

Yupiiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Committee Meetings and Work-sessions

During the last Special RSB meeting, the Board requested the Superintendent Survey be discussed during the November meeting to make changes.

Yupiit School District
Confidential Superintendent Feedback Survey

Please complete and return to:
Bonne James, RSB Secretary
Yupiit School District
PO Box 51190
Akiachak, AK 99551

Location: **Tuluksak** **Akiak** **Akiachak**

1: Leadership and District Culture

- 1.2 Promotes academic rigor that focuses on learning and excellence for schools.
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 1.4 Models learning for staff and students.
- 1.5 Promotes understanding and celebrating school/community cultures.
- 1.6 Promotes and expects a school based climate of tolerance, acceptance and civility.
- 1.7 Develops, implements, promotes and monitors continuous improvement processes.

D Unacceptable D Good D Outstanding D Not known

2: Policy and Governance

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships.
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools.
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

D Unacceptable O Good D Outstanding D Not known

3: Communications and Community Relations

- 3.1 Develops formal and informal techniques to gain external perceptions of district.
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of schooling.
- 3.4 Establishes effective school/ community relations, school/business partnerships and public service.
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

D Unacceptable D Good D Outstanding D Not known

4: Organizational Management

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring.
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs.
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

D Unacceptable D Good D Outstanding D Not known

Page 1 Comments:

5: Curriculum Planning Development

- 5.1 Develops core curriculum design and delivery system based on content and assessment standards and best practices.
- 5.2 Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
- 5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction.
- 5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
- 5.5 Assesses student progress using a variety of appropriate techniques.
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

D Unacceptable D Good D Outstanding D Not known

6: Instructional Leadership

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult (staff) learning.
- 6.2 Implements appropriate safety and security practices in schools.
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners.
- 6.4 Analyzes available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes.
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles.
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process.
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.

D Unacceptable D Good D Outstanding D Not known

7: Human Resources Management

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.
- 7.2 Identifies and applies appropriate policies, criteria , and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

D Unacceptable D Good D Outstanding D Not known

8: Values and Ethics of Leadership

- 8.1 Exhibits multicultural and ethnic understanding and sensitivity.
- 8.2 Describes role of schooling in a democratic society.
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity.
- 8.4 Models accepted moral and ethical standards in all interactions.
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues .
- 8.6 Promotes the establishment of moral and ethical practices in every classroom , every school, and throughout the district.

D Unacceptable D Good D Outstanding D Not known

Page 2 Comments:

Instructions for RSB Secretary.

1. Mail to all staff
2. Email to all staff
3. Post multiple copies in public locations
4. Collect surveys. Do not discuss with Superintendent or anyone else.
5. Cut off comment section to hide handwriting, and type all of these into a separate document.
 - a. Do not interpret or re-word
 - b. Put all comments in even if they are repeated by others
6. Provide all surveys and confidential comments to RSB for executive session.

The Confidential Survey to Include:

- I. How each individual site (Akiachak, Akiak, Tuluksak) can be improved in relation to staffing and their responsibilities.

2. How the Districtwide departments (i.e. Business Office, Maintenance Department, Food Service, Special Education, etc.) can better serve and improved the staff, staff, and community relations.

3. How can the Regional School Board and Local Advisory School Boards better serve the staff, students and community.

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 Secretary
Moses Peter, Board Member

Committee Meetings and Work-sessions

10:00 AM - District Survey

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska **DATE:** November 17, 2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
 - A. October 13, 2016 RSB Meeting
 - B. November 1, 2016 Special RSB Meeting
- VII. Correspondence:
 - A. Senator Hoffman
 - B. DEED FY2018 CIP Application Cost Adjustment (3 letters)
- VIII. Reports:
 - A. Attendance Report:
 - B. School Reports
 1. Akiachak
 2. Akiak
 3. Tuluksak
 - C. Tribal Education Department Report
 - D. Curriculum, Instruction, Assessment Report
 - E. Federal/Special Programs/Food Service Report
 - F. Business and Finance Report
 - G. Maintenance & Operations Report
 - H. Technology Director Report
 - I. Superintendent's Report
 - J. AFN – Student Presentation
 - K. Steward McDonald, KISD Partnership Presentation

IX. Action Items

A. 3rd Reading of BP Updates:

1. BP/AR/E 5128 Alaska Performance Scholarship Program
2. BP 5141.3 Health Examinations
3. BP 5141.4 Child Abuse and Neglect
4. BP 5141.41 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention
5. BP 5141.52 Suicide Prevention
6. BP 5145.3 Nondiscrimination
7. AR 5145.3 Transgender Students and Employees

B. 2nd Reading of BP Updates:

1. BP 5145.15 (a) Student and Family Privacy Rights
2. BP 6010 (a) Goals and Objectives
3. BP/AR 6114 (a) Crisis Response Plan
4. BP 6142.2 (a) Aids Instruction
5. BP 6146.1 (a) High School Graduation Requirements
6. BP/AR 6146.3 (a) College and Career Readiness Assessments
7. BP/AR/E 6171 (a) Title I Programs

C. OASIS Foundation

D. Enrollment Projection for FY2017-2018

E. New Hires:

1. Kaylin Charles, Federal/State Project Coordinator
2. Allan Lowe, Math/Science Akiak School

F. Resignation: Lott Egoak III, Custodian, Akiak School

G. Akiachak Senior Trip

X. Board Travel/Info:

XI. Public Comments

XII. Board Comments

XIII. Executive Session: Legal Matters

XIV. Next Regular Meeting: December 15, 2016

XV. Adjournment

Yupiit School District

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

Regional School Board

Akiachak

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

Akiak

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

Tuluksak

Noah Andrew, Secretary
 Moses Peter Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: October 13, 2016
 Village: Akiachak, Alaska

Committee Meeting & Work-session	<p>10:00 AM -- Board Policy Updates:</p> <ol style="list-style-type: none"> 1. BP 5145.15 (a) Student and Family Privacy Rights 2. BP/AR 6114 (a) Crisis Response Plan 3. BP 6142.2 (a) Aids Instruction 4. BP 6146.1 (a) High School Graduation Requirements 5. BP/AR 6146.3 (a) College and Career Readiness Assessments 6. BP/AR/E 6171 (a) Title I Programs 7. BP 6173 (a) Education for Gifted and Talented Students
Call to Order	<p>10:45 AM – Legislative Priorities and RSB Resolutions</p> <p>I. Call to Order: Chairman Kasayulie called the regular meeting of the Regional School Board to order at 1:01 PM.</p>
Roll Call	<p>II. Roll Call: Present:</p> <p>Willie Kasayulie, Chairman Samuel George, Treasurer Noah Andrew, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member</p>
Excused	<p>Ivan Ivan, Vice Chairman</p>
Invocation	<p>III. Invocation: Moses Owen rendered the invocation</p>
Recognition of Guests	<p>IV. Recognition of Guests: Rayna Hartz, Sharene Craft, Wayne Boggs, Jessica Vaudreuil, Alex Tatum, Charles Burns, David Macri, Doug Richards, Jim Hartz, Sophie Kasayulie and Bonnie James</p>

<p>Approval of Agenda</p>	<p>V. Approval of Agenda: Administration presents the September 15, 2016 Yupiit School District Regional School Board Agenda for approval.</p> <p>Motion, by Sam George, Seconded by Moses Owen to approve the agenda with additions to combine Legislative Priorities and RSB Resolutions under Action Item D; add J. MOU – Lisa Taylor, CPA; K. MOU – Transparent Language, Inc. Motion passed.</p>
<p>Approval of Minutes</p>	<p>VI. Approval of Minutes: The Administration presents the August 20, 2016 Yupiit School District Regional School Board Minutes for approval.</p> <p>Motion by Sam George, Seconded by Moses Peter to approve the Regular Board meeting Minutes for September 15, 2016 as presented. Motion passed.</p>
<p>Correspondence</p>	<p>VII. Correspondence:</p>
<p>Recess</p>	<p>Chairman Willie Kasayulie called for a Recess at 1:45 PM. Reconvened at 2:10 PM</p>
<p>Reports</p>	<p>VIII. Reports:</p> <p>A. Attendance Report: The handouts of the Attendance report was reviewed by the board.</p> <p>B. Superintendent’s Report: Rayna Hartz highlighted her board report.</p> <p>C. School Reports</p> <ol style="list-style-type: none"> 1. Akiachak: Doug Richards highlighted his report. 2. Akiak: Charles Burns highlighted his report. 3. Tuluksak: David Macri highlighted his report. <p>D. Curriculum, Instruction, Assessment Report: Sharene Craft highlighted her report.</p> <p>E. Federal/Special Programs Report: Wayne Boggs highlighted his report</p> <p>F. Business and Finance Report: Alex Tatum highlighted his report. Supt. Rayna Hartz read Lisa Taylor’s report.</p> <p>G. Maintenance & Operation Report: Jim Hartz highlighted his report</p> <p>H. Technology Director’s Report: Tim Bateman’s report was reviewed.</p>
<p>Action Items</p>	<p>IX. Action Items</p> <p>A. 3rd Reading of Board Updates:</p> <ol style="list-style-type: none"> 1. 1. BP 1331 Memorial Policy 2. BP 3550 Food Service 3. Recruitment and Selection 4. BP Certificated Staff Development 5. BP 4222 Teacher Aides/Paraprofessionals

Continue – Action Items

The Administration recommended the approval of the 3rd Reading of BP Updates.

Motion by Sam George, Seconded by Moses Peter to approve the 3rd Reading of BP Updates. Motion passed.

B. 2nd Reading of BP Updates:

1. BP/AR/E 5128 Alaska Performance Scholarship Program
2. BP 5141.3 Health Examinations
3. BP 5141.4 Child Abuse and Neglect
4. BP 5141.14 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention
5. BP 5141.52 Suicide Prevention
6. BP 5145.3 Nondiscrimination
7. AR 5145.3 Transgender Students and Employees

The Administration recommended the approval of the 2nd Reading of BP Updates.

Motion by Moses Peter, Seconded by Sam George to approve the 2nd Reading of BP Updates. Motion passed.

C. 1st Reading of BP Updates:

1. BP 5145.15 (a) Student and Family Privacy Rights
2. BP/AR 6114 (a) Crisis Response Plan
3. BP 6142.2 (a) Aids Instruction
4. BP 6146.1 (a) High School Graduation Requirements
5. BP/AR 6146.3 (a) College and Career Readiness Assessments
6. BP/AR/E 6171 (a) Title I Programs
7. BP 6173 (a) Education for Gifted and Talented Students

The Administration recommended the approval of the 1st Reading of BP Updates.

Motion by Sam George, Seconded by Moses Owen to approve the 1st Reading of BP Updates and the BP 5145.15 Student & Family Privacy Rights with option 1 and table BP/AR/E 6173 Education for Gifted and Talented Students to May 2017 Board Meeting. Motion carried and passed.

D. YSD Legislative Priorities and Regional School Board Resolutions

After discussion, the Board recommended to invite Senator Hoffman and the Representative Herron between now and December to discuss the YSD Legislative Priorities.

**Continue – Action
Items**

E. MOA – Akiachak Public Library

The Administration recommended the approval of the MOA – Akiachak Public Library.

Motion by Sam George, Seconded by Moses Peter to approve the MOA – Akiachak Public Library. Motion passed.

F. MOA – Akiak Public Library

The Administration recommended the approval of the MOA – Akiak Public Library.

Motion by Moses Peter, Seconded by Robert Charles to approve the MOA – Akiak Public Library. Motion passed.

G. MOU – Renfro Course Guide

The Administration recommended the approval of the MOU – Renfro Course Guide to partner in the development and implementation of an Outdoor Guide Course.

Motion by Sam George, Seconded by Robert Charles to approve the MOU-Renfro Course Guide as recommended by Administration. Motion passed with 5-1 votes. Motion passed.

H. New Hires

I. Resignations

The Administration recommended ratifying the poll vote on September 27, 2016 to accept the resignation for Alex Tatum, Business Manager effective October 23, 2016.

Motion by Moses Owen, Seconded by Sam George to approve to ratify the poll vote on September 27, 2016 to accept the resignation for Alex Tatum effective October 23, 2016. Motion passed.

J. MOU – Lisa Taylor, CPA

The Administration recommended the approval of the MOU – Lisa Taylor, CPA at the approximate amount of \$30,000.00 from October 15, 2016 through January 15, 2017. Motion passed.

K. MOU – Transparent Language, Inc.

The Administration recommended the approval of Transparent Languages, Inc. to make certain of its proprietary software and other intellectual property available to 7000 for use in preserving endangered languages.

Motion by Moses Peter, Seconded by Sam George to approve the MOU – Transparent Languages, Inc. at no charge. Motion passed.

