

Yupiit School District

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Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Committee Meetings and Work-Sessions

The Administration presents information for the Board Policy Update work-session:

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 Assaulting and Dating Violence Awareness and Prevention
5. BP5145.3 Nondiscrimination
6. 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

Option 1:

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.

Option 2:

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of how they may learn 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 _____ [identify appropriate school official to process appeals].
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 <u>3.5</u> (or greater)	<input type="checkbox"/> GPA <u>3.0</u> (or greater)	<input type="checkbox"/> GPA <u>2.5</u> (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 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. Remember, 15 credits – the real full-time – will help you stay on track and meet APS continuing eligibility requirements.
Deadlines to add/drop courses:	

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

**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

BP 5141.52(a)

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."

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

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

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

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

Student Intramural and Interscholastic Athletics

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

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

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Approval of Agenda

The Administration presents the September 15, 2016 Yupiit School District Regional School Board Agenda for approval.

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 - Board Policy Updates: BP/AR/E 5128 Alaska Performance Scholarship Program; BP 5141.3 Health Examinations; BP 5141.4 Child Abuse and Neglect; BP 5141.41 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention; BP 5141.52 Suicide Prevention; BP 5145.3 Nondiscrimination; AR 5145.3 Transgender Students and Employees

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska **DATE:** September 15, 2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes: August 18, 2016
- VII. Correspondence: Letter from DEED
- VIII. Reports:
 - A. Attendance Report: see handout
 - B. Superintendent's Report
 - C. School Reports
 1. Akiachak
 2. Akiak
 3. Tuluksak
 - D. Curriculum, Instruction, Assessment Report
 - E. Federal/Special Programs/Food Service Report
 - F. Business and Finance Report - none
 - G. Maintenance & Operations Report
 - H. Technology Director Report
- IX. Action Items
 - A. 2nd Reading of Board Policy Updates:
 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
6. BP 5127(a) Graduation Ceremonies and Activities
- B. 1st 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
- C. New Hire:
 1. Ickeley Charles, 7-12th Generalist
 2. Ruth N. Peter, Tuluksak SPED Ed Aide
- D. MOA – KIBSD Partnership
- E. Re-schedule March 2017 Board meeting
- F. National Native Youth Summit in Washington, DC – September 24-27, 2016
- G. Student Waiver Request
- H. Coalition for Educational Equity (CEE) Dues (formally CEAAC)
- I. Federal/State Projects Coordinator Job Description
- J. Teacher Housing Lease Amending Agreement
- X. Board Travel/Info: NSBA-Denver, March 24-27, 2017
- XI. Public Comments
- XII. Board Comments
- XIII. Executive Session:
- XIV. Next Regular Meeting: October 20, 2016
- XV. Adjournment

Yupiit School District

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Akiachak

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Moses Peter, Board Member

Committee Meetings and Work-sessions

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Agenda (beginning at 1:00 PM)

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- E. Re-schedule March 2017 Board meeting
- F. National Native Youth Summit in Washington, DC – September 24-27, 2016
- G. Student Waiver Request
- H. Coalition for Educational Equity (CEE) Dues (formally CEAAC)
- I. Resignations
- X. Board Travel/Info:
- XI. Public Comments
- XII. Board Comments
- XIII. Executive Session:
- XIV. Next Regular Meeting: October 20, 2016
- XV. Adjournment

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Approval of Minutes

The Administration presents the August 20, 2016 Yupiit School District Regional School Board Minutes for approval.

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: August 18, 2016
 Village: Akiachak, Alaska

<p>Committee Meeting & Work-session</p>	<p>10:00 AM – Board Policy Updates</p>
<p>Call to Order</p>	<p>I. Call to Order: Chairman Kasayulie called the regular meeting of the Regional School Board to order at 12:30 PM</p>
<p>Roll Call</p>	<p>II. Roll Call: Present:</p> <p>Willie Kasayulie, Chairman Ivan Ivan, Vice Chairman Samuel George, Treasurer Noah Andrew, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member</p>
<p>Invocation</p>	<p>III. Invocation: Moses Owen rendered the invocation</p>
<p>Recognition of Guests</p>	<p>IV. Recognition of Guests: Rayna Hartz, Doug Richards, Sharene Craft, Alex Tatum, Sophie Kasayulie, Jessica Vaudreuil, Dena Blake, Jennifer Charles, Bonnie James, Dylan Blake, Tim Bateman</p>
<p>Approval of Agenda</p>	<p>V. Approval of Agenda:</p> <p>Motion, by Ivan Ivan, Seconded by Noah Andrew to approve the agenda with additions to include B. TNC Tuluksak Village Council, Tribal Education Code and Strategic Goals Area under Correspondence; J. Technology Report under Reports; F. New Hires: 1. Adam Lowe, Math/Science, Akiak School and 2. Cheryl Chingliak, Special Ed Aide, Akiachak School. Motion passed.</p>

