style="list-style-type: none"> <li>• Bethel Nurses completed vision and hearing screeners for Akiachak Students</li> <li>• Bethel Clinic will be providing physicals for sports in April</li> </ul>
Akiachak Graduation	School Event	<ul style="list-style-type: none"> <li>• Kindergarten Graduation will be held on May 11, 2016 at 1:30 p.m. in the Gymnasium</li> <li>• 8<sup>th</sup> Grade Promotion will be held on May 14, 2016 at</li> </ul>

Yupit School District  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Christopher Barr

		<p>1:00 p.m. in the Gymnasium</p> <ul style="list-style-type: none"><li>• High School Graduation will be held on May 14, 2016 at 1:30 p.m. in the Gymnasium</li></ul>
School Celebration	Student Recognition	<ul style="list-style-type: none"><li>• Fritz Jackson was named 1A Basketball Player of the Year and was invited to the Alaska State Basketball MVP Game in Anchorage on April 16</li></ul>

Yupiit School District  
Regional School Board  
Report

Site/Department: Akiak

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Charles Burns

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan 1	Involving Elders	1. Have four elders identified for next year. 2. Start Rural Cap in August
Strategic Plan 2	Yup'ik Curriculum	Every student has Yupik Language/Culture Class
Strategic Plan 3	Career Pathways	Students participate in VTE and STEM
School or Program Goal 1	SLO	Each teacher has developed two Student Learning Objectives and progress monitoring
School or Program Goal 2	Use of Academic Assessments	Using AIMS Web, MAP, and ACCESS to progress monitor the students
School or Program Goal 3	Improve Attendance Through Culturally relevant activities	Had Harpoon building/basket weaving Students went ice fishing Nature walks
Additional Activity 1	NYO	District meet held in Akiak on April 9 <sup>th</sup> .
Additional Activity 2	Attended Anchorage and Portland job fairs	
Meeting 1	PLC/Staff meetings occur every Wednesday	

\_\_ Additional Documents Attached

Yup'it School District  
Regional School Board  
Report

Site/Department:

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Minty Ruthford, Principal

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan 1	Involving Elders	There were several Elders who participated in the Tuluksak Culture week making harpoons and grass baskets with instructors Steven Stone and Mary Smith
Strategic Plan 2	Yup'ik Curriculum	Our Yupik Instructor helped develop Yupik Curriculum for the District teaming with EFG Committee. Also our Yupik Instructor will be attending the Alaska Native Studies Conference Program in Anchorage on April 15-16 2016
Strategic Plan 3	Career Pathways	Several students from Tuluksak were invited to attend the Trades Decathlon at Kuspuk Schools on April 26-19, 2016.
Strategic Plan 4	Effective Operations	AMP testing was cancelled for the year. Tuluksak students will be focusing and preparing for the upcoming MAP testing in May. Staff members will be attending a workshop focusing on Teaching Academic Vocabulary based on the WIDA Standards. Teachers are still working on their SLO and will be completed by May 1, 2016
School or Program Goal 1	Tuluksak Base Team 1: Discipline	Tuluksak staff members will be reviewing the Foundations: Behavior Management identifying positive behavior strategies to implement into their classroom.
School or Program Goal 2	Tuluksak Base Team 2: Student Data	The Tuluksak team will meet with students to develop MAP goals for upcoming MAP testing.
School or Program Goal 3	Tuluksak Base Team 3: Community Involvement	The Tuluksak team will be preparing for Math Family Night. The focus will be on Math Their Way family Games. The team will also be planning a Field Day event for the end of school.
Additional Activity 1	Kindergarten Transition	Thirteen Headstart students visited the Kindergarten class during transitional week learning basic procedures on how to be successful in Kindergarten for next school year.
Additional Activity 2	Teacher Appreciation Day	Ms. Matz Home Ec. students are planning and preparing an Appreciation Dinner

Yupiit School District  
Regional School Board  
Report

Site/Department:

Date of Regional School Board Meeting:

Author of Report: Minty Ruthford, Principal

		on April 22, 2016 honoring teachers for their dedicated service.
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Yupit School District  
Regional School Board  
Report

Site/Department: Curriculum, Instruction & Assessment

Date of Regional School Board Meeting: April 28, 2016

Author of Report: Jamie Burgess

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan	Effective Operations  Comply with state-mandated reporting requirements	*Uploaded Spring OASIS information for State Department of Education
Strategic Plan	Effective Operations  Certified Staff Handbook updates	*Updating certified staff handbook to ensure compliance with current board policies and state/federal laws regarding employees. Final draft to be reviewed by committee by the end of April.
Meeting	ASDN Leadership Development Conference – Preparing for Every Student Succeeds Act	*Attended state-wide conference in Anchorage April 7-8 to provide input to State Department of Education on state’s plan to comply with new federal education law (ESSA). Received information on specifics of ESSA and impact on YSD.
Additional Activity	State-Mandated Teacher Training  First Aid/CPR Training	*First-Aid/CPR training was provided to twelve YSD certified and classified staff members by a certified Emergency Medical Technician from Bethel on Friday, April 15 <sup>th</sup> . All staff successfully completed the test . Staff attending included maintenance staff from all three sites, two teachers, and paraprofessionals.
Additional Activity	District Testing	*ACCESS testing for Limited English Proficient Students is complete and all paper-based materials returned to test provider. Reports will be available in early June. *AMP testing was cancelled by the State Commissioner on April 1 <sup>st</sup> due to significant technical difficulties from the test provider.

Yupit School District  
Regional School Board  
Report

Site/Department: Special Programs

Date of Regional School Board Meeting: 4/28/2016

Author of Report: Wayne Boggs

Item	Description	Activities that Support Item
Strategic Plan	<p>Career Pathways</p> <p>Develop Youth-Centered education based on child's desires, including relevant vocational education and life skills courses (cooking, child development, etc.)</p> <p>EASIE Indian Education Grant</p> <p>Description of Services:</p> <p>Ninety-nine percent (99%) of the student population of the Yupit School District is Alaska Native/American Indian. All educational programs are coordinated in an effort to best meet the educational, language and cultural needs of the students.</p> <p>The Title 1A and Title III programs provide for a district wide literacy leader, paraprofessional support and instructional materials to support literacy and language development for all students in grades K-12.</p> <p>Migrant Education funds provide for the identification of students engaged in Migrant activities. Title VII provides for after school programs, paraprofessional support and career enrichment activities during the school year as well as outside of the regular school day. All of these services are intended to provide educational support for all students in order to improve, literacy and math skills. In addition, some grant activities have been designed to support career and college preparation.</p>	<p>In March we sent seven students to the Natural Resource Management phase in Anchorage where they each earned 0.5 credit in science.</p> <p>We are not sending students to any other phases as we have reached the end of our Indian Ed. grant.</p> <p>April 26-29 we have been invited to send 13 students to the CTE Academic Decathlon in Aniak. Kuspuk school district has agreed to pay our student's expenses out of their EXCEL grant.</p>



Yupiit School District  
Regional School Board  
Report

Site/Department: Special Programs

Date of Regional School Board Meeting: 4/28/2016

Author of Report: Wayne Boggs

<p>Strategic Plan</p>	<p>Effective Operations</p> <p>Maintain fiscally sound operations</p> <p>ESEA Audit</p> <p>Grant Applications</p>	<p>We have been notified by DEED that the onsite audit of our ESEA grant has been rescheduled for next fall. This is because the turnover at the State office resulted in DEED not reviewing our written response in a timely manner.</p> <p>I have submitted a grant application to Small, Rural School Achievement Program (REAP), CFDA 84.358A, Our district has been eligible for this \$60,000 grant for several years, but has never applied.</p> <p>I am also in the process of submitting grant applications to the USDA Fresh Fruits and Vegetables Program and the High Tunnel Greenhouse Program.</p>
<p>Additional Activity</p>	<p>Native Youth Olympics</p>	<p>On April 9, Akiak hosted the tryouts for our district's NYO State team. Eight students, 5 from Akiachak and three from Tuluksak made the state team. Barron Sample, Akiachak faculty member, will be the coach.</p>

Yup'it School District  
Regional School Board Report

Site/Department: Yup'iaq Tribal Education  
Date of Regional School Board Meeting: April 28, 2016  
Author of Report: Sophie Kasayulie, Director

Item	Description	Activities that Support Item
<b>Strategic Plan Element 1</b>	Involving Elders and the Community	<ul style="list-style-type: none"> <li>• Akiachak students were invited to Camai. Thanks to sponsors Mary Samson and Ickley Charles and volunteers.</li> <li>• Akiachak School is planning to have a Cultural Heritage Week at the end of school year. Supplies are being ordered for the school. Elders are invited to attend and work with students at this time.</li> <li>• Since the beginning of school we had elders visit each school.</li> <li>• Tuluksak had two Cultural Heritage Week projects and our Yup'ik teacher Freda Alexie help with the planning.</li> <li>• Tuluksak and Akiak liaisons began helping with the EXCEL program.</li> <li>• We have one staff member who will be finishing her studies at UAF.</li> </ul>
<b>Strategic Plan Element 2</b>	Yup'ik Curriculum and Student Outcomes	<ul style="list-style-type: none"> <li>• 3/29/16: The Yup'ik teachers met and reported what they have done since beginning of school year.               <ul style="list-style-type: none"> <li>○ Akiak staff is planning to have spelling bee in Yugtun.</li> <li>○ Students in Akiak in High School level are starting to comprehend elders speaking in Yugtun and that was a highlight of Ida Jaspers report.</li> </ul> </li> <li>• All Yup'iaq language staff will in involved in LKSD partnership collecting all materials created in Yup'iaq Region. They will attend curriculum development of Social Studies and Science this summer.</li> <li>• We are presenting for approval the YSD K-5 Integrated Science curriculum including place -based resources.</li> </ul>
<b>Meetings</b>		<ol style="list-style-type: none"> <li>1. Alaska Native Studies Conference The conference theme was Wellness and Healing: Indigenous Innovation and Alaska Native Research. The whole conference reinforces what the Regional School Board has been striving for: Transformation. We will bring these ideas forth during the Strategic Planning session in June.</li> </ol>

Yupit School District  
Regional School Board  
Report

Site/Department: Technology

Date of Regional School Board Meeting: April

Author of Report: Len Fabich Technology Consultant

Item	Description	Activities that Support Item
Strategic Plan	Operation Efficiency	<ul style="list-style-type: none"> <li>• Tech Interns Update               <ul style="list-style-type: none"> <li>○ Positions continue to remain vacant in both Akiachak and Tuluksak. Again I ask that the board consider relooking at this situation for next year. It is difficult to find part time help for a skilled position. I recommend possibly combining positions to create a full time position.</li> </ul> </li> <li>• Powerschool               <ul style="list-style-type: none"> <li>○ Current administrative work in powerschool has included the additions of health screenings both vision and hearing. Ina has been instructed on implementation on this process and we are awaiting digital data from YKHC so that data can be imported to Powerschool. Import training will take place, which will substantially decrease the time over previous manual methods of date entry.</li> </ul> </li> <li>• Microsoft Office 2013               <ul style="list-style-type: none"> <li>○ An upgrade quote has been secured for the Microsoft Office suite. The district word processing and spreadsheet software package, and the standard in business application. Currently we are operating on Office 2011. A quote based on our employment numbers would secure licensing for district owned computer operated by both staff and students. This quote also includes upgrades to the next software upgrade that will be coming out. For example Office 2016.</li> <li>○ It is my recommendation that YSD upgrade the Microsoft Office Suite for the upcoming 2016/17 school year.</li> </ul> </li> <li>• Staff Laptop Replacements               <ul style="list-style-type: none"> <li>○ Laptops purchased in 2010 for district staff are failing at an increasing rate and dictates a replacement plan. Currently quotes for replacements are in the hands of the superintendent, which also includes leasing options. Basically for a small percentage increase laptops can be purchased over a 4 year period with equal installments over the 4 year period and you can purchased the equipment after the 4 years for a \$1. Considering the technology needs across the district this is looking as a very favor method for leveraging funds for new technology. These quotes have been supplied to the administration.</li> </ul> </li> </ul>

Yupiit School District  
Regional School Board  
Report

Site/Department: Technology

Date of Regional School Board Meeting: April

Author of Report: Len Fabich Technology Consultant

		<ul style="list-style-type: none"><li>• New Web Site<ul style="list-style-type: none"><li>○ Transfer to a new website host in the coming month will be taking place and is hosted by Weebly. The new YSD site is currently under construction and can be viewed at <a href="http://yupiit.weebly.com">http://yupiit.weebly.com</a> until the switch over to Yupiit.org takes place. Transfer to this new web host provides a much easier interface to work with and current staff is reporting a much easier process of editing. This will bring a savings to the district of over \$7000 per year when the contract expires this spring.</li></ul></li><li>• Jamf Software<ul style="list-style-type: none"><li>○ Contracts with Jamf software, a computer and iPad management software package utilized by YSD has been substantially scaled back. Previous administration had purchased this management software to facilitate remote work from the office. However we have not utilized this management software enough to justify its yearly costs. We will currently continue to utilize this software for inventory purposes and iPads but not for computer management. This also brings a savings to the technology department of over \$7000 per year in yearly charges that have been made in the past. The contract with this cost savings was just recently renewed. From over \$8000 to \$850.</li></ul></li><li>• Technology plan update<ul style="list-style-type: none"><li>○ Previewing old plan has begun however at this late stage of the school year getting participants has been difficult due personnel unable to commit to the time after work or weekends. The tech plan is a committee-based project that includes input and participation from all stake holders. Spring events like travel for hiring and weekend events has created limited time for those willing to participate in the tech plan thus far.</li></ul></li></ul>

# Yupiiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX 877.825.8947



April 3, 2016

## MEMORANDUM

**TO:** YSD Board of Education

**THRU:** Rayna Hartz, Interim Superintendent

**FROM:** Lucienne Smith, Contracted Business Consultant  
ALASKA EDUCATION & BUSINESS SERVICES, INC.

A handwritten signature in black ink, appearing to read 'Lucienne Smith', is written over the printed name and company name.

**RE:** April 2016 Board Report

The FY 2016 April Monthly Board Reports are attached as follows:

- ✓ Statement of Revenue Budget vs. Actual – recapping fund specific revenue
- ✓ Statement of Expenditure Budget vs. Actual – recapping fund specific expenditures
- ✓ Statement of Revenue Budget vs. Actual for the General Operating Fund
- ✓ Statement of Expenditure Budget vs. Actual for the General Operating Fund

**Staffing and Training** – Ongoing payroll training for the Accounting Technician occurred March 14<sup>th</sup> and 15<sup>th</sup> in the AKEBS Anchorage office for two staff members in an effort to insure cross training in Accounts Payable, Purchasing, Cash Receipts and Payroll. Support continues from off-site thru AKEBS for the payroll work that is being completed now at YSD.

In April we will review the Chart of Accounts and Standard Operating Procedures (SOP's) with the District Office staff so everyone is familiar with its information. If any SOP's are changed, they will come before the board as informational items. We continue to have the SOP's posted to the YSD website.

**Impact Aid** – FY 2017 source documents are prepared and the sites are obtaining the necessary signatures on all required forms in the event another paper review occurs for this application.

**FY 2017 Budget** – Included later in the agenda is the 2<sup>nd</sup> Proposed FY 2017 Budget. This will be the second reading of the FY 2017 budget. This reflects the same budget as the 1<sup>st</sup> reading.

**FY 2017 Insurance** -Insurance questionnaires have been completed and we now await receiving our FY 2017 insurance invoices and binders.

The update to our health insurance is that the stop loss carrier has indicated that with the YSD turnover it will reduce continued exposure to large stop loss experience and they may be able to renew with little to no increase.

**1095-B Reports** – As reported last month, the Affordable Care Act requires that self-insured plans issue insurance coverage statements for employees. That statement for YSD is the 1095-B form. Meritain has provided HR with a spreadsheet that will allowed easy input on the required fields in order to issue employees the required 1095-B forms. With the work of YSD staff during training at AKEBS, most of the information was posted to Black Mountain and we have been able to issue the required forms to the employees as well as to IRS.

**Supply, Janitorial Supplies, & Fuel Bids** – the bid for the supplies only brought in one bidder – Blue Ribbon, the fuel bids are scheduled to be opened Friday, April 22<sup>nd</sup>, and with such a small janitorial supply order for FY 2017 YSD will extend last year’s bid acceptance to Kuskokwim Janitorial Supply.

**FY 2016 Audit** – Items from the FY 2016 audit prep list that can be completed in advance of the audit, are being completed. This information will be transferred to the new Business Manager as soon as that person is on staff.

YUPIIT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 3 / 16

Fund	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
100 OPERATING BUDGET	672,767.02	6,488,990.60	12,991,525.00	6,502,534.40	50 %
205 STUDENT TRANSPORTATION	0.00	612.00	915.00	303.00	67 %
230 ALASKA PREK PROGRAM INTERVENTION	0.00	0.00	47,887.00	47,887.00	0 %
232 PRE-K CARROVER FR FY12	0.00	0.00	54,652.00	54,652.00	0 %
236 STAFF DEVELOPMENT	0.00	0.00	10,000.00	10,000.00	0 %
238 TARGETED RESOURCE MOORE	0.00	28,312.47	225,312.57	197,000.10	13 %
239 TEACHER RETENTION MOORE	0.00	33,139.00	33,139.00	0.00	100 %
242 UAF UPWARD BOUND	0.00	0.00	5,000.00	5,000.00	0 %
253 NUTRITIONAL ALASKAN FOODS	3,180.91	3,180.91	3,180.91	0.00	100 %
255 FOOD SERVICE FUND	56,184.36	229,959.74	623,102.00	393,142.26	37 %
256 TITLE I PART (A)	0.00	52,062.04	658,021.25	605,959.21	8 %
257 TITLE I PART C MIGRANT ED	0.00	0.00	34,543.00	34,543.00	0 %
258 TITLE IA 5% HQ	0.00	0.00	2,925.00	2,925.00	0 %
269 PRESCHOOL DISABLED	0.00	0.00	4,595.00	4,595.00	0 %
270 TITLE III-A ENG LANG ACQ	0.00	0.00	23,152.00	23,152.00	0 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	5,409.60	66,230.00	60,820.40	8 %
297 TITLE VIB	18,967.35	27,678.05	171,420.15	143,742.10	16 %
301 CARL PERKINS	0.00	2,102.94	18,443.00	16,340.06	11 %
350 JOHNSON O'MALLEY	0.00	0.00	24,426.00	24,426.00	0 %
362 INIDAN EDUCATION	0.00	2,529.46	129,708.00	127,178.54	2 %
364 ANE SCHOOL TO LIFE	0.00	239,439.37	239,440.00	0.63	100 %
369 OUR FUTURE LEADERS	0.00	0.00	17,438.76	17,438.76	0 %
370 BEST BEGINNINGS	450.00	1,460.00	1,500.00	40.00	97 %
390 TEACHER HOUSING FUND	150.00	160,218.61	653,564.00	493,345.39	25 %
710 STUDENT ACTIVITY FUND	0.00	18,649.92	0.00	-18,649.92	** %



Grand Total:	751,699.64	7,293,744.71	16,040,119.64	8,746,374.93	45 %
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YUPIIT SCHOOL DISTRICT  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 3 / 16

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET	446,813.83	7,453,937.69	13,358,066.00	13,022,464.00	5,568,526.31	57 %
205 STUDENT TRANSPORTATION	0.00	2,115.00	915.00	915.00	-1,200.00	231 %
230 ALASKA PREK PROGRAM INTERVENTION	0.00	265.00	47,887.00	47,887.00	47,622.00	1 %
232 PRE-K CARROVER FR FY12	1,949.25	21,414.03	54,652.00	54,652.00	33,237.97	39 %
236 STAFF DEVELOPMENT	276.00	7,660.07	10,000.00	10,000.00	2,339.93	77 %
238 TARGETED RESOURCE MOORE	476.25	79,872.07	225,312.57	225,312.57	145,440.50	35 %
239 TEACHER RETENTION MOORE	-860.47	33,139.00	33,139.00	33,139.00	0.00	100 %
242 UAF UPWARD BOUND	563.00	2,443.00	5,000.00	5,000.00	2,557.00	49 %
250 TITLE IIA T&P R&R	201.24	0.00	0.00	0.00	0.00	0 %
255 FOOD SERVICE FUND	4,929.43	543,285.80	678,894.00	623,102.00	79,816.20	87 %
256 TITLE I PART (A)	26,976.10	196,936.68	658,021.25	658,021.25	461,084.57	30 %
257 TITLE I PART C MIGRANT ED	1,174.63	15,575.73	34,543.00	34,543.00	18,967.27	45 %
258 TITLE IA 5% HQ	0.00	115.00	2,925.00	2,925.00	2,810.00	4 %
265 MIGRANT BOOKS	0.00	0.00	1,501.00	1,501.00	1,501.00	0 %
269 PRESCHOOL DISABLED	0.00	0.00	4,595.00	4,595.00	4,595.00	0 %
270 TITLE III-A ENG LANG ACQ	0.00	3,309.40	23,152.00	23,152.00	19,842.60	14 %
274 TITLE IA SCHOOL IMPROVEMENT	1,272.12	48,068.58	66,231.00	66,231.00	18,162.42	73 %
297 TITLE VI B	6,349.10	67,325.84	171,419.33	171,419.33	104,093.49	39 %
301 CARL PERKINS	2,870.67	11,445.34	18,432.75	18,432.75	6,987.41	62 %
350 JOHNSON O' MALLEY	19,925.00	24,643.65	24,426.00	24,426.00	-217.65	101 %
362 INIDAN EDUCATION	35,931.81	185,619.62	179,769.00	180,971.00	-4,648.62	103 %
364 ANE SCHOOL TO LIFE	0.00	26,558.50	26,420.00	26,558.50	0.00	100 %
369 OUR FUTURE LEADERS	0.00	9,871.66	17,438.76	17,438.76	7,567.10	57 %
370 BEST BEGINNINGS	136.98	1,122.05	1,010.00	1,360.00	237.95	83 %
390 TEACHER HOUSING FUND	28,274.80	647,716.03	730,934.00	786,387.00	138,670.97	82 %

YUPIIT SCHOOL DISTRICT  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 3 / 16

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
503 AKIAK FIRE	653.27	21,412.23	100,000.00	100,000.00	78,587.77	21 %
710 STUDENT ACTIVITY FUND	4,906.90	30,781.43	0.00	0.00	-30,781.43	*** %
Grand Total :	582,819.91	9,434,633.40	16,474,683.66	16,140,433.16	6,705,799.76	58 %

YUPIIT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 3 / 16

100 OPERATING BUDGET

Function / Object	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
000					
0000					
40 OTHER LOCAL REVENUES	235.51	41,451.65	15,000.00	-26,451.65	276 %
46 SCHOOL FACILITIES RENTAL	0.00	450.00	0.00	-450.00	** %
47 E-RATE	131,614.51	1,246,123.85	1,636,183.00	390,059.15	76 %
48 FEDS ERATE	0.00	0.00	65,332.00	65,332.00	0 %
51 FOUNDATION PROGRAM	540,917.00	4,868,253.00	6,324,681.00	1,456,428.00	76 %
55 QUALITY SCHOOLS	0.00	25,440.00	25,946.00	506.00	98 %
56 TRS ON-BEHALF	0.00	0.00	558,366.00	558,366.00	0 %
57 PERS ON-BEHALF	0.00	0.00	379,757.00	379,757.00	0 %
110 IMPACT AID	0.00	307,173.99	3,986,260.00	3,679,086.01	7 %
299 PRIOR YR PO REVENUE	0.00	98.11	0.00	-98.11	** %
Function Total :	672,767.02	6,488,990.60	12,991,525.00	6,502,534.40	49 %
Org Total :	672,767.02	6,488,990.60	12,991,525.00	6,502,534.40	49 %
Fund Total :	672,767.02	6,488,990.60	12,991,525.00	6,502,534.40	49 %
Grand Total :	672,767.02	6,488,990.60	12,991,525.00	6,502,534.40	49 %

Funds 100- 100, Objects 300-599

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET						
900 FUND TRANSFERS	0.00	0.00	621,052.00	709,235.00	709,235.00	0
10 AKIACHAK SCHOOLS						
100 REGULAR INSTRUCTION	13,119.27	946,735.72	1,763,120.00	1,687,353.00	740,617.28	56
160 VOCATIONAL ED INSTRUCTION	260.00	32,616.39	83,419.00	88,082.00	55,465.61	37
200 SPECIAL ED INSTRUCTION	8,893.22	154,544.92	327,437.00	346,083.00	191,538.08	44
320 GUIDANCE SERVICES	0.00	71,435.64	137,393.00	137,143.00	65,707.36	52
350 SUPPORT SERVICES INSTRUCT	-554.40	0.00	0.00	0.00	0.00	0
351 TECHNOLOGY	0.00	0.00	15,793.00	8,192.00	8,192.00	0
352 LIBRARY SERVICES	2,155.68	29,268.15	43,622.00	42,563.00	13,294.85	68
400 SCHOOL ADMINISTRATION	987.32	120,508.12	208,191.00	199,919.00	79,410.88	60
450 SCHOOL ADMIN SUPPORT	3,500.77	52,219.69	80,653.00	73,788.00	21,568.31	70
511 BOARD OF EDUCATION	0.00	2,538.05	3,342.00	3,342.00	803.95	75
600 OPERATION & MAINTENANCE	38,975.00	546,704.41	1,135,479.00	923,978.00	377,273.59	59
700 STUDENT ACTIVITIES	36,268.84	108,942.25	70,869.00	74,415.00	-34,527.25	146
Org Total :	103,605.70	2,065,513.34	3,869,318.00	3,584,858.00	1,519,344.66	
11 AKIAK SCHOOLS						
100 REGULAR INSTRUCTION	14,237.71	476,754.56	826,055.00	780,298.00	303,543.44	61
160 VOCATIONAL ED INSTRUCTION	0.00	22,735.19	0.00	30,068.00	7,332.81	75
200 SPECIAL ED INSTRUCTION	4,980.68	132,873.35	233,554.00	239,786.00	106,912.65	55
320 GUIDANCE SERVICES	0.00	1,025.00	83,007.00	117,080.00	116,055.00	0
351 TECHNOLOGY	625.00	3,870.21	15,793.00	8,192.00	4,321.79	47
352 LIBRARY SERVICES	1,935.65	29,084.41	41,366.00	41,325.00	12,240.59	70
400 SCHOOL ADMINISTRATION	363.77	91,393.16	148,580.00	138,752.00	47,358.84	65
450 SCHOOL ADMIN SUPPORT	2,087.70	31,842.71	71,202.00	67,031.00	35,188.29	47
511 BOARD OF EDUCATION	0.00	2,649.81	3,342.00	3,342.00	692.19	79
600 OPERATION & MAINTENANCE	20,214.84	183,015.50	693,249.00	419,484.00	236,468.50	43
700 STUDENT ACTIVITIES	14,841.51	48,624.70	47,636.00	47,636.00	-988.70	102
Org Total :	59,286.86	1,023,868.60	2,163,784.00	1,892,994.00	869,125.40	
12 TULUKSAK SCHOOLS						
100 REGULAR INSTRUCTION	11,396.66	591,753.37	1,171,383.00	986,839.00	395,085.63	59
160 VOCATIONAL ED INSTRUCTION	24.01	25,619.38	85,000.00	57,722.00	32,102.62	44
200 SPECIAL ED INSTRUCTION	1,924.10	148,260.36	358,184.00	408,500.00	260,239.64	36
320 GUIDANCE SERVICES	0.00	57,690.38	108,792.00	97,401.00	39,710.62	59
351 TECHNOLOGY	0.00	5,301.63	15,793.00	8,192.00	2,890.37	64
352 LIBRARY SERVICES	3,435.02	22,022.25	53,995.00	44,376.00	22,353.75	49
400 SCHOOL ADMINISTRATION	720.99	81,808.63	159,912.00	141,107.00	59,298.37	57
450 SCHOOL ADMIN SUPPORT	1,296.26	16,214.85	42,805.00	44,804.00	28,589.15	36
511 BOARD OF EDUCATION	0.00	2,865.75	3,342.00	3,342.00	476.25	85
600 OPERATION & MAINTENANCE	11,952.88	457,866.07	739,788.00	549,922.00	92,055.93	83
700 STUDENT ACTIVITIES	3,383.10	29,003.86	59,486.00	59,486.00	30,482.14	48
Org Total :	34,133.02	1,438,406.53	2,798,480.00	2,401,691.00	963,284.47	
500 DISTRICT-WIDE						

Funds 100- 100, Objects 300-599

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET						
100 REGULAR INSTRUCTION	5,262.71	44,748.25	479,840.00	543,140.00	498,391.75	8
200 SPECIAL ED INSTRUCTION	0.00	996.41	11,015.00	11,015.00	10,018.59	9
220 SPEC ED SUPPORT SVCS	30,676.30	154,903.22	207,624.00	151,585.00	-3,318.22	102
300 STUDENT SUPPORT SERVICES	0.00	44,260.67	0.00	60,960.00	16,699.33	72
320 GUIDANCE SERVICES	0.00	150.00	0.00	1,500.00	1,350.00	10
350 SUPPORT SERVICES INSTRUCT	73.31	163,587.83	322,986.00	259,570.00	95,982.17	63
351 TECHNOLOGY	157,870.33	1,493,336.55	1,647,904.00	1,973,556.00	480,219.45	75
354 IN-SERVICE TRAINING	-14,327.00	5,713.00	5,000.00	22,000.00	16,287.00	25
511 BOARD OF EDUCATION	13,317.34	155,064.05	141,916.00	163,256.00	8,191.95	94
512 OFFICE OF SUPERINTENDENT	9,770.24	162,388.10	260,442.00	349,946.00	187,557.90	46
550 DISTRICT ADMIN SUPPORT SV	33,897.00	320,306.86	356,435.00	352,662.00	32,355.14	90
551 RECRUITMENT	5,162.30	24,911.02	15,000.00	25,500.00	588.98	97
552 HUMAN RESOURCES STAFF SVC	0.00	26,681.92	39,213.00	40,213.00	13,531.08	66
600 OPERATION & MAINTENANCE	8,125.72	292,233.10	394,862.00	370,555.00	78,321.90	78
700 STUDENT ACTIVITIES	-40.00	36,868.24	23,195.00	108,228.00	71,359.76	34
Org Total :	249,788.25	2,926,149.22	3,905,432.00	4,433,686.00	1,507,536.78	
Fund Total :	446,813.83	7,453,937.69	13,358,066.00	13,022,464.00	5,568,526.31	57 %
Grand Total :	446,813.83	7,453,937.69	13,358,066.00	13,022,464.00	5,568,526.31	57 %

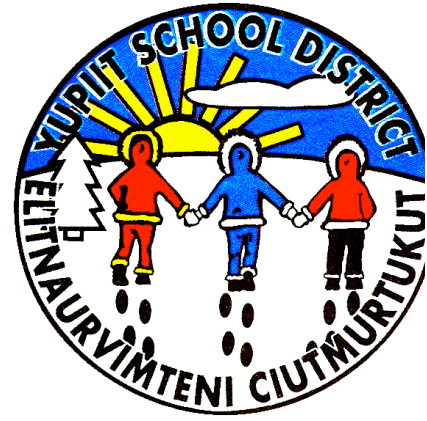
Yupiit School District  
Regional School Board  
Report

Site/Department: Maintenance & Operations  
Date of Regional School Board Meeting: April 28, 2016  
Author of Report: Jim Hartz

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Facility Contractors selected for Akiak School work. Contract presented for approval.</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Akiachak LTD Lease presented for approval</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• TNC (Tuluksak) Fuel: YSD is supplying 5,000 gallons of diesel fuel and this will be deducted from our quarterly water payment.</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Results of the fuel bid</li><li>• District-wide materials have been ordered for barge delivery</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Akiak attempted break-in (teacher housing)</li><li>• Akiachak school large window in library broken</li></ul>

# Yupit School District

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Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX Action Item A Curriculum

The Administration requests the approval of the adoption of the K-5 Science Integrated Curriculum

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## YUPIIT SCHOOL DISTRICT K – 5 SCIENCE

Outcome:	Describe and compare how plants and animals grow and survive through a life cycle.			
Standard	Indicator	Place-Based Resource	Curriculum Resource	Assessment
<b>AK. C1</b> Concepts of Life Science SC1 SC2 SC3	Recognize that all living things have offspring, usually with two parents involved. <ol style="list-style-type: none"> <li>a. Examine a variety of living things and their offspring and describe what each parent and offspring looks like.</li> <li>b. Identify similarities and differences among the offspring and between the offspring and each parent.</li> <li>c. Based on observations, construct an appropriate response to the question "Are parents and offspring more similar than they are different?"</li> </ol>	<b>YSD Subsistence Curriculum Summer YSD Science Curriculum Plant Growth</b>	<b>FOSS</b>  <b>Animals 2x2</b>	
<b>AK. C1</b> Concepts of Life Science SC1 SC2 SC3	Observe, describe and compare the life cycles of different kinds of animals and plants. <ol style="list-style-type: none"> <li>a. Identify and draw pictures that show what an animal (egg to frog) and a plant (seed to tree) looks like at each stage of its life cycle.</li> <li>b. Describe and compare the changes that occur in the life cycle of two different animals, such as a frog and a puppy and two different plants, such as a rosebush and a maple tree.</li> <li>c. Identify and describe the changes that occur in humans as they develop: size, weight, appearance of different parts.</li> </ol>	<b>YSD Science Curriculum Plant Growth Experiment Salmon Cycle</b>	<b>FOSS</b>  <b>Plants &amp; Animals</b>	
Outcome:	Classify plants and animals based on external features and explain how external features are used to survive in an environment.			
<b>AK. C1</b> Concepts of Life Science SC1 SC2 SC3	Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places. <ol style="list-style-type: none"> <li>a. Observe, describe, and give examples and describe the many kinds of living things found in different places in Maryland.</li> <li>b. Using pictures, films and illustrated texts identify, describe and compare living things found in other states such as Texas and Maryland to those found in Alaska.</li> <li>c. Explain that external features of plants and animals affect how well they thrive in different places.</li> </ol>	<b>YSD Subsistence Curriculum Late Winter/Early Spring</b>	<b>FOSS</b>  <b>Plants &amp; Animals</b>	
<b>AK. C1</b> Concepts of Life Science SC1 SC2 SC3	Gather information and direct evidence that humans have different external features, such as size, shape, etc. But that they are more like one another than like other animals. <ol style="list-style-type: none"> <li>a. Organize data collected and draw conclusions about similarities and differences among humans.</li> <li>b. Explain ways in which humans are more like one another than like other animals.</li> <li>c. Describe similarities in what both humans and other animals are able to do because they possess certain external features.</li> </ol>	<b>YSD Subsistence Curriculum Human &amp; Animal Similarities</b>	<b>FOSS</b> <b>Humans &amp; Animals</b>	
<b>AK. A1</b> Science as	Compare and explain how external features of plants and animals help them survive in different environments.	<b>YSD Science Curriculum</b>	<b>FOSS</b> <b>Plants &amp; Animals</b>	