	Motion by Moses Owen, Seconded by Sam George to suspend the rules to hear Sophie Kasayulie, Yupiaq Education report. Motion passed.				
Board Travel/Info	XII. Board Travel/Info: AASB Winter Boardmanship Academy – December 9-10, 2016 - tabled				
Public Comments	XIII. Public Comments				
Board Comments	XIV. Board Comments				
Executive Session	XV. Executive Session - none				
Next Meeting Regular Meeting	XVI. Next Regular Meeting: November 17, 2016				
Adjournment	XVII. Adjournment: Motion by Sam George, Seconded by Moses Owen to adjourn the meeting at 4:36 PM				
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">_____</td> <td style="width: 50%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Secretary</td> <td style="text-align: center;">Date</td> </tr> </table>	_____	_____	Secretary	Date
_____	_____				
Secretary	Date				

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
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Akiak

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

Tuluksak

Noah Andrew, Secretary
 Moses Peter, Board Member

Minutes of the Yupiit School District Special Regional Board of Education

Held: November 1, 2016
 Village: Akiachak, Alaska

<p>Call to Order</p> <p>Roll Call</p> <p>Invocation</p> <p>Oath of Office</p>	<p>I. Call to Order: Acting Chairman Kasayulie called the regular meeting of the Regional School Board to order at 10:36 AM</p> <p>II. Roll Call: Present:</p> <p>Willie Kasayulie Ivan Ivan Samuel George Noah Andrew Moses Owen Robert Charles Moses Peter</p> <p>III. Invocation: Moses Owen rendered the invocation</p> <p>IV. Oath of Office</p> <p>A. Oath of Office: Superintendent Rayna Hartz administered the Oath of Office to the newly elected directors Sam George and Moses Owen.</p> <p>Acting Chairman Kasayulie passed the meeting to Superintendent Rayna Hartz for the re-organizational of the board.</p> <p>B. Reorganizational of the Board</p> <p>1. Chairman: Ivan Ivan nominated Willie Kasayulie as Chairman, Seconded by Robert Charles. Sam George closed the nominations. Willie Kasayulie won as Chairman of the Board.</p>
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<p>Continue – Oath of Office</p>	<p>2. Vice Chairman: Sam George nominated Ivan Ivan as Vice Chairman of the Board, Seconded by Robert Charles. Moses Peter closed the nominations. Ivan Ivan won as Vice Chairman of the Board.</p> <p>3. Secretary: Sam George nominated Noah Andrew as Secretary of the Board, Seconded by Ivan Ivan. Robert Charles closed the nominations. Noah Andrew won as Secretary of the Board.</p> <p>4. Treasurer: Ivan Ivan nominated Sam George as Treasurer, Seconded by Moses Owen. Moses Peter closed the nominations. Sam George won as Treasurer.</p>
<p>Approval of Agenda</p>	<p>V. Approval of Agenda:</p> <p>Motion, by Sam George, Seconded by Ivan Ivan to approve the agenda with additions to include C. Update on Business Manager position and D. Regional School Board Stipend. Motion passed.</p>
<p>Recognition of Guests</p>	<p>VI. Recognition of Guests: none</p>
<p>Action Items</p>	<p>VII. Action Items</p> <p>A. Superintendent Feedback Survey</p> <p>After a lengthy discussion on the Superintendent Feedback Survey, it was decided by the Regional School Board to change the name of the survey to District Survey. The Regional School Board will re-visit the District Survey in November’s Regular RSB meeting during work session to make changes to include the Mission Statement, Strategic Plan Goals and Objectives. The survey to be distributed to the Principals, LASB, Curriculum Director, Federal/Special Programs Director, Technology Director, HR Specialist, Tribal Department Director, Maintenance Director, Certified Special Ed Coordinator.</p>
<p>Recess</p>	<p>Chairman Kasayulie called for recess at 12:35 PM Reconvened at 1:11 PM</p> <p>B. Superintendent Evaluation: It was decided by the Regional School Board to review the Superintendent Evaluation form and make changes to include the Superintendent’s job description, Mission Statement and the Strategic Plan to the evaluation during the February meeting before April’s Superintendent Evaluation.</p> <p>C. Update of Business Manager position: Rayna Hartz updated on the Business Manager position. Lisa Taylor, Consultant will be in the district before the upcoming RSB meeting scheduled on November 17, 2016. The Business Manager position will not be posted but the District will continue to use the consultant for the remainder of the school year. The YSD is looking into moving the payroll and accounting to QuickBooks instead of Black Mountain.</p>

<p>Continue – Action Items</p>	<p>After discussion, the Regional School Board suggested to re-visit the discussion of hiring a Business Manager when the District start hiring staff in March.</p> <p>Chairman Kasayulie also recommended looking into posting jobs and notices to Indianz.com.</p> <p>D. Regional School Board Stipends: Moses Owen wanted to know the difference of RSB meetings and Special RSB meeting stipend difference. Chairman Kasayulie stated that AR 9250 was created by the Regional Board to prevent from any members to walk out of meetings/conferences before the meeting was done.</p> <p>Motion was made by Moses Peter to set the Special RSB Meeting stipend to \$250.00. The motion died because of no second.</p> <p>It was directed for Administration to look into the AR 9250 policy to include the Special RSB Meeting and bring forth the revised during the next meeting.</p>
<p>Next Meeting Regular Meeting</p>	<p>VIII. Next Regular Meeting: November 17, 2016</p>
<p>Adjournment</p>	<p>IX. Adjournment: Motion by Moses Peter, Seconded by Sam George to adjourn the meeting at 2:13 PM.</p>
	<p>_____</p> <p>Secretary</p> <p>_____</p> <p>Date</p>

Legislative Update



Oct. 31, 2016



Lyman F.
Hoffman

Alaska State Senator

Let's Keep In Touch!

Senate District 5

State Capitol
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For immediate release:

2016 Legislative Report to the Yupiit School Board

Dear Friends –

Thank you for your invitation to attend your school board meeting. I regret that the timing is in conflict with another meeting and therefore I will be unable to attend. Please accept this brief written report for your considerations.

My report to you from the State Legislature is very bleak. Oil prices remain low and continue to eat into our savings. It is projected the state's revenue for FY18 will be approximately \$1.2 billion. If oil prices remain this low, it is projected our savings account will be completely depleted in less than two years.

Governor Walker and the Legislature have cut the budget, but it is still not enough. Here is a scenario to consider; what would happen if the Legislature kept their spending limited to revenue generated? The projected revenue of \$1.2 billion for FY18 would only cover K-12 Education Funding Formula and nothing else! Federal funding covers some transportation projects and some clean water/sewer projects. Everything else, agencies and their programs, would need to be cut. This scenario does not work for the health or safety of Alaskans. Something has to be done. The best solution is to put everything on the table and consider it all!

A handwritten signature in blue ink that reads "Lyman Hoffman".

2016 General Election

The 2016 General Election is **Tuesday, November 8th**.

Ballot Measure #1 (15PFVR- language as it will appear on the ballot)

Ballot Measure #1 is an act allowing qualified individuals to register to vote when applying for a Permanent Fund Dividend. The act instructs the Division of Elections to register a qualified Alaskan to vote when applying for the permanent fund dividend (PFD). If a person registers to vote for the first time through a PFD application, the Division of Elections would compare the person's information to state records to ensure that the person is an eligible voter. The Division of Elections would let the citizen know if he or she has been added to the state registration list, or if the person's current voting address does not match the one provided on the PFD form. In that case, the person could change their voter registration address. The notice also would allow an applicant to request removal from the registration list. Thus, using the data from the PFD form, the Division of Elections would register a qualified Alaskan to vote unless he or she opts out. The notice would also allow a person to register with a political party. Voter information is already confidential under existing state law.

Should this initiative become law?

As required by state statute, Lt. Governor Byron Mallott is holding public hearings concerning the initiative in each judicial district. Anyone can testify in person. Comments can be sent via email to: 15PFVR@alaska.gov.

In January 2016, Governor Walker introduced a number of bills related to his New Sustainable Alaska Plan to provide a balanced and sustainable budget for Alaska's long-term fiscal stability. Some bills were heard/changed and moved through a couple of committees, some bills never saw the light of day. As our state remains fiscally challenged, I fully expect Governor Walker to re-introduce these bills in the next session. Below is the list of bills and a brief synopsis on them. It is important to note that none of these bills passed the Legislature.

SB 143/HB250, establish a **personal income tax** equal to six percent of a taxpayer's total federal tax liability for Alaska residents and nonresidents with income from a source in the state. The bill is calculated based on federal tax liability and not on income, the bill effectively incorporates federal brackets and exemptions and so permits the Alaska personal income tax system be as simple and transparent as possible minimizing administrative burdens.

The personal income tax bill is expected to raise approximately \$200,000,000 annually.

SB 132/HB249, raises the tax rates on four categories of **motor fuel**; doubles highway fuel tax, marine fuel tax, and aviation gas tax; and triples jet fuel tax.

The motor fuel tax bill is expected to raise approximately \$49,000,000 annually.

SB 131/HB 248, increases **alcoholic beverage excise taxes** on malt beverages, cider, wine, and other beverages with a high alcohol content. The bill doubles the tax rates on a gallon or fraction of a gallon.

The alcohol tax rate increase is expected to raise approximately \$40,000,000 annually.

SB 133/HB 304, increases **tobacco products and taxes** electronic smoking devices. The bill is an increase of \$1.00 per pack.

The tobacco products/electronic smoking devices is expected to raise \$29,000,000 annually.

SB 136/HB 252, eliminates municipal/borough **cruise ship/passenger vessel tax** (only impacts Juneau and Ketchikan).

The cruise ship/passenger vessel tax transfers approximately \$15,000,000 annually from municipal/borough to the state.

SB 137/HB 253, increases **mining license tax** rate from seven to nine percent for a portion of net income in excess of \$100,000.

The mining license tax rate increase will raise approximately \$6,000,000 annually.

SB 135/HB 251, increases the tax rates of the **fisheries business tax and the fishery resource landing tax**. These tax rates vary from one percent to five percent, depending on the type of fishery. The bill increases those tax rates by one percent across the board.

The fisheries business tax/fishery resource landing tax increases will raise approximately \$18,000,000 annually.

The following is the only bill introduced by Governor Walker that passed the Legislature.

HB 247, the oil production tax bill originally introduced increased the tax floor from 4% to 5%, prevent carry forward credits from reducing the tax floor below 0.

As introduced, the bill would have raised \$100,000,000 annually.

HB247 Conference Committee Report strikes balance in new resource climate

Oil and Gas Tax Credit Reform has passed both the Senate and the House. The bill, HB247, strikes a balance between the Legislature and the Governor, providing a compromise between philosophies. The State has a debt of over \$500 Million in credits in the next fiscal year, plus the debt from Governor's veto of \$200 Million from last year. The goal is to reduce the \$500 Million liability in areas where credits are no longer needed for continued development.

The Governor set out 6 goals for HB 247, in January of 2016. The bill that passed the Senate and House on June 6, 2016, meets 5 of those 6 goals.

- The bill reflects a realization that the current fiscal reality of a \$4.1 Billion budget gap necessitates reevaluating current high levels of credits paid to incentivize oil and gas development, prioritizes the credits and eliminates credits we can no longer afford.
- It dramatically reduces credits paid out for development in Cook Inlet by ramping down credit liability over next 18 months and reducing hundreds of millions of dollars in the future.
- It begins taxing oil in Cook Inlet, which was untaxed in the recent past. This will bring \$17,000 a day in new oil production tax into the state treasury.
- The bill deals with the lack of a sunset on the Gross Value Reduction (GVR) on the North Slope, and turns new oil into legacy oil for taxation purposes in 7 years or after 3 consecutive years of a price above \$70 per barrel.
- The bill increases the interest rate on unpaid tax liability, going from 3% simple to 7% compounded quarterly.
- The bill reduces the amount each company can be paid for credits on an annual basis and further discounts what they can be paid for companies requiring a settlement in a given year.
- The bill supports Alaskan workers by providing a priority of payment for companies that hire resident Alaskans in their workforce and direct contractors.
- It allows disclosure of the amount of credits each company earned in the previous tax year.
- The bill finds a center for future liability since the Governor's original bill left \$1.2 Billion in liability at the end of 2020 and the House version left approximately \$70 Million in exposure. The Senate version splits the exposure to approximately \$500 Million. IN essence, the Senate bill functions to not kick the can down the road when it comes to future liability in comparison to the Governor's bill.
- It recognizes that credits on the North Slope support hundreds of smaller Alaska-owned companies and that the state has realized over \$60 billion in benefit as a result of those credits.
- It continues to incentivize exploration and development of new oil from smaller independent companies on the North Slope.



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Department of Education
& Early Development**

SCHOOL FINANCE & FACILITIES

810 West 10th Street, Suite 200

P.O. Box 110500

Juneau, Alaska 99811-0500

Main: 907.465.8679

Fax: 907.463.5279

Email: Elizabeth.Nudelman@alaska.gov

RECEIVED

NOV 03 2016

November 4, 2016

Rayna Hartz, Superintendent
Yupit School District
PO Box 51190
Akiachak, Alaska 99551

RE: FY2018 Capital Improvement Project (CIP) Application Cost Adjustment

Dear Ms. Hartz:

The Department of Education & Early Development reviewed the district's FY2018 CIP application for the Tuluksak K-12 School Fuel Tank Farm Removal & Replacement project under AS 14.11.

Under the provisions of AS 14.11.013(c)(1), the department has the authority to modify a project request when necessary to achieve cost-effective school construction. Under this authority, the department revised the project budget to align with the support documents submitted with the project application. Specifically, Construction costs were adjusted to remove all work at Akiak and Akiachak where the decommissioned fuel tanks do not meet the definition of a facility in accordance with 4 AAC 31.900(10)(A): " 'facility' means, for the purpose of state aid under AS 14.11.011 or 14.11.100, buildings and grounds needed to house and support the educational program." In addition, replacement of bulk fuel tanks at Tuluksak was adjusted to reflect participation in a current collocated bulk fuel facility in that community under design by the Alaska Energy Authority. A cost adjustment worksheet is attached for your reference.

The district may request reconsideration of the department's decision pursuant to AS 14.11.013(e) and the implementing regulations in 4 AAC 31.026. Written requests may be submitted up to and including November 28, 2016. The district may provide oral testimony either in person or by teleconference at a public hearing that will take place on November 28, 2016 in the Juneau office of the Department of Education & Early Development.

If you have any questions regarding the department's determination in this matter or the reconsideration procedure, please contact Tim Mearig at (907) 465-6906 or Tim.Mearig@alaska.gov.

Sincerely,

A handwritten signature in blue ink that reads "Elizabeth Nudelman".