<p>Approval of Minutes</p>	<p>VI. Approval of Minutes: Motion by Sam George, Seconded by Robert Charles to approve the Regular Board meeting Minutes. Motion passed.</p>
<p>Correspondence</p>	<p>VII. Correspondence: A. Letter from Mike Chenault B. TNC, Tuluksak Village Council, Tribal Education Code and Strategic Goals Area Administration presented the following Correspondences for review only.</p>
<p>Reports</p>	<p>VIII. Reports: A. Attendance Report: Rayna Hartz updated on the enrollment numbers for each school and the projected enrollments. B. Superintendent’s Report – Rayna Hartz highlighted her board report.</p>
<p>Recess</p>	<p>Chairman Kasayulie called for recess at 1:53 PM Reconvened at 2:05 PM</p>
<p>Continue - Reports</p>	<p>C. School Reports 1. Akiachak- Doug Richards highlighted his board report 2. Akiak – Charles Burns report was reviewed 3. Tuluksak – Dave Macri’s report was reviewed D. Curriculum, Instruction, Assessment Report: Sharene Craft highlighted her board report E. Special Programs Report-Wayne Boggs highlighted his board report F. Yupiaq Education Report- Sophie Kasayulie highlighted her board report G. English Language Learners Report- Jessica Vaudreiul-Kim did an oral report H. Business and Finance Report – Alex Tatum highlighted his board report I. Maintenance Director’s Report – Rayna Hartz highlighted Jim Hartz board report J. Technology Report – Tim Bateman highlighted his board report via Tele-conference</p>
<p>Action Items</p>	<p>IX. Action Items A. Ratification- Legal Description for a Public Use Easement, Akiachak Native Community The Administration recommended the ratification of the Regional School Board Poll Vote conducted on 7-25-16 to approve the Akiachak Native Community’s Public use Easement at the Northwest Corner of Lot 8 Block 1 as shown on the plat entitled Qetun’aq No 1 Subdivision, recorded as plat number 2009-11. Motion by Ivan Ivan, Seconded by Sam George to ratify the Poll Vote conducted on July 25, 2016. Motion passed.</p>

<p>Continue – Action Items</p>	<p>B. Alaska Interpreting Alliance, Inc. The Administration recommended approval of the contract with Alaska Interpreting Alliance, Inc.</p> <p>Motion by Sam George, Seconded by Ivan Ivan to approve the MOA with Alaska Interpreting Alliance, Inc. at the approximate amount of \$59,830.00. Motion passed.</p> <p>C. Agreement between YSD and E-Therapy, LLC - Tabled</p> <p>D. Board Policy Updates:</p> <ol style="list-style-type: none"> 1. BP 1331 Memorial Policy 2. BP 3550 Food Service 3. BP 4111(a) Certificated Personnel Recruitment and Selection 4. BP 4130 (a) Certificated Staff Development 5. BP 4222(a) Teacher Aides/Paraprofessionals 6. BP 5127(a) Graduation Ceremonies and Activities <p>The Administration recommended the approval of the 1st Reading of the above Board Policies.</p> <p>Motion by Sam George, Seconded by Robert Charles to adopt the 1st Reading of the Board Policies with BP 1331 Memorial Policy option 1; BP 3550 Food Service; BP 4111(a) Certificated Personnel Recruitment and Selection; BP 4130 9a) Certificated Staff Development; BP 4222(a) Teacher Aides/Paraprofessionals; and BP 5127(a) Graduation Ceremonies and Activities. Motion passed</p> <p>E. Resignations: Hessa Bateman, 7-12 Generalist, Akiachak School</p> <p>The Administration recommended approval of the resignation for Hessa Bateman, 7-12 Generalist for Akiachak School.</p> <p>Motion by Moses Peter, Seconded by Sam George to accept the resignation for Hessa Bateman, 7-12 Generalist for Akiachak School. Motion passed.</p> <p>F. New Hires:</p> <ol style="list-style-type: none"> 1. Adam Lowe, Math/Science, Akiak School 2. Cheryl Chingliak, Special Ed Aide, Akiachak School <p>The Administration recommended the approval of the new hires for Adam Lowe, Math/Science Teacher, Akiak School and Cheryl Chingliak, Special Ed Aide, Akiachak School.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the new hires. Motion passed.</p>
<p>Board Travel/Info</p>	<p>XII. Board Travel/Info:</p> <p>A. 2016 AASB Fall Boardmanship Academy – September 17-18, 2016</p> <p>Motion by Sam George, Seconded by Ivan Ivan to send Ivan Ivan, Moses Owen, Noah Andrew, Robert Charles and Willie Kasayulie to attend the</p>

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Correspondence

The Administration presents the Correspondence letter from DEED approving Yupiit School District's FY2017 School Operating Fund Budget. This is for your information only.



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

RECEIVED

SEP 9 2016

Department of Education
& Early Development
SCHOOL FINANCE / FACILITIES

801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Phone: 907.463.2891
Fax: 907.463.5279

September 1, 2016

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

Dear Ms. Hartz:

In accordance with regulation 4 AAC 09.120, the Alaska Department of Education & Early Development (the department) has reviewed and approved your FY2017 School Operating Fund Budget. After receipt of the FY2016 school district annual audit, the budget will be reviewed again for compliance with 4 AAC 09.120(e), using prior year fund balance as revenue, and with 4 AAC 06.121 annual financial reporting requirements. If the FY2017 budgeted fund balance is found to be out of compliance with 4 AAC 09.120(e), the district will receive written notice of the budget rejection at that time.

The department will continue to provide information and support including directions for chart of account coding in order to maintain and improve consistent and comparative financial data from all of Alaska's school districts.

