

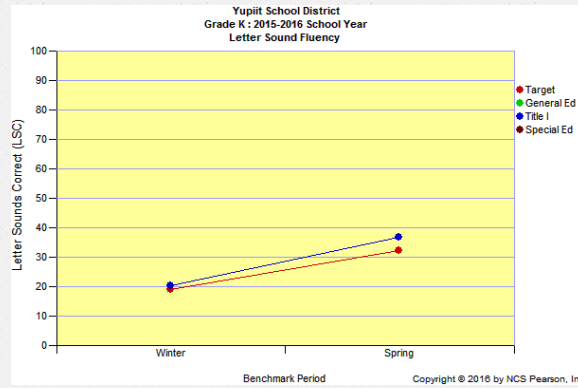
# Student Growth & Achievement

Yupiit School District  
2015-2016 School Year

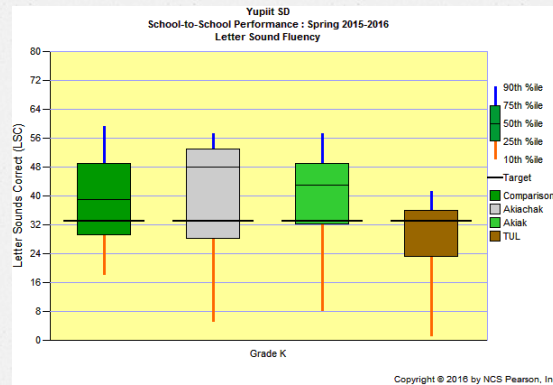
## Letter Naming Fluency Kindergarten

- Measures how many letters are correctly identified in 1 minute
- Given in January and May

## Letter Naming Fluency Growth Kindergarten



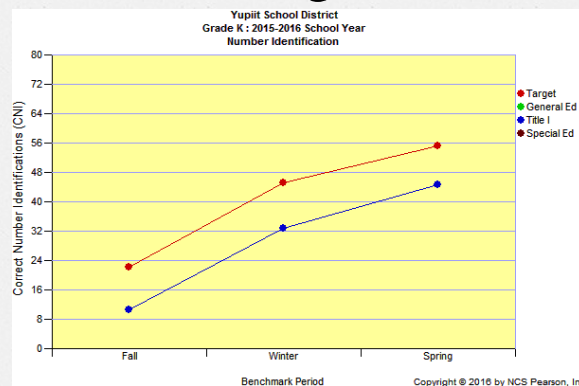
## School Comparison – Letter Naming Fluency - Kinder



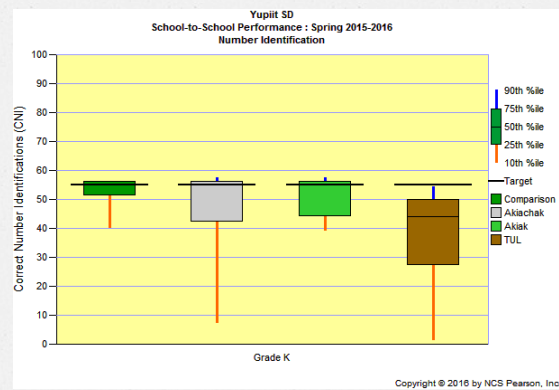
## Number Identification Kindergarten

- o Measures how many numbers are correctly identified in 1 minute
- o Given September, January, May

## Number Identification Growth Kindergarten



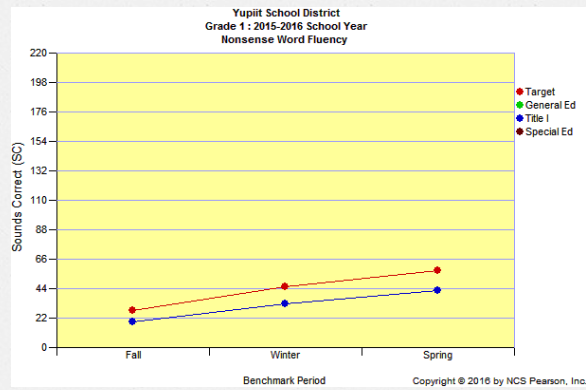
## School Comparison – Number Identification - Kinder



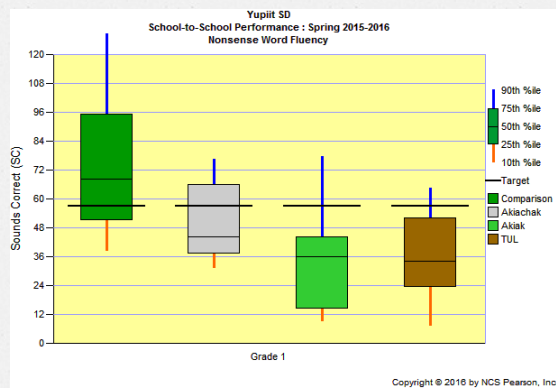
## Nonsense Word Fluency – Grade 1

- o Measures number of nonsense words pronounced correctly in 1 minute
- o Examples: NOP, BIM, POL
- o Forces students to sound out words instead of memorize sight words
- o Given September, January, May
- o Research shows students who struggle with this skill by the end of Grade 1 are likely to be struggling readers in the future without intensive intervention

## Nonsense Word Fluency Growth – Grade 1



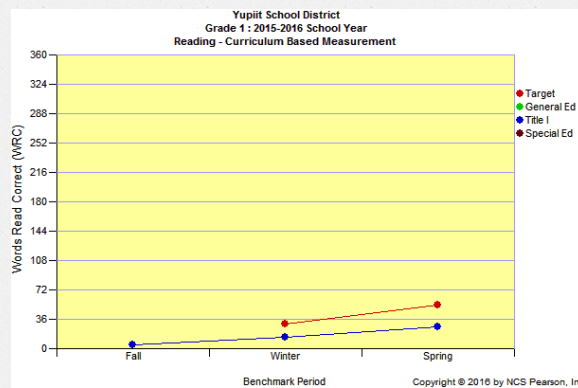
## School Comparison – Nonsense Word Fluency Grade 1



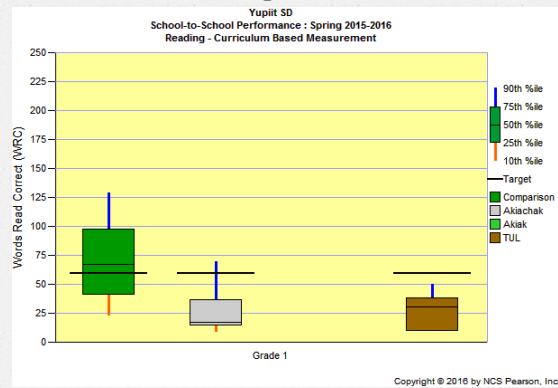
## Reading Fluency – Grade 1

- o Measures how many words are correctly read in a reading selection in a given time period
- o Given January and May

## Reading Fluency Growth – Grade 1



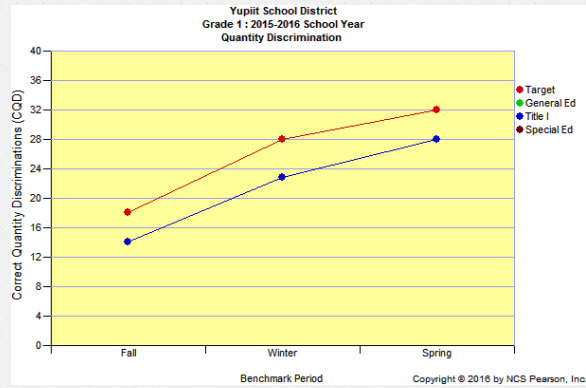
## School Comparison – Reading Fluency Grade 1



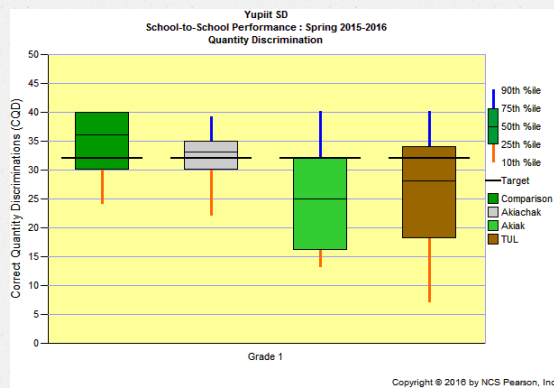
## Quantity Discrimination – Grade 1

- o Measures if students can identify which of two numbers is larger
- o Given September, January and May

# Quantity Discrimination Growth – Grade 1



# School Comparison – Quantity Discrimination Grade 1

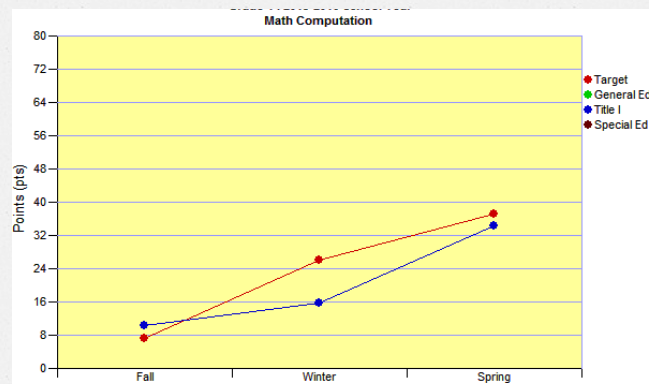




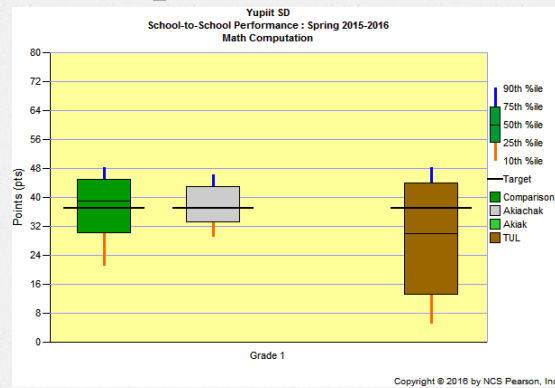
## Math Computation – Grade 1

- o Measures students ability to do grade-level math computation (i.e., addition, subtraction, etc.)
- o Given September, January, May

## Math Computation Growth – Grade 1



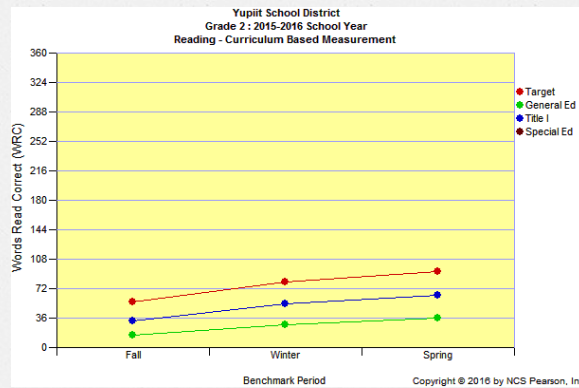
## School Comparison – Math Computation Grade 1



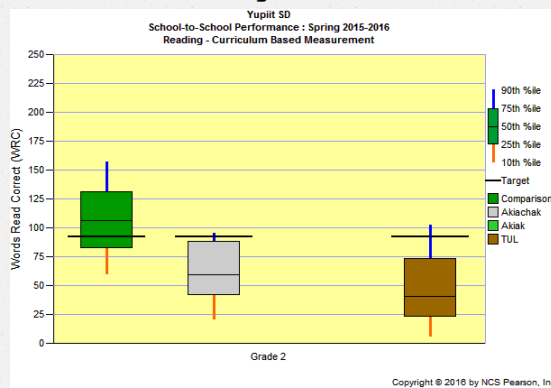
## Reading Fluency – Grade 2

- o Measures how many words are correctly read in a reading selection in a given time period
- o Given September, January and May

## Reading Fluency Growth – Grade 2



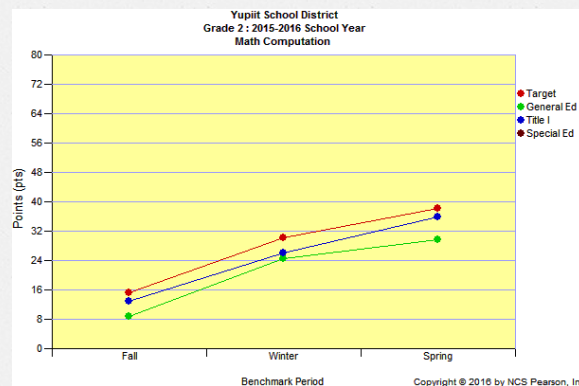
## School Comparison – Reading Fluency Grade 2



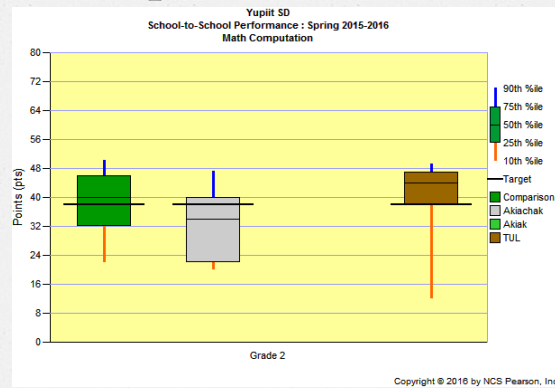
## Math Computation – Grade 2

- Measures students ability to do grade-level math computation (i.e., addition, subtraction, etc.)
- Given September, January, May

## Math Computation Growth – Grade 2



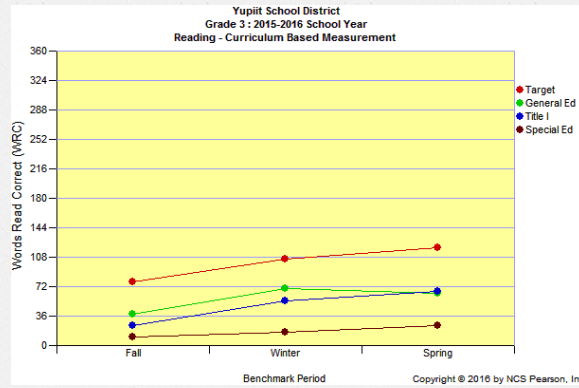
## School Comparison – Math Computation Grade 2



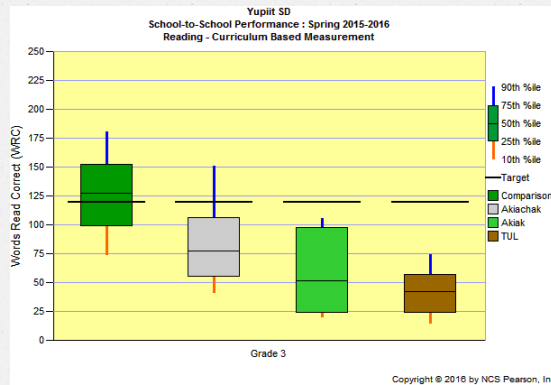
## Reading Fluency - Grade 3

- o Measures how many words are correctly read in a reading selection in a given time period
- o Given September, January and May

## Reading Fluency Growth – Grade 3

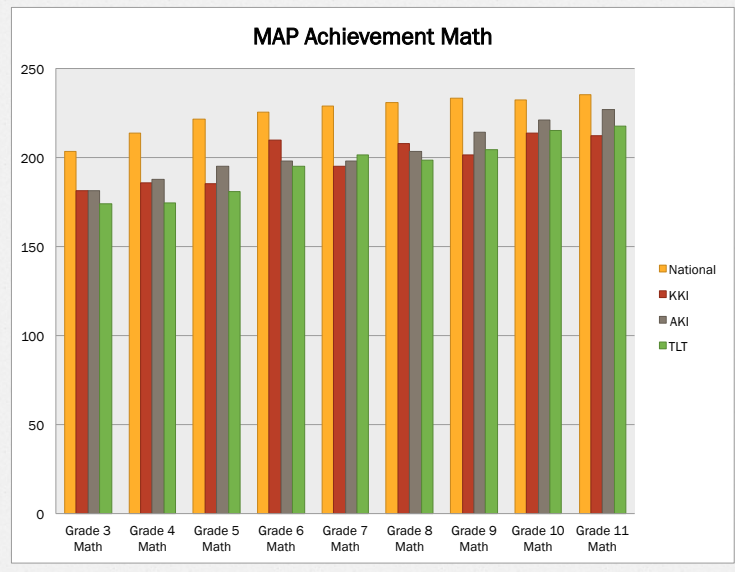


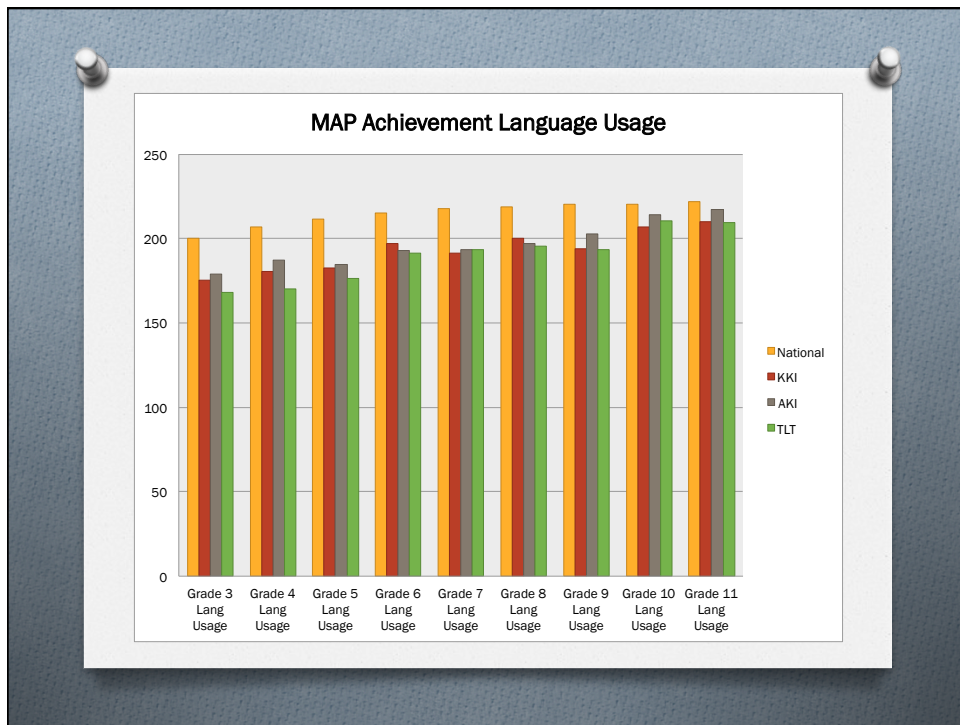
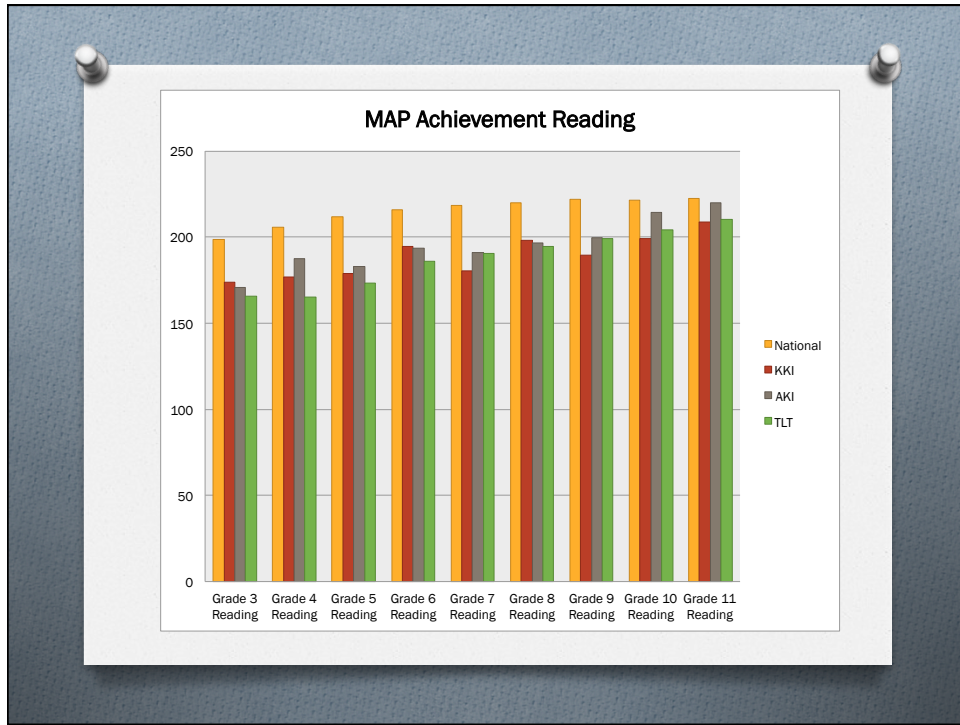
## School Comparison – Reading Fluency Grade 3



# MAP Achievement

Comparison of Spring 2016 test scores to achievement scores of same grade levels nationwide taking MAP Spring 2016 test

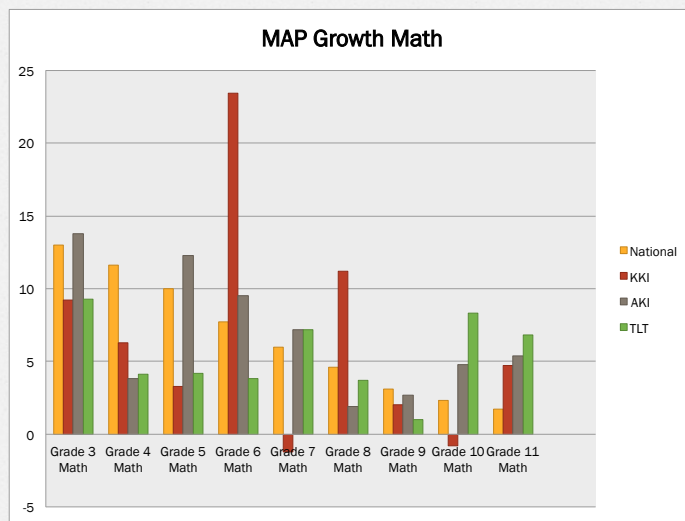


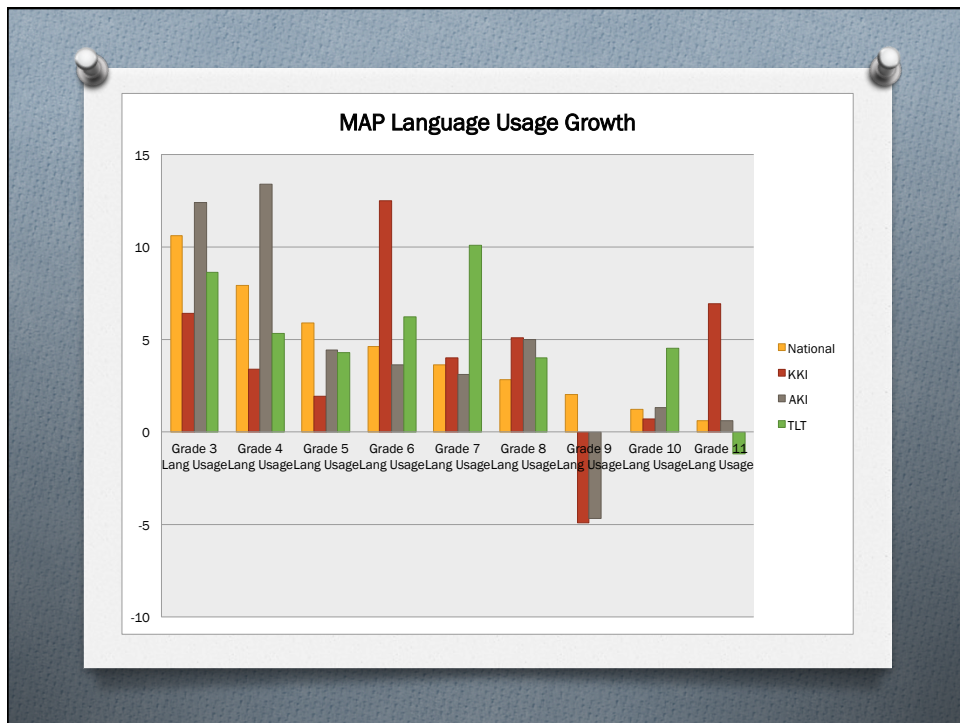
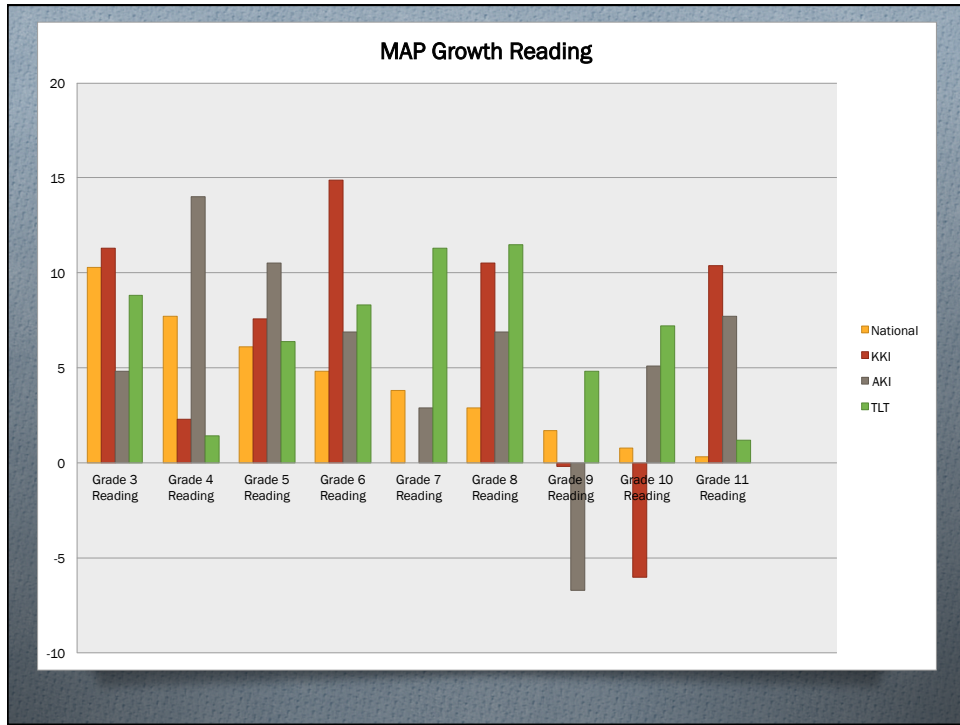




# MAP Growth

- o Growth of scores shrinks with rising grade level
- o YSD Students showing growth higher than national average are CLOSING THE ACHIEVEMENT GAP





# 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

10:00 AM - Achievement Data Review

Agenda

## Regional Board of Education Meeting

**LOCATION:** Akiachak, Alaska      **DATE:** May 19,2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
- VII. Correspondence
- 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 Report
  - F. Yupiaq Education Director's Report
  - G. Creative Arts Program Report
  - H. Business and Finance Report
  - I. Maintenance Director
- IX. Action Items
  - A. Curriculum:
    1. K-5 Science Curriculum
    2. Certified Handbook Update

- B. Board Policy
  - 1. **2<sup>nd</sup> Reading of Proposed Administrative Regulation for Credit by Exam (CBE)**
  - 2. **2<sup>nd</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. **3<sup>rd</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
- C. **3<sup>rd</sup> Reading of FY 2016-2017 Budget**
- D. **Strategic Plan Update:**
  - 1. New Date: June 22-23, 2016
- E. **Personnel:**
  - 1. Resignations:
    - A. William Schlein, Technology Director
    - B. Exenia Nick, Special Ed Aide
  - 2. New Hires:
    - A. Jennifer Douglas, Language Arts Teacher, Tuluksak School
    - B. Sharene Craft, Instructional Coach, ELL Program
    - C. Alex Tatum, District-Wide Business Manager
  - 3. Rayna Hartz' Work Calendar
- F. Special Service Providers:
  - 1. MOA – Rainforest Mediation & Consultation, Doug Wessen
- G. FY2016-2017 RSB Meeting Schedule
- X. Board Travel:
- XI. Public Comments
- XII. Board Comments:
- XIII. Executive Session:
  - 1. Litigation Report
  - 2. Superintendent's Contract
- XIV. Next Regular Meeting:
- XV. Adjournment

# Yupiit School District

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

## Regional Board Members

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**Akiak**

**Tuluksak**

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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

10:00 AM - Achievement Data Review

Agenda

## Regional Board of Education Meeting

**LOCATION:** Akiachak, Alaska      **DATE:** May 19,2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
- VII. Correspondence
- VIII. Public Comments: Michael Williams SR
- IX. Reports:
  - A. Attendance Report
  - B. Superintendent's Report
  - C. School Reports
    1. Akiachak
    2. Akiak
    3. Tuluksak
  - D. Curriculum, Instruction, Assessment
  - E. Special Programs Report
  - F. Yupiaq Education Director's Report
  - G. Creative Arts Program Report
  - H. Business and Finance Report
  - I. Maintenance Director
- X. Action Items
  - A. Curriculum:
    1. K-5 Science Curriculum
    2. Certified Handbook Update

B. Board Policy

1. **2<sup>nd</sup> Reading of Proposed Administrative Regulation for Credit by Exam (CBE)**

2. **2<sup>nd</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. **3<sup>rd</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

C. **3<sup>rd</sup> Reading of FY 2016-2017 Budget**

D. **Strategic Plan Update:**

1. New Date: June 22-23, 2016

E. **Personnel:**

1. Resignations:

A. William Schlein, Technology Director

B. Exenia Nick, Special Ed Aide

2. New Hires:

A. Jennifer Douglas, Language Arts Teacher, Tuluksak School

B. Sharene Craft, Curriculum, Instruction/Assessment Director

C. Alex Tatum, District-Wide Business Manager

3. Rayna Hartz' Work Calendar

F. Special Service Providers:

1. MOA – Rainforest Mediation & Consultation, Doug Wessen

G. FY2016-2017 RSB Meeting Schedule

XI. Board Travel:

XII. Public Comments

XIII. Board Comments:

XIV. Executive Session:

1. Litigation Report

2. Superintendent's Contract

XV. Next Regular Meeting:

XVI. 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: April 28, 2016  
 Village: Tuluksak, Alaska

<p><b>Committee Meeting &amp; Work-session</b></p>	<p>11:00 AM – FY 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/AR 6181 Charter School; BP 8200 Powers and Duties; BB 9270 Conflict of Interest</p> <p>11:15 AM - National School Board Discussion by Attendees Willie Kasayulie and Ivan Ivan</p> <p>11:30 AM – Alaska Native Studies Pre-Conference Panel and Conference Discussion by Attendees Willie Kasayulie, Sophie Kasayulie, Sharene Craft</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 1:00 PM</p>
<p><b>Roll Call</b></p>	<p><b>II. Roll Call: Present:</b></p> <p>Willie Kasayulie, Chairman              Ivan Ivan, Vice Chairman              Samuel George, Treasurer              Noah Andrew, Secretary – came in 1:04 PM              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>

<b>Recognition of Guests</b>	<b>IV. Recognition of Guests:</b> Rayna Hartz, Jamie Burgess, Wayne Boggs, Jim Hartz, Len Fabich, Sophie Kasayulie, Steve Craft, Fritz Jackson, Freda Alexie, Terise Boggs, Noah Alexie, Bonnie James
<b>Approval of Agenda</b>	<b>V. Approval of Agenda:</b> Motion by Ivan Ivan, Seconded by Sam George to approve the agenda with additions to include David Macri, K-12 Principal, Tuluksak School; Sharon Lemmert, K-12 Counselor, Tuluksak School, William Richards, K-12 Principal, Akiachak School, Robin Connally, ELA, Akiachak School and Jennifer Stratton-Cooper, Special ED Teacher, Akiak School under Action Items: E2. New Hires; J. Fuel Bid; K. City of Akiak; and move up Executive Session after Approval of Agenda. Motion passed
<b>Executive Session</b>	<b>VI. Executive Session:</b> Motion by Sam George, Seconded by Robert Charles to go into an executive session at 1:10 PM. Motion passed.  Motion by Moses Peter, Seconded by Moses Owen to get out of an executive session at 1:31 PM. Motion passed.  Motion by Ivan Ivan, Seconded by Sam George to hire Rayna Hartz as Superintendent for Yupiit School District and for Regional School Board to work on her contract during the May meeting. Motion passed by unanimous consent.
<b>Approval of Minutes</b>	<b>VII. Approval of Minutes:</b> Motion by Sam George, Seconded by Robert Charles to approve the Regular Board meeting Minutes. Motion passed.
<b>Correspondence</b>	<b>VIII. Correspondence</b> <b>A. Student 1A Basketball Player of the Year</b> Coach Steve Craft and Sharene Craft recognized Fritz Jackson, Akiachak student that Fritz was selected by as the 1A Basketball Player of the year.
<b>Recess</b>	Chairman Kasayulie called for a recess at 2:30 PM Reconvened at 2:43 PM
<b>Reports</b>	<b>IX. Reports:</b> <b>A. Attendance Report</b> – was reviewed by the board <b>B. Superintendent’s Report</b> – Rayna Hartz highlighted her report <b>C. School Reports</b> <b>1. Akiachak</b> – was reviewed by the board <b>2. Akiak</b> - was reviewed by the board <b>3. Tuluksak</b> – Minty Ruthford highlighted her report <b>D. Curriculum, Instruction, Assessment Report:</b> - Jamie Burgess highlighted her report <b>E. Special Programs Report</b> – Wayne Boggs highlighted his report



<p><b>Continue - Reports</b></p>	<p><b>F. Yupiaq Education Report</b> – Sophie Kasayulie highlighted her report  <b>G. IT Report</b> – Len Fabich highlighted his report  <b>H. Business Manager’s Report</b> – was reviewed by the board  <b>I. Maintenance Director’s Report</b> – Jim Hartz Highlighted his report</p>
<p><b>Action Items</b></p>	<p><b>X. Action Items</b></p> <p><b>A. Curriculum – Tabled</b></p> <p><b>1. K-5 Science Curriculum</b></p> <p><b>B. Board Policy</b></p> <p><b>1. Proposed Administrative Regulation for Credit by Exam (CBE)</b></p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the 1<sup>st</sup> Reading of the Proposed Administrative Regulation for Credit Exam (CBE). Motion passed.</p> <p><b>2. 1st Reading of FY15 BP Updates:</b> 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/AR 6181 Charter School; BP 8200 Powers and Duties; BB 9270 Conflict of Interest</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the 1<sup>st</sup> Reading of FY15 BP Updates. Motion passed.</p> <p><b>3. 2<sup>nd</sup> Reading of FY15 BP Updates:</b> 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>Motion by Sam George, Seconded by Robert Charles to approve the 2<sup>nd</sup> Reading of FY15 BP Updates. Motion passed.</p> <p><b>4. 3<sup>rd</sup> Reading of FY15 BP Updates:</b> 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</p> <p>Motion by Ivan Ivan, Sam George to approve the 3<sup>rd</sup> Reading of FY15 BP Updates. Motion passed.</p>

<p><b>Continue – Action Items</b></p>	<p><b>C. 2<sup>nd</sup> Reading of 2016-2017 Budget</b></p> <p>Motion by Sam George, Seconded by Ivan Ivan to approve the 2<sup>nd</sup> Reading of 2016-2017 Budget. Motion passed.</p> <p><b>D. Strategic Update</b></p> <p><b>1. New Date: June 22-23, 2016</b></p> <p>Motion by Ivan Ivan, Seconded by Robert Charles to approve the Strategic Plan meeting scheduled on June 22-23, 2016. Motion passed.</p> <p><b>E. Personnel</b></p> <p><b>1. Resignations</b></p> <p>Administration recommends approval of resignations for Jamie Burgess, Curriculum, Instruction and Assessment Director; Matthew Brown, 4<sup>th</sup>/5<sup>th</sup> Grade Teacher, Tuluksak School; Cynthia Long, ELA Teacher, Akiak School; Samantha Thvedt, 1<sup>st</sup>/2<sup>nd</sup> Grade Teacher, Akiak School and Gregory Jones, Middle School Generalist, Akiak School.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the resignations. Motion passed.</p> <p><b>2. New Hires</b></p> <p>Administration recommends approval of the following hires: David Macri, K-12 Principal, Tuluksak School; Sharon Lemmert, K-12 Counselor, Tuluksak School; Brittany Schmitz, 1<sup>st</sup>/2<sup>nd</sup> Grade, Tuluksak School; William Hicks, Special Education Teacher, Tuluksak School; Tammy Hicks, 7<sup>th</sup>/8<sup>th</sup> Grade Teacher, Tuluksak School; William Richards, K-12 Principal, Akiachak School; Robin Connally, ELA, Akiachak School; Norman Westdahl, 5<sup>th</sup> Grade, Akiachak School; James Bagnaschi, 4<sup>th</sup> Grade, Akiachaak School; Donna Westdahl, 1<sup>st</sup> Grade, Akiachak School; Karen Wells, Special Education, Akiachak School; Janclare Robyt, 3<sup>rd</sup>/4<sup>th</sup> Grade, Akiak School; Alexis Smith, 2<sup>nd</sup> Grade, Akiak School; Rachel Patton, ELA, Akiak School; and Jennifer Stratton-Cooper, Special Education, Akiak School.</p> <p>Motion by Sam George, Seconded by Ivan Ivan to approve the new hires. Motion passed.</p> <p><b>3. Curriculum Director Job Description</b></p> <p>The Administration recommends approval of the Curriculum Director Job Description.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the Curriculum Director job Description. Motion passed.</p> <p><b>F. Akiachak Limited Apartment Lease</b></p> <p>The Administration recommends approval of the Akiachak Limited Apartment Lease.</p>
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Willie Kasayulie and Sam George disclosed that they are the board members for Akiachak Limited.

