

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Committee Meetings and Work-session

The work-session will include a discussion to Develop Talking points for the approved Legislative Priorities.

The 2018 Joint Legislative Priorities, the 2018 Joint Position Statements from ACSA and the AASB Legislative Priorities is attached for your review and information.

The Board Yearly Calendar/Board Calendar items provided by AASB is attached for your review and discussion whether to develop your monthly guideline calendar.

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January 19, 2017

Regional School Board

Legislative Priorities

Discussion Notes

1. YSD agrees with efforts to Decolonize education, to include
 - a. Develop curriculum to enhance Language, Culture and Way of Life
 - b. Include in credit-bearing courses
 - c. The Regional School Board cannot speak on behalf of the Tribal organizations regarding decolonization but the Tribes can come forward
2. YSD is opposed to consolidating districts
3. YSD supports Special Purpose Borough formation for our region
 - a. Specific Purpose: To construct infrastructure in the region mainly for funding
4. YSD is opposed to mandatory 3rd-class Borough formation for our region
 - a. AASB Core Resolution 1.2 Opposition to Mandated Borough Formation
5. YSD supports continuing Moore Settlement funds to ensure the State meets their constitutional obligation
6. Yupiiit School District priorities
 - a. Capital Improvements and Major Maintenance
 - i. Allow district housing to be eligible
 - ii. Fund small districts separately from large districts
 - iii. Tuluksak Bulk Fuel Storage Facility
 - iv. Tuluksak Generators
 - v. Gravel for parking lots at all school sites
 - b. Early childhood education
 - c. Increase PERS/TRS employee contribution

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Akiachak School
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January 19, 2017

Yupit School District
RESOLUTION 16-1

Legislative Priorities

CIP

District wide Fuel Tank Farm Removal and Replacement
District wide HVAC & Plumbing Upgrades
District wide Playground Construction

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Coalition for Education Equity: 2018 Legislative Priorities

2017 Progress

You helped us establish an ambitious set of priorities in 2017 and our legislative activities were remarkably successful. We worked behind the scenes, supported negotiations, and provided resources and detailed legal arguments to legislators to support their efforts. In a session that began with the Senate Majority promising 3-5% cuts to education, we achieved the addition of funds for two of our top priorities – pre-elementary programs and school construction. We are able to get results because we consistently develop effective legislative and legal strategies, and because we have an exceptional legislative team working in Juneau.

2016-17 Legislative Accomplishments

- We worked with House Majority members, and provided written testimony to ensure the \$2 million for state-funded **pre-elementary** programs remained in the budget.
- We succeeded in getting \$1.2 million added in the operating budget that will fund Moore 2-year kindergarten sites as part of **state-funded pre-k**.
- Our efforts behind the scenes quelled a proposed reduction to the **debt reimbursement program and REAA/small schools construction fund**; powerful public testimony sealed the deal and thwarted a similar effort from occurring in the Senate.
- We have two bills expected to move early in the 2018 session that will improve the **usage of the REAA/small school construction fund**. HB 135 allows the DEED commissioner to grant extensions for communities to provide their local match (passed the House unanimously and now in Senate Education). HB 212 allows the REAA/small schools construction fund to be used for **major maintenance** in addition to school construction (introduced and currently in House Education Committee).
- We urged funding of major maintenance projects, which had gone unfunded for years, to reduce deterioration of schools and save the state millions of dollars in future full school replacement costs. **Major maintenance was funded** at \$3.5 million.
- We advocated for legislation to **incentivize district collaboration** (versus consolidation). This has been incorporated into SB 96, encouraging cooperative arrangements with one-time grants of up to \$200,000.
- We have worked to support the development of legislation that will expand **pre-elementary** programs across the state.
- We have provided detailed information from the Moore Case Decisions and Orders to support legislators in their arguments and have been building a case for **adequate funding** of schools and EED.
- Our efforts led to the inclusion of final funding amount for Kivalina **school construction** (\$7.1 million) in the capital budget per the Kasayulie settlement.

Coalition for Education Equity is working on securing predictable, consistent, and adequate funding for education; recruitment and retention of quality teachers; continuation of stable, accessible, and equitable funding for school construction and major maintenance; statewide voluntary pre-K; and supporting the capacity of rural and small school districts. We continue to make progress in these areas through research and policy development; collaboration and innovation support through Ed Connector; partnership with EED and other stakeholders; legal activities; and our legislative program. Proposed priorities for the 2018 Legislative Session are below.

Proposed Legislative Priorities for 2018

1) Ensure adequate investment in Alaska's public education system and public schools.

Continue our pre-emptive, comprehensive strategy to protect education funding from cuts and quash any efforts to transfer costs to districts and/or local communities. Work closely with legislators and the Governor and Lt. Governor's offices to provide tools and strategic advice that will help ensure that the budget is not balanced on the backs of our children and our schools. Work to ensure that education funding is consistent, reliable, and adequate and that funding decisions are made in a timely manner that enables school districts to plan efficiently and responsibly. We advocate for inflation-proofing and **forward funding** for our education system.

2) Address issues that affect teacher recruitment and retention (*could include salary, benefits, retirement, retire/rehire, alternative pathways to teacher certification, teacher housing*)

We will work this legislative session to increase legislator awareness of the issues and factors that affect teacher recruitment and retention across Alaska. In particular, we will share our 2015 Educator Quality and Quantity (EQQ) report and our current Research based Educator Systems Support (RESS) pilot study, and also invite partners and stakeholders to share their research, potential solutions, and successful approaches in a coordinated collaborative approach.

Teacher housing is a concern for many of our member districts. Lack of teacher housing can lead to districts being unable to open positions due to the inability to house a potential new teacher. Aging teacher housing units require expensive maintenance, and in some cases present safety and health concerns. Lack of safe, sufficient, comfortable teacher housing has an impact on districts' ability to recruit and/or retain quality teachers. We will highlight this issue with legislators and work with them and stakeholders to surface potential solutions to this concern.

3) State & Federal level: Federal Impact Aid

The Impact Aid Program office has recently started conducting reviews of properties claimed in school district Impact Aid applications. Many districts do not have the required documentation to prove eligibility of properties in Alaska, and if such documentation is obtainable, it is often expensive and time-consuming to locate. The burden on districts to research and collect this

verification is tremendous, and districts that are unable to provide sufficient documentation are being denied impact aid funding, resulting in the loss of millions of dollars to our state. This loss of federal funding to school districts must be made up by the State. We are working with our members, Senator Murkowski's office, State legislators, EED, and Federal agencies to develop a statewide response and provide direct support to districts

4) Statewide, voluntary pre-elementary programs

We will continue our efforts to ensure sustained pre-K funding at FY2018 levels (\$3.2 million) and work with our partners to expand pre-elementary programs so that all Alaska's children have a strong foundation when they start kindergarten. We support SB99.

5) Broadband access and BAGs

Hold funding for broadband assistance grants steady or expand, and work to set a minimum threshold amount for BAG funding (\$10,000). Seek opportunities to improve broadband access for all school districts. Work with administration to improve clarity in grant language to reduce confusion and increase access.

6) Ed Connector

We will share information and provide demonstrations of Ed Connector in order to promote this platform as the place to house and share statewide education resources, tools, and best practices – to include curricula aligned with state standards – in order to increase the capacity of school and district leaders and to expand collaboration and knowledge building.

7) Continue efforts around REAA school construction and major maintenance funding

HB 212

As part of a multi-year effort, we have made the case that the Rural School Construction Fund ought to be available for qualifying districts' major maintenance needs. This will reduce deterioration of schools and, in the long run, save the state millions of dollars in full school replacement costs. In the past, the school construction fund was underutilized, but a 2016 AG's opinion has allowed the DEED to fund schools on the list that qualify once revenue is appropriated into the fund. Knowing that the State has the ability to draw on the fund, securing use of the fund for major maintenance will keep that list moving and save us millions in the long run as we maintain our structures instead of having to completely rebuild them. We worked to introduce HB212 in the last legislative session and will work toward passage of this bill in the House and Senate.

HB 135

This bill allows the Commissioner of Education to extend the time frame in which a district must provide the required participating share of the projected construction cost to five years, with a three year extension for good cause. The bill passed the House and has moved to the Senate for consideration. The bill is currently in Senate Finance and we anticipate that the bill will be heard at the beginning of the next legislative session.



2018 Joint Position Statements

Adequate funding for public education is our number one priority.

Priority Funding for Education

The State of Alaska must provide timely, reliable, and predictable revenue for schools, funding the true cost of an adequate education in all districts and providing full funding for all initiatives, laws and mandates that require additional services. Early notification of funding is crucial to sound financial management, as well as recruitment and retention of quality educators.

Revenue Enhanced Fiscal Plan Imperative

Alaska's most important need is to immediately develop and implement a long-term multi-revenue fiscal plan, based on the following facts from the Alaska Legislative Finance Division:

1. State expenditures have been cut by \$3.5 billion (44.5%) since FY13, to a level equivalent to FY07.
2. FY17 revenue supported 46% of FY17 expenditures.
3. Budget reserves will be depleted by FY19.

We strongly oppose cost shifting state expenditure responsibilities to local governments.

Early Childhood Education

ACSA believes in a continuum of quality education, which supports providing a foundation of excellent social, emotional and cognitive instruction to students from preschool through the elementary years. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase student achievement across all demographics. ACSA believes funding early childhood education must be a priority to increase long-term success for all children and meet the constitutional obligation to provide equal protection under the law inclusive of educational opportunities.

Career and Technical Education

Career and Technical Education (CTE) for both rural and urban schools is critical to high academic standards and Alaska's economic growth and stability. Collaboration through professional development and management between the Department of Education & Early Development (DEED) and Department of Labor & Workforce Development (DOL) with educators and industry based professionals is needed for the academic integration of rigorous and relevant curriculum. The alignment of CTE programs to meet the needs of local, regional and state labor markets through this collaboration is also important for improving on-time graduation rates, higher career earnings and decreasing dropout percentages, while also offering more dual credit opportunities.

Preparing, Attracting and Retaining Qualified Educators

A quality education for Alaska's students is directly related to the level of effectiveness of Alaska's educators. ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract and retain high quality educators and professionals, especially in the areas of Special Education, STEM and Leadership. ACSA further advocates for support to enhance existing professional learning programs for all educators to improve their practice to meet the individual needs of all students. We believe that with strong new teacher mentoring and professional learning opportunities for current educators and a comprehensive recruitment effort through K-12, Alaska Teacher Placement and the University of Alaska, we can meet the growing demands for more high quality educators in our state.

Alaska needs innovative, alternative pathways to attract teaching and leadership talent to the education profession and address unique circumstances. Statewide teacher mentoring and administrative coaching is needed. This must include development of an Education Career Pathway for our current students to explore within the K-12 system. Also, alternative qualifications, retire/rehire provisions, teacher retirement incentives, and an examination of the current retirement system must be considered.

Every Student Succeeds Act (ESSA) - State

Support the Department of Education and Early Development to redefine the state accountability system while ensuring that local control is honored. The new accountability system, should provide stakeholders with multiple indicators to accurately and effectively monitor student, school and district performance, focusing on improving student learning and achievement through critical thinking and problem solving, while providing stakeholders information to improve quality educational opportunities. The system should ensure the statewide assessment is one of several valuable indicators of success. We support an assessment that meets federal requirements and student learning needs.

Other State Issues; e.g. Workman's Comp, PERS/TRS:

- The state should continue efforts to control the cost of Worker's Compensation claims, including adoption of medical treatment guidelines, improved management of claims and an improved Reemployment Benefits process.
- We strongly oppose efforts to shift PERS and TRS costs from the state to employers. Policy for termination studies and "below the floor" charges should be reexamined. These cost shifts are "back door" cuts to school district budgets.
- We encourage solutions to the escalating costs of health insurance in the state, including exploring the viability of multiple options such as a possible state health care authority, revision of the 80th percentile rule and appropriate controls of the cost of medivacs.
- We strongly encourage action to ensure that quality mental health services are available to support all of our schools.
- We support continued collaboration with the State Board of Education and Early Development's efforts to move forward with the Alaska Education Challenge.

JPS Federal Issues 2017-2018

Forest Receipts (Safe and Secure Rural Schools Act)

- ACSA strongly endorses the continuation of the 100-plus year partnership that was created between the federal government and communities to compensate communities financially impacted by the placement of timber reserves into federal ownership.
- We desire a long term solution that will allow all aspects of what constitutes responsible forest management while comprehensively renewing the forest products industry in the impacted areas. We request that funding be provided to impacted communities during the interim while a new revenue stream is being established.
- SRSCSDA payments have not been received by districts since FY2015 yet these resources remain critically important to 24 of Alaska's 54 school districts. If not reauthorized, Alaska will lose over \$10 million in revenues mostly tied to education. Since there is a year lag time in receiving these funds for most districts, a reduction in funding of this magnitude will create hardships on students that are both significant and unforeseen.

ESSA

- We encourage the United States Department of Education to fulfill the bipartisan intention of ESSA by honoring local control and avoiding federal overreach while developing and implementing ESSA. To those ends, we request that USED allow more time for states and districts to develop their plans and provide a one-year review.
- We encourage legislators to eliminate discretionary funding caps, to allow adequate investment in education. We ask that the department stick to the intent of the law and not attempt to create regulations that "fix" problems not addressed in legislation, such as the "supplement, not supplant restrictions", and the insistence by USED to require that a school's performance be defined by a single designation.
- We encourage Congress to fully fund the education programs authorized by the Elementary and Secondary Education Act, so as to fulfill the funding levels authorized by the bipartisan Every Student Succeeds Act.

Affordable Care Act

We support and encourage modifications to the Affordable Care Act (ACA) "Cadillac Tax" and how it applies to Alaska. The cost of even basic health care plans in Alaska are high; yet, due to the cost of medical services in Alaska they are categorized within the existing thresholds of the Cadillac Tax which are determined at the federal level. The current calculation unfairly penalizes Alaskan employers for factors beyond their control. Solutions may include a geographic differential or other mechanism to recognize Alaska's unique cost structure.

We support exploration of various mechanisms to decrease healthcare costs by such measures as allowing employers to purchase health insurance policies across state lines.

Other Federal Issues

- We oppose use of public money to fund private education through vouchers or other mechanisms.
- We support full funding of E-Rate and Impact Aid, with no significant program changes needed.



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Where We Stand 2017

AASB Belief Statements and
Core Resolutions as approved by
AASB members
on Nov. 13, 2016

-Table of Contents-

BELIEF STATEMENTS BY SUBJECT AREA

GOVERNANCE PAGE 5

- B.1 Local Governance
- B.2 Binding Arbitration
- B.3 Advisory Board Training
- B.4 School Board Member Training
- B.5 Class Size
- B.6 Pledge of Allegiance

FUNDING PAGE 6

- B.7 Educational Programs and Funding as Top Priority
- B.8 Unfunded Mandates
- B.9 Meeting School Facility Needs for Alaska Students

CHILD ADVOCACY PAGE 7

Preamble

- B.10 Child Advocacy Mission Statement
- B.11 Language, Cultural and Ethnic Diversity
- B.12 Increase in Family and Parental Involvement in Schools & Educational Programs
- B.13 Supporting Sobriety
- B.14 Prevention/Early Intervention
- B.15 Prohibiting Persons Convicted of Sexual Abuse from Serving on School Boards
- B.16 Declaring Children Alaska's Top Priority
- B.17 Equity in Education

PERSONNEL PAGE 8

- B.18 Alaska Native Teacher Hire & Retention
- B.18 (a) Quality Staff Improves Student Learning

EDUCATION PROGRAMS PAGE 8

- B.19 Early Childhood Education
- B.20 Educational Improvement
- B.21 Civic Responsibility

AASB CORE RESOLUTIONS BY SUBJECT AREA

GOVERNANCE PAGE 10

- 1.1 Opposing Mandated School Consolidation
- 1.2 Opposition To Mandated Borough Formation
- 1.3 Maintaining Local Control in Charter School Formation
- 1.4 School Vouchers
- 1.5 Centralized Treasury: Distribution of Allocated Funds for Schools and Interest Earned
- 1.6 School Improvement & Student Achievement
- 1.7 Accountability and Advocacy for Students Outside the School System
- 1.8 Compulsory Attendance Law
- 1.9 Accountability for Student Attendance

- 2.1 Sustained, Reliable and Adequate Educational Funding for Alaska's Students Through a Nonvolatile Funding Source
- 2.2 Urging Adequate, Equitable and Predictable Funding
- 2.3 Secure Rural Schools
- 2.4 Grants for Student Improvement Strategies
- 2.5 AASB Advocacy on Individuals With Disabilities In Education Act
- 2.6 Funding Standards-Based Early Learning Programs in Alaska
- 2.7 Funding for Intensive Needs Pre-School and Other Intensive Needs Students Enrolling Post-Count Date
- 2.8 Following the Capital Improvement Project Priority List for Non-Bonded Projects
- 2.9 Local Contribution in the School Funding Formula
- 2.10 Education Endowment
- 2.11 Instructional Technology
- 2.12 School Construction Debt Retirement for Bonded Indebtedness
- 2.13 Revenue Sharing
- 2.14 Pupil Transportation
- 2.15 Funding for School District-Operated Regional Boarding Home Programs
- 2.16 Funding for Transient Students in Schools
- 2.17 Insurance Costs
- 2.18 Statutory Grounds For Reduction in Force
- 2.19 Relief for TRS and PERS Employer Rate Increases
- 2.20 Energy Cost Relief
- 2.21 Reliable & Efficient Service by the Alaska Marine Highway System
- 2.22 Supporting Bypass Mail in Alaska
- 2.23 Forward Funding for Schools
- 2.24 Reconstitution and Active Management of the Public School Land Trust and Permanent Fund
- 2.25 Supporting Excellence in Science, Technology, Engineering and Math Instruction
- 2.26 Urging revisions to the Step-Down Hold Harmless Clause for Reductions in ADM
- 2.27 Supporting a Reduction in the ADM Threshold for K-6 and 7-12 Schools
- 2.28 Urging the State to take an Inventory of Excess Facility Space in Districts
- 2.29 Requesting the State to Audit all School Buildings and Create a Facility Replacement List
- 2.30 Urging State Travel Assistance for State-Level Competitions
- 2.31 Funding Vocational Education Outside the Foundation Formula
- 2.32 Supporting State Funding for School Meals
- 2.33 Supporting Partial Funding for Schools with Seven to Nine Students
- 2.34 Focus on Grade-level Proficiency for K-3rd Grade Students
- 2.35 Addressing the Need for Remediation
- 2.36 Comprehensive Statewide Energy Plan
- 2.37 District Cost Factor
- 2.38 Funding Alternative Pupil Transportation
- 2.39 Urging a Transparent Process with Stakeholder Input in Education Studies
- 2.40 Supporting Use of Federal Impact Aid by Qualified REAAs
- 2.41 Funding for Internet Services
- 2.42 Funding for Students who Return for Diplomas
- 2.43 Cost of Implementing Alaska Standards
- 2.44 Urging Retention of 10-student Minimum for Funding