## YUPIIT SCHOOL DISTRICT K – 5 SCIENCE

<p>Inquiry and Process SA1, SA2, SA3 <b>AK. B1</b> Concepts of Physical Science SB1, SB2, SB3, SB4</p>	<p>a. Use the senses and magnifying instruments to examine a variety of plants and animals to describe external features and what they do. b. Compare similar features in some animals and plants and explain how each of these enables the organism to satisfy basic needs. c. Use the information collected to ask and compare answers to questions about how an organism's external features contribute to its ability to survive in an environment. Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.</p>	<p><b>Plants &amp; Animal Survival</b> <b>Plant &amp; Animals Similarities</b> <b>Describing objects in terms of the materials they are made of.</b></p>		
<p><b>AK. F1</b> Cultural, Social, Personal Perspectives &amp; Science SF1, SF2, SF3</p>	<p>d. Explain that there are differences among individuals in any population. a. Examine a variety of populations of plants and animals (including humans), to identify ways that individual members of that population are different from one another. b. Make a list of possible advantages and disadvantages of differences of individuals in a population of organisms.</p>	<p><b>YSD Science Curriculum</b> <b>Listen to a local Elder who can explain the Natural Events</b></p>	<p><b>FOSS</b> <b>Plants &amp; Animals</b></p>	
<p><b>Outcome:</b></p>	<p><b>Identify, describe and compare adaptations of plants and animals in an environment.</b></p>			
<p><b>AK. A1</b> Science As Inquiry &amp; Process SA1, SA2, SA3</p>	<p>Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there. a. Describe observations using drawings, oral or written text of the place and some of the living things found there. b. Based on the observations collected at each place compare the plants and animals found there. c. Describe ways that animals and plants found in each place interact, with each other and with their environment.</p>	<p><b>YSD Science Curriculum</b> <b>Determine which plants or animals survive</b></p>	<p><b>FOSS</b> <b>Plants &amp; Animals</b></p>	
<p><b>AK. C1</b> Concepts Of Life Science SC1 SC2 SC3</p>	<p>Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover patterns of similarity and difference among them. a. Identify and describe features (observable parts) of animals and plants that make some of them alike in the way they look and the things they do. b. Compare descriptions of the features that make some animals and some plants very different from one another. c. Identify a feature that distinguishes animals that fly (as an example) from animals that cannot and examine a variety of animals that can fly to discover other similar features they might share. d. Compare ideas about how the features of animals and plants affect what these animals and plants are able to do.</p>	<p><b>YSD Science Curriculum</b> <b>Identifying what living things need in order to survive</b></p>	<p><b>FOSS</b> <b>Plants &amp; Animals</b></p>	

## YUPIIT SCHOOL DISTRICT K – 5 SCIENCE

<b>Outcome:</b>	<b>Identify and describe attributes of weather conditions using senses and tools to collect observational data.</b>			
<b>AK. B1</b> Concepts of Physical Science SB1 SB2 SB3 SB4	Investigate and gather information about changes in weather. <ol style="list-style-type: none"> <li>a. Observe and describe different weather conditions using senses.</li> <li>b. Record observations using pictures, pictographs, or written/oral language.</li> <li>c. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.</li> </ol>	<b>YSD Science Curriculum</b> <b>YSD Subsistence Curriculum</b>  <b>Weather Changes</b> <b>Energy Ecology &amp; Technology</b>	<b>FOSS</b> <b>Air &amp; Weather</b>	
<b>Outcome:</b>	<b>Identify and describe weather patterns over time and weather's impact on human's daily activities</b>			
<b>AK. A1</b> Science As Inquiry & Process SA1, SA2, SA3	Describe that some events in nature have repeating patterns. <ol style="list-style-type: none"> <li>a. Observe and compare day-to-day weather changes.</li> <li>b. Observe, record, and compare weather changes from month to month.</li> <li>c. Compare temperatures and type and amount of precipitation across the months.</li> <li>d. Identify the impact of weather changes on daily activities.</li> <li>e. Identify and describe patterns of weather conditions based on data collected.</li> </ol>	<b>YSD Science Curriculum</b> <b>YSD Subsistence Curriculum</b> <b>Compare Weather Conditions, Tech Weather</b>	<b>FOSS</b> <b>Air &amp; Weather</b>	
<b>AK. B1</b> Concepts of Physical Science SB1 SB2 SB3 SB4	Describe observable changes in water on the surface of the Earth. <ol style="list-style-type: none"> <li>a. Cite examples of the sun's effect on what happens to water on the Earth's surface.</li> </ol>	<b>YSD Science</b>  <b>YSD Subsistence Curriculum</b>  <b>Effecting water change from the sun</b> <b>Tech Weather</b>	<b>FOSS</b> <b>Air &amp; Weather</b>	

Outcome:	Compare and describe observable features of plants and animals and identify the relationship between observable features and basic needs for growth and survival.			
Standard	Indicator	Place-Based Resource	Curriculum Resource	Assessment
<b>AK. C1</b> Concepts of Life Science SC1 SC2 SC3	Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival. <ol style="list-style-type: none"> <li>a. Make observations of the features and behaviors of many different kinds of animals with an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, air, etc.</li> <li>b. Describe ways that people and other animals manage to bring the things they need from their environment into their bodies.</li> <li>c. Make observations of the features of many different kinds of plants within an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, light, etc.</li> <li>d. Describe the way that most plants manage to bring water from the environment into the plant.</li> </ol>		<b>FOSS</b>  <b>Insects &amp; Plants</b>	
<b>AK. C1</b> Concepts of Life Science SC1 SC2 SC3	Describe some of the ways in which animals depend on plants and on each other. <ol style="list-style-type: none"> <li>a. Examine organisms in a wide variety of environments to gather information on how animals satisfy their need for food.               <ul style="list-style-type: none"> <li>• Some animals eat only plants</li> <li>• Some animals eat only other animals</li> <li>• Some animals eat both plants and other animals</li> </ul> </li> </ol>	<b>YSD Subsistence Curriculum</b>  <b>Late Winter/Early Spring</b>	<b>FOSS</b>  <b>Plants &amp; Animals</b>	
<b>AK. A1</b> Science as Inquiry and Process SA1 SA2 SA3	Describe evidence from investigations that living things are made of parts too small to be seen with unaided eye. <ol style="list-style-type: none"> <li>a. Use magnifying instruments to observe parts of a variety of living things, such as leaves, seeds, insects, worms, etc. to describe (drawing or text) parts seen with the magnifier.</li> <li>b. Use information gathered from observations to compare the descriptions (drawings or text) of the different parts seen.</li> <li>c. Describe some of the ideas or questions that might result from examining organisms more closely.</li> </ol>	<b>YSD Science Curriculum</b> <b>YSD Subsistence Curriculum</b>  <b>Students will use tools &amp; accessories to facilitate manipulation of things they observe throughout the year.</b>	<b>FOSS</b>  <b>Plants &amp; Animals</b> <b>Insects</b>	
<b>AK. A1</b> Science as Inquiry and Process	Provide evidence that all organisms are made of parts that help them carry out basic functions of life. <ol style="list-style-type: none"> <li>d. Gather information and direct evidence that humans and other animals have different body parts used to seek, find and take in food.</li> </ol>	<b>YSD Subsistence Curriculum</b> <b>YSD Science Curriculum</b>	<b>FOSS</b> <b>Plants, Animals &amp; Insects</b>	

## Elementary Integrated Curriculum Framework – Grade Level Overview – 1

SA1 SA2 SA3	<ul style="list-style-type: none"> <li>e. Investigate and identify parts of the body that alert humans and other animals to danger and help them fight, hide or get out of danger.</li> <li>f. Describe some parts of plants and describe what they do for the plant.</li> <li>g. Respond, giving reasons to support the response, to the statement "All living things are made of parts."</li> </ul>	<b>Different body parts and how they react to danger</b>		
<b>Outcome:</b>	Describe and compare properties of natural and human-made materials, and identify how human activities affect the environment			
<b>AK. D1</b> Concepts of Earth Science SD1 SD2 SD3 SD4	<p>Investigate objects and materials in the environment.</p> <ul style="list-style-type: none"> <li>a. Observe and describe a variety of natural and human-made objects found in familiar environments (school, neighborhood, etc.)</li> <li>b. Examine and describe Earth materials.</li> <li>c. Using examples, describe that objects and materials, such as trees, rocks, and hills on Earth's surface can change.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Student observe &amp; Describe Earth Materials</b>	<b>FOSS</b>  <b>Materials in our World</b>	
<b>AK. A1</b> Science as Inquiry and Process SA1 SA2 SA3	<p>Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations.</p> <ul style="list-style-type: none"> <li>a. Examine and describe various objects in terms of the materials, such as clay, cloth, paper, etc. from which they are made.</li> <li>b. Based on data, describe the observable properties, such as size, shape, color, and texture of a variety of objects.</li> <li>c. Identify and compare the properties of materials objects are made of and the properties of the objects.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Observe various kinds of Fabric</b>	<b>FOSS</b>  <b>Materials in our World</b>	
<b>AK. D1</b> Concepts of Earth Science SD1 SD2 SD3 SD4	<p>Identify aspects of the environment that are made by humans and those that are not made by humans.</p> <ul style="list-style-type: none"> <li>a. Identify features of the natural environment, such as parks, zoos, building, etc., that are made by humans.</li> <li>b. Identify features of the natural environment that are not made by humans.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Fish Camp Site Selections</b>	<b>FOSS</b>  <b>Sink Float</b>	
	<p>Recognize that caring about the environment is an important human activity.</p> <ul style="list-style-type: none"> <li>a. Recognize and describe that individual and group actions, such as recycling, help the environment.</li> <li>b. Recognize and describe that individual and group actions, such as littering, harm the environment.</li> <li>c. Give reasons why people should take care of their environments.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Make use of Knowledge, skills and ways of knowing from own Cultural Traditions</b>	<b>FOSS</b>  <b>Sink Float</b>	

<b>Outcome:</b>	<b>Compare and describe how objects move and identify causes for the movement.</b>			
	<p>Compare the different ways objects move.</p> <ol style="list-style-type: none"> <li>Given many different objects, make them move and describe and compare how they move.</li> </ol> <p>Explain that there must be a cause for changes in the motion of an object.</p> <ol style="list-style-type: none"> <li>Observe and describe the ways in which a variety of objects' motion can be changed.</li> <li>Based on observations, identify what caused the changes in an object's motion.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Explaining push &amp; pull can start, or change directions it is moving in</b></p> <p><b>List things that you can push &amp; pull</b></p>	<p><b>FOSS</b></p> <p><b>Energy &amp; Electromagnetism</b></p> <p><b>Air &amp; Weather</b></p>	
<b>Outcome:</b>	<b>Identify and describe the effect magnets have on objects.</b>			
	<p>Observe and gather information from explorations to describe how magnets affect some objects.</p> <ol style="list-style-type: none"> <li>Observe and describe what happens when magnets are placed on or near objects made of different materials.</li> <li>Raise and seek answers to questions about what happened to objects investigated and/or to the magnet.</li> </ol> <p>Describe the effect magnets have on a variety of objects.</p> <p>Classify materials based on their behavior in the presence of a magnet.</p> <p>Describe how the magnet affects the behavior of objects within each group</p>	<p><b>YSD Science Curriculum</b></p> <p><b>3<sup>rd</sup> grade level perform and record results with magnets</b></p>	<p><b>FOSS</b></p> <p><b>Energy &amp; Electromagnetism</b></p> <p><b>Air &amp; Weather</b></p>	
<b>Outcome:</b>	<b>Identify sources and uses of electricity in daily life.</b>			
	<p>Identify and describe the sources and uses of electricity in daily life.</p> <ol style="list-style-type: none"> <li>Identify sources of electricity.</li> <li>Identify the devices that use electricity to produce light, heat and sound.</li> </ol>	<p><b>YSD Science Kindergarten</b></p> <p><b>Observe ways to produce heat and other forms of energy</b></p>	<p><b>FOSS</b></p> <p><b>Energy &amp; Electromagnetism</b></p> <p><b>Air &amp; Weather</b></p>	

<b>Outcome:</b>	<b>Identify, describe and compare a variety of organisms and their life cycles, and explain the relationships between the growth and survival of living things to a habitat.</b>			
<b>Standard</b>	<b>Indicator</b>	<b>Place-Based Resource</b>	<b>Curriculum Resource</b>	<b>Assessment</b>
<b>AK.C1</b> Concepts of Life Science SC1 SC2 SC3	Explore the world of minute living things to describe what they look like, how they live, and how they interact with their environment. <ol style="list-style-type: none"> <li>Use magnifying instruments to observe and describe using drawings or text (oral or written) minute organisms, such as brine shrimp, algae, aphids, etc., that are found in different environments.</li> <li>Describe any observable activity displayed by these organisms.</li> <li>Provide reasons that support the conclusion that these organisms are alive.</li> <li>Use information gathered about these minute organisms to compare mechanisms they have to satisfy their basic needs to those used by larger organisms.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Identifying and sort as living and non-living</b>  <b>Discuss what animals eat who</b>	<b>FOSS</b> Plants & Animals	
<b>AK.C1</b> Concepts of Life Science SC1.1 SC1.2 SC2.2	Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals. <ol style="list-style-type: none"> <li>Investigate and describe that seeds change and grow into plants.</li> <li>Compare and describe the changes that occur in humans during their life cycle (birth, newborn, child, adolescent, adult, elder).</li> <li>Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.</li> <li>Provide examples, using observations and information from readings, that life cycles differ from species to species.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Observe &amp; describe human life cycle</b>	<b>FOSS</b> Plants & Animals	
<b>AK.C1</b> Concepts of Life Science SC1.1 SC1.2	Observe and describe examples of variation (differences) among individuals of one kind within a population. <ol style="list-style-type: none"> <li>Observe and describe individuals in familiar animal populations, such as cats or dogs, to identify how they look alike and how they are different.</li> <li>Examine pictures of organisms that lived long ago, such as dinosaurs, and describe how they resemble organisms that are alive today.</li> <li>Recognize that some kinds of organisms have completely disappeared.</li> </ol>	<b>YSD Science Curriculum</b>  <b>List animals that become extinct in Alaska</b>	<b>FOSS</b> Plants & Animals	
<b>AK.C1</b> Concepts of Life Science SC1.1 SC3.2	Explain that organisms can grow and survive in many very different habitats. <ol style="list-style-type: none"> <li>Investigate a variety of familiar and unfamiliar habitats and describe how animals and plants found there maintain their lives and survive to reproduce.</li> <li>Explain that organisms live in habitats that provide their basic needs. (food, water, air, shelter)</li> </ol>	<b>YSD Science Curriculum</b> <b>Determine Plants or Animal survive in the environment</b>	<b>FOSS</b> Plants & Animals	



<b>Outcome:</b>	<b>Identify and describe natural features found on Earth and compare properties of Earth materials.</b>			
<b>AK. D1</b> Concepts of Earth Science SD2.1	Gather information and provide evidence about the physical environment, becoming familiar with the details of geological features, observing and mapping locations of hills, valleys, rivers, and canyons. <ul style="list-style-type: none"> <li>a. Identify and describe some natural features of continents.</li> <li>b. Describe the natural features in their immediate outdoor environment, and compare the features with those of another region in Alaska.</li> <li>c. Identify and describe some natural features of the ocean floor.</li> <li>d. Recognize and explain that an ocean floor is land covered by water.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Describe different habitats</b>	<b>FOSS</b> Pebbles, Sand & Silt	
<b>AK. D1</b> Concepts of Earth Science SD1.1 SD1.2	Describe and compare properties of a variety of Earth materials. <ul style="list-style-type: none"> <li>a. Classify a collection of rocks based on the properties that distinguish one type from another.</li> <li>b. Collect soil from different locations and compare the properties of the samples.</li> <li>c. Use examples of observations from places around the school and neighborhood to describe ways Earth materials can change.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Describe whats inside a rock</b> <b>Water cycle</b>	<b>FOSS</b> Pebbles, Sand & Silt	
<b>AK. D1</b> Concepts of Earth Science SD1.2	Recognize and describe that the surface of Earth is more than half covered with water. <ul style="list-style-type: none"> <li>a. Identify the many locations where water is found.</li> <li>b. Describe the changes that occur to water found anywhere.</li> </ul>	<b>YSD Science Curriculum</b> <b>Describe where water collects in lake, rivers, &amp; oceans</b>	<b>FOSS</b> Pebbles, Sand & Silt	
<b>AK. D1</b> Concepts of Earth Science SD1.2 SD3.1	Recognize and describe that water can be found as a liquid or a solid on the Earth's surface and as a gas in the Earth's atmosphere. <ul style="list-style-type: none"> <li>a. Describe that air is a substance that surrounds us and contains such things as oxygen, water vapor (gas), pollen, dust.</li> <li>b. Observe and explain what happens when liquid water disappears.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Discuss water cycles</b>	<b>FOSS</b> Pebbles, Sand & Silt	
<b>Outcome:</b>	<b>Identify and describe properties of and changes in celestial objects to explain patterns that occur over time.</b>			
<b>AK. D1</b> Concepts of Earth Science SD3.1 SD4.1 SD4.2	Observe and describe changes over time in the properties, location and motion of celestial objects. <ul style="list-style-type: none"> <li>a. Identify and record observable properties of the sun, moon and stars.</li> <li>b. Identify and record the apparent visible changes in the shape of the moon over two months of observations.</li> <li>c. Observe and record changes in the location of the sun and moon in the sky over time.</li> <li>d. Describe and compare the patterns of change that occur in the sun and the moon.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Our Solar System</b>	<b>FOSS</b> Sun, Moon & Stars	
<b>Outcome:</b>	<b>Identify and explain the properties of materials and the relationships between the parts and the whole.</b>			



<b>AK. G1</b> History and Nature of Science SC2.1	Identify ways to classify objects using supporting evidence from investigations of observable properties. <ol style="list-style-type: none"> <li>a. Classify objects based on their observable properties.</li> <li>b. Provide reasons for placing the objects into groups.</li> <li>c. Compare classifications with those of others.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Observe people, use tools to solve problems</b>	<b>FOSS</b> Sun, Moon & Stars	
<b>AK. G1</b> History and Nature of Science SC4.1	Identify and describe structures of objects too small to be seen clearly with the unaided eye. <ol style="list-style-type: none"> <li>d. Identify and describe minute objects, such as grains of sand and crystals of salt after examining them with a magnifying instrument.</li> <li>e. Identify and describe the minute features of objects, such as the lines (grain) in a piece of wood and the fibers in a paper napkin after examining with a magnifying instrument.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Experiment using tools</b>	<b>FOSS</b> Sun, Moon & Stars	

Outcome:	Identify and explain interactions and relationships between living things and the natural environment.			
Standard	Indicator	Place-Based Resource	Curriculum Resource	Assessment
<b>AK.C1</b> Concepts of Life Science SC1 SC2 SC3	Explain that organisms can grow and survive in many very different habitats. <ol style="list-style-type: none"> <li>Investigate a variety of familiar and unfamiliar habitats and describe how animals and plants found there maintain their lives and survive to reproduce.</li> <li>Explain that organisms live in habitats that provide their basic needs.</li> <li>Explain that animals and plants sometimes cause changes in their environments.</li> </ol>	<b>YSD Science Curriculum</b>  Animals and Plants identifying 10 plants/10 animals characteristics	<b>FOSS Environment</b>  <b>Living Systems</b>	
Outcome:	<b>Identify and describe Earth's natural resources and infer how they impact human decisions.</b>			
<b>AK.D1</b> Concepts of Earth Science SD1 SD2 SD3 SD4	Recognize and explain how Earth's natural resources from the natural environment are used to meet human needs. <ol style="list-style-type: none"> <li>Describe natural resources as something from the natural environment that is used to meet one's needs.</li> <li>Identify water, air, soil, minerals, animals, and plants as basic natural resources.</li> <li>Explain that food, fuels, and fibers are produced from basic natural resources.</li> <li>Identify ways that humans use Earth's natural resources to meet their needs.</li> <li>Explain that some of natural resources are limited and need to be used wisely.</li> </ol>	<b>YSD Science Curriculum</b> Subsistence Units Freeze up to the holiday Identify wood burning for heating homes	<b>FOSS</b>  <b>Water</b>	
Outcome:	<b>Infer and explain through investigations how physical processes can affect an object's properties.</b>			
<b>AK. B1</b> Concepts of Physical Science SB1 SB2 SB3 SB4	Provide evidence from investigations to describe the effect that changes in temperature have on the properties of materials. <ol style="list-style-type: none"> <li>Based on data gathered from investigations, identify and describe the changes that occur to the observable properties of materials when different degrees of heat is applied to them, such as melting chocolate pieces, boiling an egg.</li> <li>Observe and describe the changes cooling causes to the observable properties of materials when they are cooled, such as freezing water in a straw, milk in an ice cream maker.</li> <li>Cite examples of similar changes that heating and cooling have on the observable properties of various other materials.</li> </ol>	<b>YSD Science Curriculum</b> Subsistence Units Freeze up to the holiday Prepare plant to cure variety of ailment "qanganauraq" to lip balm	<b>FOSS</b>  <b>Solids &amp; Liquids</b>	
<b>AK. B1</b> Concepts of Physical Science SB1, SB2, SB3, SB4	Provide evidence from investigations that things can be done to materials to change some of their properties. <ol style="list-style-type: none"> <li>Based on evidence from investigations describe that materials, such as clay are not changed by certain actions, such as reshaping or breaking into pieces.</li> <li>Ask and seek answers to questions about what happened to the materials if other things were done to them, such as being placed in</li> </ol>	<b>YSD Science Curriculum</b> Explore different materials and discuss the conducting and insulation properties	<b>FOSS</b>  <b>Solids &amp; Liquids</b>	

	a freezer, heated, etc.			
<b>AK. B1</b> Concepts of Physical Science SB1 SB2 SB3 SB4	Provide evidence from investigations to identify processes that can be used to change physical properties of materials. <ul style="list-style-type: none"> <li>a. Based on investigations, describe what changes occur to the observable properties of various materials when they are subjected to the processes of wetting, cutting, bending and mixing.</li> <li>b. Compare the observable properties of objects before and after they have been subjected to various processes.</li> <li>c. Ask and seek answers to “what if” questions about what might happen to the materials if different processes, such as heating, freezing and dissolving were used to change them.</li> </ul>	<b>YSD Science Curriculum</b> Demonstrate how temperature change substance	<b>FOSS</b>  Solids & Liquids	
<b>Outcome:</b>	<b>Explain and justify based on investigations how a force is required to change an object’s motion.</b>			
<b>AK. B1</b> Concepts of Physical Science SB4.2	Cite evidence from observations to describe the motion of an object using position and speed. <ul style="list-style-type: none"> <li>a. Describe the position of an object by locating it relative to another object or to its background.</li> <li>b. Using information from multiple trials, compare the speeds (faster or slower) of objects that travel the same distance in different amounts of time.</li> <li>c. Using information from multiple trials, compare the distances that objects moving at different speeds travel in the same amount of time.</li> </ul>	<b>YSD Science Curriculum</b> Explain & Demonstrate movement of earth and moon in relationship to earth	<b>FOSS</b>  Motion Force & Models	
<b>AK.B1</b> Concepts of Physical Science SB4.2	1... d. Explain that changes in the ways objects move are caused by forces. Observe and describe the way an object’s motion changes in a variety of situations (rolling a ball, bouncing a ball, dropping a yo-yo, winding up a toy, etc.) and identify what may have caused the change. e. Describe changes in the motion of objects as they move across different textured surfaces and suggest possible causes for the change.  Observe and describe that objects fall to the ground unless something holds them up (gravity).	<b>YSD Science Curriculum</b> Compare actual size of the planets, sun & moon	<b>FOSS</b>  Motion Force & Models	
<b>Outcome:</b>	<b>Identify and describe relationships between heat energy and objects</b>			
<b>AK. B1</b> Concepts of Physical Science SB3.1	Identify and describe ways in which heat can be produced. <ul style="list-style-type: none"> <li>a. Recognize that things that give off light also give off heat.</li> <li>b. Describe methods of producing heat.</li> <li>c. Identify fuels that are used to produce light and heat in homes and schools.</li> </ul>	<b>YSD Science Curriculum</b> Subsistence Units Compare wet and dry wood in an actual situation Freeze- up to holiday	<b>FOSS</b>  Temperature Changes Boil water	

<b>AK. D1</b> Concepts of Earth Science SD3.1	Recognize and describe that heat is transferred between objects that are different temperatures. a. Recognize and describe that the temperature of an object increases when heat is added and decreases when heat is removed. b. Recognize and describe that heat will flow between objects at different temperatures until they reach the same temperature.	<b>YSD Science Curriculum</b>  Need to find or google	<b>FOSS</b>  Cycle energy from sun, earths position and motion in solar system	
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Outcome:	Formulate generalizations about how and why organisms are able to survive in particular environments.			
Standard	Indicator	Place-Based Resource	Curriculum Resource	Assessment
<b>AK.C1</b> Concepts of Life Science SC3.1 SC3.2	Explain how animals and plants can be grouped according to observable features. <ol style="list-style-type: none"> <li>Observe and compile a list of a variety of animals or plants in both familiar and unfamiliar environments.</li> <li>Classify a variety of animals and plants according to their observable features and provide reasons for placing them into different groups.</li> <li>Given a list of additional animals or plants, decide whether or not they could be placed within the established groups or does a new group have to be added.</li> <li>Describe what classifying tells us about the relatedness among the animals or plants within any group.</li> </ol>	<b>YSD Science Curriculum</b>  Similarities and Differences in Plants	<b>FOSS</b>  Structure Of life	
<b>AK.C1</b> Concepts of Life Science SC1.2 SC2.2	Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all. <ol style="list-style-type: none"> <li>Identify and describe features and behaviors of some of the plants and animals living in a familiar environment and explain ways that these organisms are well suited to their environment.</li> <li>Based on information about features and behaviors of animals and plants from very different environments describe reasons that they might not survive if their environment changed or if they were moved from one environment to another.</li> <li>State reasons why certain animals such as whales, salmon, could not survive in the Bering Sea.</li> <li>Research the kind of environment needed by the Alaska Salmon and fresh water fish, forget me not (Alaska's State Flower) or another Alaskan native organism.</li> <li>Explain that the survival of individual organisms and entire populations can be affected by sudden (flood, Tsunami) or slow (global warming, air pollution) changes in the environment.</li> </ol>	<b>YSD Science Curriculum</b>  Describe an Animal what Characteristics help survive	<b>FOSS</b>  Structure Of Life	
<b>AK.C1</b> Concepts of Life Science SC2.1 SC2.2	Explain that individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing. <ol style="list-style-type: none"> <li>Describe ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.</li> <li>Explain that the characteristics of an organism affect its ability to survive and reproduce.</li> <li>Examine individuals in a group of the same kind of animals or plants to identify differences in characteristics, such as hearing ability in rabbits or keenness of vision in hawks that</li> </ol>	<b>YSD Subsistence Curriculum</b>  <b>Late Winter/Early Spring</b>  Ground Squirrels	<b>FOSS</b>  Structure Of Life	

	<p>might give those individuals an advantage in surviving and reproducing.</p> <p>d. Examine and compare fossils to one another and to living organisms as evidence that some individuals survive and reproduce.</p>			
Outcome:	<b>Integrate information and ideas regarding interactions of plants and animals, basic needs for survival and the environment to create an ecosystem.</b>			
<b>AK.C1</b> Concepts of Earth Science SC3.2	<p>Recognize food as the source of materials that all living things need to grow and survive.</p> <p>a. Classify the things that people and animals take into their bodies as food or not food.</p> <p>b. Describe what happens to food that people and other animals eat.</p> <p>c. Identify the things that are essential for plants to grow and survive.</p>	<b>YSD Science Curriculum</b> <b>YSD Subsistence Curriculum</b> <b>Late Winter/Early Spring</b>	<b>FOSS</b>  <b>Delta Module</b> <b>Food Chain &amp; Web</b>	
<b>AK. C1</b> Concepts of Life Science SC2.2 SC3.1 SC3.2	<p>Recognize that some source of energy is needed for all organisms to grow and survive.</p> <p>a. Identify the Sun as the primary source of energy for all living organisms.</p> <p>b. Cite evidence from observations and research that insects and various other organisms depend on dead plant and animal material for food.</p> <p>c. Provide examples that justify the statement "Most all animals' food can be traced back to plants."</p>	<b>YSD Science Curriculum</b>  <b>Describe how energy flows through the food chain</b>	<b>FOSS</b>  <b>Delta Module</b> <b>Food Chain &amp; Web</b>	
<b>AK. C1</b> Concepts of Life Science SC1.2 SC2.2	<p>Explain ways that individuals and groups of organisms interact with each other and their environment.</p> <p>a. Identify and describe the interactions of organisms present in a habitat.</p> <p>b. Explain that changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.</p>	<b>YSD Science Curriculum</b>  <b>Relationship between living and non-living things</b>	<b>FOSS</b>  <b>Delta Module</b> <b>Food Chain &amp; Web</b>	
Outcome:	<b>Determine and critique how human behaviors and decisions influence the environment.</b>			
<b>AK. E1</b> Science & Technology SE3.1	<p>Recognize and describe that people in Maryland depend on, change, and are affected by the environment.</p> <p>a. Identify and describe that human activities in a community or region are affected by environmental factors.</p>	<b>YSD Science Curriculum</b>  <b>Oral Traditions</b>	<b>FOSS</b>  <b>Module: Human Body</b>	
<b>AK. E1</b> Science & Technology SE1.1	<p>Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.</p> <p>a. Identify and describe personal and community behaviors that waste natural resources and/or cause environmental harm and those behaviors that maintain or improve the environment.</p> <p>b. Identify and describe that individuals and groups assess and</p>	<b>YSD Science Curriculum</b> <b>Discuss tools to make job easier</b>	<b>FOSS</b>  <b>Module: Human Body</b>	

## Elementary Integrated Curriculum Framework – Grade Level Overview – 4

SE2.1	manage risk to the environment differently.			
<b>AK. E1</b> Science & Technology SE3.1	1... Recognize and describe that consequences may occur when Earth's natural resources are used. a. Explain how human activities may have positive consequences on the natural environment. b. Explain how human activities may have a negative consequence on the natural environment. c. Identify and describe that an environmental issue affects individuals and groups differently. Consider moving to 4 <sup>th</sup> grade from 5 <sup>th</sup> grade	<b>YSD Science Curriculum</b>  <b>Changes in Nature</b>	<b>FOSS</b>  <b>Module: Human Body</b>	
<b>AK. A1</b> Science as Inquiry SA1.2 SA3.1	Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs. a. Identify and compare Alaska's renewable resources and nonrenewable resources. b. Describe how humans use renewable natural resources: plants, soil, water, animals c. Describe how humans use nonrenewable natural resources: oil, coal, natural gas, minerals, including metals	<b>YSD Science Curriculum</b>  <b>Human Influence</b>	<b>FOSS</b>  <b>Module: Human Body</b>	
<b>Outcome:</b>	<b>Formulate generalizations about processes that continually change the Earth's surface by examining weather, rock formation and fossils</b>			
<b>AK. D1</b> Concepts of Earth Science SD1.2 SD2.1	Recognize and describe that the amount of water on Earth continues to stay the same even though it may change from one form to another. a. Describe how water on Earth changes. b. Explain that the sun is the main source of energy that causes the changes in the water on Earth. c. Describe the relationship between the amount of energy from the sun and the quantity of water that is changed. d. Describe the processes that maintain a continuous water cycle.	<b>YSD Science Curriculum</b>  <b>Places to find water</b>	<b>FOSS</b>  <b>Earth Materials</b>  <b>Land Forms</b>	
<b>AK. D1</b> Concepts of Earth Science SD1.1 SD1.2 SD2.1	Recognize and describe that each season has different weather conditions. a. Describe different seasonal weather conditions using data collected from weather instruments, models or drawings. b. Compare average daily temperatures during different seasons. c. Compare average daily wind speed and direction during different seasons. d. Compare average daily precipitation during different seasons	<b>YSD Survival Weather Curriculum</b>  <b>Why Teach Weather</b>	<b>FOSS</b>  <b>Earth Materials</b>  <b>Land Forms</b>	
<b>AK. D1</b> Concepts of Earth Science SD1.1 SD1.2 SD2.1	Recognize and explain how physical weathering and erosion cause changes to Earth's surface. a. Investigate and describe how weathering wears down Earth's surface. b. Cite evidence to show that erosion shapes and reshapes the Earth's surface as it moves Earth's materials from one location to another.	<b>YSD Science Curriculum</b> <b>Rocks breaking by Weathering due to temp changes, glacial, movement, motion &amp; water</b>	<b>FOSS</b>  <b>Earth Materials</b>  <b>Land Forms</b>	



<b>AK. D1</b> Concepts of Earth Science SD3.1	Cite and describe the processes that cause rapid or slow changes in Earth's surface. <ol style="list-style-type: none"> <li>a. Identify and describe events such as tornadoes, hurricanes, volcanic eruptions, earthquakes, and flooding which change surface features rapidly.</li> <li>b. Recognize that the natural force of gravity causes changes in Earth's surface features as it pulls things toward Earth, as in mud and rock slides, avalanches, etc.</li> <li>c. Cite examples that demonstrate how the natural agents like wind, water, and ice produce slow changes on the Earth's surface such as carving out deep canyons and building up sand dunes.</li> </ol>	<b>YSD Science Curriculum</b>  <b>How Earth Changes Overtime</b>	<b>FOSS</b>  <b>Earth Materials</b>  <b>Land Forms</b>	
<b>AK. D1</b> Concepts of Earth Science SD1.1 SD1.2 SD2.1	2... Explain how rock is formed from combinations of different minerals and that smaller rocks come from the breakage and weathering of bedrock (solid rock underlying soil components) and larger rocks: soil is made partly from weathered rock, partly from plant remains – and also contains many living organisms. <ol style="list-style-type: none"> <li>d. Observe and classify a collection of minerals based on their physical properties.</li> <li>e. Identify components of a variety of rocks and compare the physical properties of rocks with those of minerals to note major differences.</li> <li>f. Describe ways that the following processes contribute to changes always occurring to the Earth's surface.</li> </ol>	<b>YSD Science Curriculum</b>  <b>How Earth Changes Overtime</b>	<b>FOSS</b>  <b>Earth Materials</b>  <b>Land Forms</b>	
<b>AK. D1</b> Concepts of Earth Science	Recognize and explain that fossils provide evidence about the plants and animals that lived long ago and about the nature of the environment at that time. <ol style="list-style-type: none"> <li>a. Recognize and explain that the remains or imprints of plants or animals can become fossils.</li> <li>b. Describe the physical structures of and animal or plant based on its fossil remains.</li> <li>c. Identify what an animal or plant fossil is able to tell about the environment in which it lived.</li> </ol> 3...	<b>YSD Science Curriculum</b>  <b>Describe Fossil Evidence of Extinct</b>	<b>FOSS</b>  <b>Earth Materials</b>  <b>Land Forms</b>	
<b>Outcome:</b>	<b>Formulate generalizations about matter through investigations to explain structures, changes, and conservation of matter</b>			
<b>AK. B1</b> Concepts of Physical Science SB1.1 SB3.2	Provide evidence to support the fact that matter has observable and measurable properties. <ol style="list-style-type: none"> <li>a. Identify examples of matter.</li> <li>b. Describe and compare the physical properties of samples of matter.</li> <li>c. Compare samples of like materials using appropriate tools to measure, estimate, and calculate size, capacities, masses and weights.</li> <li>d. Cite evidence that supports the statement, "All matter takes up space and contains a certain amount of material."</li> </ol>	<b>YSD Science Curriculum</b>  <b>Explore Different Stages Of Matter</b>	<b>FOSS</b>  <b>Properties of Matter</b>	