Motion by Ivan Ivan, Seconded by Robert Charles to approve the Akiachak Limited Apartment Lease. Motion passed with 5-2 votes.

**G. Akiak School Contractor: Facility Contractor, LLC**

The Administration requested the approval of the Facility Contractors, LLC contract for the Akiak Fire.

Motion by Sam George, Seconded by Robert Charles to approve the contract for the Facility Contractor, LLC at the approximate amount of \$92,000.00. Motion was passed unanimously.

**H. Alaska Gateway School District: MOA**

The Administration requested the approval of the Alaska Gateway School District MOA for a pilot project to explore sharing business services at the approximate amount of \$4,500.00.

Motion by Ivan Ivan, Seconded by Moses Peter to approve the MOA for Alaska Gateway School District at the approximate amount of \$4,500.00. Motion passed.

**I. Special Services Providers MOA:**

The Administration requested the approval of the MOA for Gretchen Stich, Speech Therapy Services to special education students from September 1, 2016 – May 1, 2017 at the approximate amount of \$22,300.00; Jo Ann Domko, Speech Therapy services to special education students at the approximate amount of 22,300.00 from September 1, 2016 – May 1, 2017; Ann’s Physical Therapy and Massage at the approximate amount of \$7,800.00 from September 1, 2016 – May 15, 2017; and Chris McDonald, Occupational therapy services to special education students at the approximate amount of \$23,375.00 from September 1, 2016 – May 1, 2017.

1. **Gretchen Stich, Speech Therapy**
2. **Jo Ann Domko, Speech Therapy**
3. **Anne’s Physical therapy and Massage, Physical Therapy**
4. **Chris McDonald, Occupational Therapy**

Motion by Sam George, Seconded by Moses Peter to approve the MOA’s Gretchen Stich, Jo Ann Domko, Ann Kosecheff, and Chris McDonald. Motion was passed unanimously.

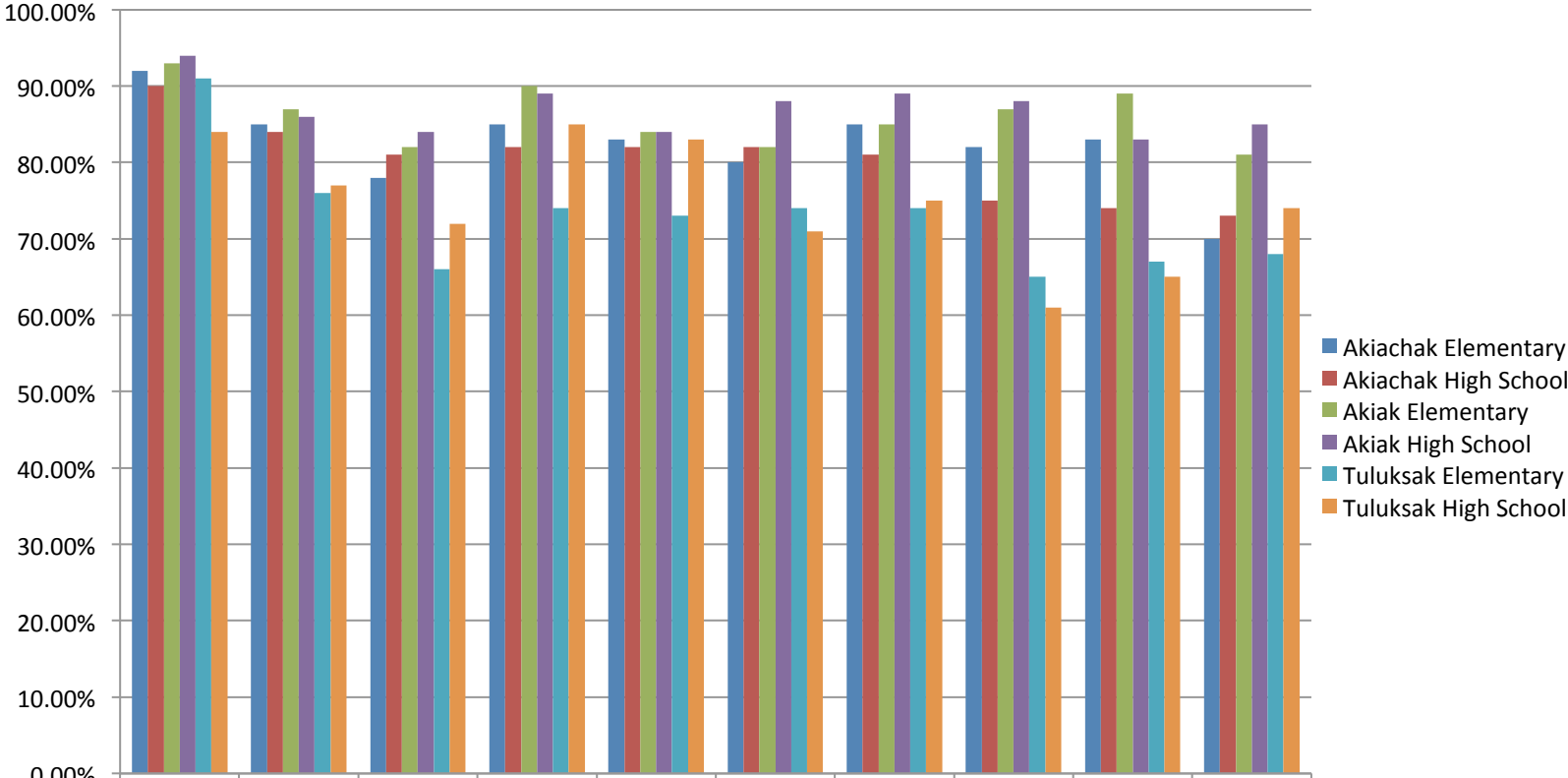
**J. Fuel Bid**

The Administration recommended awarding Vitus Marine #1 Heating Oil and Korithius, Inc 15-30 Motor Oil.

Motion by Sam George, Seconded by Moses Owen to award Vitus Marine #1 Heating Oil and Korithius, Inc 15-30 Motor Oil. Motion passed

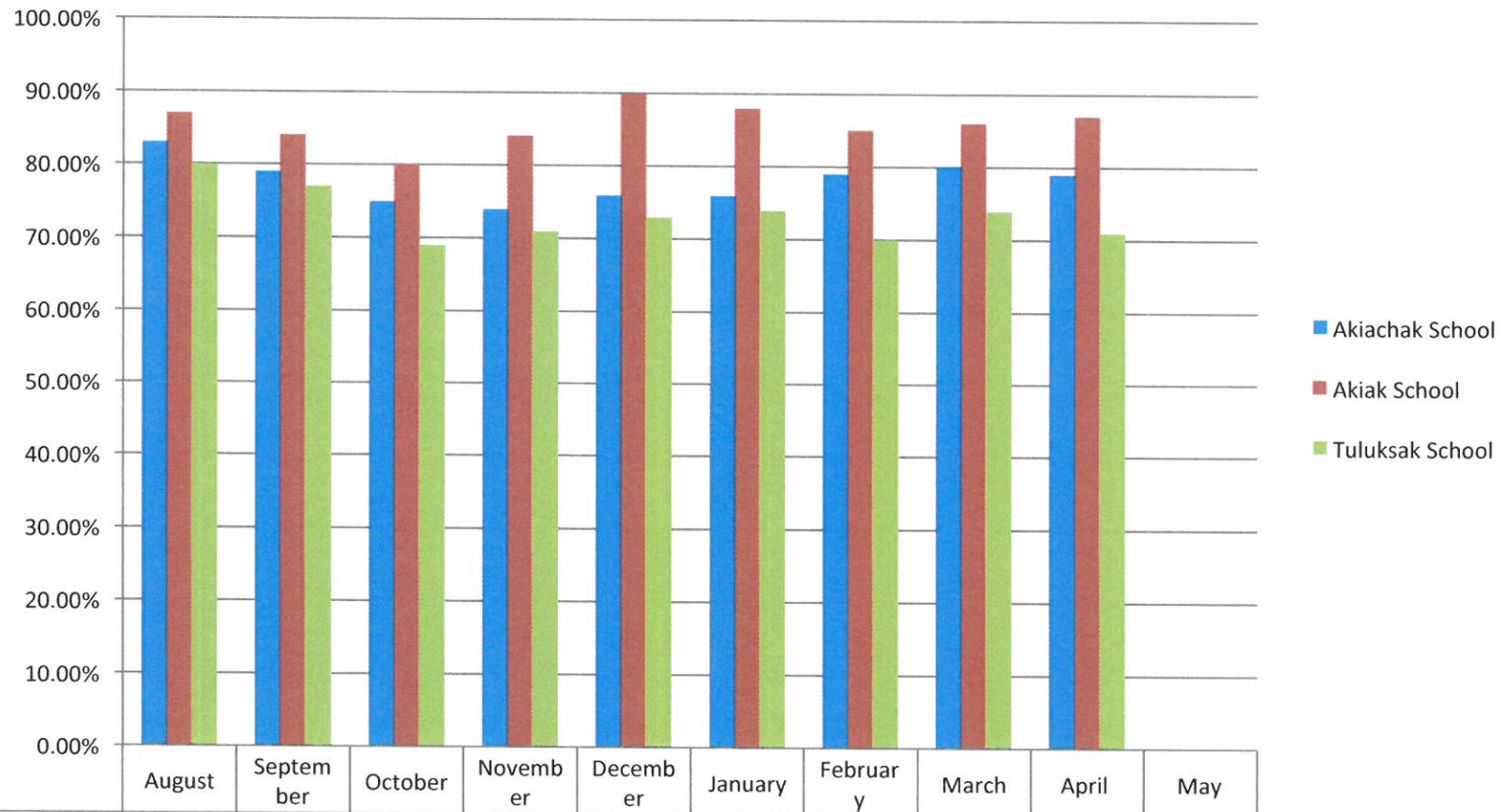
<b>Continue – Action Items</b>	<b>K. City of Akiak – Letter of Understanding</b> Motion by Sam George, Seconded by Moses Owen to adopt the letter of Understanding to City of Akiak. Motion passed with 6-1 votes.
<b>Board Travel</b>	<b>XII. Board Travel</b>
<b>Public Comments</b>	<b>XIII. Public Comments</b>
<b>Board Comments</b>	<b>XIV. Board Comments: Reports on RSB Goal 1 Activities</b>
<b>Executive Session</b>	<b>XV. Executive Session: Litigation Report</b> Motion by Moses Peter, Seconded by Sam George to get into an executive session at 4:07 PM. Motion passed  Motion by Sam George, Seconded by Moses Owen to get out of an executive session at 4:14 PM. Motion passed.
<b>Next Meeting Regular Meeting</b>	<b>XVI. Next Regular Meeting: May 19, 2016</b>
<b>Adjournment</b>	<b>XVII. Adjournment:</b> Motion by Sam George, Seconded by Ivan Ivan to adjourn the meeting at 4:20 PM.
	<p>_____</p> <p style="text-align: center;"><b>Secretary</b></p> <p>_____</p> <p style="text-align: center;"><b>Date</b></p>

## 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%	79.00%	
Akiak School	87.00%	84.00%	80.00%	84.00%	90.00%	88.00%	85.00%	86.00%	87.00%	
Tuluksak School	80.00%	77.00%	69.00%	71.00%	73.00%	74.00%	70.00%	74.00%	71.00%	

Yup'it School District  
Regional School Board Report

Site/Department: Superintendent

Date of Regional School Board Meeting: May 19, 2016

Author of Report: Rayna Hartz, Interim Superintendent

Page 1 of 1

Item	Description	Activities that Support Item
<b>Strategic Plan Element 1</b>	Involving Elders and the Community	<ul style="list-style-type: none"> <li>• Pauline Harvey with the Inuit Circumpolar Council visited our District during the week of May 9 – 12. While here she attended graduation, visited schools and presented to staff. This work provides the foundation for future collaboration. The ICC-Alaska Strategic Plan is referenced below.</li> <li>• The graduation ceremonies at our schools were powerful and our students are inspiring.</li> </ul>
<b>Strategic Plan Element 2</b>	Yup'ik Curriculum and Student Outcomes	<ul style="list-style-type: none"> <li>• The full K-5 Science Integrated Curriculum blends together the Yup'ik Science, Yup'ik Subsistence and FOSS Science materials. (Presented for approval).</li> </ul>
<b>Strategic Plan Element 4</b>	Effective Operations	<ul style="list-style-type: none"> <li>• The new business manager will begin transitioning activities during the week of May 23-26 and these activities will include interacting with Lucienne Smith &amp; Alaska Gateway School District (as part of our MOA), reviewing relevant documents and attending the Alaska School Leadership conference with YSD leadership.</li> </ul>

The ICC-Alaska Strategic Plan includes the strategic goals for ICC-Alaska for the 2014-2018 term. ICC-Alaska uses the Declaration that results from each ICC General Assembly to drive its strategic plan and set its priorities for the term. The Kitigaaryuit Declaration was used in developing the 2014-2018 ICC-Alaska Strategic Plan.

Current priorities include:

- *Priority One:* To Advocate for Inuit Food Security
- *Priority Two:* To Ensure Inuit Perspective, Concerns and Interests are Represented at the Arctic Council
- *Priority Three:* To Build Upon and Promote the Implementation of the Alaska Inuit Education Improvement Strategy
- *Priority Four:* To Promote the Utilization of Indigenous Knowledge
- *Priority Five:* To Engage Youth in ICC
- *Priority Six:* To Promote Inuit Health and Well-Being
- *Priority Seven:* To Encourage Sustainable Economic Development in the Arctic

Yupiit School District  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: May 19, 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>• Elders participated in the YKHC Wellness Presentation to Akiachak K – 12 students. Elders discussed the importance of having a healthy lifestyle and a solid support system</li> <li>• Willy and Sophie Kasayulie discussed Yupik history and leadership with the 11<sup>th</sup> and 12<sup>th</sup> grade health/leadership class</li> </ul>
Strategic Plan 2	Yup'ik Curriculum	<ul style="list-style-type: none"> <li>• Character Word of the Month – Focus</li> <li>• YKHC Wellness Presentation was provided by 8 YKHC presenters to discuss healthy lifestyles and family support systems to Akiachak K – 12<sup>th</sup> grade students</li> <li>• Ms. Harvey and Sophie Kasayulie presented to Akiachak Staff about preserving the Yupik language through education and school</li> <li>• Two Akiachak staff members will be attending a summer leadership camp with Sophie Kasayulie to integrate Yupik curriculum with Alaska standards</li> <li>• K – 6<sup>th</sup> grade students learned how to bake cookies and brownies with collaboration with Ms. Dena Blake</li> <li>• Mr. Brian Latham taught a</li> </ul>



Yupiit School District  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: May 19, 2016

Author of Report: Christopher Barr

		<p>4<sup>th</sup> grade science experiment.</p> <ul style="list-style-type: none"> <li>• Mr. Craft's Shop classes participated in a soap box cart derby</li> <li>• Mrs. Bacha's Math Classes are participating in a Stock-Exchange Math Game and all students finished in the top 25 in the state of Alaska. An Akiachak student group finished in 1<sup>st</sup> place!</li> </ul>
Strategic Plan 3	Career Pathways	<ul style="list-style-type: none"> <li>• Agnes McIntyre – UAF Bethel Clinic presented to 11<sup>th</sup> and 12<sup>th</sup> graders about attending college in Bethel.</li> <li>• 4 Akiachak students participated in the Academic Decathlon and made it to the second round in the public speaking category</li> </ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"> <li>• STEPP Plan for 2015 – 2016 is ready to roll into the 2016 – 2017 school year</li> <li>• Mr. Doug Richards (the new principal of Akiachak) visited the school and met with the staff, students and community. Mr. Doug Richards was very impressed with the progress of the school</li> <li>• MAP testing has been completed for the 3<sup>rd</sup> – 11<sup>th</sup> grade students</li> <li>• All end of the year evaluations have been completed for certified and classified staff</li> <li>• Sophie Kasayulie and early</li> </ul>

Yupiit School District  
Regional School Board  
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: May 19, 2016

Author of Report: Christopher Barr

		education teachers held a meeting focusing on early education development
LASB Meeting	LASB Monthly Meeting	<ul style="list-style-type: none"> <li>• Update on the Yupiit School District Farm</li> <li>• Update on Summer School</li> <li>• Update on the End-of-the school year progress</li> </ul>
School Events	Community Involvement	<ul style="list-style-type: none"> <li>• Bethel Health Clinic provided physicals for upcoming athletes and for staff members</li> </ul>
Akiachak Graduation	School Event	<ul style="list-style-type: none"> <li>• Kindergarten Graduation was held on May 11, 2016 at 1:00 p.m. in the Gymnasium</li> <li>• 8<sup>th</sup> Grade Promotion will be held on May 14, 2016 at 1:00 p.m. in the Gymnasium</li> <li>• High School Graduation will be held on May 14, 2016 at 1:30 p.m. in the Gymnasium</li> </ul>

Yupit School District  
Regional School Board  
Report

Site/Department: Akiak

Date of Regional School Board Meeting: May 19<sup>th</sup>, 2016

Author of Report: Charles Burns

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan 1	Involving Elders	Rural Cap application submitted-Four elders have been identified for the 2016-2017 School Year.
Strategic Plan 2	Yup'ik Curriculum	Every student has Yupik Language/Culture Class. We are examining the possibility of a dual immersion program for the future. We have currently identified two models currently used in other AK school districts.
Strategic Plan 3	Career Pathways	Students participate in VTE and STEM and will continue to throughout the summer.
Strategic Plan 4	Effective Operations	Site is following established SOP
School or Program Goal 1	SLO	Each teacher has developed two SLOs and is progress monitoring. We have recently completed MAP and AIMS Web testing. The AMP test were cancelled statewide due to technical difficulties suffered b the testing company.
School or Program Goal 2	Use of Academic Assessments	Using AIMS Web, MAP, and ACCESS to progress monitor the students. The final tests have been administered.
School or Program Goal 3	Improve Attendance Through Culturally relevant activities	An attendance celebration was held on April 30 <sup>th</sup> . Students (and some community members) attended and enjoyed hot dogs, chips, and an extended open gym period (5-10pm). As of April 25 <sup>th</sup> Akiaks' average attendance rate was 87%!! Next year we hope to raise the attendance for the year to 90%.
Additional Activity 1	Graduation	Graduation for the Kindergarten and Seniors as well as 8 <sup>th</sup> grade promotion was held on May 13 <sup>th</sup> . 12 Kinders graduated. Nine eighth graders were

Yupit School District  
Regional School Board  
Report

Site/Department: Akiak

Date of Regional School Board Meeting: May 19<sup>th</sup>, 2016

Author of Report: Charles Burns

		promoted. Five seniors graduated. Our guest speaker was Ivan Ivan. The ceremonies went very smoothly.
Additional Activity 2	Prom	Prom was held May 13 <sup>th</sup> from 7-10pm. The students (and some guest) had a great time! Everyone behaved in an outstanding fashion and there were no problems! The Prom was so successful that we are planning to have more dances during 2016-17.
Additional Activity 3		
Meeting 1	PLC/Staff meetings occur every Wednesday	
Meeting 2	LASB	Met on April 15 <sup>th</sup> . Much of the discussion was about incorporating more culturally relevant activities into the FY16 school year. Many great suggestions were put forth on how to increase community involvement.
Meeting 3		
Meeting 4		

\_\_ Additional Documents Attached

Yupit School District  
Regional School Board  
Report

Site/Department: Tuluksak

Date of Regional School Board Meeting:

Author of Report: Minty Ruthford, Principal

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan 1	Involving Elders	The Elders completed one year of assisting students at Tuluksak School. They are looking forward to next year.
Strategic Plan 3	Career Pathways	Several students will be attending Summer EXCEL. We have one student who will be doing Heavy Equipment training this summer leaving on May 23, 2016
Strategic Plan 4	Effective Operations	Tuluksak students completed the MAP and AIMS testing. All staff members completed their SLO's for the year.
School or Program Goal 1	Tuluksak Base Team 1: Discipline	Tuluksak School met their Behavior goal of reducing student behavior by 40%. Students have learned how to resolve conflict in a respectful way. Good Job Kids!
School or Program Goal 2	Tuluksak Base Team 2: Student Data	The Tuluksak team analyzed the final MAP and AIM scores and data shows a majority of the students increased their scores by at least 5 points.
School or Program Goal 3	Tuluksak Base Team 3: Community Involvement	The Tuluksak team will be putting together their final activity for the year. The last activity is a school wide Field day full of games and prizes followed by a sack lunch.
Additional Activity 1	Teacher's Appreciation Dinner	Mrs. Matz and the Home Ec students prepared a dinner honoring all teachers. The teachers and their family were served a 4course meal. The event was a success.
Additional Activity 2	Elder's Appreciation Day	Ms. Matz and the Home Ec. students prepared a nice dinner in appreciation to all the Elders in Tuluksak. Over 13 Elders were present.

Yupit School District  
Regional School Board  
Report

Site/Department: Curriculum, Instruction & Assessment

Date of Regional School Board Meeting: May 20, 2016

Author of Report: Jamie Burgess

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Strategic Plan	Effective Operations  Provide updated Certified Handbook for certified staff	*Certified Handbook update is submitted for Board Approval *Revisions to include new legislation and Board Policy since previous approved document (2011-2012) *Revisions to improve wording of policies, procedures and expectations *Revisions to Attendance section to reflect work of Attendance Committee and to better align with Board Policy *Revised and/or created Forms which are referenced in Handbook
Strategic Plan	Effective Operations  Curriculum Inventory and Ordering	*Inventories of existing Board-adopted curricular materials (textbooks and teacher resources) for English Language Arts, math and social studies is complete *Inventory of science materials is underway – ensuring teachers have materials referenced in new K-5 science curriculum *Ordering of all materials will be completed by end of May
Strategic Plan	Effective Operations	*Preparing documents and files for smooth transition for new Curriculum Director, including information on district testing for District Test Coordinator responsibilities
Additional Activity	District Testing	*Map and AIMSWeb spring benchmark testing is complete *Presentation on student growth and achievement from Fall to Spring for the 2015-2016 school year for RSB

XX Attachment – **Draft of 2016-2017 Certified Teacher Handbook submitted for Approval**

Yupit School District  
Regional School Board  
Report

Site/Department: Special Programs  
Date of Regional School Board Meeting: 5/19/2016  
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 Description of Services: 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>On April 5, 2016 YSD received notification that the Johnson-O'Malley grant for FY2016-2017 has been reauthorized in the amount of \$23,372. This grant is primarily used to fund the travel for students and elders to the Alaska Students and Elders Conference in Anchorage.</p> <p>YSD received notification on Thursday May 12 that the Bureau of Indian Education has approved our FY 2016-2017 EASIE Formula Grant (Indian Education) application. Currently the award is \$175,326, that may change as the Federal budget is finalized.</p> <p>One YSD student/graduate, Jeffrey Liskey, has been accepted to the competitive Donlin Gold Internship this summer. This is a paid program that results in Delta Mine Heavy Equipment certification from Yukon Mine Training Association through the Yukon College.</p> <p>In April 13 YSD students attended the EXCEL Academic Trades Decathlon and three students made college visits to UAA and the Kuskokwim campus of UAF.</p>
Strategic Plan	<p>Effective Operations</p> <p>Maintain fiscally sound operations</p> <p>ESEA Audit</p> <p>Grant Applications</p>	<p>YSD has been notified by DEED that the onsite audit of our ESEA grant has been rescheduled for next fall.</p> <p>I have submitted a grant application to Small, Rural School Achievement Program (REAP), CFDA 84.358A,</p> <p>Our district has been eligible for this \$60,000 grant for several years, but has never applied. 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>In the last month, our district sent representatives to two key workshops in Anchorage:</p>

Yupit School District  
Regional School Board  
Report

Site/Department: Special Programs

Date of Regional School Board Meeting: 5/19/2016

Author of Report: Wayne Boggs

		<p>ESSA Planning Workshop- under the new ESSA law, the State of Alaska has incorporate the federal requirements into a new state plan. This includes a statewide assessment program to replace AMP, statewide requirements for professional development and staff evaluation, state standards in math, reading and science, and how the state will identify and monitor priority and focus schools, to list a few categories. We believe it is important to represent the rural perspective in this process. The workshop is continuing through an online interactive Learning management Platform called PowerNoodle. I am monitoring the comments and questions as well as contributing to the discussions on a daily basis. The new plan is expected to be complete this summer.</p> <p>I along with the District Head Counselor, also attended a workshop on the changes to the Title I, Title II and Title III Consolidated grant program as a result of ESSA. There are some changes for the 2016-17 school year, the elimination of Highly Qualified requirement for teachers is an example, but the major changes will be in the 2017-18 school year. I am following the State's process in identifying and adapting the changes and will make a full report when the new rules are finalized. As this is a significant source of funds for our district it is in our best interest to stay abreast of the changes and to influence them in our favor as much as possible.</p>
Additional Activity		<p>The District's Federal Programs Advisory Committee met via teleconference on April 25 and discussed the applications for Title I, II, III Consolidated grant, the Indian Education grant, the Carl Perkins grant, and the Johnson O'Malley grant.</p>



Yupit School District  
Regional School Board Report

Site/Department: Yupiaq Tribal Education  
Date of Regional School Board Meeting: May 19, 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>• Planting Seeds for Success Early Childhood Training in all three sites Akiak by Video Conferencing May 3.</li> <li>• Akiachak May 4 with Head Start Staff training and Community Training at the Akiachak School Library.</li> <li>• In Tuluksak May 5 with Head Start Staff Training and Community Meeting at the Tuluksak School with Jane Atuk and Mary Aery.</li> <li>• Alaska Inuit Education Improvement Strategy staff Director Pauline Harvey visited all three schools and observed 5<sup>th</sup> grade class skin sewing with Fannie Pasitnak local resource person with Anna Triplet and Elsa Larson She is invited to attend our Strategic Planning in June.</li> </ul>
<b>Strategic Plan Element 2</b>	Yup'ik Curriculum and Student Outcomes	<ul style="list-style-type: none"> <li>• Staff from all three sites are planning to attend Social Studies writing institute in Bethel with Lower Kuskokwim School District and other Yupiaq speaking school district.</li> <li>• Two sessions from May 23-June 4 and the other one from June 20-30.</li> <li>• Akiachak School had Cultural Heritage Days from May 16-18, 2016.</li> <li>•</li> </ul>
<b>Meetings</b>		<ol style="list-style-type: none"> <li>1. Federal Grants Committee meeting with Wayne Boggs with video conference.</li> <li>2. Attended 3<sup>rd</sup> day Calricaraq (Healing and Wellness) here in Akiachak</li> </ol>

Connie Wong  
Artist in School, Akiak School

**May 2016**

**Week 18: Tape Mural and Post It Exhibition**

Students had been exposed to various artists who work with different mediums and play different roles in the society through out this semester. This week, they looked at some mural and exhibiting artists and worked on two projects that aim to exhibit their works on the hallway.

**Week 19: Illustration**

Students learn about various forms of illustrations and worked on different exercises and projects that aim to help them further understand the function of illustration and the role of an illustrator.

**Week 20 Review**

# Yupiiit School District

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



May 12, 2016

## MEMORANDUM

**TO:** YSD Board of Education

**THRU:** Rayna Hartz, Superintendent

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

**RE:** May 2016 Board Report

The FY 2016 May 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** – Continued payroll training & support for the Accounting Technician occurs. Communications with staff are always with the understanding to provide as much information as possible to there will be local knowledge on processes and procedures.

**Impact Aid** – We can expect to see our FY 2016 Impact Aid payments in the next 2-3 weeks – so our corrections were approved.

**FY 2017 Budget** – Included later in the agenda is the 3rd and final Proposed FY 2017 Budget. This will be the third reading of the FY 2017 budget. This reflects the same budget as the 2nd reading.

**FY 2017 Health Insurance** – Due to YSD exceeding our stop loss maximum for individuals a number of times this year, we will see a 12% increase in our premiums. This is the first in 4 years we have had any increase.

**FY 2017 E-Rate** - The request for discounted telecommunications thru the Universal Service Administrative Company (USAC) has been filed and certified. This year all the forms have been filed in a new format, and YSD will receive questions via the USAC website. Since all services are ongoing from previous year, we expect YSD to be approved quickly.

**FY 2016 Audit** – We received our first OASIS (Enrollment) sampling from the auditors. It is good they sent this to us before the school year is completed so we can have the documentation assembled and returned to them before the final audit. That should reduce some time for auditors during final. The State and Federal Schedules are being drafted and items are being assembled to assist in ease of this year’s audit for the new individual who will be responsible.

**PERS/TRS/SS Audit** – The office of the State Social Security Administrator will be conducting a routine PERS & TRS audit on the Southeast Island School District records the week of June 26th. The auditor will be in District for one day and I will be responding to any questions during that audit. We have sent them the requested information for their review. This audit occurs about once every 4-5 years. We do not anticipate any issues.

**Electronic Format of Documents** – Over 30 bankers boxes of payroll files have been scanned in this past year and an electronic copy of all those records have been provided to the business office. This has alleviated a lot of storing old records. From this point forward all records in the business office are scanned and the electronic copy kept in two locations for disaster recovery. There is no longer a need to box and store records from the business office. This practice should be followed by all departments.