Elizabeth Nudelman
Director

Enclosure



District: Yupiit
 Project: Tuluksak K-12 School Fuel Tank Replacement
 CIP #: 18-129

	New Construction		Renovation	
Construction Cost (incl: piling, per diem, freight, & OT)	\$0		\$3,070,844	
Less Fuel/Non-building Items	\$0		\$0	
Base Construction Cost (from application)	\$0		\$3,070,844	
Base Cost per Square Foot			\$15.75	
Application GSF =	0		195,000	
EED calculated GSF =	0		202,500	
Allowable/Actual SF Adjustment Factor	1.00		1.04	
Adjusted Construction Cost	\$0		\$3,070,844	
<u>Additions</u>				
1. Fuel/Non-building Items (subtracted earlier)	\$0		\$0	
2. Tuluksak to participate in AEA project	\$0		\$1,400,000	
3.	\$0		\$0	
4.	\$0		\$0	
<u>Reductions</u>				
1. Remove tank and remediation at Akiachak	\$0		-\$223,411	
2. Remove tank and remediation at Akiak	\$0		-\$154,896	
3. Remediation work at Tuluksak teacher housing	\$0		-\$107,621	
4. New fuel tanks at Tuluksak	\$0		-\$2,440,008	
Subtotal Construction Cost	\$0		\$1,544,908	
Adjusted Cost per Gallon			\$7.63	
<u>Construction Mark-ups</u>				
General Requirements	13.30%	\$0	0.00%	\$1,544,908
Mark-up, Risk & Profit	8.50%	\$0	0.00%	\$1,544,908
Bonds & Insurance	2.45%	\$0	0.00%	\$1,544,908
Geographic Factor	0.00%	\$0	0.00%	\$1,544,908
Size Factor (if total project under 25,000sf, or less than \$4 M)	1.25	\$0	1.00	\$1,544,908
Contingency	10.00%	\$0	10.00%	\$1,699,399
Escalation	3.50%	\$0	1.25%	\$1,720,641
Total Construction Costs		\$0		\$1,720,641
Sum of New & Renovation Total Construction Costs		\$8.50	/SF	\$1,720,641
<u>Project Adders</u>				
CM by Consultant	2-4%	0.00%		\$0
Land	LPSM	0		\$0
Site Investigation	LPSM	0		\$0
Seismic Hazard	LPSM	0		\$0
Design Services	6-10%	0.00%		\$0
Equipment & Technology	0-10%	0.00%		\$0
District Administrative Overhead	2-9%	5.00%		\$86,032
Percent for Art	0.5-1%	0.00%		\$0
Project Contingency	3-5%	5.00%		\$86,032
EED Eligible Amount		10.00%		\$1,892,705
Previous Funding				\$0
EED Recommended Amount				\$1,892,705
Requested Construction Cost (Total)		\$0		\$3,767,373
Requested Project Cost (this request/Total)				\$4,784,564
Requested Adders		127.00%		

Comments: Work in Akiak/Akiachak removed. In Tuluksak, district to participated in AEA community tank farm.



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Department of Education
& Early Development**

SCHOOL FINANCE & FACILITIES

810 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8679
Fax: 907.463.5279

Email: Elizabeth.Nudelman@alaska.gov

NOV 03 2016

November 4, 2016

Rayna Hartz, Superintendent
Yupit School District
PO Box 51190
Akiachak, Alaska 99551

RE: FY2018 Capital Improvement Project (CIP) Application Cost Adjustment

Dear Ms. Hartz:

The Department of Education & Early Development reviewed the district's FY2018 CIP application for the Mechanical System Improvements, 3 Schools project under AS 14.11.

Under the provisions of AS 14.11.013(c)(1), the department has the authority to modify a project request when necessary to achieve cost-effective school construction. Under this authority, the department revised the project budget to align with the support documents submitted with the project application. Specifically, Construction costs were adjusted to remove duplicated General Conditions costs in the cost proposal quote. In addition, District Administrative Overhead was adjusted to 5% of Construction costs. A cost adjustment worksheet is attached for your reference.

The district may request reconsideration of the department's decision pursuant to AS 14.11.013(e) and the implementing regulations in 4 AAC 31.026. Written requests may be submitted up to and including November 28, 2016. The district may provide oral testimony either in person or by teleconference at a public hearing that will take place on November 28, 2016 in the Juneau office of the Department of Education & Early Development.

If you have any questions regarding the department's determination in this matter or the reconsideration procedure, please contact Tim Mearig at (907) 465-6906 or Tim.Mearig@alaska.gov.

Sincerely,

A handwritten signature in blue ink that reads "Elizabeth Nudelman".

Elizabeth Nudelman
Director

Enclosure



District: Yupiit
 Project: Mechanical System Improvements, 3 Schools
 CIP #: 18-130

	<u>New Construction</u>	<u>Renovation</u>
Construction Cost (incl: piling, per diem, freight, & OT)	\$0	\$136,741
Less Fuel/Non-building Items	\$0	\$0
Base Construction Cost (from application)	\$0	\$136,741
Base Cost per Square Foot		\$1.19
<hr/>		
Application GSF =	0	114,467
EED calculated GSF =	0	114,467
Allowable/Actual SF Adjustment Factor	1.00	1.00
Adjusted Construction Cost	\$0	\$136,741
<u>Additions</u>		
1. Fuel/Non-building Items (subtracted earlier)	\$0	\$0
2. Hot water upgrades, 3 sites	\$0	\$26,890
3.	\$0	\$0
4.	\$0	\$0
<u>Reductions</u>		
1. Hot water upgrades as quoted	\$0	-\$55,050
2.	\$0	\$0
3.	\$0	\$0
4.	\$0	\$0
Subtotal Construction Cost	\$0	\$108,581
Adjusted Cost per Square Foot		\$0.95
<u>Construction Mark-ups</u>		
General Requirements	13.30%	\$0
Mark-up, Risk & Profit	8.50%	\$0
Bonds & Insurance	2.45%	\$0
Geographic Factor	0.00%	\$0
Size Factor (if total project under 25,000sf, or less than \$4 M)	1.25	\$0
Contingency	10.00%	\$0
Escalation	3.50%	\$0
Total Construction Costs	\$0	\$133,209
Sum of New & Renovation Total Construction Costs	\$1.16	/SF
<u>Project Adders</u>		
CM by Consultant	2-4%	\$5,328
Land	LPSM	\$0
Site Investigation	LPSM	\$0
Seismic Hazard	LPSM	\$0
Design Services	6-10%	\$13,321
Equipment & Technology	0-10%	\$0
District Administrative Overhead	2-9%	\$6,660
Percent for Art	0.5-1%	\$0
Project Contingency	3-5%	\$6,660
<hr/>		
EED Eligible Amount	24.00%	\$165,180
Previous Funding		\$0
EED Recommended Amount		\$165,180
<hr/>		
Requested Construction Cost (Total)	\$0	\$155,418
Requested Project Cost (this request/Total)	██████████	\$192,718
Requested Adders	124.00%	

Comments: Adjusted quote elements to acceptable amounts, reduced District Admin.



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Department of Education
& Early Development**

SCHOOL FINANCE & FACILITIES

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Email: Elizabeth.Nudelman@alaska.gov

November 4, 2016

Rayna Hartz, Superintendent
Yupit School District
PO Box 51190
Akiachak, Alaska 99551

RE: FY2018 Capital Improvement Project (CIP) Application Cost Adjustment

Dear Ms. Hartz:

The Department of Education & Early Development reviewed the district's FY2018 CIP application for the Playground Construction, 3 Schools project under AS 14.11.

Under the provisions of AS 14.11.013(c)(1), the department has the authority to modify a project request when necessary to achieve cost-effective school construction. Under this authority, the department revised the project budget to align with the support documents submitted with the project application. Specifically, Construction costs were adjusted to remove costs associated with wood chips and D1 gravel. This scope was replaced with fall protection pads and local sand fill. In addition, District Administrative Overhead was adjusted to 4% of Construction costs. A cost adjustment worksheet is attached for your reference.

The district may request reconsideration of the department's decision pursuant to AS 14.11.013(e) and the implementing regulations in 4 AAC 31.026. Written requests may be submitted up to and including November 28, 2016. The district may provide oral testimony either in person or by teleconference at a public hearing that will take place on November 28, 2016 in the Juneau office of the Department of Education & Early Development.

If you have any questions regarding the department's determination in this matter or the reconsideration procedure, please contact Tim Mearig at (907) 465-6906 or Tim.Mearig@alaska.gov.

Sincerely,

A handwritten signature in blue ink that reads "Elizabeth Nudelman".

Elizabeth Nudelman
Director

Enclosure

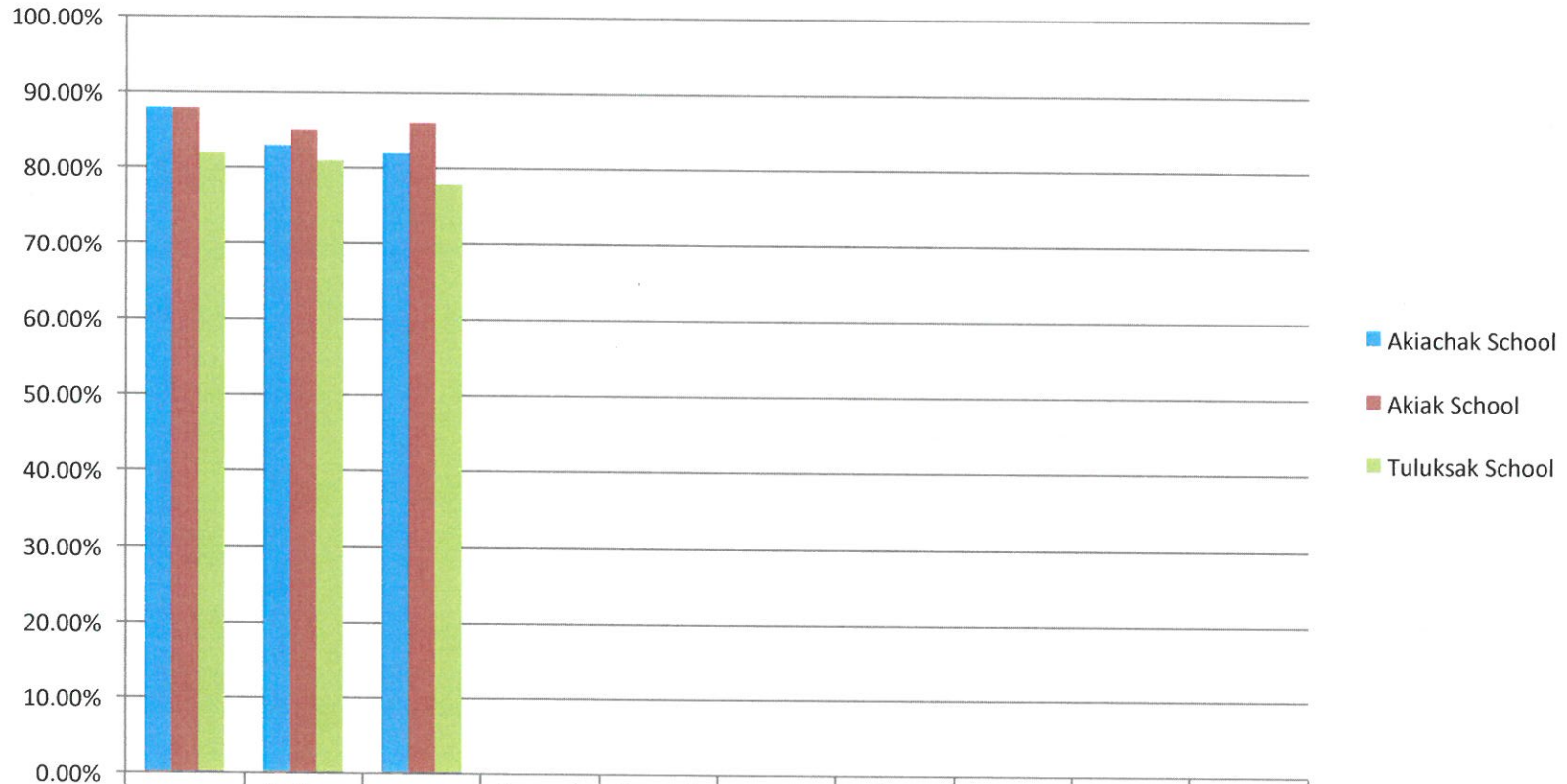


District: Yupiit
 Project: Playground Construction, 3 Schools
 CIP #: 18-131

	New Construction	Renovation
Construction Cost (incl: piling, per diem, freight, & OT)	\$0	\$1,117,045
Less Fuel/Non-building Items	\$0	\$0
Base Construction Cost (from application)	\$0	\$1,117,045
Base Cost per Square Foot		
<hr/>		
Application GSF =	0	0
EED calculated GSF =	0	0
Allowable/Actual SF Adjustment Factor	1.00	1.00
Adjusted Construction Cost	\$0	\$1,117,045
<u>Additions</u>		
1. Fuel/Non-building Items (subtracted earlier)	\$0	\$0
2. 24" elevated sand pad (2200sf) each site	\$0	\$63,067
3. Fall protection pads (1800sf) each site	\$0	\$183,600
4.	\$0	\$0
<u>Reductions</u>		
1. All work for wood chips	\$0	-\$194,700
2. All work for D1	\$0	-\$756,945
3.	\$0	\$0
4.	\$0	\$0
Subtotal Construction Cost	\$0	\$412,067
Adjusted Cost per Square Foot		#DIV/0!
<u>Construction Mark-ups</u>		
General Requirements	13.30%	\$0 0.00% \$412,067
Mark-up, Risk & Profit	8.50%	\$0 0.00% \$412,067
Bonds & Insurance	2.45%	\$0 0.00% \$412,067
Geographic Factor	0.00%	\$0 0.00% \$412,067
Size Factor (if total project under 25,000sf, or less than \$4 M)	1.25	\$0 1.00 \$412,067
Contingency	10.00%	\$0 15.00% \$473,877
Escalation	3.50%	\$0 6.68% \$505,532
Total Construction Costs	\$0	\$505,532
Sum of New & Renovation Total Construction Costs	error /SF	\$505,532
<u>Project Adders</u>		
CM by Consultant	2-4%	3.00% \$15,166
Land	LPSM	0 \$0
Site Investigation	LPSM	0 \$0
Seismic Hazard	LPSM	0 \$0
Design Services	6-10%	6.00% \$30,332
Equipment & Technology	0-10%	0.00% \$0
District Administrative Overhead	2-9%	4.00% \$20,221
Percent for Art	0.5-1%	0.00% \$0
Project Contingency	3-5%	5.00% \$25,277
<hr/>		
EED Eligible Amount	18.00%	\$596,527
Previous Funding		\$0
EED Recommended Amount		\$596,527
<hr/>		
Requested Construction Cost (Total)	\$0	\$1,191,664
Requested Project Cost (this request/Total)	██████████	\$1,465,747
Requested Adders	123.00%	