- 2.45 Funding to Address Inequities in K-12 Foundation Formula
- 2.46 Resources to Implement the Alaska Safe Children's Act
- 2.47 Urging Return to Local Control of Municipal Education Funds
- 2.48 Raising the Cap on Carry Over of Previous Year Funding

CHILD ADVOCACY

PAGE 33

- 3.1 Declaring Children the Top Priority of Alaska
- 3.2 Promoting Development Assets in Alaska's Children
- 3.3 Fetal Alcohol and Drug Exposed Students
- 3.4 Preventing Access to Pornography on the Internet
- 3.5 Violence in Electronic Media and Entertainment
- 3.6 Inhalant, Alcohol, Tobacco, Methamphetamine & Other Drug Abuse
- 3.7 Interagency Cooperation Among Service Providers Serving Children
- 3.8 Suicide Prevention
- 3.9 Safe Schools/Safe Communities
- 3.10 Support of State Funding for Teen Health Centers in Alaska
- 3.11 HIV/AIDS Education
- 3.12 Education of Youth for Healthy Sexual Decision-Making
- 3.13 In Support of the Alaska Children's Trust
- 3.14 Increased Support for Alaska Head Start Programs
- 3.15 Supporting the Drug-Free Schools and Communities Act
- 3.16 Revise Parental Permission Requirements for Questionnaires
- 3.17 Student Wellness
- 3.18 Promoting Early Childhood Brain Development
- 3.19 School Activity Schedules in Relation to Major Religious Holidays
- 3.20 Interventions and Sanctions that Reduce Loss of Credit
- 3.21 Supporting Restoration of Denali KidCare
- 3.22 Student Participation in Interscholastic Activities
- 3.23 Full Funding of Public Health Requirements
- 3.24 Tobacco Free Schools
- 3.25 Supporting Sex Abuse Awareness and Prevention Education

PERSONNEL

PAGE 42

- 4.1 Support for Staff Development
- 4.2 National Certification of Teacher
- 4.3 Mentoring
- 4.4 Special Education and Related Services Training
- 4.5 Addressing the Teacher, Specialist and Administrator Shortage
- 4.6 Repeal the Social Security Government Pension Offset and Windfall Elimination Provision
- 4.7 Relating to Secure Retirement Benefits
- 4.8 Addressing Health Care Costs and Medical Insurance
- 4.9 Supporting Use of Licensed Professionals to Facilitate Services by Electronic Means
- 4.10 Urging the State of Alaska to Continue the Retire-Rehire Program
- 4.11 Alternative Pathways to Certify Highly Qualified Teachers
- 4.12 Teacher Endorsement
- 4.13 Increased Training Requirements for Superintendents
- 4.14 Alternative Pathways to Superintendent Certification
- 4.15 Removing a Roadblock to Hiring Temporary Superintendents

- 5.1 School-To-Work Programs
- 5.2 Curriculum Expansion Via Distance Delivery
- 5.3 Native Language Program Development
- 5.4 Community School Programs
- 5.5 Increasing Student Contact Time
- 5.6 Encouraging School Districts to Emphasize Civics Education
- 5.7 Requesting the State to Provide Standards-based Assessments in Alaska Native indigenous languages
- 5.8 Supporting Regional Vocational Training Centers
- 5.9 Urging flexibility in testing requirements to support indigenous language programs
- 5.10 Supporting universal access to education for Alaska’s 3- and 4-year-old learners
- 5.11 Encouraging districts to adopt Standards for Parent/Family Involvement Programs
- 5.12 Supporting continuation of the Alaska Native Education Act
- 5.13 Relating To Postsecondary Classes for Secondary Students
- 5.14 Recognition of the True and Improving High School Graduation Rate
- 5.15 Supporting Assessments to Measure Progress
- 5.16 Support of Public School Library Development Grant Program
- 5.17 Boarding School Stipends for Certain Elementary School Students Whose Schools Have Closed
- 5.18 Urging Changes to the Mandated State Testing
- 5.19 Supporting the Use of Authentic Assessments in Districts
- 5.20 Supporting Easier Access to Charter Schools
- 5.21 Supporting the Alaska Performance Scholarship Program
- 5.22 Supporting CTE Credits for the Alaska Performance Scholarship

AASB Mission Statement

The mission of AASB is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

Belief Statements

Belief Statements are brief philosophical statements about issues the AASB membership believes to be true. They are distinguished from Resolutions in that they are longstanding, universally accepted statements that require no specific action yet underpin the beliefs of the association.

GOVERNANCE

B.1 LOCAL GOVERNANCE

Public education is the responsibility of the states and of the local school boards created by those states. This system of local school board governance is one of the purest examples of democracy in action today in that school boards, as locally elected representatives, are held accountable for public education by the public they serve as

locally elected representatives. The mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards in providing students with quality public education, focused on student achievement through effective local governance. *Amended 2003, 2007, 2009*

B.2 BINDING ARBITRATION

Binding arbitration removes decision making from locally elected school boards and puts it in the hands of an outside entity, and allows a third party to determine the salaries, benefits and working conditions of school district employees who bargain collectively. It is the elected school board's responsibility to weigh the consequences of decisions concerning management of school resources. The Association of Alaska School Boards opposes any legislation that provides for binding arbitration as the final step in collective bargaining.

B.3 ADVISORY BOARD TRAINING

State law requires the establishment of advisory school boards in REAA's and allows them in city and borough school districts. School boards have delegated authority and responsibility to those advisory school boards, and are encouraged to provide in-service opportunities and training to local advisory boards to help them become effective contributors to excellence in education in their communities.

B.4 SCHOOL BOARD MEMBER TRAINING

School board members are elected by their local school district citizens based on minimum statewide requirements of eligibility to vote and residency. They are responsible to the public for policy issues and budgets of millions of dollars and are coming under increasing public scrutiny. The Association of Alaska School Boards strongly encourages all school board members to avail themselves of training opportunities to increase their understanding of the issues confronting their district, to improve their ability to make the decisions required of them and to demonstrate their accountability to the public.

B.5 CLASS SIZE

AASB opposes any legislative mandating of class size or making class size a negotiable item of bargaining. The Alaska Supreme Court has held that class size is not a mandatory subject of collective bargaining. While school boards recognize the advantage of small class size, they must be able to use discretion when weighing the cost of reduced class sizes with other financial obligations and educational needs of a district. Making class size a mandatory subject of collective bargaining might make class size subject to grievance binding arbitration or otherwise diminish board control over staffing levels. Legislative mandates similarly infringe on the discretion of local decision-makers. *Amended 2009*

B.6 PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is an important civics lesson, recited every day across the nation by school children. Each school district shall incorporate the Pledge of Allegiance to our nation's flag in a manner that it sees fit as a regular part of the district's activities, in compliance with AS 14.03.130. Every effort should be made to inform students of the true meaning of this pledge to deepen their interest and understanding of citizenship and civic responsibility in a democratic society. *Adopted 2013 Amended 2015*

FUNDING

B.7 EDUCATIONAL PROGRAMS AND FUNDING AS TOP PRIORITY

Article VII, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all school age children. Public education is fundamental to democracy and economic advancement of the state. AASB calls upon the Governor and the Alaska Legislature to make sustainable, adequate and equitable funding a top priority for the exemplary education of our youth. *Amended 2003, 2005, 2006, 2008*

B.8 UNFUNDED MANDATES

Schools have been inundated with statutes, regulations and court decisions that require additional services without accompanying appropriations. With limited and decreasing resources due to significant revenue shortfalls, and increasing costs and expectations for services, unfunded mandates result in an overwhelming financial burden for school districts throughout our state. These mandates are invasive to the educational process, limiting local school boards in their flexibility and autonomy to appropriate funds within their district, thus negatively impacting their ability to govern local schools. AASB encourages all policy makers to consider the impact of their mandates and to take responsibility by fully funding or repealing them. *Amended 1999, 2015, 2016*

B.9 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

AASB believes that the Alaska State Legislature and the Governor must fund the constitutionally mandated need for educationally appropriate school facilities and major school maintenance. *Amended 1998, 2002, 2006, 2009, 2014, 2015, 2016*

CHILD ADVOCACY

Preamble

As community leaders committed to education and the equal opportunity for each child to achieve his/her potential, **we** act on behalf of all children for the good of the community; and **we** act on behalf of each child. **We** accept our responsibility and its challenge of finding viable and relevant solutions to the myriad of problems facing children today. **We** believe that while parents bear primary responsibility for the education of their children, it takes a whole community to educate a child. **We** encourage parents and guardians, the legislature, tribal governments, agencies, organizations, businesses, communities, congregations, and extended families to willfully commit to the development of each child. Together **we** will identify and clearly articulate the needs of our children, and together **we** will implement effective solutions and achieve measurable results. Together, **we** will share in the rewards that an emotionally healthy, educated, and vital citizenry will contribute to the future of Alaska. To fulfill our role in the shared responsibility of educating children, **we** are resolved to pursue the following resolutions. *Amended 2002, 2006, 2007, 2009, 2011, 2012*

B.10 CHILD ADVOCACY MISSION STATEMENT

The advocacy role of school board members is to promote parental, public and social service commitment to the shared responsibility of educating all children and youth in public education. *Amended 1998*

B.11 LANGUAGE, CULTURAL AND ETHNIC DIVERSITY

Alaska is a vast state and is populated by persons of diverse cultural, ethnic, and linguistic backgrounds. Our schools must promote an environment that respects the ethnic, linguistic and cultural identity of the student populations. AASB honors and celebrates those languages and cultures indigenous to Alaska, and supports those efforts that integrate indigenous languages and ways of knowing into the delivery of academic programs. *Amended 1998, 2007, 2011, 2012, 2013, 2015*

B.12 INCREASE IN FAMILY AND PARENTAL INVOLVEMENT IN SCHOOLS & EDUCATIONAL PROGRAMS

AASB believes, and research supports the belief, that one of the most important factors in student achievement is parental, family and guardian involvement in the educational process, both at home and in the schools. AASB feels that family involvement in the education of children is the highest priority and strongly encourages school districts to be

proactive and engage families in a culturally responsive way. *Amended 2003, 2006, 2007, 2008, 2009, 2012*

B.13 SUPPORTING SOBRIETY

AASB encourages our Board Members, school staff, students, parents and community members to help in overcoming our communities' affliction with alcohol and drugs. AASB supports efforts of schools and communities to become and remain free of alcohol and drug abuse through activities that: encourage the formation of sobriety groups in every Alaska community; encourage the practice of healthy lifestyles, values and activities; support existing groups working to promote sobriety; educate students on the consequences of their actions; and encourage and support sober role models. *Amended 2007, 2010, 2013*

B.14 PREVENTION/EARLY INTERVENTION

AASB believes in the prevention aspects of health and social service programs. Prevention is cost effective, both in dollars and in reducing human suffering. Many of the social and health problems we are experiencing now will only continue to grow if effective prevention/intervention programs are not in place. AASB supports early identification of and intervention for children at risk and inclusion of parents and guardians and community partners in prevention and intervention services. *Amended 2002, 2006, 2008*

B.15 PROHIBITING PERSONS CONVICTED OF SEXUAL ABUSE FROM SERVING ON SCHOOL BOARDS

School board members should serve as role models for students and staff. AASB believes that persons convicted of sexual abuse should be legally prohibited from serving on school boards, REAA boards, and advisory school boards. *Amended 1998, 2007, 2008, 2013*

B.16 DECLARING CHILDREN THE TOP PRIORITY OF ALASKA

AASB believes children are the top priority of our state. This declaration extends to the safety, health, education and future of our children. *Adopted 2005, Amended 2006, 2008*

B.17 EQUITY IN EDUCATION

All children must have access to an educational program that meets their individual physical, academic, social and emotional needs. The Association of Alaska School Boards believes that the allocation of educational resources must provide equity for every student regardless of their economic status, geographic location or the economies of scale. *Adopted 2016*

PERSONNEL

B.18 ALASKA NATIVE TEACHER HIRE & RETENTION

Studies have shown that Native teachers have had a very positive effect on Native students. The hiring and retention of qualified Alaska Native teachers has long been supported by educational and Native organizations. AASB strongly urges school districts to recruit qualified Native teachers and administrators. Colleges and universities within the state are encouraged to more actively recruit Native students and to develop Indigenous certification programs designed to build on the strengths of indigenous pedagogies. Local school districts, with the help of the Alaska Department of Education and Early Development, are encouraged to provide leadership in developing programs to encourage Native students to choose education as a field of study, and to make every effort to foster the hiring and retention of Native teacher aides and teachers. *Amended 2010, 2011*

B. 18(a) QUALITY STAFF IMPROVES STUDENT LEARNING

High-quality, highly motivated, culturally responsive and innovative teachers, administrators and other staff are essential for successful student learning. *Amended 2015*

EDUCATION PROGRAMS

B.19 EARLY CHILDHOOD EDUCATION

All children should have rich learning opportunities during the formative early childhood years. The Association of Alaska School Boards therefore supports and encourages districts and/or communities to develop early childhood programs, which include parent and family involvement. *Amended 1998, 2007, 2012, 2015*

B.20 EDUCATIONAL IMPROVEMENT

AASB believes the elements of a quality educational improvement effort should address the following key areas:

- **Parental Involvement:** Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning (schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to ensure the desired results: a "world class" education.
- **Community engagement:** Should involve many different sectors of the community in the schools to broaden the experience afforded students and promote the shared responsibility of adults in our communities in supporting Alaska's youth to achieve academic success, engage in positive, thriving behaviors, and reduce unhealthy behaviors and foster the growth of children who are grounded in their cultural identity.
- **Student Standards:** Should include the development of educational programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse educational and cultural needs of students and prepare them to be contributing and productive citizens in a rapidly changing world).
- **Professional Standards:** Should include the highest standards of professionalism by school employees throughout the district.
- **Learning Environment:** Should include adequate and appropriate space, furnishings, equipment, supplies and technology, and be reflective of the cultures of the community. *Amended 1998, 2010, 2011, 2015, 2016*

B.21 CIVIC RESPONSIBILITY

The strength of our democracy rests in large part on the success of our public schools in educating all students and creating a deep understanding of our democracy from the local to the national level. This understanding includes a working knowledge of evolving governmental principles and structure through the international level, and the importance of citizenship and civic responsibility, including meaningful student government experiences. These lessons should begin in preschool and continue through all the school years. Lessons should, in total, provide strong grounding for fully informed and involved citizenship. It is the duty of each generation to teach the next how democracy works. *Adopted 2008, Amended 2010, 2012, 2016*

AASB CORE RESOLUTIONS

GOVERNANCE

1.1 OPPOSING MANDATED SCHOOL DISTRICT OR LOCAL SCHOOL CONSOLIDATION

AASB is opposed to mandated school district or local school consolidation because it would greatly reduce local control for a significant number of school districts in Alaska.

Rationale. In 2004 the Alaska Local Boundary Commission (LBC) and Department of Education & Early Development (EED) completed a report, which suggests only marginal savings by consolidation of school districts. AASB continues to seek and engage in cooperative and shared service opportunities, thereby creating a significant savings of state tax dollars for all involved.

The concept of cooperation and shared services, as an alternative to mandated consolidation, ensures local autonomy and decision-making is preserved. AS.14.14.115 provides a grant program that encourages the sharing of services to recognize cost economies. Some communities and school districts have considered it viable to consolidate, and have done so through their own volition as a local decision. Others currently participate in shared administrative services, including purchasing and other business functions, and should be applauded and encouraged in their efforts to achieve efficiencies.

No evidence has been provided to support the proposition that significant savings or improved student learning would result from the indiscriminate combining of school districts or schools. Studies on school consolidation imply an imperceptible savings. Public perception may be different. School boards are encouraged to involve the public more thoroughly in efforts to explain their budget and to seek input throughout the budgeting process. *Amended 1999 & 2003, 2015 (Sunset Nov. 2018)*

1.2 OPPOSITION TO MANDATED BOROUGH FORMATION

AASB continues to oppose mandatory formation of boroughs. A mandatory borough act reduces the current level of local responsibility and control by encouraging the elimination of small REAA districts and small city districts, creating an extra level of government with the associated costs.

Rationale. Local communities may differ in their values and the priorities associated with the delivery of educational services.