YUPIIT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 5 / 16

Fund	Received			Revenue	
	Current Month	Received YTD	Estimated Revenue	To Be Received	% Received
100 OPERATING BUDGET	131,141.70	7,753,167.51	12,991,525.00	5,238,357.49	60 %
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	56,631.48	225,312.57	168,681.09	25 %
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	0.00	3,180.91	3,180.91	0.00	100 %
255 FOOD SERVICE FUND	0.00	305,238.19	623,102.00	317,863.81	49 %
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	952.37	23,152.00	22,199.63	4 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	5,409.60	66,230.00	60,820.40	8 %
297 TITLE VIB	0.00	27,678.05	171,420.15	143,742.10	16 %
301 CARL PERKINS	0.00	5,234.60	18,443.00	13,208.40	28 %
350 JOHNSON O'MALLEY	0.00	19,611.03	24,426.00	4,814.97	80 %
362 INDIAN EDUCATION	0.00	96,312.40	129,708.00	33,395.60	74 %
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	0.00	1,460.00	1,500.00	40.00	97 %
390 TEACHER HOUSING FUND	0.00	210,926.11	653,564.00	442,637.89	32 %
710 STUDENT ACTIVITY FUND	0.00	30,909.35	0.00	-30,909.35	** %

Grand Total:	131,141.70	8,841,964.01	16,040,119.64	7,198,155.63	55 %
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YUPIIT SCHOOL DISTRICT  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 5 / 16

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET	270,124.05	9,215,731.38	13,358,066.00	13,022,464.00	3,806,732.62	71 %
205 STUDENT TRANSPORTATION	410.00	2,890.00	915.00	915.00	-1,975.00	316 %
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	0.00	23,668.06	54,652.00	54,652.00	30,983.94	43 %
236 STAFF DEVELOPMENT	0.00	9,433.07	10,000.00	10,000.00	566.93	94 %
238 TARGETED RESOURCE MOORE	1,187.50	82,973.63	225,312.57	225,312.57	142,338.94	37 %
239 TEACHER RETENTION MOORE	0.00	33,139.00	33,139.00	33,139.00	0.00	100 %
242 UAF UPWARD BOUND	360.00	3,563.00	5,000.00	5,000.00	1,437.00	71 %
253 NUTRITIONAL ALASKAN FOODS	0.00	5,648.59	3,180.91	3,180.91	-2,467.68	178 %
255 FOOD SERVICE FUND	401.86	580,884.86	678,894.00	623,102.00	42,217.14	93 %
256 TITLE I PART (A)	-164.00	237,811.82	658,021.25	658,021.25	420,209.43	36 %
257 TITLE I PART C MIGRANT ED	200.00	11,013.19	34,543.00	34,543.00	23,529.81	32 %
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	3,250.70	4,250.70	4,595.00	4,595.00	344.30	93 %
270 TITLE III -A ENGLANG ACQ	0.00	4,030.29	23,152.00	23,152.00	19,121.71	17 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	51,473.96	66,231.00	66,231.00	14,757.04	78 %
297 TITLE VIB	8,268.28	141,795.29	171,419.33	171,419.33	29,624.04	83 %
301 CARL PERKINS	0.00	13,783.37	18,432.75	18,432.75	4,649.38	75 %
350 JOHNSON O' MALLEY	0.00	35,026.26	24,426.00	24,426.00	-10,600.26	143 %
362 INDIAN EDUCATION	7,241.67	213,906.64	179,769.00	180,971.00	-32,935.64	118 %
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	136.05	1,399.00	1,460.00	1,460.00	61.00	96 %
390 TEACHER HOUSING FUND	6,791.04	754,739.73	730,934.00	786,387.00	31,647.27	96 %

YUPIIT SCHOOL DISTRICT  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 5 / 16

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
503 AKIAK FIRE	0.00	22,170.22	100,000.00	100,000.00	77,829.78	22 %
710 STUDENT ACTIVITY FUND	0.00	38,332.73	0.00	0.00	-38,332.73	*** %
Grand Total :	298,207.15	11,524,474.95	16,478,314.57	16,143,714.07	4,619,239.12	71 %



100 OPERATING BUDGET

Function / Object	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
000					
0000					
40 OTHER LOCAL REVENUES	0.00	37,632.24	15,000.00	-22,632.24	250 %
46 SCHOOL FACILITIES RENTAL	0.00	450.00	0.00	-450.00	** %
47 E-RATE	131,141.70	1,508,407.25	1,636,183.00	127,775.75	92 %
48 FEDS ERATE	0.00	0.00	65,332.00	65,332.00	0 %
51 FOUNDATION PROGRAM	0.00	5,345,249.00	6,324,681.00	979,432.00	84 %
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	835,890.91	3,986,260.00	3,150,369.09	20 %
299 PRIOR YR PO REVENUE	0.00	98.11	0.00	-98.11	** %
Function Total :	131,141.70	7,753,167.51	12,991,525.00	5,238,357.49	59 %
Org Total :	131,141.70	7,753,167.51	12,991,525.00	5,238,357.49	59 %
Fund Total :	131,141.70	7,753,167.51	12,991,525.00	5,238,357.49	59 %
Grand Total :	131,141.70	7,753,167.51	12,991,525.00	5,238,357.49	59 %

Funds 100- 100

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 AKI ACHAK SCHOOLS						
100 REGULAR INSTRUCTION	0.00	1,213,101.66	1,763,120.00	1,687,353.00	474,251.34	71
160 VOCATIONAL ED INSTRUCTION	130.00	43,095.60	83,419.00	88,082.00	44,986.40	48
200 SPECIAL ED INSTRUCTION	0.00	196,143.92	327,437.00	346,083.00	149,939.08	56
320 GUIDANCE SERVICES	175.00	91,873.98	137,393.00	137,143.00	45,269.02	66
350 SUPPORT SERVICES INSTRUCT	0.00	-554.40	0.00	0.00	554.40	***
351 TECHNOLOGY	0.00	0.00	15,793.00	8,192.00	8,192.00	0
352 LIBRARY SERVICES	0.00	35,200.53	43,622.00	42,563.00	7,362.47	82
400 SCHOOL ADMINISTRATION	1,126.52	142,045.95	208,191.00	199,919.00	57,873.05	71
450 SCHOOL ADMIN SUPPORT	0.00	65,346.37	80,653.00	73,788.00	8,441.63	88
511 BOARD OF EDUCATION	0.00	2,869.10	3,342.00	3,342.00	472.90	85
600 OPERATION & MAINTENANCE	41,269.35	704,119.97	1,135,479.00	923,978.00	219,858.03	76
700 STUDENT ACTIVITIES	0.00	118,528.76	70,869.00	74,415.00	-44,113.76	159
Org Total :	42,700.87	2,611,771.44	3,869,318.00	3,584,858.00	973,086.56	
11 AKIAK SCHOOLS						
100 REGULAR INSTRUCTION	6,915.17	624,656.79	826,055.00	780,298.00	155,641.21	80
160 VOCATIONAL ED INSTRUCTION	0.00	25,064.81	0.00	30,068.00	5,003.19	83
200 SPECIAL ED INSTRUCTION	0.00	166,667.16	233,554.00	239,786.00	73,118.84	69
320 GUIDANCE SERVICES	0.00	1,025.00	83,007.00	117,080.00	116,055.00	0
351 TECHNOLOGY	0.00	5,443.65	15,793.00	8,192.00	2,748.35	66
352 LIBRARY SERVICES	0.00	34,897.49	41,366.00	41,325.00	6,427.51	84
400 SCHOOL ADMINISTRATION	654.40	113,147.17	148,580.00	138,752.00	25,604.83	81
450 SCHOOL ADMIN SUPPORT	0.00	41,365.39	71,202.00	67,031.00	25,665.61	61
511 BOARD OF EDUCATION	0.00	3,201.56	3,342.00	3,342.00	140.44	95
600 OPERATION & MAINTENANCE	25,163.29	268,537.46	693,249.00	419,484.00	150,946.54	64
700 STUDENT ACTIVITIES	0.00	49,794.80	47,636.00	47,636.00	-2,158.80	104
Org Total :	32,732.86	1,333,801.28	2,163,784.00	1,892,994.00	559,192.72	
12 TULUKSAK SCHOOLS						
100 REGULAR INSTRUCTION	29.44	758,231.33	1,171,383.00	986,839.00	228,607.67	76
160 VOCATIONAL ED INSTRUCTION	24.70	42,620.11	85,000.00	57,722.00	15,101.89	73
200 SPECIAL ED INSTRUCTION	68.29	190,635.74	358,184.00	408,500.00	217,864.26	46
320 GUIDANCE SERVICES	150.00	75,813.72	108,792.00	97,401.00	21,587.28	77
351 TECHNOLOGY	0.00	5,301.63	15,793.00	8,192.00	2,890.37	64
352 LIBRARY SERVICES	0.00	28,654.59	53,995.00	44,376.00	15,721.41	64
400 SCHOOL ADMINISTRATION	245.07	103,809.40	159,912.00	141,107.00	37,297.60	73
450 SCHOOL ADMIN SUPPORT	0.00	19,597.65	42,805.00	44,804.00	25,206.35	43
511 BOARD OF EDUCATION	0.00	3,419.04	3,342.00	3,342.00	-77.04	102
600 OPERATION & MAINTENANCE	23,276.38	521,182.41	739,788.00	549,922.00	28,739.59	94
700 STUDENT ACTIVITIES	0.00	29,723.86	59,486.00	59,486.00	29,762.14	49
Org Total :	23,793.88	1,778,989.48	2,798,480.00	2,401,691.00	622,701.52	
500 DISTRICT-WIDE						

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET						
100 REGULAR INSTRUCTION	0.00	56,225.93	479,840.00	543,140.00	486,914.07	10
120 BILINGUAL/BICULTURAL INST	0.00	12,393.09	0.00	0.00	-12,393.09	***
200 SPECIAL ED INSTRUCTION	0.00	1,776.41	11,015.00	11,015.00	9,238.59	16
220 SPEC ED SUPPORT SVCS	4,192.33	115,998.58	207,624.00	151,585.00	35,586.42	76
300 STUDENT SUPPORT SERVICES	0.00	54,010.15	0.00	60,960.00	6,949.85	88
320 GUIDANCE SERVICES	0.00	570.62	0.00	1,500.00	929.38	38
350 SUPPORT SERVICES INSTRUCT	162.48	195,319.63	322,986.00	259,570.00	64,250.37	75
351 TECHNOLOGY	157,216.16	1,872,930.71	1,647,904.00	1,973,556.00	100,625.29	94
354 IN-SERVICE TRAINING	0.00	5,713.00	5,000.00	22,000.00	16,287.00	25
511 BOARD OF EDUCATION	1,283.75	176,174.84	141,916.00	163,256.00	-12,918.84	107
512 OFFICE OF SUPERINTENDENT	1,492.19	229,479.38	260,442.00	349,946.00	120,466.62	65
550 DISTRICT ADMIN SUPPORT SV	2,985.21	343,804.69	356,435.00	352,662.00	8,857.31	97
551 RECRUITMENT	0.00	29,864.75	15,000.00	25,500.00	-4,364.75	117
552 HUMAN RESOURCES STAFF SVC	0.00	32,962.37	39,213.00	40,213.00	7,250.63	81
600 OPERATION & MAINTENANCE	3,564.32	326,341.79	394,862.00	370,555.00	44,213.21	88
700 STUDENT ACTIVITIES	0.00	37,603.24	23,195.00	108,228.00	70,624.76	34
Org Total :	170,896.44	3,491,169.18	3,905,432.00	4,433,686.00	942,516.82	
Fund Total :	270,124.05	9,215,731.38	13,358,066.00	13,022,464.00	3,806,732.62	70 %
Grand Total :	270,124.05	9,215,731.38	13,358,066.00	13,022,464.00	3,806,732.62	70 %

Yupit School District  
Regional School Board  
Report

Site/Department: Maintenance & Operations

Date of Regional School Board Meeting: May 19, 2016

Author of Report: Jim Hartz

<b>Item</b>	<b>Description</b>	<b>Activities that Support Item</b>
Incident	Facilities	<ul style="list-style-type: none"><li>• AKIACHAK: the wind blew the roof off of the storage conex behind the district office. The roof landed on a fuel oil line causing a minor spill (apprx 30 gal). It has been cleaned up and reported to DEC.</li></ul>
Incident	Facilities	<ul style="list-style-type: none"><li>• AKIACHAK: A small hole was burned in the wood flooring of the outdoor basetball court at the Akiachak school.</li></ul>
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"><li>• AKIAK: The contractor will be starting the fire damage rebuild the week of May 23.</li></ul>
Misc	District-Wide	<ul style="list-style-type: none"><li>• Chicken Nugget Recall</li><li>• Summer supply barge has been loaded and is on it's way from Seattle.</li></ul>

# Yupit School District

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



Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX. Action Item A.1 Curriculum

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

**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

**Desired Outcomes and Indicators – Grade K- Science & Engineering**

<b>Outcome:</b>	<b>Describe and compare how plants and animals grow and survive through a life cycle.</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	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>	
<b>Outcome:</b>	<b>Classify plants and animals based on external features and explain how external features are used to survive in an environment.</b>			
<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.</li> <li>b. Using pictures, films and illustrated texts identify, describe and compare living things found in other states.</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</b>  <b>Human &amp; Animal Similarities</b>	<b>FOSS</b>  <b>Humans &amp; Animals</b>	
<b>AK. A1</b> Science as Inquiry and Process	Compare and explain how external features of plants and animals help them survive in different environments. <ol style="list-style-type: none"> <li>a. Use the senses and magnifying instruments to examine a variety of plants and animals to describe external features and what they do.</li> <li>b. Compare similar features in some animals and plants and explain</li> </ol>	<b>YSD Science Curriculum Plants &amp; Animal Survival</b>	<b>FOSS</b>  <b>Plants &amp; Animals</b>	

**Desired Outcomes and Indicators – Grade K- Science & Engineering**

SA1, SA2, SA3	<p>how each of these enables the organism to satisfy basic needs.</p> <p>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.</p>			
<b>AK. B1</b> Concepts of Physical Science SB1, SB2, SB3, SB4	<p>Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.</p> <p>a. Explain that there are differences among individuals in any population.</p>	<b>Plant &amp; Animals Similarities</b> Describing objects in terms of the materials they are made of.	<b>FOSS</b> <b>Plants &amp; Animals</b>	
<b>AK. F1</b> Cultural, Social, Personal Perspectives & Science SF1, SF2, SF3	<p>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.</p> <p>a. Make a list of possible advantages and disadvantages of differences of individuals in a population of organisms.</p>	<b>YSD Science Curriculum</b> Listen to a local Elder who can explain the Natural Events	<b>FOSS</b> Plants & Animals	
<b>Outcome:</b>	<b>Identify, describe and compare adaptations of plants and animals in an environment.</b>			
<b>AK. A1</b> Science As Inquiry & Process SA1, SA2, SA3	<p>Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there.</p> <p>a. Describe observations using drawings, oral or written text of the place and some of the living things found there.</p> <p>b. Based on the observations collected at each place compare the plants and animals found there.</p> <p>c. Describe ways that animals and plants found in each place interact, with each other and with their environment.</p>	<b>YSD Science Curriculum</b> Determine which plants or animals survive	<b>FOSS</b> Plants & Animals	
<b>AK. C1</b> Concepts Of Life Science SC1 SC2 SC3	<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.</p> <p>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.</p> <p>b. Compare descriptions of the features that make some animals and some plants very different from one another.</p> <p>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.</p> <p>d. Compare ideas about how the features of animals and plants affect what these animals and plants are able to do.</p>	<b>YSD Science Curriculum</b> Identifying what living things need in order to survive	<b>FOSS</b> Plants & Animals	
<b>Outcome:</b>	<b>Identify and describe attributes of weather conditions using senses and tools to collect observational data.</b>			

**Desired Outcomes and Indicators – Grade K- Science & Engineering**

<p><b>AK. B1</b>            Concepts of Physical Science            SB1            SB2            SB3            SB4</p>	<p>Investigate and gather information about changes in weather.</p> <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>	<p><b>YSD Science Curriculum</b>  <b>YSD Subsistence Curriculum</b>  <b>Weather Changes</b>  <b>Energy Ecology &amp; Technology</b></p>	<p><b>FOSS</b>  <b>Air &amp; Weather</b></p>	
<p><b>Outcome:</b></p>	<p><b>Identify and describe weather patterns over time and weather's impact on human's daily activities</b></p>			
<p><b>AK. A1</b>            Science As Inquiry &amp; Process            SA1, SA2, SA3</p>	<p>Describe that some events in nature have repeating patterns.</p> <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>	<p><b>YSD Science Curriculum</b>  <b>YSD Subsistence Curriculum</b>  <b>Compare Weather Conditions, Tech</b>  <b>Weather</b></p>	<p><b>FOSS</b>  <b>Air &amp; Weather</b></p>	
<p><b>AK. B1</b>            Concepts of Physical Science            SB1            SB2            SB3            SB4</p>	<p>Describe observable changes in water on the surface of the Earth.</p> <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>	<p><b>YSD Science</b>  <b>YSD Subsistence Curriculum</b>  <b>Effecting water change from the sun</b>  <b>Tech Weather</b></p>	<p><b>FOSS</b>  <b>Air &amp; Weather</b></p>	



**Desired Outcomes and Indicators – Grade 1- Science & Engineering**

<b>Outcome:</b>	<b>Compare and describe observable features of plants and animals and identify the relationship between observable features and basic needs for growth and survival.</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	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 SA1 SA2 SA3	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>a. Gather information and direct evidence that humans and other animals have different body parts used to seek, find and take in food.</li> <li>b. 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>c. Describe some parts of plants and describe what they do for the plant.</li> </ol>	<b>YSD Subsistence Curriculum</b> <b>YSD Science Curriculum</b>  <b>Different body parts and how they react to</b>	<b>FOSS</b> <b>Plants, Animals &amp; Insects</b>	

**Desired Outcomes and Indicators – Grade 1- Science & Engineering**

	d. Respond, giving reasons to support the response, to the statement "All living things are made of parts."	danger		
<b>Outcome:</b>	<b>Describe and compare properties of natural and human-made materials, and identify how human activities affect the environment</b>			
<b>AK. D1</b> Concepts of Earth Science SD1 SD2 SD3 SD4	Investigate objects and materials in the environment. a. Observe and describe a variety of natural and human-made objects found in familiar environments (school, neighborhood, etc.) b. Examine and describe Earth materials. c. Using examples, describe that objects and materials, such as trees, rocks, and hills on Earth's surface can change.	<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	Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations. a. Examine and describe various objects in terms of the materials, such as clay, cloth, paper, etc. from which they are made. b. Based on data, describe the observable properties, such as size, shape, color, and texture of a variety of objects. c. Identify and compare the properties of materials objects are made of and the properties of the objects.	<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	Identify aspects of the environment that are made by humans and those that are not made by humans. a. Identify features of the natural environment, such as parks, zoos, building, etc., that are made by humans. b. Identify features of the natural environment that are not made by humans.	<b>YSD Science Curriculum</b>  <b>Fish Camp Site Selections</b>	<b>FOSS</b>  <b>Sink Float</b>	
<b>AK. F1</b> Cultural, Social, Personal Perspective & Science SF1.1 – SF3.1	Recognize that caring about the environment is an important human activity. a. Recognize and describe that individual and group actions, such as recycling, help the environment. b. Recognize and describe that individual and group actions, such as littering, harm the environment. c. Give reasons why people should take care of their environments.	<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>	

**Desired Outcomes and Indicators – Grade 1- Science & Engineering**

<b>Outcome:</b>	<b>Compare and describe how objects move and identify causes for the movement.</b>			
<b>AK. B1</b> Concepts of Physical Science SB1, SB2, SB3, SB4	Compare the different ways objects move. a. Given many different objects, make them move and describe and compare how they move. Explain that there must be a cause for changes in the motion of an object. b. Observe and describe the ways in which a variety of objects' motion can be changed. c. Based on observations, identify what caused the changes in an object's motion.	<b>YSD Science Curriculum</b>  Explaining push & pull can start, or change directions it is moving in List things that you can push & pull	<b>FOSS</b>  Energy & Electromagnetism Air & Weather	
<b>Outcome:</b>	<b>Identify and describe the effect magnets have on objects.</b>			
<b>AK. A1</b> Science As Inquiry & Process SA1, SA2, SA3	Observe and gather information from explorations to describe how magnets affect some objects. a. Observe and describe what happens when magnets are placed on or near objects made of different materials. b. Raise and seek answers to questions about what happened to objects investigated and/or to the magnet. c. Describe the effect magnets have on a variety of objects. d. Classify materials based on their behavior in the presence of a magnet. e. Describe how the magnet affects the behavior of objects within each group	<b>YSD Science Curriculum</b>  3 <sup>rd</sup> grade level perform and record results with magnets	<b>FOSS</b>  Energy & Electromagnetism Air & Weather	
<b>Outcome:</b>	<b>Identify sources and uses of electricity in daily life.</b>			
<b>AK. G1</b> History and Nature of Science SG1, SG2, SG3, SG4	Identify and describe the sources and uses of electricity in daily life. a. Identify sources of electricity. b. Identify the devices that use electricity to produce light, heat and sound.	<b>YSD Science Kindergarten</b>  Observe ways to produce heat and other forms of energy	<b>FOSS</b>  Energy & Electromagnetism Air & Weather	

Desired Outcomes and Indicators – Grade 2- Science & Engineering

Outcome:	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.			
Standard	Indicator	Place-Based Resource	Curriculum Resource	Assessment
<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 Plants &amp; Animals</b>	
<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 Plants &amp; Animals</b>	
<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 Plants &amp; Animals</b>	
<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 Plants &amp; Animals</b>	

**Desired Outcomes and Indicators – Grade 2- Science & Engineering**

<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> <b>Pebbles, Sand &amp; Silt</b>	
<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> <b>Pebbles, Sand &amp; Silt</b>	
<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> <b>Pebbles, Sand &amp; Silt</b>	
<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> <b>Pebbles, Sand &amp; Silt</b>	
<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> <b>Sun, Moon &amp; Stars</b>	

**Desired Outcomes and Indicators – Grade 2- Science & Engineering**

<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. <ul 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> </ul>	<b>YSD Science Curriculum</b>  <b>Observe people, use tools to solve problems</b>	<b>FOSS</b> <b>Sun, Moon &amp; Stars</b>	
<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. <ul style="list-style-type: none"> <li>a. Identify and describe minute objects, such as grains of sand and crystals of salt after examining them with a magnifying instrument.</li> <li>b. 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> </ul>	<b>YSD Science Curriculum</b>  <b>Experiment using tools</b>	<b>FOSS</b> <b>Sun, Moon &amp; Stars</b>	

**Desired Outcomes and Indicators – Grade 3- Science & Engineering**

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>	YSD Science Curriculum  Animals and Plants identifying 10 plants/10 animals characteristics	FOSS Environment  Living Systems	
Outcome:	Identify and describe Earth’s natural resources and infer how they impact human decisions.			
<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 form 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>	YSD Science Curriculum  Subsistence Units Freeze up to the holiday Identify wood burning for heating homes	FOSS  Water	
Outcome:	Infer and explain through investigations how physical processes can affect an object’s properties.			
<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>	YSD Science Curriculum Subsistence Units Freeze up to the holiday Prepare plant to cure variety of ailment “qanganauraq” to lip balm	FOSS  Solids & Liquids	
<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 a freezer, heated, etc.</li> </ol>	YSD Science Curriculum Explore different materials and discuss the conducting and insolation properties	FOSS  Solids & Liquids	

**Desired Outcomes and Indicators – Grade 3- Science & Engineering**

<p><b>AK. B1</b> Concepts of Physical Science SB1 SB2 SB3 SB4</p>	<p>Provide evidence from investigations to identify processes that can be used to change physical properties of materials.</p> <ol style="list-style-type: none"> <li>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>Compare the observable properties of objects before and after they have been subjected to various processes.</li> <li>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> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Demonstrate how temperature change substance</b></p>	<p><b>FOSS</b></p> <p><b>Solids &amp; Liquids</b></p>	
<p><b>Outcome:</b></p>	<p><b>Explain and justify based on investigations how a force is required to change an object’s motion.</b></p>			
<p><b>AK. B1</b> Concepts of Physical Science SB4.2</p>	<p>Cite evidence from observations to describe the motion of an object using position and speed.</p> <ol style="list-style-type: none"> <li>Describe the position of an object by locating it relative to another object or to its background.</li> <li>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>Using information from multiple trials, compare the distances that objects moving at different speeds travel in the same amount of time.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Explain &amp; Demonstrate movement of earth and moon in relationship to earth</b></p>	<p><b>FOSS</b></p> <p><b>Motion Force &amp; Models</b></p>	
<p><b>AK.B1</b> Concepts of Physical Science SB4.2</p>	<p>Explain that changes in the ways objects move are caused by forces.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Describe changes in the motion of objects as they move across different textured surfaces and suggest possible causes for the change.</li> <li>Observe and describe that objects fall to the ground unless something holds them up (gravity).</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Compare actual size of the planets, sun &amp; moon</b></p>	<p><b>FOSS</b></p> <p><b>Motion Force &amp; Models</b></p>	
<p><b>Outcome:</b></p>	<p><b>Identify and describe relationships between heat energy and objects</b></p>			
<p><b>AK. B1</b> Concepts of Physical Science SB3.1</p>	<p>Identify and describe ways in which heat can be produced.</p> <ol style="list-style-type: none"> <li>Recognize that things that give off light also give off heat.</li> <li>Describe methods of producing heat.</li> <li>Identify fuels that are used to produce light and heat in homes and schools.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Subsistence Units</b></p> <p><b>Compare wet and dry wood in an actual situation</b></p> <p><b>Freeze- up to holiday</b></p>	<p><b>FOSS</b></p> <p><b>Temperature Changes</b></p> <p><b>Boil water</b></p>	



Desired Outcomes and Indicators – Grade 3- Science & Engineering

<b>AK. D1</b> Concepts of Earth Science SD3.1	Recognize and describe that heat is transferred between objects that are different temperatures. <ul style="list-style-type: none"><li>a. Recognize and describe that the temperature of an object increases when heat is added and decreases when heat is removed.</li><li>b. Recognize and describe that heat will flow between objects at different temperatures until they reach the same temperature.</li></ul>	<b>YSD Science Curriculum</b>	<b>FOSS</b>  Cycle energy from sun, earths position and motion in solar system	
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**Desired Outcomes and Indicators – Grade 4- Science & Engineering**

<b>Outcome:</b>	<b>Formulate generalizations about how and why organisms are able to survive in particular environments.</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 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>  <b>Similarities and Differences in Plants</b>	<b>FOSS</b>  <b>Structure Of life</b>	
<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>  <b>Describe an Animal what Characteristics help survive</b>	<b>FOSS</b>  <b>Structure Of Life</b>	
<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 might give those individuals an advantage in surviving and reproducing.</li> <li>Examine and compare fossils to one another and to living</li> </ol>	<b>YSD Subsistence Curriculum</b>  <b>Late Winter/Early Spring</b>  <b>Ground Squirrels</b>	<b>FOSS</b>  <b>Structure Of Life</b>	

	organisms as evidence that some individuals survive and reproduce.			
<b>Outcome:</b>	<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	Recognize food as the source of materials that all living things need to grow and survive. <ul style="list-style-type: none"> <li>a. Classify the things that people and animals take into their bodies as food or not food.</li> <li>b. Describe what happens to food that people and other animals eat.</li> <li>c. Identify the things that are essential for plants to grow and survive.</li> </ul>	<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	Recognize that some source of energy is needed for all organisms to grow and survive. <ul style="list-style-type: none"> <li>a. Identify the Sun as the primary source of energy for all living organisms.</li> <li>b. Cite evidence from observations and research that insects and various other organisms depend on dead plant and animal material for food.</li> <li>c. Provide examples that justify the statement "Most all animals' food can be traced back to plants."</li> </ul>	<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	Explain ways that individuals and groups of organisms interact with each other and their environment. <ul style="list-style-type: none"> <li>a. Identify and describe the interactions of organisms present in a habitat.</li> <li>b. Explain that changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.</li> </ul>	<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>	
<b>Outcome:</b>	<b>Determine and critique how human behaviors and decisions influence the environment.</b>			
<b>AK. E1</b> Science & Technology SE3.1	Recognize and describe that people in Alaska depend on, change, and are affected by the environment. <ul style="list-style-type: none"> <li>a. Identify and describe that human activities in a community or region are affected by environmental factors.</li> </ul>	<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 SE2.1	Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs. <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and describe that individuals and groups assess and manage risk to the environment differently.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Discuss tools to make job easier</b>	<b>FOSS</b>  <b>Module: Human Body</b>	
<b>AK. E1</b> Science & Technology	Recognize and describe that consequences may occur when Earth's natural resources are used. <ul style="list-style-type: none"> <li>a. Explain how human activities may have positive consequences on the natural environment.</li> <li>c. Explain how human activities may have a negative consequence</li> </ul>	<b>YSD Science Curriculum</b>  <b>Changes in Nature</b>	<b>FOSS</b>  <b>Module: Human</b>	

SE3.1	<p>on the natural environment.</p> <p>d. c. Identify and describe that an environmental issue affects individuals and groups differently.</p>		Body	
<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. <ul style="list-style-type: none"> <li>a. Identify and compare Alaska's renewable resources and nonrenewable resources.</li> <li>b. Describe how humans use renewable natural resources: plants, soil, water, animals</li> <li>c. Describe how humans use nonrenewable natural resources: oil, coal, natural gas, minerals, including metals</li> </ul>	<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. <ul style="list-style-type: none"> <li>a. Describe how water on Earth changes.</li> <li>b. Explain that the sun is the main source of energy that causes the changes in the water on Earth.</li> <li>c. Describe the relationship between the amount of energy from the sun and the quantity of water that is changed.</li> <li>d. Describe the processes that maintain a continuous water cycle.</li> </ul>	<b>YSD Science Curriculum</b>  <b>Places to find water</b>	<b>FOSS</b> Earth Materials  Land Forms	
<b>AK. D1</b> Concepts of Earth Science SD1.1 SD1.2 SD2.1	Recognize and describe that each season has different weather conditions. <ul style="list-style-type: none"> <li>a. Describe different seasonal weather conditions using data collected from weather instruments, models or drawings.</li> <li>b. Compare average daily temperatures during different seasons.</li> <li>c. Compare average daily wind speed and direction during different seasons.</li> <li>d. Compare average daily precipitation during different seasons</li> </ul>	<b>YSD Survival Weather Curriculum</b>  <b>Why Teach Weather</b>	<b>FOSS</b> Earth Materials  Land Forms	
<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. <ul style="list-style-type: none"> <li>a. Investigate and describe how weathering wears down Earth's surface.</li> <li>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.</li> </ul>	<b>YSD Science Curriculum</b> <b>Rocks breaking by Weathering due to temp changes, glacial, movement, motion &amp; water</b>	<b>FOSS</b> Earth Materials  Land Forms	

<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>  Earth Materials  Land Forms	
<b>AK. D1</b> Concepts of Earth Science SD1.1 SD1.2 SD2.1	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>a. Observe and classify a collection of minerals based on their physical properties.</li> <li>b. Identify components of a variety of rocks and compare the physical properties of rocks with those of minerals to note major differences.</li> <li>c. 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>  Earth Materials  Land Forms	
<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>	<b>YSD Science Curriculum</b>  <b>Describe Fossil Evidence of Extinct</b>	<b>FOSS</b>  Earth Materials  Land Forms	
<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>  Properties of Matter	

<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></p> <p><b>Similarities and differences in Plants</b></p>	<p><b>FOSS</b></p> <p><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></p> <p><b>Classify objects in different stages of matter</b></p>	<p><b>FOSS</b></p> <p><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></p> <p><b>Properties of Matter</b></p>	

**Desired Outcomes and Indicators – Grade 5- Science & Engineering**

<b>Outcome:</b>	<b>Formulate generalizations that living things are made of cells by identifying and describing evidence of different types of cells in organisms.</b>			
<b>Standard</b>	<b>Indicator</b>	<b>Place-Based Resource</b>	<b>Curriculum Resource</b>	<b>Assessment</b>
<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>a. Use microscopes or other magnifying instruments to observe, describe, and compare single celled organisms, such as amoeba, euglena, paramecium, etc.</li> <li>b. Describe the behaviors of the organisms observed, such as movement, taking in food and water, giving off waste.</li> <li>c. 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>a. 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>b. 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>c. 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>	<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>			
<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>a. 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>b. Identify the Sun as the Earth’s closest star.</li> <li>c. Recognize that stars are like the Sun, some are smaller and some larger.</li> <li>d. Recognize and describe that the stars are not all the same in apparent brightness.</li> <li>e. 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>	

**Desired Outcomes and Indicators – Grade 5- Science & Engineering**

<p><b>AK.A1</b> Concepts of Earth Science SD3.1 SD4.1</p>	<p>Recognize and describe the causes of the repeating patterns of celestial events.</p> <ol style="list-style-type: none"> <li>Describe the rotation of the planet Earth on its axis.</li> <li>Recognize and describe that the rotation of planet Earth produces observable effects</li> <li>Describe the revolution of the planet Earth around the Sun.</li> <li>Recognize and describe that the revolution of the planet Earth produces effects.</li> <li>Verify with models and cite evidence that the moon's apparent shape and position change.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Survival Navigation</b> <b>Create a potential model of Solar System</b></p>	<p><b>FOSS</b></p> <p><b>Sun, Moon &amp; Planets</b></p>	
<p><b>AK. D1</b> Concepts of Earth Science SD4.2 SD4.3</p>	<p>Identify and compare properties, location, and movement of celestial objects in our solar system.</p> <ol style="list-style-type: none"> <li>Recognize that like all planets and stars, the Earth is spherical in shape.</li> <li>Identify the properties of the planet Earth that make it possible for the survival of life as we know it.</li> <li>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.</li> <li>Identify and describe physical properties of comets, asteroids, and meteors.</li> <li>Provide reasons that support the idea that our solar system is sun-centered.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Navigation</b></p> <p><b>Teach from Tradition</b> <b>sky map – Star Navigations</b></p>	<p><b>FOSS</b></p> <p><b>Sun, Moon &amp; Planets</b></p>	
<p><b>AK. D1</b> Concepts of Earth Science SD4.2 SD4.3</p>	<p>Provide evidence to show that light travels in a straight line until it is reflected or refracted.</p> <ol style="list-style-type: none"> <li>Observe and describe the images formed by a plane mirror.</li> <li>Based on observations trace the path of a ray of light before and after it is reflected (bounces) off a plane mirror.</li> <li>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.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>Discuss Orbit of the Earth around the Sun.</b></p>	<p><b>FOSS</b></p> <p><b>Sun, Moon &amp; Planets</b></p>	
<p><b>Outcome:</b></p>	<p><b>Formulate generalizations about the relationships between forms of energy, forces and measurable changes in motion.</b></p>			
<p><b>AK. B1</b> Concepts of Physical Science SB4.2</p>	<p>Describe the motion of objects using distance traveled, time, direction, and speed.</p> <ol style="list-style-type: none"> <li>Observe, describe, and compare types of motion.</li> <li>Use measurements to describe the distance traveled as the change in position.</li> <li>Based on data describe speed as the distance traveled per unit of time.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>6<sup>th</sup> Grade</b> <b>Discuss Gravity</b></p>	<p><b>FOSS</b></p> <p><b>Energy, Force &amp; Motion</b></p>	
<p><b>AK. B1</b> Concepts of Physical Science SB4.2</p>	<p>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.</p> <ol style="list-style-type: none"> <li>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</li> <li>Observe and explain the changes in selected motion patterns using the relationship between force and mass.</li> </ol>	<p><b>YSD Science Curriculum</b></p> <p><b>6<sup>th</sup> Grade Level</b> <b>Discuss waves in Water</b></p>	<p><b>FOSS</b></p> <p><b>Energy, Force &amp; Motion</b></p>	



**Desired Outcomes and Indicators – Grade 5- Science & Engineering**

<p><b>AK. B1</b> Concepts of Physical Science SB2.1</p>	<p>Cite evidence that energy in various forms exists in mechanical systems.</p> <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>	<p><b>YSD Science Curriculum</b>  6<sup>th</sup> Grade Level Discuss Many form of Energy.</p>	<p><b>FOSS</b>  Energy, Force &amp; Motion</p>	
<p><b>Outcome:</b></p>	<p><b>Select, test and provide evidence of forces acting on objects including electricity and magnetism</b></p>			
<p><b>AK. B1</b> Concepts of Physical Science SB4.2</p>	<p>Recognize and describe the effects of static electric charges.</p> <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>	<p><b>YSD Science Curriculum</b> 6<sup>th</sup> Grade Level Diagram Molecules in different stages</p>	<p><b>FOSS</b>  Energy &amp; Electromagnetism</p>	
<p><b>AK. B1</b> Concepts of Physical Science SB2.1</p>	<p>Cite evidence supporting that forces can act on objects without touching them.</p> <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>	<p><b>YSD Science Curriculum</b>  Experiment with Magnets</p>	<p><b>FOSS</b>  Energy &amp; Electromagnetism</p>	
<p><b>AK. B1</b> Concepts of Physical Science SB2.1 SB3.1 SB4.2</p>	<p>Investigate and provide evidence that electricity requires a closed loop in order to produce measurable effects.</p> <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>	<p><b>YSD Science Curriculum</b>  5<sup>th</sup> Grade Electricity</p>	<p><b>FOSS</b>  Energy &amp; Electromagnetism</p>	

# Yupit School District

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Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX. Action Item A.2 Certified Handbook

The Administration requests the approval of the adoption of the Certified Handbook

**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

## Certified Teacher Handbook



2016-2017

# **FORWARD**

The Yupiit School District School Board policies, administrative rules and regulations, and Alaska state and federal statutes provide the foundation and structure for the **Certified Teacher Handbook**. The handbook is not a contract, but rather represents a set of general operating guidelines and principles that can help educators effectively create quality and nurturing teaching and learning environments. In most instances, the directives represent an abbreviation or paraphrasing of existing and original school district documents located in school-site administrative offices. It is strongly recommended that educators who are seeking further clarification, insights and guidance for adhering to and/or implementing any given school district policy, rule, regulation and state and federal statute review the original source if cited (i.e., BP-Board Policy/AR-Administrative Rule/E-Exhibit).