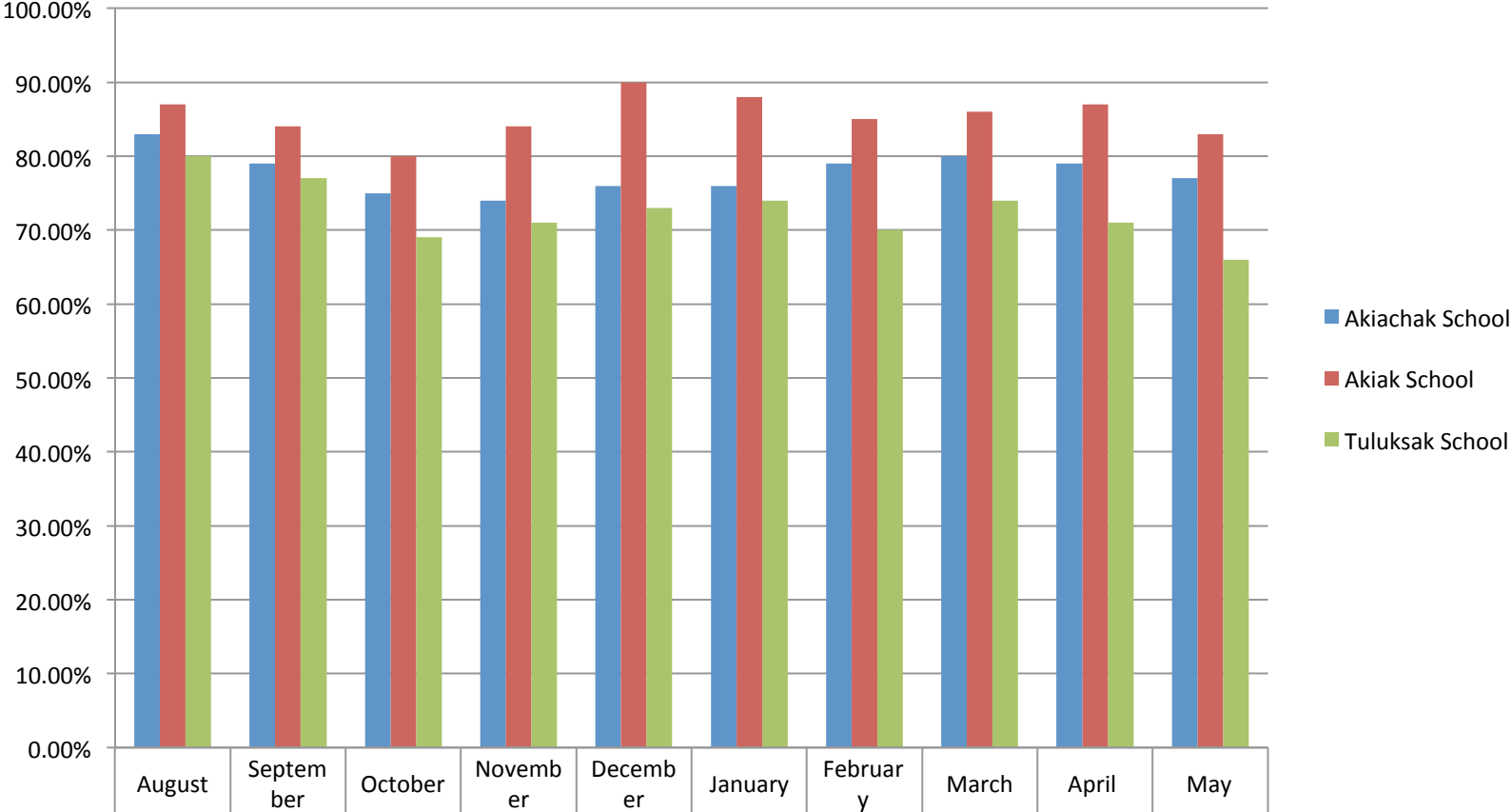
Comments: Revised scope for sand pad and fall protection pads, reduced District Admin,

2016-17 YUPIIT SCHOOL DISTRICT ATTENDANCE



	August	September	October	November	December	January	February	March	April	May
Akiachak School	88.00%	83.00%	82.00%							
Akiak School	88.00%	85.00%	86.00%							
Tuluksak School	82.00%	81.00%	78.00%							

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%	77.00%
Akiak School	87.00%	84.00%	80.00%	84.00%	90.00%	88.00%	85.00%	86.00%	87.00%	83.00%
Tuluksak School	80.00%	77.00%	69.00%	71.00%	73.00%	74.00%	70.00%	74.00%	71.00%	66.00%

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Doug Richards
 Department/Location: Akiachak
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

a. To educate all children to be successful in any environment.

2. Objectives

a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.

b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

a. Effective Operations

b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes

c. Career Pathways

d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
10/20/16 to 10/21/16	PT Conferences	Staff reported that we had the best turnout for Conferences in recent years.	Objective: To partner with parents and community to ensure every child becomes a whole person and is a contributing member of society. Strategic Goals: Effective operations
10/28/16	Halloween Carnival	This was VERY successful Carnival	Strategic Goals: Effective operations Involving Elders and Community
11/4/16	Friday Attendance Celebration	We had an assembly to "Celebrate" perfect attendance. We recognized and rewarded our students with perfect attendance for the first quarter.	Strategic goal: Yup'ik curriculum and Improved Student Attendance & Academic Outcomes
10/5/16	AK Teach	We have enrolled students in an on-line program to help them meet graduation requirements.	Objective: To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice. Effective Operations and Career Pathways

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Charles Burns
 Department/Location: Akiak
 Date of Regional School Board Meeting: 11/17/2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
10/28/2016	Byron Nicoli	Byron Nicoli spoke to individual classes then put on a performance for community members and students	Involving Elders and the Community
10/24/2016	Red Ribbon Week	Daily dress up for the week. Two classes (grades 3-6) participated in a village walk on the 27th.	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
10/31/2016	Elder Visit	Elder worked-assisting in classrooms–Rural CAP	Involving Elders and the Community
10/28/2016	Halloween Carnival	Staff provided a community carnival	Involving Elders and the Community
10/28/2016	Secondary Dance	Staff provided a dance for students grades 7-12	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
11/4/2016	Yupik Dance	Grades 3-6 working on Yupik dance/Traditional ways of learning. Involving former student and community members.	Involving Elders and the Community Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
Weekly	Open Gym	Open Gym is held five nights a week from 6:30-9:30 for students who attend school and behave well. Community members are also welcome.	Involving Elders and the Community
Weekly	Character Education	1 st -4 th grade classes participate in combined character education lessons	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
Weekly	Yugtun language project	Three teachers are participating in the Yugtun language project taught by Katie George	Involving Elders and the Community

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: David M. Macri
 Department/Location: Principal, Tuluksak School
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
On Going	Teacher Observations	Principal has been performing classroom observations to observe teaching practices, enhance teaching and learning and to collaborate best teaching practices	Effective Operations Yup'ik Curriculum, Academic Outcomes
On Going	Work Based Learning	Tuluksak Student store is now open for business. TLT SLT are investigating other WBL school based activities to provide entrepreneurial relevant opportunities for secondary students	Yup'ik Curriculum, Attendance, Academic Outcomes Career Pathways
On Going	Testing	MAP, PSAT, C.R. Assessments – Students have completed the MAP assessment which will provide baseline data that will assist educators to assess student learning needs and provide appropriate lessons	Yup'ik Curriculum, Academic Outcomes, Career Pathways
Oct, Nov, Dec	Blended Learning	Principal is enrolled and attending course work: Designing Blended Learning to provide direction and professional development to TLT Staff	Effective Operations Yup'ik Curriculum/Academic Outcomes Career Pathways
On Going	Open School Evenings	Tuluksak School is now open from 7:00 till 9:00 PM, Sun, Tues, Wed, Thurs evenings for Student Role around, Parent night, Co Ed Adult BB, Coffee Clutch Club	Involving Elders and the Community

Author of Report: Sophie Kasayulie
 Department/Location: Yup'iaq Department, Akiachak
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
10/28/16 and 10/29/16	Calricaraq	Qanruyan- Traditional Yup'ik Healing	
10/17/16 to 10/19/16	AFN Attendance	35 staff and students attended Youth/Elders Conference	
10/25/16	Rural Cap Elders Mentor Program	Elder mentor training for Akiachak and Akiak	Involving Elders and Community

Our students spoke out and these are the ideas that came up in the round table discussion:

- Preschool in school
- Concern about village lock downs
- Serve better food
- More community involmnet
- Bigger gym
- Stories
- Elders in classrooms
- Get more Yup'ik teachers
- Too many lock downs
- Nurse in the school
- Security in the school

What is our ancestral imperative?



Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Sharene Craft
 Department/Location: Curriculum and Assessment
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
10/21	District-Wide In-service	Provided principals and staff with details pertaining to Map, Aimsweb & Powerteacher training modules. Tuluksak In-service – overview of Foss Science Kits, Fairbanks Art Kits, STEM teaching materials.	Effective Operations and Improved Academic Outcomes
10/19	OASIS	Training and Data collection for Alaska State report completed	Effective Operations
10/31	Transparent Language	Training to utilize the online application for creation of Yugtun Language Teaching Tool completed and work has begun on app. Elders will be recorded on the app speaking the words.	Yup'ik Curriculum and Improved Academic Outcomes. Involving Elders and the Community
October	Fall Assessments	MAP, Aimsweb & Kindergarten Development Profile assessments completed	Improved Academic Outcomes
October	Upward Bound	Advisor hired and trained, student applications are being worked on for submission.	Improved Student Attendance and Academic Outcomes, Career Pathways
10/23 – 10/25	Alaska's Principals Conference	Attended Alaska's Principal Conference: Tech on the Tundra: using the teaching channel website for professional development; DEED Statewide Assessment 2016 – 2017 update meeting; Alaska Resource Education, resource kits becoming available online.	Effective Operations, Improved Academic Outcomes, Career Pathways

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Wayne Boggs
 Department/Location: Federal Programs
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
10/20/2016	Grant	YSD sent 21 students, 3 certified staff, 3 classified staff, elders and RSB members to the AFN Convention/Youth and Elders Conference in Fairbanks Oct. 20 – 22.	Effective Operations Involving Elders and the Community
10/17-10/28	Grant	YSD sent 15 students to Chugach VTE phases in Drivers Ed., Culinary Arts, Early Childhood development,	Effective Operations Career Pathways
11/07-11/18	Grant	YSD sent 2 students to Chugach VTE/STEM phase in Anchorage.	Effective Operations Career Pathways
9/28/2016	Grant	September 28, 2016 YSD submitted Consolidated Title I, II, III grant application for final approval. The app was returned for revision and resubmitted on 11/03/2016. Final approval in the amount of \$619,874 was received on 11/9/16.	Effective Operations
10/31-11/01	Federal Program	A YSD district employee who is also a student parent represented the district on a statewide Migrant Education parent Advisory Committee. She was chosen from a field of nominees from our region and will serve a three term as a representative of the Southwest Region.	Effective Operations Involving Elders and the Community
10/21/2016	Federal Program	YSD submitted our mandatory Annual Progress Report for our Title VII EASIE grant.	Effective Operations

Yupit School District
 Balance Sheet
 As of September 30, 2016

	Sep 30, 16
ASSETS	
Current Assets	
Checking/Savings	
610 · CASH NBA A/P ACCOUNT	1,929,422.58
Total Checking/Savings	1,929,422.58
Other Current Assets	
734 · PAYROLL ADVANCE	4,300.00
Total Other Current Assets	4,300.00
Total Current Assets	1,933,722.58
TOTAL ASSETS	1,933,722.58
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
700 · PAYROLL LIABILITIES	
721 · STATE RETIREMENT-PERS	28,992.59
722 · STATE RETIREMENT-TRS	60,978.03
723 · UNEMPLOYMENT COMPENSATION	16,630.31
725 · WORKER'S COMPENSATION	-37,075.91
726 · FEDERAL WITHHOLDING	67,868.44
727 · INSURANCE/HEALTH & LIFE	61,630.31
729 · FICA & MEDICARE WITHHOLDINGS	20.00
731 · TAX SHELTER ANNUITIES W/H	2,025.00
732 · MISC DEDUCTION W/H	114,531.49
Total 700 · PAYROLL LIABILITIES	315,600.26
714 · DEPOSITS PAYABLE	2,750.00
717 · CREDIT CARDS PAYABLE	-4,973.42
Total Other Current Liabilities	313,376.84
Total Current Liabilities	313,376.84
Total Liabilities	313,376.84
Equity	
30000 · Opening Balance Equity	4,020,949.13
32000 · Retained Earnings	-307,626.61
810 · FUND BALANCES	
818 · PRIOR YEAR ENCUMBRANCE RESERVE	-272,586.18
Total 810 · FUND BALANCES	-272,586.18
Net Income	-1,820,390.60
Total Equity	1,620,345.74
TOTAL LIABILITIES & EQUITY	1,933,722.58