<p><b>AK. C1</b> Concepts of Life Science SC1.1 SC3.1</p>	<p>Cite evidence to support the statement that, “No matter how many parts of an object are assembled, the mass of the whole object made is always the same as the sum of the parts.”</p> <ol style="list-style-type: none"> <li>Use magnifying instruments to investigate samples of matter, such as a leaf, sugar cube, color photograph, and granite to describe the minute parts from which they are made.</li> <li>Use evidence from investigations with a variety of materials, such as water to describe how matter can change from one form to another without the loss of any mass.</li> <li>Describe the relationship between the masses of whole objects to the sum of the weight of their parts using appropriate tools to gather supporting data.</li> </ol>	<p><b>YSD Science Curriculum</b> <b>Similarities and differences in Plants</b></p>	<p><b>FOSS</b> <b>Properties of Matter</b></p>	
<p><b>AK. C1</b> Concepts of Physical Science</p>	<p>Provide evidence from investigations to identify the processes that can be used to change materials from one state of matter to another.</p> <ol style="list-style-type: none"> <li>Observe and describe the changes heating and cooling cause to the different states in which water exists.</li> <li>Based on data explain the importance of water’s ability to exist in all three states within the temperatures normally found on Earth.</li> <li>Analyze data from observations to support the idea that when materials change from one state to another the amount of material stays the same.</li> </ol>	<p><b>YSD Science Curriculum</b> <b>Classify objects in different stages of matter</b></p>	<p><b>FOSS</b> <b>Properties of Matter</b></p>	
<p><b>AK. D1</b> Concepts of Earth Science SD3.1</p>	<p>Provide evidence to illustrate that when a new material is made by combining two or more materials, its properties are different from the original materials.</p> <ol style="list-style-type: none"> <li>Investigate and describe what happens to the properties of materials when several materials are combined to make a mixture, such as table salt and pepper; various nuts, chocolate pieces and coconut; sugar dissolved in milk.</li> <li>Based on observations from investigations and video technology, describe what happens to the observable properties of materials when several materials are combined to make a new material, such as: Baking soda combined with vinegar.</li> <li>Share data gathered and construct a reasonable explanation of the results.</li> </ol>	<p><b>YSD Science Curriculum</b></p>	<p><b>FOSS</b> <b>Properties of Matter</b></p>	

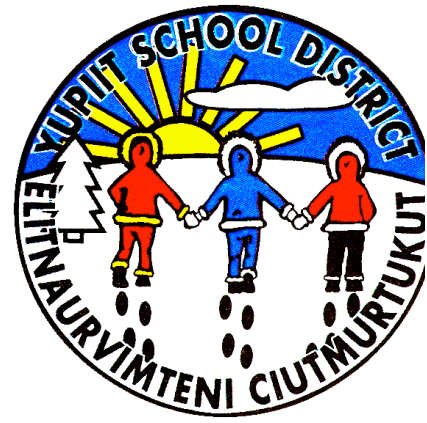
Outcome:	Formulate generalizations that living things are made of cells by identifying and describing evidence of different types of cells in organisms.			
Standard	Indicator	Place-Based Resource	Curriculum Resource	Assessment
<b>AK.A1</b> Science as Inquiry and Process SA1.2 SA3.1	Provide evidence from observations and investigations to support the idea that some organisms consist of a single cell. <ol style="list-style-type: none"> <li>Use microscopes or other magnifying instruments to observe, describe, and compare single celled organisms, such as amoeba, euglena, paramecium, etc.</li> <li>Describe the behaviors of the organisms observed, such as movement, taking in food and water, giving off waste.</li> <li>Cite evidence from data gathered that supports the idea that most single celled organisms have needs similar to those of multi-cellular organisms.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Factors such as weather, species interaction, and human Influence that may allow one organism to thrive while other decline</b>	<b>FOSS</b>  <b>Structure Of Life</b>  <b>Living Systems</b>	
<b>AK.C1</b> Concepts of Life Science SC1.1 SC1.2 SC2.1	Explain that in order for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next. <ol style="list-style-type: none"> <li>Describe traits found in animals and plants, such as eye color, height, leaf shape, seed type that are passed from one generation to another.</li> <li>Explain that some likenesses between parents and offspring are inherited (such as eye color in humans, nest building in birds, or flower color in plants) and other likenesses are learned (such as language in humans or songs in birds).</li> <li>Raise questions based on observations of a variety of parent and offspring likenesses and differences, such as "Why don't all the puppies have the same traits, such as eye color and size as their parents?" or "How do traits get transferred?"</li> </ol> Develop a reasonable explanation to support the idea that information is passed from parent to offspring.	<b>YSD Science Curriculum</b>  <b>External and Internal features in animals and humans.</b>	<b>FOSS</b>  <b>Review Animals (2x2)</b>  <b>Preview 8<sup>th</sup> Diversity of Life</b>	
<b>Outcome:</b>	Determine through investigation properties of light and objects in the universe, including movements, locations and positions to infer cause and effects of celestial patterns.			
<b>AK.D1</b> Concepts of Earth Science SD3.1 SD4.1	Identify and describe the variety of objects in the universe through first-hand observations using the unaided eye, binoculars or telescopes or videos and/or pictures from reliable sources. <ol style="list-style-type: none"> <li>Observe and describe the stars and the planets as seen through a telescope, graphically in pictures or in video clips from reliable sources.</li> <li>Identify the Sun as the Earth's closest star.</li> <li>Recognize that stars are like the Sun, some are smaller and some larger.</li> <li>Recognize and describe that the stars are not all the same in apparent brightness.</li> <li>Recognize that the pattern of stars in the sky stays the same although their locations in the sky appear to change with the seasons.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Survival Navigation</b>  <b>Stars Navigation</b>	<b>FOSS</b>  <b>Sun, Moon &amp; Planets</b>	

<b>AK.A1</b> Concepts of Earth Science SD3.1 SD4.1	Recognize and describe the causes of the repeating patterns of celestial events. a. Describe the rotation of the planet Earth on its axis. b. Recognize and describe that the rotation of planet Earth produces observable effects c. Describe the revolution of the planet Earth around the Sun. d. Recognize and describe that the revolution of the planet Earth produces effects. e. Verify with models and cite evidence that the moon's apparent shape and position change.	<b>YSD Science Curriculum</b>  <b>Survival Navigation</b> <b>Create a potential model of Solar System</b>	<b>FOSS</b>  <b>Sun, Moon &amp; Planets</b>	
<b>AK. D1</b> Concepts of Earth Science SD4.2 SD4.3	Identify and compare properties, location, and movement of celestial objects in our solar system. a. Recognize that like all planets and stars, the Earth is spherical in shape. b. Identify the properties of the planet Earth that make it possible for the survival of life as we know it. c. Compare the properties of at least one other planet in our solar system to those of Earth to determine if it could support life, as we know it. d. Identify and describe physical properties of comets, asteroids, and meteors. e. Provide reasons that support the idea that our solar system is sun-centered.	<b>YSD Science Curriculum</b>  <b>Navigation</b>  <b>Teach from Tradition sky map – Star Navigations</b>	<b>FOSS</b>  <b>Sun, Moon &amp; Planets</b>	
<b>AK. D1</b> Concepts of Earth Science SD4.2 SD4.3	Provide evidence to show that light travels in a straight line until it is reflected or refracted. a. Observe and describe the images formed by a plane mirror. b. Based on observations trace the path of a ray of light before and after it is reflected (bounces) off a plane mirror. Observe and describe that a ray of light changes direction when it crosses the boundary between two materials such as air and water or air to glass.	<b>YSD Science Curriculum</b>  <b>Discuss Orbit of the Earth around the Sun.</b>	<b>FOSS</b>  <b>Sun, Moon &amp; Planets</b>	
<b>Outcome:</b>	<b>Formulate generalizations about the relationships between forms of energy, forces and measurable changes in motion.</b>			
<b>AK. B1</b> Concepts of Physical Science SB4.2	Describe the motion of objects using distance traveled, time, direction, and speed. a. Observe, describe, and compare types of motion. b. Use measurements to describe the distance traveled as the change in position. c. Based on data describe speed as the distance traveled per unit of time.	<b>YSD Science Curriculum</b>  <b>6<sup>th</sup> Grade</b> <b>Discuss Gravity</b>	<b>FOSS</b>  <b>Energy, Force &amp; Motion</b>	
<b>AK. B1</b> Concepts of Physical Science SB4.2	Explain that the changes in the motion of objects are determined by the mass of an object and the amount (size) of the force applied to it. d. Observe and give examples that show changes in speed or direction of motion are Mechanics caused by an interaction of forces acting on an object: Friction, Gravity e. Observe and explain the changes in selected motion patterns using the relationship between force and mass.	<b>YSD Science Curriculum</b>  <b>6<sup>th</sup> Grade Level</b> <b>Discuss waves in Water</b>	<b>FOSS</b>  <b>Energy, Force &amp; Motion</b>	

<b>AK. B1</b> Concepts of Physical Science SB2.1	Cite evidence that energy in various forms exists in mechanical systems. <ol style="list-style-type: none"> <li>Identify ways of storing energy (potential) in an object.</li> <li>Identify that an object has energy (kinetic) related to its motion.</li> <li>Observe and cite examples showing that stored energy may be converted to energy of motion and vice versa</li> </ol>	<b>YSD Science Curriculum</b>  <b>6<sup>th</sup> Grade Level</b> <b>Discuss Many form of Energy.</b>	<b>FOSS</b>  <b>Energy, Force &amp; Motion</b>	
<b>Outcome:</b>	<b>Select, test and provide evidence of forces acting on objects including electricity and magnetism</b>			
<b>AK. B1</b> Concepts of Physical Science SB4.2	Recognize and describe the effects of static electric charges. <ol style="list-style-type: none"> <li>Observe and describe how to produce static charges by friction between two surfaces.</li> <li>Observe the phenomena produced by the static charges.</li> </ol>	<b>YSD Science Curriculum</b> <b>6<sup>th</sup> Grade Level</b> <b>Diagram Molecules in different stages</b>	<b>FOSS</b>  <b>Energy &amp; Electromagnetism</b>	
<b>AK. B1</b> Concepts of Physical Science SB2.1	Cite evidence supporting that forces can act on objects without touching them. <ol style="list-style-type: none"> <li>Investigate and describe the effect that two magnets have on each other.</li> <li>Based on observations, describe the effect of a magnet on a variety of objects, including those that are metallic or non-metallic; those made with iron or made with other metals; and on other magnets.</li> <li>Compare a compass to a magnet, based on observations of the effect a variety of objects (metallic or non-metallic; those made with iron or other metals; and magnets) have on a compass.</li> <li>Provide examples to demonstrate the different ways a magnet acts on objects and how the objects respond.</li> <li>Investigate and describe how electricity in a wire affects the needle of a compass.</li> <li>Describe how to make a simple electromagnet with a battery, a nail, and wire.</li> <li>Cite examples showing that magnetic, electrical, and gravitational forces can act at a distance.</li> </ol>	<b>YSD Science Curriculum</b>  <b>Experiment with Magnets</b>	<b>FOSS</b>  <b>Energy &amp; Electromagnetism</b>	
<b>AK. B1</b> Concepts of Physical Science SB2.1 SB3.1 SB4.2	Investigate and provide evidence that electricity requires a closed loop in order to produce measurable effects. <ol style="list-style-type: none"> <li>Identify the source of electricity needed to produce various effects.</li> <li>Investigate and describe (orally or with diagrams) how to light a light bulb or sound a buzzer, given a battery, wires, and light bulb or buzzer.</li> <li>Describe and compare the path of electricity (circuit) within this system that caused the light to light or the buzzer to sound to those that do not affect the light or buzzer.</li> <li>Observe, describe, and compare materials that readily conduct electricity and those that do not conduct electricity.</li> <li>Provide evidence from observations and investigations that electrical circuits require a complete loop through which electricity can pass</li> </ol>	<b>YSD Science Curriculum</b>  <b>5<sup>th</sup> Grade Electricity</b>	<b>FOSS</b>  <b>Energy &amp; Electromagnetism</b>	

# Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX Action Item B Board Policies

The Administration requests the approval of the FY15 Board Policies:

- i. 1<sup>st</sup> Reading Credit By Exam Policy
- ii. 1st Reading of FY15 BP Updates;
- iii. 2<sup>nd</sup> Reading of FY15 BP Updates;
- iv. 3<sup>rd</sup> Reading of FY15 BP Updates;

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### Proposed Administrative Regulation for Credit by Exam (CBE):

In accordance with 4 AAC 06.065, Students in YSD may be awarded course credit in mathematics, language arts, science, social studies or world languages upon demonstrated proficiency by examination either as original course credit or credit with prior instruction under the following conditions:

- Original credit may be earned by scoring 90% or higher on the exam for credit.
- In courses with prior instruction given (but no credit awarded), a student may demonstrate mastery for credit with a score of 80% or higher on the exam for credit.

The following limitations also apply:

- A student may NOT earn a higher grade in a course for which he/she has already received credit via Credit by Exam.
- A student may NOT earn credit by exam for a course that is currently offered at the school or may be offered in sufficient time for instruction and credit to complete his/her graduation program.
- A student may NOT earn credit by exam for a course that is a prerequisite for an advanced course for which they are already enrolled or have previously earned credit.

### Procedures:

- Any student, at the recommendation of the school counselor, may test for credit one time per semester in any recommended course.
- The Curriculum Director will appoint an examiner to construct a comprehensive exam that addresses the course objectives.
- The examiner will proctor and score the test.
- The results of the exam will be reported to the school counselor and principal.
- The scored test will be kept in the student cumulative file.
- The Registrar, upon notification of the counselor, will record the credit and grade on the student transcript along with the initials CBE.
- A maximum of two (2) attempts at credit by exam may be made for any one course.

## GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

### Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of \_\_\_\_ [insert year] to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of \_\_\_\_ [insert year] to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.



Instruction

**GOALS AND OBJECTIVES** (continued)

BP 6010(b)

The superintendent will develop administrative regulations as needed to implement this policy.

*(cf. 0100 – Philosophy)*

*(cf. 0210 – Goals for Student Learning)*

*(cf. 0500 – Review and Evaluation)*

*(cf. 5000 – Concepts and Roles)*

*(cf. 6000 – Concepts and Roles)*

*(cf. 9000 – Role of School Board and Members)*

*Legal Reference (see next page):*

*Legal Reference:*

ALASKA STATUTES

*14.03.075 College and career readiness assessment*

ALASKA ADMINISTRATIVE CODE

*4AAC 04.140 Content standards*

*4 AAC 06.825 Graduation and attendance rates*

*Revised 3/2015*



**HIGH SCHOOL GRADUATION REQUIREMENTS**

Note: Transfer students who have earned 13 unit credits in another district may, at the district’s discretion, be excused from the district’s subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective July 1, 2014, the requirement that no secondary student be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam was repealed. That requirement was replaced with the requirement that a secondary student take a college and career readiness assessment or receive a waiver in order to receive a diploma. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the HSGQE and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student’s last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as taking a college and career readiness assessment or receiving a waiver from the School Board.

<u>Subject</u>	<u>Units of Credit</u>	
Language Arts	4	
Social Studies	3*	
Mathematics	2	- For students graduating from high school <b>on or before June 30, 2017</b> .
Mathematics	3	- For students graduating from high school <b>on or after July 1, 2017</b>
Science	2	
Health/Physical Education	1	
Electives	9	

\*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student’s second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

- (cf. 5127 - Graduation Ceremonies and Activities)*
- (cf. 6164.2 - Guidance and Counseling Services)*
- (cf. 6146.3 - Competency Testing)*
- (cf. 6184 - Virtual/Online Courses)*

*Legal Reference (see next page):*

Instruction

**HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

BP 6146.1(b)

*Legal Reference:*

ALASKA STATUTES

*14.03.075 College and career readiness assessment; retroactive issuance of diploma*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.075 High school graduation requirements*

*4 AAC 06.721 College and career readiness assessment waivers*

*4 AAC 06.755-790 State wide assessment program for students with disabilities*

*Revised 3/2015*

Note: Effective July 2014, AS 14.03.075 was repealed and reenacted to remove the requirement that a secondary student may not be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam (“HSGQE”). Now a district may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver from the School Board. There is no requirement that a student receive a minimum score on a college and career readiness assessment, only that the exam be taken.

The School Board shall provide for college and career readiness assessments in the areas of reading, English, and math. The exams shall be administered in accordance with state law and regulations. A student who successfully completes the district’s graduation requirements shall be issued a diploma so long as a college and career readiness assessments has been taken. A diploma may also be issued to students with an approved waiver. The Superintendent shall implement a waiver process in compliance with law.

*(cf. 5127 Graduation Ceremonies and Activities)*

*(cf. 6146.1 High School Graduation Requirements)*

*(cf. 6146.4 Reciprocity on Graduation Requirements)*

*(cf. 6146.5 Differential Requirements for Individuals With Exceptional Needs)*

*(cf. 6162.5 Standardized Testing)*

A school shall award a certificate of achievement to a student who fails to take a college and career readiness assessment by the end of the student’s final semester of attendance, but who has met all other district and state graduation requirements.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team’s determination should consider whether the assessment supports the transition plan set forth in the student’s IEP.

#### *Legal Reference*

##### ALASKA STATUTES

*14.03.075 College and career readiness assessment*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.710 Statewide student assessment system*

*4 AAC 06.717 College and career readiness assessment*

*4 AAC 06.765 Test Security; Consequences of Breach*

*4 AAC 06.721 College and career readiness assessment waivers*

*4 AAC 06.775 Statewide assessment program for students with disabilities*

*4 AAC 06.790 Definitions*

*Revised 3/2015*

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS**

Note: AS 14.03.075 provides that a school may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver. Regulations governing waivers are found at 4 AAC 06.775.

A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student's expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

**Procedures for Requesting A Waiver**

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

***A. Waiver for Late Arrival Into the School System***

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student's year of intended graduation may also be eligible for a waiver.

A student's request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student's initial enrollment date;

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS (continued)**

2. Documentation from the out-of-state school district, Alaska private school or home school program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

***B. Waiver for Rare and Unusual Circumstances***

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student, the student's parents, and the school. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A waiver may be granted only for the following reasons:

1. The death of the student's parent occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student or parents. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
3. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request.

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS (continued)**

4. A significant and uncorrectable system error which is limited to one of the following:
  - a. A student's completed exam from the last administration of the assessment in the student's year of intended graduation is lost in transit between the school district and the testing vendor. A waiver request must be supported by: 1) documentation from the district verifying that the test materials were mailed to the testing vendor; and 2) documentation from the U.S. Postal Service, or other carrier, that the exam materials are lost.
  - b. The student's school or district failed to administer the assessment on a scheduled administration date during the student's senior year.

**School Board Action Approving or Denying A Waiver**

The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.

Note: The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. 4 AAC 06.721 and 06.724. Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.724 which further explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. A copy of the School Board's graduation requirements; and
3. A copy of the student's most current official transcript.

*Revised 3/2015*

## **DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS**

### **Course Requirements**

Note: Under 4 AAC 06.078, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course.

The School Board recognizes that regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's IEP.

### **Standardized Assessment**

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated June 2011. When administering the college and career readiness assessment, a district shall follow the Department's Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.



**DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS (*continued*)**

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication "Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities." An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences

**College and Career Readiness Assessment**

Note: Effective July 1, 2014, secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma. However, the IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

*Legal Reference:*ALASKA STATUTES

14.03.075 *College and career readiness assessment*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 *College and career readiness assessments*

4 AAC 06.775 *Statewide assessment program for students with disabilities*

4 AAC 06.078 *Alternative completion requirements; students with disabilities*

*Revised 3/2015*



## CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

## Challenging Courses by Examination

Note: 4 AAC 06.065 requires that districts develop a written policy regarding the grading or evaluation of successfully challenged courses. It also requires that districts provide an opportunity for secondary students to challenge certain courses not later than July 1, 2015. A district is to develop standards regarding the degree of mastery necessary to successfully challenge a course.

The School Board recognizes that students have unique and varied backgrounds and may already possess the skills and knowledge covered by a particular course. Students in grades 9 through 12 will be provided the opportunity to challenge approved courses by examination. Course challenges are available for courses offered by the district, in math, language arts, science, social studies and world language. The district will give full credit for a course to a student who successfully challenges the course by demonstrating mastery of the subject.

The Superintendent or designee shall establish an assessment tool and standards for demonstrating course mastery; as well as procedures for course challenges.

*Legal Reference:*

ALASKA ADMINISTRATIVE CODE  
*4 AAC 06.065 Challenging courses*

*Added 3/2015*

**CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION****Challenging Course by Examination**

Students in grades nine through twelve will be permitted to challenge a course by examination under the procedures set forth below. Course objectives and procedures for challenging courses will be a part of student orientation and outlined in secondary school handbooks.

**Procedures**

Prior to challenging a course, students must file a request with the principal or designee for approval. Currently enrolled students may challenge courses prior to enrollment or within the first two weeks of the semester. Entering ninth grade students and new enrollees must file a request and take the examination within two weeks of the time of initial entry to high school classes. If enrolled in the class to be challenged, the student will inform the course instructor of his/her intent to challenge the course and obtain a recommendation from the teacher.

The request shall include, but not be limited to, the following:

1. Grades in courses in the same subject area as the course being challenged;
2. Recommendations from the teacher;
3. Substitute courses to be taken by the student; and
4. Student's rationale or reasons for wishing to challenge a specific course.

**Guidelines**

1. During their enrollment in high school, students may earn through challenge, no more than 10 units of credit, which meet graduation requirements.
2. A student may challenge and attempt the competencies of a particular course only once. A student may not generally challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, or any courses in subjects other than math, language arts, science, social studies or world languages.
3. A student may challenge a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his/her ability or grade placement.

**CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION  
(continued)****Test Content and Administration**

It shall be the responsibility of instructional department leaders to collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within their department. Departmentally developed performance objectives shall determine the content and the type of evaluation to be used. The examination must include a written assessment. The type of test administered should be dependent upon the course outline. It is further the responsibility of the department chairperson or designee to supervise the administration, correction and verification of tests in that subject area.

The student must pass the test with at least 80% to receive credit and a grade. The grade entered on the student's record will be in accordance with her/her achievement level. The student may decline to accept the grade and its inclusion on his/her permanent record. If not accepted, no credit will be awarded for the course. If accepted, the course credit and grade will be inserted into the student's permanent record.

Note: The law permits districts to charge a fee to cover the costs of development and administration of the assessment, but does not provide further guidance on this issue. The following is optional language.
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OPTIONAL: The district may charge a fee to students who challenge a course by examination. The fee is to cover the costs of development and administration of the assessment. If the district charges a fee, it will not exceed \$50 per student, per course challenged.

If a student wishes to challenge a course and cannot afford the fee, he or she may apply to the district for a fee waiver.

*Added 3/2015*

Note: Under the federal No Child Left Behind and Bilingual Education Acts, districts have specific obligations towards limited-English proficient students and their families. School districts must develop programs for limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings, increasing English proficiency and academic achievement; and providing high-quality professional development to LEP classroom teachers.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

### **Limited English Proficiency Program and Plan of Service**

In accordance with the School Board's mission to provide a quality educational program to all students, students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a Second Language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the School Board and achieve academic success.

The district shall submit an annual plan of service if eight or more LEP students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be LEP students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of LEP students;
4. The district's program of services and instructional model for LEP students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.

## Instructions

### **BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY** (continued)

BP 6174(b)

The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and crosscultural understanding.

*(cf. 6141.3 - Multicultural Education)*

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

### **Identification and Placement**

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited English proficient.

Note: Under 4 AAC 34.090, "limited English proficient" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the subtests in reading and writing under 4 AAC 06.730 or 4 AAC 06.737; (ii) the ability to obtain a passing score on the subtests in language arts under 4 AAC 06.775; (iii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iv) the opportunity to participate fully in society.

**BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY** (continued)

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as LEP students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

**Standardized Assessment**

Note: 4 AAC 06.776 requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all LEP students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual LEP assessment, nor “bank” the proficient scores of LEP students in particular domains in any given year until such time as a student is proficient in all domains.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. “Accommodations” include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED’s Participation Guidelines for Alaska Students in State Assessments. “Modifications” may not be provided by the team. “Modifications” means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

**Reassignment**

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when LEP services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking and listening.



**BILINGUAL-BICULTURAL EDUCATION/LIMITED  
ENGLISH PROFICIENCY (continued)**

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

**Parent/Guardian and Community Involvement**

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: Under the No Child Left Behind Act, notice provisions are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an LEP program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program. School districts are required to notify the families of students placed in an LEP program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-LEP programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as limited English proficient, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the LEP program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a

Instructions

**BILINGUAL-BICULTURAL EDUCATION/LIMITED  
ENGLISH PROFICIENCY (continued)**

BP 6174(e)

program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.  
(*cf. 1220 - Citizens Advisory Committees*)

**Program Evaluation**

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students for two years after the student is no longer identified as a LEP student.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

*Legal Reference:*

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03

*Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III, §§ 3001-3304 of HR1*

*NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)*

*Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)*

*Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)*

Revised 3/2015



**Bilingual-Bicultural Education/Limited English Proficiency Programs**  
*(Parental Notification for Children Identified as Limited English Proficient)*

Your child, \_\_\_\_\_, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is \_\_\_\_\_

Using *(list assessment instruments and methods here)* \_\_\_\_\_

Your child was identified at *(describe level of proficiency)* \_\_\_\_\_

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level, etc.)* \_\_\_\_\_

The \_\_\_\_\_ School District uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a \_\_\_\_\_ method. We believe this is the best method for improving your child's English proficiency because \_\_\_\_\_

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by \_\_\_\_\_

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* \_\_\_\_\_

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* \_\_\_\_\_

You have the right to remove your child from the program.

You have the right to choose among the various program offered by the District. *(Only include if more than one option is available.)*

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

**Bilingual-Bicultural Education/Limited English Proficiency Programs**  
*(Parental Notification for Children Identified as Limited English Proficient)*

*(If the child is also on an IEP) this program will assist you child in meeting the following IEP objectives (list objective and way in which the program will assist in meeting that objective) \_\_\_\_\_*

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If you should have questions or require other assistance, contact:

- a. Name: \_\_\_\_\_
- b. Building Location: \_\_\_\_\_
- c. Other Contact Information: \_\_\_\_\_

*Revised 3/2015*

**CHARTER SCHOOLS**

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the School Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the School Board.

**Establishment of Charter Schools**

The School Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the School Board no later than \_\_\_\_\_ of the current school year. A charter school shall begin operation as agreed with the School Board, but no later than October 1<sup>st</sup> of the year approved for opening.

Charter schools shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the School Board or a subcommittee of the School Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with state and federal law, and with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.

Instruction

**CHARTER SCHOOLS (continued)**

BP 6181(b)

6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
7. The charter school shall participate in the district's report card process as required by Alaska statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the district unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the School Board.
11. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

Note: Charter schools operating correspondence programs must comply with the requirements for state approval and operation as set forth in 4 AAC 33.405 – 4 AAC 33.490. Charter schools operating residential programs must comply with the requirements set forth in AS 14.16.100 and 4 AAC 33.090.
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**School Board Review of Charter School Application and Appeals**

No later than 60 days after submission of a charter school application, the School Board will issue a written decision approving or rejecting the charter school. The written decision will include all relevant findings of fact and conclusions of law.

If the School Board approves an application, it shall forward the application to the State Board of Education for review and approval. If the School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the School Board's denial. A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, her/she shall forward it to the State Board of Education for review and approval.

Instruction

**CHARTER SCHOOLS (continued)**

BP 6181(c)

**Review of the Charter School**

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If there is evidence of a breach of contract, the School Board shall have a right to investigate and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

**Organization and Operation of a Charter School**

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board."
- operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

**CHARTER SCHOOLS (continued)**

BP 6181(d)

A charter school must participate in all student assessments required by the Department of Education and Early Development.

**Operation of a Charter School**

A charter school shall:

- keep financial records of the charter school;
- oversee the operation of the charter school to ensure that the terms of the contract are being met;
- meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

**Amendment of Charter**

A charter school may apply to the School Board for an amendment to its charter during the term of its contract. If the School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the School Board and the State Board of Education and Early Development.

**Definitions**

“Employees” of charter schools are considered employees of the district with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and School Board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate, but if a type B is not possessed, the individual may not conduct certificated employee evaluations. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Annual program budget” means the funding generated by students enrolled in the charter school as set forth in AS 14.03.260.

*(cf. 3540 - Transportation)*

Instruction

**CHARTER SCHOOLS (continued)**

BP 6181(e)

*Legal Reference:*

*Alaska Statutes*

*14.03.250-14.03.280 Charter Schools*

*AS 14.16.100 Application for residential school*

*Alaska Administrative Code*

*4 AAC 33.110-119 Charter Schools*

*4 AAC 33.405 - .490 Correspondence Study Programs*

*4 AAC 33.090 District-operated statewide and district-wide residential schools*

*Revised 3/2015*

## **APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL**

The following steps shall be followed in making application for the establishment of a charter school in the school district.

### **Administrative Meeting**

Any person(s) wishing to establish a charter school shall notify the Superintendent or designee of their intention at their earliest convenience. The Superintendent or designee shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application form and the contract between the charter school and the School Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required on the application form, and shall prepare a proposed contract between the charter school and the School Board. The required provisions of the contract are the same as the elements required in the application form set forth in this policy. These documents shall be submitted to the School Board no later than \_\_\_\_\_ of the school year prior to the school year in which the charter school begins operation. Applications received after the \_\_\_\_\_ deadline shall not be considered for opening for the next school year.

### **School Board Work Session**

Following the timely receipt of the complete application form and all supporting documents, the School Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their proposal for a charter school to the School Board. The School Board and the charter school representatives may negotiate revisions to the charter school application during this meeting. The charter school applicants will be responsible for incorporating any amendments to the application and for providing an amended application to the Superintendent or designee.

### **School Board Action**

Following the work session and receipt of the final amended charter school application, the School Board shall place the charter school proposal on the agenda for a regular School Board meeting. The Superintendent or designee shall prepare a written recommendation to the School Board, with proposed findings of fact and conclusions of law, that support approving or denying the charter school application. School Board action on the application should occur within 50 days of receipt of the final charter school application. The School Board will take action to approve or deny the request to establish the charter school.

No later than 10 business days following the School Board's action, the Board, through its designee, will issue a written confirmation of its decision. The written decision will include all relevant findings of fact and conclusions of law. The Board may adopt the Superintendent's proposed findings of fact and conclusions of law, in whole or in part.



## **APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL (continued)**

### **Charter School Application Review and Appeal Process**

If the School Board approves a charter school application, within 30 days of issuing its written decision, it shall forward the application to the State Board of Education and Early Development (EED) for review and approval. In addition to the complete application and supporting documents, the School Board shall forward its written decision; all other materials considered in support or opposition to the application; and the minutes of the School Board meeting at which the charter school was approved.

Note: An approved application may not be submitted more than 12 months before the planned start-up date for the new school or expiration of the existing contract, if a renewal application. An approved application must be received by the Department at least 90 days before the next regularly scheduled meeting of the State Board. 4 AAC 33.110.

If the School Board denies the application, the applicant may appeal the denial to the Commissioner of EED within 60 days of the School Board issuing its written decision. The charter school applicant is responsible for meeting all requirements for an appeal as established by EED. If the Commissioner approves the application, it shall be forwarded to the State Board of EED for review. The State Board of EED shall exercise independent judgment in evaluating the application.

If the Commissioner upholds the denial, the applicant may appeal within 30 days to the State Board of EED. The charter school applicant is responsible for meeting all requirements for this appeal as established by EED. The State Board shall determine, based on the record, whether the Commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The State Board shall issue a written decision within 90 days of the appeal.

During the appeal process, the Superintendent and School Board will cooperate in any requests for additional information from the Commissioner or the State Board of EED.

If, after the School Board has denied a charter school application, both the Commissioner and State Board approve the charter school to operate, the district will operate the charter school.

### **Application Form**

Note: The application must conform to the content areas and formatting standards set out at the Department's website at [http://education.alaska.gov/Alaskan\\_Schools/Charter](http://education.alaska.gov/Alaskan_Schools/Charter). The following application items reflect the requirements of 4 AAC 33.110.

An application must include the following and should attach documents and information needed to evaluate the proposed charter school:

- (1) A list of the members of the academic policy committee and their qualifications;
- (2) The name, address, and telephone number of a designated person authorized to act on behalf of the charter school;

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL (continued)**

- (3) The length of the term of the charter school contract;

Note: No charter school may exceed a ten (10) year contract. A charter school may reapply after the term of the contract has expired. AS 14.03.255(c)(11).

- (4) The charter school's bylaws;
- (5) A description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;

Note: A charter school is exempt from the district's textbook, program, and curriculum requirements. AS 15.03.255(a).

- (6) A written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (7) Written objectives for program achievement;
- (8) A description of and schedule for staff development activities;
- (9) A school schedule and calendar;

Note: A charter school is exempt from a school district's scheduling requirements. AS 14.03.255(a).

- (10) Plans for serving special education, vocational education, gifted, and bilingual students;
- (11) Written admissions policies and procedures;

Note: Charter schools may be designed to serve: students within a particular age group or grade level; students who will benefit from a particular teaching method or curriculum; or nonresident students, including providing a boarding program, if approved. AS 14.03.265

- (12) If the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) A written administrative policy manual;

Note: A charter school is subject to School Board policies and administrative regulations unless waivers are granted by mutual agreement between the charter school and the School Board. Any exemptions must be specified in the contract. To the extent permitted by Alaska laws and regulations, charter schools may waive state regulations except that a charter school must comply with all state and federal requirements for receipt and use of public money. Any waivers to state regulations must be included in the contract. Approval for waivers of state regulations will occur at the time the State Board of Education acts on the locally approved application. By law, waivers of state statutes are not permitted. AS 14.03.255

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL  
(continued)**

- (14) A written budget summary and financial plan, including
- (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
  - (B) the method by which the charter school will account for receipts and expenditures;

Note: A district shall provide a charter school with an annual program budget. AS 14.03.260. The budget shall not be less than the amount generated by the students enrolled in the charter school, less administrative costs, determined by applying the indirect cost rate approved by the Department up to 4%. The per pupil allocation includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). The school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to other schools

Note: Charter schools established on or after July 1, 2014 may apply, not later than September 2015, for a one-time grant from the Department of Education and Early Development equal to the amount of \$500 for each student enrolled on October 1<sup>st</sup> of the first year in which the school applies for the grant. Applications must be on a form prescribed by the Department and conform to 4 AAC 33.117. The grant is subject to appropriations and, if received, is to be used for educational services, including curriculum development, program development and special education services. AS 14.03.264.