Although the **Certified Teacher Handbook** represents a collection of the most relevant school district governing and managing standards, it is imperative that educators apply their best professional judgment and common sense when teaching young impressionable minds. No other expectations than “*caring*” and “*protecting*” the well-being of the children entrusted in our care should take precedence. It is absolutely essential that all teachers take the necessary time to review this handbook annually and ensure there is no doubt to the meaning and intent of its contents.

NOTE: The contents of this Handbook are subject to change pursuant to any changes in Board Policy enacted by the YSD Regional School Board subsequent to approval and distribution of this Handbook.

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# Certified Teacher Handbook

2016-2017

Dear Educator:

Please find attached those Alaska professional and school district code of conduct standards that assist us in creating and sustaining the finest teaching and learning environments possible for our students and community. These expectations are not all inclusive but rather represent a unified and systematic set of governing educational guidelines that support quality teaching and learning.

Please read this handbook carefully prior to the start of the school year and remember to refer to it throughout the year when professional concerns or issues arise. When in doubt, as to the intent of a specific board policy and/or administrative rule, regulation, or procedure, please do not hesitate to consult with an experienced colleague or your building Principal to gain clear clarification and understanding.

A **Certified Teacher Handbook** signature page in the appendices section of this handbook will need to be signed and returned to your school Principal to signify you have read the handbook. Please return the signature page within five (5) working school days of the start of the student academic school year. (***Appendix A***)

Superintendent  
Yup'it School District



# **General District Information**

Yupiit School District

Schools: Akiachak School, Akiak School, Tuluksak School

## **Mission Statement**

To educate all children to be successful in any environment.

## **Philosophy**

The School Board is committed to providing a program of instruction which offers each and every student an equal and equitable opportunity to develop to the maximum of his/her individual capabilities. The Board further believes all students can succeed regardless of their ethnicity, background, gender or ability. School staff shall ensure this philosophy is reflected in all school programs and supporting educational activities and in all that they do. [BP 0100]

## **School District Goals**

The School Board is committed to educational excellence and self-evaluation and believes the school district exists to meet the diverse and unique needs of students, parents/guardians and other community members. It is, therefore, important that citizens are afforded viable ways and means for freely expressing their expectations for their school district and each of its schools. The Board strongly encourages students, parents, staff, and all other community members and organizations to actively participate in the school district's continuing and ongoing school improvement efforts.

The Board believes that a quality education should provide an opportunity for students to develop:

1. Their concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic knowledge, skills, understandings and abilities associated with reading, writing, mathematics, science, computer technology, world languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with individual interests and basic potential.
5. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
6. An awareness and understanding of the heritage, ideals, and contributions of other cultures, races and nationalities.

7. A recognition of the importance of physical and mental health.
8. An ability to adapt and participate constructively in a changing society.
9. An understanding of the relationship of people and their environment.
10. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other. [BP 0200; BP 0210]

### **District/School-Site Improvement Plans**

The School Board is committed and dedicated to continuing to improve the overall performance of the school district and each of its individual schools. If the school district and/or individual schools within the district do not successfully meet any achievement or growth targets defined by the U.S. Department of Education or the State of Alaska under the Every Student Succeeds Act, they will be required to develop and implement a district and/or school improvement plan in accordance with state and federal law.

District/school improvement plans will be submitted to the Board for review and approval. The school district administration will review school-site improvement plans and approve them within forty-five (45) days of receipt of their plans from individual school sites and forward school improvement plans to the state for their review and approval.

District and/or school improvement plans must be developed and designed to address those deficient areas identified in reports received from the state. Parents/Guardians, school staff, and other interested community members must be involved in the preparation of the school improvement plan.

The school will implement district/school improvement plans immediately upon district approval. The district will ensure appropriate technical assistance to school sites during the development of individual school improvement plans and throughout a plan's duration. [BP 0520]

### **School-Based Management/Site Councils**

The School Board believes that shared decision making at each of the school site levels can more readily address local educational concerns and issues and improve school overall performance. The Board supports the active involvement of students, parents/guardians, staff, and other community and civic organizations in the school improvement decision making process, and supports the work of site councils in helping draft effective and efficient district and school governing policies, rules and regulations which respond to the diverse and unique educational school site needs and that are supported in school district policies and goals. [BP 0420]

### **Budget Advisory Committee**

The School Board shall establish and maintain a balanced budget. The Board shall prepare and adopt an annual budget that is compatible with district and school goals and objectives and reflects the best possible estimates of revenues and expenditures. In order to receive public input and comment early in the budget planning process, a budget advisory committee, comprised of members of the staff and community, shall

review the proposed budget at regular intervals during its preparation and shall report its findings and recommendations to the Board. [BP 3100]

### **Organizational Chart**

The school district shall create a single administrative system organized to provide appropriate and effective decision-making at all levels. The district and each school site will maintain a current organizational chart that clearly identifies the primary supervisory lines of supervision and responsibility.

The organizational chart should clarify working relationships and functions. It is not intended to indicate all the lines of communication and cooperation which must exist to create successful and effective schools. Administrators shall insure that all staff are clear to whom they are responsible and for what functions. Lines of supervision and responsibility should in no way prevent staff members at all levels from cooperating to develop the best possible school teaching and learning environment possible. [BP 2110] **(Appendix B)**

### **School Calendar**

The school calendar will meet the requirements of the law as well as the needs of the school community. The school calendar shall show the beginning and ending school dates, number of teaching days, vacation/holiday periods, and other pertinent dates. The District Office and schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas, New Year's Day, Memorial Day, and the Fourth of July. Holidays that fall on a Sunday shall be observed the following Monday. Holidays that fall on a Saturday shall be observed the preceding Friday.

The district shall commemorate special days and events in accordance with law. Schools are encouraged to celebrate and recognize days and events of local significance. [BP 6111; BP 6115] **(Appendix C)**

### **School/Work Day**

The School Board shall fix the length of the school/work day subject to the provisions of law. Certificated staff must arrive and begin their work day thirty (30) minutes prior to the first period of the school day and may not leave work until thirty (30) minutes following the last period of the school day.

### **Teacher-In-Charge/Principal's Principal**

The School Board recognizes that there will be times when the building Principal will be absent from the school site in the course of exercising their administrative duties and responsibilities. Therefore, the Board authorizes the position of Teacher- In-Charge/Principal's Principal in order to provide proper supervision and to manage and maintain the continuity of the instructional programs and school operations. In the absence of the building Principal, the Teacher-In-Charge/ Principal's Principal shall administer the school in accordance with Board policies, administrative regulations and procedures, and the law. The name of the Teacher- In-Charge/Principal's Principal shall be kept on file in the school office and when necessary, staff will be informed of whom this individual is.

A second person may be designated to be in charge if both the Principal and Teacher In Charge are absent. Every effort will be made by office staff to ensure teachers will be able to contact and communicate with the building Principal on a daily basis, even though the Principal may be out of the office or community. [BP 2250]

### **Harassment/Sexual Harassment**

The School Board is committed to the elimination of all forms of harassment. Harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness. The Board will not tolerate the harassment of any student by another student, district employee, or any employee from another employer, or any third party (includes, but not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business). Any individual who is found guilty of any form of harassment shall be subject to disciplinary action.

Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, behavior, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

The Board encourages students and staff to immediately report incidences of any form of harassment to the appropriate administrator. In no case shall a student or staff member be required to resolve the complaint directly with the offending person. [BP 4119.11; BP 4119.12; BP 5145.5; BP/AR 5145.7]

### **Public Concerns/Issues**

The School Board believes that the quality of educational programs and supporting activities can only improve when the school district and schools genuinely makes a concerted effort to listen to public concerns/issues, considers differences of opinion, and resolves disagreements through an established and objective decision-making process. The Board encourages those with concerns/issues to resolve their differences as early and informally whenever possible and at the lowest possible level when appropriate. If differences remain unresolved, individuals who still feel their concerns/issues have not been resolved should submit a formal complaint as early as possible in accordance with appropriate district procedures. [BP/AR 1312.1, BP/AR/E 1312.2, BP/AR 1312.3]

### **Religious Beliefs/Customs**

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is forbidden in public schools. Teachers may teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching. Teachers shall be sensitive to their obligation not to interfere with the philosophical/religious development of each and every student in whatever

tradition the student embraces. Students may voluntarily pray at any time before, during, or after the school day when not engaged in instruction or other school activities, subject to the rules of order that apply to other student activities.

Classroom decorations and costumes during holidays may express seasonal themes that are not religious in nature. [BP 6141.2]

### **Patriotic Exercises**

The School Board encourages exercises and activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted on a regular basis as determined by the School Board. The Board recognizes the legal right of individuals to not participate in the salute to the flag for personal reasons but expects staff and students wishing to not participate maintain a respectful silence. [BP 6115]

### **School Security**

The School Board is fully committed to preventing violence and crime on school grounds. School administration and staff shall strictly enforce district policies and regulations related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline. The Board encourages staff, parents/guardians and students to work with local law enforcement agencies and other interested parties in developing a comprehensive school safety plan which includes strategies for preventing crime and violence on school premises. Incidents of illegal entry, theft of school property, vandalism, and damage to school equipment and/or property shall be reported to school administration as soon after discovery as reasonably possible. A written report of the incident shall be made within 24 hours of its discovery.

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person, or to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student.

Employees shall promptly report any student attack, assault or threat against them to the Superintendent or Principal. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. [BP 3515; BP4158/4258/4358]

Keys. All keys used in a school shall be the responsibility of the building Principal. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position. Master keys are not to be loaned. Employees who have been assigned keys shall be responsible for the safekeeping of those keys and shall never allow students or other unauthorized individuals to use these keys. Employees with keys shall be responsible for the security of the room, gate or building involved. The duplication of school keys is prohibited. If a key is lost, the individual staff member assigned the key shall immediately report said loss to administration and shall pay a fee of \$300 for each duplicate key. Duplicate keys may be obtained only through the business office. [BP/AR 3515]

### **Tobacco-Free Schools/Smoking**

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. As role models, district employees should demonstrate conduct that is consistent with school programs to discourage students from using tobacco products. In accordance with law and to promote the health and safety of all students and staff, the School Board prohibits smoking or the use of tobacco products anywhere and anytime on district property and in district vehicles, including athletic events and all co-curricular activities. For purposes of this policy, “tobacco” includes tobacco in any form and/or any nicotine delivering devices, including e-cigarettes (this does not include FDA-approved nicotine replacement therapy products for the purpose of cessation). This prohibition also applies to any private residence owned or leased by the district for housing purposes. [BP 3513.3]

### **Drug and Alcohol-Free Workplace**

The School Board believes the maintenance of drug-free and alcohol-free environments is essential to providing quality educational programs and supporting activities. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district owned facility or property or at any district-sponsored event and/or activity. [BP/E 4020] **(Appendix D)**

In addition, each tribal community has additional restrictions on possession, importation, consumption and manufacturing of alcoholic beverages. Employees will be notified by the district office and/or their principal regarding such restrictions.

### **Breastfeeding/Nursing Staff Members**

Pursuant to the Affordable Care Act of 2010, employees who are breastfeeding/nursing a child will be provided with reasonable break time to express breast milk as needed for one year after the child’s birth. A location other than a restroom will be provided for said employee. The employee should inform the building principal of the need for these accommodations at the beginning of the school year or upon returning to work after maternity leave.

### **Open/Closed Campus**

The School Board has established a closed campus for all district K-6 elementary school programs. Once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parent/guardians and received permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization shall be classified as truant and subject to disciplinary action.

The School Board has established an open campus for all district 7-12 middle/high schools during the lunch period. Students shall not leave the school grounds at any

other time during the school day without written authorization of their parents/guardians and permission of school authorities. Students who leave school without such authorization shall be classified as truant and subject to disciplinary action. Parents will be notified of this policy at the beginning of the school year and requirement for parent/guardian permission. [BP 5112.5]

### **Visitors**

The School Board encourages parents/guardians and interested community members to visit the school district and school sites to view and actively participate in school programs and activities. Building Principals are responsible for establishing rules, regulations and procedures to facilitate visits during regular school days and working hours. All visitors are to register at the school office when entering a school facility. The Board further recognizes the staff time and commitment associated with school visits and encourages staff to make every reasonable effort to accommodate as many requests for visits as possible. To ensure minimum instructional interruptions, visits during school hours should be first arranged with individual teachers and/or administrators. If a conference is requested, an appointment should be set well in advance with teachers and conducted during non-instructional time. [BP 1260]

### **Safety**

The School Board believes that safety is every employee's responsibility. The Board expects all employees to use safe work practices and to report and correct any unsafe conditions which may occur. No employee shall be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being.

The School Board places a high priority on safety and on the prevention of student injury. The district administration and teachers shall make every reasonable effort to ensure the safety and proper conduct of students from the time they arrive at school and are under district and school supervision until they leave school supervision, whether on school premises or not. Personnel responsible for releasing students from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person. Certificated staff and teacher aides shall be responsible for supervising the conduct and safety of all students left in their care and shall never leave students unattended for any reasonable time. Teachers are to inform and teach students classroom, school, and district rules and regulations at the beginning of the school year and to revisit such teaching and training periodically throughout the school year when appropriate.

Teachers will become familiar with the safety regulations for their building. They will see that all rules and regulations pertinent to student safety are clearly understood by students. Students are not to be left unattended in the classroom. Students are to also to be supervised at all times while they are in the lunchroom and hallways during the school day. If a teacher must be out of the classroom during class hours, they should request, through a messenger, that the office furnish appropriate and reliable supervision. Lack of supervision opens the door for liability cases if an accident occurs.

Classrooms should be kept locked unless the teacher is present. This refers to the times before and after school as well as the period of time when classes are being conducted at another setting such as the library. Classroom door windows or any other window should not be covered to prevent viewing into the classroom. [BP 4157; BP 5142]

### **Infectious Diseases**

The School Board encourages each employee to inform the district as soon as reasonably possible if they contract an infectious disease which creates a physical or mental disability. The Board will reasonably accommodate the needs of such individuals. The Board may reassign or grant disability leave to an employee who is unable to perform their job duties and responsibilities because of illness or because the employee's illness significantly endangers their health or safety or the health or safety of others. [BP 4119.41]

### **Pandemic/Epidemic Emergencies**

The School Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. In the event anyone within the school is discovered or suspected to have a communicable disease that may result in a pandemic/epidemic, that person may be quarantined pending further medical examination. Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by a primary care physician or other medical official. Parents/guardians and local and state health officials will be immediately notified. [BP 6114.4]

### **Bloodborne Pathogens**

The school district administration shall ensure state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace are met. The administration will establish a written Exposure Control Plan designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). In accordance with the district's Exposure Control Plan, employees having occupational exposure shall be offered the hepatitis B vaccination at no cost. Employees may also decline a hepatitis B vaccination by completing the appropriate Hepatitis B Vaccine Declination. (*Appendix E*)

The district shall provide a training program as specified by law to all employees in job classifications which have been determined to have some degree of occupational exposure. This training shall be offered at the time of initial assignment, annually thereafter, and whenever a change of tasks or procedures affect the employee's exposure.

All students and staff shall routinely observe the following universal precautions for the prevention of infectious disease.



1. Wear disposable waterproof gloves whenever you expect to come into direct hand contact with blood, other body fluids, or contaminated items or surfaces. Do not reuse gloves. After each use, remove the gloves without touching them outside and dispose of them in a lined waste container. Gowns or smocks should also be worn if an individual anticipates soiling of clothes by body fluids or secretions will occur.
2. Wash hands and any other contacted skin surface thoroughly for fifteen (15) to thirty (30) seconds with dispensable soap and warm running water, rinse under warm running water, and thoroughly dry with disposable paper towels.
3. Clean surfaces and equipment contaminated with blood with soap and water and disinfect them promptly with a fresh solution of bleach (ten parts water to one part bleach) or other disinfectant.
4. Properly dispose of contaminated materials and label them as biohazardous.
5. Do not care for others' injuries if you have any uncovered bleeding, oozing wounds, or non-intact skin conditions.
6. Use a mouthpiece, resuscitation bag or other ventilation device when readily available in place of mouth-to-mouth resuscitation.

Staff shall immediately report to school administration any exposure incident or first-aid incident in accordance with the district's Exposure Control Plan or other procedures. [BP/AR/E 4119.42; BP 4119.43; BP/AR/E 5141.23]

### **Environmental Safety**

The School Board believes that students and staff have the right to learn and work in a safe environment. School staff should be alert to any physical conditions, including explosive, toxic or incendiary hazards, which may jeopardize the safety of students, employees, or the public. [BP 3514]

### **Hazardous Substances and Pesticides**

The School Board recognizes that the daily district and school operations entail the use of potentially hazardous substances/pesticides. Teachers shall instruct students as to the importance of proper handling, storage, disposal and protection of potentially hazardous substances/pesticides. The Board encourages staff to substitute less dangerous materials for hazardous ones whenever feasible. [BP 3514.1]

### **Copyrighted Materials**

All staff and students shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. Each and every employee making a reproduction (whether by photocopying, electronic dissemination or reproduction, or sound recordings) shall first determine whether the copying is permitted by law and then follow appropriate procedures.

### **Cellular Phones/Portable Electronic Devices**

The School Board believes that technology resources facilitate communication, innovation, resource sharing, access to information, and student learning. As approved by the Board, the school administration shall oversee the acquisition and distribution of portable technology devices, including laptop computers. Employees are permitted to transport appropriate and approved technology devices between school and home, and other travel when appropriate. Employees are permitted to use this equipment outside of the instructional or work day. All use of district-issued portable technology shall be in accordance with the district's equipment and Internet use policies. Cellular phones are not allowed to be used during school working hours for personal affairs and business unless an emergency arises. Office personnel are to ensure personal cellular phones are either turned off or are left in vibration mode.

The Board recognizes that many students possess and use cell phones and other portable electronic devices. These devices serve an important purpose in facilitating communication between the student and his or her family, as well as serving as tools to access electronic information. In the school setting, portable electronic devices are permitted so long as their use does not interfere with the education process or with safety and security.

In certain instances, there is educational value in utilizing portable electronic devices in classrooms when such devices aid in extending, enhancing, and/or reinforcing the students' learning process related to the instructional objectives of the class. Approval will be at the discretion of the classroom teacher, upon approval of the instructional use by the building administrator. Use of portable electronic devices will be permitted if provided for in a student's Individualized Education Plan (IEP) or Section 504 plan.

Students may possess and use portable electronic devices including, but not limited to, laptop computers, cellular telephones, MP3 and similar music players, radios, CD players, tape recorders and players, scanners, portable digital assistants (PDAs), wireless e-mail devices, etc., subject to limitations of this and other district electronic devices use policies, directives and regulations. Possession of a cellular phone or portable electronic devices is considered a privilege. This privilege will be forfeited by any student who fails to abide by the terms of district policies and administrative rules and regulations.

Portable electronic devices shall not be turned on or used in any way:

1. During instructional time without permission.
2. During other school sponsored and supervised group activities during the school day without permission.
3. When their use is otherwise prohibited by school personnel.

Instructional time includes the entire class period and other times when students are directed to report to and participate in any instructional activity. The building Principal may establish, and staff may enforce, additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to site needs.

High school students (9-12) may use cellular phones and other portable devices before and after school hours and during the student's lunch period. Elementary and middle school students (K-8) may use such devices only before and after school, but not at lunch. Additionally, no student may use a cellular phone or portable electronic device in a manner, or at a time, that prevents a teacher from effectively teaching and or interferes and prevents other students from learning. Students are required to turn cellular phones or portable electronic devices over to staff when requested to do so. Students who refuse to do so are subject to disciplinary action. In addition to those conduct rules set forth above, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Using a camera device at school or a school-sponsored event to take, send, download or upload a harassing, threatening, or inappropriate photograph of anyone.
4. Using a camera in a restroom, dressing room, or locker room.
5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the teacher and/or school administration.

The contents of a cellular phone, camera, or other portable device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a district policy or administrative directive and regulation or law has been violated.

A cellular phone or portable electronic device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or portable electronic device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including cell phones and other portable electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.  
[BP 4170; BP 5138]

## **Computers/Printers**

School computers and printers are to be supervised by teachers and staff at all times. Students and staff are encouraged to use computers and printers for the purpose of completing school assignments and related educational projects. Chat rooms, gaming/gambling/streaming of music and videos are prohibited without school administration approval. Checking personal and non-school e-mails is not allowed during class instructional time. Teachers are asked not spend time on their computers during class time unless the computer is being used as a component to instruction. Teacher classroom computers and telephones should only be accessed by teachers and only for school purposes during instructional class time.

## **Internet**

The School Board recognizes the educational and communication value and opportunities that exposure to the Internet and other computer networks can provide staff and students. The Board has adopted an Internet Acceptable Use policy to ensure appropriate use of the Internet. The use of the Internet and similar communication networks by staff and students is a privilege and not a right. Failure to follow the Internet Acceptable Use policy guidelines can lead to appropriate disciplinary action being taken, up to and including the loss of access to the Internet or other networks. Legal action may likewise be taken where/when appropriate. All school district technologies are the property of the school district and the district reserves the right at any time to inspect and review computer files if it has reasonable cause to suspect that an individual is using the computer and related technologies inappropriately.

[BP/AR/E 6161.4] (*Appendix F*)

## **Electronic Mail (E-mail)**

Electronic mail systems are provided to district staff for the purpose of professional communication. All district electronic mail systems are owned by the district and are intended for the purpose of conducting official district business only. District electronic mail systems are not intended for personal use by employees of the district and employees should have no expectation of privacy when using electronic mail systems.

The district retains the right to review, store, and disclose all information sent over the district electronic mail systems for any legally permissible reasons, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation, and to access district information in the employee's absence.

Employees must exercise caution and good judgment in the use of the e-mail system. Electronic mail messages can be retrieved even if they are deleted and statements made in electronic mail communications can form the basis of various legal claims against the individual author or the district.

Appropriate use guidelines:

1. Users of district e-mail are responsible for their appropriate use.
2. All illegal and improper uses, including but not limited to pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights.
3. Use of the e-mail system for which the district will incur an expense without the express permission of a supervisor is prohibited.
4. Except as otherwise provided in policy, district employees are prohibited from accessing another employee's e-mail without the express consent of the employee.

Teachers are to use personal accounts to send personal e-mail and not their District Gmail account. Work e-mails are archived and therefore, must be professional at all times when creating and sending e-mails. Remember to edit, checking punctuation, grammar and spelling prior to sending.

District employees may be subject to disciplinary action for violation of e-mail policies and regulations. Electronic mail sent or received by district employees may be considered a public record subject to disclosure or inspection under the Alaska Public Records Act. All district electronic mail communications should be to ensure that all public electronic mail records are retained, archived, and destroyed in compliance with state law. [BP 3523]

### **Maintenance Repair Requests**

The School Board recognizes the importance of timely maintenance and repair of district facilities, property and equipment to ensure the safety of students and employees, in protecting state and local investments, in providing necessary loss control, and in helping to ensure the availability of capital funding. All school buildings and equipment shall be regularly inspected to assure that all are maintained at the highest level of safety. All employees are responsible for promptly reporting to their Building Principal or immediate supervisor any damage to district and school property and equipment.

Teachers are expected to help maintain a clean and safe learning and working environment within their assigned classrooms and the school's hallways. Teachers need to spend quality time discussing ways students can help contribute to a safer and cleaner environment. For example, before students leave a classroom, ask them to look around the classroom and pick-up items that need to be disposed of in the trash cans or materials and items that just generally need to be returned to their resting locations. Students can push their chairs in under desks. Students should not write, draw or carve on desks, chairs or counters.

All requests for custodial service and/or assistance for both school buildings and district housing are to be presented to the school administration in the form of e-mail. Principals will route requests to their site maintenance personnel or to the Director of Maintenance as appropriate. [BP 3510]

### **Campus Disturbances/Crisis Response Plan**

The School Board recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that incite cultural and racial conflict, student protests, and confrontations. All school personnel shall be prepared to respond quickly to campus disturbances in accordance with the school site's crisis response plan.

A school crisis response team, consisting of the building Principal, one (1) certified teacher, one (1) classified employee, and one (1) parent, will augment the district plan with site-specific working plans and procedures for addressing campus disturbances and emergencies, or other crises which create distress, hardship, fear or grief. All employees and students shall receive annual instruction regarding the crisis response plans, including fire, evacuation and lock down drills. Every employee will receive a copy of the crisis response team plan and procedures at the start of the school year and will be responsible for posting the plan within their classrooms or assigned working areas.

The Board encourages all staff to become proficient in administering first aid and cardiopulmonary resuscitation. District administration shall provide for CPR in-service training for staff annually.

Teachers shall be held responsible for supervision of students in their charge and shall:

1. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
2. Give the DROP command during an earthquake.
3. Take roll when the class is relocated in an outside or inside assembly area or at another location.
4. Immediately report missing students to the building Principal.
5. Send students in need of first aid to the school nurse or person trained in first aid.

Fire Drills – Fire drills will be conducted under the direction of the Building Principal and should occur at least monthly. Teachers should practice fire drill routines with their students within the first two weeks of school and follow procedures as implemented by their Building Principal. Teachers are responsible for supervising their students during a fire drill, conducting them in a calm and orderly manner to the designated staging area, taking roll to ensure that all students are present and accounted for, and report any student not present to the Building Principal or designee. [BP 6114/AR 6114/AR 6114.1/AR 6114.2/AR 6114.3]

### **Intruders on Campus**

The School Board is committed to keeping the schools safe from intruders and requires all visitors to register in the school office upon arrival on campus. Building Principals are responsible for promptly expelling from school premises any individual they think might disrupt normal school operations, threaten the health and safety of students or staff, or cause property damage. Principals shall ensure all staff members know what action is to be taken when they observe strangers on school grounds and when and how to get help from law enforcement authorities. [BP 3515.2]

### **Child Abuse/Neglect**

District employees have a legal duty to immediately report known or suspected child abuse and/or neglect to the nearest office of the Department of Health and Social services. The reporting duties and responsibilities of a district employee cannot be delegated to another individual. With concern for the well-being of each and every student, teachers and school administrators shall be trained to report known or suspected incidences of child abuse in accordance with state law. District employees shall cooperate with law enforcement and child protection agencies responsible for reporting, investigating and prosecuting cases of child abuse and/or neglect. School administration will annually train district employees who have regular contact with students. Reporting procedures include:

1. Any district employee may report known or suspected child abuse and/or neglect, by telephone to the nearest office of the Department of Health and Social Services.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee shall make the report of abuse to a peace officer.
3. In addition to reporting to child protective services, employees shall report harm from known or suspected child abuse to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. When an employee is required to contact law enforcement but is unable to make the contact, then the employee should contact the Department of Health and Social Services.
5. When an employee is required to contact the Department of Health and Social Services but is unable to make that contact, then the employee should contact law enforcement.

The duty to report child abuse and/or neglect is an individual employee duty and no school administrator or supervisor may impede or inhibit such reporting duties and responsibilities. Furthermore, no individual making a report shall be subject to any sanction. Determining whether or not the suspected abuse and/or neglect actually occurred is not the responsibility of the individual filing the report. Such determination and follow-up investigation will be made by child protective and law enforcement agencies.

School employees are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse, or for participating in related judicial proceedings. A mandated reporter who fails or refuses to report an instance of child abuse, which he/shows to exist or reasonably should know to exist, is guilty of a misdemeanor. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report. When two or more persons who are required to report have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

[BP/AR 5141.4; BP 5141.41]

### **Confidential Information**

District employees shall maintain the confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure. Information and records pertaining to executive sessions, negotiations and student records, including test results, are not subject to public disclosure. Any employee who willfully releases confidential information about students, staff, or any topic properly confined to an executive session shall be subject to disciplinary action up to and including dismissal from district service. Any action by an employee which inadvertently or carelessly results in release of confidential information shall be recorded, and the record shall be placed in the employee's personal file. Depending on the circumstances, the district administration may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

Student medical, personal and educational records are confidential and are not to be discussed in the community or with non-members of the students' educational team. In addition, records should not be disclosed to any person or entity not affiliated with the school district unless a parental release has been signed.

#### General Rules of Confidentiality:

1. Personally identifiable information includes: name of student, name of parent or other family member, address of student and family, personal identifier (SSN or student number), list of personal characteristics that would make the student's identity easily identifiable.
2. Special education records are "education records" and are considered confidential.
3. A parent can include: a natural parent, guardian, family member acting as a parent, surrogate parent, foster parent.



### Staff Responsibility:

1. Must protect confidentiality of personally identifiable information at all times (collection, storage and destruction of information).
2. Must ensure confidentiality when using district email. Best practice would suggest that if it is necessary to discuss a student it is best to do so in person.
3. When sharing student information with a parent make sure that grades, test scores, etc. of other students is not visible. Do not include any other student names when discussing behavioral issues or incidents with parents.
4. Keep conversations regarding student academics or behavior in private locations. Don't chat in the hallways, office or teacher workrooms, especially in front of other staff members or students.
5. Don't talk about a specific child where other children can hear the information.
6. Be careful when you are at the store, school events, or other community locations. Don't discuss students in public (even when a parent wants to discuss their child with you).
7. Make sure that collaborative logs do not include full names of students (use initials).
8. Keep student information (working files, portions of IEP, etc.) in a secure cabinet or in such a manner so that others do not have access to confidential information.

School district employees will need to signify their understanding of their responsibilities in maintaining strict confidentiality by signing and submitting a confidentiality form. [BP 4119.23; BP 4219.23; BP 4319] (**Appendix G**)

### **Student-Family Privacy Rights**

The School Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of students and their families. The following procedures shall be followed so that parents/guardians may make informed choices regarding the disclosure or collection of personal information from their children.

Student Surveys/Questionnaires. In administering surveys and questionnaires to students, the district shall comply with all state and federal laws concerning parental/guardian notice and consent. Parents/guardians shall receive at least two (2) weeks notice prior to the administration of a survey or questionnaire and parental consent. Parents/guardians may inspect, upon their request, any instructional material used as part of the child's educational curriculum within a reasonable time of their request.

Physical Examinations/Screenings. Parents/guardians may refuse to allow their child to participate in any nonemergency, invasive physical examination or screening.

Collection of Personal Information from Students for Marketing. The term “personal information” means individually identifiable information such as a student and/or parents/guardians first and last name; a home or other physical address; or a telephone number. Before a school administers or distributes an instrument to a student for the purpose of collecting personal information for marketing or for the sale of that information to others, the student’s parents/guardians must be able to inspect the information to be collected and to either refuse or allow the information to be released. [BP 5145.15]

## **Employment in General**

### **Nondiscrimination in Employment**

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, gender, 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. Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question. [BP/E 4030]

### **Recruitment and Selection**

The district shall employ the most highly qualified individual available for each and every educational position. Recruitment and selection criteria and procedures will include:

1. Assessing the district’s needs to determine those areas where specific knowledge, skills, understandings and abilities are needed.
2. Developing job descriptions which accurately portray the position, including job duties and responsibilities.
3. Requiring that all teachers be appropriately certified as defined by state and federal statutes.

4. Disseminating vacancy announcements in such a manner to ensure a wide range of candidates apply.
5. Developing screening procedures that identify the best candidates for interviews and further consideration.
6. Developing interviewing procedures which will identify the best qualified candidate for the advertised position.
7. Preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population and school-community.

Nominations for employment shall be predicated on appropriate screening processes, interviews, observations, and recommendations from previous employers. The School Board shall consider administrative employment recommendations and shall make the final decision on the employment of all educational employees. [BP 4111]

### **Assignments**

The School Board respects the importance of assigning teachers in accordance with law, so as to serve the best interests of students and educational programs and supporting activities. The administration may assign educators to any position for which the educator's preparation, certification, experience and aptitude qualify them. Educators may be assigned to work at any school-site within the district. Educators shall not be assigned outside the scope of their teaching certificates or their fields of study except as allowed by law.

Special Assignments. Teachers have certain assignments that are adjunct to classroom duties. These assignments include hallway, grounds, and recess duty. The Building Principal will help coordinate these assignments to ensure uniformity and fairness in assignments. [BP 4113]

### **Extra Duty Assignments/Schedule**

Throughout the school year several opportunities may be available for Extra Duty Assignments. All Extra Duty Assignments are paid a stipend which varies based on the position. Extra Duty Assignments will be posted at the beginning of the school year. Job postings will be advertised five (5) to ten (10) days and will be closed when filled. Teachers interested in these positions are asked to submit a letter of interest to the school administration. Advisors, class sponsors and coaches are hired on a yearly basis. Advisors and class sponsors must hold student meetings on a regular basis to inform everyone (staff, students, parents/guardians, school administration, etc.) of the outcome of any fundraising activities and will share the progress of the group's efforts in achieving goals and objectives.

### **Teaching Contracts**

After January 1, the School Board may issue teacher contracts for the ensuing school year. Contracts shall be approved by the Board and signed by at least two board members. The Board shall give or mail reemployment contracts to teachers who are not dismissed or given notice of non-retention or layoff in accordance with law. If an educational employee fails to notify the administration within thirty (30) days after receipt of a contract of reemployment that they accept reemployment, the Board shall consider the employee to have declined reemployment and shall terminate the employee's services at the expiration of the existing contract. An employee on family leave must also comply with this requirement. [BP 4112.1]

### **Health Examinations**

The school district administration shall ensure that all regularly employed personnel undergo a health examination as required by law upon initial employment and every three (3) years thereafter. The Board may exempt employees from this requirement if the employee's work does not bring them into close contact with students. Continuing employees shall undergo annual tuberculosis testing in accordance with law. Employees may be required to pass a physical and/or psychological examination any time such an examination appears necessary to preserve the health and welfare of district students and staff, or to furnish medical proof of physical or mental ability to perform satisfactorily the assigned duties of an individual's position. [BP 4112.4]

### **Legal Status Requirement**

The district shall only employ United States citizens and individuals who are lawfully authorized to work in the United States. The district will verify the identity and employment eligibility of all individuals who are being considered for employment in the district. The district will not continue the employment of any individual who is no longer lawfully authorized to work in the United States. District employment practices shall not discriminate on the basis of citizenship status or national origin, nor shall they discriminate against refugees, grantees of asylum, or individuals qualified for temporary residency.