A mandatory borough act ignores the economic reality of the lack of an adequate tax base in some rural areas of the State. If the state wishes to require local communities to contribute financially, the legislature already has the statutory authority to implement a tax in the unorganized borough. Creating an additional level of local government may not produce the desired effect. *Amended 2001, 2003, 2016 (Sunset Nov. 2018)*

1.3 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

AASB recognizes charter schools as a locally developed alternative to the standard education program. AASB urges the Department of Education & Early Development to work in partnership with local school districts in the formation of new charter schools. AASB supports charter schools as long as the local school board:

- (a) Retains the sole authority to initiate the approval or rejection of the charter,
- (b) Retains options to terminate the charter of any school that fails to meet criteria set forth in the charter
or as otherwise specified by the local school board
- (c) Maintains authority to require and enforce accountability, including determining the criteria, standards,
or outcomes that will be used in establishing the charter;
- (d) Ensures that a charter does not foster racial, social, religious or economic segregation or segregation of children with disabilities.

Rationale. Section 14.12.020 in Title 14 of the Alaska Education Laws states that a school district shall be operated under the management and control of a school board. HB 278, adopted in 2014, interjected the Department of Education & Early Development as an authorizing agency of charter schools whose formation was rejected at the local level. *Amended 1998, 1999, 2003, 2011, 2014 (Sunset Nov. 2018)*

1.4 OPPOSE SCHOOL VOUCHERS

The Association of Alaska School Boards is opposed to using public tax dollars to finance private schools, parochial schools, or private home school/correspondence programs, whether through vouchers, tax credits, or individual K-12 savings accounts, or any other funding that would divert funds from public education.

Rationale. Public schools educate every child, regardless of race, ability, religion, economic circumstance, or special needs. Public schools, through their elected school boards, are directly accountable to the citizens of the community for the expenditure of public funds. Taxpayer-funded vouchers for private, parochial, or home school tuition and fees drain scarce resources from public classrooms and diminish revenues available for public schools. Vouchers may raise local taxes if state appropriation is insufficient.

The U.S. Supreme Court ruled in June 2002 that a voucher program in Ohio did not violate the U.S. Constitution. Referenda in other states have turned down vouchers. The Alaska Supreme Court has held that the following provision of the Alaska Constitution, a restriction independent of the U.S. Constitution, bars disbursement of public funds for the purchase of private or parochial education:

“The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.”

(Alaska Constitution, Section 1. Public Education.)

In addition, voucher funding tied to students could not fully ensure students or taxpayers the benefits of accountability measures, like state mandated content and student performance standards, and could not satisfy other state and federal mandates under which public schools are required to operate, without invading the religious and other constitutional freedoms of private and parochial schools. *Amended 2013, 2014, 2015 (Sunset Nov. 2018)*

1.5 CENTRALIZED TREASURY: DISTRIBUTION OF ALLOCATED FUNDS FOR SCHOOLS AND INTEREST EARNED

AASB urges the Legislature and local governing bodies to assure that all designated funds directed to school districts, including interest earning related thereto, must go to school districts without penalty, and that all interest on school district funds must accrue to the school district.

Rationale. Educational funds appropriated by State and local governments are appropriated for the purpose of public education. The efforts of local school districts should be to provide sound planning for future educational needs. Certain municipalities under centralized treasuries have retained state funds allocated to school districts. Some municipalities retain fund balances on school budget monies, and interest accrued on school funds are sometimes held by the municipalities. As it is unclear how interest on school funds are to be distributed, this action will make certain all moneys allocated and earned for schools are used to benefit children. Currently, with a municipal centralized treasury it is possible for school money to be used for things other than education. "Use it or lose it" is a disincentive to utilize educational funds in the most efficient and effective manner. *Adopted 1998. Amended 2002, 2004, 2008 (Sunset Nov. 2018)*

1.6 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT

AASB supports the goals of the Every Student Succeeds Act, in particular its emphasis on reaffirming local school board authority over public education and limiting federal overreach. AASB urges Congress to fully fund the law.

Rationale. ESSA requires the adoption, review and approval of new state plans for education by the 2017-18 school year. These plans must have a statewide accountability system and support and improvement strategies. While the measure of Adequate Yearly Progress in the former law is no longer in effect, accountability systems within each state must cover all students and subgroups of students and include measures of interim academic progress. The accountability system should retain as much local control as possible. *Adopted 2006 Amended 2008, 2010, 2011, 2013, 2015, 2016 (Sunset Nov. 2021)*

1.7 ACCOUNTABILITY AND ADVOCACY FOR STUDENTS OUTSIDE THE PUBLIC SCHOOL SYSTEM

AASB urges the Legislature to give State Department of Education and Early Development the authority and funding to register and track the achievement of all school-age children throughout the state who are not enrolled in public schools or private schools that perform assessment substantially equivalent to that performed by the state. Parents of such students should be required to provide information regarding instruction of and progress of their children, to provide accountability that essential skills are being taught and learned. Public school students are already tracked through statewide assessments. AASB supports assessment of all students to see that adequate, essential skills are being provided.

Rationale. The goal is to ensure every child receives a quality education. Children receiving an education outside the public school system at home are not required to register or be accountable throughout their education. The State of Alaska has no compulsory law requiring some form of educational plan be filed with the state. Whether by not enrolling or by leaving the school systems of the state, no "safety nets" for students are in place to assure that all students are receiving the benefit and right of an education. No independent or objective testing is required for these students.

Though home schooling can be very effective for some, public schools often receive students who have fallen behind due to failed home schooling or the lack of schooling. Entry of these students into public education puts the receiving districts in a position of providing substantial remedial assistance, while subjecting the students to the same

testing and evaluation standards as other students. *Adopted 2000, Amended 2001, 2003, 2006, 2008, 2010, 2014, 2015, 2016 (Sunset Nov. 2018)*

1.8 COMPULSORY ATTENDANCE AGE

Current state law requires compulsory school attendance from age 7-16. AASB supports changing the mandatory age for school attendance to be age 6 to the earlier of either age 18 years old or high school graduation.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Furthermore, research indicates that earlier education is beneficial. In fact, most children in Alaska are enrolled by the age of 6.

Most 7-year-old kids are in first or second grade. With the renewed emphasis on reading, writing, and mathematics skills in the first few years, skills on which the child will be assessed, children starting school late are at a big disadvantage.

Sixteen-year-olds are not ready to make the enormous decision to give up a high school education. Increasing the mandatory age to 18 helps ensure that students who have not yet graduated from high school and are too young to make the life-changing decision to forego basic education will stay in school and have more opportunities to meet performance standards. Mandatory attendance laws must be enforced, but the best way to keep students in school is to fund and provide education programs that engage students. *Adopted 2001, Amended 2002, 2003, 2004, 2005, 2006, 2009, 2014, 2015 (Sunset Nov. 2021)*

1.9 ACCOUNTABILITY FOR STUDENT ATTENDANCE

AASB urges the Department of Education and Early Development and enforcement agencies to work with districts to support compulsory school attendance laws and provide adequate funding for enforcement efforts as a matter of child welfare and public safety.

Rationale. Research has documented that poor school attendance is one of the greatest predictors of student failure; yet traditional truancy enforcement efforts are expensive and ineffective. For example, passive enforcement, tying certain privileges and benefits of state residency to compliance with the minimal, but critical, obligation to ensure that students go to school, seems likely to be cost-effective and successful and is well worth a try. *Adopted 2009, Amended 2010, 2014, 2015, 2016 (Sunset Nov. 2019)*

FUNDING

2.1 SUSTAINED, RELIABLE AND ADEQUATE STATE FISCAL PLAN AND EDUCATIONAL FUNDING FOR ALASKA'S STUDENTS THROUGH A NON-VOLATILE FUNDING SOURCE

The sustainability, reliability and adequacy of Alaska's funding for public education are of highest concern to the Association of Alaska School Boards. AASB urges the Legislature to develop a state fiscal plan. This fiscal plan would provide a long-term approach to funding the costs of public education and other services upon which Alaska's students and their families depend. The plan should be strategic, sustainable and realistic, providing a framework for balancing budgets while adequately funding public education.

Rationale. The State of Alaska provides a wide range of services to a diverse population spread over a logistically complex area. A long-term plan that ensures reliability of funding for education and other state services that impact the delivery of education,

regardless of variation in volatile resource markets, is needed to provide a stable business climate and to ensure the citizens of necessary services. *Adopted 2002, Amended 2004, 2015 (Sunset Nov. 2017)*

2.2 URGING ADEQUATE, EQUITABLE, AND PREDICTABLE FUNDING OF PUBLIC EDUCATION

AASB urges the State of Alaska to provide adequate, equitable, and predictable funding of public education. AASB believes that adequate funding should include the following:

- State funding of the TRS-PERS retirement liability;
An increase to the Base Student Allocation to account for both inflation and adequate pre-K through 12th grade education;
- Recognition of the need to keep pupil-teacher ratios to a level in line with research-based best practices;
- Career and technical education.

AASB urges the Legislature to review and recommend appropriate adjustments to AS.14.17.460, District Cost Factors, to ensure equity in school funding.

AASB urges the Legislature to provide stable forward funding that addresses inflation, including the use of an education endowment, to ensure funding predictability. *Adopted 2014 (Sunset Nov. 2019)*

2.3 SECURE RURAL SCHOOLS

AASB urges permanent reauthorization of the Secure Rural Schools and Community Self Determination Act (SRSCA) by the U.S. Congress as a key component of federal financial assistance to local governments and school districts in Alaska. This law recognizes the need for sustained funding to school districts that have non-taxable national forest lands within their boundaries.

Rationale. The Secure Rural Schools Act is critically important to 24 of Alaska's 54 school districts (44% of all districts), which have relied heavily on Secure Rural School funds to supplement local funding for education. Without positive action, 24 Alaska school districts and the communities encompassing these districts will lose \$18 million in revenue, resulting in significant community and district job loss, education program reductions, and major overall economic upheaval. In at least one single site school district, 25% or more of the district's revenue would be lost.

In 1908 Congress passed a law, which formed a compact with counties, boroughs and parishes in rural America where the National Forests are located. That compact stipulated that the Forest Service would share 25 percent of its revenues with local governments to support roads and schools. The program impacts our school districts and the welfare of our students in more than 600 rural counties as federal payments-in-lieu-of-taxes to jurisdictions with forestlands and reserves.

The uncertainty of whether the program will be continued from year-to-year is impacting local budget allocations for education funding. (In 2000, Congress passed the Secure Rural Schools and Community Self Determination Act to address the negative effects of declining federal receipts on local governments. Since 1908, the federal government has shared a portion of the revenues generated on public forestlands with local governments

It is imperative that this act is permanently reauthorized for the many national forested counties, boroughs and school districts that have little ability to generate local tax revenue to support schools and roads. *Adopted 2011, Amended 2012, 2014 (Sunset Nov. 2021)*

2.4 ENCOURAGING THE LEGISLATURE TO FUND A GRANT PROGRAM FOR SCHOOL IMPROVEMENT STRATEGIES

AASB encourages the Alaska Legislature to provide grant funding for improvement of school performance as originally designed in AS 14.03.125, under the mechanism already detailed to support 14.03.125 in Alaska Administrative Code 33.200 through 4 AAC 33.290.

Rationale. The grant funding could be targeted on strategies that address low academic student performance, such as grants for early learning and pre-literacy programs, research-based targeted intervention programs, systemic initiatives, teacher retention programs and graduation rate improvement strategies.

A fund for the improvement of school performance, AS 14.03.125, was created by the Legislature in 1990, for grants by the Commissioner of Education & Early Development to school districts. It has never been funded by the Legislature. The settlement of 3AN-04-9756 CI, Kristine Moore et al. V. State of Alaska, established a fund for improving the performance of 40 schools in the state. The Legislature funded that agreement and a grant system for school improvement strategies. *Adopted 2012. (Sunset Nov. 2017)*

2.5 AASB ADVOCACY ON INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

Following passage of the Individuals with Disabilities Education Improvement Act of 2004, AASB will monitor and advocate the following:

1. Increase in funding to fully fund the federal mandate.
2. Resolution of differential treatment and discipline for special education students.
3. Provision for adequate staffing/teacher preparation.
4. Establishment of post-secondary educational programs to train additional individuals as certified special education teachers and related services providers (i.e. school psychologists, physical therapists, and speech therapists).
5. Decrease in current high staff turnover.
6. Provision for teacher liability/legal protections for advocates.
7. Placement of students and delivery of services.
8. Mediation between school districts and parents when disagreements develop over student placements.
9. Reduction of massive required paperwork.

Rationale. AASB joins with the National School Boards Association in urging Congress to fairly and fully fund this federal mandate. IDEA was enacted in 1975 when the federal government committed to paying for each child with disabilities an amount equal to 40 percent of the national average cost of educating students with disabilities. According to the National School Boards Association, federal funding accounts for approximately 18% of the necessary funding. The remainder comes directly from the regular instructional program of local school districts. The total under-funding of IDEA was estimated at \$8.3 billion in fiscal year 2008.

Local school officials must be empowered to preserve a productive and safe learning environment free of undue disruption or violence. Consistent discipline requirements and procedures are the keys to a safe environment. Issues such as discipline and excessive paperwork are having a negative impact on educators; as a result fewer certified personnel are willing to teach in special education programs. *Adopted 2000. Amended 2001, 2002, 2003, 2004, 2005, 2005, 2009, 2012 (Sunset Nov. 2018)*

2.6 FUNDING FOR EARLY LEARNING PROGRAMS IN ALASKA

AASB supports legislation to add additional funding for the planning and programming of voluntary early learning and family support programs, including online programs, for all children from birth to school age as an important long-term investment in Alaska's future workforce and citizenry.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Research indicates that earlier education is critical for many children to successfully reach those expectations. Even in communities that have Head Start programs, the program is usually unable to accommodate all children who qualify. Strict Headstart income requirements deprive many pre-schoolers who could benefit from the program. Appropriately housed early learning programs should be an integral part of district curriculum. Inclusion of early learning in a school has an impact on facilities planning and would be a wise use of state funds.

The state offers only very limited pilot funding for early-learning education. Many communities do not meet the qualifications for federal Head Start or early-learning funding and sources of present federal funding are uncertain. Most existing early-learning programs cannot afford certificated early-learning teachers. Programs such as Parents as Teachers and Best Beginnings can reap huge educational benefits for very little money. *Amended 2001, 2002, 2004, 2007, 2008, 2009, 2013, 2014, 2015 (Sunsets Nov. 2018)*

2.7 FUNDING FOR INTENSIVE NEEDS PRE-SCHOOL AND OTHER INTENSIVE NEEDS STUDENTS ENROLLING POST-COUNT DATE OR LEAVING A DISTRICT IN A SINGLE YEAR

AASB supports prorated funding for preschool students with intensive needs who turn three years old after the October count date, thereby becoming eligible for enrollment and enrolling in public school after state funding has become fixed. In addition, pro-rated funds must also be provided for all other intensive needs students enrolling after the count date. AASB also urges the Alaska Legislature to pass legislation that holds districts harmless when losing a large percentage of intensive needs students in a single count period.

Rationale. IDEA '97 requires that public schools enroll students with disabilities at age three. These students typically require not only special education services but also extensive related services (speech therapy, occupational therapy, physical therapy). Preschool students with disabilities whose third birthday falls after the October count date incur costs to the district that are not typical of other students enrolling after the count date. The district is required to provide all services identified by the IEP team. Currently, districts receive no funding for these costly services for those intensive-needs children who turn three years old after the state's October count date.

Other intensive-need students who move to a district after the October count date pose a similar financial challenge. The cost to provide federally mandated services to a single intensive needs child is many times the cost of services to a non-special needs child. Districts cannot be expected to absorb the costs of services for intensive needs children who first enroll after the count date under a budget that provides no funding to satisfy this federal requirement. Supplemental funding for post-count date intensive needs students is critical. At the same time, districts that have lost intensive needs students through transfers have already entered into binding contracts with staff and cannot easily avoid that continued cost. *Adopted 2003, Amended 2004, 2005, 2006, 2009, 2012, 2014 (Sunset Nov. 2018)*

2.8 FOLLOWING THE CAPITAL IMPROVEMENT PROJECT PRIORITY LISTS FOR NON BONDED PROJECTS

AASB supports following the priority lists for non-bonded projects as presented by the Department of Education and Early Development and providing funding with no adjustments, deletions, or additions that would not otherwise be of an emergency basis. AASB strongly encourages the legislature and administration to make significant progress on eliminating the statewide capital project and major maintenance backlog. Enactment of AS 14.11.025 (State aid for School construction in regional educational attendance areas) is a good step in that direction and is applauded by AASB.

Rationale. The Capital Improvement Projects list goes through a very comprehensive prioritization process developed and implemented, based on need, by the Department of Education and Early Development. AASB encourages the Legislature to follow the prioritized lists and recognize that fluctuations in enrollment cause many districts to face varying economies of scale when maintaining educational facilities. The creation of the school fund for REAA facility construction in 2010 will enable the state to create a pool of funding, up to \$70 million a year beginning in mid-2012, for construction and major maintenance in rural Alaska. *Adopted 2000, Amended 2001, 2004, 2008, 2009, 2010, 2012 (Sunset Nov. 2018)*

2.9 LOCAL CONTRIBUTION IN THE SCHOOL FUNDING FORMULA

AASB supports retaining in the school funding formula the local option of establishing a local contribution based on 45 percent of basic need for borough and municipal school districts.

Rationale. The current education funding formula was developed with statewide support for all school age children. It allows for a minimum local contribution of the lesser of 2.65 mills or 45% of basic need. *Adopted 2001, Amended 2004, 2005, 2012 (Sunset Nov. 2021)*

2.10 EDUCATION ENDOWMENT

AASB lends its full support to the establishment of an adequately funded and well-managed educational endowment to help secure stable and full funding for education to be used for public elementary and secondary education.