- (15) A written plan for the charter school's facility, including
- (A) acknowledgment that any facility used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to other public buildings or public schools in the district; and
  - (B) whether the charter school is requesting to use or lease available space within an existing district facility;

Note: If a school district has existing space available that it desires to lease, it must first offer to a charter school a right of first refusal for lease of the space. If the school district requires lease payments by a charter school, the district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for the space leased. AS 14.03.255(d).

- (16) A written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

Note: A teacher may not be assigned to a charter school unless the teacher consents to the assignment. AS 14.03.270(a).

- (17) A written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL  
(continued)**

- (18) A requested or existing exemption for the charter school from a written collective bargaining contract;
- (19) A plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;

*(cf. 3540 – Transportation)*

*(cf. 3541 – Transportation Routes and Services)*

- (20) A written termination clause to appear in the contract between the charter school and the School Board, providing that the contract may be terminated by the School Board for failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause.
- (21) Proof of compliance with applicable law;
- (22) The charter school contract with the School Board; and
- (23) Other documents or information the district needs to evaluate the proposed charter school.

*Revised 3/2015*

**POWERS AND DUTIES**

BP 8200(a)

Note: Pursuant to A.S. 14.08.115 Advisory School Boards shall advise the regional school board on all matters concerning the schools in the community. A.S. 14.08.115 and A.S. 14.12.035 give school boards the authority to prescribe the powers and duties of Advisory School Boards. The following sample policy may be revised to reflect district philosophy and needs. Additionally, the role of advisory boards may be prescribed in relevant policies and regulations throughout the policy manual with a cross reference to this policy.

The powers and duties of the Advisory School Board are delegated by the School Board and may be discharged only at a legal meeting conducted according to School Board policy and administrative regulations.

Advisory School Boards shall advise the School Board and administration on all matters concerning the schools and shall perform other duties as prescribed by the School Board.

The Advisory School Board shall seek to represent the interests of the community and communicate those interests to the School Board and administration.

Within the guidelines established by the School Board, the Advisory School Board shall:

1. Develop a school philosophy aligned with that of the School District.
2. Develop goals and objectives aligned with District Plans and State and Federal mandates.
3. Participate in the development of local practices consistent with District Policy regarding the use of facilities
4. Develop the calendar of the school within the parameters set by the School Board and review the daily schedule as prepared by the principal. The Advisory School Board shall be informed of the activity program of the school.
5. Advise the principal as to the allocation of site/community generated funds earmarked for the local student activity program. In addition, administration shall review the budget process with the Advisory School Board at least once annually.
6. When categorically funded programs, such as Indian Education, Johnson O'Malley, and Title 1, take place in the school, approve the program to be implemented. The respective parent committee has responsibility for the preparation of the program but every effort should be made to coordinate all programs which take place in the school. The Advisory School Board may also act as the Parent Action Committee (PAC) for the purpose of advising the district on the goals and objectives for Indian Education, Johnson O'Malley (JOM), Title 1-A, and Title 1-C Migrant Education.

**POWERS AND DUTIES (continued)**

BP 8200(b)

7. Review at least once per semester student achievement/behavioral/attendance data and make recommendations to administration on how to increase student achievement. Review and adopt a report prepared by the principal to be submitted prior to the end of the school year to the Advisory School Board and to the community served by the Advisory School Board. This report shall include the following:
  - a. progress and achievement through the year,
  - b. recommendations for achieving regional goals and objectives, student achievement, status and projections of staffing levels,
  - c. status of the physical plant including suggestions for summer maintenance, and extracurricular activities carried on throughout the year.
8. Assist in the selection of the school principal by selecting a representative from the Advisory School Board to participate in interviewing candidates, or reviewing application, as part of the district interviewing team that make recommendations to the Superintendent or designee who will make the final decision.
9. Be responsible to the community by establishing a line of communication between the school and parents, assuming responsibility for the educational program of the school within the limitations established by the School Board and attending all training sessions offered for Advisory School Board development.
10. The Advisory School Board shall visit an elementary, middle, and high school classroom at least once per year.
11. Review periodically, but at least once every three years, the school's safety and disciplinary plan for the purpose of recommending and adopting changes to the plan.
12. Review the school's bilingual/bicultural program for the purpose of making recommendations to the School Board.

Note: According to AS 14.30.420, a School Board shall establish a local Native language curriculum advisory board for each school in which a majority of the students are Alaska Natives. Any school district with Alaska Native students may establish a local Native language curriculum advisory board for each school with Alaska Native students. The advisory board may recommend a Native language education program, which, if established should comply with AS 14.30.420.
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13. Act as the local Native language curriculum advisory board for each school in the district in which a majority of students are Alaska Natives.
14. Review facility use requests by the public and make recommendations to the principal regarding such use in accordance with district policy and procedures.
15. Advise the principal on long-range building plans and review the status of the physical condition of the school facility.

Advisory School Boards

**POWERS AND DUTIES (continued)**

BP 8200(c)

Duties not performed by the Advisory School Board in a timely manner and in accordance with the policies and regulations of the district are to be carried out by the next responsible board or school official.

*Legal Reference*

ALASKA STATUTES

*14.08.115 Advisory school boards in REAA*

*14.12.035 Advisory school boards in borough school districts*

*14.30.420 – Native language education*

*Revised 3/2015*



**CONFLICT OF INTEREST**

BB 9270 (a)

Note: Alaska Statute 29.20.010 requires each municipality to adopt a conflict of interest code. Alaska Statute 39.50.145 authorizes a municipality to exempt municipal officers from state conflict of interest financial reporting requirements. Accordingly, districts should consult local law to determine if additional conflict of interest requirements must be addressed. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall disclose and avoid conflicts of interest involving any matter pending before the School Board. A conflict of interest exists when a member has a personal or financial interest on a matter coming before the Board that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. School Board members owe the public a duty to act in the best interests of the district.

**Decision making.** The Board recognizes that when no conflict of interest requires abstention, its members must vote on issues before the Board. If a board member or his or her family member may benefit personally or financially from a Board decision, that board member must provide full disclosure of the conflict or potential conflict of interest to the Board. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting on the issue. If the Board determines a conflict of interest prohibits participation, the member shall abstain from deliberations and voting.

**Appearance of impropriety.** When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the board member shall fully disclose the circumstances. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting.

Board members who have an actual or potential conflict of interest requiring disclosure shall not seek to influence the decisions of staff or other board members on the underlying matter, or on the member's participation in the matter.

**Other duties.** School Board members are expected to avoid conflicts of interest in their other duties. This includes:

- a. **Confidential information.** School Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.
- b. **Gifts.** School Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or where board members know or should know the gift is offered for the purpose of influencing or rewarding official action.
- c. **Business dealings with staff.** School Board members shall not engage in financial transactions for private business purposes with district staff whom board members directly or indirectly supervise.



**STUDENT NUTRITION AND PHYSICAL ACTIVITY**

Note: This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

*(cf. 1020 – Youth Services)*

**A. Planning and Periodic Review by Stakeholders**

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

*(cf. 1000 – Concepts and Roles)*

**B. Nutrition**

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties and fundraising) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects the cultural practices of students, is integrated into core subjects, and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula that foster lifelong healthy eating behaviors integrated into comprehensive school health education. **To the extent practicable:**

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- (b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers.
- (c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.
- (d) Nutrition education shall be taught by a certified/licensed health education teacher.
- (e) Schools will strive to establish or support an instructional garden within nutrition education and the core curriculum that provides students with experiences in planting, harvesting, preparing, serving and tasting.

*(cf. 0210 – Goals for Student Learning)*

*(cf. 3550 – Food Service)*

*(cf. 3551 – Food Service Operations)*

*(cf. 3552 – Regular Lunch Program)*

*(cf. 3553 – Free and Reduced Price Meals)*

*(cf. 3554 – Other Food Sales)*

*(cf. 6163.4 – School Gardens, Greenhouses, and Farms)*

Note: While federal law does not require the language in Section C: Physical Education and Section D: Physical Activity, districts *must* have physical activity goals. The following optional policy language provides physical education and physical activity goals.

### **C. Physical Education**

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Middle and high school students shall be provided at least the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

All middle-school students will be required to participate in physical education for all years of enrollment in middle school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

**D. Physical Activity**

Elementary and middle school students will be provided with at least 45 minutes each day of physical activity, not including time spent in physical education. This time may be accumulated throughout the school day and may include recess and before/after school-sponsored activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 45 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains,' Walk/Bike to School Day, Safe Routes to School Programs).

Students

## GRADUATION CEREMONIES AND ACTIVITIES

BP 5127(a)

Note: The following policy suggests various options which may be modified to reflect district practice except that the U.S. Supreme Court has ruled that graduation ceremonies may not include school-sponsored prayers.

Note: No secondary student may be issued a diploma unless he or she has taken a college and career readiness assessment. AS 14.03.075.

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma. Students who have met the district graduation requirements but have not taken a college and career readiness assessment [may/may not] participate in graduation exercises without receiving a diploma.

*(cf. 6146.1 - High School Graduation Requirements)*

Note: The following optional paragraph may specify whatever number of uncompleted credits the School Board wishes to allow or may be deleted.

At the discretion of the Superintendent or designee, a student who is no more than \_\_\_\_ credits short of fulfilling district credit requirements may participate in graduation exercises without receiving his/her diploma. When the required credits have been earned, a diploma shall be sent to the student by mail.

Note: The following optional paragraph may be used to deny participation in graduation activities. School site rules should indicate what privileges may be denied for what reasons, and the means whereby students may appeal these decisions.

In accordance with school-site rules, the principal may deny a student the privilege of participating in graduation or promotion activities because of misconduct.

*(cf. 5144 - Discipline)*

School-sponsored invocations and/or benedictions shall not be included in graduation ceremonies.

*Legal Reference (see next page):*

Students

**GRADUATION CEREMONIES AND ACTIVITIES (continued)**

BP 5127(b)

Legal Reference:

ALASKA STATUTES

*14.03.075 College and career readiness assessment*

*14.03.090 Sectarian or denominational doctrines prohibited*

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the No Child Left Behind Act of 2001, P.L. 107-110*

*Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)*

*Lee v. Weisman, 505 U.S. 577 (1992)*

Revised 3/2015

**YUPIIT SCHOOL DISTRICT**

**9/92**

Students

## ALCOHOL AND OTHER DRUGS

BP 5131.6(a)

Note: Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. AS 14.33.120(a)(6). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free Schools and Community Act of 1986, as amended by the No Child Left Behind Act of 2001, are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. NCLB also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. AS 14.30.360 encourages districts to provide K-12 health education, including alcohol and drug abuse education. The following sample policy may be revised as appropriate.

Note: Despite the passage of AS 17.38, effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.

*(cf. E 4020 – Drug and Alcohol – Free Workplace Notice to Employees)*

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The School Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/guardians all School Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Synthetic marijuana is an illegal substance in Alaska. AS 11.71.040-.050, 11.71.160. The following optional language prohibits the possession, use, or distribution of "prohibited drugs," which includes all dangerous substances that pose a risk to district students.

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:



Students

**ALCOHOL AND OTHER DRUGS** (continued)

BP 5131.6(b)

1. Drugs that are illegal if possessed by those under 21, under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and drug abuse.

*(cf. 1410 Interagency Cooperation for Student & Staff Safety)*

Note: Districts are required to establish a citizen advisory committee in order to receive Public Law 99-570 funds. Additionally, AS 14.33.110 requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.
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To obtain the widest possible input and support for district policies and programs, the School Board shall appoint a districtwide school-community advisory committee to make recommendations related to the prevention of alcohol and other drug abuse. The committee should make its recommendations based on input from students, parents, teachers, school administrators, and community members. The School Board also encourages the use of site-level advisory groups in this area.

*(cf. 1220 - Citizen Advisory Committees)*

**Instruction**

The district shall provide preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.



Students

**ALCOHOL AND OTHER DRUGS** (continued)

BP 5131.6(c)

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The School Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The School Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

Note: AS 14.20.680 requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues, and specific educational needs.
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*(cf. 6142.2 - AIDS Instruction)*

*(cf. 6143 - Courses of Study)*

*(cf. 6159 - Individualized Education Program)*

**Intervention**

The School Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The School Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

**Nonpunitive Self-Referral**

The School Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

Students

**ALCOHOL AND OTHER DRUGS** (continued)

BP 5131.6(d)

**Enforcement/Discipline**

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol, marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

School authorities may search students and school properties for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

*(cf. 5145.12 - Search and Seizure)*

*Legal Reference:*

ALASKA STATUTES

*04.16.080 Sales or consumption at school events*

*14.20.680 Required alcohol and drug related disabilities training*

*14.30.360 Curriculum (Health and Safety Education)*

*14.33.110- 140 Required school disciplinary and safety program*

*17.38.010-900 The regulation of marijuana*

*47.37.045 Community action against substance abuse grant fund*

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. §§ 7116, 7163, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)*

*Revised 3/2015*

**DISCIPLINE**

Note: 4 AAC 07.010 **mandates** districts to adopt policies regarding student rights and responsibilities including substantive and procedural matters related to student behavior, treatment, and discipline. 4 AAC 07.010 further **mandates** a uniform discipline policy throughout the district and prohibits the use of corporal punishment. 4 AAC 07.050 requires Board review of these policies every three years.

The School Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

The Board recognizes that there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district in order to maintain an environment conducive to learning. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

*(cf. 5131 et seq. - Student Conduct)*

The administration, teachers and classified staff share mutual responsibility for the enforcement of district policies and regulations pertaining to student conduct and safety. The Board shall give reasonable support and assistance to employees with respect to student discipline. The Board shall review its policies related to student rights and responsibility at least once every three years and shall modify its policies as needed in accordance with law.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

Note: The following optional paragraph is based on material developed by the Anchorage School District and may be revised or deleted as desired.

**DISCIPLINE** (continued)**In-School Suspension**

In an effort to establish disciplinary procedures that are effective in reducing student truancy and misbehavior and do not interrupt the educational process, the School Board, Superintendent, or designee may authorize in-school suspension as an alternative to out-of-school suspension. In-school suspension removes the student from the school social scene while still requiring him/her to maintain the same basic school day schedule and to keep up with required academic assignments. Failure to serve in-school suspension or removal from the in-school suspension program for disciplinary reasons shall result in out-of-school suspension or additional time assigned.

*(cf. 5144.1 - Suspension and Expulsion)*

Note: The following optional language requires each school site to establish specific school site rules for student discipline.

Each principal shall publish school rules for student discipline which describe the school's behavior management plan and consequences for student misconduct. Special care shall be taken when developing school rules to solicit the views of the school community, including administrators, teachers, school security personnel, parents/guardians and students.

School site rules must be strictly based on district policy, regulation and state and federal laws and be enforced fairly and uniformly. The Superintendent or designee shall establish procedures for the approval of such rules.

Note: 4 AAC 07.030 requires districts at the beginning of the school year to make available to parents/guardians, students, and staff copies of district policies regarding student rights and responsibilities and to post such policies in accessible locations throughout the year.

At the beginning of each school year, the Superintendent or designee shall ensure that every student and his/her parents/guardians are notified in writing of the availability of Board policies and administrative regulations related to student rights and responsibilities. Such policies shall be posted in accordance with law.

**DISCIPLINE** (continued)**Corporal Punishment**

Note: The use of corporal punishment is prohibited in Alaska's schools. 4 AAC 07.010. Corporal punishment is defined as the application of physical force to the body of a student for disciplinary purposes. 4 AAC 07.900. School districts must adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline as described in a criminal statute. AS 11.81.430(a)(2). That statute provides for the use by a supervising teacher of reasonable and appropriate nondeadly force if authorized by school regulations adopted by the school board. AS 14.33.120(a)(4). However, effective October 2014, the legislature enacted AS 14.33.125-127, which defined and established limitations on the use of restraint and seclusion of students. (See BP 5142.3.)

Corporal punishment is prohibited by law as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students. Restraint and seclusion, if used in full compliance with applicable law, is not corporal punishment.

*(cf. 3514 - Safety)*

*(cf. 4158 - Employee Security)*

*(cf. 5142.3 - Restraint and Seclusion)*

**Reporting to Law Enforcement**

Note: Effective January 1, 2001, a teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

In addition to subjecting a student to discipline, any crime committed by a student while at school, on school grounds, or during any school sponsored activity on or off campus shall be reported to law enforcement. Criminal proceedings are independent of actions taken by the School District. The District may impose discipline for misconduct regardless of whether criminal charges are filed or a conviction is obtained. The Superintendent should ensure cooperation with law enforcement in the criminal investigation of students who commit crimes while under the jurisdiction of the school.

*(cf. 1410 - Interagency Cooperation for Student and Staff Safety)*

*Legal Reference (see next page):*

**DISCIPLINE** (continued)

*Legal Reference:*

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships*

*11.81.900 Definitions*

*14.33.120-.140 School disciplinary and safety program and student restraint and seclusion*

ALASKA ADMINISTRATIVE CODE

*4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities*

*4 AAC 06.175-177 Reporting and training on restraint and seclusion*

*Revised 3/2015*

Note: AS 14.18.010 prohibits discrimination on the basis of sex against an employee or a student in public education. Under Title IX, all students in schools receiving any federal funding are protected from discrimination based on sex. Sex includes male, female, straight, gay, lesbian, bisexual, and transgender. In 2014, the United States Department of Education issued its *Questions and Answers on Title IX and Sexual Violence*. This guidance provides that "Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation." *U.S. Dept. of Educ., Office for Civil Rights (Apr. 29, 2014). Questions and Answers on Title IX and Sexual Violence, accessible at <http://www2.ed.gov/about/offices/list/ocr/>*

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, sexual orientation, gender identity, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities.

*(cf. 0410 – Nondiscrimination)*  
*(cf. 1312.3 – Uniform Complaint Procedures)*  
*(cf. 5145.7 – Sexual Harassment)*

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact.

School staff and volunteers must guard against sex discrimination and stereotyping in instruction, guidance and supervision.

*(cf. 6164.2- Guidance Services)*

*Legal Reference:*

ALASKA STATUTES

*14.18.010-14.18.100 Prohibition Against Sex and Race Discrimination*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.500 – 4 AAC 06.600 Prohibition of Gender or Race Discrimination*

*4 AAC 51.270 Equal opportunities*

UNITED STATES CODE

*Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7*

*Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688*

*Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794*

*Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491*

*Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213*

*Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634*

*Revised 10/2015*

## TRANSGENDER STUDENTS AND EMPLOYEES

Note: The following language was adapted from Anchorage School District's Guidelines for Working with Transgender Students and Employees.

The purpose of these guidelines is: 1) to foster inclusive and welcoming learning and working environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression; 2) to facilitate compliance with local, state and federal laws that prohibit discrimination, harassment and bullying; 3) to provide professional information to school staff on transgender issues; and 4) to create safe and supportive learning and working environments.

For purposes of these guidelines, a transgender individual is an individual that consistently asserts a gender identity or gender expression at school or work that is different from the gender assigned at birth. This involves a consistent declaration of gender identity or expression over time, but does not require proof of a formal evaluation and diagnosis. Since individual circumstances, needs, programs, facilities and resources may differ, administrators and school staff are expected to consider the needs of the individual on a case-by-case basis.

### The Process

The following process should be used to address the needs of transgender and gender nonconforming students and employees. In addition, this process is available for any student or employee personally *impacted* by the accommodation of a transgender student or colleague. For example, a student who is uncomfortable about sharing a restroom with a transgender student can request access to an alternative restroom.

- a. A transgender or gender nonconforming student or employee is encouraged to contact the site administrator to address any concerns or requests. Students may also contact their counselor, who will immediately notify and work with the principal. Parents/guardians of transgender students may also initiate contact with the principal.
- b. The principal or administrator will schedule a meeting to discuss the individual's needs and to develop a plan to address these needs. The plan should address, as appropriate, the name and pronoun desired by the student/employee, restroom and locker room use, participation in athletics, dress code, student/employee transition plans, if any, and other needs or requests of the student/employee.
- c. The plan should be developed by the principal or administrator, in consultation with the student or employee, and with others as deemed appropriate by the administrator and approved by the student or employee.

Note: If the student has an IEP or 504 Plan, or the employee has an accommodation plan, the provisions in these plans should be taken into consideration in developing a plan for addressing transgender issues.



**TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

- d. While medical documentation is not required, the school may request such documentation if helpful to develop an appropriate plan for the student or employee.
- e. If the parties are uncertain or disagree regarding elements to be included in the plan, the site administrator should consult with the appropriate district administration.
- f. Students may also use the Student Grievance Process, set forth in BP 1312.3, to address any transgender issue at school.
- g. A copy of the final plan should be maintained in the student's health file or the employee's unit file.
- h. District staff shall protect the privacy of transgender and gender nonconforming students and employees. All student and personnel information shall be kept strictly confidential as required by district policy and local, state or federal privacy laws.

**Official Records**

Mandatory permanent student and employee records will include the legal/birth name and legal/birth gender. On other school records or documents, the school will use the name and gender preferred by the student or employee. For example, student ID cards could use the student's preferred name.

Only upon receipt of a court order or other legal documentation should a student's or employee's official record be changed to reflect a change in legal/birth name or gender.

**Names and Pronouns**

Administrators and staff should respect the right of an individual to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required.

Transgender and gender nonconforming students/employees are encouraged to discuss how they want to be addressed in class, in the workplace, in correspondence to the home, or at conferences with the student's parent/guardian.

When contacting the parent or guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth, unless the student, parent, or guardian has specified otherwise.

**Access to Gender-Segregated Activities and Areas**

Note: On June 1, 2015, the U.S. Department of Labor, Occupational Safety and Health Administration, issued "A Guide to Restroom Access for Transgender Workers." The core principle of this guidance is that "[a]ll employees, including transgender employees, should have access to restrooms that correspond to their gender identity."

**TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

Schools may maintain separate restrooms and locker rooms for male and female students/employees. Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender. However, no student should be required to use such facilities because the student is transgender or gender nonconforming.

Note: Following are optional provisions providing alternative language for school districts as to access to sex-segregated school facilities. Option 1 does not define specific requirements or limitations for bathroom and locker room access. While providing for flexibility, Option 1 lacks specific requirements that may be useful to school staff. Option 2 utilizes OCR's best practices position that schools should not require transgender individuals to use sex-segregated facilities inconsistent with the individual's gender identity.

**[Option 1]** Upon request, the District will work with transgender students and parents to determine appropriate accommodations in regard to bathrooms and locker rooms. If a student is uncomfortable using a shared restroom or locker room, regardless of the reason, considerations can include safe and non-stigmatizing alternatives such as the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule.

**[Option 2]** Access should be allowed to restrooms and locker rooms based on the gender identity consistently expressed by the student or employee. Transgender individuals should not be required to use facilities that are inconsistent with their gender identity, nor should they be required to use single-user facilities. Upon request, the District will work with transgender students and parents to determine appropriate accommodations in regard to bathrooms and locker rooms. If a student is uncomfortable using a shared restroom or locker room, regardless of the reason, considerations can include safe and non-stigmatizing alternatives such as the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule.

**Student Intramural and Interscholastic Athletics**

All students will be permitted to participate in intramural sports in a manner consistent with their gender identity consistently expressed at school. Furthermore, all students will be permitted to participate in District-sponsored interscholastic athletics in a manner consistent with their gender identity. ASAA determines its own rules for interscholastic competitions.

- a. Notice to the School: The student and/or parents shall contact the school administrator or athletic director indicating that the student has a consistent gender identity different than the gender listed on the student's school registration records or state birth record, and that the student desires to participate in activities in a manner consistent with his/her gender identity.
- b. Eligibility to participate in a manner consistent with the student's gender identity will remain applicable for the duration of the student's participation and does not need to be renewed every sports season or school year. Throughout high school, a student may only assert a single gender or gender identity for athletic or intramural participation and may not switch between male and female activities. An exception

## **TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

to this rule may be granted by the Superintendent in cases where the student's gender identity only becomes known or consistently asserted at some point during high school.

- c. All communication among involved parties and any documentation shall be kept confidential, unless the student and family choose to reveal discussion or documentation.
- d. Should eligibility be denied because of concerns about whether a student's request to participate in a sports activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation through the Student Grievance Process, set forth in BP 1312.3.

### **Other Gender-Based Activities, Rules, Policies and Practices**

Schools should regularly evaluate all gender-based activities, rules, policies, and practices and maintain only those that have a clear and sound pedagogical purpose.

Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

### **Dress Code**

Students and staff shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the district. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

### **Student Transitions**

Transition is the process in which a person goes from living and identifying as one gender to living and identifying as another. When a student transitions during the school year, the principal or designee will hold a meeting with the student and parent(s) to discuss their desires and concerns. The principal or designee should discuss the student's timeline for the transition process in order to support a safe and accepting environment at the school.

The principal will train other administrators and any staff that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

### **Training and Professional Development**

District administration should provide training to appropriate staff on their responsibilities under applicable laws and this regulation. Training should include the responsibility to prevent, identify and respond to bullying, harassment and discrimination. This includes treating

**TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

transgender students and employees respectfully to foster a spirit of inclusion and to refrain from making disparaging comments or comments seeking gender conformity.

*Added 11/2015*

## MARRIED/PREGNANT/PARENTING STUDENTS

Note: The following sample policy may be revised or deleted as appropriate.

The School Board believes that marriage, pregnancy and parenting should not be barriers to education or a reason for dropping out of school. Married, pregnant and parenting students in the district shall have the same educational opportunities as all students.

Note: Title IX of federal law forbids sex discrimination in any school receiving federal assistance. No such school may deny participation in a class or extracurricular activity because of a student's pregnancy, childbirth, false pregnancy, abortion, parenthood or marital status unless the student requests otherwise. If a student's physician requires her to be absent for a period of time due to pregnancy, childbirth or abortion, the school must allow such leave and subsequently reinstate her to the status she had when the leave began. The school cannot require pregnant students to attend special programs for pregnant minors. 34 CFR 106.40.

The following paragraph represents possible program choices for this special, high-risk student group and should be modified to represent the programs currently provided in your school system.

The instructional program provided for pregnant students shall be determined on a case-by-case basis and shall be appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students if available, or may pursue a home instruction or correspondence study program.

Wherever possible, program staff shall work closely with the pregnant student's partner and/or parents/guardians and shall collaborate with local public and private agencies in order to expand the student's learning opportunities and support system.

After the birth of her baby, a student may continue in or return to the regular school program, or remain in an alternative program. A pregnant student's participation in an alternative program is voluntary.

Note: The following paragraphs may be revised to reflect district practice. According to USDOE guidance, Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, when necessary to ensure a pregnant student's access to the educational program, the district must make adjustments to the regular program that are reasonable and responsive to the student's temporary pregnancy status. Examples in the USDOE pamphlet include providing a larger desk, allowing frequent trips to the restroom, or permitting temporary access to elevators as necessary. The school also must provide any services to pregnant students that it provides to other students with temporary medical conditions, such as at-home instruction or tutoring for students who miss school because of such medical conditions. The USDOE publication lists additional programs and strategies that, although not required by federal law, may assist in addressing the needs of pregnant and parenting students.

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A student that breastfeeds may request access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

**MARRIED/PREGNANT/PARENTING STUDENTS (Continued)**

Pregnant or parenting students may request exemption from attendance because of personal reasons which may relate to the care of the student or child. Further pregnant or parenting students may be excused for absences related to medical appointments.

*(cf. 5112.1 - Exemptions)*

*(cf. 5113 - Absences and Excuses)*

The superintendent or designee will grant a student an attendance exemption or excused absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the absences, the student will be reinstated to the status she held when the absence began.

*(cf. 5112.1 - Exemptions from attendance)*

*Legal Reference:*

TITLE IX, EDUCATION AMENDMENTS OF 1972

*Revised 3/2015*

**PUBLIC COMPLAINTS CONCERNING ELEMENTARY  
AND SECONDARY EDUCATION ACT PROGRAMS**

BP 1312.4

Note: At 4 AAC 06.888, the Department of Education and Early Development requires that complaints alleging that a district has violated the law in administering programs under the Elementary and Secondary Education Act (ESEA) be first submitted to the district for resolution. States are required to have a process for the receipt and resolution of complaints alleging violations in the administration of federal programs. 20 USC 7844.

The School Board expects that federal programs provided for in the Elementary and Secondary Education Act (ESEA) will be properly administered in the district to support and improve the quality of the educational program. The district will review and resolve complaints alleging violations of the law in administering education programs required by the ESEA.

The School Board encourages complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a written complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public.

*(cf. 1312.1 – Public Complaints Concerning School Personnel)*  
*(cf. 1312.2 – Public Complaints Concerning Instructional Materials)*  
*(cf. 1312.3 – Public Complaints Concerning Discrimination)*

*Legal Reference:*

ALASKA STATUTES

*14.03.123 – School and district accountability*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.560 – 06.580 Violations; Prohibition against sex discrimination*

*4 AAC 06.888 – Informal review of complaints*

*4 AAC 52.500 – 52.629 Procedural safeguards; Education for exceptional children*

UNITED STATES CODE

*20 U.S.C. 7844, -- General applicability of state educational agency assurances*

*Added 3/2015*

**PUBLIC COMPLAINTS CONCERNING ELEMENTARY  
AND SECONDARY EDUCATION ACT PROGRAMS**

Note: The following process for reviewing and resolving complaints under the ESEA is modeled after the Department of Education and Early Development's own complaint process set forth at 4 AAC 06.888

**Informal Review of Complaints**

The following procedures will govern the receipt and resolution of complaints.

**Filing a Complaint**

Any district resident may file a written complaint alleging that the district has failed to comply with the requirements of the Elementary and Secondary Education Act as set forth at 20 USC 6301-7941; or with school and district accountability requirements set forth at AS 14.03.123 and 4 AAC 06.800-899. The complaint must be submitted to the Superintendent.

In order to be reviewed, the complaint must include the following:

1. A statement describing the provision of law that the school or district has allegedly violated;
2. A statement of the facts supporting the alleged violation;
3. The name and address of the complainant; and
4. A description and documentation of prior efforts to resolve the concern informally.

If a complainant is unable to put a complaint in writing due to a disability, or reading or language barriers, district staff shall assist him/her to file the complaint.

**Investigation of Complaint**

Within five business days after receiving the complaint, the Superintendent will assign an investigator to conduct an informal review of the complaint. The investigator will be an employee of the district, may not have taken part in the action that is the subject of the complaint, and may not have a personal or financial interest in the subject matter of the complaint.

The investigator may conduct interviews of the complainant and district employees, and may request information and documents necessary to complete a review of the complaint. The complainant and district employees are expected to fully cooperate with the investigation.



**PUBLIC COMPLAINTS CONCERNING DISCRIMINATION** (continued)**Written Recommendation**

Within 60 days after the date the complaint was assigned to the investigator, the investigator shall submit to the Superintendent and the complainant, a written recommendation setting forth one of the following determinations:

1. The complainant did not provide complete information for the investigator to review and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from taking additional action based on the information already received; nor does it preclude the complainant from submitting a new complaint with the additional information, or from pursuing remedies available under state or federal law.
2. The complainant's allegations, even if true, do not establish a violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from rejecting the investigator's recommendation and taking additional action; nor does it bar the complainant from pursuing remedies available under state or federal law.
3. A violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 is likely to have occurred, based on information available to the investigator, and that the Superintendent should take action to correct or stop the violation. This finding does not bar the Superintendent from rejecting or declining to act upon the investigator's recommendation; nor does it bar the complainant from pursuing remedies available under state or federal law.

The written recommendation will also advise the complainant of his or her right to file a complaint with the Department of Education and Early Development under the procedures set forth at 4 AAC 06.888.

**No Reprisals**

Neither the complainant, the investigator, nor any other individual cooperating in the investigation shall be subject to retaliation or reprisals. An employee who engages in retaliation is subject to disciplinary action, up to and including termination.

*Added 3/2015*

**TRANSPORTATION**

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and transportation for handicapped students.
4. to provide transportation for field trips.

*(cf. 3312 - Contracts)*

*(cf. 3541.5 - Alternative Transportation Arrangements)*

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to 4 AAC 09.050.

When necessary, the School Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

Note: Effective July 1, 2014, AS 14.09.010 was amended to require that school districts adopt a policy addressing transportation services to students attending a charter school operated by the district. Department of Education and Early Development regulations require a charter school transportation policy if: 1) the district provides pupil transportation services under AS 14.09.010; and 2) the district operates a charter school or an application for the establishment of a charter school in the district is pending. A district must submit its charter school transportation policy to the Department for approval by: 1) April 15, 2015 if a charter school is in operation in the district on July 1, 2014; or 2) no later than 30 days after approval of a new charter school if the district does not already have an approved charter school transportation policy in effect. See 4 AAC 27.057 for further guidance on the transportation policy approval process. The policy is to be developed with input solicited from individuals involved in the charter school, including staff, students, and parents. If a district fails to adopt a policy, the district is required to allocate the amount of state transportation funding received for each charter school student to the charter school. AS 14.09.010(f).

**TRANSPORTATION  
(continued)****Charter School Transportation**

The School Board recognizes that charter school students may benefit from transportation services. On a space available basis, charter school students may access school bus transportation on those regular school bus routes that run within the attendance area where the charter school is located. Transportation access is subject to the following:

- a. Charter school students may only access those school bus routes that are appropriate to their school level, i.e., elementary school, middle school or high school.
- b. Charter school students who reside within a mile and a half of the charter school are not eligible for transportation unless they must cross a designated hazardous road area. Special education routes are not subject to the mile and a half restriction.
- c. Charter school students must comply with all rules for safe and appropriate conduct while waiting for, boarding, and exiting the bus, and while riding the bus. Charter school students are subject to the same sanctions as other students for bus violations.
- d. Annually, the charter school must provide information to charter school families who are accessing school bus transportation about the district's school bus rules.
- e. School bus transportation is not available to charter school students enrolled in charter schools identified as correspondence programs.

Annually, the Superintendent or designee shall communicate to the charter school the space availability on applicable transportation route(s) and determine the transportation needs of charter school students. If the number of charter school students desiring transportation exceeds available space, the charter school is responsible for developing a written process for addressing ridership on a fair and equitable basis. A copy of the written process shall be provided to the district.

Note: The above language reflects the minimum transportation obligation for charter school students as required by AS 14.09.010(e)(2). A district is not obligated to provide greater service, to establish dedicated routes for exclusive use of the charter schools, or to permit charter schools to opt out of the policy and receive transportation funding. The following is optional language for those districts desiring a process to consider, and act upon, requests by charter schools for additional transportation services.
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**OPTIONAL:** The district is not required to establish dedicated transportation routes for the exclusive use of charter school students, but may choose to do so.

**TRANSPORTATION**  
**(continued)**

A charter school desiring additional or dedicated student transportation may submit a written proposal to the Superintendent or designee. The proposal shall identify, at a minimum, student transportation needs, charter school funding available to support additional transportation, and the transportation routes and services being requested. The Superintendent will make a recommendation to the School Board to approve or deny the request. The Superintendent and the

Board will consider the funding, equipment and personnel necessary to accommodate the requested transportation; the impact on operations of the district; the needs of the charter school and its students; equity with other charter schools and district alternative and optional programs; and the best interests of the district. The School Board will approve or deny the transportation request at a regularly scheduled meeting.