Yupit School District
District Budget vs. Actual
July through September 2016

	TOTAL		
	Jul - Sep 16	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	341,936.25	1,039,068.00	32.9%
350 · EMPLOYEE BENEFITS	25,170.00	0.00	100.0%
360 · EMPLOYEE BENEFITS	110,270.87	712,249.00	15.5%
410 · PROFESSIONAL & TECH SVCS	58,703.93	246,077.00	23.9%
414 · LEGAL SERVICES	15,956.47	0.00	100.0%
420 · STAFF TRAVEL & PER DIEM	63,881.38	171,500.00	37.2%
425 · STUDENT TRAVEL	4,782.50	20,000.00	23.9%
433 · COMMUNICATIONS	480,942.37	1,783,006.00	27.0%
435 · FUEL-HEATING	187,295.85	0.00	100.0%
436 · ELECTRICITY	7,039.20	18,000.00	39.1%
440 · OTHER PURCHASED SERVICES	14,464.76	128,500.00	11.3%
445 · INSURANCE & BOND PREMIUMS A	1,091.41	188,500.00	0.6%
446 · PROPERTY INSURANCE	215,421.48	0.00	100.0%
450 · SUPPLIES, MATL & MEDIA	17,421.13	252,850.00	6.9%
452 · MAINTENANCE SUPPLIES	67,300.98	27,500.00	244.7%
458 · GAS & OIL	0.00	5,000.00	0.0%
459 · FOOD	620.01	0.00	100.0%
490 · OTHER EXPENSES	1,507.15	6,050.00	24.9%
491 · DUES & FEES	0.00	32,510.00	0.0%
495 · INDIRECT COSTS	0.00	-57,235.00	0.0%
510 · Equipment-Other	0.00	7,500.00	0.0%
Total Expense	1,613,805.74	4,581,075.00	35.2%
Net Ordinary Income	-1,613,805.74	-4,581,075.00	35.2%
Other Income/Expense			
Other Expense			
552 · TRANSFER TO FOOD SERVICE	0.00	150,000.00	0.0%
558 · TRANSFER TO TEACHER HOUSING	0.00	250,000.00	0.0%
559 · TRANSFER TO FUND BALANCE	0.00	102,831.00	0.0%
Total Other Expense	0.00	502,831.00	0.0%
Net Other Income	0.00	-502,831.00	0.0%
Net Income	-1,613,805.74	-5,083,906.00	31.7%

Yupit School District
Tuluksak Budget vs. Actual
July through September 2016

	TOTAL		
	Jul - Sep 16	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	227,276.08	1,400,242.00	16.2%
350 · EMPLOYEE BENEFITS	22,008.50	0.00	100.0%
360 · EMPLOYEE BENEFITS	61,301.65	806,375.00	7.6%
420 · STAFF TRAVEL & PER DIEM	169.64	5,000.00	3.4%
425 · STUDENT TRAVEL	3,602.33	31,250.00	11.5%
431 · WATER & SEWAGE	15,000.00	72,600.00	20.7%
433 · COMMUNICATIONS	792.30	5,195.00	15.3%
435 · FUEL-HEATING	0.00	120,000.00	0.0%
438 · HEATING OIL	183,600.00	0.00	100.0%
440 · OTHER PURCHASED SERVICES	220.62	14,000.00	1.6%
450 · SUPPLIES, MATL & MEDIA	1,879.50	61,450.00	3.1%
452 · MAINTENANCE SUPPLIES	116,875.92	115,000.00	101.6%
453 · JANITORIAL SUPPLIES	0.00	22,000.00	0.0%
456 · VEHICLE MAINTENANCE	0.00	1,500.00	0.0%
458 · GAS & OIL	3,695.85	7,000.00	52.8%
459 · FOOD	2,687.88	90,000.00	3.0%
490 · OTHER EXPENSES	0.00	1,925.00	0.0%
510 · Equipment-Other	0.00	15,000.00	0.0%
Total Expense	639,110.27	2,768,537.00	23.1%
Net Ordinary Income	-639,110.27	-2,768,537.00	23.1%
Net Income	-639,110.27	-2,768,537.00	23.1%

Yupit School District
Akiak Budget vs. Actual
July through September 2016

	TOTAL		
	Jul - Sep 16	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	207,380.00	1,196,818.00	17.3%
350 · EMPLOYEE BENEFITS	17,609.50	0.00	100.0%
360 · EMPLOYEE BENEFITS	58,135.06	661,133.00	8.8%
410 · PROFESSIONAL & TECH SVCS	596.25	0.00	100.0%
420 · STAFF TRAVEL & PER DIEM	1,044.64	3,500.00	29.8%
425 · STUDENT TRAVEL	3,475.00	21,500.00	16.2%
431 · WATER & SEWAGE	20,000.00	60,000.00	33.3%
433 · COMMUNICATIONS	581.26	5,353.00	10.9%
435 · FUEL-HEATING	0.00	100,000.00	0.0%
436 · ELECTRICITY	0.00	110,000.00	0.0%
440 · OTHER PURCHASED SERVICES	649,336.48	7,000.00	9,276.2%
441 · RENTAL PAYMENTS	0.00	30,000.00	0.0%
450 · SUPPLIES, MATL & MEDIA	2,314.04	34,950.00	6.6%
452 · MAINTENANCE SUPPLIES	25,681.85	95,000.00	27.0%
453 · JANITORIAL SUPPLIES	0.00	15,000.00	0.0%
456 · VEHICLE MAINTENANCE	0.00	1,500.00	0.0%
458 · GAS & OIL	0.00	8,000.00	0.0%
459 · FOOD	0.00	80,000.00	0.0%
490 · OTHER EXPENSES	0.00	1,825.00	0.0%
510 · Equipment-Other	0.00	15,000.00	0.0%
Total Expense	986,154.08	2,446,579.00	40.3%
Net Ordinary Income	-986,154.08	-2,446,579.00	40.3%
Net Income	-986,154.08	-2,446,579.00	40.3%

Yupit School District
Akiachak Budget vs. Actual
July through September 2016

	TOTAL		
	Jul - Sep 16	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	356,840.59	1,904,096.00	18.7%
350 · EMPLOYEE BENEFITS	40,380.00	0.00	100.0%
360 · EMPLOYEE BENEFITS	107,683.00	1,042,270.00	10.3%
420 · STAFF TRAVEL & PER DIEM	249.60	4,100.00	6.1%
425 · STUDENT TRAVEL	1,080.00	42,000.00	2.6%
431 · WATER & SEWAGE	36,566.00	150,400.00	24.3%
433 · COMMUNICATIONS	2,456.67	4,800.00	51.2%
435 · FUEL-HEATING	100,000.00	120,000.00	83.3%
436 · ELECTRICITY	77,594.66	355,000.00	21.9%
440 · OTHER PURCHASED SERVICES	1,580.67	24,500.00	6.5%
441 · RENTAL PAYMENTS	0.00	33,000.00	0.0%
450 · SUPPLIES, MATL & MEDIA	4,195.14	57,050.00	7.4%
452 · MAINTENANCE SUPPLIES	10,616.45	120,000.00	8.8%
456 · VEHICLE MAINTENANCE	0.00	10,000.00	0.0%
458 · GAS & OIL	0.00	1,500.00	0.0%
459 · FOOD	0.00	90,000.00	0.0%
490 · OTHER EXPENSES	2,195.00	1,825.00	120.3%
491 · DUES & FEES	0.00	100.00	0.0%
510 · Equipment-Other	0.00	15,000.00	0.0%
Total Expense	741,437.78	3,975,641.00	18.6%
Net Ordinary Income	-741,437.78	-3,975,641.00	18.6%
Net Income	-741,437.78	-3,975,641.00	18.6%

**Yupit School District
Board Budget vs. Actual
July through September 2016**

	TOTAL		
	Jul - Sep 16	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	20,309.87	90,405.00	22.5%
350 · EMPLOYEE BENEFITS	610.86	0.00	100.0%
360 · EMPLOYEE BENEFITS	4,157.09	22,929.00	18.1%
420 · STAFF TRAVEL & PER DIEM	12,124.25	50,000.00	24.2%
433 · COMMUNICATIONS	351.23	0.00	100.0%
450 · SUPPLIES, MATL & MEDIA	182.45	5,000.00	3.6%
490 · OTHER EXPENSES	1,025.00	0.00	100.0%
491 · DUES & FEES	0.00	18,450.00	0.0%
Total Expense	38,760.75	186,784.00	20.8%
Net Ordinary Income	-38,760.75	-186,784.00	20.8%
Net Income	-38,760.75	-186,784.00	20.8%

**Yupit School District
District Revenue Budget vs. Actual
July through September 2016**

	TOTAL		
	Jul - Sep 16	Budget	% of Budget
Ordinary Income/Expense			
Income			
022 · TYPE A ADULT MEAL REVENUE	18.00	0.00	100.0%
040 · OTHER LOCAL REVENUE	0.00	15,000.00	0.0%
046 · SCHOOL FACILITES RENTAL	53,131.30	0.00	100.0%
047 · E-RATE	131,141.70	1,636,183.00	8.0%
050 · OTHER-STATE REVENUE	7,443.00	0.00	100.0%
051 · FOUNDATION PROGRAM	1,581,171.00	6,256,015.00	25.3%
100 · FEDERAL REVENUE	35,554.00	0.00	100.0%
110 · IMPACT AID	0.00	4,384,581.00	0.0%
150 · FEDERAL REVENUE VIA STATE A	29,700.00	0.00	100.0%
161 · USDA FOOD SERVICE REIMBURSE A	20,692.64	0.00	100.0%
235 · OTHER-INSURANCE	497,008.53	0.00	100.0%
Total Income	2,355,860.17	12,291,779.00	19.2%
Gross Profit	2,355,860.17	12,291,779.00	19.2%
Net Ordinary Income	2,355,860.17	12,291,779.00	19.2%
Net Income	2,355,860.17	12,291,779.00	19.2%

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Jim Hartz
 Department/Location: Maintenance & Operations
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
11/4/16	CIP Update	Refer to Correspondence	Effective Operations
Ongoing	Work Orders	All work orders are being completed on time	Effective Operations

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Tim Bateman
 Department/Location: Technology
 Date of Regional School Board Meeting: November 17, 2016

1. **Mission Statement**
 - a. To educate all children to be successful in any environment.
2. **Objectives**
 - a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
 - b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.
3. **Strategic Goal Areas:**
 - a. Effective Operations
 - b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
 - c. Career Pathways
 - d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Oct	PowerSource	Obtained access and set up accounts for all staff in PowerSource (PowerSchool Distance Learning)	Effective Operations
Oct	PowerSchool BMS	Activated TLT personnel for trial use of the PowerSchool Behavior Management System (BMS). No cost to District as this is a built-in feature.	Effective Operations
Nov	Network Security	Continue to identify and address ongoing security concerns (i.e. virus and malware) within the District. Conference call scheduled for 14 Nov for demo of a full security suite.	Effective Operations
Nov	Bidding Process Initiated	Standard yearly request for telephone connectivity support for the District submitted via USAC (E-Rate) website. This is the open bidding process required to maintain E-Rate funding for telephone services only. No bidding is required for internet due to our contract not expiring until 2019.	Effective Operations
Nov	OASIS	All OASIS reports generated, certified, and submitted to the state.	Effective Operations

Yup'it School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Rayna Hartz
 Department/Location: Superintendent
 Date of Regional School Board Meeting: November 17, 2016

1. Mission Statement

- a. To educate all children to be successful in any environment.

2. Objectives

- a. To provide every child an opportunity to complete high school and possess the skills needed to pursue further education of their choice.
- b. To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.

3. Strategic Goal Areas:

- a. Effective Operations
- b. Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
- c. Career Pathways
- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
11/10/16	CEE Board Meeting	Coalition for Educational Equity Board Meeting	Effective Operations
12/3/16 and 12/14/16	Operation Santa	Operation Santa Tuluksak December 3 Akiak December 14 Akiachak December 14	Involving Elders and the Community
5/11/17 5/12/17 5/13/17	Graduation	Graduation Dates Akiachak May 11, 2:00 pm to 4:00 pm Akiak May 12, 2:00 pm to 4:00 pm Tuluksak May 13, 11:00 am to 1:00 pm	Effective Operations Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes Involving Elders and the Community
11/8/16	Y-K Delta Tribal Action Planning Summit	YSD sent a team to the Tribal Action Planning Summit held in Bethel. Co-sponsored by Y-K Health Corporation and AVCP	Involving Elders and the Community
11/10/16	EAP	YSD attended Akiachak Native Community Emergency Action Planning session	Effective Operation Involving Elders and the Community

Yupiiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent
Re: Action Items: A. 3rd Reading of BP Updates

The Administration presents the 3rd Reading of the Policy Updates:

1. BP/AR/E 5128 Alaska Performance Scholarship Program
2. BP 5141.3 Health Examinations
3. BP 5141.4 Child Abuse and Neglect
4. BP 5141.14 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention
5. BP 5141.52 Suicide Prevention
6. BP 5145.3 Nondiscrimination
7. AR 5145.3 Transgender Students and Employees

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

Note: School districts must take certain steps to implement the Alaska Performance Scholarship Program. This Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student's permanent record. The record must then be forwarded to the Department of Education and Early Development.