Rationale. The funding of public K-12 education in our state is an annual appropriation from the General Fund and is subject to the shifting funding priorities of administrations and legislatures, and the variable level of state revenues. Budgetary cycles have increasingly failed to provide a stable and secure funding source for Alaskan students. An educational endowment will provide a proven, relatively secure, and dedicated fiscal resource to support future public education funding for our state, and allow long-range education planning with confidence in the availability of that resource. *Amended 1998, 1999, 2002, 2007, 2009, 2012, 2016 (Sunset Nov. 2018)*

2.11 EDUCATIONAL TECHNOLOGY

Because of the global economy of which our youth are a part, AASB urges the state and federal governments:

- a.** To strongly encourage state leadership by virtue of student rights to equitable educational opportunity to ensure all classrooms are provided affordable, adequate and equitable broadband access (low-latency terrestrial broadband Internet access) to the national and international information infrastructure.
- b.** To implement appropriations or matching grants for instructional technology that would address hardware and software purchases, communication, infrastructure, curriculum expansion and training needs of students and staff,
- c.** To fund continuation and expansion of Digital 1:1 efforts for districts and AASB's Consortium for Digital Learning.

d. To join us in urging Congress to fully fund either the provisions of the Telecommunications Act of 1996 (E-rate program) or a robust educational technology substitute that protects the Universal Service Fund to help provide affordable telecommunications to rural areas.

e. To assist schools in improving Internet connectivity by using new E-Rate subsidies for construction of low latency terrestrial broadband Internet delivery systems.

Rationale. Alaskan students are growing up in a digital age that is allowing access to all global markets. If our students are to thrive in this ever-increasing global economy, K-12 schools must have the tools and trained staff to provide the appropriate education. Currently, a number of schools have seen many of their technology purchases become obsolete, outdated, and inoperable. Teachers are unable to effectively integrate technology in the classrooms due to lack or inadequacy of equipment and/or training. Current school district budgets cannot provide adequate funds to meet existing or future instructional technology needs.

Equality in educational opportunity has always been a goal of the Association of Alaska School Boards. Future economic viability will not depend as much on physical presence, but rather the ability to import, transmit or convey ideas and information electronically. Today's globally competitive economy requires that all schools have access to modern technologies—Internet access, computers, distance learning—that can open new doors of educational opportunity for our school children. Appropriations by the Alaska Legislature in 2006 and 2008 have enabled about half of the state's school districts to pilot intensive digital learning for some of their students as members of the AASB Consortium for Digital Learning. *Amended 1998, 1999, 2001, 2004, 2006, 2008, 2010, 2011, 2012, 2013, 2015 (Sunset Nov. 2018)*

2.12 SCHOOL CONSTRUCTION DEBT RETIREMENT FOR BONDED INDEBTEDNESS

AASB urges the Legislature and the administration to fully honor the statutory commitments for previously incurred and future bonded indebtedness reimbursement by appropriating all funds necessary to satisfy that commitment.

Rationale. Article 7, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all children. Under AS 14.11.100 the State of Alaska commits to repay school districts at set percentage rates for school construction bonded indebtedness in past years. Extending that program into the future helps meet school construction needs in areas of the state that are able to bond. Over the past years many regions of the State have bonded for school construction with the expectation that the State would honor its obligation. *Amended 1998, 2001, 2002, 2003, 2004, 2007, 2008, 2009, 2010, 2012, 2015, 2016 (Sunset Nov. 2018)*

2.13 REVENUE SHARING

Municipalities play a large part in financing education and providing community services necessary to student learning. The Association of Alaska School Boards supports restored and increased funding for Municipal Revenue Sharing & Assistance. An increase in community support cannot substitute for necessary increases in direct education funding by the state.

Rationale. Support for this program is essential. Without revenue sharing, which was vetoed in 2003, communities were forced to raise taxes to meet the cost of state mandates. Passage of SB 72 in 2008 restored the program with \$60 million in general funds for distribution to communities annually over the next three years. As the level of

state revenue collected under AS 43.55.011(g) fluctuates, payments to local governments may go up or down. Revenue sharing as a proportion of the state budget is near its historic low point. Statehood was premised on the notion that state-owned resources would generate tax or other revenue and that this money would be shared with local government because local government could not survive without it. *Adopted 1999, Amended 2000, 2001, 2004, 2007, 2008, 2009, 2010, 2012 (Sunset Nov. 2018)*

2.14 PUPIL TRANSPORTATION

AASB urges the State of Alaska to adequately fund pupil transportation by increasing the transportation allocation to accurately reflect true costs, to avoid the use of operating fund dollars, and to provide funding for districts with increased transportation needs due to state legislated labor costs, special circumstances and/or student growth. Getting students safely to and from school is a vital part of public education.

Rationale. Passage of SB 182 in 2012 requires the Department of Education & Early Development to establish statewide standards for pupil transportation contracts and to enforce compliance with those standards in 2016. Passage of SB57 in 2013 increases pupil transportation funding at the rate of the Anchorage Consumer Price Index through November 2015, at which time the automatic increase is repealed. *Adopted 2000, Amended 2001, 2002, 2003, 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2016 (Sunset Nov. 2018)*

2.15 FUNDING FOR SCHOOL DISTRICT-OPERATED REGIONAL BOARDING HOME PROGRAMS

AASB supports providing adequate funding for locally controlled and operated, regional boarding high schools throughout the state.

Rationale. The number of students requesting enrollment at Mt. Edgecumbe School exceeds the space available. Legislation enacted in recent years has increased the state stipend paid for students at district operated boarding schools and expanded the authority for their operation statewide. Districts were also allowed to enter into contracts with Alaska Native corporations for operation of dormitory facilities. *Amended 1997, 2000, 2001, 2002, 2003, 2004, 2005, 2007, 2013, 2014 (Sunset Nov. 2018)*

2.16 FUNDING FOR TRANSIENT STUDENTS IN SCHOOLS

The Association of Alaska School Boards supports development of a funding mechanism for compensating schools for students entering after the October count date without harming a school that loses a student for which it has already incurred costs.

Rationale. Each year, students throughout Alaska enroll in boarding and other schools around the state. Often, students leave schools immediately following the October count. These students generally return to their home districts. Other districts face large influx of military-dependent and resource development project students. The untimely arrival of students after the count date puts the receiving school districts at a financial disadvantage. Districts receiving students after the October count must bear the financial responsibility for educating these students without corresponding funds. Districts losing students after the count date have already committed themselves to legally binding contracts and cannot easily adjust spending levels to account for the loss of those students. *Adopted 2002, Amended 2003, 2008, 2009 (Sunset Nov. 2017)*

2.17 INSURANCE COSTS

AASB strongly urges the Alaska State Legislature to thoroughly investigate pooling arrangements or other funding as a way to mitigate increases in insurance costs for school districts. Districts must be permitted to individually decide to participate if they find the options favorable to their local situation. Districts should be enabled, but not required, to secure larger collaborative group medical service and group medical coverage, as well as value-based payment and procurement methods among public and private sector employees. Negotiation and management authority will be shared with AASB.

Rationale. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless steps are taken to mitigate these uncontrolled increases, which only add to the administrative overhead of all districts. The cost of health and liability coverage, in particular, has added to escalation of fixed costs faced by districts. *Adopted 2002, Amended 2003, 2006, 2007, 2013, 2014, 2016 (Sunset Nov. 2017)*

2.18 STATUTORY GROUNDS FOR REDUCTION IN FORCE

Every Alaska school board must be able to make responsible decisions about how to allocate district resources to provide a high-quality education program that meets the needs of students. The Association of Alaska School Boards supports clarification of the language in the law explicitly to allow the use of projections of enrollment, costs and revenues as valid bases upon which to develop a plan for reduction in force under AS 14.20.177. The Association also supports clarification of the law to recognize that school boards, acting in good faith, have discretion to decide when a reduction in force is necessary for the following year.

Rationale. Under the current wording of AS 14.20.177, NEA-Alaska has argued and at least one Superior Court judge has ruled that reductions in enrollment or revenue must have already taken place in order to reduce staff. In addition, NEA-Alaska has argued and a Superior Court judge has ruled that a school board's judgment regarding the necessity of a reduction in force is not its to make; instead, a school district must prove that a reduction in force is necessary.

A school district's ability to respond quickly to a drop in enrollment or negative change in its financial picture is already significantly limited by the fact that mid-year layoffs of teaching staff are not permitted under AS 14.20.177. Neither is an increase in costs a basis for mid-year layoffs. However, school boards should be able to respond to both actual and projected declines in enrollment or funding by developing plans to reduce staff for the following year. School boards should also have the ability to reduce staff in the following year in response to costs increases that are not offset by increases in funding.

A school board's judgment that a reduction in force is necessary is the kind of policy decision that the public elects school boards to make. *Adopted 2003, Amended 2004, 2005, 2006, 2008, 2012, 2016 (Sunset Nov. 2018)*

2.19 LEGISLATIVE FINANCIAL RELIEF FOR ONGOING TRS AND PERS EMPLOYER RATE INCREASES

The Association of Alaska School Boards supports the cost-share formula requiring the state to pay 87.44 percent of employer costs under the Teachers' Retirement System and 78 percent of the costs under the Public Employees Retirement System. AASB endorses the use of state revenue or other state-managed funding sources to retire the unfunded liability of the public employee retirement systems without supplanting funds needed for the classroom.

AASB categorically rejects the State of Alaska Department of Law's recent determination that the State of Alaska does not have a legal obligation to assume the portion of the

liabilities of the State managed Teacher's Retirement System and the Public Employees Retirement System.

Rationale. The State of Alaska Division of Retirement & Benefits notified PERS and TRS employers on September 3, 2015 that the State of Alaska does not believe it has an obligation to assume the liabilities of the State managed Teacher's Retirement System and Public Employees Retirement system in connection with the implementation of Generally Accepted Accounting Standard (GASB) #68 – Accounting and Financial Reporting for Pensions.

The Association of Alaska School Boards believes that the State of Alaska has a long-standing obligation to continue to provide substantial and sustainable financial support of the TRS and PERS retirement systems to ensure that Alaska's school children will be well served by high quality teachers and support staff who know that the State of Alaska remains steadfast and unwavering its support of its teachers, support staff, and their pensions.

Districts simply do not have the capacity to handle the massive unfunded liability of the state's retirement programs. Financially healthy pension funds are an incentive to attracting and retaining high quality employees in the public sector. *Amended 2004, 2005, 2006, 2007, 2008, 2010, 2012, 2014, 2015 (Sunset Nov. 2018)*

2.20 ENERGY COST RELIEF

AASB urges the Alaska State Legislature to take action to mitigate ~~the huge increase in~~ energy costs facing all school districts. The relief should be based on actual energy costs and be part of an overall program to address conservation of energy, development of alternative energy programs and deferred maintenance of public facilities and buildings.

Rationale. School districts incur energy costs for heating, electricity and transportation. In most districts off the road system, those costs can eat up 30 to 40 percent of operating budgets, diverting dollars from instruction. Even when the cost of fuel declines in urban areas, those savings seldom catch up to consumers in rural communities due to lack of a competitive energy market.

Possible relief measures should include initiating an Energy Cost Increase Factor in the foundation formula and/or providing supplemental funding in the year the cost is incurred, thereby putting funding back in the classroom. *Adopted 2005. Amended 2008, 2010, 2015 (Sunset Nov. 2020)*

2.21 RELIABLE AND EFFICIENT SERVICE BY THE ALASKA MARINE HIGHWAY SYSTEM

AASB urges the State of Alaska to provide or subsidize frequent, reliable, equitable and efficient ferry service to all Southeast, Southwest, and Southcentral communities served by the Alaska Marine Highway System and alternatives such as the Inter-Island Ferry Authority.

Rationale. School districts in Southeast and Southcentral Alaska depend on ferry access to provide transportation to and from other communities for numerous academic and athletic activities. The lack of frequent and dependable scheduled ferry service often makes it difficult or impossible to utilize the AMHS in school-sponsored trips. The only alternative for many of the communities served by the AMHS is to arrange travel by air, which markedly increases transportation costs and in some cases causes trips to be canceled entirely. *Adopted 2006, Amended 2007, 2008, 2012, 2013 (Sunset Nov. 2021)*

2.22 SUPPORTING BYPASS MAIL IN ALASKA

AASB recognizes that the Bypass Mail program provides the only timely and economical way to move essential materials to rural Alaska and is critical to the health of the Alaskan economy. Bypass mail allows Alaska to receive the same universal service at universal rates enjoyed by the rest of the country. AASB strongly urges the US Congress to find ways to continue funding the bypass mail program in Alaska.

Rational: Federal law establishes mail as a basic and fundamental service and requires the Postal Service to “provide prompt, reliable, and efficient services to patrons in all areas and . . . render Postal Services to all communities.” Legislation proposed by Congress would unfairly single out Alaska, eliminating funding for bypass mail. Bypass mail represents a lifeline to Alaska communities, transporting food, essential medical supplies, educational materials and items critical to the life and safety of Alaskan residents. *Adopted 2011 (Sunset Nov. 2021)*

2.23 FUNDING FOR SCHOOLS BY ESTABLISHING THE BASE STUDENT ALLOCATION IN ADVANCE

AASB supports funding for schools in advance. At a minimum, the Base Student Allocation (BSA) should be established at least one, and preferably three, years ahead to provide sufficient time for school districts to prepare and submit their budgets in a timely manner without spending unnecessary time and resources revising budgets based on legislative action after the local budget process has begun. The Education Fund, AS 14.17.300, must also be maintained and increased for this purpose.

Rationale. When state oil revenues are low the amount spent on education might decline, but local school districts would have a full fiscal year to prepare for the reduction in revenue if education funding is established at least a year in advance. Forward funding will provide fiscal stability for districts so they can make long-term decisions, reduce administrative cost and enable school districts to focus on student instruction rather than constant budget revisions.

While early funding of the education budget – i.e., a signed education funding bill within the first 30 days of the session – would also reduce the administrative burden on school districts, the legislature does not receive its revenue projections in time to accomplish that goal. Advance funding – establishing both the BSA and setting aside sufficient funds to cover it a full year in advance – would eliminate the pressure for passage of the education appropriation early in the legislative session. *Adopted 2006, Amended 2007, 2009, 2010, 2011, 2012, 201, 2015 (Sunset Nov. 2021)*

2.24 RECONSTITUTION AND ACTIVE MANAGEMENT OF THE PUBLIC SCHOOL LAND TRUST AND PERMANENT FUND

AASB supports additional research into reconstitution of the Alaska Public School Land Trust, active management of the trust and working with Alaska Parent Teacher Associations and other educational stakeholders to establish a management board with broad stakeholder representation to that end.

Rationale. A promise was made to Alaska public school children on March 4, 1915, when “An Act to reserve lands to the Territory of Alaska for educational uses, and for other purposes,” (38 Stat. 1214, Public Law 63-330/Chapter 181, 63 Congress, Session 3) was approved by Congress and signed by President Woodrow Wilson. PL 63-330 requires when federal lands are surveyed, Sections 16 and 36 in each township shall be and were reserved for the support of common schools in Alaska. *Adopted 2007, Amended 2010, 2014 (Sunset Nov. 2017)*

2.25 SUPPORTING EXCELLENCE IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATH INSTRUCTION

AASB recognizes and supports national efforts to increase the nation's scientific and engineering talent pool in Science, Technology, Engineering, Arts and Math (STEAM/STEM) fields. AASB urges the Governor and the Alaska State Legislature to establish a fund or provide grants to invest strategically in STEAM/STEM education, focusing on professional development, materials and equipment needed for active, hands-on learning for K-12 students in classrooms across the state.

Rationale. The Alaska Department of Education & Early Development has added science standards and testing requirements, and the Elementary and Secondary Education Act added this requirement in 2010. There is growing recognition that the U.S. must increase its commitment to science and math to retain its competitive advantage in the world. Students learn science best by actively engaging in the practice of science, and they develop cognitive skills needed to excel in science and math through the arts, especially music. Teachers need professional development and science resources to offer students outstanding hands-on, active learning opportunities in the sciences. Science classroom equipment and consumable supplies are unique and expensive. Skyrocketing energy costs and increasing operating costs consume school budgets, limiting the ability of districts to address long-deferred expenses such as science curriculum and equipment. Excellence in STEM fields is vital to Alaska's and the nation's long-term economic prospects. *Adopted 2008, Amended 2010, 2012, 2014, 2015 (Sunset Nov. 2018)*

2.26 RECOMMENDING REVISIONS TO THE STEP-DOWN HOLD-HARMLESS CLAUSE FOR REDUCTIONS IN ADM

AASB recommends that the Alaska Legislature revise from 5 percent to 2.5 percent the hold-harmless threshold (AS14.17.450) for reductions in average daily membership.

Rationale. Passage of HB 273 by the 25th Alaska Legislature included a provision that if a school district's ADM adjusted for school size decreases by 5 percent or more from one fiscal year to the next, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease. The provision includes a step-down clause holding districts harmless for a portion of the ADM decrease during the next three fiscal years, if the 5 percent enrollment decline continues and none of the decline is attributable to a loss of students caused by a boundary change under AS 29.

Under AS14.17.250, school districts that experience enrollment declines of anywhere between 2 and 5 percent would be impacted severely because they would not qualify for the step-down provision. *Adopted 2008, Amended 2015 (Sunset Nov. 2018)*

2.27 SUPPORTING A REDUCTION IN THE ADM THRESHOLD FOR DETERMINING THE NUMBER OF SCHOOLS FOR FUNDING

AASB urges the Legislature to amend AS 14.17.905 (a) (2) to reduce to no higher than 41 the community ADM threshold for counting elementary and secondary as two separate schools.