If you need further information, assistance is available from the Department of Education & Early Development, Division of School Finance. Please contact Elwin Blackwell at (907) 465-8665.

Sincerely,

A handwritten signature in cursive script that reads "Elwin Blackwell".

Handwritten initials "EJ" in cursive script.

Elizabeth Nudelman
Director

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: September 15, 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
8/30/16	Food Safety Inspections	Per USDA Policy Memo SP 39-2008, YSD has requested the Department of Environmental Conservation perform on-site food safety inspections.	Effective Operations
September 2016	National School Lunch Program Administrative Review	Off-site assessment tool submitted September 9, 2016 On-site Administrative Review scheduled for September 28, 2016	Effective Operations
September 2016	KPMB Census Audit	YSD has been selected to be tested in conjunction with the 2016 census data audit. This will be an electronic review on September 22, 2016	Effective Operations
September 2016	PERS/TRS Compliance Review	An onsite review was previously scheduled for Spring 2016 but was cancelled. A Desk Review has been rescheduled for October 1, 2016	Effective Operations
August September 2016	BDO Audit	Originally scheduled for August 22-26, 2016. Reschedule date to be determined.	Effective Operations
8/31/16	Grants	Targeted Resources Moore Request for Reimbursement submitted	Effective Operations
9/9/16	Grants	Carl Perkins and Consolidated Request for Reimbursements submitted	Effective Operations

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: 9/15/16

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.
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- a. Effective Operations
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- d. Involving Elders and the Community

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Weekly, ongoing	Friday Attendance Celebration	Every week we have an assembly to "Celebrate" perfect attendance. We also recognize a staff member that has gone above and beyond for that week.	Yup'ik curriculum and Improved Student Attendance & Academic Outcomes
9/6/16	Cross Country	Our Cross Country teams have been performing well and are a force to reckon with!	Improved Student Attendance and Academic Outcomes
Ongoing	Elder Visits	Elders are visiting the classrooms	Involving Elders and the Community
Weekly	Yugtun language project	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: Charles Burns
 Department/Location: Akiak
 Date of Regional School Board Meeting: 9/15/2016

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
8/19/2016	Making jam	3-6 th grade classes made jam from berries picked	Yup'ik Curriculum Involving Elders and the Community
8/26/2016	Making Jam	3-6 th grade classes made jam from berries picked	Yup'ik Curriculum Involving Elders and the Community
8/31/2016	Meet the teachers	Held an assembly to introduce the new and returning staff	Involving Elders and the Community
8/24/2016	Cross Country	Cross Country competed at Kwethluk.	Improved Student Attendance and Academic Outcomes
9/7/2016	Elder Visits	Three elders visited a classroom	Involving Elders and the Community
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: September 15, 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
8/27/16	School room re-organization	Three rooms have been reorganized to fit the needs of the school community by establishing a Tribal Liaison office, a student services area and a school resource room	Effective Operations Involving Elders and the Community
Ongoing	Student Asset Building	TLT staff members have been working to gain the trust and loyalty of students and parents by emphasizing the good things TLT students do on a regular basis while assisting students in areas that need developed such as time on task, sharing, responsibility to the group, personal accountability and self esteem among other positive character traits	Improved Student Attendance and Academic Outcomes
9/1/16	Career Pathways: SAT	The SAT is an exam schools administer to upper classmen. The SAT is one of two tests students may take to enroll in numerous post secondary schools including technical, associate and four year institutions. The SAT also is a stipulation required on numerous scholarship applications.	Improved Student Attendance and Academic Outcomes
8/29/16		TLT School held an open house with parents to introduce new staff	Involving Elders and the Community

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: September 15, 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
8/1/16 and 8/2/16	District-Wide In-service	Provided staff with details pertaining to YSD assessment calendar and 8-step process of using data to inform instructional practice.	Effective Operations and Improved Academic Outcomes
8/2/16	Planbook Implementation	Lesson plan online tool "Planbook" made available to all teachers and administrators in an effort to increase the effectiveness of communicating classroom assignments and objectives to administrators, parents and students.	Effective Operations
8/7/16	KIBSD Partnership	YSD partnership with Kodiak Island Borough School District that will provide: <ul style="list-style-type: none"> • AK Teach: Credit recovery and enrichment course programs for high school students that include career pathway, art and music online courses. • 2 project based-learning opportunities: Renewable resources Agriculture (with a focus on soil) 	Improved Academic Outcomes Career Pathways

Yupiit 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: September 15, 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
9/6/16 9/9/16	Training	YSD sent 5 staff (three school secretaries, migrant record keeper and Yupiaq Education Director) to Migrant recruiter/record keeper training in Anchorage. This training is mandatory once every three years to comply with requirements for our Title IC Migrant Education grant.	Effective Operations Career Pathways
8/31/16	Grant	YSD completed and submitted for approval our application for the 2016-17 school year Carl Perkins grant. This grant provides money specifically targeted to career education.	Career Pathways
9/1/16	Food Service	On September 1 we received official notice that the district has been approved to participate in the National School Lunch Program for FY 2017. This was accomplished through the diligent efforts of our district office classified staff	Effective Operations.