The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The district supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average ("GPA") requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent or designee shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student's permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

(cf. 5125.2 – Challenging Student Records)

Note: Effective June 6, 2015, the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035(repealed); 4 AAC 43.045 (extensions of eligibility period).

The Alaska Department of Education and Early Development may extend a student's scholarship eligibility period beyond six years after the date of the student's graduation from high school.

Legal Reference (see next page)

Students

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

BP 5128(b)

Legal Reference:

ALASKA STATUTES

14.03.113 District determination of scholarship eligibility

14.43.810-.849 Alaska Performance Scholarship Program

ALASKA ADMINISTRATIVE CODE

4 AAC 43.010-.900 Alaska Performance Scholarship Program

Revised 3/2016

The Alaska Performance Scholarship Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the State of Alaska. The district is required to determine student eligibility for the three levels of scholarships available. The district must then notify the Alaska Department of Education and Early Development of each qualifying student's eligibility.

Eligibility Determinations

The principal or designee of each high school shall determine scholarship eligibility for each graduating student by application of the following criteria.

A. Course Work Requirements

Note: The following curriculum requirements are in place for students graduating from high school in and after 2015. Qualifying units of credit shall include a student's completion of a high school level course in an earlier grade if: 1) the course meets content standards for a grade 9-12 course; 2) is within a qualifying curriculum (math, science, language arts, etc.); and 3) appears on the student's high school transcript. A course does not satisfy the requirements of this section, regardless of the course name unless it is: 1) a college or industry preparatory course; and 2) meets or exceeds the standards and grade level expectations in *Alaska Standards: Content and Performance Standards for Alaska Students*. An advanced placement and international baccalaureate course meets curriculum requirements and is considered an approved course as fully stated in 4 AAC 43.030.

The Alaska Performance Scholarship may be awarded based on a student's completion of either a math and science curriculum track, or a social studies and language curriculum track.

2015 and after Curriculum Requirements

Students graduating in and after 2015 must meet the following curriculum requirements to qualify for all scholarship levels (Achievement, Performance, and Honors):

Math and Science Curriculum:

1. Math – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. algebra I;
 - ii. algebra II;
 - iii. geometry;
 - iv. trigonometry;
 - v. pre-calculus;
 - vi. calculus;
 - vii. calculus II;
 - viii. statistics;

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

AR 5128(b)

2. Science – 4 units of credit, consisting of either four units selected from the following courses or a combination of two units selected from the following courses and two additional courses approved by the department:
 - i. physical science;
 - ii. earth science;
 - iii. biology;
 - iv. chemistry;
 - v. physics;
 - vi. marine biology;
 - vii. anatomy and physiology;

3. Language arts – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. composition;
 - ii. American literature;
 - iii. world literature;
 - iv. speech and debate;
 - v. advanced composition;
 - vi. creative writing;
 - vii. British literature;

4. Social studies – 4 units of credit, one unit of credit in a foreign or Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies; at least two units of credit must be from the following courses, with any remaining credits from courses approved by the department:
 - i. World history;
 - ii. American history;
 - iii. geography;
 - iv. American government/civics;
 - v. economics;
 - vi. Alaska history;
 - vii. western or eastern civilization;
 - viii. psychology;
 - ix. sociology.

Social Studies and Language Curriculum

1. Math - 3 units of credit, consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
 - i. algebra I;
 - ii. algebra II;
 - iii. geometry;
 - iv. trigonometry;
 - v. pre-calculus;

- vi. calculus;
 - vii. calculus II;
 - viii. statistics;
2. Science – 3 units of credit consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
 - i. physical science;
 - ii. earth science;
 - iii. biology;
 - iv. chemistry;
 - v. physics;
 - vi. marine biology;
 - vii. anatomy and physiology;
 3. Language arts – 4 units of credit consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. composition;
 - ii. American literature;
 - iii. world literature;
 - iv. speech and debate;
 - v. advanced composition;
 - vi. creative writing;
 - vii. British literature;
 4. Social studies – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. world history;
 - ii. American history;
 - iii. geography;
 - iv. American government/civics;
 - v. economics;
 - vi. Alaska history;
 - vii. western or eastern civilization;
 - viii. psychology;
 - ix. sociology.
 5. Foreign, Alaska Native or American sign language – 2 units of credit in the same language.

Note: A district that offers courses meeting the requirements for APS but that do not clearly fall within the course names found above may seek approval from the Department to have those courses approved for APS purposes. 4 AAC 43.030(j).

B. Grade Point Average and Standardized Examination Scores

In addition to the curriculum requirements above, students must meet certain GPA and standardized examination score requirements. It is the student's responsibility to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility. GPA and test scores determine a student's level of eligibility for each of the three scholarships set forth below:

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

Test Scores: ACT composite score of 25 or higher; or
SAT combined score of 1680 or higher; or
A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Honors Scholarship has an award level of \$4,755.

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

Test Scores: ACT composite score of 23 or higher; or
SAT combined score of 1560 or higher; or
A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Achievement Scholarship has an award level of \$3,566.

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

Test Scores: ACT composite score of 21 or higher; or
SAT combined score of 1450 or higher; or
A combined WorkKeys score of 13 or higher, with no
single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Opportunity Scholarship has an award level of \$2,378.

Note: A student who qualifies for one of the above scholarships using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. 4 AAC 43.020.

Notice to Parents/Guardians of Eligibility Determination

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Permanent Record

Once eligibility levels are determined, the district will record the level of eligibility on each qualifying student's permanent record. No notation should be made for those students who are not eligible for a scholarship award.

Annual Transmittal of Records

No later than July 15 of each year, the district will transmit an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska Performance Scholarship Program. This is a mandatory reporting obligation and parents/students may not opt out of this disclosure.

Appeal Procedures

The district provides the following appeal process for students who believe an error has been made regarding a student's eligibility for an Alaska Performance Scholarship. A student can request that the district review the determination of whether or not he or she is eligible or, if eligible, the level of scholarship available.

A. Appeal Form

To request an appeal, a student must complete the Alaska Performance Scholarship Appeal Form for Public School Students. [E 5128] The form requires:

1. Name, mailing address, and contact information;
2. Eligibility information in the form of official examination scores and an official transcript indicating courses taken and GPA;
3. A statement explaining why the student believes the eligibility determination is in error; and
4. All documents, papers, or other materials that support a reversal or modification of the eligibility determination.

Students who have questions about the form or require assistance should contact a counselor or principal at the student's high school.

Students must complete the Appeal Form and provide supporting documents as soon as possible after receiving notice of his or her eligibility determination. No appeals will be considered unless submitted within thirty (30) days of receiving the district's eligibility determination, absent unusual circumstances that prevented a timely appeal.

B. Appeal Process

1. Student submits the completed Appeal Form and supporting documentation to Superintendent.
2. The district will designate a reviewer to review and decide the appeal.
3. The reviewer will consider all information submitted and issue a determination of whether or not the student meets scholarship eligibility, and if eligible, the student's level of eligibility.
4. The reviewer's determination is the final decision of the district.
5. Notice of the district's decision will be sent to the student no later than thirty (30) days after the student submits a timely appeal.
6. If the reviewer determines that scholarship eligibility was incorrect, the district will notify the Alaska Performance Scholarship Program of the correct eligibility determination and revise the student's transcript to correctly identify APS eligibility.

Note: Effective June 6, 2015 the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035 (repealed); 4 AAC 43.045 (extensions of eligibility period). An extension of scholarship eligibility does not permit a student to receive a scholarship for more semester hours than is permitted under AS 14.43.825.

Extension of Scholarship Eligibility

The district should notify appropriate students about the availability of a scholarship eligibility extension that may be granted by the Alaska Commissioner of Education. Upon request, the Commissioner may grant a student who has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student's graduation from high school.

To qualify for an extension of scholarship eligibility, a student must:

1. Submit a written request to the Commissioner *no later than 30 days* before the student's period of scholarship eligibility under 14.43.825(b) is set to expire; and
2. Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student's control.

Revised 3/2016



ALASKA PERFORMANCE SCHOLARSHIP (APS)
Sample Appeal Form for Public School Students
 _____ **School Year Only**

AS 14.03.113. District determination of scholarship eligibility.

A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

The following information is required for the school district to evaluate your appeal to receive an APS scholarship. Complete this form and return it to your school district. Please print to ensure information is legible.

Last Name _____ First Name _____ M.I. _____ DOB _____ AKSID _____

Permanent Mailing Address _____ City _____ State _____

Zip _____ Home Phone _____ Cell Phone _____ Email _____

Did you meet the minimum test scores of ACT 21 or SAT of 1450 or WorkKeys Level 13 (no score below a 4 in each subject area)?
 Yes _____ No _____

My ACT score is _____ My SAT score is _____ My WorkKeys score is _____ My GPA is _____

Did you meet the curriculum requirements for your class year? Yes _____ No _____

Were your requirements met by high school graduation? Yes _____ No _____

Provide a concise statement identifying the reasons supporting a reversal or modification of the school district's eligibility determination. **Note:** Failure to meet APS requirements for reasons other than those allowed for under the statutes and regulations governing the APS does not entitle the applicant to a reversal or modification of eligibility. You may use a separate sheet of paper.

Provide documents, papers, or other materials that support a reversal or modification of the districts eligibility determination. This may include:

- ACT and/or SAT score report (s) (an official copy from the ACT/SAT)
- WorkKeys score (if taken outside of the school district)
- Statement
- Transcript

Student Signature _____ Date _____

School District Review and Signature _____ Date _____

School District should submit this Signature form and record change to:

Shari Paul, APS Program Coordinator
 Alaska Department of Education & Early Development
 P.O. Box 110500 Juneau, Alaska 99811-0500
 Phone: 907.465.6535
 shari.paul@alaska.gov

ALASKA PERFORMANCE SCHOLARSHIP



Collegiate Eligibility Checklist

Students with qualifying SAT/ACT scores may use either the CTE or Collegiate Award.

To apply for the APS students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year.

Level 1	Level 2	Level 3
UPTO \$4,755 <i>per year</i>	UPTO \$3,566 <i>per year</i>	UPTO \$2,378 <i>per year</i>
<input type="checkbox"/> CURRICULUM	<input type="checkbox"/> CURRICULUM	<input type="checkbox"/> CURRICULUM
<input type="checkbox"/> GPA 3.5 (or greater)	<input type="checkbox"/> GPA 3.0 (or greater)	<input type="checkbox"/> GPA 2.5 (or greater)
<input type="checkbox"/> TEST SCORES ACT 25 (only one required) SAT 1680	<input type="checkbox"/> TEST SCORES ACT 23 (only one required) SAT 1560	<input type="checkbox"/> TEST SCORES ACT 21 (only one required) SAT 1450

Math & Science Curriculum

4 UNITS MATH			
4 UNITS SCIENCE			
4 UNITS LANGUAGE ARTS			
4 UNITS SOCIAL STUDIES			

OR

Social Studies & Language Curriculum

2 UNITS WORLD LANGUAGE			must be the same foreign, Alaska Native, or American Sign language
3 UNITS MATH			
3 UNITS SCIENCE			
4 UNITS LANGUAGE ARTS			
4 UNITS SOCIAL STUDIES			

MATH

- standard courses
- algebra 1
 - algebra 2
 - geometry
 - trigonometry
 - pre-calculus
 - calculus
 - calculus 2
 - statistics

SCIENCE

- standard courses
- physical science
 - earth science
 - biology
 - chemistry
 - physics
 - marine biology
 - anatomy & physiology

LANGUAGE ARTS

- standard courses
- composition
 - American literature
 - world literature
 - speech & debate
 - advanced composition
 - creative writing
 - British literature

SOCIAL STUDIES

- standard courses
- world history
 - American history
 - geography
 - American government
 - civics
 - economics
 - Alaska history
 - western civilization
 - eastern civilization
 - psychology
 - sociology

Each school district is responsible for providing students with a complete list of all courses that qualify for the APS.

Districts may include two APS qualifying course categories – standard and additional. Additional courses may be used as follows: for the Social Studies & Language Curriculum, one additional course is permitted in each subject area (math, science, language arts, and social studies). For the Math & Science Curriculum, one additional course each is permitted for math and language arts, two each are permitted for science and social studies. Also, (for the Math & Science Curriculum only) a foreign language, Alaska Native Language, American Sign Language, cultural heritage or fine arts course may be substituted for one standard course of social studies.

Contact your counselor for more information about APS-approved courses. Approved courses may also be available through resources such as Alaska's Learning Network (AKlearn.net) or the University of Alaska. Eligibility is determined based upon courses contained in your school's



Student GPA: _____

Student Test Score & Test Date: _____

Questions? Visit APS.alaska.gov



----- On Track to Qualify? Get Ready to Put Your APS Award to Work! -----

To get the APS, you must file a FAFSA and be admitted (attending at least half time) to a qualifying program.
The Collegiate APS Award can be used for certificate or degree programs.