*(cf. 6182 - Secondary Boarding Program)*  
*(cf. 6181 - Charter School)*

*Legal Reference:**ALASKA STATUTES**14.09.010 Transportation of pupils**14.09.030 School buses**14.30.347 Transportation of exception children**ALASKA ADMINISTRATIVE CODE**4 AAC 09.050 Secondary Boarding Programs**4 AAC 27.006-990 Transportation**4 AAC 27.057 Charter school transportation policy*

*Revised 3/2015*

**TRANSPORTATION ROUTES AND SERVICES**

Note: Effective July 25, 2014, the Department of Education and Early Development amended and added regulations 4 AAC 27.006-951, establishing regular and special education transportation routes, allowing in-lieu-of agreements, establishing hazardous routes and requiring transportation reports to be filed. A regular transportation route may be established where 8 or more students reside more than one and one-half miles from school, and the entire route is over regularly maintained roads under the supervision and maintenance of the Department of Transportation and Public Facilities, a public utility district, a municipality, a borough service area or other agency supported by public funds, and the route provides adequate turnaround space for transportation vehicles. 4 AAC 27.011.

The School Board shall approve transportation routes and services based upon student needs and a continuing assessment of financial resources, including district funds and state reimbursements. Districts will use the most cost efficient methods when developing and establishing regular and special education routes and engaging in other transportation related services. Transportation shall be provided for students living at least one and one-half miles from school. Special education routes will be established without regard to distance.

Note: Pursuant to 4 AAC 27.036, the Board may designate hazardous routes within one and one-half mile from school. The designation must be by resolution which must state the nature and potential duration of the hazard and is only valid for one year.

The Board may designate hazardous transportation routes within the minimum walking distance when such routes are unsafe.

Note: A district may establish in-lieu-of agreements with parents to provide reimbursement for transporting their children to the nearest attendance center if: 1) the student's residence is more than one and one-half miles from the regular bus route and the pupil's attendance center (unless the child is a special education student); 2) the per-mile rate does not exceed the maximum mileage reimbursement rate paid by the district to administrative employees; and 3) reimbursement is based on the actual miles traveled, not the number of students.

Instead of extending existing transportation routes or establishing new routes, the District may establish in-lieu-of agreements to reimburse parents for transporting their children at approved rates and under approved conditions.

*(Cf. 3540- Transportation)*

**TRANSPORTATION ROUTES AND SERVICES  
(Continued)**

Note: 4 AAC 27.056 requires that each district that receives pupil transportation funds from the department submit pupil transportation reports on prescribed forms. The pupil transportation annual report shall be submitted by October 1 of each year. The pupil transportation quarterly report shall be submitted not later than 15 days after the end of each quarter of the fiscal year. The final report is due by July 15 of each year, unless the district is offering summer school transportation services, in which case it is due by August 15. Any school bus accident reports must be submitted not later than 10 days after the end of each month in which a reportable school bus accident occurs.

The district will timely submit to the Department of Education and Early Development all transportation reports required by law.

Note: 4 AAC 27.086 establishes minimum standards for requests for proposals ("RFP"). Districts must ensure that an RFP commences six months before the expiration date of the current contract. Pre-bid conferences shall be held 30 days after the release of the RFP. Proposals are due to the district 14 days after the pre-bid conference and shall be opened that day in public at the hour and place stated in the RFP. The School Board shall forward a copy of the written proposed contract and successful proposal to the Department of Education and Early Development, not later than April 15 of the fiscal year preceding the first year of the contract. A copy of the final signed contract shall be forwarded to the Department not later than the first day of the contract. Each District with an ADM of 4,500 or more shall work with the Department to align, bid and remain on the same five-year term cycle.

All contracts for pupil transportation awarded by the School Board will be based on the competitive proposal process and meet minimum standards as required by law.

*(cf. 3541.2 - Transportation for Special Education Students)*

*(cf. 3541.5 - Alternative Transportation Arrangements)*

Legal Reference:

UNITED STATES CODE

*49 U.S.C. §§ 30101, et seq*

ALASKA STATUTES

*14.09.010 Transportation of pupils*

ALASKA ADMINISTRATIVE CODE

*4 AAC 27.006-27.951 Pupil transportation*

*Revised 3/2015*

**EMPLOYEE SECURITY**

BP 4158  
4258  
4358

Note: Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited and in some situations prohibited by law. AS 14.33.125. Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140, and the No Child Left Behind Act of 2001.

An employee may use approved methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

*(cf. 5144 - Discipline)*

*(cf. 5142.3 - Restraint and Seclusion)*

Note: A teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

Employees shall promptly report any student attack, assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency.

*(cf. 1410 - Interagency Cooperation for Student and Staff Safety)*

*Legal Reference:*

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. §§ 2361-2368, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 3/2015

**SCHOOL DISCIPLINE AND SAFETY**

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The No Child Left Behind Act requires states to implement a system of school safety assessment. Under NCLB, districts are required to offer a school choice option in two instances: (1) when a student attends a "persistently dangerous school," or (2) when a student has been the victim of a violent criminal offense. Alaska's implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community.

- (cf. 1230 – Citizen Advisory Committees)*
- (cf. 1410 – Interagency Cooperation for Student and Staff Safety)*
- (cf. 4158 – Employee Security)*
- (cf. 5131 – Conduct)*
- (cf. 5131.1 – Bus Conduct)*
- (cf. 5131.4 – Campus Disturbances)*
- (cf. 5131.41 – Violent and Aggressive Conduct)*
- (cf. 5131.42 – Threats of Violence)*
- (cf. 5131.43 – Harassment, Intimidation and Bullying)*
- (cf. 5131.5 – Vandalism, Threats, and Graffiti)*
- (cf. 5131.6 – Alcohol and Other Drugs)*
- (cf. 5131.62 – Tobacco)*
- (cf. 5131.63 – Performance Enhancing Drugs)*
- (cf. 5131.7 – Weapons & Dangerous Instruments)*
- (cf. 5131.9 – Academic Honesty)*
- (cf. 5132 – Dress and Grooming)*
- (cf. 5136 – Gangs)*
- (cf. 5137 – Positive School Climate)*
- (cf. 5141.51 – At-Risk Youth)*
- (cf. 5142.2 – School Safety Patrol)*
- (cf. 5142.3 – Restraint and Seclusion)*
- (cf. 5144 – Discipline)*
- (cf. 5144.1 – Suspension and Expulsion)*
- (cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))*
- (cf. 5145.11 – Questioning and Apprehension)*
- (cf. 5145.12 – Search and Seizure)*
- (cf. 5145.5 – Nondiscrimination)*
- (cf. 5145.5 – Harassment)*
- (cf. 5145.7 – Sexual Harassment)*



**SCHOOL DISCIPLINE AND SAFETY** (continued)

*(cf. 5147 – Dropout prevention)*  
*(cf. 6159- Individualized Education Program)*  
*(cf. 6164.2 – Guidance and Counseling Services)*  
*(cf. 6164.4 – Child Find)*  
*(cf. 6164.5 – Student Study Teams)*  
*(cf. 6172 – Special Education)*

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

*(cf. 5142.3 – Restraint and Seclusion)*

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

*(cf. 9310 – Policy Manual)*  
*(cf. 9311 – School Board Policies)*  
*(cf. 9313 – Administrative Regulations)*

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

*(cf. 2110 – Organization Chart/Lines of Responsibility)*

*(cf. 4158 – Employee Security)*

*(cf. 5144 – Discipline)*

*(cf. 4119.21 -- Code of Ethics)*

*(cf. 4119.3 – Duties of Personnel)*

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

*Legal Reference (see next page)*

**SCHOOL DISCIPLINE AND SAFETY** (continued)

*Legal Reference:*

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. *Individuals with Disabilities Education Act*  
*No Child Left Behind Act of 2001*, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*  
11.81.900 *Definitions*  
14.03.078 *Report*  
14.03.160 *Suspension or expulsion of students for possessing weapons*  
14.30.045 *Grounds for suspension or denial of admission*  
14.30.180-.350 *Education for Exceptional Children*  
14.33.120-.140 *School disciplinary and safety program*  
14.33.210 *Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 *Suspension or denial of admission*  
4 AAC 06.172 *Reporting of school disciplinary and safety programs*  
4 AAC 06.175 *Reporting restraint and seclusion incidents.*  
4 AAC 06.200-.270 *Safe schools*  
4 AAC 06.250 *Reporting*  
4 AAC 07.010-4 AAC 07.900 *Student rights and responsibilities*  
4 AAC 52.010-.990 *Education for exceptional children*  
20 AAC 10.020 *Code of ethics and teaching standards*

*Revised 3/2015*

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Finally, the district must report all incidents of student restraint and seclusion. The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.125, 14.33.210, 4 AAC 06.175, 4 AAC 06.172 and 4 AAC 06.250.

### **Report on School Disciplinary and Safety Programs**

The district shall submit to the State Department of Education and Early Development the following information annually, in a format required by the Department:

#### Program Development and Review

The report shall include, for each school:

- a description of the collaboration with community, parents, and students in development and review of the school's disciplinary and safety standards;
- the procedures used to develop the community-based standards of school behavior and safety contained in the safety and discipline program;
- the individuals involved in developing the standards;
- the parameters for evaluation to assess the effectiveness of the standards; and
- the period of review and evaluation of the standards.

### **Incident Reporting**

The report shall include, for each school, the number of:

- 1) infractions involving violence against a person at school;

"Infractions involving violence against a person" means a violation of school rules in which a person was injured, was threatened with injury, or reasonably perceived a threat of injury.

- 2) infractions involving a weapon at school;

"Infractions involving a weapon" means a violation of school rules in which a student possessed, used, attempted to use, or threatened to use a weapon, regardless of whether the possession, use, or sale of the weapon was the main infraction committed.

“Weapon” means a dangerous instrument as defined in AS 11.81.900, and any object or instrument that, in the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing injury.

- 3) days students were suspended for infractions involving violence against a person or infractions involving a weapon at school;
- 4) expulsions for infractions involving violence against a person or infractions involving a weapon at school;
- 5) transfers requested and provided under 4 AAC 06.210 (persistently dangerous schools); and 4 AAC 06.240 (parent request to remain in transfer school);
- 6) victims of violent criminal offenses as determined under 4 AAC 06.230;
- 7) truancies, as determined by district procedures; and
- 8) incidents resulting in suspension or expulsion for harassment, intimidation, or bullying on school premises or on transportation systems used by the school.

“Harassment, intimidation, or bullying” means “an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

- (A) physically harms the student or damages the student's property;
- (B) has the effect of substantially interfering with the student's education;
- (C) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) has the effect of substantially disrupting the orderly operation of the school.

- 9) incidents of restraint and seclusion, including: the total number of incidents, the number of incidents that resulted in injury or death to students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with disabilities restrained or secluded, including the category of disability.

“Restraint” means physical restraint, chemical restraint, mechanical restraint, or other aversive behavioral interventions that compromise health and safety.

Students

**SCHOOL DISCIPLINE AND SAFETY** (continued)

AR 5030(c)

“Seclusion” means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving; “seclusion” does not include a classroom time-out, supervised detention, or suspension from school under AS 14.30.045.

*Revised 3/2015*

**CONFLICT OF INTEREST (continued)**

BB 9270 (b)

- d. Compensation for services.** School Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the School Board and reimbursement of expenses incurred as a board member, as allowed by policy and law.

**Other legal obligations.** School Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects board members' duties to comply with those laws.

*(cf. 3115 - Relations with Vendors)*

*(cf. 4112.8 - Employment of Relatives)*

*(cf. 2300 - Conflict of Interest Code: Designated Personnel)*

*Legal Reference:*

ALASKA STATUTES

*14.08.131 Disqualification from voting for conflict of interest*

*14.14.140 Restriction on employment*

*11.56.100 - 11.56.130 Bribery and related offenses*

*29.20.010 Conflict of interest*

ADMINISTRATIVE CODE

*4 AAC 18.031 Employment of members of immediate families of school board members*

*4 AAC 18.900 Definitions*

*Revised 3/2015*



April 3, 2016



## MEMORANDUM

TO: YSD Board of Education

FROM: Lucienne Smith, YSD Contracted CFO

RE: **FY 2017 2<sup>nd</sup> Proposed Budget**

### **PURPOSE:**

The District is required to prepare and approve a balanced budget and submit it to the Department of Education and Early Development by July 15 each year. A balanced budget is defined as a District must budget at least the same or more in revenue than expenditures or use fund balance if available.

The FY17 2<sup>nd</sup> Proposed Budget has been developed to balance to available revenue; the general fund budget totals \$12,962,493. The administration met to discuss various budget balancing and staffing scenarios. It was with much discussion and planning that the following recommendations are presented to the Board of Education for consideration.

In addition, the District came into FY16 on July 1, 2015 with a \$128,835 positive fund balance. The YSD continues to plan to add funds each year to build an appropriate fund balance to address unforeseen situations in the future. To balance this budget it reflects \$181,204

Budget development is a work in progress; changes may occur as more information becomes available. Changes to this budget include budgeting for the revenue and expenditure for TRS and PERS On Behalf.

### **PERTINENT INFORMATION – GENERAL FUND:**

#### **Revenue Budget**

Below are the assumptions used to develop the revenue projection of \$12,962,493:

- ✓ Enrollment is projected at 453
- ✓ Intensive Students – the same as FY 2016 actual (13 X's the BSA of \$5,880) – 4
- ✓ ISER Area Cost Differential – 1.72
- ✓ CTE Factor - 1.015
- ✓ Special Needs Factor 1.20
- ✓ Base Student Allocation (BSA) - \$5,880 (HB 278 that added \$50 to the BSA however, as yet we have not included that in our revenue)
- ✓ PERS/TRS on behalf - TRS \$592,839 and PERS \$777,875 for a total of \$670,714
- ✓ Impact Aid income is estimated to be the amount received in FY16; school districts are required to reserve these funds for the following year
- ✓ E-rate –Federal Revenue - status quo as YSD is at a 90% discount rate for internet
- ✓ E-rate – State Revenue – we have not budgeted any state revenue as the discussion has been it will be eliminated. If it is restored, we will add it back into the budget
- ✓ Other Revenue – status quo to budget conservatively

## **Expenditure Budget**

**Certified Staffing:** The certificated and administrative salary schedule increases approved by the Board at the February 2014 Board Meeting have been used in developing the FY17 budget.

As you may recall, salary and benefits make up approximately 70% of the budget; the largest portion covering certificated employees. A pupil teacher ratio (PTR) of 15 students per teacher was partially implemented in FY14 and fully implemented a 15:1 PTR in FY15; that plan results in the following staffing for FY17:

Akiachak	17.34 FTE certified instructors
Akiak	10.83 FTE certified teacher
Tuluksak	13.83 FTE certified teachers

Principals and counselors are staffed on a full-time basis.

This year's full time curriculum director position has been re-established for FY17 as well as a Coordinator of Special Education/Curriculum.

Contracted IT director services have been eliminated from the budget replaced with a full time Director of Technology.

A Director of federal and state programs is included for FY17. This position will continue to write the federal programs grant applications and 33% of their salary is budgeted in the General Fund.

A part time Career & Tech position has been included in each Akiak and Tuluksak. And a full time Art/Music instructor has been added to be shared among the three sites.

Health care costs were kept at status quo, however we do have a small placeholder in the event we are informed of increases and this information will be forthcoming by the May proposed budget.

**Classified Staffing:** YSD has not reduced any classified hours and all staffing were moved on the salary schedule unless they were at the end of their lane.

A full time District Wide Yupiaq Education Department Director position has been added, and a school term Deaf Interpreter position has been added in Akiachak.

Maintenance positions have been budgeted on a 10 month basis. As in past the summer maintenance program will continue with the YSD staff encouraged to fill the summer positions with the expectation that school and employee housing maintenance projects will be completed by the time school starts in August.

**Travel:** The general fund travel budget has been budgeted on a status quo basis to FY16.

**Utilities:** The fuel budgets have been adjusted and we will be advertising our bid next week, and the electricity budgets will need to be adjusted based on usage this year in Akiachak and Akiak. These budget accounts will be adjusted this fall after the OASIS student count takes place.

**Contracted Services:** This budget category has been evaluated to ensure only essential services are included. The Business Office contracted services have not been budgeted based on the assumption a business manager will be hired to begin no later than July 1, 2016. Should a viable business manager not apply for this position, this budget category may need to be re-evaluated.

**Other Budget Categories:** Most other FY17 budget categories have been budgeted the same as the FY16 revised budget.

**Transfer of Funds:** The transfer to the food service and to the employee housing fund has been decreased. Many projects in housing has been completed and the maintenance supply budgets have also been reduced.

This section of the budget also includes an allocation of \$102K toward building the YSD unreserved fund balance.

Compliance with AS 14.17.520 (d): Instructional expenditures make up 71% of the general fund budget; it will not be necessary to request a budget waiver.

### **PERTINENT INFORMATION -SPECIAL REVENUE FUNDS**

**Food Service Fund:** The Food Service program is budgeted with a \$55K increase to ensure that the YSD food service program operates effectively and efficiently in FY17. Many items have been computerized and we realized an increase in revenues once the District was approved as a Community Eligible Provision (CEP) district. The District has submitted the required data to renew their CEP eligibility.

**Employee Housing Fund:** It may be necessary to re-evaluate and update this budget after the summer maintenance season is finished.

The electricity for both Akiak and Akiachak are being paid as billed, and once this fiscal year has ended, we will have a full year's history on that expense. The District was able to aid the communities of Akiachak and Akiak in capturing PCE assistance for teacher housing.

Employee housing rents were last increased \$50 per month in FY15; they are status quo for FY16 an FY 17. YSD pays for fuel, electricity, and water/sewer for employee housing and has consequently, absorbed increased fuel and electricity costs over the years. YSD also reduces the rent 2% per day per unit when they are without utilities. This year we have reduced Tuluksak rent for staff in November and February and Akiachak in February due to loss of water.

### **RECOMMENDATION:**

**The administration recommends approval of a FY17 general fund budget of \$12,962,493 - a food service fund budget of \$614,080 - and an employee housing fund of \$698,091.**



# **Yupiit School District**

**FY 2017**

**2nd Proposed Budget**

**April 21, 2016**

## Yupit School District

### Revenue Budget Revision

#### FY 2017 2nd Proposed Budget

	<u>FY 2016 Approved Budget</u>	<u>Revised FY 2016 Budget</u>	<u>2nd Proposed FY 2017 Budget</u>	<u>Change</u>
<b>FUND 100: School Operating</b>				
Enrollment Projection	464 + 5	453 +4	453 +4	0/0
State Foundation	\$ 7,087,291	\$ 6,324,681	\$ 6,230,763	\$ (93,918)
Impact Aid (Federal)	3,986,260	3,986,260	4,384,581	398,321
Other State Revenue(PERS/TRS)	938,123	938,123	670,714	(267,409)
Other State Revenue (School Improv)	25,946	25,946	25,252	(694)
Other State Revenue (BAG -Erate)	-	65,332	-	(65,332)
E-rate Revenue	1,305,447	1,636,183	1,636,183	0
Other Revenue*	15,000	15,000	15,000	-
FUND TOTAL	\$ 13,358,067	\$ 12,991,525	\$ 12,962,493	\$ (29,032)
 <b>FUND 255: Food Service</b>				
Adult Lunch Revenue	7,153	7,153	7,153	-
Other Local Revenue	12,728	12,728	14,500	1,772
Food Service (State)	365,543	411,223	411,223	-
Transfer from the General Fund	191,998	90,526	181,204	90,678
FUND TOTAL	\$ 577,422	\$ 521,630	\$ 614,080	\$ 92,450
 <b>FUND 390: Employee Housing</b>				
Local Revenues	401,881	324,510	324,510	-
Transfer from the General Fund	329,054	461,877	373,581	(88,296)
FUND TOTAL	\$ 730,935	\$ 786,387	\$ 698,091	\$ (88,296)
<b>TOTAL REVENUE</b>	<b>\$ 14,666,424</b>	<b>\$ 14,299,542</b>	<b>\$ 14,274,664</b>	<b>\$ (24,878)</b>

## Yupit School District

### Expenditure Summary by Function

#### FY 2017 2nd Proposed Budget

Function	FY 2016 Approved Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Increase (Decrease)	Percent of FY 2016 Total
100 Instruction	\$ 4,408,817	\$ 4,301,768	\$ 4,340,376	\$ 38,609	34.94%
200 Special Education Instruction	930,190	1,005,384	1,049,074	43,690	8.17%
220 Special Education Support	207,624	151,585	240,250	88,665	1.23%
300 Support Services - Students	-	60,960	73,130	12,170	
320 Support Services - Student (Guidar	329,192	353,124	375,295	22,171	2.87%
350 Support Services - Instruction	2,162,252	2,455,733	2,594,189	138,456	19.95%
400 School Administration	516,683	479,778	427,262	(52,516)	3.90%
Sub Total Instruction	<u>\$ 8,554,758</u>	<u>\$ 8,808,332</u>	<u>\$ 9,099,576</u>	<u>\$ 291,245</u>	<u>71.54%</u>
450 School Administration Support	194,660	185,623	194,026	8,403	1.51%
511 School Board	151,942	173,282	186,784	13,502	1.41%
512 District Administration	260,442	349,946	261,285	(88,661)	2.84%
550 District Administration Support	410,648	418,375	384,818	(33,557)	3.40%
600 Maintenance & Operations	2,963,378	2,133,674	2,102,130	(31,544)	17.33%
700 Student Activities	201,186	242,498	231,042	(11,456)	1.97%
Sub Total Admin/O&M	<u>\$ 4,182,256</u>	<u>\$ 3,503,398</u>	<u>\$ 3,360,085</u>	<u>\$ (143,313)</u>	<u>28.46%</u>
Sub Total Inst/Admin/O&M	<u>\$ 12,737,014</u>	<u>\$ 12,311,730</u>	<u>\$ 12,459,661</u>	<u>\$ 147,932</u>	<u>100.00%</u>
900 Transfers					
552 Food Service	191,998	191,998	150,000	-	
558 Employee Housing	329,054	329,054	250,000	-	
Fund Balance	100,000	158,743	102,831	58,743	
Sub Total Transfers	<u>621,052</u>	<u>679,795</u>	<u>502,831</u>	<u>58,743</u>	
Sub Total General Fund	<u>\$ 13,358,066</u>	<u>\$ 12,991,525</u>	<u>\$ 12,962,492</u>	<u>\$ 206,675</u>	
790 Food Services Fund	<u>\$ 577,422</u>	<u>\$ 521,630</u>	<u>\$ 614,080</u>	<u>\$ (55,792)</u>	
600 Employee Housing Fund	<u>\$ 730,935</u>	<u>\$ 786,387</u>	<u>\$ 698,091</u>	<u>\$ (16,854)</u>	
TOTAL EXPENSES	<u>\$ 14,666,424</u>	<u>\$ 14,299,543</u>	<u>\$ 14,274,664</u>	<u>\$ 134,029</u>	
	\$ 0				



# Akiachak Huskies

FY 2017 2nd Proposed Budget

**Location 010**

	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Change
<b>Fund 100: School Operating</b>				
Function: 100 Regular Instruction	\$ 1,756,510	\$ 1,685,353	\$ 1,707,838	\$ 22,485
160 Career Tech Instruction	83,199	88,083	87,952	(131)
200 Special Education	327,437	346,083	385,253	39,170
320 Support Services - Students	137,393	137,143	138,819	1,676
351 Support Services - Technology	15,793	8,192	12,886	4,694
352 Support Services - Instruction	43,622	42,563	44,285	1,722
400 School Administration	208,191	199,919	143,909	(56,010)
450 School Administration Support	80,653	73,788	78,954	5,166
511 Board of Education - LASB	3,342	3,342	4,966	1,624
600 Operations & Maintenance	1,135,479	923,978	852,155	(71,823)
700 Student Activities	70,869	74,415	74,551	136
<b>Fund Total</b>	<b>\$ 3,862,488</b>	<b>\$ 3,582,859</b>	<b>\$ 3,531,568</b>	<b>\$ (51,291)</b>
<b>Fund 255: Food Service Fund</b>	<b>\$ 192,637</b>	<b>\$ 194,638</b>	<b>\$ 194,367</b>	<b>\$ (271)</b>
<b>Fund 390: Employee Housing Fund</b>	<b>\$ 245,447</b>	<b>\$ 271,265</b>	<b>\$ 249,706</b>	<b>\$ (21,559)</b>
<b>TOTAL</b>	<b>\$ 4,300,572</b>	<b>\$ 4,048,762</b>	<b>\$ 3,975,641</b>	<b>\$ (73,121)</b>

17.34 FTE Certificated Instructors  
 1.0 FTE Certificated Administrator  
 14.17 Classified Staffing

# Yupit School District

## FY 2017 2nd Proposed Budget

### Location 010 Akiachak

Akiachak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change	
<b>Regular Instruction</b>							
100.010.100..	315	Cert-Teacher	13.84 FTE	\$ 957,663	\$ 917,816	\$ 930,651	\$ 12,835
100.010.100..	323	NonCert-Aides	3.75 FTE	136,470	147,781	154,140	6,359
100-010-100	329	Substitute and Temporary		15,000	5,000	5,000	-
100.010.100..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		422,125	407,670	412,387	4,717
100.010.100..	367	TRS On Behalf		160,025	160,025	143,879	(16,146)
100.010.100..	368	PERS On Behalf		7,083	7,083	6,381	(702)
100.010.100..	390	Travel Allowance		7,620	9,978	10,400	422
100.010.100..	433	Communications		-	-	-	-
100.010.100..	440	Other Purchased S (Meter Rental; copier maintenar		13,861	5,000	5,000	-
100.010.100..	450	Supplies/Material/Media		25,000	25,000	25,000	-
100.010.100..	510	Equipment		11,663	-	15,000	15,000
<b>Total</b>	<b>100</b>	<b>Regular Instruction</b>		<b>1,756,510</b>	<b>1,685,353</b>	<b>1,707,838</b>	<b>22,485</b>
<b>Career Tech Instruction</b>							
100.010.160..	315	Cert-Teacher	.50 FTE	28,322	41,522	42,353	831
100.010.160..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		21,405	13,089	19,051	5,963
100.010.160..	368	TRS On Behalf		4,733	4,733	6,548	1,815
100.010.160..	450	Supplies/Material/Media		28,739	28,739	20,000	(8,739)
<b>Total</b>	<b>160</b>	<b>Career Tech Instruction</b>		<b>83,199</b>	<b>88,083</b>	<b>87,952</b>	<b>(131)</b>
<b>Special Education</b>							
100.010.200..	315	Cert-Teacher	2.0 FTE	137,288	144,488	152,274	7,786
100.010.200..	323	NonCert-Aides	3.0 FTE	74,005	74,005	94,933	20,928
100.010.200..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		91,641	104,044	106,274	2,230
100.010.200..	367	TRS On Behalf		16,281	16,281	23,542	7,261
100.010.200..	368	PERS On Behalf		3,841	3,841	3,930	89
100.010.200..	390	Travel Allowance		2,281	1,324	2,200	876
100.010.200..	450	Supplies/Material/Media		2,100	2,100	2,100	-
<b>Total</b>	<b>200</b>	<b>Special Education</b>		<b>327,437</b>	<b>346,083</b>	<b>385,253</b>	<b>39,170</b>
<b>Support Services - Students</b>							
100.010.320..	318	Specialist	1.0 FTE	87,844	87,844	89,601	1,757
100.010.320..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		33,777	33,558	33,866	308
100.010.320..	367	TRS On Behalf		14,679	14,679	13,852	(827)
100.010.320..	390	Travel Allowance		693	662	1,100	438
100.010.320..	450	Supplies/Material/Media		400	400	400	-



Akiachak			Approved	Revised	2nd Proposed	Budget
Account Code	Description	Comments	FY 2016 Budget	FY 2016 Budget	FY 2017 Budget	Change
<b>Total</b>	<b>300</b>	<b>Support Services - Students</b>	<b>137,393</b>	<b>137,143</b>	<b>138,819</b>	<b>1,676</b>
<b>Support Services - Technology</b>						
100.010.351..	324	Support Staff .44 FTE	11,396	5,698	9,678	3,980
100.010.351..	360	Benefits	3,806	1,903	3,208	1,305
100.010.351..	368	PERS On Behalf	591	591	-	(591)
<b>Total</b>	<b>351</b>	<b>Support Services - Technology</b>	<b>15,793</b>	<b>8,192</b>	<b>12,886</b>	<b>4,694</b>
<b>Support Services - Instruction</b>						
100.010.352..	323	Non-Cert - Library Aide .63 FTE	23,655	23,655	24,362	707
100.010.352..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	14,489	14,430	14,664	234
100.010.352..	368	PERS On Behalf	1,228	1,228	1,009	(219)
100.010.352..	420	Staff Travel	1,000	-	1,000	1,000
100.010.352..	450	Supplies/Material/Media	3,250	3,250	3,250	-
<b>Total</b>	<b>350</b>	<b>Support Services - Instruction</b>	<b>43,622</b>	<b>42,563</b>	<b>44,285</b>	<b>1,722</b>
<b>School Administration</b>						
100.010.400..	313	Principal 1.0 FTE	130,128	130,128	93,875	(36,253)
100.010.400..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	42,370	35,862	23,696	(12,166)
100.010.400..	367	TRS On Behalf	21,744	21,744	14,513	(7,231)
100.010.400..	390	Travel Allowance	2,770	1,548	1,100	(448)
100.010.400..	420	Staff Travel	2,000	1,092	1,100	8
100.010.400..	433	Communications	3,122	4,800	4,800	-
100.010.400..	450	Supplies/Materials/Media	5,232	4,000	4,000	-
100.010.400..	490	Dues & Fees	825	745	825	80
<b>Total</b>	<b>400</b>	<b>School Administration</b>	<b>208,191</b>	<b>199,919</b>	<b>143,909</b>	<b>(56,010)</b>
<b>School Administration Support</b>						
100.010.450..	324	NonCert-Support .75 FTE	48,583	45,583	50,306	4,723
100.010.450..	329	Substitute and Temporary	2,500	500	500	-
100.010.450..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	26,749	25,193	25,765	572
100.010.450..	368	PERS On Behalf	2,521	2,512	2,083	(429)
100.010.450..	433	Communications	-	-	-	-
100.010.450..	450	Supplies/Materials/Media	300	-	300	300
<b>Total</b>	<b>450</b>	<b>School Administration Support</b>	<b>80,653</b>	<b>73,788</b>	<b>78,954</b>	<b>5,166</b>
<b>Board of Education - Local Advisory School Board</b>						
100.500.511..	324	NonCert-Support † \$33,000 RSB, \$9,000 LASB	3,000	3,000	4,613	1,613
100.500.511..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	342	342	353	11
100.500.511..	450	Supplies	-	-	-	-
<b>Total</b>	<b>511</b>	<b>Board of Education - LASB</b>	<b>3,342</b>	<b>3,342</b>	<b>4,966</b>	<b>1,624</b>
<b>Operations &amp; Maintenance</b>						
100.010.600..	325	NonCert-Maint/Custodial 2.38 FTE	123,192	121,955	125,412	3,457
100.010.600..	329	Substitutes	3,000	1,000	1,000	-
100.010.600..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	80,110	83,805	84,951	1,146
100.010.600..	368	PERS On Behalf	6,394	6,394	5,192	(1,202)
100.010.600..	420	Staff Travel	2,500	250	1,000	750
100.010.600..	431	Water & Sewer	148,500	135,000	135,000	-
100.011.600..	435	Fuel-Heating	310,599	108,000	108,000	-

Akiachak			Approved	Revised	2nd Proposed	Budget	
Account Code	Description	Comments	FY 2016 Budget	FY 2016 Budget	FY 2017 Budget	Change	
100.010.600..	436	Electricity	350,000	325,000	325,000	-	
100.010.600..	440	Other Purchased Services	25,000	15,000	15,000	-	
100.010.600..	452	Maintenance Supplies	40,000	40,000	40,000	-	
100.010.600..	453	Janitorial Supplies	20,000	41,750	-	(41,750)	
100.010.600..	456	Vehicle Maintenance	1,000	15,000	10,000	(5,000)	
100.010.600..	458	Vehicle Gas	25,084	-	1,500	1,500	
100.010.600..	491	Dues and Fees	100	100	100	-	
100.010.600..	510	Equipment	-	30,724	-	(30,724)	
<b>Total</b>	<b>600</b>	<b>Maintenance &amp; Operations</b>	<b>1,135,479</b>	<b>923,978</b>	<b>852,155</b>	<b>(71,823)</b>	
<b>Student Activity</b>							
100.010.700..	324	Cert. Staff	15,000	15,000	15,000	-	
100.010.700..	323	Aides	2,500	2,500	2,500	-	
100.010.700..	324	NonCert-Support Staff	3,233	3,233	3,233	-	
100.010.700..	329	Substitutes and Temporary	2,000	2,000	2,000	-	
100.010.700..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	3,499	3,499	3,499	-	
100.010.700..	367	TRS On Behalf	2,507	2,507	2,319	(188)	
100.010.700..	368	PERS On Behalf	130	130	-	(130)	
100.010.700..	420	Staff Travel	1,500	546	1,000	454	
100.010.700..	425	Student Travel	37,500	42,000	42,000	-	
100.010.700..	440	Other purchased services	1,000	1,000	1,000	-	
100.010.700..	450	Supplies	1,000	1,000	1,000	-	
100.010.700..	490	Dues & Fees	1,000	1,000	1,000	-	
<b>Total</b>	<b>700</b>	<b>Student Activity</b>	<b>70,869</b>	<b>74,415</b>	<b>74,551</b>	<b>136</b>	
<b>Total</b>	<b>100</b>	<b>School Operating Fund</b>	<b>\$ 3,862,488</b>	<b>\$ 3,582,859</b>	<b>\$ 3,531,568</b>	<b>\$ (51,291)</b>	
<b>Food Services Fund</b>							
255.010.790..	326	Food Service Staff	2.14 FTE	61,551	55,097	50,387	(4,710)
255.010.790..	329	Substitutes		4,000	4,000	4,000	-
255.010.790..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		55,786	47,041	45,480	(1,561)
255.010.790..	440	Other Purchases Services		1,300	3,500	3,500	-
255.010.790..	450	Supplies		10,000	10,000	1,000	(9,000)
255.010.790..	459	Food		60,000	75,000	90,000	15,000
255.010.790..	460	Milk		-	-	-	-
<b>Total</b>	<b>255</b>	<b>Food Services Fund</b>		<b>192,637</b>	<b>194,638</b>	<b>194,367</b>	<b>(271)</b>
<b>Employee Housing Fund</b>							
390.010.600..	325	Maintenance Staff	.88 FTE	47,060	45,694	48,278	2,584
390.010.600..	329	Substitutes and Temporary		-	-	-	-
390.010.600..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		32,382	30,171	31,028	857
390.010.600..	431	Water & Sewer		15,400	15,400	15,400	-
390.010.600..	435	Fuel-Heating		37,305	12,000	12,000	-
390.010.600..	436	Electricity		34,500	30,000	30,000	-
390.010.600..	441	Rental Payments		28,800	33,000	33,000	-
390.010.600..	452	Maintenance Supplies		50,000	105,000	80,000	(25,000)
<b>Total</b>	<b>390</b>	<b>Teacher Housing Fund</b>		<b>245,447</b>	<b>271,265</b>	<b>249,706</b>	<b>(21,559)</b>
<b>Total</b>	<b>010</b>	<b>Akiachak</b>		<b>\$ 4,300,572</b>	<b>\$ 4,048,762</b>	<b>\$ 3,975,641</b>	<b>\$ (73,121)</b>