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: September 15, 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
September 2016	Power Cost Equalization	We are correcting the process YSD utilizes for the Power Cost Equalization program.	Effective Operations
August – September 2016	Property Schedule Update	Reviewed the YSD property schedule. Corrections applied to our property schedule, which resulted in savings to the District. YSD provided this schedule to DEED. There are discrepancies between the DEED records and our ownership of some buildings. Most have been clarified. Further research through the Bethel courts is being conducted.	Effective Operations
8/23/16	Inspections	Insurance safety representative on-site inspections of school facilities. No major concerns noted.	Effective Operations
Summer 2016	Summer Projects	Summer maintenance projects have come to a close.	Effective Operations
June – July 2016	Fuel delivery	Fuel for Akiachak and Akiak has been delivered. Tuluksak will receive one more barge delivery of fuel.	Effective Operations
8/30/16	CIP	CIP application completed and submitted	
Ongoing	Arlicaq Fire Update	Internal repairs are completed. External work in progress	

Yupiit School District
 PO Box 51190
 Akiachak, AK 99551
 Regional School Board Report

Author of Report: Timothy Bateman
 Department/Location: Technology
 Date of Regional School Board Meeting: September 15, 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.

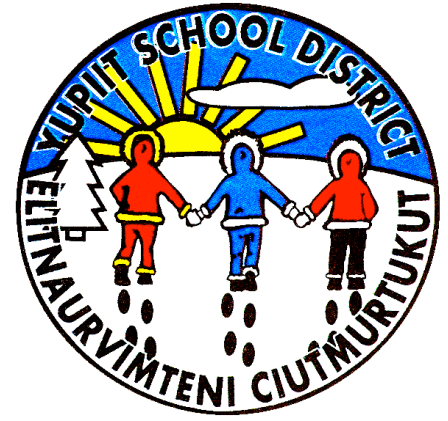
3. Strategic Goal Areas:

- 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
Aug 2016	School BAG Funding	<p>Completed funding request package for FY17. Awards review is in progress.</p> <ul style="list-style-type: none"> • School BAG (Broadband Access Grant) covers funding shortfalls from other programs such as E-Rate which allows us to maintain our current bandwidth of 10mbps connectivity to each school. 	Effective Operations
Aug 2016	Remote Access Disabled	<p>Received reports of computer lab computers acting suspiciously. Cameras were automatically activating, pop-up messages tailored to users were appearing, etc.</p> <p>Signs indicated the system had possibly been hacked.</p> <p>Incident response and investigation found no outside attack had occurred, rather previous personnel had left a remote access feature enabled and students were “hacking” each other using the feature.</p> <p>All remote access capability has since been shut off for all District computer lab computers.</p>	Effective Operations
Sep 2016	Enabled Domain Level Encryption	<p>Domain level encryption configured and activated on the YSD domain (Yupiit.org). This action corrected several email delivery issues that were being experienced and enhanced the overall security of the YSD email system.</p>	Effective Operations
Sep 2016	YSD Laptop Phased Replacement	<ul style="list-style-type: none"> • Procurement of MS Office licenses for 44 new laptops obtained. • Staff now downloading and installing MS Office on all new District laptops. • Tech Director has scheduled rollout of new devices with priority given to staff who do not possess a system followed by personnel who have damaged machines. Any remaining devices will be issued as needed. • Old devices that are turned in will be assessed, refurbished as appropriate, and placed in “mothball” status as ready spares. 	Effective Operations

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

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

The Administration recommends the approval of the 2nd Reading of BP Updates:

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

MEMORIAL POLICY

BP 1331(a)

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs. School districts may wish to adopt this policy limiting student/staff memorials to avoid inconsistent treatment between particular deceased students or staff, disruption to memorials when school building or grounds are renovated, space availability and maintenance of memorials, and concerns about how a memorial may impact students at risk of suicide.

The School Board recognizes that the loss of a member of the school community has a great impact on students, staff, and families. Furthermore, the School Board recognizes that decisions made about memorials immediately after traumatic events may not take into full consideration the potential impacts for students, staff, and community members. The purpose of this policy is to assist staff, students and families impacted by a death by providing guidelines for decision-making regarding memorials and memorializing activities. “Memorials” mean objects or activities meant to remember an event or deceased person(s).

The focus of a school is to support students in their learning. This may necessarily include support for students and staff who are grieving a loss of a member of the school community. Memorials, though, can be an ongoing reminder of a traumatic event and can be impossible for students to avoid when located on school property.

Note: Following are optional provisions providing alternative language for school districts as to permanent and temporary memorials. Option 1 prohibits all permanent and temporary memorials. This option provides a clear directive for families of students/staff and avoids many of the potential problems with school memorials outlined in the note above, but may be considered harsh by families of the deceased. Option 2 provides that districts may allow temporary memorials to deceased students/staff, but provides guidance on the content, type and duration. While Option 2 provides districts more flexibility, it does not avoid all concerns identified in the note above. If Option 2 is adopted, it should be applied in an even-handed manner.

Therefore, permanent memorials for deceased students or staff shall be limited in form to perpetual awards, scholarships or collections of books or items of historical or educational significance. Temporary school-wide memorials for deceased students or staff may include plaques or other displays which shall contain “in memory of,” or similar language, and the deceased individual’s name, date of birth and date of death. Memorials shall be limited to one per loss. Temporary memorials shall be removed from display at the end of the school year in which the death occurred and given to the family of the deceased.