INITIAL AWARD CHECKLIST

IMPORTANT TIPS:

My Institution

Institution:	All participating Alaska institutions are listed at APS.alaska.gov	ORIENTATION TIP: Sign up for your institution's New Student Orientation - learn about resources to help you succeed and connect to the campus community.
Major/Program:	Meet with an enrollment or academic advisor and make sure he or she knows your plans include the APS.	
Program Full-Time Eligible? Yes No		
Advisor Contact:		

Admissions

Admissions Application Deadline:	Before the deadlines – Complete your application, pay any fees, and provide all required documents.	HOUSING TIP: At some institutions, housing fills up fast, so if you plan to live on campus, be sure to submit your housing application early, too.
Admissions Requirements:	Once accepted, let the institution know you plan to attend.	
Accepted? Yes No	Conditional admission means you still must complete the process – submit final high school transcripts immediately after you graduate and meet any other conditions promptly.	
Conditions Completed? Yes No N/A		

Financial Aid

FAFSA Filed? Yes No Date Filed:	File your FAFSA as soon after January 1 as possible but no later than June 30 (APS deadline). File by your institution's financial aid deadline to be considered for more financial aid.	
Financial Aid Deadline:		
Financial Aid Advisor Contact:	Accept (or decline) the financial aid outlined in the school's award notice. Your APS may not appear in the financial aid award notice. Tell your financial aid staff you plan to enroll using an APS. If you have significant other grant or scholarship aid, your APS amount may be affected – your financial aid staff can help with any questions.	
Notified of Intent to Enroll? Yes No		

Courses

Date Course Registration Opens:	Don't wait to register for classes! Sign up as soon as registration opens. Early registration is critical to get the right classes. If you need English and/or Math placement tests, take them as early as you can.	
Financial aid certification window:		
# of credits registered for:	Find out your school's financial aid certification or census date. Before that date, register for 12 or more credits to receive a full-time APS award for that semester.	
Deadlines to add/drop courses:	Remember, 15 credits – the real full-time – will help you stay on track and meet APS continuing eligibility requirements.	

Now that you have the APS Award – Keep it!

My high school graduation date: + 6 years = My APS expiration date:
An APS can be used for no more than 8 semesters/12 quarters (4 academic years), for full-time or half-time attendance.

A new FAFSA must be filed every year: **Year 1:** **Year 2:** **Year 3:** **Year 4:**

Continuing Eligibility

Cumulative GPA & Credits Completed	Satisfactory Academic Progress Requirements
Year 1: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA Year 2: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA Year 3: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA Year 4: Semester: _____ credits _____ GPA Final: _____ credits _____ cumulative GPA	During your 1st year, earn: 24 semester credits (12 if half-time) a 2.0+ cumulative GPA During future years, earn: 30 semester credits (15 if half-time) a 2.5+ cumulative GPA As a graduate student, earn: a 2.5+ cumulative GPA

Note:
Students attending half time (at least six credits) receive a reduced award. If you switch from half-time to full-time status (or vice versa), the minimum credits you must earn depends on the award – half time or full time – you receive for each term

You must also meet any satisfactory academic progress requirements of your postsecondary institution and program.

Sign up for an Alaska Student Aid Portal (ASAP) account to monitor your APS eligibility and usage online. Visit APS.alaska.gov

HEALTH EXAMINATIONS

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination and a vision and hearing screening examination upon entry into school and at regular intervals as determined by the school board. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of periodic health examinations. To determine the health status of students, facilitate the removal of handicaps to learning, and determine whether special adaptations of the school program may be necessary, the School Board may offer physical examinations to students, including tests for vision and hearing.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

14.30.065 *Supervision*

14.30.070 *Physical examination required*

14.30.127 *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

UNITED STATES CODE

42 U.S.C. §§ 12101 *et seq.* (2014)

20 U.S.C. §§ 1232g (2013)

20 U.S.C. §§ 1232h (2002)

29 U.S.C. § 794(a) (2002)

34 C.F.R. pt. 99 (2011)

Revised 3/2016

CHILD ABUSE AND NEGLECT

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters with training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect. New employees required to report are to be trained on this obligation within 45 days after the first day of employment. AS 47.17.022. A school district providing training shall provide notice of the training to public and private schools in the district and invite volunteers who are required to report to participate in the training at no cost to the volunteer. Effective June 30, 2017, volunteers who interact with children in public or private school for more than four hours a week are also mandatory reporters of child abuse. AS 18.66.310 requires school districts to offer continuing education at least once every two years on domestic violence for mandatory reporter employees.

Abuse and neglect affects the well-being of students. Teachers, school administrators, paid athletic coaches and volunteers who interact with children in a school for more than four hours a week shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. An athletic coach who is an unpaid volunteer is not required to report child abuse or neglect unless the coach volunteers for more than 4 hours a week for 4 consecutive weeks, or for 20 hours a week in a one month period, has received training, and signed a form acknowledging the obligation to report. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4131 – Staff Development).

The district shall provide notice of child abuse and neglect mandatory reporter training to all public and private schools in the district. All mandatory reporters, including qualifying volunteers, are invited to participate in the training at no cost.

Note: Many school employees may encounter child abuse and neglect. The following optional language expands the number of school employees offered training in child abuse recognition and reporting. It may be revised or deleted as desired.

In addition to the required training provided above, the Superintendent or designee may invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to the site administrator.

Note: Pursuant to AS 47.17.068, failing to report child abuse or neglect mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

Legal Reference (see next page):

Students

CHILD ABUSE AND NEGLECT

BP 5141.4(b)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional school boards)

14.14.090 Additional duties

18.66.310 Continuing education for public employees, court system employees, and for prosecuting authorities

47.17.010-47.17.070 Child protection

Revised 3/2016

Note: The following sample regulation may be revised as needed to reflect district circumstances.

Duty to Report

Teachers, school administrators, and paid athletic coaches and volunteers who work with children at school more than 4 hours a week who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

Reporting Procedures

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee or volunteer may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee or volunteer shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees or volunteers may report harm from known or suspected child abuse or neglect 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 or volunteer 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. School employees and volunteers are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees and volunteers should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

Legal Responsibility and Liability

1. Mandatory reporters are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.
2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.
3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the 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.
4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

(cf. 5145.11 - Questioning and Apprehension)

Confidentiality

All school district employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee, employees or volunteers making the report.

Revised 3/2016

**SEXUAL ABUSE, SEXUAL ASSAULT AND DATING VIOLENCE
AWARENESS AND PREVENTION**

BP 5141.41(a)

Note: Effective June 30, 2017, school districts must establish a training program for students and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students in kindergarten through grade 12. AS 14.30.355. By the same date, school districts shall establish a training program for students and provide parent notices relating to dating violence and abuse in grades seven through 12. AS 14.30.356.

Every child has the right to live free of physical and emotional abuse, including neglect, sexual assault and dating violence. The School Board recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in substance abuse. The district shall provide a comprehensive program of health and safety that educates students regarding the recognition and avoidance of sexual abuse and dating violence and includes parents in prevention and intervention services.

A. Sexual Abuse and Sexual Assault Awareness and Prevention

1. The district will provide age-appropriate information to students in grades kindergarten through twelve to teach students the difference between appropriate and inappropriate conduct in situations where sexual abuse could occur, and to identify actions students may take to prevent and report sexual abuse or sexual assault.
2. Students will be informed of referral and resource information, including the availability of student counseling and educational support.
3. The Superintendent will implement various methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children.

B. Dating Violence and Abuse Awareness and Prevention

1. The district will provide age-appropriate information to students in grades seven through twelve to teach students the characteristics of healthy and respectful relationships, the warning signs of dating violence and abusive behavior, and measures to prevent, report, and stop violence and abuse.
2. Students will be educated about youth violence prevention that reinforces nonviolent solutions to problems so as to recognize and avoid the threat or use of physical, sexual, verbal, emotional, or psychological abuse to control the person's dating partner.
3. Students will be informed of community and district resources available to victims of dating violence and abuse.

C. Voluntary Participation

A student may be excused from participation in the district's awareness and prevention programs described above upon written request of a parent or guardian, or of the student if 18 years or older, or legally emancipated.

**SEXUAL ABUSE, SEXUAL ASSAULT AND DATING VIOLENCE
AWARENESS AND PREVENTION (cont.)**

BP 5141.41(b)

D. Child Abuse and Neglect

The Superintendent or designee shall provide coordinated training for teachers who will use the child abuse prevention curriculum, including instruction in the physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities to report abuse or neglect, and care for a child's needs after a report is made.

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 4131 – Staff Development)

Note: Educators may be invited to serve on a multidisciplinary child protection team, if determined appropriate by a consensus of the team. AS 47.14.300
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(cf. 1020 - Youth Services)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices.

14.30.360 Curriculum (Health and Safety Education)

47.14.300 Multidisciplinary child protection teams

Revised 3/2016

SUICIDE PREVENTION

Note: Effective July 1, 2016, AS 14.30.362 requires suicide awareness and prevention training for specific school personnel. AS 14.30.362 also provides civil immunity for districts and employees from a death or personal injury that results from an act or omission in providing or obtaining that training. The training provided or failure to provide training cannot be construed to impose a specific duty of care on any person.

The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide appropriate staff members with procedures for intervening in low-risk and in high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student's risk for suicide.

The Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The district shall make available suicide prevention training for each of these segments of the school community.

Parent/Guardian Awareness

Note: The following parent/guardian involvement paragraph will affect school principals' responsibilities.

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided, and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

Staff Awareness & Training

Note: Effective July 1, 2016, AS 14.30.362 requires districts to provide training on a schedule adopted by the Board on youth suicide awareness and prevention to the following staff: each teacher, administrator, counselor, and specialist who is employed by the district to provide services to students in grades 7-12. The training must be approved by the Commissioner of Education and provided to teachers at no cost. Training may be offered through videoconferencing or an individual program of study.

(cf. 4131- Staff Development)

The Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

Curriculum

The Board finds it appropriate that suicide prevention instruction be incorporated into the curriculum. This instruction shall help students:

Understand how feelings of depression and despair can lead to suicide.

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

Learn to listen, be honest, share feelings and get help when communicating with friends who show signs of suicidal intent.

Identify community resources where teenagers can get crisis intervention help.

Peer Counseling

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

Legal Reference:

ALASKA STATUTES

14.30.362 Suicide awareness and prevention training

Revised 3/2016

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.

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 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.

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

Added 11/2015

Yupiiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Items: B. 2nd Reading of BP Updates

The Administration presents the 2nd Reading of BP Updates:

1. BP 5145.15 (a) Student and Family Privacy Rights
2. BP 6010 (a) Goals and Objectives
3. BP/AR 6114 (a) Crisis Response Plan
4. BP 6142.2 (a) Aids Instruction
5. BP 6146.1 (a) High School Graduation Requirements
6. BP/AR 6146.3 (a) College and Career Readiness Assessments
7. BP/AR/E 6171 (a) Title I Programs

STUDENT AND FAMILY PRIVACY RIGHTS

BP 5145.15(a)

Note: The Protection of Pupil Rights Act requires any school district “that receives funds under any applicable program [to] develop and adopt policies, in consultation with parents, regarding [statutory privacy rights].” (20 U.S.C. § 1232h(c)(1)). “Any applicable program” generally refers to any federal program administered by the U.S. Department of Education (20 U.S.C. § 1221(c)). “Consultation with parents” is not defined; boards are advised, at minimum, to publicize the issue and request public comment during the policy’s adoption.

The 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 our students and their families. The following procedures shall be followed so that parents may make informed choices regarding the disclosure or collection of personal information from their student.

Student Surveys

Note: Federal law requires prior written parental consent before certain surveys may be administered to students. Effective June 30, 2017, AS 14.03.110 requires written parent permission before a school may administer, or permit to be administered in a school, a questionnaire or survey, whether anonymous or not. The following policy sets forth the notice and consent provisions required by law and identifies when parental consent and notice are required. Additionally, state law provides that no student may be required to participate in a questionnaire or survey if the student objects to participation. AS 14.03.110.

The Board recognizes that student surveys administered in the public schools may be beneficial for the purposes of study, the improvement of education, for class assignment, and to assist in providing guidance or counseling services to students and their families. In administering surveys or questionnaires to the District’s students, the District shall comply with state and federal laws concerning parental notice and consent.

Surveys will not be administered to students without prior parental consent.

Annual Consent: The District may seek written parent/guardian permission, on an annual basis, for the administration of anonymous student surveys. Consent to anonymous surveys obtained annually will be valid until the beginning of the subsequent school year, or until written notice of withdrawal of consent is provided to the school principal. Parents or guardians shall receive at least two weeks’ notice prior to the administration of an anonymous questionnaire or survey.

Consent for Surveys that are Not Anonymous: Prior to the administration of a survey that is not anonymous the District shall obtain written permission from the parent/guardian at least two weeks prior to the survey.

Notice Requirements: At least two weeks prior to the administration of a questionnaire or survey, whether anonymous or not, that requires parental consent as identified above, the school shall provide each student's parent or legal guardian with written notice explaining:

- (1) how and where the parent may preview the survey;
- (2) how the survey will be administered;
- (3) how the survey results will be used;
- (4) who will have access to the questionnaire, survey or results; and
- (5) for those surveys which are not anonymous, explain that written parental consent is required before participation in the particular survey, and include a permission form to be returned by the parents, with instructions that the form must be returned at least two weeks before the survey.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

Note: Effective June 30, 2016, provisions of AS 14.30.070 and the entirety of AS 14.30.120 requiring school districts to provide for or require each child to have a physical examination and vision and hearing screening is repealed. Although districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The federal Protection of Pupil Rights Act states that student's parent(s)/guardian(s) may refuse to allow their child or ward to participate in a "non-emergency, invasive physical examination or screening." 20 U.S.C. § 1232h(c)(2)(A)(ii).

A student's parent(s)/guardian(s) may refuse to allow their child to participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance; and (c) not necessary to protect the immediate health and safety of the student, or of other students. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*)
3. Is otherwise authorized by board policy.

(cf. 5141 – Health Care and Emergencies)

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

(cf. 5131.61 – Drug/Alcohol Testing Policy)

Collection of Personal Information from Students for Marketing

Note: Federal law allows schools to collect personal information from students for marketing (20 U.S.C. § 1232h(c)(1)(E)), provided the board, by policy, allows parents to preview the instrument and opt their child out of the activity. **Option 1** prohibits the collection of personal information from students for marketing purposes. **Option 2** retains this option and contains the required notice provisions.

The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, or (4) a Social Security identification number.

No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or sale.