New employees shall within three (3) days of employment present appropriate documentation that verifies their legal eligibility to work in the United States, as required by law. Employees hired for less than (3) days must present documentation on their first day of employment. The district human resources office can provide information as to the documentation that is required prior to employment. Typically, documentation requirements consist of providing either a valid passport, or either a driver's license and social security card. New employees shall also complete and sign INS Form I-9. INS Form I-9 shall be available for inspection upon request by officers of the Immigration and Naturalization Service of the US Department of Labor. [BP 4111.2/4211.2/4311/2; AR 4111.2/4211.2/4311.2]

## **Compensation**

The School Board is committed to compliance with the salary basis requirements of the Fair Labor Standards Act. The 2016-2017 & 2017-2018 Salary Schedule can be found in ***Appendix H***.

### **Pay Advances**

An employee may be granted up to two (2) pay advances per fiscal year (July 1<sup>st</sup> to June 30<sup>th</sup>). Temporary and substitute employees are NOT eligible for pay advances. The pay advance may not exceed one-half (1/2) of the employee's anticipated net pay in any one pay period. All advances must be repaid during the next one (1) or two (2) regular pay periods. To request a pay advance, an employee must complete the Pay Advance request form, have it signed by their immediate supervisor and/or building administrator, and submit it to the Business Office at least two (2) working days prior to the next regularly scheduled check run. Scheduled check runs are every other Wednesday. [BP 4151] (***Appendix I***)

### **Alaska Teachers' Retirement System (TRS)**

All teachers working for the school district, with a current Alaska teaching certificate, are members in the Alaska Teachers' Retirement System. Teachers can learn more about TRS by logging onto the state website at [akdrb.gwrs.com](http://akdrb.gwrs.com).

Alaska is a Windfall Elimination Provision state, wherein employees participating in a pension plan do not pay Social Security tax. As a result, any Social Security benefit will be calculated according to a modified formula and will result in a reduced benefit. In addition, any Social Security spouse or widow(er) benefit will also be offset. Further information is available from the Business Office.

### **Workers' Compensation Insurance**

Any teacher injured on the job or while supervising a school activity is covered by Workers' Compensation Insurance. An official Worker's Compensation accident form must be completed within 24 hours following the incident (or sooner if at all possible). Report forms are available in the school or district office. Personal injuries sustained on school premises are to be reported as soon as possible to the school administration.

### **Health and Welfare Benefits**

The school district shall provide health and welfare benefits for all certificated staff that are determined to be eligible for benefits per the Health Care Plan. The school district business office shall advise all employees of their rights and responsibilities relating to continuing their health insurance benefits when their eligibility changes (Federal Consolidated Omnibus Reconciliation Act – COBRA). [BP/AR/E 4154]

## **Leaves**

The School Board authorizes employee absences as provided by law and Board policies. The Board recognizes the following justifiable reasons for absence:

1. Personal sickness or injury, pregnancy, jury duty, military service or emergencies beyond the employee's control.
2. Family illness, bereavement, religious observances and other personal reasons.
3. Situations stemming from occupational status such as attendance at meetings, conventions, inservice courses, seminars, etc.
4. Other situations for which leave is provided by law.

**Sick Leave.** Every certificated employee working five (5) school days in the week, and for a full month, is entitled to one and one-third (1 1/3<sup>rd</sup>) days of sick leave a month. Such leave for employees working less than five (5) days per week, and for a full month, shall be proportionally less. Unused days of sick leave shall be accumulated from year to year without limitation. Teachers are subject to disciplinary action, up to and including termination, for misusing sick leave, providing false information regarding the use of, or need for, sick leave. Certificated employees may transfer accumulated sick leave between districts and the Department of Education. Employees are responsible for initiating a transfer of sick leave credits within ninety (90) days of employment.

The School Board authorizes the establishment of a sick leave bank to provide teachers sick leave benefits in unusual circumstances. Teachers may draw up to twice the number of days leave they have accumulated before the first (1<sup>st</sup>) day of school up to a maximum of twenty-four (24) days. The Board may grant additional leave days in cases of severe illness or external hardship.

After an absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to their immediate administrative supervisor. The district may additionally require written verification by the employee's doctor or practitioner. Such verification may be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury. Chronic absenteeism may be indicated when an employee has exhausted their entire sixteen (16)-day sick leave benefit during three (3) or more of the past five (5) years.

At its expense, the district may require an employee to visit a physician selected by the district in order to receive a report on the nature and severity of an illness or injury. The administration may deny further leave if the physician's report does not indicate further leave is necessary. Before returning to work, an employee who has been absent for surgery, hospitalization or extended medical treatment may be asked to submit a letter from their doctor stating that they are able to return and stipulating any recommended restrictions or limitations. The district may, at district expense, require the opinion of a physician chosen by the district.

Employees shall notify the district of their need to be absent from work as soon as such need is known. This notification shall include an estimate of the expected time duration of the absence.

Family and Medical Leave Act. Upon application by the permanent employee, a leave of absence without pay may be granted according to the terms and conditions of the State (AFLA) and Federal (FMLA) Family and Medical Leave Acts. An employee is eligible for a leave of up to eighteen (18) workweeks in a twenty-four (24) month period for a serious health condition. An employee is eligible for a total of eighteen (18) workweeks in a twelve (12) month period because of a) pregnancy, childbirth, or adoption (The right to take leave for this latter reason expires on the date one year after the birth or placement of the child); b) to care for an employee's immediate family member (spouse, child parent) if such immediate family member has a serious health condition; or c) the employee's own serious health condition makes the employee unable to perform the function of the employee's position.

To be eligible for leave, an employee must have been employed for at least a year and have worked for at least 1,250 hours during the previous twelve (12) months. Part-time employees may not be eligible. Based on a 180-day year, a part-time employee would have to work almost seven hours a day or thirty-five (35) hours a week to be eligible.

An employee must first exhaust applicable balances of sick and annual leave. During the leave, health benefits of the employee will be maintained, provided that the employee was eligible for health coverage immediately prior to the start of the unpaid leave.

If the leave is anticipated to exceed one (1) month, the Superintendent may make a substitute appointment. Upon returning to work, the employee will be restored to the original or an equivalent position with equivalent pay, benefits and other employment terms.

An employee cannot collect unemployment or other government compensation while on leave. Employees must inform the Human Resources Office of a request for FMLA/AFLA in writing; advance notice of at least 30 days if at all possible is requested.

Personal Leave. Certificated employees may use no more than seven (7) days of their accrued sick leave during each contracted year for reasons of personal necessity. Acceptable reasons for the use of personal necessity leave include:

1. Death of a member of the immediate family (spouse, children, son or daughter-in-law, parent, father or mother-in-law, sibling, grandparent or grandchild).
2. An accident involving the employee's property or the person or property of a member of the immediate family.
3. An illness of a member of the employee's family.
4. Fire, flood, or other immediate danger to the home of the employee.

5. Required court appearances other than those court appearances for which the employee is obligated to be absent from duty and compensation is required by law.
6. Personal business of a serious nature which the employee cannot disregard.

Leave for personal necessity may be allowed for other reasons at the discretion of the school administration. However, no such leave shall be granted for the purposes of personal convenience, for the extension of a holiday or vacation period, or for matters which can be taken care of outside of working hours.

Emergency/Bereavement Leave. Emergency leave up to five (5) days chargeable to sick leave shall be granted for death or illness in the immediate family. The immediate family shall include the employees spouse, children, son-in-law, daughter-in-law, parent, father-in-law, mother-in-law, brother, sister, grandfather, grandmother, or grandchild. An employee requiring additional emergency leave may apply for such leave, and if granted shall receive their regular salary less the cost of their substitute.

Emergency leave without pay may be granted by the school administration without advance request in cases of illness in the family when sick leave has been exhausted. However, verification of illness by a doctor or health aide is required. Eligible employees are encouraged to apply for FMLA/AFLA leave benefits in the event of long-term illness of the family member (please see the Family and Medical Leave Act section).

Sabbatical Leave. The School Board may grant a sabbatical leave of one (1) year to teachers who have seven (7) years or more of service with the school district. Such leaves may be approved if they serve an educational purpose and meet all requirements of law. The selection of teachers to receive sabbatical leave shall be based on potential benefit to the district, the subject field and contribution of the teacher to education in the state, and seniority in the district. When granting sabbatical leave, the Board shall determine the amount of leave which shall be paid by the district. The Board may grant a teacher credit on the salary schedule for any leave which the Board determines was educationally or professionally beneficial to the teacher or district.

Civic/Jury Leave. The School Board encourages employees to fulfill their civic responsibilities and will accommodate these responsibilities. Any regularly contracted teacher or other full-time employee who is required to be absent from duty pursuant to a court order, either as a witness or juror, shall receive regular salary /wage for such period of absence. The payroll adjustment will be made at the first payroll period following such service. Employees must show the jury duty summons to their Building Principal as soon as possible so arrangements can be made to accommodate the absence. Employees are expected to report for work whenever the court schedule permits. An employee while on regular contract called to jury duty shall receive their regular salary for the time necessary, and remit to the district any stipend received for compensation for such duty.



Maternity/Paternity Leave. Maternity/paternity leave shall be treated the same as sick leave. However, eligible employees may wish to apply for FMLA/AFLA leave (see Family Medical Leave Act section).

Military Leave. Any regular full-time employee who is a reservist in any branch of the armed forces or a National Guard member shall be granted time off for military training or temporary military service required during the school year. An employee requiring such leave must notify their school Principal of the training schedule as far in advance as possible. An employee requiring such leave will receive regular pay during such service, less any military pay earned during that time, for a period authorized by law. Any regular full-time employee with an active military obligation will be granted a leave of absence without pay if called to active duty within the United States armed services. Employees called for active duty will be entitled to reinstatement in accordance with all applicable state and federal laws.

Leave Without Pay. Leave without pay may be granted for a period of time up to five (5) days at the discretion of the Superintendent. Except in emergency situations, such leave will be applied for in writing and must be accompanied by a statement of justification, within five (5) days of receipt of request for a short-term unpaid leave, the applicant will be notified as to approval or disapproval. Application for leave without pay must be made prior to the days on which leave is requested. Leave taken without prior permission or prior notice will be considered absence without leave and is subject to suspension or termination. Leave without pay shall not be requested until all personal leave is exhausted. A temporary employee and an employee with less than six (6) months service shall not be allowed to take leave without pay in excess of five (5) days except in emergency situations and with the approval of the school administration.

Staff should make every effort to first meet with the Principal to discuss impending leave requests. All leave requests require the Principal's approval. Leave requests should typically be submitted three (3) to five (5) days in advance of the requested leave dates. Leave request forms can be found in the business office or on-line. [BP 4161; BP/AR 4161.1; BP 4161.2; BP 4161.3; BP 4164.4; BP 4161.7]

### **Personnel Records/Files**

Personnel records shall be kept for all current employees and shall include information usually expected in quality personnel administration. All personnel files are confidential and shall be available only to individual employees, persons authorized by the School Board, the administration, and those individuals authorized by the Superintendent or Board in accordance with administrative rules, regulations and procedures. Board members may request to review an employee's file at a personnel session of the Board.

Employees shall be notified whenever derogatory information is to be placed in their personnel file. Employees may review and comment on the contents of their personnel file. Personnel files shall be made available for inspection by an employee at an off-duty time. Inspection shall take place in the presence of a school

administrator. Personnel files are to include at a minimum, the following information and/or documentation:

1. Yupiit School District Application
2. Original contract
3. Employment Eligibility Verification (Form I-9)
4. Physical Examination/TB Testing
5. TRS Notification of Employment
6. Alaska Teacher Certification
7. TRS Verification of Service
8. Emergency Notification
9. Privacy Act Form
10. ID/SSN Copies
11. Insurance Papers
12. Verification of Highly Qualified (HQ) Status (no longer applicable after August 1, 2016)

[BP 4112.6]

### **Professional Evaluations/Supervision**

The School Board believes that professional evaluations can provide valuable information relevant to making employment decisions and can help staff improve their teaching knowledge, skills, understandings and abilities, while enhancing student achievement. In accordance with school district policies and state statutes, the school administration shall evaluate the effectiveness of certified personnel annually. All teachers will be observed twice yearly. Evaluations will be made in accordance with the determined evaluation process. Final evaluations will be discussed with teachers.

The school administration shall annually provide in-service training to all certificated staff describing the instrument, procedures and process for conducting professional evaluations. The proposed evaluation schedule is as follows:

1. Within the first 20 days of the school year, evaluation procedures are introduced and discussed during a regular scheduled “all” staff meeting or inservice.
2. First formal observation and pre/post observation conference will be completed by November 30<sup>th</sup>. Post observation conference must occur within 5 days of observation.
3. Interim evaluation progress report must be completed by December 15<sup>th</sup>.
4. Second Formal Observation and pre/post observation conference

for non-tenured teachers and teachers on a Plan of Improvement must be completed by January 15th.

5. Final evaluations for non-tenured teachers and teachers being recommended for non-retention are due to the Human Resources Office by March 15<sup>th</sup>.
6. Final evaluations for all other certificated staff are due to the Human Resources office by May 1<sup>st</sup>.
7. Non-tenured teachers must receive notices of non-retention no later than the last day of school.

For more information, refer to the Yupit School District's Teacher Evaluation Handbook. [BP 4115]

### **Nontenured/Tenured Status**

A nontenured teacher who has been employed by the school district continuously for three (3) consecutive academic school years who is offered a contract for the ensuing school year shall achieve tenure in the district at the beginning of the fourth (4<sup>th</sup>) academic school year, provided the teacher performs a day of teaching services in the fourth (4<sup>th</sup>) academic school year, and receives a satisfactory performance evaluation in their third (3<sup>rd</sup>) academic school year.

A teacher who has acquired tenure in the district but loses tenure because of a break in service may reacquire tenure if the break in service was not the result of dismissal or nonretention and did not last longer than one (1) academic school year. A teacher returning from a break in service not lasting longer than one (1) year will reacquire tenure at the beginning of the second (2<sup>nd</sup>) consecutive academic school year of reemployment, provided the teacher performs a day of teaching services in the second (2<sup>nd</sup>) academic school year, and receives an acceptable performance evaluation.

A teacher who has acquired tenure in another school district will acquire tenure in the school district if the teacher's break in service was not the result of dismissal or nonretention and did not last longer than one (1) academic school year. A previously tenured teacher who has been employed by the district continuously for two (2) consecutive years and who is then offered a contract for the next ensuing academic school year shall achieve tenured status at the beginning of the third (3<sup>rd</sup>) academic school year, and if the teacher received a satisfactory performance evaluation in the second (2<sup>nd</sup>) academic school year. [BP 4116]

## **Non-retention**

The administration shall provide the School Board with their recommendations regarding non-retention of certificated employees. The Board may decide not to rehire a non-tenured employee at the end of any one of an employee's first three (3) years of teaching in the district and give written notice to the employee of its intent to do so. Non-retention of non-tenured employees may be based on any cause deemed adequate by the administration, or if an informal Board hearing is held, any cause deemed adequate by the Board. If the Board does not give non-tenured teachers written notice of non-retention by the last day of the academic school year, the teacher shall be offered a contract for the ensuing school year.

The non-retention of tenured teachers shall comply with the cause and procedural requirements specified in law, including notice of non-retention before March 16.

### **Informal Hearing Procedure for Non-tenured Teachers**

The following informal hearing procedures shall apply to the non-retention of non-tenured teachers. Unless otherwise noted, all days refer to calendar days.

1. **Notification.** The district shall notify a non-tenured teacher of non-retention in accordance with AS 14.20.140 (b). The teacher shall be notified in writing before the last day of the current academic school year of contracted employment.
2. **Statement of Cause.** Within ten (10) days of receipt of the notification of non-retention, the teacher may submit a written request to the Superintendent for a written statement of cause for the non-retention. Failure to submit a timely request constitutes waiver of this right. On the teacher's timely written request, the Superintendent shall deliver to the teacher a written statement of cause(s) for the non-retention within ten (10) days.
3. **Right to Informal Hearing.** Within ten (10) days of receipt of the notice of non-retention, a non-tenured teacher may submit a written request to the Superintendent for an informal hearing before the School Board. Failure to submit a timely written request constitutes waiver of that right to an informal hearing. The Superintendent shall schedule an informal hearing and shall inform the teacher of the date, time and place of the hearing not less than ten (10) days prior to the informal hearing.
4. **Representation.** The teacher may appear individually or be represented by a person of the teacher's choosing.
5. **Hearing Procedures.**
  - a. The informal hearing shall be held in closed session, unless opened by mutual consent.
  - b. The district shall record the informal hearing. On the teacher's request, a copy shall be provided at the teacher's expense.

- c. Representatives may submit whatever written documents they feel are germane to the arguments they will present, including affidavits. No witnesses may testify, except that the teacher's representative and a representative of district administration shall have the right to make a statement or presentation to the Board. Additionally, the teacher can speak on their behalf, even if represented.
  - d. Any written argument or documents that the parties expect to present at the informal hearing, shall be exchanged by the parties no later than three (3) days prior to the informal hearing.
  - e. The informal hearing will be scheduled for one (1) hour and shall proceed as follows:
    - i. District administration presentation (20 minutes).
    - ii. Teacher presentation (20 minutes).
    - iii. Rebuttal presentation by district (5 minutes).
    - iv. Rebuttal by teacher (5 minutes).
    - v. District closing statement (5 minutes).
    - vi. Teacher closing statement (5 minutes).
  - f. The Board may, at its discretion, vary the proceedings.
6. Decision. Following deliberation in executive session, the Board shall render an oral decision to affirm or revoke the notice of non-retention. The decision will be made by majority vote of the Board members participating in the informal meeting. The Board shall issue its decision within ten (10) days after the hearing. [BP/AR 4117.6]

**Reduction in Force (RIF)**

The School Board may determine a reduction in certificated personnel is necessary due to declining enrollment, budgetary restraints or other significant impact. Reduction in force procedures will adhere to Board policies and law. The Board will adopt a layoff plan that will include what educational programs and supporting activities will still exist and will include procedures for layoff and recall of tenured teachers. Any tenured teacher laid off pursuant to the Board's layoff plan is entitled to a hiring preference for three (3) years following the layoff. The hiring preference applies to vacant teaching positions for which the teacher is highly qualified to fill. A teacher who declines an offer of employment from the district will lose the hiring preference unless the teacher is contractually bound to teach in another school district.

Any reduction in force decision should consider minimizing disruption to educational programs and supporting activities and should cause the least deviation from the present assignment of personnel. The reduction in force lay off plan is documented in BP 4117.31. [BP/AR 4117.3; BP 4117.31]

## **Resignations**

Resignations shall be submitted in writing, signed, and directed to the School Board in care of the Superintendent. The teacher shall specify the effective date of resignation. The resignation does not become effective until it has been formally approved by the Board and may be withdrawn by the teacher at any time prior to Board action.

A certificated staff member should provide notice as early as possible when they know they do not plan to return to the school district the following school year. The district will agree to release a certificated staff member who terminates a contract provided notice is given to the district, in writing, post-marked thirty (30) calendar days prior to the first contract day of the school year. If a request to release a certificated staff member from their contract is made when fewer than thirty (30) calendar days remain before the staff member's first contract day, or anytime thereafter, the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another school district without obtaining a written release, the district will consider filing a PTPC complaint. [BP 4117.2]

## **Dismissal**

Certificated staff shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Staff shall be accorded their due process rights provided by law. [AR 4117.4]

## **Termination Agreements**

The School Board believes that it is incumbent upon school districts to provide truthful account of the reasons why an employee has left district employment. The Board therefore does not view with favor a termination settlement agreement which prevents the district from giving prospective employers this information. If a termination agreement is approved, the administration shall inform prospective employers that such an agreement has been made and may give out information as provided for in the agreement. [BP 4117.5]

## **Suspension/Disciplinary Action**

The School Board expects its employees to perform their duties and responsibilities in accordance with state law and Board policy and administrative regulations. The administration may take disciplinary action, including verbal warning, written warning, reassignment, suspension with or without pay, and dismissal, if such action is deemed appropriate. Furthermore, the administration may deviate from the progressive order of disciplinary actions if a teacher's behavior/conduct so requires. The administration will document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner. All disciplinary actions taken will be filed in teacher personnel files. [BP 4118]

### **Employment References**

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and accurate and does not violate an employee's privacy rights. The administration shall process all such requests for references, letters of recommendation, or information about the causes or reasons for separation from the school district. No other district employee is authorized to make a statement concerning a separated employee's performance or the reason(s) why any individual has left district employment. [BP 4112.61]

### **Employment of Retired Teachers**

The school district administration is authorized to recommend for employment retired teachers in accordance with AS 14.20.135 in cases of teacher shortages. A shortage is deemed to exist for open positions that the administration has been unable to fill with qualified candidates, despite extensive advertising, recruitment, and interviewing. The district will notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers under that statutory provision. [BP 4112.10]

### **Non-School Employment**

The School Board recognizes that district employees may receive compensation for outside activities as long as these activities are not inconsistent, incompatible, in conflict with, or inimical to the employee's duties or the duties, functions or responsibilities of the district. Outside paid activities are incompatible with district employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties, if they entail compensation from an outside source for activities which are part of the employee's regular duties and responsibilities, or if they involve using for private gain the district's name, prestige, time, facilities, equipment or supplies. Employees who are also working as athletic coaches for the school district will work with their Building Principal regarding scheduling of practice times and athletic events that may impact their regular teaching duties. [BP 4136]

### **District Housing**

The district provides subsidized employee housing for certificated staff. Employees will sign an annual lease agreement which outlines what is expected of them in maintaining a quality living environment and the effective preservation of the living facility and its contents. Employees should plan to provide surge protectors for personal electronic equipment that may be damaged by electrical power surges that are common in the villages. The rent schedule is located in the Business Office. Authorization for rent and deposit deductions from an employee's monthly pay is mandatory and employees will be required to sign a rent deduction form. A housing checkout list must be annually completed as well. (*Appendix J*)



# Teachers in General

## Code of Ethics/Teaching Standards

The School Board expects all educators to maintain the highest ethical, moral and professional standards, to adhere to all district policies, rules and regulations, and to abide to all state and federal statutes. Educator conduct and behavior should enhance the integrity of the district and its educational mission, philosophy and goals. Educators need to accept as guiding principles the codes of ethics published by their respective professional association. Educators are obligated by law to abide by the code of ethics and professional standards adopted by the Professional Teaching Practices Commission (20 AAC 10.010). Educators who violate provisions of the code of ethics and professional standards may be subject to disciplinary action, up to and including termination. The district may report any violation of the code of ethics to the Professional Teaching Practices Commission.

All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with Board policies, administrative rules and regulations, applicable employee agreements, and local, state and federal laws. [BP/E 4119.21; BP 4119.3] (*Appendix K*)

## Professional Conduct

The district expectations for professional conduct and behavior are as follows:

1. Interacting with School Administrators:
  - a. Be calm, courteous, polite and specific.
  - b. Avoid yelling, loud irate voice and expletives.
  - c. Be professional in written/email communications.
2. Staff Meetings/Professional Development Workshops:
  - a. Attendance is mandatory unless the employee is absent due to a sick or personal day, or the employee has received permission from the Building Principal.
  - b. Express disagreements in a calm and professional manner – understand you may have to agree to disagree.
  - c. Assist in adhering to the agenda and/or time frame – if issues arise, request a private meeting at another time to discuss the issue.
  - d. Cell phones and laptops, etc. should not be used during meetings unless part of the specified activity.
  - e. Keep distractions to a minimum – limit conversations with colleagues; step out of the room in a quiet, respectful fashion, etc.
  - f. Grading papers is not an appropriate activity during staff or professional development meetings.



3. Interacting with Colleagues and other staff members:
  - a. Show professional courtesy to all colleagues and staff members in verbal and written communications.
  - b. Disagreements that cannot be resolved between colleagues should be brought to the Building Principal in a respectful manner.
4. Ensure students refer to teachers by their title (Mr., Mrs., Miss, Ms.)
5. When speaking and corresponding with students, parents/guardians, and community members, make sure to establish and maintain a professional role, use appropriate conduct and language, and don't make light or joke about matters or issues that might be misinterpreted or offend cultural and ethnic values.
6. Outside of the school environment:
  - a. Maintain student confidentiality when talking to community members and/or school colleagues outside of the regular school environment. This includes at workshops, athletic events, at the store or post office, etc.

### **Chaperone Conduct**

Certified teachers may act as chaperones for students in their capacity as athletic coach, club/class sponsor, field trip sponsors, or in a volunteer capacity as approved by their Building Principal. Chaperones are expected to conduct themselves in a professional manner and ensure the safety and security of students is the highest priority. Chaperones are expected to sign a Chaperone Responsibility form, which will be kept on file by the Building Principal. (***Appendix L***)

### **Teacher Absence**

Whenever a teacher will need to be absent from work, for whatever reason, they are to notify their immediate administrative supervisor, but not by e-mail. If an absence is anticipated prior to the start of a school day, teachers should notify their immediate administrative supervisor by 7:00 am. If appropriate, teachers absent need to once again contact their immediate administrative supervisor by 2:00 pm on the day of their absence to advise of their return status. Both notification times allows for the efficient contacting of potential substitutes. A leave request form is to be completed and submitted by the end of the work day upon return. An absence longer than three (3) working days may require a physician's notice.

If a situation arises in which a staff member will be late to work, they are to call the school administration immediately and provide basic information as to why they will be late and their anticipated time of arrival. Time lost from work will require the completion of a leave request form. (***Appendix M***)

Substitute Folder. A substitute folder containing the following items will be created for substitutes to use by all teachers by September 15<sup>th</sup> annually. The substitute folder should include the following items:

1. Daily class schedule and routines.
2. Student class list.
3. Seating chart.
4. Student helpers and name/location of a partner teacher.
5. Attendance and tardy implementation and recording procedures and guidelines.
6. Classroom management plan (Discipline).
7. Process for collecting and grading assignments.
8. Emergency drill procedures.
9. Lunch schedule.
10. Recess, PE, Library, Bilingual, and other class schedules.
11. Processes and procedures used for students needing additional services either in or out of the classroom (i.e., Title I, Migrant Education, ESL, Special Education, etc.).
12. Paraprofessional description of duties and responsibilities.
13. Curriculum, textbooks, workbooks, and other educational materials/resources used and where they can be found in the classroom.
14. Computer and Internet Use policy.
15. List of activities, worksheets, and any other materials that can be used in case students finish assigned work early.
16. Crisis plan and Student Handbook.

All teachers must prepare a detailed and well-organized five (5) day lesson plan to cover unexpected absences.

## **Dress and Grooming**

Staff. The School Board believes that since educators serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming. The Board encourages educators during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Clothes that may be appropriate for shop and physical education teachers may not be appropriate for classroom teachers. No sweats, t-shirts, pajamas, or clothing with inappropriate symbols or language is acceptable. Casual is fine but should not appear as unkempt. The wearing of blue jeans is acceptable as long as they are clean, without rips or tears, and worn at waist level. Blouses and shirts must have sleeves and all tops should not show midriff or rise above the waist. Shirts must be tucked in. No flip-flops, but sandals are acceptable if weather is appropriate.

Students. The School Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for learning and those school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction that would interfere with the educational process. Students and parents are to be informed at the beginning of the school year what the dress code is and given examples of appropriate and inappropriate dress and grooming. Students violating the dress and grooming standards shall be subject to appropriate disciplinary consequences. [BP 4119.22; BP 5132]

## **Staff-Related Issues/Concerns**

When a concern arises, staff members are asked to first work with their school administration. If the concern is not satisfactorily resolved at this level, a teacher may appeal to the district administration. The concern should be in writing and cite the issue and how the teacher believes resolution can be reached. Teachers are asked to resolve staff related concerns and/or issues with the greatest professional judgment and highest respect for the educational profession. As a member of the educational staff, it is wise to not circumvent the process of involving the building administration in seeking resolution. Creating or encouraging strife is in no one's best interest and is considered an inappropriate behavior for resolving issues.

## **Communications**

The School Board appreciates the importance of parental/guardian and community involvement in the governance of its schools and therefore actively strives to keep the entire school- community informed of developments within the school system in timely and easily understandable ways. Because parental/guardian involvement in their child's education is critically important, the Board encourages frequent communication between school staff and parents/guardians. School staff need to actively seek multiple and different ways and means for communicating with parents/guardians regarding individual student performance, especially, when

students may be temporarily experiencing some difficulty in mastering essential knowledge and skills. Educators should not wait until Teacher-Parent Conferences to address immediate student learning difficulties but rather take a proactive communications approach. Phone calls home, emails, letters, home visits when appropriate, scheduled school meetings, class newsletters, and other personal contact correspondence are but a few proven approaches for effectively communicating with parents/guardians; don't rely on just one approach. As part of the communication process, teachers shall send regular progress reports and other data relating to standardized testing results to parents/guardians and shall encourage parents/guardians to communicate any concern they might have immediately to their child's teacher.

Communication with others is one of the most essential factors needed in creating a nurturing teaching and learning environment. The manner that individuals communicate with one another is key to acquiring positive results among staff members, administrators, students, parents/guardians and community members. Within the first two (2) weeks of school, teachers shall spend quality time discussing with their students expected communication conduct/behavior. Teachers need to teach students:

1. How they want students to speak and communicate with one another.
2. How they want students to speak and communicate to them and other teachers.
3. How the teacher will speak and communicate with students.
4. How they want students to move about within the classroom.
5. How and where teachers want assignments turned in.
6. How and when teachers will return corrected assignments. [BP 1100; BP 5124]

### **Student-Parent-Teacher Conferences**

Holding a conference with parents/students may be a valuable motivational instrument. The site administrator should be made aware of impending conferences. The site administrator can be asked to be present during a conference.

If a conference is held, the parent's request for confidentiality should be honored. A conference may be initiated by a parent, student, teacher and/or administrator.

### **Professional Development**

The School Board recognizes that a competent and well-trained staff is essential to carrying out its goals. In compliance with federal and state law, the school district administration is responsible for developing a professional development program that ensures all teachers meet the NCLB highly qualified requirements. Professional development represents a necessary, continuous and systematic effort to improve district educational programs and supporting activities by involving all appropriate educators in professional training and learning activities that improve individual and group knowledge, skills, understandings and abilities while broadening professional perceptions.

In order to respond directly to the needs of students, professional development activities may address teacher qualifications, content areas, methodology, interpersonal relations between students and faculty, student growth and development, and staff communications, problem solving and decision-making. Professional development opportunities may include:

1. Released time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel.
4. Membership and participation on committees.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on a college campus whenever possible.
7. Access to professional literature on education issues. [BP 4131]

### **Advertising and Promotion**

The School Board desires to cooperate in publicizing community services, special events and public meetings of interest to students, staff, and parents/guardians. School administration may approve the publicity of public events or distribution of promotional materials which extend cultural, recreational, artistic or educational opportunities to the community and which do not promote any particular commercial interest. All advertising and promotional information distributed through the schools shall identify the name and contact location of the sponsoring group. All surveys or questionnaires requiring student and/or parent/guardian responses must have prior administrative approval for distribution.

The school district may determine whether or not it will accept paid advertising in school-sponsored publications, and if so, under what conditions. [BP/AR 1325]

## **Media Relations**

The School Board recognizes that the media significantly influences the public's understanding of school issues and can greatly assist the school district and its schools in better communicating with the community. The Board respects the public's right to information and recognizes that the media has a legitimate interest in the school district and a responsibility to provide the community with accurate and reliable news. At no time is information of a confidential/private matter to be disclosed without prior administrative approval. It is required that all district-related staff correspondence with the media be coordinated and approved by either building Principals and/or school district administration prior to release. The Board recognizes and cherishes the foundations of "Free Speech" but also understands that with that freedom comes responsibility to act professionally and safeguarding the rights and freedoms of others. Again, school site Principals are responsible for providing the media with school information/data and press releases and teachers need to have Principal approval prior to releasing information/data to the media. [BP 1112]

## **Relations With Vendors**

No district employee or Board member shall accept personal gifts, commission or expense-paid trips from individuals or companies selling equipment, supplies, materials or services required in the operation of the school district and its educational programs and supporting activities. This policy does not prohibit employees from accepting promotional or advertising items, which are offered by business concerns free to all staff as part of a public relations campaign. District employees who work for or serve as consultants for potential vendors shall not participate in evaluating any equipment, supplies, materials or services of that vendor or its companies. [BP 3315]

## **Contracts**

The Superintendent or their designee may enter into contracts on behalf of the district; staff may not. All contracts must be approved and/or ratified by the Board. [BP 3312]

## **Volunteers**

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich educational programs and supporting activities and strengthen our schools' relationships with homes, businesses, public agencies, civic groups, and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised. The School Board strongly encourages parents/guardians and other community members to share their time, knowledge and abilities with our teachers and students. Building site Principals are responsible for coordinating with the Superintendent's office toward approving the use of volunteers and are entrusted with establishing regulations to protect the safety and well-being of students and volunteers.

Volunteers shall adhere to all state and district policies, rules and regulations and will need to sign a Waiver of Liability for Volunteers. [BP1250 (E)] (*Appendix N*)

### **Staff Concerns/Complaints**

The School Board recognizes the need for providing educators with a process for addressing concerns regarding those issues that are not subject to the formal grievance procedures. The Board encourages staff to submit concerns and complaints promptly so that they might be resolved quickly. The Board expects that staff members and administrators will make every effort to resolve employee concerns, complaints and disagreements informally before resorting to formal complaint procedures. Formal complaint procedures shall not be initiated unless informal efforts to resolve a complaint have been exhausted and the complainant has provide a written description of such efforts.

The following guidelines shall prescribe the manner in which complaints are handled:

1. A “complaint” shall be defined as an alleged misapplication of the district’s policies, rules, regulations or procedures.
2. Meetings related to a complaint shall be held before or after the complainant’s regular working hours.
3. All matters related to a complaint shall be kept confidential.
4. All documents, communications and records dealing with the complaint shall be placed in a district complaint file and not in an employee’s personnel file.
5. No reprisals shall be taken against any employee in a complaint procedure by reason of such participation.
6. Time limits specified in these procedures may be reduced or extended in any specific instance by written mutual agreement of the parties involved. If specified or adjusted time limits expire, the complaint may proceed to the next step.
7. Any complaint not taken to the next step within prescribed time limits shall be considered settled on the basis of the resolution given at the preceding step.

### **Formal Complaint Procedures**

Step 1. If a complaint is not satisfactorily resolved informally, the complainant may file a written complaint with the building level Principal within sixty (60) days of the act or event, which is the subject of the complaint. Within five (5) days of receiving the complaint, the Principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. The Principal shall present all concerned parties with a written answer to the complaint within ten (10) working days after the meeting.