MEMORIAL POLICY
(continued)

BP 1331(b)

This policy will guide decisions moving forward from the date of first adoption and will not impact previous memorials. The guidelines regarding memorials will be kept in each building and in the office of the superintendent. Persons who have questions, comments or concerns should contact the Superintendent or designee.

Added 3/2016

FOOD SERVICE

BP 3550(a)

Note: The following optional policy may be revised to reflect district philosophy and needs.

The School Board recognizes that students need adequate, nourishing food in order to grow and learn and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service and including such other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that the lunch program is an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods and beverages available should be considered as carefully as other educational support materials.
3. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
4. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
5. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel, taking into consideration professional standards required by law, and will provide continuing education and training in compliance with federal standards.

(cf. 4131 – Staff Development)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the Board.

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

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

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j

Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)

Revised 3/2016

CERTIFICATED PERSONNEL

BP 4111(a)

RECRUITMENT AND SELECTION

Note: Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be "highly qualified." Rather, teachers should be fully licensed and endorsed in each subject they are teaching.

The district shall employ the most highly qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified teachers for all classrooms, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that a teacher be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

CERTIFICATED PERSONNEL

BP 4111(b)

RECRUITMENT AND SELECTION (continued)

Note: The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.

Before considering the hire of a certificated staff member who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to secure a release from the employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute AS 14.20.022. Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under AS 14.20.022.

(cf. 4112.8 - Employment of Relatives)

Note: AS 14.20.020 requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, AS 14.20.020 also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. AS 14.20.035 requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4111.1/4211.1/4311.1 - Affirmative Action)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be presented with the Superintendent or designee's recommended candidate who may be selected or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board selects someone to fill the position. The School Board shall make the final decision on the selection of all employees.

Personnel

(cf. 6181 - Charter School)

CERTIFICATED PERSONNEL

BP 4111(c)

RECRUITMENT AND SELECTION (continued)

Note: AS 14.08.111 and AS 14.14.090 require districts to provide prospective employees with information regarding the availability and cost of housing in rural areas to which they may be assigned and when possible assist them in locating housing. The following may be revised or deleted as appropriate.

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (regional school boards)

14.14.090 Additional duties

14.20.010 Teacher Certificate Required

14.20.022 Subject-matter expert limited teacher certificate

14.20.035 Evaluation of training and experience

14.20.100 Unlawful to require statement of religious or political affiliation

14.20.110 Penalty for violation of AS 14.20.100

ALASKA ADMINISTRATIVE CODE

4 AAC 04.210, 04.212 and 06.899(6) Highly Qualified Teachers and Objective Uniform Standards

6 AAC 30.810 Employer records

6 AAC 30.840 Retention of records

UNITED STATES CODE

Every Child Succeeds Act, 20 U.S.C. 6301, et. Seq. (P.L. 114-95 December 10, 2015)

Revised 3/2016

CERTIFICATED STAFF DEVELOPMENT

Note: Staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed at a school receives all of the training not less than every two years and that all of the certificated staff employed at each school receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). Effective July 1, 2016, a school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students in grades 7 through 12. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.

In order to respond directly to the needs of our students, staff development activities may address teacher qualifications, content areas, methodology, interpersonal relations between students and faculty, student growth and development, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

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

(cf. 5141.52 – Suicide Prevention)

(cf. 5142.3 – Restraint and Seclusion)

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.

7. Access to professional literature on education issues.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

ALASKA STATUTES

14.08.111 *Duties (Regional School Boards)*

14.14.090 *Duties of school boards*

14.16.020 *Operation of state boarding schools*

14.18.060 *Discrimination in textbooks and instructional materials prohibited*

14.20.020 *Requirements for issuance of certificate; fingerprints*

14.20.680 *Required alcohol and drug related disabilities training*

14.30.355 *Sexual abuse and sexual assault awareness and prevention*

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

14.30.362 *Suicide awareness and prevention training*

47.17.022 *Training (child protection)*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 *Guidance and counseling services*

4 AAC 06.550 *Review of instructional materials*

4 AAC 19.060 *Evaluation Training*

4 AAC 52.260 *Personnel Development*

Revised 3/2016

TEACHER AIDES/PARAPROFESSIONALS

Note: Under the Every Student Succeeds Act, NCLB's requirements establishing minimum professional standards for paraprofessionals have been repealed. Now, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1240 - Volunteer Assistance)

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision.

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students and to respect school rules, district policies and administrative regulations.

The School Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

Legal Reference: (See next page)

TEACHER AIDES/PARAPROFESSIONALS (continued)

BP 4222(b)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 6311, as amended by the Every Student Succeeds Act, (P.L. 114-95 (December 10, 2015))

Revised 3/2016

GRADUATION CEREMONIES AND ACTIVITIES

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

Note: Effective June 30, 2016, the requirement in AS 14.03.075 that a secondary student take a college and career readiness assessment before being issued a diploma is repealed.