Rationale. The current threshold of 101 ADM for counting K-6 and 7-12 as separate schools was established before the federal requirement to have "highly qualified" teachers teaching in all core academic areas. Given the numerous requirements for graduation, it is virtually impossible for small secondary schools to employ teachers who are "highly qualified" in multiple core academic areas or to teach the rigorous curriculum

required for the Alaska Performance Scholarship if their funding is reduced by not being funded as a separate school. As currently written, AS14.17.905 does not recognize the financial requirements imposed on small schools to employ “highly qualified” secondary teachers. The Alaska Association of School Administrators has expressly endorsed the 41-student threshold. *Adopted 2008 Amended 2009, 2010, 2013, 2016 (Sunset Nov. 2018)*

2.28 URGING THE STATE TO MITIGATE THE IMPACTS OF UNUSED OR UNDERUTILIZED FACILITY SPACE IN DISTRICTS

AASB urges the Alaska Department of Education & Early Development or other appropriate agencies to investigate the financial impacts on school districts when reduced enrollment or budget constraints result in unused or underutilized school facilities. AASB urges mitigation of the burden posed by the underutilization or closure of facilities that still have operational costs associated with them.

Rationale. School districts report instances of excess facility infrastructure that were built before advent of state guidelines for construction or because of declining enrollment or both. In some cases, schools have been closed because ADM fell below 10. Excess space must be insured, operated and maintained regardless of whether the funds generated under the foundation formula are sufficient. ~~Even~~ closed schools must be insured and should incur some operation and maintenance expenses to ensure that they will be usable if ADM should later warrant reopening them. *Adopted 2008 Amended 2014, 2016 (Sunset Nov. 2018)*

2.29 URGING THE STATE TO CONDUCT AND FUND FACILITY CONDITION SURVEYS FOR DISTRICTS TO SUPPORT CIP REQUESTS FOR MAJOR MAINTENANCE AND FACILITY REPLACEMENT PROJECTS

AASB urges DEED to conduct facility conditions surveys for all districts in order to establish a uniform assessment of building conditions throughout the State. The Department of Education should conduct facility condition surveys every five years, on a rotating basis. The State administered facility conditions surveys should be accepted as complete and valid for purposes of CIP requests by districts for major maintenance and facility replacement projects. Nothing shall preclude a district obtaining an independent evaluation of its facilities.

Rationale. The CIP process is a complex process that can be challenging for smaller districts who cannot afford dedicated experienced staff with the unique skillsets required to master the process. REAAs are reliant completely on the State for educational funding. This unique relationship with the State means that in order for REAAs to procure a facility conditions survey from a private entity (which is a requirement to increase their CIP ratings) they are literally using State funds to request State funds. Additionally, they are choosing to reallocate funds that could be used for instructional programs towards a State application process for facility upgrades and improvements. It makes sense for the State to provide resources to conduct facilities condition surveys for districts. This would enable the State to acquire a baseline survey of facilities and to establish a uniform listing of facility conditions. Having the State assume responsibility for this effort would provide the most efficient use of State funds. *Adopted 2008 Amended 2009, 2014, 2015, 2016 (Sunset Nov. 2018)*

2.30 URGING THE ESTABLISHMENT OF A FUNDING POOL TO HELP FUND TRAVEL FOR STUDENTS TO ATTEND STATE-LEVEL COMPETITIONS

AASB recognizes that a comprehensive public education includes extracurricular activities such as sports and the arts. Involvement in interscholastic activities has been shown to increase academic achievement. As such, the opportunity for students to participate at state-level tournaments, festivals and competitions is an important component of a well-rounded education. Due to the ever increasing costs associated with travel and lodging for school districts to attend state-level competitions, AASB urges the Alaska School Activities Association, the Alaska Legislature and the Governor to work together to establish a funding pool to help school districts fund travel for students to attend state-level tournaments, festivals or competitions.

Rationale. Travel expenses to state-level tournaments and competitions are not normally budgeted by school districts. The preponderance of the burden to fund travel for extracurricular activities has fallen to parents and rural communities that are facing more difficult economic issues and fewer available dollars to support these opportunities. The ASAA and the state should help by establishing a funding mechanism to help students to attend state-level competitions.

In addition, the cost of student activities is significantly more expensive for school districts whose students live off the road system and even more for those schools not on the ferry system and distant from air transportation hubs. The state's appropriate funding to assure student access to the benefits of interscholastic activities should include funding to address access from remote rural schools. *Adopted 2009 Amended 2014, 2015 (Sunsets Nov. 2019)*

2.31 URGING THE CONTINUATION OF FUNDING FOR CAREER AND TECHNICAL (VOCATIONAL) EDUCATION

AASB supports the funding of Career and Technical (Vocational) Education through the foundation formula in AS 14.17.420 and continuation of funding for Alaska Construction Academies and regional training centers.

Rationale. Vocational, career tech, and trades offerings help engage students and provide an effective alternate platform for academic education. These courses along with the necessary equipment help middle and high school students learn about and focus on potential career paths to prepare them for post-secondary education and careers in our state. *Adopted 2009, Amended 2010, 2011, 2012, 2014, 2015 (Sunset Nov. 2019)*

2.32 SUPPORTING STATE FUNDING FOR SCHOOL MEALS

AASB supports an adequate financial appropriation from the state to strengthen and expand the National School Lunch and Breakfast Program in Alaska and other programs to be sure that school breakfast programs and a sustainable lunch may be available to all children at all schools throughout the state. Such funding must be accomplished without diverting funds that belong in the educational foundation formula.

Rationale. No child should go without breakfast or lunch. The lack of adequate nutrition affects the cognitive and behavioral development of children. Food insecurity, meaning a lack of access at all times to enough food for a healthy, active life, was reported among 15 percent of Alaska children, compared with 11 percent of Alaska adults, in a 2006 study (the Behavioral Risk Factor Surveillance Survey). The problem is more acute in rural Alaska, where nearly one child in four experienced food insecurity.

The National School Breakfast Program decreases food insecurity in children by providing five healthy meals a week. In Alaska schools, 40 percent of students qualify for free/reduced school meals; of these 45,000 students, 15 percent, or about 7,000 children,

do not attend schools that offer a breakfast program. In all, more than 100 public schools in Alaska did not sponsor or offer the federal School Breakfast Program in the 2008-09 school year, due primarily to a lack of funding. *Adopted 2010, Amended 2015 (Sunset Nov. 2020)*

2.33 SUPPORTING PARTIAL FOUNDATION FUNDING FOR SCHOOLS WITH SEVEN TO NINE STUDENTS FOR UP TO TWO YEARS

AASB urges the Alaska Legislature to provide funding for those schools that fall below the minimum number of students for up to two years before a district is required to close a school. AASB supports a revision to AS 14.17.450 providing partial foundation funding for small, rural Alaskan schools with seven (7) to nine (9) students. These schools would be funded for up to two (2) years at the following percentage of the amount that would be funded if the school had ten (10) students:

| | |
|--------------------|---------------|
| Seven (7) students | = 70% funding |
| Eight (8) students | = 80% funding |
| Nine (9) students | = 90% funding |

Rationale. The school is often the community center and heart of village life. Education is a constitutional right of all students in Alaska. The Education Clause of Alaska's Constitution (Article VII, Section 1) provides, in relevant part that the "legislature shall by general law establish and maintain a system of public schools open to all children of the State." In small communities, school enrollment often hovers around 10 students. Due to fluctuations in population, the number of students in these schools may drop below 10 one year, then increase above 10 the following year. While it is inefficient to have a school for a small number of students, it is equitable to each child to be schooled in the village of their home.

Unfortunately, with the current funding requirements of AS 14.17.450, schools receive no funding when the enrollment drops below 10 students, which most often results in the closure of the school. When school enrollment hovers around 10 students, no one can predict whether these schools will have ten children enrolled through the entire count period until the last day of that period.

Most of these students cannot commute to a neighboring school. Even considering closing a school creates an exodus of some families and discourages families considering moving to the community. Often, the school is a major community employer and a closure damages the community and any hope of economic viability. This proposal will allow small schools to operate with a partial budget for up to two years, allowing the school and community time to rebound from population fluctuations, rather than closing prematurely and leaving students without a school or teacher. *Adopted 2010 Amended 2014 (Sunset Nov. 2020)*

2.34 FOCUS ON GRADE-LEVEL PROFICIENCY FOR KINDERGARTEN TO GRADE THREE STUDENTS

AASB supports legislative funding opportunities for intervention for K-3 students needing to make improvement to reach grade-level proficiency.

Rationale. The April 2011 report of the Alaska Advisory Task Force on Higher Education & Career Readiness stated in part: "Children who receive quality early education arrive at school ready to learn and perform better in school. They are less likely to need expensive special education interventions, and they are more likely to graduate from high school and to successfully enter the workforce. Research is clear that when students enter kindergarten, 40% of them on average are one to three years behind grade level, and too many of them stay behind throughout their school careers. Alaska can invest a relatively small amount in early childhood and innovative K-12 programs, or a vastly greater

amount at the college level. Today's third-grader can't wait for, and our public treasury cannot afford, a remediation response that doesn't begin until the 13th grade." *Adopted 2011 Amended 2014 (Sunset Nov. 2021)*

2.35 ADDRESSING THE NEED FOR REMEDIATION

AASB supports the goal of helping students complete high school with sufficient skills to enter the workforce or study at a postsecondary institution, without the need for remedial coursework.

AASB supports legislative funding opportunities for intervention for K-12 students needing to make improvement to reach grade-level proficiency-

Rationale. AASB believes that the keys to long-term student success include early childhood development and improved reading, writing, and math skills in K-3 students. Good data show that students who succeed in school become more productive citizens, enhancing their own lives and placing fewer demands on public services, from welfare to prisons. Interventions at every grade level are essential to achieving proficiency and creating a well-trained workforce. *Adopted 2011 Amended 2012, 2015 (Sunset November 2021)*

2.36 COMPREHENSIVE STATEWIDE ENERGY PLAN

AASB urges the Alaska State Legislature and Administration to develop, fund and implement a comprehensive statewide energy plan that includes current energy sources, conservation of energy and development of alternative energy. The plan should address development of energy efficiency in public facilities and buildings.

Rationale. The State of Alaska currently has no comprehensive statewide energy plan in effect. A comprehensive statewide energy plan would reduce costs to all, directly benefitting school districts and ultimately benefitting all citizens. High consumer energy prices deplete funding for other needs, especially in school districts, which are one of the state's largest consumers of energy. The legislature and administration have been generous with energy cost relief in recent years, which school districts appreciate. However, the relief is not addressing the problem of energy, only the symptom—high costs. *Adopted 2012, Amended 2015 (Sunset Nov. 2017)*

2.37 DISTRICT COST FACTOR

AASB urges the Alaska Department of Education & Early Development comply with state statute AS 14.17.460 that requires regular review of District Cost Factors and development of recommendations for appropriate adjustments, to ensure equity in school funding since the current data being used to determine the District Cost Factors are over 10 years old. Elements in establishing District Cost Factors should include not only the true cost of goods and services but also the mix of goods required in all communities.

AASB further urges the Alaska Legislature provide funding for the required District Cost Factor review and update the cost factors, based upon the resulting DEED recommendations. In addition, AASB urges the Legislature to establish an appeals process related to the DEED recommendations and to include a one-year hold harmless and a phased step-down in the event a school district loses funds due to revisions in the Foundation Formula cost factors. Regular revision of the District Cost Factors is critical to equitable distribution of funding and to address ongoing disparities between districts.

Rationale. The Foundation Formula for K12 education recognizes the different costs of providing public education around the state. Changes to AS 14.17.460 enacted in 2008 established a five-year schedule of changes to the cost factors that were phased in

completely in 2013. AS 14.17.460 (b) requires the department to monitor cost factors and to prepare recommendations for the Legislature to consider every other fiscal year. *Adopted 2013 Amended 2014, 2015 (Sunset Nov. 2018)*

2.38 URGING THE STATE OF ALASKA TO FUND ALTERNATIVE MODES OF TRANSPORTATION FOR ALL DISTRICTS

AASB urges the Alaska Legislature to amend the pupil transportation statute (AS14.09.010) to provide equitable funding of transportation for all school districts.

Rationale. In school districts with diverse transportation needs due to the absence of a road system, student travel costs are varied and can be significantly high. State regulations at 4 AAC.27.990 (5) describe vehicles that can be used when a school bus cannot transport students. However, four school districts, Aleutians Region, Chugach, Hydaburg and Pribilof, are not currently eligible for pupil transportation funding because they were not receiving funding in 2003, when AS14.09.010 was amended. *Adopted 2013, Amended 2015 (Sunset Nov. 2018)*

2.39 URGING A TRANSPARENT PROCESS WITH STAKEHOLDER INPUT AND PRIORITIZATION OF EQUITY CONCERNS IN STATE STUDIES

AASB urges the responsible agencies to conduct education studies in a transparent process with multiple opportunities for stakeholder input. The studies should use relevant Alaska data from all parts of our diverse state, promote educational best practices, benefit all students in an equitable manner providing an adequate education for all.

Rationale. HB 278 authorized four studies: the Department of Administration is to provide a proposal for a salary and benefits schedule for school districts and for teacher tenure; the Department of Education & Early Development is to report to the legislature on school design and construction; and the Legislative Budget and Audit Committee is to provide for studies on public education funding. The studies were completed in 2016 in the midst of a severe budget deficit and laid fallow. If used for the basis of statutory or budget changes, any decisions based on these studies need to reflect the variety of needs and costs as even rural districts have varying costs in hub or out-lying villages and best practice is not always the cheapest practice to fund. *Adopted 2014 Amended 2016 (Sunset Nov. 2019)*

2.40 SUPPORTING THE USE OF FEDERAL IMPACT AID BY AFFECTED DISTRICTS

AASB supports allowing affected districts to utilize all of the Federal Impact Aid which each districts are eligible for without any deduction made by the State in calculations of state funding pursuant to AS 14.17. The State currently deducts up to 90 percent of the eligible funds for affected districts. The purpose of such Impact Aid funds is to assist school districts with the reduced revenue availability and increased expenditures that arise from qualifying federal activities and enrollment of qualified federally connected children.

Rationale. It is important that the Federal Impact Aid that affected districts are entitled to can be used for its intended purpose without further impacting the education of students. Federal impact aid is intended to flow to the district within which the aid is generated. The purpose of Impact Aid is, in general, to provide assistance to local school districts with qualifying numbers of children residing on Indian lands, at military bases, low-rent housing properties, or other Federal properties, and children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property. The intent of the aid is not only to provide funding for lands that might otherwise be taxable but also to provide revenue to the receiving district for the additional costs associated with the education of the students. For example, the cost of educating

students on military land (public schools on military bases) results in uncontrollable utility costs with rates that are significantly higher than those schools that operate off of a military base. Also, military bases most often bring in an influx of students from various cultures and languages. The addition of these ELL students, and the transiency of military connected students, adds to the need for additional services from the local school district. This increase in utility costs and costs associated with servicing ELL students are not offset by the remaining 10 percent of the Federal Impact Aid that an affected district is allowed to use.

The State is not required by the Impact Aid laws to take into account Impact Aid in determining state aid for education. The federal law only allows a limited exception for a State to take into consideration Impact Aid in determining State Aid if it passes an equalization test (or disparity test). The State should not exercise this limited exception and, instead, should allow affected districts to receive the Impact Aid for which they qualify. In a similar manner, even though organized areas (city and borough school districts with a municipal tax base) are technically allowed to maintain up to 90 percent of their Federal Impact Aid, they are then penalized by the required local contribution as a substitute for part of the foundation funds allocated to each district. *Adopted 2014 (Sunset Nov. 2019)*

2.41 FUNDING FOR INTERNET SERVICES

AASB urges the Alaska Legislature to provide full funding for Internet services for rural schools provided for in HB 278 and to extend those benefits to urban school districts as well. Digital literacy is a fundamental skill in the 21st century; equitable Internet access will allow all students to develop this skill.

Rationale. The lack of broadband Internet for rural schools continues to exacerbate program inequities for rural schools. AASB thanks the Legislature for including a provision in HB 278 for rural school districts to receive speeds up to 10 megabits. The Legislature did not provide the funding that would allow all eligible schools to have 10 megabits and did not include urban schools as eligible for the state-provided Internet benefits. HB 179 and SB 82, as proposed, would have also benefited urban districts. The Legislature should include the provisions for urban districts and fully fund the program. *Adopted 2014 (Sunset Nov. 2019)*

2.42 FUNDING FOR STUDENTS WHO RETURN TO SCHOOL TO GET A DIPLOMA

AASB urges the Alaska Legislature to provide funding to school districts through the foundation formula for “overage” students to return to school to get credits to earn their diploma. Students who did not finish their course work because they lost hope of a diploma because they failed the HSGQE should have an opportunity to complete their high school courses and receive their diploma. Funding should include students who are 21 years old and who want to return to school for one year.

Rationale. Students without a diploma are denied access to post secondary and employment opportunities including the military. Some students who did not pass the HSGQE lost hope of ever earning a diploma so dropped out of school. Now that students can receive a diploma without passing the HSGQE, district should recruit these students to return to school to earn credits to receive a diploma. Some of the students in this situation will be too old to receive funding through the foundation formula’s current rules. *Adopted 2014, Amended 2015 (Sunset Nov. 2019)*

2.43 COST OF IMPLEMENTING ALASKA STATE STANDARDS

AASB urges the State of Alaska to assume the costs of implementing the Alaska state standards.

Rationale. In 2012 DEED developed and promulgated extensive plans for the various districts to develop and implement the new 21st century plans for teaching and evaluating learning from K to 12. As the districts evaluate these programs they find that the costs for implementation are staggering in terms of acquiring new curriculum, implementing continuing education for teachers and administrators, and making digital media and associated technology and teaching software equitably accessible. Basically the initiative mandates cost to the districts in terms of time and money but offers no financial support or personnel to facilitate the process.