# Akiak Thunderbolts

FY 2017 2nd Proposed Budget

**Location 011**

	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Change
<b>Fund 100: School Operating</b>				
Function: 100 Regular Instruction	\$ 827,605	\$ 780,298	\$ 940,825	\$ 160,527
160 Career Tech Instruction	-	30,068	61,309	31,241
200 Special Education	233,554	239,786	230,704	(9,082)
320 Support Services - Students	83,007	117,080	126,326	9,246
351 Support Services - Technology	15,793	8,192	13,669	5,477
352 Support Services - Instruction	41,366	41,325	41,839	514
400 School Administration	148,580	138,752	141,208	2,456
450 School Administration Support	71,202	67,031	68,052	1,021
511 Board of Education - LASB	3,342	3,342	4,966	1,624
600 Operations & Maintenance	693,249	419,484	421,768	2,284
700 Student Activities	47,636	47,636	47,318	(318)
Fund Total	<b>\$ 2,165,334</b>	<b>\$ 1,892,994</b>	<b>\$ 2,097,984</b>	<b>\$ 204,990</b>
<b>Fund 255: Food Service Fund</b>	<b>\$ 111,866</b>	<b>\$ 139,020</b>	<b>\$ 162,579</b>	<b>\$ 23,559</b>
<b>Fund 390: Employee Housing Fund</b>	<b>\$ 186,140</b>	<b>\$ 202,870</b>	<b>\$ 186,016</b>	<b>\$ (16,854)</b>
<b>TOTAL</b>	<b>\$ 2,463,340</b>	<b>\$ 2,234,884</b>	<b>\$ 2,446,579</b>	<b>\$ 211,695</b>

10.83 FTE Certificated Instructors  
1.0 FTE Certificated Administrator  
10.75 Classified Staffing

# Yupit School District

## FY 2017 2nd Proposed Budget

### Location 011 Akiak

Akiak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change	
<b>Regular Instruction</b>							
100.011.100.	315	Cert-Teacher	7.33 FTE	\$ 406,108	\$ 433,289	\$ 511,609	\$ 78,320
100.011.100.	323	NonCert-Aides	1.94 FTE	67,389	41,980	66,348	24,368
100-011-100	329	Substitute and Temporary		10,000	10,000	10,000	-
100.011.100.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		225,641	185,544	225,204	39,660
100.011.100.	367	TRS On Behalf		67,861	67,861	79,095	11,234
100.011.100.	366	PERS On Behalf		3,497	3,497	1,586	(1,911)
100.011.100.	390	Travel Allowance		5,390	2,181	7,700	5,519
100.011.100.	420	Staff Travel		1,500	-	-	-
100.011.100.	440	Other Purchased S (Meter Rental; copier maintenanc		9,273	5,000	5,000	-
100.011.100.	433	Communications		1,783	1,783	1,783	-
100.011.100.	450	Supplies/Material/Media		17,500	17,500	17,500	-
100.011.100.	510	Equipment		11,663	11,663	15,000	3,337
<b>Total</b>	<b>100</b>	<b>Regular Instruction</b>		<b>827,605</b>	<b>780,298</b>	<b>940,825</b>	<b>160,527</b>
<b>Career and Technical</b>							
100.011.160.	315	Cert - Teacher	.50 FTE	-	24,722	35,008	10,286
100.011.160.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		-	-	13,389	13,389
100.011.160.	367	TRS On Behalf		-	-	5,412	
100.011.160.	420	Staff travel		-	346	-	(346)
100.011.160.	450	Supplies/Material/Media		-	5,000	7,500	2,500
<b>Total</b>	<b>120</b>	<b>Career and Technical Instruction</b>		<b>-</b>	<b>30,068</b>	<b>61,309</b>	<b>25,829</b>
<b>Special Education</b>							
100.011.200.	315	Cert-Teacher	1.0 FTE	83,044	83,044	74,913	(8,131)
100.011.200.	323	NonCert-Aides	1.50 FTE	61,828	61,828	64,032	2,204
100.011.200.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		69,693	75,920	75,226	(694)
100.011.200.	367	TRS On Behalf		13,877	13,877	11,582	(2,295)
100.011.200.	368	PERS On Behalf		3,209	3,209	2,651	(558)
100.011.200.	390	Travel Allowance		703	708	1,100	392
100.011.200.	450	Supplies/Material/Media		1,200	1,200	1,200	-
<b>Total</b>	<b>200</b>	<b>Special Education</b>		<b>233,554</b>	<b>239,786</b>	<b>230,704</b>	<b>(9,082)</b>
<b>Support Services - Students</b>							
100.011.320..	318	Specialist	1.0 fTE	56,644	83,044	87,153	4,109
100.011.320..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		16,648	23,629	24,349	720
100.011.320..	367	TRS On Behalf		9,465	9,465	13,474	4,009
100.011.320..	390	Travel Allowance		-	692	1,100	408
100.011.320..	450	Supplies/Material/Media		250	250	250	-

Akiak			Approved	Revised	2nd Proposed	Budget
Account Code	Description	Comments	FY 2016	FY 2016	FY 2017	Change
			Budget	Budget	Budget	
<b>Total</b>	<b>300</b>	<b>Support Services - Students</b>	<b>83,007</b>	<b>117,080</b>	<b>126,326</b>	<b>9,246</b>
<b><u>Support Services - Tech Svcs</u></b>						
100.011.351..	324	Staff Support .44 FTE	11,396	5,698	10,266	4,568
100.011.351..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	3,806	1,903	3,403	1,500
100.011.351..	367	PERS On Behalf	591	591	-	(591)
			<b>15,793</b>	<b>8,192</b>	<b>13,669</b>	<b>5,477</b>
<b><u>Support Services - Instruction</u></b>						
100.011.352..	323	Non-Cert - Library Aide .75 FTE	16,584	16,584	17,086	502
100.011.352..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	22,021	21,980	22,146	166
100.011.352..	368	PERS On Behalf	861	861	707	(154)
100.011.352..	450	Supplies/Material/Media	1,900	1,900	1,900	-
<b>Total 352 Support Services - Instruction</b>			<b>41,366</b>	<b>41,325</b>	<b>41,839</b>	<b>514</b>
<b><u>School Administration</u></b>						
100.011.400..	313	Principal 1.0 FTE	91,475	91,475	93,875	2,400
100.011.400..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	34,422	25,105	25,525	420
100.011.400..	367	TRS On Behalf	15,285	15,285	14,513	(772)
100.011.400..	390	Travel Allowance	703	692	1,100	408
100.011.400..	420	Staff Travel	2,000	1,500	1,500	-
100.011.400..	433	Communications	3,570	3,570	3,570	-
100.011.400..	450	Supplies/Materials/Media	300	300	300	-
100.011.400..	490	Dues & Fees	825	825	825	-
<b>Total 400 School Administration</b>			<b>148,580</b>	<b>138,752</b>	<b>141,208</b>	<b>2,456</b>
<b><u>School Administration Support</u></b>						
100.011.450..	324	NonCert-Support .81 FTE	40,694	34,880	36,110	1,230
100.011.450..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	28,096	29,739	30,147	408
100.011.450..	368	PERS On Behalf	2,112	2,112	1,495	(617)
100.011.450..	450	Supplies/Materials/Media	300	300	300	-
<b>Total 450 School Administration Support</b>			<b>71,202</b>	<b>67,031</b>	<b>68,052</b>	<b>1,021</b>
<b><u>Board of Education - Local Advisory School Board</u></b>						
100.500.511.	324	NonCert-Support Staff	3,000	3,000	4,613	1,613
100.500.511.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	342	342	353	11
100.500.511.	450	Supplies/Materials/Media	-	-	-	-
<b>Total 511 Board of Education - LASB</b>			<b>3,342</b>	<b>3,342</b>	<b>4,966</b>	<b>1,624</b>
<b><u>Operations &amp; Maintenance</u></b>						
100.011.600.	325	NonCert-Maint/Custodial 2.13 FTE	86,126	73,022	73,286	264
100.011.600.	329	Substitutes & Temporary	2,500	2,500	2,500	-
100.011.600.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	48,760	35,742	36,824	1,082
100.011.600.	368	PERS On Behalf	4,470	4,470	3,158	(1,312)
100.011.600.	420	Travel	1,000	1,000	2,000	1,000
100.011.600.	431	Water & Sewer	66,000	54,000	54,000	-
100.011.600.	435	Fuel-Heating	195,993	90,000	90,000	-
100.011.600.	436	Electricity	217,650	100,000	100,000	-
100.011.600.	452	Maintenance Supplies	35,000	35,000	35,000	-
100.011.600.	453	Janitorial Supplies	20,000	15,000	15,000	-
100.011.600.	456	Vehicle Maintenance	250	250	1,500	1,250
100.011.600.	458	Vehicle Gas	14,500	8,000	8,000	-
100.011.600.	490	Other Expenses	1,000	500	500	-

Akiak			Approved	Revised	2nd Proposed	Budget	
Account Code	Description	Comments	FY 2016	FY 2016	FY 2017	Change	
			Budget	Budget	Budget		
<b>Total</b>	<b>600</b>	<b>Maintenance &amp; Operations</b>	<b>693,249</b>	<b>419,484</b>	<b>421,768</b>	<b>2,284</b>	
<b>Student Activity</b>							
100.011.700.	315	Cert. Staff	15,000	15,000	15,000	-	
100.011.700.	324	NonCert-Support Staff	2,500	2,500	2,500	-	
100.011.700.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	3,499	3,499	3,499	-	
100.011.700.	367	TRS On Behalf	2,507	2,507	2,319	(188)	
100.011.700.	368	PERS On Behalf	130	130	-	(130)	
100.011.700.	420	Staff Travel	-	-	-	-	
100.011.700.	425	Student Travel	21,500	21,500	21,500	-	
100.011.700.	440	Other Purchased Services	1,000	1,000	1,000	-	
100.011.700.	450	Supplies	1,000	1,000	1,000	-	
100.011.700.	490	Dues & Fees	500	500	500	-	
<b>Total</b>	<b>700</b>	<b>Student Activity</b>	<b>47,636</b>	<b>47,636</b>	<b>47,318</b>	<b>(318)</b>	
<b>Total</b>	<b>100</b>	<b>School Operating Fund</b>	<b>\$ 2,165,334</b>	<b>\$ 1,892,994</b>	<b>\$ 2,097,984</b>	<b>\$ 199,578</b>	
<b>Food Services Fund</b>							
255.011.790.	326	Food Service Staff	1.50 FTE	40,071	46,676	48,598	1,922
255.011.790.	329	Substitutes & Temporary		2,000	-	-	-
255.011.790.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		24,795	27,344	27,981	637
255.011.790.	440	Other Purchased Services		1,000	1,000	1,000	-
255.011.790.	450	Supplies		4,000	4,000	5,000	1,000
255.011.790.	459	Food		40,000	60,000	80,000	20,000
255.011.790.	460	Milk		-	-	-	-
<b>Total</b>	<b>255</b>	<b>Food Services Fund</b>	<b>111,866</b>	<b>139,020</b>	<b>162,579</b>	<b>23,559</b>	
<b>Employee Housing Fund</b>							
390.011.600.	325	Maintenance Staff	.88 FTE	42,806	41,558	43,921	2,363
390.011.600.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		25,732	25,312	26,095	783
390.011.600.	431	Water & Sewer		6,600	6,000	6,000	-
390.011.600.	435	Fuel-Heating		23,142	10,000	10,000	-
390.011.600.	436	Electricity		13,860	10,000	10,000	-
390.011.600.	441	Rental Payments		24,000	30,000	30,000	-
390.011.600.	452	Maintenance Supplies		50,000	80,000	60,000	(20,000)
<b>Total</b>	<b>390</b>	<b>Teacher Housing Fund</b>	<b>186,140</b>	<b>202,870</b>	<b>186,016</b>	<b>(16,854)</b>	
<b>Total</b>	<b>011</b>	<b>Akiak</b>	<b>\$ 2,463,340</b>	<b>\$ 2,234,884</b>	<b>\$ 2,446,579</b>	<b>\$ 206,283</b>	



# Tuluksak Wolverines

FY 2017 2nd Proposed Budget

## Location 012

	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY2017 Budget	Budget Change
<b>Fund 100: School Operating</b>				
Function: 100 Regular Instruction	\$ 1,176,663	\$ 986,839	\$ 1,029,167	\$ 42,328
160 Career Tech Instruction	85,000	57,722	70,180	12,458
200 Special Education	358,184	408,500	431,849	23,349
320 Support Services - Students	108,792	97,401	110,150	12,749
351 Support Services - Technology	15,793	8,192	14,642	6,450
352 Support Services - Instruction	53,995	44,376	65,209	20,833
400 School Administration	159,912	141,107	142,145	1,038
450 School Administration Support	42,805	44,804	47,020	2,216
511 Board of Education - LASB	3,342	3,342	4,966	1,624
600 Operations & Maintenance	739,788	419,657	427,997	8,340
700 Student Activities	59,486	59,486	59,669	183
Fund Total	<b>\$ 2,803,760</b>	<b>\$ 2,271,426</b>	<b>\$ 2,402,994</b>	<b>\$ 131,568</b>
<b>Fund 255: Food Service Fund</b>	<b>\$ 152,406</b>	<b>\$ 152,572</b>	<b>\$ 192,975</b>	<b>\$ 40,403</b>
<b>Fund 390: Employee Housing Fund</b>	<b>\$ 178,138</b>	<b>\$ 189,046</b>	<b>\$ 172,568</b>	<b>\$ (16,478)</b>
<b>TOTAL</b>	<b>\$ 3,134,304</b>	<b>\$ 2,613,044</b>	<b>\$ 2,768,537</b>	<b>\$ 155,493</b>

13.83 Certificated Instructors  
1.0 FTE Certificated Administrator  
8.95 Classified Staff

# Yupit School District

## FY 2017 2nd Proposed Budget

### Location 012 Tuluksak

Tuluksak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change	
<b>Regular Instruction</b>							
100.012.100.	315	Cert-Teacher	9.33 FTE	\$ 699,040	\$ 562,596	\$ 595,339	\$ 32,743
100.012.100.	323	NonCert-Aides		55,328	33,357	33,357	-
100.012.100.	329	Substitute and Temporary		10,000	25,000	25,000	-
100.012.100.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		248,755	206,656	222,951	16,295
100.012.100.	367	TRS On Behalf		104,277	104,277	92,039	(12,238)
100.012.100.	368	PERS On Behalf		2,872	2,872	1,381	(1,491)
100.012.100.	390	Travel Allowance		7,026	7,716	10,000	2,284
100.012.100.	433	Communications		2,600	2,600	2,600	-
100.012.100.	440	Other Purchased Svs		10,000	5,000	6,500	1,500
100.012.100.	450	Supplies/Material/Media		25,000	25,000	25,000	-
100.012.100.	510	Equipment		11,765	11,765	15,000	3,235
<b>Total</b>	<b>100</b>	<b>Regular Instruction</b>		<b>1,176,663</b>	<b>986,839</b>	<b>1,029,167</b>	<b>42,328</b>
<b>Career Tech Instruction</b>							
			.50 FTE				
100.012.160.	315	Cert-Teacher		28,322	24,985	35,009	10,024
100.012.160.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		23,206	8,004	9,759	1,755
100.012.160.	367	TRS On Behalf		4,733	4,733	5,412	679
100.012.160.	450	Supplies/Material/Media		28,739	20,000	20,000	-
<b>Total</b>	<b>160</b>	<b>Career Tech Instruction</b>		<b>85,000</b>	<b>57,722</b>	<b>70,180</b>	<b>12,458</b>
<b>Special Education</b>							
100.012.200.	315	Cert-Teacher	3.0 FTE	198,732	222,732	229,635	6,903
100.012.200.	323	NonCert-Aides	2.25 FTE	31,370	43,984	47,695	3,711
100.012.200.	329	Substitutes and Temporary			-	-	-
100.012.200.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		89,388	103,028	111,992	8,964
100.012.200.	367	TRS On Behalf		33,208	33,208	35,502	2,294
100.012.200.	368	PERS On Behalf		1,628	1,628	1,975	347
100.012.200.	390	Travel Allowance		2,108	2,170	3,300	1,130
100.012.200.	450	Supplies/Material/Media		1,750	1,750	1,750	-
<b>Total</b>	<b>200</b>	<b>Special Education</b>		<b>358,184</b>	<b>408,500</b>	<b>431,849</b>	<b>23,349</b>



Tuluksak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change	
<b>Support Services - Students</b>							
100.012.320..	318	Specialist	1.0 FTE	80,644	80,644	74,913	(5,731)
100.012.320..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		14,322	2,209	22,205	19,996
100.012.320..	367	TRS On Behalf		13,476	13,476	11,582	(1,894)
100.012.320..	390	Travel Allowance		-	722	1,100	378
100.012.320..	450	Supplies/Material/Media		350	350	350	-
<b>Total</b>	<b>300</b>	<b>Support Services - Students</b>		<b>108,792</b>	<b>97,401</b>	<b>110,150</b>	<b>12,749</b>
<b>Support Services - Tech Svcs</b>							
100.012.351..	316	Non Cert- Tech Aide	.44 FTE	11,396	5,698	9,972	4,274
100.012.351..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		3,806	1,903	4,670	2,767
100.012.351..	368	PERS On Behalf		591	591	-	(591)
100.012.351..	433	Communications - Internet		-	-	-	-
				<b>15,793</b>	<b>8,192</b>	<b>14,642</b>	<b>6,450</b>
<b>Support Services - Instruction</b>							
100.012.352..	323	Non-Cert - Library Aide	.75 FTE	24,362	24,362	24,365	3
100.012.352..	329	Substitutes and Temporary		-	6,500	6,500	-
100.012.352..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		24,619	9,500	29,585	20,085
100.012.352..	368	PERS On Behalf		1,264	1,264	1,009	(255)
100.012.352..	420	Staff travel		1,000	-	1,000	1,000
100.012.352..	450	Supplies/Material/Media		2,750	2,750	2,750	-
<b>Total</b>	<b>350</b>	<b>Support Services - Instruction</b>		<b>53,995</b>	<b>44,376</b>	<b>65,209</b>	<b>20,833</b>
<b>School Administration</b>							
100.012.400..	313	Principal	1.0 FTE	110,675	89,075	93,875	4,800
100.012.400..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		26,915	28,691	29,532	841
100.012.400..	367	TRS On Behalf		18,494	18,494	14,513	(3,981)
100.012.400..	390	Travel Allowance		703	1,722	1,100	(622)
100.012.400..	420	Staff Travel		2,000	2,000	2,000	-
100.012.400..	450	Supplies/Materials/Media		300	300	300	-
100.012.400..	490	Dues & fees		825	825	825	-
<b>Total</b>	<b>400</b>	<b>School Administration</b>		<b>159,912</b>	<b>141,107</b>	<b>142,145</b>	<b>1,038</b>
<b>School Administration Support</b>							
100.012.450..	324	NonCert-Support Staff	.75 FTE	24,614	24,614	24,022	(592)
100.012.450..	329	Substitute & Temporary		-	600	600	-
100.012.450..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		14,019	15,418	18,508	3,090
100.012.450..	368	PERS On Behalf		1,277	1,277	995	(282)
100.012.450..	433	Communications		2,595	2,595	2,595	-
100.012.450..	450	Supplies/Materials/Media		300	300	300	-
<b>Total</b>	<b>450</b>	<b>School Administration Support</b>		<b>42,805</b>	<b>44,804</b>	<b>47,020</b>	<b>2,216</b>
<b>Board of Education - Local Advisory School Board</b>							
100.500.511.	324	NonCert-Support Staff		3,000	3,000	4,613	1,613
100.500.511.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		342	342	353	11
100.500.511.	450	Supplies		-	-	-	-
<b>Total</b>	<b>511</b>	<b>Board of Education - LASB</b>		<b>3,342</b>	<b>3,342</b>	<b>4,966</b>	<b>1,624</b>
<b>Operations &amp; Maintenance</b>							
100.012.600.	325	NonCert-Maint/Custodial	2.38 FTE	90,083	93,901	93,756	(145)
100.012.600.	329	Substitute & Temporary		2,500	2,500	2,500	-
100.012.600.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		64,868	66,581	79,359	12,778

Tuluksak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change	
100.012.600.	368	PERS On Behalf	4,675	4,675	3,882	(793)	
100.012.600.	410	Professional & Technical	5,000	5,000	-	(5,000)	
100.012.600.	420	Travel	2,000	2,000	2,000	-	
100.012.600.	431	Water & Sewer	66,000	66,000	66,000	-	
100.012.600.	435	Fuel & Heating	408,077	108,000	108,000	-	
100.012.600.	440	Other Purchases Services	1,500	1,500	1,500	-	
100.012.600.	452	Maintenance Supplies	40,000	40,000	40,000	-	
100.012.600.	453	Janitorial Supplies	35,000	22,000	22,000	-	
100.012.600.	456	Vehicle Maintenance	500	500	1,500	1,000	
100.012.600.	458	Vehicle Gas	19,585	7,000	7,000	-	
100.012.600.	490	Other Expenses	-	-	500	500	
<b>Total</b>	<b>600</b>	<b>Maintenance &amp; Operations</b>	<b>739,788</b>	<b>419,657</b>	<b>427,997</b>	<b>8,340</b>	
<b>Student Activity</b>							
100.012.700.	315	Certified Staff	15,000	15,000	15,000	-	
100.012.700.	324	NonCert-Support Staff	2,500	2,500	2,500	-	
100.012.700.	329	Substitutes and Temporary	2,000	2,000	2,500	500	
100.012.700.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	3,499	3,499	3,500	1	
100.012.700.	367	TRS On Behalf	2,507	2,507	2,319	(188)	
100.012.700.	368	PERS On Behalf	130	130	-	(130)	
100.012.700.	425	Student Travel	31,250	31,250	31,250	-	
100.012.700.	440	Other Purchased Services	1,000	1,000	1,000	-	
100.012.700.	450	Supplies	1,000	1,000	1,000	-	
100.012.700.	490	Dues & fees	600	600	600	-	
<b>Total</b>	<b>700</b>	<b>Student Activity</b>	<b>59,486</b>	<b>59,486</b>	<b>59,669</b>	<b>183</b>	
<b>Total</b>	<b>100</b>	<b>School Operating Fund</b>	<b>2,803,760</b>	<b>2,271,426</b>	<b>2,402,994</b>	<b>131,568</b>	
<b>Food Services Fund</b>							
255.012.790.	326	Food Service Staff	1.50 FTE	42,337	42,337	42,337	-
255.012.790.	329	Substitutes/Temporaries		5,000	1,000	1,000	-
255.012.790.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		50,069	24,235	49,638	25,403
255.012.790.	450	Supplies		10,000	10,000	10,000	-
255.012.790.	459	Food		45,000	75,000	90,000	15,000
255.012.790.	460	Milk		-	-	-	-
<b>Total</b>	<b>255</b>	<b>Food Services Fund</b>	<b>152,406</b>	<b>152,572</b>	<b>192,975</b>	<b>40,403</b>	
<b>Employee Housing Fund</b>							
390.012.600.	325	Maintenance Staff	.88 FTE	52,198	35,754	35,754	-
390.012.600.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		33,657	26,692	38,214	11,522
390.012.600.	431	Water & Sewer		6,600	6,600	6,600	-
390.012.600.	435	Fuel-Heating		35,683	12,000	12,000	-
390.012.600.	436	Electricity		-	-	-	-
390.012.600.	440	Other Purchased Services		-	3,000	5,000	2,000
390.012.600.	452	Maintenance Supplies		50,000	105,000	75,000	(30,000)
<b>Total</b>	<b>390</b>	<b>Teacher Housing Fund</b>	<b>178,138</b>	<b>189,046</b>	<b>172,568</b>	<b>(16,478)</b>	
<b>Total</b>	<b>012</b>	<b>Tuluksak</b>	<b>\$ 3,134,304</b>	<b>\$ 2,613,044</b>	<b>\$ 2,768,537</b>	<b>\$ 155,493</b>	



# District Wide

FY 2017 2nd Proposed Budget

Location 500

	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed 2017 Budget	Budget Change
<b>Fund 100: School Operating</b>				
<u>Location 500</u> <u>District-Wide</u>				
Function 100 Regular Instruction	\$ 479,840	\$ 673,405	\$ 293,839	\$ (379,566)
Function 120 Bilingual/Biculture Instruction	-	-	149,266	149,266
Function 200 Special Education	11,015	11,015	1,268	(9,747)
Function 220 Special Education - Support Servi	207,624	151,585	240,250	88,665
Function 300 Support Services - Students	-	60,960	73,130	12,170
Function 320 Guidance Services	-	1,500	-	(1,500)
Function 350 Support Services-Instruction	322,986	307,337	376,711	69,374
Function 351 Support Services -Technology	1,647,904	1,973,556	2,004,948	31,392
Function 354 In-service Training	5,000	22,000	20,000	(2,000)
Function 511 Board of Education	141,916	163,256	171,886	8,630
Function 512 Office of Superintendent	260,442	349,946	261,285	(88,661)
Function 550 District Admin Support Services	356,435	352,662	319,450	(33,212)
Function 551 Recruiting	15,000	25,500	25,500	-
Function 552 Human Resources	39,213	40,213	39,868	(345)
Function 600 Operations & Maintenance	394,862	370,555	400,210	29,655
Function 700 Student Activities	23,195	60,961	49,504	(11,457)
Function 900 Other Financing Uses	621,052	679,795	502,831	(176,964)
<b>Fund Total</b>	<b>\$ 4,526,484</b>	<b>\$ 5,244,246</b>	<b>\$ 4,929,946</b>	<b>\$ (314,300)</b>
<b>Fund 255: Food Service Fund</b>	\$ 120,513	\$ 35,400	\$ 64,159	\$ 28,759
<b>Fund 390: Employee Housing Fund</b>	\$ 121,209	\$ 123,206	\$ 89,801	\$ (33,405)
<b>TOTAL</b>	<b>\$ 4,768,206</b>	<b>\$ 5,402,852</b>	<b>\$ 5,083,906</b>	<b>\$ (318,946)</b>

# Yupit School District

## FY 2017 2nd Proposed Budget

Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change
<b>Regular Instruction</b>					
	Benefits (Health care expected increase)	80,823	250,000	157,540	(92,460)
100.500.100.. 365	TRS On Behalf (grants)	180,924	180,924	24,524	(156,400)
100.500.100.. 366	PERS On Behalf (grants)	118,093	118,093	10,275	(107,818)
100.500.100.. 390	Travel Allowance	-	1,354	-	(1,354)
100.500.100.. 433	Communications	-	-	-	-
100.500.100.. 410	Professiona & Technical	-	1,500	1,500	-
100.500.100.. 440	Other Purchased Services	-	6,534	-	(6,534)
100.500.100.. 450	Supplies/Material/Media	100,000	115,000	100,000	(15,000)
<b>Total 100</b>	<b>Regular Instruction</b>	<b>479,840</b>	<b>673,405</b>	<b>293,839</b>	<b>(379,566)</b>
<b>Bilingual/Bicultural Instruction</b>					
100.500.120.. 321	Non Cert - Director/Coor/Mgr 1.0 FTE	-	-	80,502	80,502
100.500.120.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	-	-	39,781	39,781
100.500.120.. 366	PERS On Behalf	-	-	3,333	3,333
100.500.120.. 433	Communications	-	-	650	650
100.500.120.. 410	Professional & Technical	-	-	10,000	10,000
100.500.120.. 450	Supplies/Material/Media	-	-	15,000	15,000
<b>Total 120</b>	<b>Bilingual/Bicultural Instruction</b>	<b>-</b>	<b>-</b>	<b>149,266</b>	<b>149,266</b>
100.500.200.. 366	PERS On Behalf (grants)	11,015	11,015	1,268	(9,747)
<b>Total 200</b>	<b>Special Education</b>	<b>11,015</b>	<b>11,015</b>	<b>1,268</b>	<b>(9,747)</b>
<b>Special Education Instruction - Support Svcs</b>					
100.500.220.. 314	Cert - Director/Coord/Mgr .50 FTE	91,196	22,799	43,477	20,678
100.500.220.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	28,196	7,266	16,701	9,435
100.500.220.. 365	TRS On Behalf	15,239	15,239	6,722	(8,517)
100.500.220.. 390	Travel Allowance	693	1,481	550	(931)
100.500.220.. 410	Professional & Technical Services	60,000	88,500	116,500	28,000
100.500.220.. 420	Staff Travel	3,500	7,500	47,500	40,000
100.500.220.. 433	Communications	500	500	500	-
100.500.220.. 450	Supplies	4,000	3,000	3,000	-
100.500.220.. 490	Dues & Fees	300	300	300	-
100.500.220.. 510	Equipment	4,000	5,000	5,000	-

Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change
<b>Total 220</b>	<b>Special Education Instruction - Support Srvs</b>	<b>207,624</b>	<b>151,585</b>	<b>240,250</b>	<b>88,665</b>
<b><u>Support Services-Students</u></b>					
100.500.300.. 314	Cert - Director/Coordinator/Mgr .50 FTE	-	45,598	49,284	3,686
100.500.300.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	-	14,531	15,177	646
100.500.300.. 367	TRS On Behalf	-	-	7,619	7,619
100.500.300.. 390	Travel Allowance	-	331	550	219
100.500.300.. 420	Staff Travel	-	500	500	-
<b>Total 300</b>	<b>Support Services - Students</b>	<b>-</b>	<b>60,960</b>	<b>73,130</b>	<b>12,170</b>
<b><u>Guidance Services</u></b>					
100.500.320.. 420	Staff Travel	-	1,500	-	(1,500)
<b>Total 320</b>	<b>Guidance Services</b>	<b>-</b>	<b>1,500</b>	<b>-</b>	<b>(1,500)</b>
<b><u>Support Services-Instruction</u></b>					
100.500.350.. 314	Cert - Director/Coordinator/Mgr .75 FTE	91,196	96,110	162,067	65,957
100 500 350 313	DW Administrator	33,853	35,005	-	(35,005)
100.500.350.. 316	Extra-Duty Pay	7,500	7,500	-	(7,500)
100.500.350.. 324	Non-Cert Support Staff	42,067	4,831	48,087	43,256
100.500.350.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	53,338	65,600	72,160	6,560
100.500.350.. 367	TRS On Behalf	20,896	20,896	25,056	4,160
100.500.350.. 368	PERS On Behalf (grants)	2,183	2,183	1,991	(192)
100.500.350.. 390	Travel Allowance	703	1,662	550	(1,112)
100.500.350.. 410	Professional & Technical	25,000	25,000	25,000	-
100.500.350.. 420	Staff Travel -	15,750	15,750	10,000	(5,750)
100.500.350.. 433	Communications	-	800	300	(500)
100.500.350.. 450	Supplies/Material/Media	30,500	30,500	30,000	(500)
100.500.350.. 491	Dues & Fees	-	1,500	1,500	-
<b>Total 350</b>	<b>Support Services - Instruction</b>	<b>322,986</b>	<b>307,337</b>	<b>376,711</b>	<b>69,374</b>
<b><u>Support Services - Technology</u></b>					
100.500.351.. 314	Cert - Director/Coordinator/Mgr 1.0 FTE	-	-	96,110	96,110
100.500.351.. 321	Non-Cert - Director/Coordinator/Mgr	-	-	-	-
100.500.351.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	-	-	29,923	29,923
100.500.351.. 367	TRS On Behalf	-	-	14,859	14,859
100.500.351.. 368	PERS On Behalf	-	-	-	-
100.500.351.. 410	Professional & Technical Services	110,000	130,000	5,500	(124,500)
100.500.351.. 420	Staff Travel	25,000	1,500	15,000	13,500
100.500.351.. 433	Communications	1,419,404	1,748,556	1,748,556	-

Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change
100.500.351.. 440	Other Purchased Services	6,000	6,000	6,000	-
100.500.351.. 450	Supplies/Material/Media	87,500	87,500	87,500	-
100.500.351.. 491	Dues & Fees	-	-	1,500	1,500
<b>Total 351</b>	<b>Support Services - Technology</b>	<b>1,647,904</b>	<b>1,973,556</b>	<b>2,004,948</b>	<b>31,392</b>

**In-service Training**

100.500.354.. 410	Professional & Technical	-	14,500	10,000	(4,500)
100.500.354.. 420	Staff Travel	5,000	5,000	5,000	-
100.500.354.. 440	Other Purchased Services	-	2,500	2,500	-
100.500.354.. 450	Supplies	-	-	2,500	2,500
<b>Total 400</b>	<b>School Administration</b>	<b>5,000</b>	<b>22,000</b>	<b>20,000</b>	<b>(2,000)</b>

**Board of Education**

100.500.511.. 324	Specialists - Board Secretary	.33 FTE	26,566	26,566	26,566	-
100.500.511.. 322	NonCert-Support Staff	FY13: \$33,000 RSB, \$9,000 I	42,000	42,000	50,000	8,000
100.500.511.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		16,056	16,056	19,427	3,371
100.500.511.. 368	PERS On Behalf		1,379	1,379	2,443	1,064
100.500.511.. 410	Professional & Technical Services		-	-	-	-
100.500.511.. 420	Staff Travel		30,000	50,000	50,000	-
100.500.511.. 450	Supplies/Material/Media		7,500	7,500	5,000	(2,500)
100.500.511.. 485	Stipends		-	1,340	-	(1,340)
100.500.511.. 491	Dues & Fees	(AASB Annual Dues)	18,415	18,415	18,450	35
<b>Total 511</b>	<b>Board of Education</b>		<b>141,916</b>	<b>163,256</b>	<b>171,886</b>	<b>8,630</b>

**Office of Superintendent**

100.500.512.. 311	Cert-Superintendent	1.0 FTE	120,000	180,000	120,000	(60,000)
100.500.512.. 321	NonCert-Support Staff	.34 FTE	27,371	27,371	27,371	-
100.500.512.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		51,098	67,851	50,729	(17,122)
100.500.512.. 367	TRS On Behalf		20,052	20,052	18,552	(1,500)
100.500.512.. 368	PERS On Behalf		1,421	1,421	1,133	(288)
100.500.512..	Leave Cash Out		-	4,651	-	(4,651)
100.500.512.. 380	Housing		6,000	-	-	-
100.500.512.. 390	Travel Allowance		-	10,000	10,000	-
100.500.512.. 410	Professional & Technical Services		20,000	20,000	20,000	-
100.500.512.. 420	Staff Travel		7,500	10,000	7,500	(2,500)
100.500.512.. 433	Communications		2,000	2,000	1,800	(200)
100.500.512.. 450	Supplies/Material/Media		5,000	5,000	3,000	(2,000)
100.500.512.. 491	Dues & Fees		-	1,600	1,200	(400)
<b>Total 512</b>	<b>Office of Superintendent</b>		<b>260,442</b>	<b>349,946</b>	<b>261,285</b>	<b>(88,661)</b>