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma or a certificate of completion. Students earning a certificate of attendance may also participate in graduation ceremonies.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 – Differential Requirements for Individuals with Exceptional Needs)

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

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

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

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

(cf. 5144 - Discipline)

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

Legal Reference:

ALASKA STATUTES

14.03.075 College and Career readiness assessment; retroactive issuance of diploma

14.03.090 Sectarian or denominational doctrines prohibited

UNITED STATES CODE

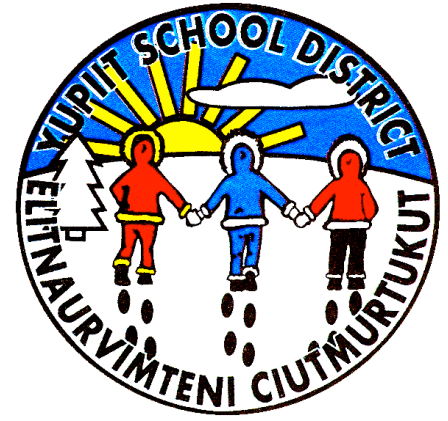
Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the No Child Left Behind Act of 2001, P.L. 107-110

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

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

Yupit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Action Items: B. 1st Reading of BP Updates

The Administration presents the 1st 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

Option 1:

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.

Option 2:

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of how they may learn 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 _____ [identify appropriate school official to process appeals].
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 <u>3.5</u> (or greater)	<input type="checkbox"/> GPA <u>3.0</u> (or greater)	<input type="checkbox"/> GPA <u>2.5</u> (or greater)
<input type="checkbox"/> TEST SCORES ACT <u>25</u> (only one required) SAT <u>1680</u>	<input type="checkbox"/> TEST SCORES ACT <u>23</u> (only one required) SAT <u>1560</u>	<input type="checkbox"/> TEST SCORES ACT <u>21</u> (only one required) SAT <u>1450</u>

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: 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 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. Remember, 15 credits – the real full-time – will help you stay on track and meet APS continuing eligibility requirements.
Deadlines to add/drop courses:	

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	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
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	

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

**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

BP 5141.52(a)

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."

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

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

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

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

Student Intramural and Interscholastic Athletics

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

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

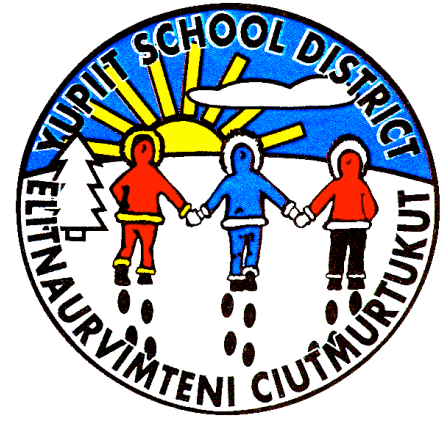
Training and Professional Development

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

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Action Items: C. New Hires:

The Administration recommends the approval of the New Hires:

1. Ickley Charles, 7-12th Generalist, Akiachak School
2. Ruth N. Peter, Special ED Aide, Tuluksak School

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Action Items: D. MOA – KIBSD Partnership

The Administration recommends the approval of the MOA with Kodiak Island Borough School District (KIBSD) Partnership in seeking culturally relevant and innovation projects in each of Yupiit School District schools.



Kodiak Island Borough School District

722 Mill Bay Road
Kodiak, AK 99615
Office of the Superintendent
(907) 481-6202

Memorandum of Agreement

Rayna Hartz, Superintendent of Schools
Yupiiit School District
PO Box 51190
Akiachak, AK 99551

September 9, 2016

Greetings Superintendent Hartz:

This letter confirms our joint partnership in seeking culturally relevant and innovative projects in each of your schools. The Kodiak Island Borough School District will provide assistance and share our extended networks of professional partnerships with the Yupiiit School District. Our AKTeach program and partners such as Trillium Learning and business connections can join in the work in your communities to create innovative approaches to learning in real-world project-based learning that can connect community interests and student learning. In the next months we will build a full set of strategies and projects to begin this exciting endeavor.

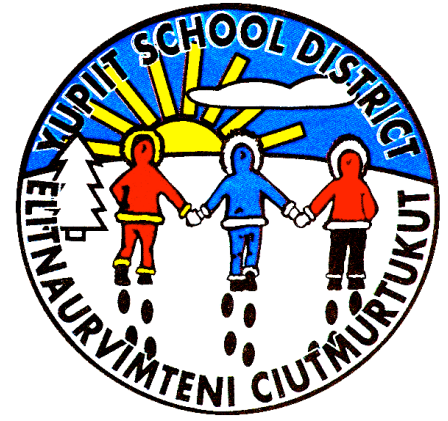
I hope we can schedule team meeting between our two school districts and form an alliance that will help Kodiak Island Borough School District embrace the local control effort championed by the Yupiiit School District, as Yupiiit School District embraces innovative project based learning opportunities shared by us.

Sincerely,

Stewart McDonald

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Action Items: E. Re-Schedule March 2017 Board Meeting

The Administration recommends the re-schedule of the March 2017 Regional School Board meeting to March 23, 2017. The ATP Job fair is scheduled on March 16-18, 2017.