For smaller districts this can result in hundreds of thousands of dollars; for larger districts millions. Other than some slim reserves in a few districts, financing and staffing will have to come from reduction in operating expenses and/or reduction in staff. In the attempt to improve educational outcome we will ironically being forced to abandon or weaken the forces and personnel necessary to carry out the plan. It is akin to mixing concrete without limestone.

Each budget cycle the various districts should convene a committee consisting of the superintendent, the business manager and a knowledgeable member of the public with skills in accountancy to tease out that portion of each budget item is attributable to meeting new standards and which to normal operation. The distribution of those sums and their cumulative expense can then be reported to the funding authority. It is suggested that the responsibility for funding the item be split 90:10 between the State of Alaska and the local district. *Adopted 2014, Amended 2015 (Sunset Nov. 2019)*

2.44 URGING THE STATE OF ALASKA TO MAINTAIN THE 10 STUDENT MINIMUM ADM FOR SCHOOL FUNDING

AASB urges the Alaska Legislature to maintain the present minimum student count of ten (10) students as the minimum school size and base level of funding for a school building in the Public School Funding Program formula.

Rationale: Schools are the center of communities or neighborhoods. They provide a fundamental service to the public in the area that they serve. School boards and community members value their local schools and the educational opportunities provided to their children and youth. Small schools help to maintain the local cultural identities and historical perspectives of each community within the state of Alaska.

During the 2014-2015 school year, there were 65 schools identified with student counts between 10 and 24 students. If the minimum count were raised to 25, all of these schools would not be funded at the minimum level.

Under Article VII, Section 1 of the Alaska Constitution, the state has a duty to establish and maintain a system of public schools open to all children in the state. A legal opinion for the Citizens for the Educational Advancement of Alaska's Children notes that closing small schools would result in disparate treatment of children in two ways: "First, the overall amount of funding available and the educational resources available to provide these children with an adequate education will be reduced. Second, there will be dramatic disparities in the educational opportunities available to these students who will be deprived of the educational resources of the school environment, classroom supports, and a classroom teacher. The evidence-based scientific research supports the need for students to be educated with their peers in a classroom with a qualified teacher. The State will be unable to point to any scientific, research-based alternative as a substitute for educating children in a school with a qualified teacher and administrative support.

Without such an alternative, the proposed legislation will violate the State Constitution.”
Adopted 2015 (Sunset Nov. 2020)

2.45 URGING THE LEGISLATURE TO ADDRESS INEQUITIES IN SCHOOL FUNDING

AASB urges the Alaska Legislature to address inequities in school funding identified in a July 2015 report to the Legislative Budget & Audit Committee.

Rationale. A report for K-12 funding by Augenblick, Palaich & Associates, entitled “Review of Alaska’s School Funding Program,” recommends that the K-12 foundation formula program (AS 14) provide more opportunities for limited-income children and English language learners to ensure their academic progress. The consequences of an ever-growing gap between rich and poor can be improved with higher educational outcomes. More support to address achievement for Alaska Native students is critical to overcoming the challenges of the effects of oppression and restoring knowledge and culture of the first people of Alaska. *Adopted 2015 (Sunset Nov. 2020)*

2.46 RESOURCES TO EFFECTIVELY IMPLEMENT THE ALASKA SAFE CHILDREN’S ACT

AASB urges the Legislature to provide resources to effectively implement the mandates of the Alaska Safe Children’s Act (AS 14.30).

Rationale. School Board members recognize the importance of training to staff in protecting children and in educating children on healthy relationships and preventing child sexual abuse. With the passage of the Alaska Safe Children’s Act many unfunded mandates were legislated. Just the mandated training for all certificated and classified staff in “restraint and seclusion” will take two days per staff. The cost will be thousands of dollars and a loss of academic instructional time with their students. A plan to examine all the costs of unfunded mandates and provide resources and time to make up for loss of instruction for children’s learning is needed. *Adopted 2015 (Sunset Nov. 2020)*

2.47 LOCAL CONTROL OF SCHOOL FUNDING

AASB urges the Legislature to amend AS 14.03.260 (a) to specify that state pass-through mandates for funding of charter schools do not apply to municipal funding for education so that the required local contribution may be allocated by school boards as they see best in their districts.

Rationale. Each school district is unique in student enrollment, choices available to students in program and course offerings, and in operational costs. Locally elected school boards are best equipped to decide revenue allocations for their districts. *Adopted 2015 (Sunset Nov. 2020)*

2.48 INCREASING THE FUND BALANCE CAP FOR SCHOOL DISTRICTS

AASB urges the Legislature to amend AS 14.17.505 (a) to increase to 15 percent or higher the cap on fund balances.

Rationale. The 10 percent cap on carryover budget balances has restricted school districts since 1998. Extra funds in excess of the 10 percent cap that are gained from realized efficiencies and effective budget management must be transferred back to the state. This can discourage conservative spending. In addition, school funding fluctuates unexpectedly with student count and government funding, creating potential cash flow problems. *Adopted 2015 (Sunset Nov. 2020)*

CHILD ADVOCACY

3.1 DECLARING CHILDREN OF ALASKA OUR MOST VALUABLE RESOURCE AND THEIR HEALTH, SAFETY, WELFARE, AND EDUCATION IS OF PARAMOUNT IMPORTANCE

AASB understands that the children are our most valuable resource and encourages the Alaska Legislature and the Governor to declare that our children are our most valuable resource and to further declare that their health, safety, welfare, and highest standard of education is of paramount importance.

Rationale. A declaration of this kind by the state would lend support to prevention and protective services, for all education needs and for a long-range fiscal plan for state government services. One way to draw attention to the importance of children as our most valuable resource would be to support and promote designation of a National Kids Day on August 3 of each year. *Adopted 2004, Amended 2011, 2016 (Sunset Nov. 2018)*

3.2 PROMOTING STUDENT SUCCESS THROUGH SOCIAL AND EMOTIONAL LEARNING AND POSITIVE YOUTH DEVELOPMENT AND SUPPORT

AASB encourages each neighborhood, faith community, civic organization, community, school district, tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness.

Rationale. Research shows that effective schools, families, faith communities, and all adults in our communities can contribute to the positive development of youth. The difference between troubled teens and those leading healthy, productive, and positive lives, is strongly affected by the presence of what is labeled "developmental assets[®]." These assets are additive, meaning that the more a young person has, the better. Forty of these assets were identified – 20 exist in the student's environment and 20 belong in the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life and are developed through positive relationships with adults.

Research shows that the more assets students have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets children have the more likely they are to succeed in school, to be involved in their community and to exhibit empathic and caring behaviors.

Research also shows that promoting social and emotional learning leads to reduced violence and aggression among children, higher academic achievement and an improved ability to function both in school and in the workplace. Schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students and higher levels of teaching and work satisfaction for staff. *Amended 1998, 2002, 2003, 2006, 2007, 2008, 2009 (Sunset Nov. 2018)*

3.3 FETAL ALCOHOL AND DRUG EXPOSED STUDENTS

AASB recognizes the impact of Fetal Alcohol Spectrum Disorder (FASD) and urges efforts to raise awareness of the need for prevention and appropriate intervention. AASB requests that the Alaska Legislature provide and improve effective programs and services aimed at the prevention, diagnosis and treatment of children with FASD within our state, and to allocate adequate funding to the appropriate agencies necessary to provide parent and guardian training, school staff training, paraprofessional and specialized educational services, including transportation, necessary to serve children with FASD and/or who have suffered from prenatal exposure to illicit drugs. Further, AASB urges all Alaska post-secondary institutions to include FASD intervention education in their teacher preparation and paraprofessional programs.

Rationale. Prevention is the best long-term approach. The public must be educated that the use of alcohol/drugs during pregnancy may severely affect and damage children. The child who has been prenatally exposed to drugs and/or alcohol is at risk for developmental, behavioral, psychosocial and learning problems. Alaska's public schools must provide educational services to all children regardless of developmental impairment. Although Alaska has one of the highest incidence rates of children born with FASD, not all communities have the ability to diagnosis this disease. Not all children with FASD meet the criteria for Special Ed Programs. It is estimated that for every child born with true fetal alcohol syndrome, 10 are born with developmental delay in the context of prenatal alcohol exposure and are difficult to identify.

Children with FASD often require special instructional strategies and materials. The educational identification and service of children with Fetal Alcohol Spectrum Disorder is extremely expensive. Funding support for education of children with disabilities is already barely sufficient to meet the needs of those children currently identified. *Amended 1998, 2000, 2002, 2003, 2004, 2006, 2009, 2010, 2011 (Sunset Nov. 2018)*

3.4 PREVENTING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts to prevent children's access to pornography on the Internet and encourages efforts to create a more positive, safe interactive electronic communications for children. AASB supports efforts to provide parents with the necessary information about the influence of the Internet in order to assist them in their decisions concerning all Internet access for their child. AASB also supports self-regulation in the industry encouraging providers of pornography to post rating labels and "black-out" pages requiring adult verification before access is granted.

Rationale. Pornography is highly prevalent on the Internet. The Internet allows access to material all over the world with very little regulation. Innocent searches for class or personal information can occasionally lead into pornography. With rating systems in place that would post a rating scale upon a search using an Internet search engine and voluntary "black-out" with adult verification, children's access to inappropriate material will be limited. *Adopted 1997 Amended 2002, 2004, 2007, 2008, 2009 (Sunset Nov. 2018)*

3.5 VIOLENCE IN ELECTRONIC MEDIA AND ENTERTAINMENT

AASB supports efforts encouraging and challenging the media, entertainment and advertising industries to develop more positive content for both children and adults that demonstrate nonviolent solutions to problems and respect for human life. AASB supports efforts to provide parents with the necessary information about the influence of media in order to assist them in their decisions concerning all of its influences upon their children. AASB also supports self-regulation within the industry by asking them to post rating labels on all videos and video games rented or sold by video merchants or loaned by

public libraries, and prohibiting children under age of 17 from renting R-or X-rated videos, M-rated video games or attending R-or X-rated movies without parental permission.

Rationale. It is estimated that children who regularly watch television are exposed through news and entertainment programming to tens of thousands of violent assaults and deaths by the time they reach adulthood.

Analysis of multiple victim school shootings (Anchorage Daily News, June 21, 1998) indicates a commonality of these four factors: obsession with violent pop culture, a child who felt inferior or picked on (probably suicidal), easy access to guns, and ample warning signs. Reducing the violence will not eliminate the threat, but will work in conjunction with efforts directed at addressing the other three factors. *Amended 1998, 1999, 2001, 2003, 2004, 2005, 2007 (Sunset Nov. 2018)*

3.6 INHALANT, ALCOHOL, TOBACCO, E-CIGARETTES, METHAMPHETAMINES, MARIJUANA, DESIGNER DRUGS AND ANY ILLICIT SUBSTANCE ABUSE

AASB calls upon the Legislature of the State of Alaska to support local communities in their strength-based education, prevention and treatment efforts to combat inhalant, alcohol, tobacco, e-cigarettes, methamphetamines, marijuana, designer drugs and other illicit substances and to provide effective law enforcement to ensure laws pertaining to controlled substances are enforced. AASB also requests the State of Alaska make adequate funds available for community-based and residential efforts to address effective substance use and abuse treatment programs for children, young people and their families.

Additionally, AASB supports regulations or modifications to the marijuana statute to counter potential negative impacts on Alaska youth, i.e. restricted marketing, prohibition of lookalike products that appeal to youth regardless of packaging, denial of youth access to business where marijuana and its derivatives are sold or used, clear and simple process for a community to be “dry”, and an appropriate allocation of the tax revenue from marijuana sales, production and businesses to support drug use and abuse education prevention (including after-school and school drop out programs) and treatment.

Rationale: Drug-related problems, including inhalant, alcohol, tobacco, methamphetamines and other drug abuse, are a major debilitating influence on the lives of the youth of Alaska. They have been proven to be the primary contributing factor in the alarming number of dropouts and youth suicides in the State of Alaska. Community-based prevention and intervention efforts are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for substance abuse. Communities need adequate funds for effective substance abuse prevention and treatment programs. *Amended 1998, 1999, 2001, 2005, 2006, 2007, 2008, 2013, 2014 (Sunset Nov. 2018)*

3.7 INTERAGENCY COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

AASB supports interagency information sharing within Federal Rights to Privacy requirements (FERPA, HIPAA, 42CFR) to ensure that children are able to come to school each day ready to learn, and to enable agencies to develop a cooperative treatment plan that involves appropriate school personnel.

Rationale. Children who receive services from social service agencies are already experiencing disruption in their lives. This disruption frequently makes it difficult for them to concentrate on their schoolwork. These students need to have educational skills to

succeed in the world. Yet decisions are frequently made about the life of these children that do not take into account their educational needs.

When children are receiving services from multiple agencies, one agency will frequently have information that may be crucial to the service delivery of another agency and/or the child is receiving duplicating and sometime conflicting services from more than one agency. Addressing the needs of the whole child requires an improved delivery system, which is comprehensive, collaborative, child and family centered, and focused on prevention. *Amended 2001, 2002, 2005, 2007, 2008, 2011 (Sunset Nov. 2018)*

3.8 SUICIDE PREVENTION, EDUCATION AND TREATMENT EFFORTS

AASB requests the Legislature to provide funding for statewide suicide prevention efforts coordinated among the peer helper programs, mental health centers, and village based suicide prevention efforts. Prevention efforts should include a statewide program to bring professional mental health counselors on-site to visit schools or support school-based counseling programs. Further, we urge school districts, tribal entities, appropriate agencies and communities to actively engage in responding to this serious, ongoing challenge.

Rationale. The Center for Disease Control and Prevention reports that suicide is the second leading cause of death among young people 15 -19 years of age, (following unintentional injuries). The rate of teenage suicide in Alaska is much greater than the national average.

Suicide is often precipitated by depression, substance abuse, harassment and intimidation and separation from a significant other. Coordinated efforts among all agencies will be better able to present programs, which address mental health, coping skills in response to stress, substance abuse, employment, and healthy relationships.

Currently, many Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior. *Amended 1998, 1999, 2002, 2005, 2006, 2007, 2010, 2015 (Sunset Nov. 2018)*

3.9 SAFE, CARING AND CONNECTED SCHOOLS

AASB recognizes the importance of positive school climate and student connectedness to school as powerful influences on student academic success and on reducing youth risk behaviors and urges the Legislature and state agencies to join AASB in supporting school district efforts to improve school climate and increase student connectedness to school. AASB supports efforts to provide a school environment that is free from weapons, harassment and intimidation, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff.

Rationale. It is common sense that when students feel safe and welcome in school where their identity is honored and are encouraged to learn, their attendance increases as well as their academic achievement. Research shows the clear association of school climate and student connectedness with positive academic outcomes and with reduced risk behavior and increased safety. AASB's School Climate and Connectedness Survey has provided a tool for districts to measure climate and connectedness factors. The survey also has provided Alaska data that aligns with national research. *Amended 1998, 1999, 2001, 2002, 2008, 2009, 2014, 2015 (Sunset Nov. 2018)*

3.10 SUPPORT OF STATE FUNDING FOR STUDENT HEALTH SERVICES IN ALASKA

AASB strongly urges the Administration and the Legislature to provide funding for school-based student health services.

Rationale. School nurses and other student health services are vitally important supports for student well-being and academic success. *Amended 2002, 2004, 2007, 2008, 2011 (Sunset Nov. 2018)*

3.11 HIV/AIDS AND OTHER STD EDUCATION

AASB supports providing effective HIV/AIDS and other STD education programs for students and parents, and training for certified and classified school staff. AASB supports an effective and comprehensive education effort that focuses on reducing risk by emphasizing abstinence, healthy decision making and refusal skills. Such instruction may also include the use of barrier methods. An effective way to do this is to bring together a broad consensus of the community in order to develop and implement the district's HIV/AIDS curriculum on preventing HIV/AIDS and other STD.

Rationale. The impact of all STD's can be devastating. For instance, the dormancy of the HIV virus can be as long as 10 years and the statistics indicate that many young people are contracting the virus while in their teens. Health education should emphasize the consequences of contracting STDs, many of which are life-long. The instructions should not lull teens into careless and risky behavior. *Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009 (Sunset Nov. 2018)*

3.12 EDUCATION OF STUDENTS IN RESPONSIBLE BEHAVIORS RELATING TO HUMAN SEXUALITY

AASB encourages responsible behaviors relating to human sexuality by supporting programs that promote abstinence, develop healthy decision-making skills, teach refusal skills and promote prevention of pregnancy and sexually transmitted diseases.

Rationale. The Youth Risk Behavior Study of 2011 indicates a decrease in the number of students who reported that they had sexual intercourse at least once. In 2011, about 38 percent of high school students reported having had sexual intercourse, compared to 43 percent in 2009.

Research presented by the Search Institute and their "Building Assets in Youth" model has determined that a teen's belief "in the importance of abstaining from sexual activity and his/her willingness to postpone sexual activity" is significant to their personal and academic development. *Amended 1998, 2001, 2002, 2004, 2007, 2008 (Sunset Nov. 2018)*

3.13 IN SUPPORT OF THE ALASKA CHILDREN'S TRUST

AASB fully supports the work of the Alaska Children's Trust and urges all member school boards to promote the Trust and its efforts to address the tragic consequences of abuse, neglect, violence, and crime experienced by too many of Alaska's children. AASB urges the Legislature to support and increase the Children's Trust Endowment.

Rationale. The Alaska Children's Trust was established by the Legislature in 1988 with the mandate to promote initiatives that strengthen families and serve dependent children. The Trust has since been transferred to a private, non-profit organization, and the Alaska Community Foundation manages its funds.