**District Admin Support Service**

Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change
100.500.550.. 321	Non-Cert - Director/Coordr/Mgr .75 FTE	59,222	4,950	63,980	59,030
100.500.550.. 324	Non-Cert - Support Staff 1.0 FTE	78,404	75,041	66,854	(8,187)
100.500.550.. 329	Substitutes	-	-	5,000	
100.500.550.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	77,216	69,709	93,357	23,648
100.500.550.. 368	PERS On Behalf	7,143	7,143	5,417	(1,726)
100.500.550.. 390	Travel Allowance	4,400	-	1,500	1,500
100.500.550.. 410	Professional & Technical Services	100,000	150,000	37,577	(112,423)
100.500.550.. 420	Staff Travel	7,500	2,000	3,000	1,000
100.500.550.. 433	Communications (Internet, DO Telephone, Pc	4,000	30,000	30,000	-
100.500.550.. 440	Other Purchased Svs (Meter Rent; copier mainte	62,500	62,500	40,000	(22,500)
100.500.550.. 445	Insurance - Liability (General Liability, Crime, E&	24,496	18,500	18,500	-
100.500.550.. 450	Supplies/Material/Media	10,500	10,500	5,000	(5,500)
100.500.550.. 491	Dues & Fees	5,235	6,500	6,500	-
100.500.550.. 495	Indirect Recovery Indirect Recovery of Admin	(84,181)	(84,181)	(57,235)	26,946
100.500.550.. 510	Equipment	-	-	-	-
<b>Total 550</b>	<b>District Admin Support Service</b>	<b>356,435</b>	<b>352,662</b>	<b>319,450</b>	<b>(38,212)</b>
<b>Recruiting</b>					
100.500.551.. 410	Professional & Technical	5,000	5,000	5,000	-
100.500.551.. 420	Travel	10,000	15,000	15,000	-
100.500.551.. 490	Other	-	5,500	5,500	-
<b>Total 551</b>	<b>Recruiting</b>	<b>15,000</b>	<b>25,500</b>	<b>25,500</b>	<b>-</b>
<b>Human Resources</b>					
100.500.552.. 321	Non-Cert - Director/Coord/Mgr .33 FTE	26,566	26,566	26,566	-
100.500.552.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	11,268	11,268	11,202	(66)
100.500.552.. 368	PERS On Behalf	1,379	1,379	1,100	(279)
100.500.552.. 420	Travel	-	500	500	-
100.500.552.. 450	Supplies/Material/Media	-	250	250	-
100.500.552.. 490	Other	-	250	250	-
<b>Total 551</b>	<b>Recruiting</b>	<b>39,213</b>	<b>40,213</b>	<b>39,868</b>	<b>(345)</b>
<b>Operations &amp; Maintenance</b>					
100.500.600.. 321	NonCert-Director/Coord. .50 FTE	46,087	46,087	46,087	-
100.500.600.. 324	NonCert-Support Staff .44 FTE	-	-	12,011	12,011
100.500.600.. 325	NonCert-Maintenance .25 FTE	-	-	6,923	
100.500.600.. 329	Substitutes	-	-	-	-
100.500.600.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	16,776	16,776	26,831	10,055
100.500.600.. 368	PERS On Behalf (including funds 255 & 390)	2,392	2,392	1,908	(484)
100.500.600.. 410	Professional & technical services	19,500	19,500	-	(19,500)

Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change
100.500.600.. 420	Staff Travel	9,000	12,000	12,000	-
100.500.600.. 431	Water & Sewage	-	-	-	-
100.500.600.. 433	Communications	700	700	1,200	500
100.500.600.. 435	Other Energy	15,000	-	-	-
100.500.600.. 436	Electricity	10,000	18,000	18,000	-
100.500.600.. 440	Other Purchased Services	60,000	60,000	80,000	20,000
100.500.600.. 445	Insurance & Bond Premiums - Property & Auto	185,407	165,000	170,000	5,000
100.500.600.. 452	Maintenance & Custodial Supplies	25,000	25,000	20,000	(5,000)
100.500.600.. 458	Gas & Oil	5,000	5,000	5,000	-
100.500.600.. 491	Dues & Fees	-	100	250	150
100.500.600.. 510	Equipment	-	-	-	-
<b>Total 600</b>	<b>Operations &amp; Maintenance</b>	<b>394,862</b>	<b>370,555</b>	<b>400,210</b>	<b>22,732</b>
<b>Student Activities</b>					
100.500.700.. 316	Extra Duty Pay (Athletic Director)	7,500	33,853	20,000	(13,853)
100.500.700.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	1,332	11,745	3,202	(8,543)
100.500.700.. 367	TRS On Behalf	1,253	1,253	3,092	1,839
100.500.700.. 410	Professional & Technical	-	-	-	-
100.500.700.. 420	Staff Travel	1,500	1,500	1,500	-
100.500.700.. 425	Student Travel	10,000	10,000	20,000	10,000
100.500.700.. 450	Supplies	-	1,000	100	(900)
100.500.700.. 491	Dues & Fees	1,610	1,610	1,610	-
<b>Total 700</b>	<b>Student Activities</b>	<b>23,195</b>	<b>60,961</b>	<b>49,504</b>	<b>(11,457)</b>
<b>Transfer of Funds</b>					
100.900.000.. 552	Food Service	191,998	191,998	150,000	(41,998)
100.900.000.. 558	Employee Housing	329,054	329,054	250,000	(79,054)
	Fund Balance	100,000	158,743	102,831	(55,912)
<b>Total 900</b>	<b>Transfer of Funds</b>	<b>621,052</b>	<b>679,795</b>	<b>502,831</b>	<b>(176,964)</b>
<b>Total 100</b>	<b>General Operating Fund</b>	<b>\$ 4,526,484</b>	<b>\$ 5,244,246</b>	<b>\$ 4,929,946</b>	<b>\$ (326,223)</b>
<b>Food Services Fund</b>					
255.500.790.. 321	NonCert-Dir/Coor/Mgr .25 FTE	19,741	-	21,327	21,327
255.500.790.. 324	NonCert - Support Staff .25 FTE	-	-	6,923	6,923
255.500.790.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	10,714	-	13,909	13,909
255.500.790.. 410	Professional & technical services	75,918	30,000	15,000	(15,000)
255.500.790.. 420	Staff Travel	9,807	400	1,500	1,100
255.500.790.. 450	Supplies/Materials/Media	2,083	3,500	1,500	(2,000)
255.500.790.. 491	Dues and Fees	50	1,500	1,500	-
255.500.790.. 510	Equipment	2,200	-	2,500	2,500



Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	2nd Proposed FY 2017 Budget	Budget Change
<b>Total 255</b>	<b>DW Food Services Fund</b>	<b>120,513</b>	<b>35,400</b>	<b>64,159</b>	<b>28,759</b>
<b><u>Employee Housing Fund</u></b>					
390.500.600.. 321	Maintenance Director .50 FTE	46,087	46,087	46,087	-
390.500.600.. 325	Maintenance Staff .25 FTE	24,851	24,851	13,846	(11,005)
390.500.600.. 360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	34,063	34,063	19,868	(14,195)
390.500.600.. 420	Staff Travel & Per Diem	503	2,500	2,500	-
390.500.600.. 452	Maintenance Supplies	15,705	15,705	7,500	(8,205)
<b>Total 390</b>	<b>Teacher Housing Fund</b>	<b>121,209</b>	<b>123,206</b>	<b>89,801</b>	<b>(33,405)</b>
<b>Total</b>	<b>District Wide</b>	<b>\$ 4,768,206</b>	<b>\$ 5,402,852</b>	<b>\$ 5,083,906</b>	<b>\$ (330,869)</b>

Yupiit School District  
Regional School Board  
Report

Site/Department: Maintenance & Operations  
Date of Regional School Board Meeting: April 28, 2016  
Author of Report: Jim Hartz

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Facility Contractors selected for Akiak School work. Contract presented for approval.</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Akiachak LTD Lease presented for approval</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• TNC (Tuluksak) Fuel: YSD is supplying 5,000 gallons of diesel fuel and this will be deducted from our quarterly water payment.</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Results of the fuel bid</li><li>• District-wide materials have been ordered for barge delivery</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• Akiak attempted break-in (teacher housing)</li><li>• Akiachak school large window in library broken</li></ul>

# Yupiiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX Action Item E (i) Resignations

The Administration recommends the approval of the following resignations:

District-Wide	Jamie Burgess	Dir Curriculum, Instruction and Assessment
Tuluksak	Matthew Brown	Grade 4/5
Akiak	Cynthia Long	ELA
Akiak	Samantha Thvedt	Grade 1/2
Akiak	Gregory Jones	Middle School Generalist

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625

Jamie S. Burgess, M.S., M.Ed.

10772 W. Flanagan St.

Avondale, AZ 85323

623-936-0047

April 11, 2016

Ms. Rayna Hartz  
Interim Superintendent  
Yupiiit School District  
P.O. Box 51190  
Akiachak, AK 99551

Received  
4/11/16

Dear Rayna:

I regret to inform you that I will not be accepting my offered contract renewal for the position of Director of Curriculum & Instruction for Yupiiit School District, and will be resigning effective the last day of my contract for the 2015-2016 school year.

I have greatly appreciated this opportunity to serve the staff, students and community of the Yupiiit School District, and will always remember my time here with great affection.

Sincerely,

  
Jamie S. Burgess

# Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item F Recommendations for Hire

The Administration recommends approval of the following hires:

Tuluksak	2016-2017	Brittany Schmitz	Grades 1/2
Tuluksak	2016-2017	William Hicks	Special Education
Tuluksak	2016-2017	Tammy Hicks	Grade 7/8
Tuluksak	2016-2017	Andrew Wallace	ELA
Akiachak	2016-2017	Robin Connolly	ELA
Akiachak	2016-2017	Norman Westdahl	Grade 5
Akiachak	2016-2017	James Bagnaschi	Grade 4
Akiachak	2016-2017	Donna Westdahl	Grade 1
Akiachak	2016-2017	Karen Wells	Special Education
Akiak	2016-2017	JanClare Robyt	Grade 3/4
Akiak	2016-2017	Alexis Smith	Grade 2
Akiak	2016-2017	Rachel Patton	ELA

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# Yupiiit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX Action Item E (iii) Curriculum Director Job Description

The Administration recommends approval of the Curriculum Director job description.

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625

**Yupit School District  
P.O. Box 51190  
Akiachak, Alaska 99551**

**JOB DESCRIPTION**

JOB TITLE: Director of Curriculum, Instruction and Assessment  
SALARY: Based on experience, education and certification  
REPORTS TO: Superintendent  
LOCATION: Akiachak District Office  
No. DAYS: 215 Days

**QUALIFICATIONS:**

1. Alaska Type A Teaching Certificate required.
2. Alaska Type B Administrative Certificate preferred
3. Five or more years of successful teaching experience in tribally-controlled Alaska Native communities, Yupiaq preferred.
4. Background and experience in:
  - a. Curriculum development
  - b. Assessment
  - c. Quality Schools model
  - d. Place-based curricula
  - e. Gomez & Gomez Dual Language
  - f. Effective instructional strategies
  - g. Professional development
  - h. Theoretical and philosophical framework aligned with the United Nations Declaration on the Rights of Indigenous People

**RESPONSIBILITY:**

The Director of Curriculum, Instruction and Assessment is responsible for the following:

- In collaboration with Yupiaq Tribal Education Department Director:
  - Develop of K-12 curricula that is culturally sensitive and aligned with the Alaska Standards
  - Develop of applicable quarterly assessments aligned with the YSD Curricula and Alaska Standards
  - Develop of a YSD Curricula review cycle
  - Monitor implementation of YSD Curricula and provide support when needed
  - Selection and acquisition of materials
  - Conduct professional development for administrators, teachers and instructional paraprofessionals
  - Manage applicable budgets
  - Develop of early learning opportunities
  - Manage applicable grants and partnerships
- Overseeing the YSD Assessment Program, serving as the YSD Assessment Coordinator
  - Assist schools in data acquisition and analysis on an ongoing basis
  - Assist schools in the assessment of need and the creation of school improvement plans as required by the Alaska Department of Education and Early Development through the Alaska STEPP process

- Complete the annual School Report Card
- Facilitate discussions and implementation of effective reporting, grading, and credit awarding systems
- Preparation of reports for the YSD School Board, Department of Education and Federal Department of Education when needed
- Serving on the YSD Leadership Team
- Other functions as pertinent to Curriculum, Instruction and Assessment as they arise during the course of the year

#### Required Knowledge and Skills

- Advanced computer skills
- Strong organizational skills
- Experience teaching adults
- Excellent public speaking and communication skills
- Ability to work effectively with individuals from different cultures and different economic circumstances
- Knowledge of Marzano's Framework for Effective Instruction
- Ability to maintain a budget
- Ability to effectively manage committees

**Certification and Highly Qualified Requirements:** Must have a current Alaska Teacher Certificate issued by the Alaska Department of

**Language Skills:** Ability to read, analyze, and interpret general periodicals, professional journals, governmental regulations, Board policy, DOE directives and State law. Ability to respond to common inquiries or complaints from public. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information to management, public groups, and the Regional School Board.

**Mathematical and Computer Skills:** Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to manipulate word processing, spreadsheets and database programs. Capable of conducting research via Internet.

**Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to deal with abstract and concrete variables.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee is frequently required to talk, hear and use the telephone. The employee is consistently required to drive long distances to visit school sites and must be able to fly to remote sites.



BP 4030: Nondiscrimination in Employment, All Personnel

*Note: title Ii of the Genetic Information Nondiscrimination Act (GINA) of 2008, which became effective November 21, 2009, protects applicants and employees from employment discrimination based on genetic information. Employers are prohibited from discriminating in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees or their family members, the manifestation of diseases or disorders in family members (family medical history), and requests for or receipt of genetic services by applicants, employees, or their family members.*

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern.

TO APPLY: Must have a complete application on file. Apply through Alaska Teacher Placement.

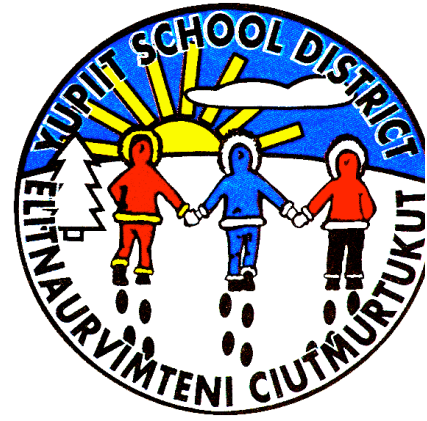
PLEASE CONTACT:

Yupit School District Human Resources Department  
P.O. Box 51190  
Akiachak, AK 99551  
Phone: (907) 825-3600  
Fax: 1-877-825-2404

\*WE ARE AN EQUAL OPPORTUNITY EMPLOYER\*

# Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item F Akiachak Limited Lease

The Administration requests the approval of the Akiachak Limited Lease for housing.

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625

## Akiachak Limited & Yupiit School DisitRICT

### APARTMENT LEASE AGREEMENT

THIS AGREEMENT, made this 11<sup>th</sup> day of April, 20\_16\_ by and between AKIACHAK LIMITED, an A.N.S.C.A. village corporation for the Akiachak Native Community (hereinafter referred to as "Lessor") and the YUPIIT SCHOOL DISTRICT (hereinafter referred to as "Lessee") agree as follows:

1. Description

\_Lessor hereby agrees to lease to Lessee the following housing units (hereinafter called "Demised Premises"):

Unit Numbers: 9, and 10, Duplex unit 28'x72' wood frame apartment; 11 single unit 28'x36' wood frame apartment.

The Demised Premises are leased as furnished, owned by Lessee, and shall contain such items of furniture, appliances, and equipment so that said units are considered "furnished" as the term implies. Items such as dishes, utensils, and bedding are not constructed as part of the furnishing.

2. Condition of Property

Lessee has inspected the Demised Premises in its present state and condition, without representation of warranty, express or implied, by Lessor.

Lessor shall not be responsible for any latent defect(s) in such property and content(s), and/or change(s) in the condition thereof, any change(s) occurring hereto any violation(s) of the law(s) and/or regulation(s) of any governmental authority.

3. This Lease shall extend for a period of TWO consecutive (2) years beginning July 01, 2015 and shall continue until June 30, 2017, after which date the Lease shall be considered terminated. The Lease may then be extended and/or renewed upon the written agreement of both parties.

4. Rent

Lessee shall pay to Lessor rent monthly in the amount of \$ 750.00 per unit (Nos. 9, 10, and 11). Rent for the Demised Premises shall be payable in advance, due on the first day of each month throughout the term of the Lease, the first installment being due July 01, 2015.

Leassor agrees that lessee shall be empowered to collect rents due Lessor and transmit same to Lessor on a monthly schedule.

5. Additional Rent:

Lessor shall be responsible for all taxes, charges, costs, and expenses that may be charged to the Demised Premises. Any additional rent that lessor may deem necessary will be discussed with the Lessee with detailed explanation.

6. Repair and/or Maintenance:

Lessee shall perform all repairs, maintenance, and any improvements, additions and alternations thereto of every nature on premises as its sole cost and expense and shall use all reasonable precautions without waste, damage, or injury to the premises. Lessee will maintain all furniture, appliances, equipment, and other personal property of lessor in good working order and condition.

Lessee shall keep the Demised Premises neat, clean and in a sanitary condition, and this shall include the access approaches as well as other areas of the Demised Premises.

7. Right of Entry and/or Inspection:

Lessor and/or its authorized representative(s) may enter the Demised Premises without the consent of the tenant in the case emergency. Lessor and/or its authorized representative(s) shall give the tenant at least 24 hours notice of intention to enter and may enter only at reasonable times and with the tenant's consent (AS24.03.140) for the propose of inspecting the premises, performing any work which the Lessor elects to undertake, and to perform all reasonable repairs, alterations, improvements or additions as Lessor may deem necessary.

8. Utilities

Lessee shall be responsible to pay for all non-discriminatory utility charges including gas, fuel oil, electricity, heat, water, sewer, and all like utilities used, rendered, and/or supplied in connection with the Demised Premises.

All applications and/or connections for necessary utility service(s) ON THE Demised Premises shall be made accordingly, in the name of the Lessee only, and the Lessee shall be solely liable to all utility charges as come due.

9. Taxes and Assessments:

The Lessor shall be responsible for any property taxes and/or assessments of any kind.

10. Alternations and Improvements:

Upon the receipt of a prior written approval of letter, such approval not be unreasonably withheld, the Lessee make take such alternation(s), Addition(s), and/or improvement(s) necessary and suitable for the beneficial gain of the Lessor as Lessor may deem necessary.

Any alternation(s), addition(s), or improvement(s) made by the Lessee and any fixture(s) installed as part thereof, shall at Lessor's option become the property of Lessor.

All sun work shall be performed in a first class workmanlike manner and all such alternation(s) addition(s), and/or improvement(s) shall be made at Lessee own expense.

Upon termination of said Lease and/or upon expiration of the Lease period, all repairs and/or improvement(s) placed upon the Demised Premises shall be removed from the Leased premises at the expense of the Lessee, if Lessor demands.

#### 11. Use of Premises

The Lessee covenants and agrees that it will use and occupy the Demised Premises for residential purposes only. Lessee will not use or occupy or permit the Demised Premises to be used or occupied or do permit anything to be done in or on the Leased Premises in manner which will constitute a public or a private nuisance, or which will violate any present and/or future law(s) or regulation(s) of any recognized governmental authority.

In the event any occupant(s) of the Demised Premises conduct and/or permit any illegal business activity on said premises, this Lease shall be terminated and all sums of money paid in advance shall be forfeited as liquidated damages; and the Lessee agrees to immediately vacate and deliver up to the Lessor, its authorized agent(s) and assigns said premises upon demand to do so.

Lessee shall indemnify and hold harmless Lessor against all costs, expenses, liabilities, losses, damages, injunctions, suites, fines, penalties, claims, and demands, including reasonable attorney's fees, arising out of any violations and/or default in these covenants.

#### 12. Assignment, Mortgage, or Sublease.

Neither Lessee nor its tenants shall assign, mortgage, pledge or encumber this Lease or encumber this Lease or sublet the Demised Premises in whole or in part, or permit the premises to be used or occupied by others, nor shall this Lease be assigned or transferred by operation of law, without the prior consent in writing of Lessor in each instance.

If this Lease is assigned or transferred, or if all or any part of the Demised Premises is sublet or occupied by anybody or anyone other than the Lessee, Lessor may, after default of occupant and apply the net amount collected to the rent reserved herein.

No assignment, subletting, or occupancy or collection shall be deemed a waiver of any agreement or condition hereof, or the acceptance of the assignee, transferee, subtenant, or other occupant as Lessee.

Lessee shall continue to be liable hereunder, in accordance with the terms and conditions of this Lease and shall not be released from the performance of the terms and conditions hereof. The temporary consent by Lessor to an assignment, mortgage, pledge, or transfer shall not be constructed to relieve Lessee from obtaining a written consent of Lessor to any future transfer of interest.

It is understood by the Lessor that the Lessee leases the Demised Premises for use by its employees, and such use is not considered an assignment or sublease within the terms of this paragraph.

13. Liability of Lessor.

Lessee shall be in exclusive control and possession of the Demised Premises for the time period specified in this Lease and any holding over while in idle or between negotiations of any new written lease(s).

Lessor shall not be liable for any theft, loss, damage, and/or injury to any personal or professional property with or without any reason of any nature of the Lessee, its agents, representatives, affiliates, contractors, and/or its employees.

Lessee hereby agrees to indemnify and hold Lessor harmless from and against all claims and/or demands for loss, theft, damage and/or injury, including intellectual property damage, personal injury and wrongful death, arising out of or in connection with use and occupancy of the Demised Premises. The Lessee further agrees that the Lessor shall be held harmless and indemnified of any and all liability in connection with the Lease, before, during, and after this Lease agreement.

14. Insurance.

Lessor shall be responsible for the insurance of the demised premises.

15. Breach and/or Default.

Each of the following events shall constitute a breach and default of the Lease by Lessee:

- a) If Lessee shall fail to pay Lessor any rent or additional rent within thirty (30) days after said rent becomes due.
- b) If Lessee shall fail to perform or comply with any of the terms and conditions of this Lease other than nonpayment of rent, and if the nonperformance shall continue for a period of fifteen (15) days after notice thereof by Lessor to Lessee, or if the performance cannot reasonably be had within the fifteen (15) day period, Lessee shall not have in good faith commenced to cure the nonperformance within the thirty (30) days.
- c) If the Lessee shall vacate or abandon the Demise Premises for a period of three consecutive calendar months, or 92 consecutive days without occupancy by any of its employee(s).

16. Condemnation.

Rights and duties in the event of condemnation are as follows:

- a) If the whole of the Demised Premises shall be taken or condemned by any recognized and competent authority for any public or quasi-public use or purpose, this Lease shall cease and terminate as of the date on which title shall vest thereby in that authority, and the rent reserved hereunder shall be apportioned and paid to that date.
- b) If only a portion of the Demised Premises shall be taken or condemned, this lease and the terms thereof shall not cease or terminate, but the rent payable after the date on which Lessee shall be required to surrender possession of such portion shall be reduced in proportion to the decrease use suffered by Lessee as the parties may agree or as shall be determined by arbitration.
- c) In the event of any taking of condemnation in whole or in part the entire resulting award of consequential damages shall belong to Lessor without any deduction there from for the value of the unexpired term of this lease or for any other estate or interest in the Demised Premises now or later vested in Lessee. Lessee assigns to Lessor all his right, title, and interest in any and such award. In the event of any taking or condemnation of any portion of the Demised Premises by any recognized governmental authority for temporary use or occupancy, this Lease shall continue in full force and effect without reduction or abatement of rent and the rights of the parties shall be otherwise unaffected by the provisions of this section, but shall be governed by applicable law.

17. Notices.

Any notices to be served in accordance with the terms of this Lease shall be sent in writing by registered mail or if registered mail is not available, the same shall be delivered personally in writing or by depositing in the United States mail, postage prepaid, and shall be deemed delivered when so sent to the following address:

Lessor: Akiachak Limited  
P.O. Box 51010  
Akiachak, Alaska 99551

Lessee: Yupiit School District  
P.O. Box 100  
Akiachak, Alaska 99551

18. Holding Over.

Any holding over after the expiration of the Lease term hereof with the written consent of the Lessor shall be construed to be a month to month tenancy at the rental rate described above,

and all terms and provisions of the Lease in full force and effect. At the option of Lessor, a new Lease term may be negotiated or rejected with or without cause.

19. Quite Enjoyment.

Lessor warrants that Lessee shall be granted peaceful and quiet enjoyment of the Demised Premises free from any eviction or interference by Lessor if Lessee pays the rent and other charges provided herein, and otherwise fully and punctually performs the terms and conditions imposed on Lessee.

20. Modifications.

No modification(s) hereof shall be binding upon the parties unless the same be in writing signed and sealed by Lessor and the Lessee.

21. Applicable Law.

This agreement shall be governed by and constructed in accordance with the Laws of the State of Alaska. Any disputes and/or disagreements regarding this Lease shall be settled and/or arbitrated in the 4<sup>th</sup> Judicial District residing in Bethel, Alaska.

22. Entire Agreement.

This lease contains the entire agreement between the parties and cannot be changed or terminated, except by written instrument subsequently executed by the parties hereto.

This Lease and the terms and conditions hereof are applied to and are binding on the heirs, legal representatives, successors, and the assigns of both parties.

23. Rights and Remedies.

Except as inconsistent with provisions of this Lease, no right or remedy herein conferred upon or reserved to Lessor is intended to be exclusive of any other right or remedy, in each and every right and remedy shall be cumulative and in addition to any other rights and remedies given hereunder, or now or hereafter existing at law or inequity or by statute.

24. Waiver(s) and/or Forebearance.

The receipt of rent by Lessor, with or without knowledge of any breach of the Lease by the Lessee or of any default on the part of the Lessee in the observance and/or performance of any of the conditions and/or covenants of this Lease AGREEMENT, shall not be deemed to be.



**IN WITNESS WHEREOF,** THE UNDERSIGNED HAVE EXECUTED THIS APARTMENT LEASE  
AGREEMENT THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_.

**AKIACHAK LIMITED**

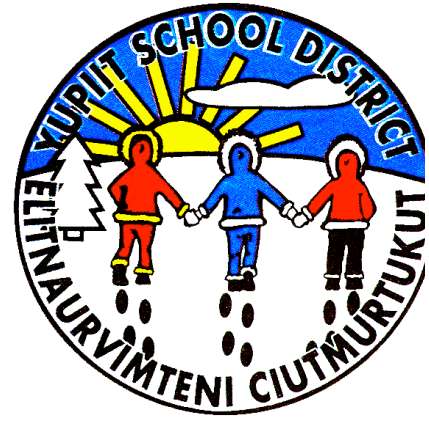
**By** \_\_\_\_\_

**YUPIIT SCHOOL DISTRICT**

**By** \_\_\_\_\_

# Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item G Facility Contractors, LLC Contract

The Administration requests the approval of the Facility Contractors, LLC contract for the Akiak School Fire work.

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625

STANDARD SHORT FORM AGREEMENT BETWEEN YUPIIT SCHOOL DISTRICT (HEREIN CALLED "DISTRICT") AND CONSTRUCTOR (Cost of the Work Basis)

Job Number: [ ] Account Code: [ ]

This Agreement is made this 15 day of April, 2016, by and between the:

DISTRICT:  
Yupit School District  
PO Box 51190  
Akiachak, Alaska 99551

and the

CONSTRUCTOR:  
Facility Contractors LLC  
PO Box 2034  
Cordova, Alaska 99574

Tax identification number (TIN):20-8744989  
Contractor License No., if applicable: CONE33079

The DISTRICT and Constructor are collectively the "Parties." Notice to the Parties shall be given at the above addresses.

PROJECT:  
Akiak School FireRepairs  
Akiak, Alaska

BASIS OF DESIGN  
Original Designer 2003:  
Koonce, Pfeffer, Bettis  
425 G street  
Anchorage, Alaska 99501

BASIS OF ESTIMATE QUANTIFYING SCOPE 2/03/2016:  
HMS  
4103 Minnesota Drive  
Anchorage, Alaska 99503

1. THE WORK The Constructor shall furnish construction administration and management services and use the Constructor's diligent efforts to perform the Work in an expeditious manner consistent with the Contract Documents. The Constructor shall provide all labor, materials, equipment, and services necessary to fulfill the Constructor's obligations for the Project in conformance with this Agreement and the other Contract Documents. The Work shall be completed in accordance with Exhibit E, "Estimated Budget and Schedule of the Work." The time allotted in Exhibit E shall define the "Contract Time."

2. COMPENSATION DISTRICT shall compensate Constructor for Work performed on the basis of the Cost of the Work as allowed in article 9 of this Agreement, and Constructor's Fee paid in proportion to the Work performed subject to adjustment as provided herein. Constructor's Fee shall be as follows, subject to adjustment provided below:

None additional

Payment for Work performed shall be as set forth in ARTICLE 10.

The "Estimated Budget" to complete the Work is \$675,319 (Six hundred seventy-five thousand three hundred nineteen dollars) ("Estimated Budget"). The Estimated Budget is not a guaranteed maximum price for the Cost of the Work or Constructor's Fee. If Constructor becomes aware that the Estimated Budget or Contract Time is to be exceeded, the Constructor shall promptly notify the DISTRICT. Such notice will be given in writing prior to performing the Work in excess of the Estimated Budget, and will include an estimate and explanation of the additional costs and time.

3. ADJUSTMENT IN CONSTRUCTOR'S FEE An adjustment in Constructor's Fee shall be made as follows: SUBJECT TO SIGNED AGREEMENT BETWEEN DISTRICT AND CONTRACTOR.

4. EXHIBITS The following attached exhibits are made part of this Agreement:

EXHIBIT A: General Description of the Work, 1 page(s).

EXHIBIT B: Existing Contract Documents, 1 page(s).

EXHIBIT C: Progress Schedule, 1 page(s).

EXHIBIT D: Alternates and Unit Prices, 1 page(s).

EXHIBIT E: Estimated Budget and Schedule of the Work.

EXHIBIT F: Changes and omissions from Estimate Quantifying Scope of Work, 1 page.

5. PARTIES' RELATIONSHIP AND ETHICS The Parties each agree to proceed with the Project on the basis of mutual trust, good faith, and fair dealing. The Parties shall perform their obligations with integrity, ensuring at a minimum that each: (a) avoids conflicts of interest and promptly discloses any to the other Party; and (b) warrants that it has not and shall not pay nor receive any contingent fees or gratuities to or from the other Party, including its agents, officers, and employees, subcontractors, or others for whom they may be liable, to secure preferential treatment.

6. CONSTRUCTOR'S RESPONSIBILITIES The Constructor shall be responsible for supervision and coordination of the Work, including the construction means, methods, techniques, sequences, and procedures utilized, unless the Contract Documents give other specific instructions.

6.1. Except for permits and fees that are the responsibility of the DISTRICT pursuant to this Agreement, the Constructor shall obtain and pay for all necessary permits, licenses, and renewals pertaining to the Work.

6.2. The Constructor shall pay all applicable taxes legally enacted when bids are received or negotiations concluded for the Work provided by the Constructor.

6.3. In the event that the DISTRICT elects to perform work at the geographical area of the Project, ("Worksite") directly or by others retained by the DISTRICT, the Constructor and DISTRICT shall coordinate the activities of all forces at the Worksite and shall agree upon fair and reasonable schedules and operational procedures for Worksite activities. The DISTRICT shall require each separate contractor to cooperate with the Constructor and assist with the coordination of activities and the review of construction schedules and operations.

6.4. In order to facilitate its responsibilities for completion of the Work in accordance with and as reasonably inferable from the Contract Documents, prior to commencing the Work, the Constructor shall examine and compare the drawings and specifications with information furnished by the DISTRICT pursuant to section 7.1; relevant field measurements made by the Constructor; and any visible conditions at the Worksite affecting the Work.

6.5. COMPLIANCE WITH LAWS The Constructor shall comply with all laws. The Constructor shall be liable to the DISTRICT for all loss, cost, or expense, attributable to any acts or omissions by the Constructor, its employees, subcontractors, and agents for failure to comply with laws, including fines, penalties, or corrective measures.

#### 6.6. WARRANTY

6.6.1. The Work shall be executed in accordance with the Contract Documents in a workmanlike manner. The Constructor warrants that all materials and equipment shall be new unless otherwise specified, of good quality, in conformance with the Contract Documents, and free from defective workmanship and materials. The Constructor further warrants that the Work will be free from material defects not intrinsic in the design or materials required in the Contract Documents. The Constructor's warranty does not include remedies for defects or damages caused by normal wear and tear during normal usage, use for a purpose for which the Project was not intended, improper or insufficient maintenance, modifications performed by the DISTRICT or others retained by DISTRICT, or abuse.

6.6.2. If, prior to the Date of Substantial Completion and within one year after the date of Substantial Completion of the Work, any portion of the Work is found to be not in conformance with the Contract Documents ("Defective Work"), the DISTRICT shall promptly notify the Constructor in writing. Unless the DISTRICT provides written acceptance of the condition, the Constructor shall promptly correct the Defective Work at its own cost and time and bear the expense of additional services required for correction of any Defective Work for which it is responsible.

6.7. SAFETY The Constructor shall have overall responsibility for safety precautions and programs in the performance of the Work, except that the Constructor's subcontractors shall also be responsible for the safety of persons or property in the performance of their work, and for compliance with the provisions of laws. The Constructor shall seek to avoid injury, loss, or damage to persons or property by taking reasonable steps to protect its employees and other persons at the Worksite; materials and equipment stored at on-site or off-site locations for use in the Work; and property located at the Worksite and adjacent to Work areas, whether or not the property is part of the Work.

6.8. HAZARDOUS MATERIALS A Hazardous Material is any substance or material identified now or in the future as hazardous under any federal, state, or local law or regulation, or any other substance or material which may be considered hazardous or otherwise subject to statutory or regulatory requirement governing handling, disposal, or clean-up. The Constructor shall not be obligated to commence or continue work until any Hazardous Material discovered at the Worksite has been removed, or rendered or determined to be harmless by the DISTRICT as certified by an independent testing laboratory and approved by the appropriate government agency. If the Constructor incurs additional costs or is delayed due to the presence or remediation of Hazardous Material, the Constructor shall be entitled to an equitable adjustment in the Contract Time.

6.9. MATERIALS BROUGHT TO THE WORKSITE The Constructor shall be responsible for the proper delivery, handling, application, storage, removal, and disposal of all materials and substances brought to the Worksite by the Constructor in accordance with the Contract Documents and used or consumed in the performance of the Work.