Step 2. If a complaint has not been satisfactorily resolved at Step 1, the complainant may file the written complaint with the Superintendent within five (5) working days of receiving the resolution in Step 1. Within five (5) working days of receiving the complaint, the Superintendent shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. The Superintendent will present all concerned parties with a written answer to the complaint within ten (10) working days after the meeting.

Step 3. If a complaint has not been satisfactorily resolved in Step 2, the complainant may file a written appeal to the School Board within five (5) working days of receiving the resolution in Step 2. An appeal hearing shall be held at the next regularly scheduled Board meeting which falls at least twelve (12) days after the appeal is filed. The hearing shall be held in executive session if the complaint relates to matters properly addressed in executive session. The Board shall render its decision within thirty (30) days of the hearing and shall mail its decision to all concerned parties. The Board's decision shall be final. [BP 4344/AR 4144]

### **Political Activities**

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political campaign purposes. The administration shall regulate political activities on school property. All employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. The Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district. Violations of this policy may result in disciplinary action.

Under no circumstances shall employees:

1. Conduct political activities on school property during duty hours.
2. Solicit campaign support or contributions on school property during duty hours.
3. Use school equipment for the reproduction of campaign materials.
4. Post or distribute campaign materials on school property.
5. Permit the use of students to write, address or distribute campaign materials. [BP/AR 4119.25]



### **Publication/Creation of Materials**

The School Board recognizes that educators may create copyrightable material either at work, at home, or both at work and at home. The development of copyrightable materials during, or in part during, the work day must be approved by the school administration. However, the administration approval or lack of approval shall not affect the district's ownership of copyrights for materials developed during working hours. Materials written or developed by an educator during the normal working school day are considered district property (17 US Code 201). Materials developed during both school and leisure hours are owned jointly by the educator and the district. A contractual agreement must be prepared, clarifying the joint ownership. [BP 4132]

### **Soliciting/Selling**

District employees shall not solicit district students or their families with the intent to sell merchandise, books, equipment, materials or services. Any classroom activity requiring students to bring money to school for any purposes must have administrative approval. Staff should not distribute promotional, political, controversial or other non-instructional materials unless approved by the administration. Staff members shall not use their status to secure information such as names, addresses and telephone numbers for use in profit-making ventures. [BP 4135]

### **Freedom of Speech/Expression**

Free inquiry and exchange of ideas are an essential part of a democratic society. The School Board respects staff and students' rights to express their ideas and opinions, take positions and stands, and support causes, whether controversial or not, through speech, their writing, and the printed materials they choose to post or distribute. Staff and student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and protect the rights, health and safety of the members of the school community.

Free speech extends to religious expression. It is the policy of the Board not to prevent or otherwise deny participation in, constitutionally protected prayer in district schools, consistent with the guidelines issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution. Staff and students are entitled to due process and appeals process procedures for resolving disputes regarding freedom of expression.

Staff and students are prohibited from making any expressions or distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite others to commit unlawful acts on school premises, violate school policies, rules and regulations, or substantially disrupt the school district's orderly operation. No staff member or student shall use coercion to induce another person to accept printed matter or to sign a petition. Any violations of this policy may result in disciplinary action. [BP 5145.2]

### **Staff Travel**

The School Board shall pay for actual and necessary expenses, including travel, incurred by any staff member performing authorized services for the school district. Expenses shall be reimbursed within limits established by the Board. The administration may authorize an advance of funds to cover necessary expenses. The Board may establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties and responsibilities. All out-of-state travel requires Board approval. Travel request forms must be completed and approved prior to consideration of travel reimbursement. [BP 4133] (*Appendix O*)

### **Expenditures/Expending Authority**

The administration may authorize the purchase of supplies, materials and equipment in accordance with Board policies and law. Prior Board approval is required for purchases over \$5,000.00 (some exceptions). The Board shall not recognize obligations incurred contrary to Board policies and administrative regulations.

### **Purchasing Procedures**

The School Board expects that maximum value is received for money expended and that accurate purchasing records are maintained. The administration may issue and sign purchase orders submitted by staff and shall submit them to the Board for approval and ratification. The Board encourages the selection of local and Alaskan products and services when such products and services meet the needs of the district and adhere to state law regarding purchasing preferences. It is incumbent on staff to clearly understand the purchasing process and procedures to avoid individual responsibility for paying for purchased products and services that were either not approved or did not adhere to purchasing procedure guidelines.

Purchasing Requisitions/Purchase Orders must, insofar as possible, meet the following criteria:

1. Goods and services purchased need to meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
2. Requisitions for budgeted items shall originate from personnel directly responsible for their use. All purchase requisitions shall be given proper review for approval or disapproval by appropriate administrators.
3. Every transaction between a buyer and seller involving the transfer of property, equipment, or supplies shall be made by purchase order, formal contract or receipt.
4. Purchase orders and other purchase obligations shall be signed by appropriate administrators.
5. The business office or other appropriate administrative entity shall verify the

availability of funds and prepare purchase orders to commit revenues for expenditures.

6. Quantity purchasing shall be implemented whenever practical and feasible to achieve an economy of scale. [BP/AR 3310] (*Appendix P*)

### **Fund Raising/Money in Buildings**

The School Board recognizes that participation in fund-raising for worthwhile purposes can help students develop a sense of social responsibility and promote a sense of belonging. When approved by the Board, funds may be solicited or materials distributed for those nonprofit, nonpartisan charitable organizations that are properly chartered or licensed by state and/or federal statutes. With the approval of either the Superintendent or building Principal, Board recognized school-related organizations may organize fund-raising events involving students. Parents/guardians and the community shall be informed of the purpose of a fund-raiser sponsored by the school and the specific school group who is facilitating the fund-raiser. Whether solicitations are made on behalf of the school or on behalf of a charitable organization, the Board believes that no person should be made to feel uncomfortable or pressured to provide funds. Staff are expected to emphasize to students who are fund-raising that donations are always voluntary.

The school administration may limit fund-raising activities in order to prevent interference with instructional programs and support activities and/or to protect students from dangerous or unsafe situations. No students are to be barred from any educational program or supporting activity for choosing to not participate in a fund-raising activity.

All selling or soliciting activities must be approved at least fifteen (15) school days before the activity commences. All fund-raising activities must be concluded within thirty (30) school days unless special administrative provisions have been granted. If the fund-raising event involves a contract with a commercial vendor, the contract will require administrative approval.

Money collected by district employees and student organizations shall be handled according to prudent and common sense procedures. All money collected shall be receipted and accounted for and without delay, submitted to the business office. Any money collected and kept overnight in schools shall be kept in a secure and locked location provided for safekeeping of valuables. District employees are responsible for making prior arrangements with appropriate district and school administrators for the securing of collected monies if said monies are not to be submitted to the business office immediately upon collection. Do not leave collected monies in unlocked desk drawers or other unsecured classroom locations that students have knowledge and easy access to. All staff members involved in fundraising activities shall take the following steps in handling student monies:

1. All monies raised are to be credited to a student account.
2. Monies cannot be left unsecured at any time and must be submitted to the school secretary on the same day of the activity that raised the money.
3. An advisor or adult sponsoring the activity must maintain an Expense Record of all fundraising entries, costs, expenditures and inventories of supplies.
4. Prior to the fundraising activity, advisors/sponsors are responsible for meeting with the school secretary and advising them of the upcoming activity.
5. The school secretary will prepare a money box that will be used by the group for the purposes of providing change when items are purchased.
6. Before the money box is released, the secretary and advisor/sponsor will count the money and sign a form confirming the amounts in the money box.
7. At the end of each activity, the advisor/sponsor will count the money in the presence of another staff member.
8. Once the funds are counted and recorded on the Expense Report form, funds and the report form are placed in an envelope with the name of the fundraising group and the amount being submitted.
9. The money envelope and money box are returned to the secretary as soon as the activity has ended. If the secretary is not available, the money envelope and money box are returned to the Principal.
10. The secretary enters the amounts raised on the financial excel program and turns money over to the business manager who deposits funds into the appropriate student activity account.
11. The advisor/sponsor will provide the secretary and school Principal with a monthly/quarterly expense report.
12. The school secretary audits and confirms that expense records match and are accurate.
13. Discrepancies in accounts will be reported to the building Principal.
14. The advisor/sponsor is held responsible for all monies raised and for assuring proper recordkeeping and safekeeping. [BP/AR 1321; BP 3450]

### **Lesson Plans**

It is required that detailed lesson plans be completed each week. A copy of the plans will be turned in to the site administrator at the beginning of school each Monday, or the first school day of an abbreviated week. The lesson plan format and structure will be determined by the school administration and staff. Some sites may choose to implement an online lesson planning system which will allow administrative access to monitor and print lesson plans as needed.

If you plan in advance to be absent from school, your duty schedule (lunch, before/after school, etc.) should be included with your lesson plans. Supportive materials, seating charts, should be readily available. Substitutes appreciate all the help you give. All teachers must have a five-day emergency lesson plan to cover unexpected absences from class.

## **Textbooks**

Teachers will issue textbooks to the students as appropriate. Teachers will keep an accurate checkout record of all books issued, to include textbook title, copyright date, number and condition of a book. If a book is lost or damaged, the student will be required to pay damages or replacement costs. Replacement costs will be pro-rated. When a student returns a textbook, a teacher should check the books present condition with the issued condition. If there is evidence of greater than normal wear, fines will be levied accordingly. Teachers will be responsible for the check-in of textbooks at the end of any class credit period (semester or full school year).

Textbook Inventory. Teachers must conduct a textbook inventory and turn it in to the district office curriculum coordinator as instructed.

## **School Equipment**

School equipment (including teacher laptops or other electronic devices) may be used by staff members and/or students only for school- related tasks. Except when otherwise authorized by Board policies, personal use of district property is prohibited and may be cause for disciplinary action. Administrative consent is required if district-owned equipment is to be removed from the school site. When any equipment is taken off-site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage. A Lending Agreement form must be completed and approved by the Building Principal prior to its removal. [BP/E 3512] (*Appendix Q*)

## **Inventories**

The school administration is responsible for providing proper control and conservation of district property. Administration is to maintain an inventory for all items currently valued in excess of \$500.00 or a lesser amount if required by state or federal grant requirements and regulations. To this end, staff may be required to assist in properly controlling and annually inventorying that property assigned to them for their use. Copies of property inventories will be kept at the district and school sites.

The following inventory information must be recorded:

1. Description (with manufacturer's name and/or model number).
2. Identification and/or serial number.
3. Date and cost of acquisition (estimate if unknown).
4. Funding source (grant source and grant title).
5. Current use, condition and location.
6. Date on which inventory information was verified.

Staff will complete an inventory list for all textbooks, supplies and equipment located in their classrooms and/or working areas on an annual basis as directed by administration. All equipment purchased with federal funds or non-federal matching funds shall be labeled with the district's name and an equipment or inventory control number. The date and mode of disposal of all equipment

removed from the inventory shall also be recorded. Inventory lists are to be submitted to the school secretary. All inventoried items are to remain in their location unless prior administrative approval to locate them elsewhere has been granted. [BP/AR 3440]

### **Student Teachers**

The School Board is legitimately interested in the quality of teacher training programs and encourages the use of student teachers in the district. Such use shall support the educational program and needs of the school district. The school administration may enter into agreements with accredited colleges and universities to allow student teachers to have supervised teaching experiences and/or observations within the district. Only school administration can approve the use of a student teacher and enter into a formal student teaching contract. [BP 4122]

### **Curriculum/Instructional/Assessment Alignment**

The School Board shall provide a comprehensive curricular and instructional program to serve the educational needs of the district's students. The Board accepts the responsibility for determining what students are to learn and be able to do. Therefore, the Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law. Teachers are to align their instruction and assessment practices with the district and state academic content standards.

Individual content/subject-matter and grade level district curriculum guides are provided electronically via Google Drive and can also be found on the school district's website. [BP 6141]

### **Specific Curricular Programs**

Multicultural Education. Students must learn to respect and work cooperatively with individuals of all backgrounds. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people. [BP 6141.3]

Family Life/Sex Education. The family life/sex education program shall encourage students to abstain from sex and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics. Teachers who provide instruction in family life/sex education shall have had professional preparation in the subject area.

Parents/guardians shall be notified in writing before students are offered any instruction in family life/sex education instruction and/or before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. Parents/guardians have the right to review the materials to be used in any family life/sex education instruction and to deny their child's participation in family life/sex education instruction. (BP 6142.1)

AIDS Instruction. The district's health education program will include factual information relating to AIDS and how the disease is transmitted. AIDS instruction must be age-appropriate and should be provided prior to the age when students may adopt behaviors which put them at risk of contracting AIDS. Instruction shall emphasize abstinence from sex is the only totally effective protection against acquiring AIDS through sexual transmission. Teachers providing AIDS instruction shall need to receive continuing inservice training which includes appropriate teaching strategies and techniques. In elementary classrooms, the regular classroom teacher shall be responsible for providing age-appropriate AIDS instruction. In middle/high school, AIDS instruction should be provided by health education teachers/specialists as part of the comprehensive health education program. Before students receive AIDS instruction, parents/guardians are to be notified in writing. Parents/guardians may choose to not have their child participate in AIDS instruction. [BP 6142.2]

Science Instruction. As a matter of principle, science teachers are professionally bound to limit their teaching to science and should resist the pressure to do otherwise. Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific testing and refutation. Such beliefs will not be discussed in science classes, but may be addressed in social science and language arts curricula. [BP 6142.3]

Environmental Education. The Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge, skills, understandings, and abilities needed to make effective decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature. School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials whenever possible, and dispose of wastes in an environmentally sound way. Students also need to be familiar with the concept of endangered species and its possible local impact. [6142.5]

Visual/Performing Arts. A comprehensive arts program includes a written, sequential curriculum in dance, drama/theater, music and the visual arts. The Board encourages all teachers to enliven and enrich the subjects they teach through the use of the arts. Students shall have opportunities to attend musical and theatrical performances and to observe the work of accomplished artists. [BP 6142.6]

### **Selection/Evaluation of Instructional Materials**

The School Board believes that instructional materials and supplemental resources should be selected and evaluated with great care so that they are educationally sound and unbiased. Instructional materials and resources need to support the adopted curriculum and courses of study. Taken as a whole, district instructional materials and resources should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the

use of multiple teaching strategies, methods, techniques, and technologies. The review of instructional materials and resources shall be coordinated with the overall development and evaluation of the district's curriculum. Teachers, students, parents/guardians and community members shall have the opportunity to recommend instructional materials and resources. School administrators are to annually create an instructional materials and resources evaluation committee consisting of teachers, administrators, students, parents/guardians and community members that represent the district's ethnic and socioeconomic composition. The majority of the committee membership shall be teachers. Staff members who participate in evaluating and selecting instructional materials and resources shall be those most competent for the task because of their professional training, experiences, and expertise. Library books and reference materials and resources do not require committee recommendations or Board approval.

Teachers may use supplementary materials and resources which are relevant to the curriculum standards and appropriate for students' ages and abilities. When selecting supplementary materials and resources for classroom use, teachers should carefully review them and provide appropriate introductory and follow-up activities. Supplemental instructional materials and resources should typically not supplant adopted classroom textbooks. The use of film and video must adhere to all appropriate copyright laws. The Superintendent or Principal shall establish a prescreening process to be used when a teacher desires to show a film not previously approved by the district or state for educational purposes. Before showing any film not previously approved, the teacher shall notify parents/guardians that the film will be shown. Students who do not receive parental permission to view the film shall be excused to an alternate supervised activity. [BP/AR 6161.1; BP 6161.11] **Appendix R**

### **Damaged/Lost Instructional Materials/Resources**

Instructional materials and resources provided for use by staff and students remain the property of the school district. Staff and students are responsible for returning borrowed materials and resources in good condition, with no more wear and tear than usually results from normal use. When instructional materials and resources are lost or so damaged that they are no longer usable, the individual responsible shall be responsible for reparation equal to the current replacement cost of the material or resource. If reparation is not excused and not paid by the individual responsible, the district may initiate due process procedures and take disciplinary actions. [BP 6161.2]

### **Offering/Scheduling New Courses**

The opportunity to offer and schedule new courses is always welcomed but requires proper planning, budgeting, discussion and scheduling. Teachers are asked to share their thoughts and ideas for the creation of new courses with the school administration in the spring prior to the school year a proposed new course is offered to students to enroll in. The following guidelines must be followed when considering offering and scheduling a new course:



1. A syllabus with a complete and thorough description of the course.
2. A budget that describes any expenses for textbooks, materials, supplies and equipment.
3. The length of the course and the type of grading that will be used.
4. A proposed curriculum with scope and sequence, along with appropriate standards.

Once the above guidelines are met, a draft is sent to the district administration for final approval. Approved new courses will be offered and scheduled during the next school year.

### **Controversial Issues**

The School Board believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent data, information and facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others. The Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Instruction that involves controversial issues must be within the district curricular content standards. The overriding educational purpose of teaching about controversial issues must be student achievement in the academic subjects and students' civic development, rather than reaching conclusions as to the correctness of any particular point of view. The instruction must reflect due consideration of the maturity of students, community values, sound professional judgment, and administrative approval. Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic, or social views or shall take active steps to neutralize whatever bias has been presented. In matters of controversial issues, the Superintendent and School Board have final authority in deciding whether discussion of a controversial issue follows established professional ethics, content standards, and curriculum, and is appropriate for students.

Teachers are advised to confer with their Site Principal before presenting any material or topics that may be considered a controversial issue for guidance and/or approval. [BP/AR 6144]

### **School-Sponsored Trips**

The School Board recognizes that school-sponsored trips are important components of a students' development. All trips involving out-of-state travel require Board approval. Teachers shall develop plans that provide for the safety of students and their proper supervision. In advance of a trip, teachers shall determine educational objectives that relate directly to the curriculum and provide for the best use of students' learning time while on the trip. Teachers shall also provide appropriate instruction before and after the trip. The following procedures will be used when planning a field trip:

1. Teacher meets with and discuss with Principal purpose and goals for field trip. Principal approval is necessary to continuing planning for the field trip.
2. Teacher completes a field trip request form and submits the form three weeks (for in-state travel) or six weeks (for out-of-state travel) prior to scheduled field trip. Exceptions for the advance notice may apply.
3. Teacher attaches an Expense Sheet (Budget) of all related costs.
4. The Field Trip request will be reviewed and the teacher notified of approval or rejection by the Principal.
5. No field trips will be allowed during state assessments.
6. Senior trip requests must be submitted for approval by October 15<sup>th</sup> of each year. [BP 6153] (*Appendix S*)

### **Reimbursement**

The School Board and school district shall not be held responsible for the reimbursement of any employee's personal property which may be stolen, destroyed or maliciously damaged while being used in the school district. (BP 4156.3]

### **Library**

Teachers or teacher aides will accompany their students to the library and will remain with their students if a certified librarian or designee is not available.

### **Assemblies**

Teachers are required to accompany their students upon leaving the classroom to attend an assembly program. Teachers will insure supervision of their students throughout the duration of the program. Teachers will help maintain order and assure reasonable behavior before, during and after assemblies.



## **Students in General**

### **Nondiscrimination**

The School Board is committed to providing equal and equitable opportunity for all students to all school district educational programs and activities. All district and school site educational programs and activities will be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. District programs and activities shall be free of discrimination. The Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling, athletics, co-curricular programs, testing and vocational education programs. Staff are strongly encouraged to immediately report any questionable discriminatory practices to their immediate supervisor when suspected. [BP/E 0410; BP 5145.3]

### **Organizations/Equal Access**

The School Board believes that curriculum and non-curriculum related student organizations have an important role to play in students' lives. School sponsored student organizations must be organized at the school, have a certificated advisor, be composed completely of current student body members and be approved by the school administration in accordance with Board policy. They shall hold the majority of their meetings at school and have a democratic plan for the selection of its members. Student organizational groups will not be denied use of school facilities during non-instructional time based on religious, political, philosophical or any other content to be addressed at such meetings. Since the school district allows individual schools to sponsor student groups not directly tied to the curriculum, student-initiated groups not sponsored by the school district have a right to meet on school premises during times established for a limited open forum in accordance with the provisions of the federal Equal Access Act. [BP/AR/E 6145.5]

### **Cumulative Records**

A cumulative record for every student is maintained and filed in the school administrative offices. Records are available to teachers, for study, upon request. The cumulative record is not to be removed from the school building. Confidentiality and security of student information is paramount. The Family Education Right and Privacy Act (FERPA) needs to be strictly enforced.

No teacher may give information that has been taken from a student's record to anyone outside the school faculty/administration. The files are open to the legal parents/guardians, but the building administrator or the director of the special program (if a special program is involved) must give specific approval. If the record,

in question, is a Special Education record, approval must be given by the Director of the program. Special service records are kept in the district office building. The Director of Special Education or their designee must be present when the files are being reviewed.

### **Attendance**

Successful educational advancement is made possible by regular school attendance. While responsibility for regular attendance lies with the parents/guardians and the student, the schools also recognize an obligation to promote and assure such attendance. It is the intent of this policy to encourage regular attendance and deter excessive absenteeism, truancy and tardiness of all students. According to Alaska Law Section 14.30.010 all children between the ages of six (6) and sixteen (16) years of age must attend school regularly. Daily student attendance will be recorded electronically as directed by the Building Principal (twice a day for elementary students, each class period for secondary students). Parents/guardians of students identified as being absent from school will be contacted by the school Secretary or other designated staff member to verify the student absence.

### **Absenteeism and Tardiness.**

Elementary (K-6) The elementary Principal shall be responsible for monitoring student attendance and discouraging excessive absenteeism. Principals will be required to notify parents or guardians after a student has been absent from school or any given class upon the fourth (4<sup>th</sup>), eighth (8<sup>th</sup>) and tenth (10<sup>th</sup>) unexcused absence.

An excused absence shall be defined as any day/class in which the student is ill, they have a medical appointment, or attend a funeral as verified by a note signed by a parent/guardian, doctor, or health aide.

Students absent four (4) or more consecutive days due to illness must have a note signed by a doctor or health aide. On the day a student who was absent from school returns to class, their teacher will provide the student with make-up assignments if there are any. The teacher will also let the student know when the assignments are due. For each day absent, a student will have three (3) days to complete all missed assignments, with one additional day to make-up assignments for each additional day of absence.

A student who is late for school shall be recorded as being tardy. Tardy to school or any class shall be defined as one (1) minute after the bell has rung. ~~For the purposes of this policy, three (3) tardies shall constitute one (1) absence.~~ Elementary students not in attendance for the first sixty (60 minutes) in the morning and/or the first sixty (60) minutes in the afternoon will be recorded as being absent for a half (1/2) day in the AM or PM respectively. Additional actions for tardiness may be taken at the discretion of the building Principal.

Middle/High School (7-12). Students are required to be in attendance for ninety (90) days each semester. A student may not receive credit for any class during a semester in which the student has received ten (10) or more unexcused absences. ~~Therefore, a student must be in attendance for at least eighty (80) days in any class each semester in order to receive a credit in that class. Students may not receive credit for any class/course during a semester in which the student has been absent for more than twenty (20) days. This includes both excused and unexcused absences with the exceptions for School to Work, Close up, AASB, Leadership, AFN and similar activities and school activity trips complying with BP/AR 5138 – Student Activities: Travel.~~

The building Principal shall be responsible for monitoring student attendance and discouraging excessive absenteeism. Any middle/high school student who accumulates eleven (11) unexcused ~~or more than twenty (20) excused and unexcused~~ absences combined in a semester course will not receive credit for that course. Principals will be required to notify parents/guardians after a student has been absent the fourth (4<sup>th</sup>), eighth (8<sup>th</sup>) and tenth (10<sup>th</sup>) day for unexcused absences.

Cultural Heritage Days are excused absences only when a Cultural Heritage Report is filled out by a parent/guardian before the day or days a student plans to be absent. Cultural Heritage Days are used for activities where adult and student participate together in an activity where students learn about the Yup'ik culture heritage, traditions and way of life. Only five (5) Cultural Heritage Days are allowed in a semester. ~~Cultural Heritage Days shall be exclusive of the twenty (20) day absence rule so long as the proper paperwork has been filed with the school administration, homework turned in to all teachers, and any outstanding homework has been made up.~~

A student who is late for class shall be noted as tardy. ~~Three (3) tardies shall constitute an absence.~~ Additional Sanctions for tardiness may be taken at the discretion of the principal. A student shall be given a leeway of 5 minutes before considered absent. Students who are tardy or who have been absent from school must report to the office upon their return to school. Teachers must keep a record of student absences and report all absences and tardies to the Principal. Students returning to school following an absence are expected to present their admit slip to the classroom teacher upon entering the classroom. [BP/AR 5113]

### Absences/Excuses

Students may be excused by school administration for health reasons, family emergencies or other reasons that are determined to constitute good cause. Student absence for religious instruction or participation in religious exercises away from school property may be excused. No student excused for religious holiday shall be denied the opportunity to make up a test given on the religious holiday or denied an award or eligibility to compete for an award. A student's grades may be affected by excessive unexcused absences in accordance with Board policy. [BP/AR 5113]

## **Accidents/Illness**

If a student becomes ill or receives an injury, while under teacher supervision, the office staff shall be informed as soon as possible, so the staff may take appropriate action. If the condition appears to be serious (bad injury, unconscious, seizures, etc.), the teacher shall send a messenger (message) to the office immediately. The student shall not be moved. When a student has been injured, the teacher must obtain and complete an accident report. The form must be completed before the end of the school work day. (*Appendix T*)

First Aid Kits. Each school will have a First Aid Kit – principals should inform staff of the kit location at the beginning of the school year. Teachers should receive a supply of gloves and bandages at the beginning of the school year.

## **Administering Medications**

Students sometimes may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health. In such cases, when the district has received written statements from the student's physician and/or parents/guardians as required by law, designated school personnel shall assist students in taking the prescribed medication.

In some cases, a student may be permitted to carry medication that has been prescribed or ordered by a physician to stay on or with the student due to a pressing medical need. Students who have received instruction in self-administration of a medication shall be permitted to carry and self-administer the medication. Written authorization must be submitted annually.

Typically, for younger students, medications should be kept in a secure and appropriate place and the administration of said medications supervised by a school employee (i.e., school nurse, office personnel, etc.). Before a designated district employee administers any prescribed or over-the-counter medication to any student during school hours, the district will have on file:

1. A written statement from the student's physician or pharmacy label detailing the prescribed method, amount and time schedules by which the medication is to be taken.
2. A written statement from the student's parents/guardians requesting the district to assist their child in taking the medication.

All prescribed medications shall be in a properly labeled pharmacy bottle containing the name and telephone number of the pharmacy, the student's identification, name of the physician, and dosage of medication to be administered. The school administration and approved administering employee shall maintain a list of students needing medications during school hours, and shall log type and dosage of medication and date and time of administration.

By law, neither the District nor its schools are liable for injuries that may result from the storage or self-administration of medication. No student will be permitted to carry or self-administer a prescribed medication without a release of liability for the

school, its employees, and agents. The release of liability shall include an agreement to indemnify and hold harmless the school and its employees or agents from claims arising out of the storage or self-administration of medication. A student who uses the medication in a manner other than prescribed is subject to disciplinary action, [BP/AR/E 5141.21]

### **Discipline**

The School Board believes that all students have the right to public education in a safe and positive environment that ensures maximum opportunity for learning. An effective school discipline program is necessary to ensure a learning environment free of disruptions. In order to promote an atmosphere conducive to learning, it is imperative that the Board, parents/guardians, students, teachers and school administrators be cognizant of their respective duties and responsibilities related to student conduct/behavior. The school discipline program will reflect community standards of school behavior and safety that are developed with the collaboration of students, parents/guardians, educators, administrators, and advisory school boards in each school community.

The Board and school administration are responsible for prescribing rules for the government and discipline of the schools under their jurisdiction. Student conduct/behavior rules and consequences for failing to meet those rules shall be fair and developmentally appropriate. The Board holds teachers responsible for the proper conduct and control of students under their charge within the conduct/behavioral guidelines. Teachers, with input from students when reasonably possible, shall create and implement a well thought out set of classroom rules and consequences. Teachers and administrators will collectively develop and enforce school-wide conduct/behavioral rules, regulations and consequences.

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

Students shall be properly instructed in classroom and school-wide rules, regulations, and consequences for misconduct/misbehavior within the first days of the beginning of the school year, or when transferring into the school during the school year. Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct/behavior does not infringe upon the freedom of other students or interfere with teaching. Students who violate classroom and school-wide conduct/behavior rules and regulations may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

Providing students 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 school administration shall implement and maintain a conflict

resolution strategy for district staff and 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 will identify and teach effective approaches for students to follow in reporting and resolving conflicts. Not less than once every three (3) years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall include the opportunity for students, parents/guardians, educators, administrators, and community advisory school boards to participate in the process. Discipline policies reflecting standards of student conduct/behavior, including those identifying prohibited student conduct/behavior penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

Discipline policies, rules and regulations will be developed based on the fundamental principles that:

1. No student is to engage in any behavior/conduct that prevents a teacher from effectively teaching.
2. No student is to engage in any behavior/conduct that prevents other students from learning .
3. No student is to engage in any behavior/conduct that is not in his/her best interest.

Teachers need to consistently follow and administer discipline rules, regulations and policies without bias or prejudice. It is expected that each teacher will adhere to the following guidelines:

1. Develop a set of classroom rules and routines that enhance teaching and learning.
2. Develop a reward system for positive behavior.
3. Implement discipline uniformly, consistently, calmly and fairly.
4. Develop and post a progressive discipline plan that includes several steps involving warnings, discussions with students and parents, and natural consequences for inappropriate behavior/conduct, and utilization of the Response to Intervention process, prior to utilizing the administrative referral process.

Teachers are expected to resolve discipline matters within their classroom setting when and wherever reasonably possible. Teachers should plan explicit instruction in their classroom management plan at the beginning of each school year, and reteach at periodic intervals, or when circumstances dictate. Signs of effective classroom management include good interaction between the teacher and their students, respectful conduct/behavior between teachers and students and students and students, and clear expectations—everyone knows what to do.



Violent and Aggressive Conduct/Behavior. There are certain conduct/behavioral actions that, if tolerated, would quickly destroy the safe learning environment to which students and staff are entitled. These behaviors, categorized as violent and aggressive, will not be tolerated and will result in immediate corrective action. No student will make any threat, suggestion, or prediction of violence against any person or group or to school property, whether verbally, in writing, or via email. No threat of violence will be considered a joke. Bomb threats or threats of violence, whether or not made during school hours or after school hours, on or off school property, shall immediately result in disciplinary action, up to and including suspension and/or expulsion. Violent and aggressive acts include, but are not limited to, possession, threat with or use of a weapon; physical assault; verbal abuse; intimidation; extortion; bullying; gang participation; harassment; stalking; defiance; and cultural and racial slurs. All students and school staff are to immediately report to the school administration incidents of violent and aggressive conduct/behavior. The district administration reserves the right to hold any student responsible for any costs and/or damages incurred as a result of a student threat. (BP/AR 5131.41; BP 5131.42]

Bullying. Bullying is a form of harassment and intimidation that disrupts a student's ability to learn and a school's ability to educate. Bullying is considered the repeated intimidation of others by inflicting or threatening physical, verbal, written, electronic, emotional abuse, or damage to another's well-being and personal property. Bullying may include but is not limited to, conduct/behavior such as physical abuse, damage or theft of another's property, social exclusion from classroom and school activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristic. Students and staff are prohibited from engaging in any form of bullying while on school property, on school buses, or at school sponsored activities or functions. Students who engage in acts of bullying are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in an act of bullying are also subject to appropriate disciplinary action up to and including suspension and termination.

Students and staff who have witnessed or have reliable information that a student has been subjected to bullying must immediately report the incident to the school administration. It shall be a violation for any school staff member to knowingly ignore or tolerate bullying at school or at a school sponsored activity or function. Students and staff who knowingly or willfully make a false report of bullying will be subject to disciplinary action up to and including suspension/expulsion for students, and termination for staff. [BP/AR 5131.43]

Weapons and Dangerous Instruments. The term “weapons” and “dangerous instruments” include anything designed for and capable of causing death or serious physical injury, including, to the extent they are not already included in the above definition, any firearm, any bomb or other explosive, including fireworks, any poison, any dangerous or deadly gas, slingshot, bludgeon, nightstick, straight razor, throwing star, brass or artificial knuckles, knife, axe, or club. School employees may confiscate weapons or dangerous instruments on school grounds or at school-related or school-sponsored activities and functions. An employee confiscating any weapon or dangerous instrument shall immediately deliver it to the building Principal. When reporting the possession or confiscation of a dangerous weapon or dangerous instrument, the employee shall report the name(s) of those individuals involved, the names of any witnesses, and the location and circumstances of the matter. [BP/AR 5131.7]

Contraband. Any item which may endanger the health or welfare of students and staff, or cause damage to property is to be confiscated by teachers. Confiscated items are to be turned into the school administration with reason for confiscation. If a student wishes to reclaim the item, they must come to the office at the end of the school day and make such a request. If an item is deemed to be sufficiently dangerous, the school administration may request the student’s parents/guardians to come to school to retrieve the item.

Gangs. Groups of students who initiate, advocate, or promote activities which threaten the safety and well-being of others and/or property at school or at school related activities, or which disrupt the educational environment, are determined to be detrimental to educational programs and are prohibited . . . they are referred to as gangs. The following activities are prohibited by gang members representing two (2) or more or acting individually:

1. Wearing, possessing, using, distributing, displaying, or selling any apparel, jewelry, accessory, emblem, badge, symbol, sign or other thing which implies or indicates that an individual is a member of, or affiliated with a gang.
2. Participation in activities or functions such as solicitation, initiation, hazing, intimidation, or activities designed to create group affiliation that can cause bodily danger, physical or emotional harm.
3. Using verbal or nonverbal speech, gestures, or symbolic display to communicate gang presence, membership, affiliation, or control.
4. Engaging in harassing, threatening, or intimidating conduct/behavior with the intent to cause fear of violence or harm, or which does cause fear of violence or harm, to another individual, or which hinders a teacher from teaching and student from learning.