The above paragraph does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other post-secondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(d)

5. The sale by students of products or services to raise funds for school-related or education-related activities.

6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify parent(s)/guardian(s) of:

1. This policy, as well as its availability upon request.
2. How to opt their child out of participation in activities as provided in this policy. This notification shall be given parent(s)/guardian(s) at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Note: The rights provided to parent(s)/guardian(s) in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.
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Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools.

14.30.070 Physical Examination required.

UNITED STATES CODE

20 U.S.C. 1232(h) Protection of Pupil Rights Act

Revised 3/2016

Note: AS 14.33.100 requires that all school districts develop a model school crisis response plan for use by each school in the district, and each school shall develop a school specific crisis response plan.

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certificated and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained in crisis response, including evacuation and lock down drills. New employees shall complete the training within their first two years of employment. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

Note: The crisis response plan must include the following information. Districts should add to this list as appropriate.

The crisis response plan for each school must:

- a. identify the person in charge and a designated substitute;
- b. identify the crisis response team members and their specific job functions relating to a crisis;
- c. include a communication plan;
- d. include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;
- e. include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
- f. include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
- g. include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

CRISIS RESPONSE PLAN (continued)

BP 6114(b)

(cf. 3514 - Safety)

(cf. 3515 – School Safety & Security)

(cf. 5142 - Student Safety)

The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school's crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

Note: The following language may be revised to reflect district philosophy and needs
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The School Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

The School Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

Revised 3/2016

Note: Each district, and every school within the district, is required to have in place a crisis response plan. AS 14.33.100. AS 14.03.140 requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. AS 14.33.100 requires annual employee training in crisis response, including evacuation and lock down drills. New employees must be trained within his or her first two years of employment. Ongoing training must be in compliance with BP 4131 –Staff Development.

Principals and site administrators shall hold emergency drills at least once a month, weather permitting. (AS 14.03.140)

The district crisis response plan shall be available to staff, students and the public in the office of the Superintendent or designee and in the office of each principal. Individual building crisis response plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The crisis response team for each school shall meet each year to review the crisis response plan and recommend changes and/or improvements.

(cf. 4131 – Staff Development)

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.

- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

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

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the DROP command during an earthquake.
- c. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- d. Report missing students to the principal or designee.
- e. Send students in need of first aid to the school nurse or person trained in first aid.

3. Custodian/Maintenance Personnel

Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct fire fighting efforts until regular fire fighting personnel take over.

- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
- e. Disburse supplies and equipment as needed.
- f. Conserve usable water supplies.

4. The school secretary shall:

- a. Report a fire or disaster to the appropriate authorities.
- b. Assist the principal as needed.
- c. Provide for the safety of essential school records and documents.

5. The secretarial staff shall man telephones, monitor radio emergency broadcasts, assist the school nurse as needed, and act as messengers and carriers when so directed.

6. The school nurse shall:

- a. Administer first aid.
- b. Supervise the administration of first aid.
- c. Organize first aid and medical supplies.

Revised 3/2016

Note: The following optional policy should be revised or deleted to reflect district philosophy and needs.

Notes: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Instruction

AIDS INSTRUCTION

BP 6142.2(b)

Legal Reference:

ALASKA STATUTES
14.30.360 Curriculum

UNITED STATES CODE
*Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act
(P.L. 114-95 December 10, 2015)*

Revised 3/2016

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 June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. 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 secondary school competency examination 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.

<u>SUBJECT</u>	<u>UNITS OF CREDIT</u>	
LANGUAGE ARTS	4	
SOCIAL STUDIES	3*	
MATHEMATICS	2	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR BEFORE JUNE 30, 2017.
MATHEMATICS	3	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR AFTER JULY 1, 2017
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):

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 Statewide assessment program for students with disabilities

Revised 3/2016

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments. The exams shall be administered in accordance with state law and regulations.

(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)

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 3/2016

Note: Regulations governing waivers are found at 4 AAC 06.721-.724.

Students are required to take a college and career readiness assessment, unless a waiver is approved. "Taking" this assessment means the student has received a valid score as reported by the assessment vendor. 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)

AR 6146.3(b)

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. 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 or legal guardian 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. 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.
4. 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)**

AR 6146.3(c)

5. A significant and uncorrectable system error, including one or more of the following:
 - a. Completed exams are lost in transit between the school district and the testing vendor.
 - b. The student's school or district failed to administer the assessment on a scheduled administration date.
 - c. The student was unable to take an assessment or received an invalid score because of a technology failure.
 - d. The student received an invalid score because the assessment was improperly administered or test security requirements were violated.

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.

TITLE I PROGRAMS

BP 6171(a)

Note: This policy is mandatory for any district that receives or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. § 6301 *et seq.*), as amended by the Every Student Succeeds Act of 2015 (P.L. 114-95-). Title I recipients must have a policy of parent and family engagement and a policy ensuring equal provision of staff and materials among schools.

The Board recognizes the importance of a program of instruction that is well-rounded to meet the academic needs of all students. Instructional and other strategies intended to strengthen academic programs and improve conditions for learning will be identified and implemented.

Federal program funds shall be used to ensure that all students receive a high-quality education and to close the achievement gap between those students who meet, and those who do not meet, challenging academic standards. Students who may be at risk for academic failure will be identified. Title I programs shall provide additional educational assistance to individual students that need help in meeting academic standards. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective educational criteria.

When evaluating the effectiveness of Title I programs, staff shall assess individual student achievements and monitor changes in student performance.

(cf. 6190 - Evaluation of the Instructional Program)

Note: Every Student Succeeds Act requires each district receiving Title I funds to “develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.” 20 U.S.C. § 6318(a)(2). Additionally, each school served under Title I must work with parents to develop a written parent and family engagement policy for that school.

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in a systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses. The Superintendent or designee shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district’s expectations for parent and family engagement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) methods to be used by building administrators with Title I programs to ensure parental involvement at that school, and (4) other provisions as required by federal law. The Superintendent or designee shall ensure that the procedures are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

TITLE I PROGRAMS (continued)

BP 6171(b)

Through consultation with parents/guardians, the district shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

Note: The following paragraph is mandatory for each district receiving Title I funds.

The Superintendent or designee shall establish procedures which ensure that the district provides all district schools, regardless of whether they receive Title I funds, with services that, taken as a whole, are substantially comparable. This includes the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

(cf. 6000 - Concepts and Roles)

Legal Reference:

UNITED STATES CODE

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6301–6514, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Revised 3/2016

Parent and Family Engagement in Title I Programs

Note: The Every Student Succeeds Act of 2015 continues the federal requirement that districts receiving Title I funds have a policy on parent and family engagement. General requirements continuing from previous years include the mandate that districts conduct, with parental input, an annual evaluation of the content and effectiveness of the parent and family engagement policy. Additionally, each of the district's schools with a Title I program must have its own parent and family engagement policy created with input from parents and families of students attending that school. Finally, parents must be notified of the parent and family engagement policy.

These procedures meet the requirements of ESSA, except that they were not created with input from parents in your district. Each School Board and individual school site should obtain parental input, as required by law.

A strong partnership between families, the schools, and the community will improve student outcomes. Each school shall support and encourage parent and family engagement opportunities, as identified in a school parent and family engagement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress;
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner;
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment;
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance and homework completion; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents and families;
6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards;
7. The availability of materials and training to help parents work with their children to improve their children's achievement;
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - a. frequent reports to the parents on their children's progress;
 - b. parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to complement the student's instruction;

TITLE I Programs (continued)

AR 6171(b)

- c. reasonable access to teachers and other educators, including the opportunity to observe program activities;
 - d. an annual meeting, at a time convenient for parent attendance, to explain what students will learn, the assessments used to measure student progress, the state's academic standards, and the proficiency levels students are expected to meet for their grade level;
 - e. an annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent and family engagement policy and activities;
9. The timely notice to parents of information about parent and family engagement programs;
 10. Insofar as possible, the coordination and integration of parental involvement activities with community groups;

In facilitating effective parent and family engagement, the Principal/Site Administrator may:

1. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children;
2. Ensure, insofar as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English;
3. Involve parents in the development and training of teachers, principals, and other educators in order to improve the effectiveness of such training;
4. Adopt and implement model approaches to improving parental involvement;
5. Establish a parent advisory council to provide advice on all matters related to parental involvement activities and programs.

Insofar as practical, parent and family engagement materials and information shall be provided in a language and format that parents understand.

Revised 3/2016

NOTICE TO PARENTS REQUIRED BY EVERY STUDENT SUCCEEDS ACT

Notes: Under the Every Student Succeeds Act, parent notifications for the 2016-2017 school year are required but they must align to NCLB requirements. However, not all NCLB notices are required. This list of parental notice requirements is designed to help districts meet the many notice requirements of NCLB as required for the 2016-2017 school year. NCLB makes it clear that schools receiving federal funds must ensure that parents are actively involved and knowledgeable about their schools and their child's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that parents understand. The only notices applying to districts that do **not** receive Title I funds are those regarding student privacy. The notices described in this example are summarized; please see the specific NCLB section cited for the exact requirements. The NCLB citations are retained for purposes of implementing notice requirements for the 2016-17 school year.

Improving Basic Programs Operated by Local Educational Agencies

1. Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.

English Language Learners

1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of an English language learner identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001
(continued)

2. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of English language learner students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. Districts shall provide parents notice of each school's ASPI designation, including:
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency; and
 - b. The reasons for the identification.
2. Notice to parents of each student enrolled in a school designated as a Priority or Focus school, including:
 - a. An explanation of what the school identified for school improvement is doing to address the problem;
 - b. An explanation of what the district or State educational agency is doing to help the school address the achievement problem; and
 - c. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified as a priority or focus school.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001
(continued)

- c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
- d. Provide parents of participating children:
 - Timely information about programs under this part;
A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Education of Homeless Children and Youths

- 1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and,
 - d. Includes contact information for the local liaison for homeless children and youths.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001
(continued)

2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (*Copies of those policies are available on request.*)”

Revised 3/2016

Yupiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Items: C. OASIS Foundation

The Administration recommends approval of the Fall OASIS Collection 2016.

District Foundation Summary

Trial Name: Sent Trial
Trial Date: 11/5/2016 12:15:09
User Name: T Bateman
Report Date: 11/5/2016 13:22:50

Fall OASIS Collection 2016

I certify the reported counts & foundation claim comply with state law, regulations, including the Student Data Reporting Manual. Noncompliance is subject to PTPC sanctions per AS 14.20.030 & 20 AAC 10.020(d)(9).

Superintendent signature: RB Date: 11/5/16

Yupit School District

	Elementary (PK-6)	Secondary (7-12)	Total (PK-12)	Intensive
Akiachak School (540010)	110.40	87.85	198.25	1
Akiak School (540030)	76.45	53.05	129.50	0
Tuluksak School (540040)	85.55	60.25	145.80	3
Total	272.40	201.15	473.55	4

Yupiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item D. Enrollment Projection for FY2017-2018

The Administration recommends the approval of the FY2017-2018 Enrollment Projection for the YSD School District.

The projection will be used to drive the Fy17 Budget Process.

Yupiiit School District																				
FY18 YSD Enrollment Projection																				
Used for FY18 Budget and Staffing Processes																				
		OASIS																		
School	FY18	FY17	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	FY17	Projected	Projected	Projected	
	Proj	Actual														Projection	Total	Total	Foundatn	
																	K-6	7-12	Funding	
Akiachak	207	198	18	14	21	22	13	14	10	15	19	15	15	15	16	207	112	95	207	
Akiak	137	129	13	12	13	12	11	7	10	13	12	12	6	12	4	137	78	59	137	
Tuluksak	144	145	11	13	9	12	9	15	11	13	17	12	7	9	6	144	80	64	144	
	488	472	42	39	43	46	33	36	31	41	48	39	28	36	26	488	270	218	488	

Yupiit School District

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Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item E. New Hires:

The Administration recommends the approval of the New hires for:

1. Kaylin Charles, Federal/State Project Coordinator
2. Allan Lowe, Math/Science, Akiak School

Yupiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item F. Resignation: Lott Egoak

The Administration recommends the approval of the resignation for Lott Egoak III, Custodian for Akiak School.

Yupiit School District

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



Date: November 17, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Items: G. Akiachak Senior Trip

The Administration recommends the approval of the trip request to Orlando, Florida for the Akiachak Seniors on May 18-27, 2017.

Akiachak School
SENIOR TRIP PROPOSAL

Destination: Orlando, Florida
Dates: May 18-27, 2017 (travel days included)
Hotel: Hawthorn Suites by Wyndham- Lake Buena Vista
Address: 8303 Palm Pkwy, Orlando, FL 32836
Phone: (407) 597-5000

Airfare/Hotel		(8 guests @ 975.42ea.)	7,803.36
SeaWorld Florida	(2 day)	(8 guests)	845.44
Walt Disney World	(3 day)	(8 guests)	2,939.44
Universal Orlando Theme Park	(1 day)	(8 guests)	1,311.92
Wet n Wild Water Park	(1 day)	(8 guests)	408.96
Total		(8 guests) @ 1,663.64ea.	13,309.12

THIS IS FIGURED FOR 6 STUDENTS AND 2 ADULT CHAPERONES.
IT DOES INCLUDE A COMPLETE FREE BREAKFAST, BUT DOES NOT INCLUDE ANY OTHER
MEALS OR SPENDING MONEY.

**Yupit School District
Board of Education Meetings**

District Office at 10:00 AM

3rd THURSDAY

Meeting Date

2nd MONDAY

Agenda Deadline

2nd WEDNESDAY

Packet Information & **Reports Due @ 8:00 AM**

2nd FRIDAY

Packets Distributed

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 13, 2016

October 3, 2016

October 5, 2016

October 7, 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 3rd 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 3rd Thursday****