**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 20, 2016

October 10, 2016

October 12, 2016

October 14, 2016

November 17, 2016

November 7, 2016

November 9, 2016

November 11, 2016

December 15, 2016

December 5, 2016

December 7, 2016

December 9, 2016

January 19, 2017

January 9, 2017

January 11, 2017

January 13, 2017

February 16, 2017

February 6, 2017

February 8, 2017

February 10, 2017

****March 23, 2017**

March 13, 2017

March 15, 2017

March 17, 2017

April 20, 2017

April 10, 2017

April 12, 2017

April 14, 2017

****May 25, 2017**

May 15, 2017

May 17, 2017

May 19, 2017

June 15, 2017

June 5, 2017

June 7, 2017

June 9, 2017

BB 9320(a) Regular Meetings: The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with an annual calendar of regular Board meetings and shall be notified of any changes to the calendar. The Board shall hold 1 regular meeting on the **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**

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Action Items: F. National Native Youth Summit in Washington, DC – September 24-27, 2016

The Administration recommends approval of travel of Akiak students and chaperones to attend the National Native Youth Summit in Washington, DC on September 24-27, 2017.



National
NATIVE YOUTH SUMMIT



Self • Spirit • Community • Connection

**The U.S. DEPT. OF HOUSING AND URBAN DEVELOPMENT'S
OFFICE OF NATIVE AMERICAN PROGRAMS
Presents**

2016 National Native Youth Summit

On behalf of the Office of Native American Programs at the Department of Housing and Urban Development (ONAP), we are pleased to invite you to participate in the 2016 National Native Youth Summit. **The Summit will be held in the Washington, D.C. area from September 24-27, 2016.**

Program and Application Details:

- Participants apply as a team consisting of four youth, ages 14-17 (as of July 2016), and one adult (25+ years). Teams should include two girls and two boys.
- Costs for airfare, food, and lodging at the National Native Youth Summit will be covered for the youth and adult leaders selected to attend. (Costs for meals while in transit will be reimbursed to the participants after the program.)
- Each youth is required to complete a short response on the theme of this year's event (2-3 paragraphs, can be found on Youth Participant Application Form).
- Each application should identify a central Team Point of Contact (can be the same person as the Adult Team Leader).
- To apply, please complete the youth, adult team leader, and team application packet, and email to NativeYouthSummit@firstpic.org or fax to 443-302-2084 immediately (no later than September 2nd).
- **Applications will be considered on a rolling basis. Early submissions will receive preference in order to accommodate sufficient time for travel arrangements to be made.**

Please note that only one team per tribe will be selected.

About the National Native Youth Summit:

The 2016 National Native Youth Summit will provide a multifaceted, dynamic approach to engaging youth in the development of their communities. The purpose of the Summit is to enhance youths' understanding of community development opportunities by engaging them in topics and issues relevant to their communities, providing hands-on experiences to enhance their communities, and connecting them with leaders and mentors who can guide them on their



National
NATIVE YOUTH SUMMIT



Self • Spirit • Community • Connection

future educational and career endeavors. Participants will become Native Youth Ambassadors to their communities and implement a Local Empowerment Activity (LEA), which is similar to a community development project. Youth will begin to explore possible projects for improving their communities while in Washington, D.C., by learning the history of their tribes, meeting with Congressional members, and participating in various activities in the Nation's capital. Additionally, youth will meet with Administration officials, Native American leaders, and other notable speakers to provide a foundational understanding of the impact they are able to make within their communities. (More information on the program can be found on the Youth Participant Selection section on page 6.)

Again, nominations are due no later than **September 2, 2016**. The Team Point of Contact will be notified if their team has been accepted to participate in the summit. Final notification will happen no later than September 9th. Upon notification, enrolled participants will complete the registration process and travel arrangements to prepare for this special event.

Thank you for your interest in this exciting opportunity for tribal youth! Please contact NativeYouthSummit@firstpic.org or 1-443-302-2080 for assistance with this application.



Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent

Re: Action Items: G. Student Waiver Request

The Administration recommends approval of the Student Waiver request by Tuyurkiaq Sigler.

Tuyurkiaq Sigler
Akiak School
Akiak, AK 99552

September 9, 2016

Dear Yupiit Regional School Board:

I am writing to request permission to attend school at Akiak even though I have turned 20 years of age. I have earned 2.5 credits in Science. The State of Alaska requires only 2.0 but I need .5 additional credits to graduate in this district.

Please grant me this opportunity to earn my high school diploma.

Sincerely,



Tuyurkiaq Sigler

Yupiit School District

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



Date: September 15, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Coalition for Educational Equity (CEE) Dues
(formally CEAAC)

The Administration recommends approving the CEAAC Dues at the amount of \$8,000.

CEAAC Dues

2014-15

Approved April 11, 2013

Dues are payable July 1 for membership during the period July 1 to June 30. For new memberships started after January 1, dues may be pro-rated as determined by the executive director.

School Districts

District enrollment up to 75 students: \$1000
51-150 students: \$2000
151-300 students: \$4000
301-600 students: \$8000
601-1,200 students: \$14,000
1,201-2,400 students: \$18,000
2,401-10,000 students: \$23,000
10,001 students or more: \$32,000

Non-School-District Members

Non-voting members

Individual: \$100
Educational organization: Reciprocal membership or negotiated amount
Other organization (non-educational): \$500
Corporate: \$1,000

Voting members

Individual: \$1,000
Corporation: \$5,000

Yupiit School District
Akiachak, Alaska

Job Description

JOB TITLE:	Federal/State Projects Coordinator	SALARY: Classified: Range
REPORTS TO:	Superintendent	HRS: 40 hrs/week
LOCATION:	District Office	No. DAYS: 260

JOB PURPOSE The Federal Projects Coordinator supports CTE Programs, Food Service Programs, and Emergency Action Planning