Students or groups of students that engage in gang activities are subject to disciplinary action, up to and including, suspension or expulsion. [BP 5136]

Vandalism, Theft and Graffiti. The School Board considers vandalism to be a very serious matter. Vandalism includes the negligent, willful, or unlawful damage or theft of any district-owned real or personal property, including writing of graffiti. Any student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and may be reported to law enforcement. If reparation of damages is not made, the district may consider the withholding of grades, diplomas, and/or transcripts. [BP 5131.5]

Suspensions/Expulsions. In an effort to establish disciplinary procedures and consequences that are effective in reducing student truancy and inappropriate conduct/behavior and to minimize interruptions to learning and the instructional process, in-school suspension may serve as an alternative to out-of-school suspensions. In-school suspension removes the student from the school social scene while requiring the student to maintain the same basic school day schedule and to keep up with their required academic assignments. Failure to serve an in-school suspension or being removed from an in-school suspension for disciplinary reasons shall result in an immediate out-of-school suspension or additional time assigned. Students who are suspended shall not be allowed to participate in any co-curricular/extracurricular activities during their suspension. Only school administration can suspend a student. Students will be suspended from school for the following conduct/behavior (the list is not all inclusive):

1. Outright defiance
  - a. Foul language directed toward teachers and students.
  - b. Refusing to comply.
  - c. Bullying, hazing and harassing.
2. Physical confrontations.
3. Vandalism
4. Theft

Upon the recommendation of the Superintendent, the School Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually only considered when there is a history of misconduct/misbehavior, when other forms of discipline, including suspension, have failed to bring about proper conduct/behavior, or when the student's presence causes a continuing danger to other students. Possession and/or use of deadly weapons will usually result in expulsion. [BP/AR 5144.1; AR 5144.2; BP 5144]

Recommended progressive disciplinary guidelines and consequences for student offenses include the following:

1. Weapons
  - a. 1<sup>st</sup> Offense: Expulsion
2. Threats/Assaults (sexual, verbal and physical)
  - a. 1<sup>st</sup> Offense: Possible expulsion/counseling/1-5 day suspension.

- b. 2<sup>nd</sup> Offense: Law enforcement recommendation/Principal recommendation for suspension/Board recommendation for suspension/expulsion
- 3. Vandalism and Theft
  - a. 1<sup>st</sup> Offense: Law enforcement contact/suspension/ possible expulsion/reparations
  - b. 2<sup>nd</sup> Offense: Board review and recommendation for 20 day suspension/possible expulsion/reparations
- 4. Alcohol and Drugs
  - a. 1<sup>st</sup> Offense: Possible expulsion/counseling/1-5 days suspension
  - b. 2<sup>nd</sup> Offense: Possible expulsion/counseling/minimum 10 days suspension
  - c. 3<sup>rd</sup> Offense: Board expulsion until Board meeting and recommendation.
- 5. Fighting
  - a. 1<sup>st</sup> Offense: 1 day suspension/meet with parents/guardians before student returns to school
  - b. 2<sup>nd</sup> Offense: Parent/Guardian meeting/3 day suspension
  - c. 3<sup>rd</sup> Offense: State trooper, parents/guardians and administration meeting/Board review to consider alternative response to expulsion
- 6. Tobaccco/Iqmik
  - a. 1<sup>st</sup> Offense: Parent/Guardian meeting
  - b. 2<sup>nd</sup> Offense: Parent/Guardian meeting/law enforcement contact/counseling/possible suspension
  - c. 3<sup>rd</sup> Offense: Addiction counseling with parents/guardians in attendance/possible suspension
- 7. Harassment/Bullying/Bothering
  - a. 1<sup>st</sup> Offense: Warning/Problem solving discussion
  - b. 2<sup>nd</sup> Offense: 1-5 days suspension/mandatory viewing of bullying video/parents/guardians meeting
  - c. 3<sup>rd</sup> Offense: Meeting between parents/guardians/parents and administration (Dean of Students)/development of behavior plan
- 8. Profanity
  - a. 1<sup>st</sup> Offense: Detention with teacher/alternative language assignment
  - b. 2<sup>nd</sup> Offense: Parent/Guardian meeting/alternative language assignment/possible suspension
  - c. 3<sup>rd</sup> Offense: Parents/Guardians meet with administration/3 day suspension
- 9. Insubordination/Disruptive Conduct/Behavior
  - a. 1<sup>st</sup> Offense: Detention with teacher
  - b. 2<sup>nd</sup> Offense: Extended detention with teacher/parent/guardian meeting
  - c. 3<sup>rd</sup> Offense: 1-5 days suspension
- 10. Truancy/Skipping Class
  - a. 1<sup>st</sup> Offense: Detention with teacher.
  - b. 2<sup>nd</sup> Offense: Extended detention with teacher/parent/guardian meeting
  - c. 3<sup>rd</sup> Offense: 1-5 days suspension [BP 5030; BP 5131; BP 5144; BP 5144.1/AR 5144.1/AR 5144.2]

## **Detention**

Students are not to be detained beyond the close of the school day under normal conditions. If proper arrangements can be made and parents/guardians notified, detention is then permissible. If detention is given during the lunch period, students must still have the opportunity to eat lunch.

## **Corporal Punishment/Restraint/Seclusion**

Corporal punishment is prohibited by law as a disciplinary measure against any student. School administrators and teachers shall employ other means for disciplining students. However, the prohibition on corporal punishment does not prevent the use of reasonable and appropriate force by a school administrator or teacher as necessary to maintain order or protect student and staff welfare. Reasonable and necessary force or physical restraint against a student may be used to protect the student, or others, from physical injury; to obtain possession of a weapon or other dangerous object; to maintain reasonable order in the classroom or on school grounds; or to protect property from serious damage or destruction. However, the use of physical restraint must comply with the guidelines laid out in the section below. The force shall not be greater than necessary to control the misconduct or dangerous situation. In no event may deadly force be used against a student. [BP 5144]

Student Restraint/Seclusion. The use of physical restraint and seclusion is prohibited except in emergency situations described below. Chemical or mechanical restraint of students is never allowed. Restraint and seclusion may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate education support. Use of emergency restraint under this policy does not constitute corporal punishment.

Physical restraint immobilizes or reduces the ability of a student to move arms, legs or head freely, and is prohibited unless the 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 immediately discontinued when the student no longer poses an imminent danger. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another.

Restraint may be administered only by staff trained in appropriate procedures (e.g. CPI training) unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency.

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 time-outs, a student's voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms used for instructional purposes, or suspension from school. Seclusion of a student is prohibited unless the 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 immediate danger. Seclusion should

last only as long as necessary to resolve the actual risk of imminent danger. When in a seclusion setting, a student must be continuously monitored by an adult face-to-face (if this contact is unsafe, continuous direct visual contact must be used). Students must be provided necessities such as restroom breaks and food/water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

Parents/legal guardians of any student who has been restrained or secluded must be notified the same day and provided information about the incident. A written report must be prepared by the staff member(s) who restrained or secluded the student and submitted to the Building Principal. The report must include date and time of the incident, names and job titles of school personnel who participated or supervised, a description of the conduct that preceded the incident, including efforts and strategies utilized prior to restraint or seclusion, a description of the restraint or seclusion including duration, and a description of how the incident ended, including further action taken. A copy of the written report shall be provided to the parent/guardian.

The district shall provide crisis intervention training to school personnel, including restraint training to appropriate staff members based on their roles and instructional setting. The district shall report annually to the Department of Education and Early Development the number of restraints and seclusions, number of injuries and/or deaths of student and personnel, number of restraints and seclusions by untrained personnel, and the number of students with a disability who were restrained or secluded, including the category of disability. [BP5142.3]

### **Search and Seizure**

The School Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and seizure of students, their property, or their school assigned school lockers by school officials. The Board authorizes school officials to conduct search and seizures when there is reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the policies, rules and regulations of the district and/or school. The Board urges that discretion, good judgment and common sense be exercised in all cases of search and seizure. Before searching a student's possessions, school officials will seek, but need not receive, the freely offered consent of the student. Whenever reasonably possible, a search of a student's person shall be conducted in the presence of the student's parents/guardians, another staff member, and or school administrator. The parents/guardians of the student being searched shall be notified by the district/school immediately after the search.

The use of drug-detection dogs and metal detectors, or similar detection devices, may be used upon the express authorization of the Board or Superintendent. Because school lockers are under the control of the district, school officials shall have the right and ability to open and inspect any school locker without student permission, when they have reasonable suspicion that the search will disclose evidence of illegal possessions or activity when odors, smoke, fire and/or other threats to student health, welfare and

safety emanate from the locker. [BP/E 5145.12]

### **Homework/Makeup Work**

The School Board believes that homework serves many important purposes. Teachers shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners. The Board encourages teachers at all grade levels to use parents/guardians as a contributing resource and to structure homework assignments so as to involve parents/guardians without diminishing the students' sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which help parents/guardians best help their children successfully complete assigned homework. To be effective, homework should not place undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Students shall be given the opportunity to makeup school work missed because of an excused absence and shall receive full credit if the work is turned in according a reasonable makeup schedule. Students are allotted 3 days to complete make-up work for the first day absent, with one additional make-up day for each additional day of absence. Students who miss school work because of unexcused absences or suspensions may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

The school administration and staff at each school-site shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff, and parents/guardians. The plan shall inform parents/guardians as to how much time on homework will be expected and how homework relates to the student's grades. The following homework guidelines are suggested:

#### **In General**

1. Teachers are expected to assign homework.
2. Homework assignments are to be meaningful, carefully thought out, and easily understood by students.
3. Homework assignments are to be directly connected to content standards and course objectives.
4. In most instances, homework assignments are to be corrected, graded and returned to students as soon as reasonably possible.
5. Homework assignments should be of a reasonable length, understanding that students often receive homework assignments from other teachers.

#### **Elementary (K-6)**

1. Students should be expected to spend an average of thirty (30) minutes of homework at the primary level (K-3) and an average of forty-five (45) minutes at the intermediate (4-6) level, four (4) to five (5) days a week.
2. Kindergarten homework assignments should simulate students talk often with their parents/guardians. Parents/guardians should be encouraged to read to their children.
3. Homework assignments in grades one (1) through three (3) should promote the development of skills and encourage family participation.
4. In grades four (4) through six (6), homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.
5. Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library or technological resources.

#### Middle School (7-8)

1. Students should be expected to spend an average of one (1) to one and one-half (1½) hours on homework, four (4) to five (5) days a week.
2. Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.
3. The teaching staff needs to coordinate homework assignments so that students do not receive an overload of homework assignments one day and very little the next.

#### High School (9-12)

1. Students should be expected to spend an average of two (2) to two and one-half (2½) hours on homework four (4) to five (5) days a week.
2. To help students learn to use time effectively and efficiently, homework assignments should emphasize independent research reports, special reading, and problem solving activities.
3. The teaching staff needs to coordinate homework assignments so that students do not receive an overload of homework assignments one day and very little the next. [BP/AR 6154]

### **Grading**

The School Board believes that students and parents/guardians have the right to receive regular progress reports on student performance. Grades that reflect the true and accurate student achievement and behavior/conduct are important indicators of learning and effective teaching. Educators shall assess and evaluate student work in relation to local, state, and federal standards and expectations for any given content/subject-matter area or grade level, and not in relation to the work of other



students. Grades and other performance indicators need to be based on impartial, consistent observations of student work and their mastery of content content and objectives as demonstrated through classroom participation, homework and tests. Student behavior/conduct, attitude, and effort should not be reflected in achievement grades but should be reported separately. If a student misses excessive classes without an excuse and/or does not submit course assignments or successfully completes course assessments, or fails to meet other course requirements, a teacher may lower that student’s grade for nonperformance. Teachers are to explicitly explain their grading practices, criteria, expectations and procedures to all students enrolled in their classes/courses at the beginning of each semester. Teachers must be able to legitimately justify and support their grading system and the grades they assign students.

**Grading Scale.** Teachers are expected to evaluate and assign grades to students at the end of each grading period (quarterly). Students are to be assigned a letter grade that indicates the degree to which a student has mastered course content during that grading period. First (1<sup>st</sup>) and second (2<sup>nd</sup>) quarter final grades will be averaged to determine the final first (1<sup>st</sup>) Semester grade, and third (3<sup>rd</sup>) and fourth (4<sup>th</sup>) quarter final grades to determine the second (2<sup>nd</sup>) semester final grade. The following grading scale is to be used:

Letter Grade	Achievement Level	Numerical Mastery Equivalent
A	Course standards/objectives have been mastered at a superior/high achievement level	90-100%
B	Course standards/objectives have been mastered at a higher than average level	80-89%
C	Course standards/objectives have satisfactorily been mastered	70-79%
D	Course standards/objectives have been mastered at a minimal level	60-69%
F	Course standards/objectives have not been mastered	0-59%
I	Incomplete	

The decision and option of granting an “incomplete’ to a student resides with a teacher. However, students must remove an incomplete within two (2) weeks after a grading period unless there are extenuating circumstances that prevent completion of missed assignments. Teachers should make every effort to keep parents/guardians informed of student grades falling below a C average. An intervention plan should be considered when grades fall below this level.

Criteria for determining achievement/academic grades may include but are not limited to:

1. Preparation and timely completion of assignments.
2. Contribution to classroom discussions.
3. Demonstrated knowledge, skills, understandings and abilities associated with content/subject-matter standards and objectives as measured by formal and informal assessments and observations.
4. Organization and presentation of written and oral assignments.
5. Originality and reasoning ability when solving problems.

Although illness, lack of interest and effort, and poor attendance may be reasons for a student's failure to gain credit in a course, not one of these reasons in itself may be a determiner of a final grade. Only when a student achieves less than the minimum course objectives will it be justified to award an F grade.

Grades for reporting Citizenship and Effort shall be: O

- Outstanding
- S - Satisfactory
- N - Needs Improvement

Criteria for determining citizenship grades may include but are not limited to:

1. Obeying rules.
2. Respecting public and personal property.
3. Maintaining courteous, cooperative relationships with teachers and fellow students.
4. Working without disturbing others.

Criteria for determining effort grades may include but are not limited to:

1. Taking responsibility for having essential and necessary supplies, equipment and materials for class.
2. Showing interest in initiative.
3. Working immediately and completing assignments on time.
4. Using free time resourcefully.

Teachers will distribute to their students at the beginning of each grading period course standards, objectives, and expectations, including how students will be assessed and how assessments will be weighted in the grading process. Teachers will take the necessary time to thoroughly explain their grading process and procedures. Each student must receive at least ten (10) numerical grades in a grading period to determine a student's final grade. Teachers should enter grades for all students a minimum of two (2) per week. Grades will be determined based on grading best practices and research-based findings.

Students are to be granted a ten (10) school days grace period at the end of any given grading period to demonstrate mastery of course content/subject-matter and replace an "incomplete" marking. Building Principals may extend a grace period for unusual and legitimate circumstances. Make-up and/or missed work will normally be considered that work not yet mastered by students, but teachers are granted leeway

in determining alternative assignments or ways for students to demonstrate mastery of grading period standards and objectives. When a teacher determines, in their best judgment, that a student has mastered so few standards and objectives and has not satisfactorily met learning expectations, and that informal make-up work is not practical, the teacher may indicate that a student must successfully repeat the course as a condition for receiving a passing grade for that course. The processing of student make-up work will be at the teacher's convenience and leisure.

Grade Point Average. High School (9-12) student grades will be transferred and/or included on student transcripts, and are to include information relating to grade-point values. For the purpose of determining grade-point value averages, the following four (4) point grading scale will be used

A = 4 Grade Points	C = 2 Grade Points	F = 0 Grade Points
B = 3 Grade Points	D = 1 Grade Point	

Honor Roll. Each school shall post an honor roll at the conclusion of each grading period. All course grades, except Pass/Fail courses, shall be used in calculating student eligibility for the honor roll. To qualify for the honor roll, a student must receive no current grades in any course below a C average and have a grade point average of 3.0 or higher. Plus and minus grades will not be considered when calculating grade point averages. Any student who does not wish to have their name included on the honor roll and/or its posting must notify the school office. Honor roll descriptive levels are as follows:

Superintendent's Honor Roll:	4.0 Grade Point Average
Principal's Honor Roll:	3.5-4.0 Grade Point Average
General Honor Roll:	3.0-3.4 Grade Point Average

Advanced Placement/Honors Courses. The district encourages high school students to take advanced placement and honors courses. Because of the extra work associated with enrollment in these courses, the evaluation system shall reflect a weighted grading scale to reflect the more rigorous nature of these courses. Grades received in these courses will be calculated as follows:

A = 5 Grade Points	D = 1 Grade Point B
= 4 Grade Points	F = 0 Grade Points C
= 3 Grade Points	

Pass/Fail Grading. With parental/guardian approval, students may elect to earn a "pass" or "fail" grade instead of an A-F letter grade in the following courses:

1. All courses taken in the Alternative Education Program.
2. All courses taken in the Special Education Program.
3. 9-12<sup>th</sup> grade non-college preparatory courses taken in summer school.

Students who receive a "pass" grade will acquire the appropriate semester units of credit for the course, and the grade will be counted in determining class rank or

honors list. Students who receive a “fail” grade will not receive course credit. Students shall receive a “pass/fail” grade for classes in which they serve as student aides unless predetermined goals and objectives related to specific content/subject-matter knowledge, skills, understandings and abilities are on file and have been approved by the building Principal.

Repeated Courses. With Principal approval, a student may repeat a course in order to raise their grade. The highest grade received will be the permanent grade on the student’s transcript. The student will receive credit for taking the course once.

Withdrawal from Courses. A student who drops a course during the first six (6) weeks of any semester may do so without any entry on their permanent student record. A student who drops a course after the first six (6) weeks of any semester shall receive an “F” grade on their permanent student record, unless otherwise decided by the building Principal because of extenuating circumstances.

Credit Review Sheets. All students in grades 9-12 will have a Credit Review sheet included in their cumulative folder. The Credit Review sheet will be up-dated at the end of each semester by the school counselor. Eighth (8<sup>th</sup>) grade students that have completed high school course requirements will receive high school credit and a Credit Review sheet placed in their cumulative folder.

Progress/Report Cards. Progress reports to students and parents/guardians are to be prepared and distributed mid-way through each grading quarter. Report cards will be issued quarterly for semester/yearly courses. For courses less than a semester in length, report cards will be issued at the end of each course. [BP/AR 5121]

### **Graduation Requirements**

Students shall receive diplomas of graduation from high school only after the meeting the following district graduation requirements, as well as successful completion of any required high school competency examination (post a score for the ACT, SAT or WorkKeys exams):

<u>Subject</u>	<u>Units of Credit</u>
English	4
Mathematics	3
Science	3
Social Science	3
Physical Education/Health	1.5
Technology	1
Electives	<u>6.5</u>
TOTAL:	<b>22</b>

An eighth (8<sup>th</sup>) grade student will be allowed to participate in their graduation exercises unless they are being retained, or the school administration has determined they should not be allowed to do so as a result of disciplinary action. [BP 6146.1; BP 6146.3; BP 6146.4; BP 6146.5]

### **Withholding Student Grades/Diplomas/Transcripts**

When school property has been willfully damaged or not returned upon demand, the school administration shall inform parents/guardians in writing of the responsible student's alleged misconduct and the reparation that is due. This notice shall include a statement that the district may withhold grades, progress reports, diploma or transcripts from the student and/or parents/guardians until reparation is made, except that records will be released to another school district to which the student has transferred. Upon notification that grades, diploma, and/or transcripts will be withheld, the student and/or parents/guardians may request an opportunity to meet with appropriate school officials to receive an explanation of the evidence of property damage and to provide their own evidence disputing the cause of the property damage and/or the amount of damage. This meeting must be requested within five (5) school working days of the students/parent's/guardian's receipt of the written notice, or the right to a meeting is waived. If the student and/or parent/guardian are unable to pay for the damages or return the school property, the administration shall provide a program of voluntary work for the student. When this voluntary work is successfully completed, the student's grades, diploma or transcripts will be released. Alternatively, the school administration may release grades, diplomas, and transcripts if a student and/or parents/guardians are unable to pay reparations due to severe financial hardship. [BP 5125.3]

### **Promotion/Acceleration/Retention**

The School Board desires to see students progress through school with their peers on grade level whenever possible. To accomplish this, instruction needs to accommodate the varying needs, interests and developmental growth patterns of each student and include research-based strategies for providing extra attention and/or assistance when needed.

Promotion. Students shall progress through the school system's grade levels by demonstrating growth in learning essential knowledge, skills, understandings and abilities. Progress toward high school graduation shall be based on student mastery of content/subject-matter curricular content standards in core academic course and electives and the attainment of the required number of graduation credits.

Acceleration. Acceleration is possible when high academic achievement is evident and clearly demonstrated. However, student social and emotional growth must also be considered prior to advancing a student to a higher grade.

Retention. Research clearly indicates that very few students benefit from being retained in grade and that alternatives to retention should always be seriously considered. When a teacher believes that student retention is necessary to meet the unique needs of a student, they shall consult with school administration who will in turn form a student study team to consider a student's academic, social and emotional performance. School administrators, specialists, teachers, and the student's parents/guardians shall be invited to participate on the student study team.

Before retaining a student, the building Principal shall determine that:

1. The student has not met grade level performance standards and expectations.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate treatment targeted to the student needs will be applied in addition to retention.
4. The student's parents/guardians have been timely notified and presented with the reasons for the retention recommendation. Parental/guardian agreement is suggested, but not required for retention.

Elementary School Retention:

A student, who has not performed satisfactorily in the core subject areas (reading, math, science, social studies) and/or has demonstrated a lack of readiness for advancement for the next grade level, may be considered for retention. Retention guidelines include:

1. Teacher meets with parents/guardians and describes the concern and issues that may lead to a recommendation to retain. An intervention plan is developed to help a student reach proper achievement levels. This meeting must occur by January, and the Building Principal must be notified of the likely intent to retain the student.
2. A student study team is convened to assist in the review and refinement of the intervention plan. Team should review student's cumulative folder to determine a) if the student has previously been retained and b) if any interventions implemented in prior years have been effective/ineffective.
3. Intervention plan is reviewed with parents/guardians each month.
4. Documentation of all meetings with parents/guardians is placed in the student's records.
5. Final decision to retain a student must be made by March 15<sup>th</sup>.
6. Parents/guardians are officially advised in writing of team's recommendation to retain by March 31<sup>st</sup>.
7. If a student is retained, a retention notice will be placed in the student's cumulative folder.
8. If a student is not retained, a monitoring program will be implemented for the ensuing school year. [BP/AR 5123]

### **Student Study Teams**

The School Board encourages the cooperation of parents/guardians, classroom teachers, resource personnel and administrators in studying the needs of students experiencing temporary academic, attendance or conduct/behavioral difficulties and in identifying effective and research-based strategies, methods and techniques that may resolve or alleviate these difficulties. The school administration should oversee the establishment and work of student study teams as part of the district's Response to Intervention Plan. [BP/AR 6164.5]

### **Activity Calendar**

All school sponsored activities requiring the usage of the school building and or related facilities must receive prior approval and clearance from the school administration at least five (5) to (10) days in advance of the proposed usage date. For maintenance and scheduling purposes, it is desirable that activities be placed on the school calendar prior to their announcement. A Proposed Activity/School Event form will need to be completed in advance and submitted to the Building Principal. (***Appendix U***)

### **Activity Eligibility**

Eligibility is a very important step in student participation in athletics and co-curricular activities. Teachers are to have current academic grades available for students by Monday of each week. The following procedure will be used by all teachers, advisors and coaches for determining eligibility:

1. On Mondays, before or after school, students pick-up eligibility forms at the school office (students are not to be released from class to pick these up).
2. Students take forms to teachers for current grades and signatures (before or after school).
3. At lunchtime on Wednesday, students turn in their eligibility forms to the school secretary.
4. The school secretary delivers the forms to the Building Principal.
5. By end of day Wednesday, an eligible student list is e-mailed to all teachers, advisors and coaches.
6. Advisors and coaches are responsible for informing students who are not eligible.
7. Weekly eligibility forms will be filed in the school office for documentation.

Teachers may not waive eligibility requirements. If a waiver is sought, it may be granted only by the site administrator. See the **Student Handbook** for specific information regarding athletic/activity eligibility.

## **Public Performances**

The School Board recognizes that educational and personal values accrue from student participation in civic and community affairs. School Principals may authorize public performances by students when they contribute to the overall educational process and are consistent with Board policies and administrative regulations.

Students may, with administrative approval, participate in public events which:

1. Are sponsored by the school district or school-related organizations on behalf of the schools.
2. Are organized by non-profit organizations for worthwhile purposes.
3. Are public events of community, district, state or national interest of sufficient breadth to enlist generally sympathy and cooperation or in recognition of special days of observance.

Students and student groups may not participate in public events which:

1. Are for the purpose of private gain or for the advertising of commercial projects or products.
2. Are primarily for the furtherance of any political/partisan interest.
3. Are primarily for the furtherance of any sectarian concern.
4. Cause an undue amount of interference with regular school programs and supporting activities and/or cause an excessive amount of absence due to rehearsal or preparation. [BP/AR 1322]

## **Awards**

Students. The School Board encourages excellence in all that students do and wishes to publicly recognize students for their unique and exemplary achievements in academic, c-curricular and community service activities. Student awards and recognition may include verbal recognition, a letter, certificate or Board resolution, a public ceremony, or a sum of money.

Staff. The Board discourages students and parents/guardians from giving gifts to staff members but rather encourages them to write personal notes of appreciation. Staff accepting gifts from students or parents/guardians should be sensitive to the feelings of other students and use discretion if gifts are opened in front of others. [BP 5126; BP 5133]

## **Student Store**

The student store is a well-appreciated entrepreneurship opportunity for students and very popular activity for students, staff and community members. Items may be purchased briefly in the morning, during the lunch hour and after school. However, food and beverages must be consumed in the Elder's Hall. Hours of operation will be posted by school administration. Student stores cannot be operated in competition



with the National School Lunch and Breakfast program, therefore all student stores can only be open 30 minutes before/after breakfast has been served and 30 minutes before/after lunch has been served. If the district has received a waiver request from the Department of Education and Early Development, each site may open the school store for a maximum of 25 days to sell food items which do not meet the National School Lunch and Breakfast program nutrition standards for the purpose of fundraising for student activities and athletics. However, the store must still abide by the breakfast/lunch time limitations on fundraising days.

## **APPENDIX A**

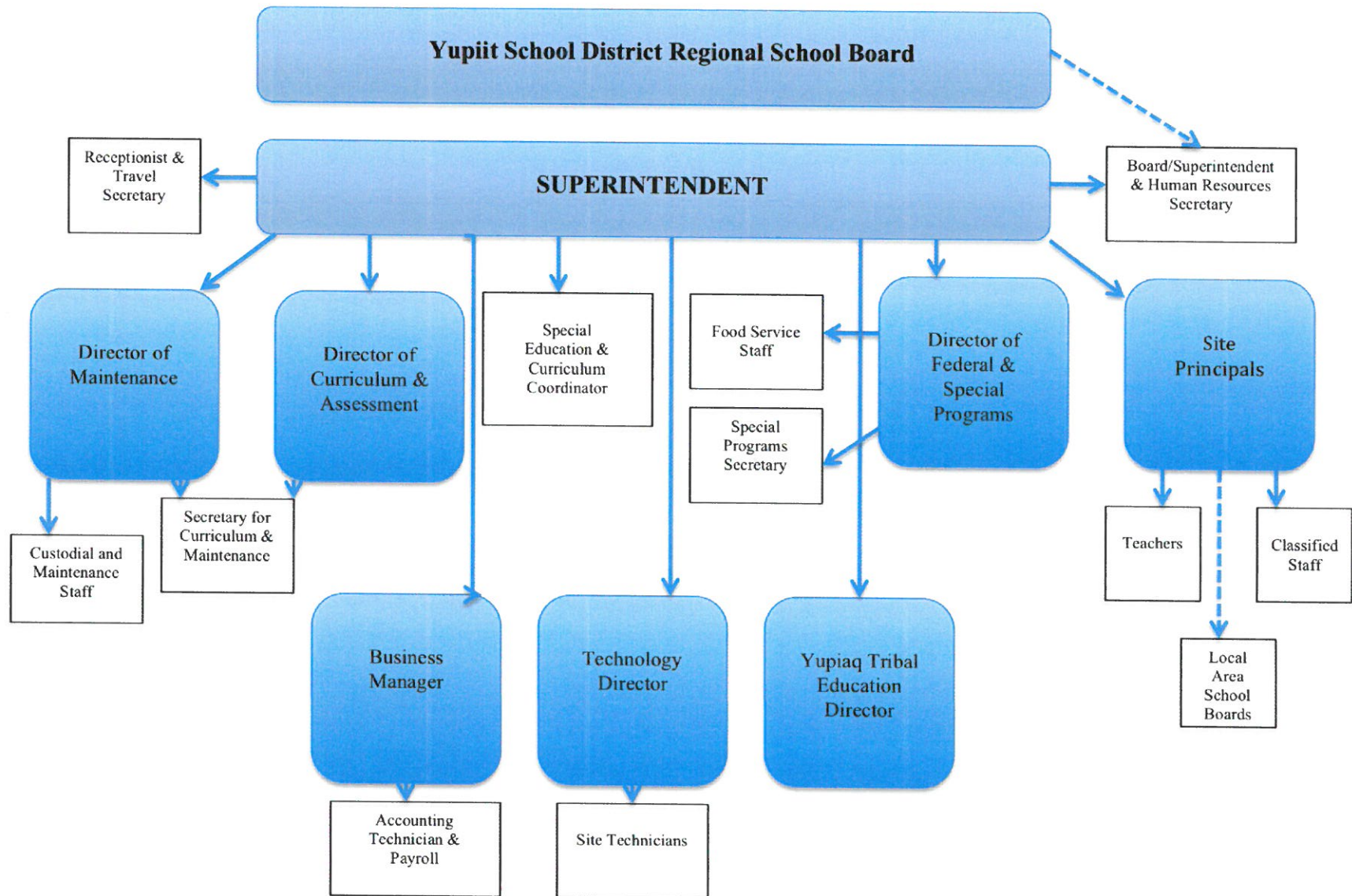
### **Certified Teacher Handbook Acknowledgement**

By signing this Certified Teacher Handbook Acknowledgement page, I attest that I have received, read and understand the 2016-2017 Yupiit School District Certified Teacher Handbook.

\_\_\_\_\_  
Print Teacher's Name

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date



# Appendix C

District: Yupit School District / School: DISTRICT WIDE  
2016-2017 School Calendar

'FY2016-2017 School Year'

Approved By: Yupit School Title: Board of Education  
[170] Student days [10] Inservice days [180] Total

LEGEND	
C	School Closes
O	School Opens
E	End of Quarter
S	Saturday School
H	Legal Holiday
T	Testing
I	Inservice Day
V	Vacation Day
M	Meeting
W	Teacher Workday
N	Not Meeting
□	Emergency Closure Day

July 2016							August 2016							September 2016							October 2016							
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31																					30	31						
Number of Inservice Days: 0 Number of Student Days: 0 Number of Teacher Days: 0							Number of Inservice Days: 1 Number of Student Days: 16 Number of Teacher Days: 19							Number of Inservice Days: 3 Number of Student Days: 18 Number of Teacher Days: 21							Number of Inservice Days: 1 Number of Student Days: 19 Number of Teacher Days: 20							
November 2016							December 2016							January 2017							February 2017							
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March 2017							April 2017							May 2017							June 2017							
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
	V	V	V	V	V							V							C	W								
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
				M	M			I																				
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		
															H													
Number of Inservice Days: 1 Number of Student Days: 17 Number of Teacher Days: 18							Number of Inservice Days: 1 Number of Student Days: 18 Number of Teacher Days: 19							Number of Inservice Days: 0 Number of Student Days: 14 Number of Teacher Days: 15							Number of Inservice Days: 0 Number of Student Days: 0 Number of Teacher Days: 0							

# **APPENDIX D**

E 4020

## **Drug and Alcohol-Free Workplace** **Notice to Employees**

YOU ARE HEREBY NOTIFIED that it is a violation of School Board policy for any employee at a school district workplace to unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug, or controlled substance as defined in the Controlled Substance Act and Code of Federal Regulations.

“School district workplace” is defined as any place where school district work is performed, including a school building or other school premises; any school-owned or school-approved vehicle used to transport students or employees to and from school or school activities; any off-school sites when accommodating a school-sponsored or school-approved activity or function, such as a field trip or athletic event, where students are under the jurisdiction; or during any period of time when an employee is supervising students on behalf of the district or otherwise engaged in district business.

As a condition of your continued employment with the district, you will comply with the district’s policy on Drug and Alcohol-Free Workplace and will, any time you are convicted of any criminal alcohol statute violation occurring in the workplace, notify your immediate supervisor and/or school administration of this conviction no later than five (5) days after such conviction.

# APPENDIX E

E 4119.42

4219.42

4319.42

## Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

---

Signature

---

Employee Name (please print)

---

Date

# **APPENDIX F**

E 6161.4 (c-d)

## **Agreement of Acceptable Use of the Internet**

You are being given access to the District's electronic communications system. Through this system, you will be able to communicate with other schools, colleges, organizations, and provide people around the world through the Internet and other electronic information systems/networks. You will have access to thousands of databases, libraries and computer services all over the world.

With this opportunity comes responsibility. It is important that you read the District Board policies and administrative rules and regulations, and this agreement form and ask questions if you need help in better understanding them. Inappropriate system use will result in the loss of the privilege to use this educational tool.

### **Rules for Appropriate Use**

1. You may be assigned an individual account, and you are responsible for not sharing the password for that account with others.
2. You will be held responsible at all times for the proper use of your account, and the District may suspend and/or revoke your access if you violate policies, rules, regulations and/or procedures.
3. Remember that others who receive e-mail from you with a school address might think your message represents the school's point of view.

### **Inappropriate Uses**

1. Using the system for any illegal purposes.
2. Borrowing someone's account without permission.
3. Downloading or using copyrighted information without the permission from the copyright holder.

4. Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
5. Wasting school resources through improper use of the computer system.
6. Gaining unauthorized access to restricted information and resources.

**Consequences for Inappropriate Use**

1. Suspension of access to system.
2. Revocation of the computer system account.
3. Other legal action, in accordance with applicable laws.

I understand that my computer use is not private and that district administration may be monitoring my activity on the district's computer system.

I have read the district's electronic communications system policy and administrative rules, regulations and procedures and agree to abide by their provisions. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the district's policy and administrative regulations.

---

Employee Signature

---

Employee Name (please print)

---

Date



# **APPENDIX G**

BP 4119.23

4219.23

4319.23

## **Confidentiality**

Yupit School District Board Policy 4119.23, 4219.23 and 4319.23 (Unauthorized Release of Confidential Information) states:

District employees shall maintain the confidentiality of all confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure.

Best practice encourages all staff to understand the importance of confidentiality as it relates to student information.

Student medical, personal and educational records are confidential and are not to be discussed in the community or with non-members of the students' educational team. In addition records should not be disclosed to any person or entity not affiliated with the school district unless a parental release has been signed.

### **General Rules of Confidentiality**

1. Personally identifiable information includes: name of student, name of parent or other family member, address of student and family, personal identifier (SSN or student number), list of personal characteristics that would make the student's identity easily identifiable.
2. Special education records are "education records" and are considered confidential.
3. A parent can include: a natural parent, guardian, family member acting as a parent, surrogate parent, foster parent.