6.10. SUBMITTALS The Constructor shall submit to the DISTRICT and Design Professional for review and approval all shop drawings, samples, product data, and similar submittals required by the Contract Documents. Submittals may be submitted in electronic form if required in accordance with ConsensusDocs 200.2 and section 7.5 The Constructor shall be responsible to the DISTRICT for the accuracy and conformity of its submittals to the Contract Documents. The Constructor shall prepare and deliver its submittals to the DISTRICT and Design Professional in a manner consistent with the Schedule of the Work and in such time and sequence so as not to delay the performance of the Work

or the work of the DISTRICT and others retained by the DISTRICT. The Constructor submittals shall identify in writing for each submittal all changes, deviations, or substitutions from the requirements of the Contract Documents. The approval of any Constructor submittal shall not be deemed to authorize deviations, substitutions, or changes in the requirements of the Contract Documents unless express written approval is obtained from the DISTRICT specifically authorizing such deviation, substitution, or change. Further, the DISTRICT shall not make any change, deviation, or substitution through the submittal process without specifically identifying and authorizing such deviation to the Constructor. The DISTRICT shall be responsible for review and approval of submittals with reasonable promptness to avoid causing delay. The Constructor shall perform all Work strictly in accordance with approved submittals. The DISTRICT's approval does not relieve the Constructor from responsibility for Defective Work resulting from errors or omissions of any kind on the approved shop drawings.

6.11. WORKSITE CONDITIONS If the conditions encountered at the Worksite are (a) subsurface or other physical conditions which are materially different from those indicated in the Contract Documents, or (b) unusual and unknown physical conditions which are materially different from conditions ordinarily encountered and generally recognized as inherent in the Work provided for in the Contract Documents, the Constructor shall stop Work and give prompt written notice of the condition to the DISTRICT and Design Professional. The Constructor shall not be required to perform any work relating to the unknown condition without the written mutual agreement of the Parties.

6.12. CUTTING, FITTING, AND PATCHING The Constructor shall perform cutting, fitting, and patching necessary to coordinate the various parts of the Work and to prepare its Work for the work of the DISTRICT or others retained by the DISTRICT.

6.13. CLEANING UP The Constructor shall regularly remove debris and waste materials at the Worksite resulting from the Work. Prior to discontinuing Work in an area, the Constructor shall clean the area and remove all rubbish and its construction equipment, tools, machinery, waste, and surplus materials. The Constructor shall minimize and confine dust and debris resulting from construction activities. At the completion of the Work, the Constructor shall remove from the Worksite all construction equipment, tools, surplus materials, waste materials, and debris.

7. DISTRICT'S RESPONSIBILITIES Any information or services to be provided by the DISTRICT shall be provided in a timely manner.

7.1. FINANCIAL INFORMATION Before commencing the Work and thereafter at the written request of the Constructor, the DISTRICT shall provide the Constructor with evidence of Project financing. Evidence of such financing shall be a condition precedent to the Constructor's commencing or continuing the Work. The Constructor shall be notified prior to any material change in Project financing.

7.2. WORKSITE INFORMATION The DISTRICT shall provide at the DISTRICT's expense and with reasonable promptness the following, which the Constructor shall be entitled to rely upon for its accuracy and completeness:

7.2.1. information describing the physical characteristics of the Worksite, including surveys, Worksite evaluations, legal descriptions, data, or drawings depicting existing conditions, subsurface, and environmental studies, reports, and investigations;

7.2.2. tests, inspections, and other reports dealing with environmental matters, hazardous material and other existing conditions, including structural, mechanical, and chemical tests required by the Contract Documents or by law; and

7.2.3. any other information or services requested in writing by the Constructor that are relevant to the Constructor's performance of the Work and under the DISTRICT's control. Legal descriptions

shall include easements, title restrictions, boundaries, and zoning restrictions. Worksite descriptions shall include existing buildings and other construction and all other pertinent Worksite conditions. Adjacent property descriptions shall include structures, streets, sidewalks, alleys, and other features relevant to the Work. Utility details shall include available services, lines at the Worksite and adjacent thereto, and connection points. The information shall include public and private information, subsurface information, grades, contours, and elevations, drainage data, exact locations and dimensions, and benchmarks that can be used by the Constructor in laying out the Work.

**7.3. MECHANICS AND CONSTRUCTION LIEN INFORMATION** Within seven (7) Days after receiving the Constructor's written request, the DISTRICT shall provide the Constructor with the information necessary to give notice of or enforce mechanics lien rights and, where applicable, stop notices. This information shall include the DISTRICT's interest in the real property on which the Project is located and the record legal title.

**7.4. BUILDING PERMIT, FEES, AND APPROVALS** Except for those required of the Constructor pursuant to this Agreement, the DISTRICT shall secure and pay for all other permits, approvals, easements, assessments, and fees required for the development, construction, use, or occupancy of permanent structures or for permanent changes in existing facilities, including the building permit.

**7.5. DOCUMENTS IN ELECTRONIC FORM** If the DISTRICT requires that the DISTRICT, Design Professional, and Constructor exchange documents and data in electronic or digital form, prior to any such exchange, the DISTRICT, Design Professional, and Constructor shall agree on a written protocol governing all exchanges in ConsensusDocs 200.2 or a separate addendum.

**8. SUBCONTRACTS** Work not performed by the Constructor with its own forces shall be performed by subcontractors. The Constructor agrees to bind every subcontractor and material supplier (and require every subcontractor to so bind its subcontractors and material suppliers) to all the provisions of this Agreement and the Contract Documents as they apply to the subcontractor's and material supplier's portions of the Work.

## **9. COST OF THE WORK**

The DISTRICT agrees to pay the Constructor for the Cost of the Work as defined in this article. This payment shall be in addition to the Constructor's Fee.2 The Cost of the Work includes:

9.1. wages paid for labor in the direct employ of the Constructor in the performance of the Work;

9.2. salaries of the Constructor's employees when stationed at the field office, in whatever capacity employed, employees engaged on the road expediting the production or transportation of material and equipment, and supervisory employees from the principal or branch office performing the functions listed below:

9.3. cost of all employee benefits and taxes including but not limited to workers' compensation, unemployment compensation, social security, health, welfare, retirement, and other fringe benefits as required by law, labor agreements, or paid under the Constructor's standard personnel policy, insofar as such costs are paid to employees of the Constructor who are included in the Cost of the Work in the two subsections immediately above;

9.4. reasonable transportation, travel, hotel, and moving expenses of the Constructor's personnel incurred in connection with the Work;

9.5. cost of all materials, supplies, and equipment incorporated in the Work, including costs of inspection and testing if not provided by the DISTRICT, transportation, storage, and handling;

- 9.6. payments made by the Constructor to subcontractors for Work performed under this Agreement;
- 9.7. cost, including transportation and maintenance of all materials, supplies, equipment, temporary facilities, and hand tools not owned by the workers that are used or consumed in the performance of the Work, less salvage value or residual value; and cost less salvage value on such items used, but not consumed, that remain the property of the Constructor;
- 9.8. rental charges of all necessary machinery and equipment, exclusive of hand tools owned by workers, used at the Worksite, whether rented from the Constructor or Others, including installation, repair and replacement, dismantling, removal, maintenance, transportation, and delivery costs. Rental from unrelated third parties shall be reimbursed at actual cost. Rentals from the Constructor or its affiliates, subsidiaries, or related parties shall be reimbursed at the prevailing rates in the locality of the Worksite up to eighty-five percent (85%) of the value of the piece of equipment;
- 9.9. cost of the premiums for all insurance and surety bonds which the Constructor is required to procure or deems necessary, and approved by the DISTRICT, including any additional premium incurred as a result of any increase in the Cost of the Work;
- 9.10. sales, use, gross receipts, or other taxes, tariffs, or duties related to the Work for which the Constructor is liable;
- 9.11. permits, fees, licenses, tests, and royalties;
- 9.12. reproduction costs, photographs, facsimile transmissions, long-distance telephone calls, data processing services, postage, express delivery charges, data transmission, telephone service, and computer-related costs at the Worksite, to the extent such items are used and consumed in the performance of the Work or are not capable of use after completion of the Work;
- 9.13. all water, power, and fuel costs necessary for the Work;
- 9.14. cost of removal of all non-hazardous substances, debris, and waste materials;
- 9.15. costs incurred due to an emergency affecting the safety of persons or property;
- 9.16. legal, mediation, and arbitration fees and costs, other than those arising from disputes between the DISTRICT and the Constructor, reasonably and properly resulting from the Constructor's performance of the Work;
- 9.17. all costs directly incurred in the performance of the Work or in connection with the Project, and not included in the Constructor's Fee as set forth in article 2, which are reasonably inferable from the Contract Documents.
- 9.18. DISCOUNTS All discounts for prompt payment shall accrue to the DISTRICT to the extent such payments are made directly by the DISTRICT. To the extent payments are made with funds of the Constructor, all cash discounts shall accrue to the Constructor. All trade discounts, rebates, and refunds, and all returns from sale of surplus materials and equipment, shall be credited to the Cost of the Work.
- 9.19. FINANCIAL RECORDS Constructor shall keep such full and detailed accounts as are necessary for proper financial management under this Agreement. Constructor shall maintain a complete set of all books and records prepared or used by Constructor with respect to the Project. DISTRICT shall be afforded access to all Constructor's records, books, correspondence, instructions, drawings, receipts, vouchers, memoranda, and similar data relating to this Agreement. Constructor shall preserve all such records for a period of three years after the final payment or longer where



required by law. Constructor agrees to use reasonable skill and judgment in the preparation of cost estimates, but does not warrant or guarantee them.

## 10. PAYMENT

10.1. PROGRESS PAYMENTS The Constructor shall submit to DISTRICT and, if directed, the Design Professional a monthly application for payment no later than the 5th day of the calendar month for the preceding thirty (30) days. The application for payment shall consist of the Cost of the Work performed up to the last day of the month, including the cost of material suitably stored on the Worksite or at other locations approved by DISTRICT, along with a proportionate share of the Constructor's Fee. The Constructor shall also include an estimate of the additional costs necessary to complete the Work. Approval of payment applications for such stored materials stored off-site shall be conditioned upon submission by Constructor of bills of sale and applicable insurance or such other procedures satisfactory to DISTRICT to establish DISTRICT's title to such materials, or otherwise to protect DISTRICT's interest, including transportation to the Worksite. Before submitting the next application for payment, Constructor shall furnish to DISTRICT a statement accounting for the disbursement of funds received under the previous application. The extent of such statement shall be as agreed upon between the Parties.

10.2. Within seven (7) Days after receipt of each monthly application for payment, DISTRICT shall give written notice to Constructor of DISTRICT's acceptance or rejection, in whole or in part, of such application for payment. Within fifteen (15) Days after accepting such application, DISTRICT shall pay directly to Constructor the appropriate amount for which application for payment is made, less amounts previously paid by DISTRICT. If such application is rejected in whole or in part, DISTRICT shall indicate the reasons for its rejection. If the Parties cannot agree on a revised amount, then, within fifteen (15) Days after its initial rejection in part of such application, DISTRICT shall pay directly to Constructor the appropriate amount for those items not rejected by DISTRICT, for which application for payment is made, less amounts previously paid by DISTRICT. Those items rejected by DISTRICT shall be due and payable when the reasons for the rejection have been removed.

10.3. ADJUSTMENT OF CONSTRUCTOR'S PAYMENT APPLICATION The DISTRICT may adjust or reject a payment application or nullify a previously approved payment application, in whole or in part, as may reasonably be necessary to protect DISTRICT from loss or damage based upon the following, to the extent that Constructor is responsible for such under this Agreement:

10.3.1. the Constructor's repeated failure to perform the Work as required by the Contract Documents;

10.3.2. loss or damage for which the DISTRICT may be liable arising out of or relating to this Agreement and caused by the Constructor to the DISTRICT or to others retained by the DISTRICT to whom the DISTRICT may be liable;

10.3.3. the Constructor's failure to properly pay subcontractors or materials suppliers in connection with the Work following receipt of such payment from the DISTRICT;

10.3.4. Defective Work not corrected in a timely fashion;

10.3.5. reasonable evidence of delay in performance of the Work such that the Work will not be completed within the Contract Time; and

10.3.6. unless arising from DISTRICT's non-payment for the performance of the Work, uninsured third-party claims involving the Constructor or reasonable evidence demonstrating that third-party

claims are likely to be filed unless and until the Constructor furnishes the DISTRICT with adequate security in the form of a surety bond, letter of credit, or other collateral or commitment which is sufficient to discharge such claims if established.

No later than seven (7) Days after receipt of an application for payment, the DISTRICT shall give written notice to the Constructor disapproving or nullifying it or a portion of it, specifying the reasons for the disapproval or nullification. When the above reasons for disapproving or nullifying an application for payment are removed, payment shall be made for the amounts previously withheld.

10.4. PAYMENT DELAY If for any reason not the fault of the Constructor, the Constructor does not receive a progress payment from the DISTRICT within TEN (10) Days after the time such payment is due, the Constructor, upon giving TEN (10) Days' written notice to the DISTRICT, and without prejudice to and in addition to any other legal remedies, may stop Work until payment of the full amount owing to the Constructor has been received.

10.5. SUBSTANTIAL COMPLETION When Substantial Completion of the Work or a designated portion thereof is achieved, the Constructor shall prepare a Certificate of Substantial Completion that shall establish the date of Substantial Completion, and the respective responsibilities of the DISTRICT and Constructor for interim items such as security, maintenance, utilities, insurance, and damage to the Work, and fixing the time for completion of all items on the list accompanying the Certificate. The Certificate of Substantial Completion shall be submitted by the Constructor to the DISTRICT for written acceptance of responsibilities assigned in the Certificate. Unless otherwise provided in the Certificate of Substantial Completion, warranties required by the Contract Documents shall commence on the date of Substantial Completion of the Work or a designated portion.

10.6. FINAL COMPLETION When final completion has been achieved, the Constructor shall prepare for the DISTRICT's acceptance a final application for payment stating that to the best of Constructor's knowledge, and based on the DISTRICT's inspections, the Work has reached final completion in accordance with the Contract Documents.

10.6.1. Final payment shall be made to the Constructor within twenty (20) Days after the Constructor has submitted a complete and accurate application for final payment and the following submissions:

10.6.1.1. an affidavit declaring any indebtedness connected with the Work, e.g. payrolls or invoices for materials or equipment, to have been paid, satisfied, or to be paid with the proceeds of final payment, so as not to encumber the DISTRICT's property;

10.6.1.2. as-built drawings, manuals, copies of warranties, and all other close-out documents required by the Contract Documents;

10.6.1.3. release of any liens, conditioned on final payment being received;

10.6.1.4. consent of any surety, if applicable; and

10.6.1.5. a report of any accidents or injuries experienced by the Constructor or its subcontractors at the Worksite.

10.7. Claims not reserved by the DISTRICT in writing with the making of final payment shall be waived except for claims relating to liens or similar encumbrances, warranties, Defective Work, and latent defects. Unless the Constructor provides written identification of unsettled claims known to the

Constructor at the time of making application for final payment, acceptance of final payment constitutes a waiver of such claims.

10.8. LATE PAYMENT Payments due but unpaid shall bear interest from the date payment is due at the statutory rate prevailing at the place of the Project.

## 11. INDEMNITY

11.1. To the fullest extent permitted by law, the Constructor shall indemnify and hold harmless the DISTRICT, DISTRICT's officers, directors, members, consultants, agents, and employees, and the Design Professional (the Indemnitees) from all claims for bodily injury and property damage, other than to the Work itself and other property insured under section 12.3, including reasonable attorneys' fees, costs, and expenses, that may arise from the performance of the Work but only to the extent caused by the negligent acts or omissions of the Constructor, subcontractors, or anyone employed directly or indirectly by any of them or by anyone for whose acts any of them may be liable. The Constructor shall be entitled to reimbursement of any defense costs paid above the Constructor's percentage of liability for the underlying claim to the extent provided in the section immediately below.

11.2. To the fullest extent permitted by law, DISTRICT shall indemnify and hold harmless the Constructor, its officers, directors, or members, subcontractors, or anyone employed directly or indirectly by any of them, or anyone for whose acts any of them may be liable from all claims for bodily injury and property damage, other than property insured under section 12.3, including reasonable attorneys' fees, costs, and expenses, that may arise from the performance of work by the DISTRICT, Design Professional, or others retained by the DISTRICT, but only to the extent caused by the negligent acts or omissions of the DISTRICT, the Design Professional, or others retained by the DISTRICT. The DISTRICT shall be entitled to reimbursement of any defense costs paid above the DISTRICT's percentage of liability for the underlying claim to the extent provided in the section immediately above.

11.3. NO LIMITATION ON LIABILITY In any and all claims against the Indemnitees by any employee of the Constructor, anyone directly or indirectly employed by the Constructor or anyone for whose acts the Constructor may be liable, the indemnification obligation shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for the Constructor under workers' compensation acts, disability benefit acts, or other employment benefit acts.

## 12. INSURANCE

12.1. Before commencing the Work and as a condition precedent to payment, the Constructor shall procure and maintain in force Workers' Compensation Insurance, Employers' Liability Insurance, Business Automobile Liability Insurance, and Commercial General Liability Insurance (CGL). The CGL policy shall include coverage for liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, contractual liability, and broad form property damage. The Constructor shall maintain completed operations liability insurance for one year after Substantial Completion or as required by the Contract Documents, whichever is longer. The Constructor's Employers' Liability, Business Automobile Liability, and CGL policies shall be written with at least the following limits of liability:

### 12.1.1. Employers' Liability Insurance:

- a. \$1,000,000 bodily injury by accident per accident;
- b. \$ \$0 bodily injury by disease policy limit;
- c. \$ \$5,000 bodily injury by disease per employee.

12.1.2. Business Automobile Liability Insurance: per accident.

12.1.3. CGL Insurance:

- a. \$ \$1,000,000per occurrence;
- b. \$ \$2,000,000 general aggregate;
- c. \$ \$2,000,000 products/completed operations aggregate;
- d. \$ \$1,000,000 personal and advertising injury limit.

12.2. Employers' Liability, Business Automobile Liability, and CGL coverage required under this article may be arranged under a single policy for the full limits required or by a combination of underlying policies with the balance provided by excess or umbrella liability policies. The Constructor shall maintain in effect all insurance coverage required in this article with insurance companies lawfully authorized to do business in the jurisdiction in which the Project is located. If the Constructor fails to obtain or maintain any insurance coverage required under this Agreement, the DISTRICT may purchase such coverage and charge the expense to the Constructor, or terminate this Agreement.

To the extent commercially available to the Constructor and its current insurance company, insurance policies required under section 12.1 shall contain a provision that the insurance company or its designee must give the DISTRICT written notice transmitted in paper or electronic format: (a) 30 days before coverage is nonrenewed by the insurance company, and (b) within 10 business days after cancelation of coverage by the insurance company. Prior to commencing the Work and upon renewal or replacement of the insurance policies, the Constructor shall furnish the DISTRICT with certificates of insurance until one year after Substantial Completion or longer if required by the Contract Documents. In addition, if any insurance policy required under section 12.1 is not to be immediately replaced without lapse in coverage when it expires, exhausts its limits, or is to be cancelled, the Constructor shall give DISTRICT prompt written notice upon actual or constructive knowledge of such condition.

12.3. PROPERTY INSURANCE Before commencing the Work, the DISTRICT shall obtain and maintain Builder's Risk Policy upon the entire Project for the full cost of replacement at the time of loss. This insurance shall also name the Constructor, subcontractors, subsubcontractors, material suppliers, and Design Professional as named insureds. This insurance shall be written as a Builder's Risk Policy or equivalent form to cover all risks of physical loss except those specifically excluded by the policy. The DISTRICT shall be solely responsible for any deductible amounts or coinsurance penalties. This policy shall provide for a waiver of subrogation in favor of the Constructor, subcontractors, subsubcontractors, material suppliers, and Design Professional. This insurance shall remain in effect until final payment has been made or until no person or entity other than the DISTRICT has an insurable interest in the property to be covered by this insurance, whichever is sooner. Partial occupancy or use of the Work shall not commence until the DISTRICT has secured the consent of the insurance company or companies providing the coverage required in this section. Before commencing the Work, the DISTRICT shall provide a copy of the property policy or policies obtained in compliance with this section.

12.3.1. If the DISTRICT does not intend to purchase the property insurance required by this Agreement, including all of the coverages and deductibles described herein, the DISTRICT shall give written notice to the Constructor and the Design Professional before the Work is commenced. The Constructor may then provide insurance to protect its interests and the interests of the subcontractors and subsubcontractors, including the coverage of deductibles. The cost of this insurance shall be charged to the DISTRICT in a change order. The DISTRICT shall be responsible for all of the Constructor's costs reasonably attributed to the DISTRICT's failure or neglect in purchasing or maintaining the coverage described above.

12.3.2. The Parties waive all rights against each other and their respective employees, agents, contractors, subcontractors and subsubcontractors, and the Design Professional for damages caused by risks covered by the property insurance except such rights as they may have to the proceeds of the insurance and such rights as the Constructor may have for the failure of the DISTRICT to obtain and maintain property insurance.

12.3.3. To the extent of the limits of the Constructor's CGL insurance specified in section 12.1 or one million dollars (\$1,000,000), whichever is more, the Constructor shall indemnify and hold harmless the DISTRICT against any and all liability, claims, demands, damages, losses, and expenses, including attorneys' fees, in connection with or arising out of any damage or alleged damage to any of the DISTRICT's existing adjacent property that may arise from the performance of the Work, to the extent caused by the negligent acts or omissions of the Constructor, subcontractor, or anyone employed directly or indirectly by any of them or by anyone for whose acts any of them may be liable.

12.4. DISTRICT'S INSURANCE The DISTRICT may procure and maintain insurance against loss of use of the DISTRICT's property caused by fire or other casualty loss. The DISTRICT shall either self-insure or obtain and maintain its own liability insurance for protection against claims arising out of the performance of this Agreement, including, without limitation, loss of use and claims, losses, and expenses arising out of the DISTRICT's errors or omissions.

12.5. ADDITIONAL LIABILITY COVERAGE DISTRICT [ ] shall/ X shall not require Constructor to purchase and maintain liability coverage primary to DISTRICT's coverage in the section immediately above.

12.5.1. If required by the section immediately above, the additional liability coverage required of the Constructor shall be:

1. [X] ADDITIONAL INSURED. The DISTRICT shall be named as an additional insured on Constructor's CGL insurance specified, for operations and completed operations, but only with respect to liability for bodily injury, property damage or personal and advertising injury to the extent caused by the negligent acts or omissions of the Constructor, or those acting on the Constructor's behalf, in the performance of the Constructor's Work for the DISTRICT at the Worksite.

2. [ ] OCP. The Constructor shall provide DISTRICTS' and Contractors' Protective Liability Insurance ("OCP") policy with limits equal to the limits on CGL insurance specified, or limits as otherwise required by the DISTRICT. Any documented additional cost in the form of a surcharge associated with procuring the additional liability coverage in accordance with this subsection shall be paid by the DISTRICT directly, or the costs may be reimbursed by the DISTRICT to the Constructor by increasing the Estimated Budget and the Cost of the Work by the actual cost required to purchase and maintain the additional liability coverage. Before commencing the Work, the Constructor shall provide either a copy of the OCP policy, or a certificate and endorsement evidencing that the DISTRICT has been named as an additional insured, as applicable.

13. BONDS Performance and Payment Bonds [ ] are/ X are not required of the Constructor. Such bonds shall be issued by a surety admitted in the state in which the Project is located and must be acceptable to the DISTRICT. The DISTRICT's acceptance shall not be withheld without reasonable cause. The penal sum of the Payment Bond shall equal the penal sum of the Performance Bond.

14. LIMITED MUTUAL WAIVER OF CONSEQUENTIAL DAMAGES Except for (a) losses covered by insurance required by the Contract Documents, or (b) specific items of damages excluded from this waiver as mutually agreed upon by the Parties and identified below, the Parties agree to waive all claims against each other for any consequential damages that may arise out of or relate to this Agreement.

The following items of damages are excluded from this mutual waiver: none .

14.1. The provisions of this section shall also apply to the termination of this Agreement and shall survive such termination. The DISTRICT and the Constructor shall require similar waivers in contracts with subcontractors and others retained for the project.

15. RISK OF LOSS Except to the extent a loss is covered by applicable insurance, risk of loss or damage to the Work shall be upon the Constructor until the Date of Substantial Completion, unless otherwise agreed to by the Parties.

#### 16. NOTICE TO CURE AND TERMINATION

16.1. NOTICE TO CURE A DEFAULT If the Constructor persistently fails to supply enough qualified workers, proper materials, or equipment to maintain the approved Schedule of the Work or fails to make prompt payment to its workers, subcontractors, or material suppliers, disregards law or orders of any public authority having jurisdiction, or is otherwise guilty of a material breach of a provision of this Agreement, the Constructor may be deemed in default. If the Constructor fails within seven (7) Business Days after written notification to commence and continue satisfactory correction of such default with diligence and promptness, then the DISTRICT shall give the Constructor a second written notice to correct the default within a three (3) Business Day period. If the Constructor fails to promptly commence and continue satisfactory correction of the default following receipt of such second notice, the DISTRICT, without prejudice to any other rights or remedies, shall have the right to take reasonable steps it deems necessary to correct deficiencies and charge the cost to the Constructor, who shall be liable for such payments including reasonable overhead, profit, and attorneys' fees.

16.2. TERMINATION BY DISTRICT If, within seven (7) Days of receipt of a notice to cure pursuant to the section immediately above, the Constructor fails to commence and satisfactorily continue correction of the default set forth in the notice to cure, the DISTRICT may notify the Constructor that it intends to terminate this Agreement for default absent appropriate corrective action within fourteen (14) additional Days. After the expiration of the additional fourteen (14) Day period, the DISTRICT may terminate this Agreement by written notice absent appropriate corrective action. Termination for default is in addition to any other remedies available to the DISTRICT.

16.2.1. The DISTRICT shall make reasonable efforts to mitigate damages arising from the Constructor default and shall promptly invoice the Constructor for all amounts due.

16.3. TERMINATION BY CONSTRUCTOR Upon seven (7) Days' written notice to the DISTRICT, the Constructor may terminate this Agreement if the Work has been stopped for a thirty (30) Day period through no fault of the Constructor for any of the following reasons: (a) under court order or order of other governmental authorities having jurisdiction; (b) as a result of the declaration of a national emergency or other governmental act during which, through no act or fault of the Constructor, materials are not available.

16.3.1. In addition, upon seven (7) Days' written notice to DISTRICT, Constructor may terminate the Agreement if the DISTRICT does any of the following: (a) fails to furnish reasonable evidence that sufficient funds are available and committed for the entire cost of the Project; (b) assigns this Agreement over the Constructor's reasonable objection; (c) fails to pay the Constructor in

accordance with this Agreement and the Constructor has complied with the notice provisions of this Agreement; or (d) otherwise materially breaches this Agreement.

16.3.2. Upon termination by the Constructor pursuant to this Agreement, the Constructor shall be entitled to recover from the DISTRICT payment for all Work executed and for any proven loss, cost, or expense in connection with the Work, including all demobilization costs plus reasonable overhead and profit.

16.4. OBLIGATIONS ARISING BEFORE TERMINATION Even after termination, the provisions of this Agreement still apply to any Work performed, payments made, events occurring, costs charged or incurred, or obligations arising before the termination date.

## 17. DISPUTE MITIGATION AND RESOLUTION

17.1. ADDITIONAL COST OR TIME The Constructor shall give the DISTRICT prompt written notice if the Estimated Budget or Contract Time is estimated to be exceeded.

17.2. WORK CONTINUANCE AND PAYMENT Unless otherwise agreed in writing, the Constructor shall continue the Work and maintain the Schedule of Work during any dispute resolution proceedings. If the Constructor continues to perform, the DISTRICT shall continue to make payments in accordance with the Agreement.

17.3. DISPUTE MITIGATION THROUGH DIRECT DISCUSSIONS If a dispute arises out of or related to this Agreement or its breach, the Parties shall endeavor to settle the dispute through direct discussions. Within five (5) Business Days, the Parties' representatives, who shall possess the necessary authority to resolve such matter and who shall record the date of first discussions, shall conduct direct discussion and make a good faith effort to resolve such dispute.

17.4. MEDIATION. Disputes between the Parties not resolved by direct discussion shall be submitted to mediation pursuant to the Construction Industry Mediation Rules of the American Arbitration Association (AAA). The Parties shall select the mediator within fifteen (15) Days of the request for mediation. Engaging in mediation is a condition precedent to any form of binding dispute resolution.

17.5. BINDING DISPUTE RESOLUTION If neither direct discussions nor mediation successfully resolves the dispute, the Parties shall submit the matter to the binding dispute resolution procedure selected below:

X ARBITRATION Unless the Parties mutually agree otherwise in writing, all claims, disputes and matters in question arising out of, or relating to, this Agreement shall be decided by arbitration in accordance with the Construction Industry Arbitration Rules of the AAA then in effect. This agreement to arbitrate shall be specifically enforceable under the prevailing arbitration law. An award entered in an arbitration proceeding shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction.

[      ] LITIGATION Litigation in either the state or federal court having jurisdiction of the matter in the location of the Project.

17.5.1. COSTS The costs of any binding dispute resolution procedures and reasonable attorneys' fees shall be borne by the non-prevailing Party, as determined by the adjudicator of the dispute.

17.5.2. VENUE The venue of any binding dispute resolution procedure shall be the location of the Project, unless the Parties agree on a mutually convenient location.





Exhibit A, General Description of the Work

1. GENERAL DESCRIPTION: The following is a general description of the Work for the Project. The below description is a summary narrative and is not intended as an exhaustive list or a complete description:
  - a. Complete repair, to like-new standards, of the portion of the Akiak school damaged by fire and water to the extent described and quantified by HMS in their professional estimate of damages and repairs.
  
2. EXCLUSIONS: The following is not included in the scope of Work. The below description of exclusions from the scope of the Work is not intended to be an exhaustive description or a complete list, but rather is for summary narrative purposes. State permitting if required.
  - a. Cost, coordination or delays due to inspections, if any.

## Exhibit B, Existing Contract Documents

1. The Contract Documents in existence at the time of execution of this Agreement are as follows:

- a. Drawings: 'Original construction design documents dated 12/31/2003
- b. Specifications: 'Original product submittal data as approved by DISTRICT.
- c. A d d e n d a :
- d. DISTRICT Provided information: HMS Estimate Quantifying Scope dated 2/03/2016
- e. Other: construction submittal data

## 2. INTERPRETATION OF CONTRACT DOCUMENTS

2.1. The drawings and specifications are complementary. If Work is shown only on one but not on the other, the Constructor shall perform the Work as though fully described on both, consistent with the Contract Documents and reasonably inferable from them.

2.2. In case of conflicts between the drawings and specifications, the specifications shall govern. In any case of omissions or errors in figures, drawings, or specifications, the Constructor shall immediately submit the matter to the DISTRICT for clarification. The DISTRICT's clarifications are final and binding on all Parties, subject to an equitable adjustment in Contract Time or Contract Price or dispute mitigation and resolution.

# Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item H Alaska Gateway School District  
MOA

The Administration requests the approval of the Alaska Gateway School District MOA for a pilot project to explore sharing business services.

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625

**Yupiit School District**  
P. O. Box 51190  
Akiachak, Alaska 99551  
(907) 825-3600 or 825-3604; Fax (907)825-3655

MEMORANDUM OF AGREEMENT

Agency: Alaska Gateway School District

Address: PO Box 226

City: Tok

St. AK Zip: 99780

Telephone: 907-883-5151

District Location: District Office

Program: Business Services

CONTRACT SCOPE & CONSIDERATION

Purpose: To engage in a pilot project for the purposes of examining a potential contractual business relationship between the AGSD and YSD.

Not to Exceed 90 days	\$ 4,500.
Travel: All related travel reimbursed by YSD	\$
Per Diem: \$60. Per day	\$
Other: Itinerant housing provided while in-district	\$
Contingency Allowed:	\$
<b>MAXIMUM COST:</b>	<b>\$ 4,500.</b>

MAXIMUM AMOUNT authorized by this amount is: \$4,500. Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE:

NOTHING HEREIN is to be construed as establishing an employee-employer relationship. No other compensation or benefit is expressed or implied. As a condition of performance the above named contractor shall pay all federal, state and local taxes that may be incurred by the contractor, subcontractor(s) or other persons. In addition, the above named contractor shall obtain all licenses, certifications and insurances that may be required.

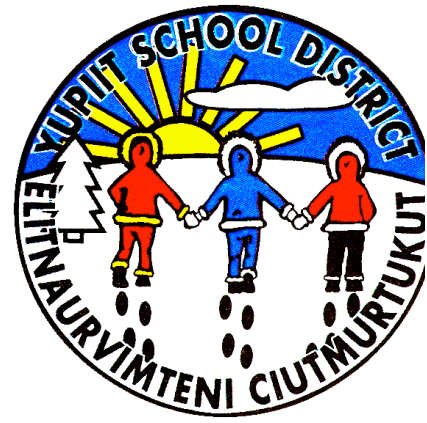
OTHER CONSIDERTIONS: The information exchanged between districts is confidential.

TIME PERIOD COVERED:..... FROM: April 29, 2016 TO: July 29, 2016

Alaska Gateway School District	Date	Originator	Date
Yupiit School District	Date	Contractor	Date

# Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (877) 825-2404



Date: April 28, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item I Special Services Contractors

The Administration requests the approval of the following Special Services provider MOA:

- i. Gretchen Stitch, Speech Therapy
- ii. Jo Anne Domko, Speech Therapy
- iii. Anne's Physical Therapy and Massage, Physical Therapy
- iv. Chris McDonald, Occupational Therapy

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**Akiachak School**  
P.O. Box 51189  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

**Tuluksak School**  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625



**Yupiiit School District**  
P. O. Box 51190  
Akiachak, Alaska 99551  
(907)825-3600 or 825-3604; Fax (907)825-3655

**MEMORANDUM OF AGREEMENT**

Contractor: Jo Anne Domko E.I.N. #257  
Address: 7338 Petursdale Ct City: Boulder St. CO Zip: 80301  
Telephone: (303) 581-9667 home; (720) 936-4810 cell  
District Location: Districtwide Program: Special Education

**CONTRACT SCOPE & CONSIDERATION**

Purpose: To provide speech therapy services to special education students.

Number of days: 20	at the daily rate of \$650.00	per day =	\$13,000.00
Travel: Denver, CO to Bethel, AK (arranged by contractor)			\$ 6,000.00
Per Diem: \$35 a day in district x 20			\$ 700.00
Other: 4 paperwork days			\$ 2,600.00
Contingency Allowed:			\$
<b>MAXIMUM COST:</b>			<b>\$22,300.00</b>

MAXIMUM AMOUNT authorized by this amount is: \$22,300.00. Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE: 297.500.200.000.410 and 269.500.200...410

NOTHING HEREIN is to be construed as establishing an employee-employer relationship. No other compensation or benefit is expressed or implied. As a condition of performance the above named contractor shall pay all federal, state and local taxes that may be incurred by the contractor, subcontractor(s) or other persons. In addition, the above named contractor shall obtain all licenses, certifications and insurances that may be required.

OTHER CONSIDERTIONS: District will arrange travel from Bethel to sites. Travel from Denver, CO to Bethel, AK must be made at least 3 weeks in advance.

TIME PERIOD COVERED:..... FROM: September 1, 2016 TO: May 1, 2017

Date Approved by Board:

Business Manager	Date	Originator	Date
Superintendent	Date	Contractor	Date