The goal of the Children's Trust is to promote and provide opportunities so that Alaska's children can grow to responsible and productive adulthood. The Children's Trust will fund local programs that meet the needs and challenges of Alaska's families and children with innovative, efficient and effective services. *Amended 1997, 1999, 2001, 2002, 2003, 2015 (Sunset Nov. 2018)*

3.14 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

Alaska Head Start programs and services are a partnership between federal, state and community-level entities. The Association of Alaska School Boards supports and urges the Congress of the United States, the President, the Alaska Legislature, and the Governor to provide sufficient and consistent funding to make Head Start, Early Infant Learning available to all eligible young Alaskans, regardless of the number of children in the program.

Rationale. Project Head Start has had a beneficial impact on the academic, physical, social, and emotional development of impoverished pre-school students and their families throughout Alaska and the United States since its inception in the 1960's.

Children at-risk who have benefited from a quality early childhood program spend 1.3 years less in some form of special education placement. They have been shown to score higher on such school readiness measures as verbal achievement, perceptual reasoning and social competence than other low-income children attending either another preschool or no preschool.

Head Start has immediate positive effects on children's socio-emotional development, including self-esteem, achievement, motivation and social behavior. Parents involved in Head Start have been shown to participate more in activities, including transition, than non-Head Start parents.

Within Alaska, 16 Head Start grantee agencies serve approximately 3,000 children and their families in 100 communities. A large number of eligible Alaskan children (estimated to be nearly 76%) remain unserved, due to lack of sufficient funding. *Amended 1998, 1999, 2000, 2001, 2002, 2006, 2009, 2010 (Sunset Nov. 2018)*

3.15 SUPPORTING THE SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT

AASB urges the U.S. Congress to continue funding for the Safe and Drug-Free Schools and Communities Act at levels adequate to support effective education, counseling and prevention efforts. The Association recommends that such valuable new initiatives as preventing violence in the schools be funded through separate appropriation.

Rationale. The Safe and Drug-Free Schools and Communities Act authorized federal appropriations to state and local education agencies to devise programming to provide drug use education, counseling, and abuse prevention services for America's young people. Programs funded through the Act are currently providing valuable services and will be needed for the foreseeable future.

Although violence in the schools is a serious issue and developing programs to combat it is an appropriate federal responsibility, any diversion of resources from the Safe and Drug-Free Schools and Communities Act would cripple important drug education, counseling and abuse prevention programs that are only taking root and becoming effective. *Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009 (Sunset Nov. 2018)*

3.16 REVISE PARENTAL PERMISSION REQUIREMENTS FOR QUESTIONNAIRES AND SURVEYS ADMINISTERED IN PUBLIC SCHOOLS

AASB supports modifying the requirements for parental or legal guardian permission for a student to participate in a questionnaire or survey administered in a public school to make it easier for school districts to obtain the necessary permission.

Rationale. The passage of HB 44 in 2015 included an amendment requiring affirmative parental permission for most any questionnaire or survey of students by school districts. This prohibition makes it very difficult for school administrators to gather information crucial to identifying and addressing problems affecting students, from drug and alcohol use to bullying and other intimidation. *Adopted 2001, Amended 2007, 2009, 2015 (Sunset Nov. 2021)*

3.17 STUDENT WELLNESS

Good physical and mental health of children is essential if they are to take full advantage of the educational services offered by their school. AASB urges students, parents, educators, guardians, community groups, tribal entities and state and local agencies to collaborate on collective ways to ensure all children are prepared to learn through healthy eating habits, physical activity, social emotional learning awareness and access to adequate housing and health care. Due to the federally mandated Child Nutrition Act, funding to school districts should be increased to support adequate school services and programs to address those mandates. Specific school-based measures to reduce child weight and obesity issues and should include increased funding for school districts.

Rationale. AASB recognizes child wellness is also determined by circumstances outside the school, from the availability of good nutrition and physical activity to the ability of each family to provide housing and health care for their members. Obesity is a growing health threat to all generations of Alaskans; it increases the risks of chronic diseases and conditions such as heart disease, liver failure, diabetes, stroke, hypertension, some cancers and premature death. Therefore, community-based collaboration is essential for long-term success. *Adopted 2005, Amended 2006, 2008, 2009, 2015 (Sunset Nov. 2020)*

3.18 PROMOTING AWARENESS OF THE IMPORTANCE OF EARLY CHILDHOOD BRAIN DEVELOPMENT

AASB encourages legislative recognition that brain development in 0-3 year-old children critically impacts educational success. Inadequate brain development in the very early years is impossible to overcome and poses a huge and costly challenge for school districts. AASB supports efforts to inform parents and families about promoting healthy brain development in their very young children and to provide related resources that support early brain development efforts. AASB further urges legislators to fund early learning programs.

Rationale. Success in education is largely dependent on the degree of brain development achieved from birth to age 3. Age appropriate, culturally relevant and native language supported resources need to be made available for families to stimulate proper brain development in order to increase children's learning potential. Various public and private agencies, including school districts, should encourage collaborative efforts to provide information and effective, research-based resources to parents and guardians of very young children. The benefits of wise investment in young children will be substantial, and the consequences of poor investments costly. *Adopted 2005, Amended 2011, 2013, 2015 (Sunset Nov. 2020)*

3.19 SCHOOL ACTIVITY AND STATEWIDE TESTING SCHEDULES IN RELATION TO MAJOR RELIGIOUS HOLIDAYS AND CULTURAL ACTIVITIES

In advocating for the respect of cultural differences and in recognition of increasing diversity, AASB encourages the State of Alaska, school districts and the Alaska School Activities Association to schedule major school-sanctioned activities and statewide testing on days that do not conflict with major religious holidays and cultural activities.

Rationale. As of this time, Christmas and Easter do not have major sporting events or other activities for students scheduled for these holidays. In its advocacy role, AASB can influence ASAA, individual school boards and the Department of Education & Early Development to refrain from scheduling student activities, sporting events and statewide testing the Jewish High Holy Days (Yom Kippur and Rosh Hashanah), holidays associated with Islam (Eid, the end of Ramadan), Russian Orthodox Christmas and Easter and other major holidays of our communities' faith organizations. *Adopted 2007 Amended 2009, 2011 (Sunset Nov. 2017)*

3.20 INTERVENTIONS AND SANCTIONS THAT REDUCE LOSS OF CREDIT

AASB supports amending AS 14.30.171 to allow school district personnel to reduce or mitigate suspensions or expulsions based on attendance and participation in appropriate interventions.

Rationale. SB 48, an act relating to recommending or refusing psychotropic drugs or certain types of evaluations or treatments for children, was adopted by the legislature in 2006. It does not currently allow school district administration to reduce the number of days for suspensions or expulsions, if there is a program or evaluation in place. The loss of credit and loss of intervention programs negatively impact communities. *Adopted 2007 (Sunset Nov. 2017)*

3.21 SUPPORTING EXPANSION OF HEALTH INSURANCE COVERAGE TO SCHOOL-AGE CHILDREN AND THEIR FAMILIES

AASB endorses the expansion of health insurance coverage to an estimated 8,500 school-age Alaska children and their families. The provision of medical benefits to these children and their families ensures more students will be able to remain healthy, focus on school and grow into productive adults.

Rationale. The federal Affordable Care Act authorized states to expand Medicaid to target lower-income families with the promise of federal funding to underwrite much of the extra expense. The State of Alaska joined many other states in taking advantage of this expanded program in 2016. *Adopted 2010, Amended 2011, 2016 (Sunset Nov. 2020)*

3.22 STUDENT PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES

AASB urges the Alaska School Activities Association, the Department of Education & Early Development and the Alaska Legislature to provide clear rules and appropriate funding to assure that all students participating in interscholastic activities adhere to the standards set forth by the state and local school districts.

Rationale. AASB believes it is in the interest of all students to adhere to consistent rules regarding transfers, academic requirements for participation, state testing, accreditation, and funding mechanisms. *Adopted 2012 Amended 2014 (Sunset Nov. 2017)*

3.23 SUPPORT OF FULL STATE FUNDING FOR PUBLIC HEALTH REQUIREMENTS

AASB strongly urges the Administration and the Legislature to continue to sufficiently fund the Public Health Nurse Program, community health aides/practitioners and other immunization programs so that necessary and required immunizations and health screenings can be provided free of charge for all disadvantaged children and youth.

Rationale. Children are not allowed to attend school without all mandatory immunizations. Charging for these immunizations can create an insurmountable barrier for disadvantaged youth and children, as well as creating an increased severity of social and health problems caused by the rise of preventable infections and missed education opportunities due to missed immunizations. In addition, early health screenings performed by public health nurses identify health, developmental and/or other factors that may interfere with a child's learning, growth and development.

"Public Health Nurses serve populations that are marginalized by society and address differences in health status that are unnecessary, avoidable, and unjust." – Association of State and Territorial Directors of Nursing, "Report on a Public Health Nurse to Population Ratio" October 2008

"As science and medicine continue to evolve, so does our ability -- and public health responsibility -- to prevent disease. The results of some of these advancements are new vaccines. The current U.S. vaccination schedule for children between birth and six years old recommends immunizations for at least 15 different diseases that may cause significant health problems and even death. Although this number may seem like a lot, it's important to know each and every disease has the potential to quickly reappear if vaccination rates drop." – New York Department of Health website
www.health.ny.gov/prevention Adopted 2012, Amended 2013 (Sunset Nov. 2017)

3.24 TOBACCO FREE SCHOOLS

AASB supports and advocates for a comprehensive tobacco-free school policy in all districts around the state that promotes general health and welfare for students and all individuals in the school environment. This includes all school properties and contractors in the schools, which protects future generations from tobacco use and exposure and reinforces tobacco-free norms and attitudes.

Rationale. The 2015 Youth Risk Behavior Study data showed the following about tobacco and nicotine products:

- 11 percent of Alaska high school students are current smokers (smoked at least once in the past 30 days);
- 21 percent of high school students say they currently use either combustible tobacco products, including cigarettes and cigars, or smokeless tobacco;
- About 18 percent of teens report current use of e-cigarettes.

Schools are often a vital and central gathering place for the entire community, hosting sporting events, dances, funerals, potlucks, health fairs, concerts, community lunches, etc. The image of older youth and adults using tobacco influences younger children to try and start using, or older youth can serve as positive role models. Communication is necessary to enforce a comprehensive tobacco-free policy.

Tobacco use is an addictive disease and not merely a discipline matter. Teens should be provided options for treatment; and yet a 2012 survey by the State of Alaska found only a dozen Alaska school districts with progressive consequences regarding tobacco violations. A comprehensive tobacco free policy (see AASB BP 3513.3 and 5131.62)

includes all students, staff, visitors and the general public. *Adopted 2012 Amended 2013, 2015 (Sunset Nov. 2017)*

3.25 SUPPORTING SEX ABUSE AWARENESS AND PREVENTION EDUCATION

AASB supports the expansion and funding of age-appropriate sexual abuse and assault awareness and prevention education in grades K through 12. Passage of the Alaska Safe Children's Act of 2015 offers momentum towards this goal. The law requires schools to offer education to make children and youth aware of sexual abuse and assault, as well as dating violence and healthy relationships.

Rationale. Child abuse in Alaska is a chronic problem that spans generations. In 2013, the Office of Children's Services received nearly 2,300 allegations of child sexual abuse involving more than 1,800 unique victims. More than 800 of these cases resulted in criminal charges. While the Alaska Network on Domestic Violence and Sexual Assault offers programs that provide outreach and education presentations in schools, upon request, resources are not sufficient to address the problem. If granted support for curriculum development and materials, schools could supplement the awareness and prevention effort. *Adopted 2014, Amended 2015 (Sunset Nov. 2019)*

PERSONNEL

4.1 SUPPORTS FOR STAFF DEVELOPMENT

AASB supports funded opportunities and sufficient resources for quality and relevant staff preparation and demonstrably effective continuing development in both urban and rural settings for those educating Alaska's public school students. This includes, but is not limited to:

- Professional development for teachers to implement the Alaska State Standards;
- Pre-service: State training programs through postsecondary and other institutions;

Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the Elementary and Secondary Education Act;

- Developing resources to allow the sharing and implementation of best educational practices;
- Quality in-service programs at the local district level;
- Necessary training for paraprofessionals and special needs educators.

Rationale. The greatest factor affecting the ability of the state's students to master Alaska's student performance standards is the quality of the teacher who delivers instruction to the student. Compounding this critical concern is the shortage of qualified teachers, administrators and paraprofessionals. Issues such as teacher, administrator and paraprofessional recruitment, distribution, preparation, and in-service continue to impact the supply and retention of qualified staff. In addition, teachers who work with indigenous students too often lack knowledge about the nuances of living in Alaska, particularly rural Alaska. While the state has recently increased efforts to attract teachers and staff from both conventional and non-traditional sources and to more effectively

prepare teachers, the promise of these efforts has yet to reach most school districts. *Adopted 2002, Amended 2004, 2010, 2012, 2013, 2015, 2016 (Sunset Nov. 2017)*

4.2 NATIONAL CERTIFICATION OF TEACHERS

AASB supports efforts to establish a financial incentive mechanism for state support of teachers and districts wishing to participate in the National Board for Professional Teaching Standards (NBPTS) process. State support for this resolution should be outside the foundation formula. Additional incentives to attract NBPTS teachers to under-performing schools should be considered.

Rationale. NBPTS is an organization of teachers, administrators, board members, and other education stakeholders working to advance the teaching profession and to improve student learning. The mission of the NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do. Linked to these standards will be a new generation of fair and trustworthy assessment processes that honor the complexities and demands of teaching. The NBPTS certification process is offered on a voluntary basis for teachers wishing to demonstrate exemplary performance around the five core propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach, and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring students learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

These standards are well aligned with the Alaska State Board of Education adopted teaching standards. *Adopted 1998, Amended 2007 (Sunset Nov. 2018)*

4.3 ALASKA STATEWIDE EDUCATOR MENTORING

AASB applauds the willingness of veteran educators to serve as mentors to Alaska's teachers and administrators. AASB urges the Alaska Legislature to provide adequate and permanent funding to continue professional staff mentoring.

Rationale. Surveys have shown that far too many teachers and principals leave the profession within their first five years out of frustration or lack of success. Mentors who serve to provide advice and support during these critical early years are a proven remedy to this dropout phenomenon. Alaska should invest money in mentoring programs to ensure that they exist into the future, when federal funds may not be available. *Adopted 2005, Amended 2008, 2010, 2012, 2014, 2015 (Sunset Nov. 2020)*

4.4 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

The Association of Alaska School Boards promotes the establishment and expansion of postsecondary educational programs to train additional individuals as certified special education teachers and the initiation of programs to train related services providers (i.e. school psychologists, physical therapists, and speech therapists) within our state university system.

Academic programs to train some special education-related service providers are not currently available within Alaska. Therefore, AASB endorses providing financial support to Alaska residents who must attend-professional certification programs outside the state. This support should be limited to those professionals committed to providing services to children in Alaska public schools. In addition, AASB supports the continuation of using alternative ways towards special education certification.

Rationale. The Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97) mandates appropriate educational services be provided to all certified special education students; the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.381 identifies the role of “the State (to) undertake (activities) to ensure an adequate supply of qualified personnel including special education and related services personnel...necessary to carry out the purposes of this part;” and, the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.382 identifies the role of “Each State plan (to) include a description of the procedures and activities the State will under take to ensure that all personnel necessary to carry out this part are appropriately and adequately trained...to include a system for continuing education of regular and special education and related service personnel to meet the needs of children with disabilities.”

School districts throughout the State of Alaska are having difficulty meeting the educational requirements of our special needs students due to a significant shortage of certified special education personnel. Furthermore, the University of Alaska has limited special education and related services professional preparation program opportunities available to individuals aspiring to become certified special education or related service professionals. *Adopted 1998, Amended 1999, 2000, 2010, 2011 (Sunset Nov. 2018)*

4.5 ADDRESSING THE TEACHER, SPECIALIST AND ADMINISTRATOR SHORTAGE

The Association of Alaska School Boards urges the Alaska State Legislature, Alaska State Board of Education, and Teacher Education Programs in Alaska’s universities to address the severe shortage of teachers, specialists, and administrators in the State of Alaska. Suggested strategies may include:

- Incentives (salary bonuses, loan forgiveness, loan assumption, competitive retirement benefits, interest rate reduction, etc.);
- State supported marketing and licensure assistance to recruit teachers;
- Flexibility in certification requirements and reciprocity;
- Alternative routes to teacher certification;
- Improved access to bandwidth and technology teachers and staff, especially in rural communities;
- Increasing availability and/or quality of teacher housing;
- Mentoring programs for new teachers;
- Rehire of retired teachers and administrators;
- Professional support/development.
- Reducing redundant paperwork.
- Increasing awareness about the lives and communities of Alaska’s children.

Rationale. It has been painfully demonstrated that a severe shortage of teachers, specialists, and administrators is being experienced in the school districts in every region of Alaska. Attracting and retaining quality teachers has become a critical issue facing school districts as they work to improve education in Alaska’s public schools.

A teacher’s job satisfaction is gauged by a number of factors, including a sense of accomplishment, professional support, decent living conditions, and adequate compensation/benefits. The degree to which Alaska meets these needs is a statement of the value we place on our educators. *Adopted 1999, Amended 2000, 2001, 2005, 2008, 2010, 2011, 2013, 2015 (Sunset Nov. 2018)*

4.6 REPEAL THE SOCIAL SECURITY GOVERNMENT PENSION OFFSET AND WINDFALL ELIMINATION PROVISION

AASB supports the elimination of two little known amendments to the Social Security Act that unfairly penalize certain public employees by reducing earned retirement benefits. They are the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP).

Rationale. The Government Pension Offset and Windfall Elimination Provision unfairly reduce the Social Security rights of at least one-third of America's education workforce, including Alaskans enrolled in either the Teacher's Retirement System or the Public Employees Retirement System.

In 1977, Congress began treating government pensions, such as those earned by educators, as Social Security benefits. The Government Pension Offset (GPO) reduces an individual's Social Security survivor benefits (available to a person whose deceased spouse had earned Social Security benefits) by an amount equal to two-thirds of his/her public pension.