### **Staff Responsibility**

1. Must protect confidentiality of personally identifiable information at all times (collection, storage and destruction of information)
2. Must ensure confidentiality when using district email. Best practice would suggest that if it is necessary to discuss a student it is best to do so in person.

3. When sharing student information with a parent make sure that grades, test scores, etc. of other students is not visible.
4. Keep conversations regarding student academics or behavior in private locations. Don't chat in the hallways, office or teacher workrooms.
5. Don't talk about a specific child where other children can hear the information.
6. Be careful when you are at the store, laundromat, or other community location. Don't discuss students in public (even when a parent wants to discuss their child with you).
7. Make sure that collaborative logs do not include full names of students (use initials).
8. Keep student information (working files, portions of IEP, etc.) in a secure cabinet or in such a manner, so that others do not have access to confidential information.

I have been presented general guidance on confidentiality and understand my responsibility as a Yupiit School District employee.

---

Employee Signature

---

Employee Name (please print)

---

Date

# Appendix H

## Yupiiit School District 2016-2017 188 Day Teacher Salary Schedule

Step	BA	BA+18	BA+36 MA	BA+54 MA	BA+72 MA+36
0	50,433	52,881	55,329	57,777	60,225
1	52,881	55,329	57,777	60,225	62,673
2	55,329	57,777	60,225	62,673	65,121
3	57,777	60,225	62,673	65,121	67,569
4	60,225	62,673	65,121	67,569	70,017
5	62,673	65,121	67,569	70,017	72,465
6	65,121	67,569	70,017	72,465	74,913
7	67,569	70,017	72,465	74,913	77,361
8	70,017	72,465	74,913	77,361	79,809
9		74,913	77,361	79,809	82,257
10			79,809	82,257	84,705
11				84,705	87,153
12					89,601

## Yupiiit School District 2017-2018 188 Day Teacher Salary Schedule

Step	BA	BA+18	BA+36 MA	BA+54 MA	BA+72 MA+36
0	51,442	53,938	56,435	58,932	61,429
1	53,938	56,435	58,932	61,429	63,926
2	56,435	58,932	61,429	63,926	66,423
3	58,932	61,429	63,926	66,423	68,920
4	61,429	63,926	66,423	68,920	71,417
5	63,926	66,423	68,920	71,417	73,914
6	66,423	68,920	71,417	73,914	76,411
7	68,920	71,417	73,914	76,411	78,908
8	71,417	73,914	76,411	78,908	81,405
9		76,411	78,908	81,405	83,902
10			81,405	83,902	86,399
11				86,399	88,896
12					91,393

# Appendix I

## Yupiit School District

P.O. Box 51190

Akiachak, AK 99551

### PAY ADVANCE REQUEST FORM

Transmit this pay advance request to the payroll department at the Business Office

By Yupiit School Board Policy:

1. A maximum of two (2) pay advances are allowed each fiscal year (July to June).
2. No pay advances two (2) days before or after a payday.
3. Pay advance request form must be received two (2) days before date of regularly scheduled check run. (Regular check run is every other Wednesdays).
4. Up to one-half (1/2) of the expected net pay may be requested.
5. ALL pay advances must be deducted from the next pay one (1) or two (2) paychecks.
6. No pay advance can be processed prior to the actual beginning of employment.
7. Temporary/Substitute employees are ineligible for pay advances

Please process a pay advance for \_\_\_\_\_  
Name Soc. Sec. #

\_\_\_\_\_ Vendor #  
in the amount of \_\_\_\_\_ and have the check ready by \_\_\_\_\_.

Deduct this amount from my next one (1) or two (2) checks.

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Employee \_\_\_\_\_ Date \_\_\_\_\_

BUSINESS OFFICE – CHARGE TO ACCOUNT CODE 100....734

1. Pay advance approved and invoice entered \_\_\_\_\_
2. Payroll deduction entered \_\_\_\_\_
3. Pay advance disapproved and reason transmitted to employee

Business Office

Original: Payroll File  
Copy: Employee

# Appendix J



## YUPIIT SCHOOL DISTRICT HOUSING UNIT CONDITION REPORT

SITE: \_\_\_\_\_ HOUSING UNIT: \_\_\_\_\_ KEY(S)\*: \_\_\_\_\_

	Qty @		Qty @		Cost to Repair/Replace
	Check-in	Condition	Check-out	Condition	
<b>Living Room</b>					
Sofa					\$100/\$800
Loveseat					\$100/\$700
Recliner					\$75/\$400
End table					\$50/\$100
Coffee Table					\$50/\$200
Entertainment Center					\$100/\$500
Lamps					/ \$100 ea.
Wall or door					\$200 wall/\$300 door
Floor/Carpet					\$200/\$1,500
<b>Kitchen</b>					
Table					\$100/\$600
Chairs					\$50 ea Replace
Refridgerator					\$800 Replace
Stove/Range					\$100/\$600
Washer					\$50/\$500
Dryer					\$50/\$500
Wall or door					\$200 wall/\$300 door
Floor/Carpet					\$200/\$1,500
Window(s)					\$300-\$500 ea.
<b>Master Bedroom</b>					
Bed*					\$800 Replace
Dresser _ drawer					/ \$400-800
Dresser _ drawer					/ \$400-800
Night Stand					/ \$100 ea.
Mirror					/ \$200
Bookshelf					/ \$200-800
Wall or door					\$200 wall/\$300 door
Floor/Carpet					\$200/\$1,500
Window(s)					\$300-\$500 ea.
<b>Bedroom 1</b>					
Bed*					/ \$400-800
Dresser _ drawer					/ \$400-800
Dresser _ drawer					/ \$400-800
Bookshelf					/ \$400-800
Wall or door					\$200 wall/\$300 door
Floor/Carpet					\$200/\$1,500
Window(s)					\$300-\$500 ea.
<b>Bedroom 2</b>					
Bed*					/ \$400-800
Dresser _ drawer					/ \$200-800
Wall or door					\$200 wall/\$300 door
Floor/Carpet					\$200/\$1,500
Window(s)					\$300-\$500 ea.
<b>Other - specify:</b>					
_____					
_____					
_____					

\*Bed \$800 Queen, \$500 Full, \$400 Twin      \*Lost Key Replacement \$200 ea

Check-in: \_\_\_\_\_  
 TENANT SIGNATURE                      DATE                      SITE ADMIN./MAINT. SIGNATURE                      DATE

Check-out: \_\_\_\_\_  
 TENANT SIGNATURE\*                      DATE                      SITE ADMIN./MAINT. SIGNATURE                      DATE

New Address: \_\_\_\_\_  
 \_\_\_\_\_

Email: \_\_\_\_\_

FOR OFFICE USE ONLY:	
D.O. RECEIVED @ CHECK-IN	DATE
D.O. RECEIVED @ CHECK-OUT	DATE
NOTES:	

White - YSD District Office; Yellow - Site Administrator/Maintenance; Pink - Tenant @ check-out; Goldenrod - Tenant @ check-in

# **APPENDIX K**

E 4119.21 (a-c)

## **Code of Ethics/Teaching Standards**

The following Code of Ethics and professional Teaching Standards of the Professional Teaching Practices Commission governs all members of the teaching profession. A violation of this section constitutes grounds for revocation or suspension of certification as provided in AS 14.20.030. In fulfilling obligations to students, and educator:

1. May not restrain a student from independent action in the student's pursuit of learning or deny the student access to varying points of view without reasonable cause.
2. May not deliberately suppress or distort subject-matter relevant to a student's progress.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. May not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator.
5. May not expose a student to unnecessary embarrassment or disparagement.
6. May not harass, discriminate against, or grant discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on those grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds.
7. May not use professional relationships with students for private advantage or gain.

8. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves a compelling professional purpose, or is required by law.
9. Shall accord just and equitable treatment of all students as they exercise their educational rights and responsibilities.

In fulfilling obligations to the public, and educator:

1. May not misrepresent an institution or organization with which the educator is affiliated.
2. Shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institutional or organization with which the educator is affiliated.
3. May not knowingly distort or misrepresent facts concerning educational matters in direct and indirect public expressions.
4. May not interfere with a colleague's exercise of political or citizenship rights and responsibilities.
5. May not use institutional privileges for private gain, to promote political candidates, or for partisan political activities.
6. May not accept a gratuity, gift or favor that might influence or appear to influence professional judgment, nor offer a gratuity, gift, or favor to obtain special advantage.

In fulfilling obligations to the profession, an educator:

1. May not discriminate on the grounds of race, color, creed, sex, or national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or professional evaluation.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. May not use coercive means or promise special treatment in order influence professional decisions of colleagues.
4. May not sexually harass a fellow employee.

5. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose.
6. Shall provide upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment.
7. May not deliberately misrepresent the educator's or another's professional qualifications.
8. May not submit fraudulent information on any document in connection with professional activities.
9. May not knowingly distort an evaluation of the educator's or another's professional performance.
10. May not intentionally make a false or malicious statement about a colleague's professional performance.
11. May not intentionally file a false or malicious complaint with the commission.
12. May not seek reprisal against an individual who has filed a complaint, provided testimony, or given other assistance in support of a complaint filed with the commission.
13. Shall cooperate fully and honestly in investigations and hearings of the commission.
14. May not knowingly withhold or distort information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
15. May not unlawfully breach a professional employment contract.
16. Shall conduct professional business through appropriate channels.
17. May not assign tasks to unqualified personnel.
18. May not continue in or seek professional employment while unfit due to:
  - a. Use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues.
  - b. Physical or mental disability that impairs the educator's competence or the safety of students or colleagues.



# **APPENDIX L**

## Yupiit School District Chaperone Responsibilities

### **Chaperone Behavior:**

**Chaperones are expected to set an example of proper behavior. In addition, chaperones are expected to:**

- Supervise and be available to students at all times during travel.
- Remain physically present with students during the entire trip unless another district chaperone is present and have a buddy system for student safety.
- Enforce all YSD activity travel procedures and report all violations of rules to the appropriate Principal(s) as soon as possible after a violation.
- Not use and/or possess alcohol, illegal drugs and tobacco during the duration of the trip. Appropriate disciplinary action may be taken for any infraction.
- Limit student contact with adults who are a) not designated chaperones or b) not part of the designated activity.
- Not transport students in personal vehicles, vehicles which are rented by the chaperone for personal use, or in vehicles of acquaintances of the chaperone.
- Not conduct personal errands or business while chaperoning students.

### **Travel/Student Documents:**

- The chaperone will keep and assume responsibility for all travel documents for each member of the group and aid the airline (pilot) whenever possible with things such as luggage handling and weight distribution.
- Chaperones should keep copies of student emergency contact information and medical information document on hand at all times

### **Rescheduling:**

- All rescheduling of travel shall be coordinated through the District office. It is the chaperone's responsibility to notify the site administrator of any changes in travel arrangements.

### **Student Preparation**

- Chaperone shall insure that all students are given a packing list
- Chaperones should insure that all students have adequate clothing in case of emergencies (snow pants, boots, etc.)
- Chaperones should insure that all students have a form of identification (Tribal ID recommended). Required for students over the age of 18.

### **Student Behavior:**

- Chaperones will explain all rules to students prior to leaving on a trip.
- The chaperone (after consultation with the Building Principal or the District Office) has the right to turn a student over to the police or juvenile authorities when, in their judgment, they are unable to control the student or the student presents a danger to others.

# APPENDIX L

- It is the responsibility of the chaperone to immediately notify the site administrator if the student is having medical problems, being held by the police, or involved in an accident.
- If, in the judgment of the chaperone, after consultation with the site administrator (or District office administrator in the absence of the Principal) it is determined the student should not continue with the group, arrangements will be made for the student to return home.
- It will be the responsibility of the chaperone (after consultation with the Site Administrator or District Office) to determine if a student has violated the Student Code of Conduct. The Site Administrator may impose appropriate discipline upon the student upon return to school.
- Chaperones will be responsible for knowing the exact whereabouts of students on a trip at all times.
- Curfew will be set and enforced by chaperones.

The undersigned understand the responsibilities and expectations for Yupiit School District personnel acting as chaperones.

\_\_\_\_\_  
Chaperone Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Chaperone Name

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*In the event a chaperone must transfer responsibility for students to another chaperone, the Site Principal must be notified, and the new chaperone must sign a Chaperone Form. The section below should also be completed.*

\_\_\_\_\_ hereby note that responsibility for students was  
(Name of New Chaperone)

transferred to me by \_\_\_\_\_ on \_\_\_\_\_.  
(Name of Original Chaperone) (Date)



# APPENDIX N

E 1250

## Waiver of Liability for Volunteers

NOTE: The Yupiiit School District from time to time provides opportunities for members of the community to volunteer services to the school district. However, the school district does not provide liability insurance coverage to non-district personnel serving in voluntary positions with the district. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the school district and to document the volunteer's acknowledgement that they are providing volunteer service at their own risk.

By executing this waiver, the volunteer:

1. Acknowledges that the Yupiiit School District does not provide insurance coverage for the volunteer for loss, injuries, illness, or death resulting from the volunteer's unpaid service to the school district.
2. Agrees to assume all risk for death or any loss, injury, illness or damage, of any nature or kind, arising out of the volunteer's supervised or unsupervised service to the school district.
3. Agrees to waive any and all claims against the school district, or its officers, Board members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer's supervised or unsupervised service to the school district.
4. Agrees that this waiver is effective whether the death, loss, damage, illness or injury is the result of the negligent, intentional or unintentional acts of the district, any district employee, officer, Board member, or agent, or that of any other volunteer working for, or on behalf of the school district, and further agrees to waive any and all claims against the school district, of any nature of kind, for damages arising out of the volunteer's service to the school district.

By my signature below, I hereby certify that I have carefully read this waiver, and that I am making this waiver knowingly, without coercion or duress.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

# Appendix O

## Yupit School District Travel Request

Name: \_\_\_\_\_ YSD Location: \_\_\_\_\_ DOB: \_\_\_\_\_  
(As it appears on ID)

Address: \_\_\_\_\_

Purpose of Travel: \_\_\_\_\_

Dates of Event (Attach agenda): \_\_\_\_\_

Travel From: \_\_\_\_\_ on (date): \_\_\_\_\_ To: \_\_\_\_\_ Time: \_\_\_\_\_

Return date: \_\_\_\_\_ Time: \_\_\_\_\_

Number of Bags: \_\_\_\_\_

Travel Confirmation Number: \_\_\_\_\_

Hotel: \_\_\_\_\_ Number of Nights: \_\_\_\_\_

Reservation Confirmation Number: \_\_\_\_\_

Conference Registration: Provide website if available.

Per Diem: (12.00 - breakfast, 16.00 - lunch, 32.00 - dinner)  
Reimbursement cannot include meals provided with conference/meeting/training.

	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Total
Breakfast	___	___	___	___	___	___	___	_____
Lunch	___	___	___	___	___	___	___	_____
Dinner	___	___	___	___	___	___	___	_____
							Total	_____

Taxi: 60.00 for out-of-district trips \_\_\_\_\_

Other (Please specify)  
Reimbursed upon return with receipts.

\_\_\_\_\_  
\_\_\_\_\_

Total Requested: \_\_\_\_\_

Other trip details such as other travelers, preferred flights etc. (Special requests may be made however travel will be arranged for efficiency of time and costs.)

\_\_\_\_\_  
\_\_\_\_\_

Account Code: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_

Signature of Director or Superintendent: \_\_\_\_\_



# APPENDIX Q

E 3512

## Equipment Lending Agreement

### Equipment To Be Borrowed

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Date Needed: \_\_\_\_\_ Date To Be Returned: \_\_\_\_\_

From: \_\_\_\_\_  
(School/Employee)

Borrower: \_\_\_\_\_  
(Individual/Organization)

Individual responsible for above borrowed equipment: \_\_\_\_\_

AGREEMENT: I \_\_\_\_\_, agree to return all borrowed equipment in the same condition as when borrowed and to reimburse the school district for any damages which might occur through usage during the period of lending.

\_\_\_\_\_  
Borrower's Signature

\_\_\_\_\_  
Date

# Appendix R

## **YSD VIDEO APPROVAL FORM**

Note: Individual approval is not required for videos from pre-approved educational video streaming sites. Please submit URL for video streaming site to your principal for approval at the beginning of the year.

Teacher's Name \_\_\_\_\_

Date Submitted \_\_\_\_\_

Expected Video Viewing Date \_\_\_\_\_

Video Rating \_\_\_\_\_

Approximate Number of Minutes of Video or Clip to be shown: \_\_\_\_\_

Title of Video: \_\_\_\_\_

What are the curriculum/course objectives or Alaska state standards to be met using this video?

Alternative Assignment (for students whose parent/guardians do not wish student to view video):

Please describe (or attach) activities that will be used during the movie and list any follow-up activities that will be used to enhance the instructional value of the movie:

I certify that parents/guardians have been informed of the planned use of this video.

Teacher signature \_\_\_\_\_

Administrator approval: \_\_\_\_\_



# Appendix S

## YSD FIELDTRIP REQUEST

Today's Date \_\_\_\_\_ Teacher requesting Fieldtrip \_\_\_\_\_

Class/Club/Athletic Team \_\_\_\_\_

Approximate number of students \_\_\_\_ Number of Adults \_\_\_\_

Name of Event \_\_\_\_\_

Date of Fieldtrip \_\_\_\_\_ Destination \_\_\_\_\_

Time of Departure from school \_\_\_\_ Time of return to school \_\_\_\_\_

Names of adults supervising this fieldtrip:

What means of transportation will be used?

Approximate cost of field trip (travel costs, admission/registration fees, lodging/meals, etc.):

**Purpose of Fieldtrip:** Brief explanation of the activity/event, which students will be attending, and the reason for student to attend. If this is an academic field trip, describe how the field trip relates to the specific course/curriculum objectives.

Source of Funds for Field Trip (site improvement funds, student activity funds, etc.)

Administrative Approval \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX T

BP 5141

## Student Accident Report

**AIG LIFE INSURANCE COMPANY**

### NOTIFICATION OF INJURY

FOR OFFICE USE ONLY

**MAIL CLAIM FORM TO:  
MAKSIN MANAGEMENT CORP.  
CN 98000  
PENNSAUKEN, NJ 08110  
(800) 257-6250**

Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

Policy Number
Reference Number
Coverage Code

SEE CLAIM INSTRUCTIONS ON THE BACK OF THIS FORM.

<b>PART I – SCHOOL REPORT</b>							
1. Name of School				2. School District			
3. Name of Student Last		First		Middle Initial		4. Social Security No.	5. Grade
						6. Birthdate	7. Sex
8. Nature of Injury (Please describe fully indicating what part of body was injured – e.g. broken arm, sprained ankle, etc.)							
9. Describe how accident occurred. (Give all possible details.) <b>MUST BE A BODILY INJURY DUE TO ACCIDENT.</b>							
9A. Was the accident school-related? <input type="checkbox"/> Yes <input type="checkbox"/> No							
10. Did Accident Occur:			Yes		No		11. a) Date of Accident
a) While claimant was supervised			<input type="checkbox"/>		<input type="checkbox"/>		12. Name of Activity
b) During sponsored activity			<input type="checkbox"/>		<input type="checkbox"/>		
c) During programmed hours			<input type="checkbox"/>		<input type="checkbox"/>		
d) On activity premises			<input type="checkbox"/>		<input type="checkbox"/>		
e) While traveling directly and un-interruptedly to or from home premises and school for regular school sessions or school sponsored and supervised activities.			<input type="checkbox"/>		<input type="checkbox"/>		
							13. Name and Title of Supervisor
14. Signature of School Officer				15. Title		16. Date	
<b>NO CLAIM WILL BE PROCESSED UNLESS ALL INSTRUCTIONS ARE FOLLOWED AND FORM IS COMPLETED IN FULL</b>							
<b>PART II – TO BE COMPLETED BY PARENT OR GUARDIAN</b>							
1. Name of Father or Guardian				2. Social Security No.			
3. Name of Mother or Guardian				4. Social Security No.			
5. Address, City, State, of Parents or Guardian/or Claimant					5A. Telephone Number		
6A. Father or Guardian's Insurance Company(ies)			6B. Mother or Guardian's Insurance Company(ies)			Check One: <input type="checkbox"/> Individual <input type="checkbox"/> Group	
7A. Name, Address, City, State, and Phone Number of Father or Guardian's Employer				7B. Name, Address, City, State, and Phone Number of Mother or Guardian's Employer			
8. List other insurance policies under which claimant is insured Company						Policy No.	
1. _____						1A. _____	
2. _____						2A. _____	
						<input type="checkbox"/> Individual <input type="checkbox"/> Group	
<b>Affidavit:</b> I verify that the above statement on other insurance is accurate and complete. I understand that the intentional furnishing of incorrect information via the U.S. Mail may be fraudulent and violate federal laws as well as state laws.							
Signature of Parent or Guardian				Date			
<b>Authorization:</b> I hereby authorize any physician or hospital who has treated or attended the above claimant to furnish the insurance company or its representative any information requested. A photocopy of this authorization is to be considered valid.							
Signature of Insured (Parent or Guardian if Insured is under 18)						Date	

K-12

# APPENDIX U

## Proposed School Activity Event

Teacher: \_\_\_\_\_ Date submitted: \_\_\_\_\_

Activity Description: \_\_\_\_\_

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Activity Date(s): \_\_\_\_\_

Start/End Time: \_\_\_\_\_

Building Rooms/Areas requested: \_\_\_\_\_

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Names and/or number of students involved: \_\_\_\_\_

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Will you need the school vehicle? If so, what time and how long? \_\_\_\_\_

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Will you need to buy supplies or equipment? Are there any other expenditures expected?  
If yes to either question, please provide a budget of anticipated expenditures.

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Is this a fundraising activity? \_\_\_\_\_

If yes, please assure that you make arrangements with the school secretary for a money box.

If this activity is approved, Teacher must assure the following:

1. Notices are sent to staff and parents five to ten days in advance.
2. Kitchen staff, student store, and maintenance personnel are notified in advance (if needed).
3. Each group is responsible for clean-up after each activity.

\_\_\_\_ APPROVED                      \_\_\_\_ NOT APPROVED/REASON: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
SCHOOL ADMINISTRATOR

\_\_\_\_\_  
DATE

# Yupit School District

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



Date: May 19, 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. 2<sup>nd</sup> Reading of Proposed Administrative Regulation for Credit by Exam (CBE)
- ii. 2<sup>nd</sup> Reading of FY15 BP Updates;
- iii. 3<sup>rd</sup> Reading of FY15 BP Updates;

**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

### **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.

Added 6/23/16

## 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. The target rates are applicable to each school and to each subgroup with at least five students. 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 based on the high school graduation qualifying examination.

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 **July 1, 2021** 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 **July 1, 2021** 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.

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):*

Instruction

**GOALS AND OBJECTIVES (continued)**

BP 6010(b)

*Legal Reference:*

ALASKA STATUTES

*14.03.075 Highs school graduation requirements*

ALASKA ADMINISTRATIVE CODE

*4AAC 04.140 Content standards*

*4 AAC 06.825 Graduation and attendance rates*

*Revised 4/2014*



**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.
--

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.

**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)**

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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*

## STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (a)

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.

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY** (continued)

BP 5040 (b)

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).

**GRADUATION CEREMONIES AND ACTIVITIES**

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

**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:



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.

**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.
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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.
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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."
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**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*

May 16, 2016



## MEMORANDUM

TO: YSD Board of Education

FROM: Lucienne Smith, YSD Contracted CFO 

RE: **FY 2017 3<sup>rd</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 3rd 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. There have been no changes to this budget from the 2<sup>nd</sup> Proposed budget.

### **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 budgeted at a 10% increase and there is an additional placeholder for the additional 2% increased that was recently quoted by YSD's insurance broker. This is the first increased in 4 years.

**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, year round, 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 and the district is assisting the City of Akiak in its annual purchase of fuel.

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**

**3rd Proposed Budget**

**May 26, 2016**

## Yupit School District

### Revenue Budget Revision

FY 2017 3rd Proposed Budget

	<u>FY 2016 Approved Budget</u>	<u>Revised FY 2016 Budget</u>	<u>3rd 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*	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>	<u>-</u>
FUND TOTAL	<u>\$ 13,358,067</u>	<u>\$ 12,991,525</u>	<u>\$ 12,962,493</u>	<u>\$ (29,032)</u>
<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	<u>191,998</u>	<u>90,526</u>	<u>181,204</u>	<u>90,678</u>
FUND TOTAL	<u>\$ 577,422</u>	<u>\$ 521,630</u>	<u>\$ 614,080</u>	<u>\$ 92,450</u>
<b>FUND 390: Employee Housing</b>				
Local Revenues	401,881	324,510	324,510	-
Transfer from the General Fund	<u>329,054</u>	<u>461,877</u>	<u>373,581</u>	<u>(88,296)</u>
FUND TOTAL	<u>\$ 730,935</u>	<u>\$ 786,387</u>	<u>\$ 698,091</u>	<u>\$ (88,296)</u>
<b>TOTAL REVENUE</b>	<u><u>\$ 14,666,424</u></u>	<u><u>\$ 14,299,542</u></u>	<u><u>\$ 14,274,664</u></u>	<u><u>\$ (24,878)</u></u>

## Yupit School District

### Expenditure Summary by Function

#### FY 2017 3rd Proposed Budget

Function	FY 2016 Approved Budget	Revised FY 2016 Budget	3rd 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 3rd Proposed Budget

**Location 010**

	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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
Fund Total	<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 3rd Proposed Budget

### Location 010 Akiachak

Akiachak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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	3rd 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>						
100.010.511..	324	NonCert-Support † \$33,000 RSB, \$9,000 LASB	3,000	3,000	4,613	1,613
100.010.511..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	342	342	353	11
100.010.511..	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	3rd 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 3rd Proposed Budget

**Location 011**

	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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 3rd Proposed Budget

### Location 011 Akiak

Akiak			Approved	Revised	3rd Proposed	Budget	
Account Code	Description	Comments	FY 2016 Budget	FY 2016 Budget	FY 2017 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 mainten		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	3rd 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>						
100.011.511.	324	NonCert-Support Staff	3,000	3,000	4,613	1,613
100.011.511.	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)	342	342	353	11
100.011.511.	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	3rd 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 3rd Proposed Budget

## Location 012

	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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 3rd Proposed Budget

### Location 012 Tuluksak

Tuluksak Account Code	Description	Comments	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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	3rd 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>							
100.012.511..	324	NonCert-Support Staff		3,000	3,000	4,613	1,613
100.012.511..	360	Benefits: (Health, SS, Med, ESC, WC, TRS-PERS)		342	342	353	11
100.012.511..	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	3rd 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 3rd Proposed Budget

Location 500

	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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 3rd Proposed Budget

Account Code	Description	Approved FY 2016 Budget	Revised FY 2016 Budget	3rd 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	3rd Proposed FY 2017 Budget	Budget Change
<b>Total 220</b>	<b>Special Education Instruction - Support Svcs</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	3rd 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	3rd 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	3rd 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	3rd 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>



# Yupiiit School District

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



Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX. Action Item D (1) Strategic Plan Update

Tom Begich will facilitate the Strategic Plan meeting scheduled on June 22-23, 2016. The Administration recommends moving the Regular Board meeting scheduled on June 17<sup>th</sup> to June 23<sup>rd</sup>.

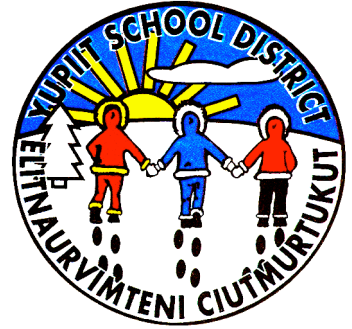
**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
Tel. (907) 765-4600

**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

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



Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX. Action Item E (1) Resignations

The Administration recommends the approval of the following resignations:

District-Wide Will Schlein Technology Director (Declined Contract Offer)

Akiachak Exenia Nick Special Ed Aide

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May 12, 2016

Dear Rayna,

Thank you for the generous contract offer. Unfortunately, at this time I will have to decline.

It was a difficult decision. I have enjoyed my time here and feel the IT structure in place is better than at the beginning of the school year. For sure not perfect but improving noticeably. Many long term staff have also noted that the technology is going smoother than ever. This success is due to input from many, many Yupiit staff.

The education plans set out by you and the board are exciting and I would like to help bring them into fruition. However, in this day and age where technology touches so many aspects of our lives it is very difficult for one person to be an expert in so many areas of expertise. I understand the school board's desire to have one full time employee to manage the entire system. In a larger district the system would likely be maintained by numerous specialists. In a smaller district like Yupiit, I think a better model is contracting with specialists as needed. With the decision to return to one full time position my feeling is the IT department will not have as good a chance to continue with the upward trajectory. It was my desire to make changes to the system in place this year to improve upon it based on management and staff input and observations I have made throughout the year. I respect your decision to go in a different direction but have to decline the offer 'as is' based on many factors.

Thanks again for the generous offers and if in the future you see possibilities for my services, don't hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Will Schlein', with a long horizontal flourish extending to the right.

Will Schlein  
907-299-3125

I am quitting my job to look for  
other jobs.

EXONERATED  
5-17-16

# Yupit School District

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



Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item E (2) Recommendations for Hire

The Administration recommends approval of the following hires:

District-Wide	2016-2017	Sharene Craft	Director Curric/Inst/Assess
Tuluksak	2016-2017	Jennifer Douglas	ELA
District-Wide	2016-2017	Alex Tatum	Business Manager

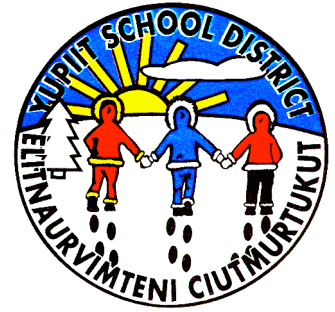
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# Yupit School District

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Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: IX Action Item E (3) R. Hartz modified work calendar

Rayna Harz requests the approval of the modified work days under the FY 2015/2016 contract.

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Rayna Hartz Contract Days May - June 2016

May-16							Jun-16						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
										OFF	OFF	OFF	
8	9	10	11	12	13	14	5	6	7	8	9	10	11
								OFF	OFF	OFF	OFF	OFF	
15	16	17	18	19	20	21	12	13	14	15	16	17	18
								ON SAME	ON SAME	ON	ON	ON	
22	23	24	25	26	27	28	19	20	21	22	23	24	25
								ON	ON	ON	ON	ON	
29	30	31					26	27	28	29	30	1	
	Holiday	OFF						OFF SAME	OFF SAME	OFF SAME	ON	Start Contract	

# Yupit School District

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



Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item F MOA Rainforest Mediation & Consultation

The Administration requests the approval of the MOA with Rainforest Mediation & Consultation for Special Education Psychological services.

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Tel. (907) 825-3616

**Tuluksak School**  
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Tel. (907) 695-5625



**Yupiit School District**  
P. O. Box 51190  
Akiachak, Alaska 99551  
(907)825-3600; Fax 1-877-825-9712

**MEMORANDUM OF AGREEMENT**

Contractor: Rainforest Mediation & Consultation, Doug Wessen E.I.N. #928243  
Address: P.O. Box 21282 City: Juneau St. Ak Zip: 99802  
Telephone: (907) 586-4834 (dougwessen@gmail.com)  
District Location: Districtwide Program: Special Education

**CONTRACT SCOPE & CONSIDERATION**

Purpose: To provide school psychology services to YSD.

Number of days: 15	at the daily rate of \$750.00	per day =	\$11,250.00
Travel: Juneau, AK to Bethel, AK (arranged by contractor)			\$ 2,500.00
Per Diem: \$35 a day in district x 15; \$60 x 8			\$ 1,005.00
Other: 6 paperwork days			\$ 3,000.00
Contingency Allowed: Travel days: \$200 per half day, \$400 per full day; hotel room if delayed due to weather or airline cancelation			\$ 2,000.00
<b>MAXIMUM COST:</b>			\$ 18,755.00

MAXIMUM AMOUNT authorized by this amount is: \$18,755.00. Payment will be made upon receipt of an APPROVED invoice which reference P. O. #. ACCOUNT CODE: 100.500.220.000.410

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 Juneau, AK to Bethel, AK must be made at least 3 weeks in advance. No additional charges for travel on days for which services are provided on site.

\* meal expenses reimbursed with receipts. Not to exceed \$60 daily when out of district.

TIME PERIOD COVERED:..... FROM: September 1, 2016 TO: May 1, 2017

Date Approved by Board:

Business Manager	Date	Originator	Date
Superintendent	Date	Contractor	Date

Revised 6/92

# Yupit School District

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



Date: May 19, 2016  
To: Regional School Board  
From: Rayna Hartz, Interim Superintendent  
Re: Action Item G RSB Meeting Schedule

The Administration requests the approval of the 2016-2017 Regional School Board Meeting Schedule

**Akiak School**  
P.O. Box 49  
Akiak, Alaska 99552  
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**Yupit School District  
Board of Education Meetings**

District Office at 10:00 AM

<b>3<sup>rd</sup> THURSDAY</b> <u>Meeting Date</u>	<b>2<sup>nd</sup> MONDAY</b> <u>Agenda Deadline</u>	<b>2<sup>nd</sup> WEDNESDAY</b> <u>Packet Information &amp; <b>Reports Due @ 8:00 AM</b></u>	<b>2<sup>nd</sup> FRIDAY</b> <u>Packets Distributed</u>
July 21, 2016	July 11, 2016	July 13, 2016	July 15, 2016
August 18, 2016	August 8, 2016	August 10, 2016	August 12, 2016
September 15, 2016	September 5, 2016	September 7, 2016	September 9, 2016
October 20, 2016	October 10, 2016	October 12, 2016	October 14, 2016
November 17, 2016	November 7, 2016	November 9, 2016	November 11, 2016
December 15, 2016	December 5, 2016	December 7, 2016	December 9, 2016
January 19, 2017	January 9, 2017	January 11, 2017	January 13, 2017
February 16, 2017	February 6, 2017	February 8, 2017	February 10, 2017
**March 23, 2017	March 13, 2017	March 15, 2017	March 17, 2017
April 20, 2017	April 10, 2017	April 12, 2017	April 14, 2017
**May 25, 2017	May 15, 2017	May 17, 2017	May 19, 2017
June 15, 2017	June 5, 2017	June 7, 2017	June 9, 2017

**BB 9320(a) Regular Meetings:** The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with an annual calendar of regular Board meetings and shall be notified of any changes to the calendar. The Board shall hold 1 regular meeting on the **3<sup>rd</sup> Thursday of each month**. Unless changed by the Board, regular meetings shall be held at 11:00 AM at the School Library. Notice of regular meetings shall be posted at least three days prior to the meeting. **\*\*not scheduled on 3<sup>rd</sup> Thursday**