Duties, Responsibilities and Accountabilities

Examples of Duties:

1. .45 FTE State & Federal Projects Coordinator
 - a. Supports recruitment for district wide CTE opportunities such as the Voyage to Excellence program, specialized workshops and Introduction to the Trades classes.
 - b. Supports partnerships with UAF/UAA and other postsecondary partners. Support activities may include organizing career and job fairs, producing and distributing promotional materials and contacting organizations to partner and participate in CTE community activities and initiatives.
 - c. Assists students in making transitions from high school, into postsecondary CTE education, and into the world of work. Assists counselors, teachers, administrators and parents by promoting CTE scholarships, CTE financial aid sources, and CTE postsecondary educational and training opportunities.
 - d. Assists in implementing objectives of Carl Perkins and Consolidated Grants.
2. .45 FTE Food Service: Food Service Coordinator for National School Lunch Program and Child Nutrition Program
 - a. Administrative Reviews
 - b. Purchasing and Distribution
 - c. Lunch Counts
3. .10 FTE Emergency Action Planning and Monitoring

Qualifications:

1. High School diploma required
2. Post secondary education credits preferred
3. Previous experience preferred
4. Bilingual in Yup'ik and English preferred

Knowledge, Skills and Abilities

1. Requires decision-making ability and the ability to work independently. Requires ability to plan, schedule, and prioritize work.
2. Requires extensive computer software proficiency including: Microsoft Office (Outlook, Excel, Word, PowerPoint, etc.), Scanning, Internet access, etc. Requires excellent writing, grammar and spelling skills.
3. Requires interpersonal skills to courteously and effectively assist individuals on the telephone or in person and to maintain good relations. Requires personal presence and appearance to appropriately act as a representative of the Yupiit School District and Board of Education. Requires ability to communicate with a variety of people to gather information or to communicate information to others. Ability to resolve issues involving conflict.
4. Requires ability to speak clearly and concisely both in oral and written communication.

5. Requires willingness to perform various job-related duties as situations require, a strong sense of teamwork, and ability to work cooperatively with others.
6. Requires ability to perform duties with awareness of all district requirements, Board of Education practices, Alaska State Laws, and Department of Education and Early Development regulations.
7. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; operate a computer; and reach with hands and arms. This position frequently requires non-stop typing on the computer. This position requires the individual to meet deadlines with severe time constraints and to interact with the public and other workers. The employee must occasionally lift and/or move up to 30 pounds, such as tables, office and meeting supplies. This position may occasionally require employee to work extended or irregular hours. Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned including work in other functional areas to cover absences or relief, to equalize peak work periods, or otherwise to balance the workload.

Note: title Ii of the Genetic Information Nondiscrimination Act (GINA) of 2008, which became effective November 21, 2009, protects applicants and employees from employment discrimination based on genetic information. Employers are prohibited from discriminating in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees or their family members, the manifestation of diseases or disorders in family members (family medical history), and requests for or receipt of genetic services by applicants, employees, or their family members.

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern.

Employee: print name and sign

Date

Supervisor: print name and sign

Date

LEASE AMENDING AGREEMENT

Dated this _____ of September, 2016

Between:

Yupiit School District (the "Lessor")

-and-

_____(the "Lessee")

The lessor and the lessee entered into the lease dated August 1, 2016, for the premises located in _____, Alaska.

The lessor and lessee desire to amend the lease on the terms and conditions set forth in this lease amending agreement.

This agreement is the first amendment to the Lease.

In consideration of the Lessor and the Lessee agreeing to amend their existing Lease, the receipt and sufficiency of which is hereby acknowledged, both parties agree to keep, perform, ad fulfill the promises, conditions and agreements below:

Amendments

1. The lease is amended as followed:
 - a. Clause 6 is hereby amended by adding "and electricity" to "Lessor will pay for water, sewer, fuel oil."

Subject to the terms of the Lease, it is the intention of the parties that this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the execution of the law of any forum, by the laws of the State of Alaska, without regard to the jurisdiction in which any action or special proceeding may be instituted.

The Lessor and Lessee have executed this Lease Amending agreement as of the date above first written.

LESSOR (EMPLOYER)

Dated

LESSEE (EMPLOYEE)

Dated

Initial _____

LEASE AMENDING AGREEMENT

Dated this _____ of September, 2016

Between:

Yupiit School District (the "Lessor")

-and-

_____(the "Lessee")

The lessor and the lessee entered into the lease dated August 1, 2016, for the premises located in _____, Alaska.

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This agreement is the first amendment to the Lease.

In consideration of the Lessor and the Lessee agreeing to amend their existing Lease, the receipt and sufficiency of which is hereby acknowledged, both parties agree to keep, perform, ad fulfill the promises, conditions and agreements below:

Amendments

1. The lease is amended as followed:
 - a. Clause 6 is hereby amended by adding "and electricity" to "Lessor will pay for water, sewer, fuel oil."

Subject to the terms of the Lease, it is the intention of the parties that this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the execution of the law of any forum, by the laws of the State of Alaska, without regard to the jurisdiction in which any action or special proceeding may be instituted.

The Lessor and Lessee have executed this Lease Amending agreement as of the date above first written.

LESSOR (EMPLOYER)

Dated

LESSEE (EMPLOYEE)

Dated

Initial _____