In 1983, Congress enacted the Windfall Elimination Provision (WEP). It changes the formula used to figure benefit amounts – reducing an individual's own Social Security benefits (earned while working in a job covered by Social Security). For example, a teacher taught 17 years in one state, then moved to a different state and taught another 14 years. According to the Social Security Administration, she earned monthly benefits of \$540 per month for her contributions paid into the Social Security system while she worked in the first state. Because public employees in the second state do not participate in the Social Security system, her actual monthly benefits will be cut \$196 due to the (WEP). She will receive \$344 per month from Social Security instead of the \$540 she earned.

Congress further tightened the law in 2004 through passage of PL 108-203, which eliminated the “last day covered employment exemption” to the government offset provision. The law requires that the last 60 months of a person's government employment be covered by Social Security and the pension system in order to avoid reduction under the GPO.

The impact of the penalty is exacerbated with the change in TRS and PRS from defined benefit to defined contribution. *Adopted 2002, Amended 2007, 2013 (Sunset Nov. 2017)*

4.7 RELATING TO DEFINED BENEFIT RETIREMENT

AASB supports establishment of a revenue neutral defined benefit retirement program. We believe this improves the hiring and retaining of highly qualified and effective staff.

Rationale. Secure retirement benefits are important for recruiting the best personnel to Alaska schools. Without competitive work benefits, it has become increasingly difficult to retain and recruit teachers, administrators and support staff. Districts are investing significant dollars to train staff to deliver world-class instruction and want to retain this knowledge in state to the advantage of our students. *Adopted 2005 Amended 2008, 2010, 2013, 2016 (Sunset Nov. 2020)*

4.8 RELATING TO HEALTH CARE COSTS AND MEDICAL INSURANCE

The effects of federal health care legislation on school districts are not yet fully understood. AASB calls upon the Governor, the Legislature and Congress to eliminate any unintended consequences harmful to school districts and to continue to look for ways to address the cost of health care in Alaska.

Rationale. In Alaska more than 110,000 residents have no medical insurance, and the price of treatment is increasing. In the U.S. 45.8 million people have no health insurance. The uninsured drive costs up for everyone. For school districts in Alaska these health care costs for current and retired employees is a growing problem. In many districts these costs add up to more than 10 percent of the budget. This growing budget category mitigates districts' ability to directly impact student achievement through classroom focused expenditures. *Adopted 2005, Amended 2010, 201, 2013 (Sunset Nov. 2020)*

4.9 SUPPORTING USE OF LICENSED PROFESSIONALS TO FACILITATE SERVICES BY THE USE OF TECHNOLOGY

AASB supports the use of technology by licensed professionals to facilitate the monthly supervision of paraprofessionals as they implement the related service goals in a student's individual education plan.

Rationale. In most of Alaska's smallest schools, very few students are enrolled in speech therapy, occupational therapy or physical therapy, and very few professionals are available to provide these services. The result is often the use of paraprofessional personnel to provide these services. One solution would be for a waiver of state laws to allow the supervision of these paraprofessionals by licensed professionals via virtual means. *Adopted 2005 Amended 2012 (Sunset Nov. 2020)*

4.10 URGING THE STATE OF ALASKA TO REINSTATE THE RETIRE-REHIRE PROGRAM

The State of Alaska and AASB recognize that there is a limited labor pool for some jobs in K-12 education and that AS 14.20.135 is a good tool to fill critical positions. AASB urges the Alaska Legislature to reinstate AS 14.20.135, Employment of Retired Teachers Because of Shortages.

Rationale. Passage of HB 161 in 2005 included a 2009 sunset date for employees working under a waiver through the retire-rehire program for positions that difficult to recruit. The law established rules regarding the recruitment process that must be used in hiring a retire-rehire employee; it requires employers to provide health insurance for the employees and to make contributions to the unfunded liability of the retirement system for the employees. After July 1, 2009, all employees hired under a waiver must cease employment with the State of Alaska or school districts, or they may continue working in their current jobs but cease collecting retirement benefits.

The retire-rehire program was initiated for good reasons, including the increasing difficulty in filling some highly specialized positions and the need for Alaska to offer competitive salaries and benefits for skilled workers. Those reasons continue to exist despite the arbitrary deadline established in the sunset clause. An irony of the law is that a skilled worker in another state can retire there and move to Alaska to accept a waiver position in public employment, but a skilled worker in Alaska cannot compete for the same job. *Adopted 2008, Amended 2009, 2013, 2014 (Sunset Nov. 2018)*

4.11 ALTERNATIVE PATHWAYS TO CERTIFY HIGHLY QUALIFIED & EFFECTIVE TEACHERS

AASB encourages the Department of Education & Early Development to develop alternative pathways for certifying teachers as highly qualified, with a particular focus on the need for teachers (a) to be highly qualified and effective in multiple subject areas (b) to qualify vocational/career technology teachers to provide core academic credit; and (c) to recognize an indigenous teacher certification track that will use Native/indigenous knowledge systems and pedagogy as a base for training teachers able to more

effectively teach Native students. The alternative pathways should be created with participation from both urban and rural districts.

Rationale: The current highly qualified regulations established in the state accountability plan require a teacher to be highly qualified in each subject. In disciplines such as science and social studies, teachers may be required to become highly qualified in Government and in History and in Social Studies. Science teachers must similarly be highly qualified in Chemistry and in Biology and in Physical Science and in Physics and in Geology. Rural school staffing patterns cannot support one teacher for each subject, let alone for each area within a discipline. In schools where one or two teachers must handle the entire secondary program, the additional preparation required to become highly qualified compounds teacher workloads, contributing to teacher burnout and turnover. This requirement can also severely limit student educational opportunities. Not only is there a severe shortage of Native teachers, there is also a dearth of culturally appropriate pathways to teacher certification. Research shows that Native teachers have a positive effect on and a better record of engaging Native students. The Alaska Department of Education and Early Development and Alaska colleges and universities should develop programs to support Native teachers to become certified. *Adopted 2008, Amended 2010, 2011, 2013 (Sunset Nov. 2018)*

4.12 TEACHER ENDORSEMENTS CHANGE NOTIFICATION

AASB urges the Alaska Department of Education & Early Development to require adequate notice to school districts before teachers change their endorsements.

Rationale. Teachers assigned in April or May to teach a specific class, e.g. special education, in the fall may now drop that endorsement to their licenses before classes begin in August. Written notice to districts is required but may not be verified. The lack of adequate notice to school districts can leave schools and students without essential instructional resources. The restrictions of tenure add an additional consequence since a teacher may no longer be certified for an available position. *Adopted 2010, Amended 2011 (Sunset Nov. 2020)*

4.13 SUPERINTENDENT EDUCATION AND TRAINING

AASB urges the University of Alaska to strengthen its curriculum and program for the education of school superintendents in order to produce more applicants who are qualified in all aspects of district administration. The curriculum and training should include:

- Extensive focus on school finance, budget development and administration; school facilities planning, design, construction and financing;
- Curriculum and instruction;
- School law;
- School board relations and policy development;
- Strategies for improving student achievement;
- Public relations, including the judicious use of technology and social media;
- Human resources, including the recruitment, orientation, professional development and evaluation of school personnel;
- Labor relations, including collective bargaining and the administration of collective bargaining agreements.

Rationale. School districts are complex public institutions that require highly qualified leadership. There is a limited pool of these individuals that needs to be expanded. *Adopted 2013 (Sunset Nov. 2018)*

4.14 SUPERINTENDENT EDUCATION AND TRAINING - URGING THE STATE OF ALASKA TO CREATE ALTERNATIVE PATHWAYS TO CERTIFICATION

AASB recognizes that school districts are complex public institutions that require highly qualified leadership. There is a limited pool of these individuals that needs to be expanded, and alternative pathways to certification for the superintendency would strengthen district leadership by increasing the number and quality of superintendent candidates in pools for school boards and districts to consider.

Rationale. Combining the 2013-2014 and 2014-2015 school years, almost half of the superintendents in Alaska are new superintendents within their current districts. A large majority of this group has not previously held a superintendent's position and a number of the vacancies that occurred received very limited applicant pools. By creating an alternative pathway, the State of Alaska can potentially encourage new candidates to apply for these positions while at the same time leaving the local school boards as the ultimate hiring authority and final decision makers.

Alternatives do exist for certification in other elements of the education statutes for example a school psychologist without a Type A certificate successfully petitioned to amend the regulations to obtain a Type B certificate. There are already alternative pathways for teaching certification. Opening an alternative pathway for superintendents simply allows consideration of additional candidates by school boards; it does not mandate that a particular skill set be selected. *Adopted 2014 (Sunset Nov. 2019)*

4.15 URGING THE STATE OF ALASKA TO REMOVE A SUBSTANTIAL ROADBLOCK TO HIRING TEMPORARY SCHOOL SUPERINTENDENTS

AASB urges the Alaska Division of Retirement and Benefits to promulgate a rule, regulation, policy, directive or other binding determination to allow school districts to hire superintendents on a temporary basis without forfeiting their retirement status and without becoming active members of the Teachers Retirement System (TRS). AASB believes such relief to be in the best interest of the State of Alaska, individual school districts and parents, staff and students in affected districts.

Rationale. Current state law in Alaska Statute 14.25.220 (19) and (29) specifies that "temporary" superintendents are not eligible to be active members of TRS. Yet, there is no regulation, policy, directive or other binding determination by TRS as to the terms and duration of a "temporary" superintendent. AASB believes that an adequate definition of "temporary" would include the remainder of the school year in which the superintendent is hired and up to one full school year following.

The recruitment and selection of a superintendent by a school board is one of its most important duties and requires a thoughtful, deliberate, fair and public process. When an unanticipated vacancy occurs mid-year, the pool of potential replacements is often very limited. While school districts and the State of Alaska work on strategies to increase the pool of qualified superintendent candidates, the best immediate solution is to define the terms and duration of a temporary superintendent so that retired superintendents can re-enter the workforce to assist school districts when needed without being required to forfeit their retirement for the period of their new employment. *Adopted 2014 (Sunset Nov. 2019)*

EDUCATION PROGRAMS

5.1 CAREER-EXPLORATION PROGRAMS

The Association of Alaska School Boards strongly supports adequate and equitable funding for career and technical education, career technical student organizations, and, starting at the preschool and elementary level, career-exploration activities, while ensuring resources to satisfy needs and requirements of all academic programs.

Rationale. Both the U.S. Department of Education and the Alaska Department of Education & Early Development have endorsed and encouraged districts to implement career-exploration programs starting at the elementary level.

The implementation of career-exploration programs inevitably results in additional expenses that are not part of the standard budget schedules of school districts. Increased costs include, but are not limited to: purchase of equipment and materials related to occupations, transportation for students between schools and workplaces, training for staff members, release time for staff members, new staff positions career-exploration coordinator, transition specialist, job coach), insurance and workman's compensation costs.

There are a large number of students in rural villages that do not complete high school or job training programs. There is a need to provide programs like the Rural Student Vocational Program (RSVP), which was eliminated in 1998, or innovative regional residency centers to enhance opportunities for these students. At the same time, career-exploration programs must integrate and ensure basic academic achievement. *Amended 1999, 2002, 2008, 2010, 2012 (Sunset Nov. 2018)*

5.2 CURRICULUM EXPANSION VIA DISTANCE DELIVERY

AASB urges the Alaska Department of Education & Early Development (EED) and other entities to support, coordinate and encourage distance delivered education programs for students and teachers in partnership with local districts using existing facilities whenever possible, and supports funding for the purchase and installation of distance delivery equipment. AASB strongly supports the increased development of the state's Internet infrastructure to support distance delivery, thus providing equitable educational opportunity for all students.

Rationale. All school districts need to have the capability to offer a variety of courses for all students, including the remedial student, vocational student, the student who left school without graduating, and the college bound student.

In order to take classes otherwise not available, students who attend small high schools must leave their community or take correspondence classes. There are examples in the state of success in delivering such courses utilizing technology. Many districts in the state are exploring the use of current technology in the form of distance delivery. Programs that are currently being offered in local districts could be utilized by other districts in state, or substituted for purchased programs now in use, with funding and support provided by EED.

Expanding distance delivery could also help meet the needs of "highly qualified" teachers and paraprofessionals under the 2001 amendments to the Elementary and Secondary Education Act. *Amended 2001, 2002, 2003, 2006, 2007, 2008, 2009, 2010, 2014, 2016 (Sunset Nov. 2018)*

5.3 NATIVE LANGUAGE PROGRAM DEVELOPMENT

AASB supports state funding for staff training, program development and materials preparation to promote Native language instruction for those districts that desire Native language programs. AASB also urges Congress to clarify the Elementary and Secondary Education Act (ESEA) to bring it into compliance with the Native American Languages Act and to support opportunities for American Indian, Alaska Native, Native Hawaiian, and Pacific Islander students to retain and use Native American languages, including adequate funding for programs that can support Native language instruction.

Rationale. The heritage languages of the Indigenous Peoples of the United States have become endangered. The extinction of languages would further erode the rich heritage of the Indigenous Peoples of the United States. The technology exists to provide satellite language instruction in the Native tongues to communities throughout the United States. If we as a nation do not respond to this need to preserve this rich linguistic heritage, these languages will become extinct. Financial support from the government for the preservation of Native languages would enable the use of a technology that has helped speed the loss of indigenous languages to reverse that trend. In today's modern world technology and global issues make it necessary for our children to become proficient in English. Learning English, however, should not be at the expense of indigenous language programs.

Amended 1998, 1999, 2004, 2008, 2010 (Sunset Nov. 2018)

5.4 COMMUNITY SCHOOL PROGRAMS

AASB recommends that the Community Schools Act of 1980 be reinstated and the state explore independent funding status for Alaska's Community School programs.

Rationale. AASB recognizes that *Community School Programs* extend the concept of public education beyond the traditional K-12 program of "schooling" and views everyone in the community as both teacher and learner. Tight budgets and state demands for strict accountability have placed community schools programs in competition with district academic priorities. *Amended 2001, 2004, 2008, 2009 (Sunset Nov. 2018)*

5.5 INCREASING STUDENT CONTACT TIME

The Association of Alaska School Boards supports allowing school districts to expand the school day or to expand the school year, with adequate state funding, to account for state mandated student testing, professional development, collaboration/planning, and/or increased instructional contact time, according to local district needs.

Rationale. The lack of time is identified as one of the top challenges facing schools when it comes to effective schooling and raising student achievement. Education Summit of 2000 participants identified the need for more time to align curriculum, more student contact time (day/week/year), more teacher preparation time, more time for professional development, reducing the loss of instructional time. This would allow more time for remediation efforts, time to communicate test results, work with public expectations and collaborate with appropriate entities.

In addition, policymakers have decreased student contact time through state mandates that require additional testing days and related professional development requirements that potentially impact student achievement. The most important challenge is an inadequate amount of time on task by students. Educators need time to make sure that each student has a solid foundation before moving him/her to the next level. *Adopted 2000, Amended 2001, 2002, 2003, 2008 (Sunset Nov. 2018)*

5.6 ENCOURAGING CIVIC EDUCATION IN SCHOOL DISTRICTS

AASB encourages member districts to develop well-articulated curriculum for civic education (in all contexts, including municipal, tribal, state, federal and global) for students and provide effective teaching strategies for civic instruction, including meaningful student government opportunities at all levels.

Rationale. In HCR 6, the 25th Alaska Legislature noted that residents place a high priority on meaningful civic learning in our schools, and “it is the responsibility of each generation of Americans to teach the next generation how democracy works.” While some schools in Alaska have developed excellent civics education curriculum, the legislature declared “there has been a steady decline in the attention paid to advancing civic learning opportunities, locally, statewide and nationally.” AASB believes that civics content can be integrated into reading, writing and math instruction without diminishing attention to tested subjects. AASB believes civics education should be a matter for local districts, rather than a statewide mandate. A citizen’s task force studying the issue of improving civics education in Alaska schools met in 2008 and gave an oral report to the legislature. It was a preliminary report. AASB encourages the legislature to facilitate the task force completing its report *Adopted 2007. Amended 2008, 2009, 2010, 2016 (Sunset Nov. 2017)*

5.7 REQUESTING THE ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT TO PROVIDE STANDARDS-BASED ASSESSMENTS IN ALASKA NATIVE INDIGENOUS LANGUAGES

AASB requests the state to provide standardized assessments in the Alaska Native indigenous languages, as requested by the individual districts.

Rationale. Students who have a strong first language in their ethnic group perform better academically. Students who learn English as a second language with a strong first language do better academically on standardized tests. Culturally responsive curriculum that uses the local language and cultural knowledge provides the foundation for the rest of the curriculum and implements the goals of the State of Alaska’s Cultural Standards, as well as the State of Alaska Content and Performance Standards. *Adopted 2007 Amended 2015 (Sunset Nov. 2017)*

5.8 SUPPORTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

AASB supports funding regional career and technical education centers, both new and pre-existing, to support the goals of public education. Centers could establish partnerships with the private sector to help fund training programs leading to employment of students in a broad range of careers. This funding should also include monies for student housing.

Rationale. The existing system of funding vocational education has failed to provide appropriate vocational training opportunities in schools across the state. *Adopted 2008 Amended 2009, 2012 (Sunset Nov. 2018)*

5.9 URGING FLEXIBILITY IN TESTING TO SUPPORT INDIGENOUS LANGUAGE PROGRAMS

AASB urges the Alaska Legislature to join with school districts in opposing those aspects of the Elementary and Secondary Education Act (ESEA) that are detrimental to rural, largely Native school districts, including testing programs that inaccurately assess Alaska Native and rural Alaska students. In addition, AASB urges the state to reexamine its own testing programs with regard to these issues.

Rationale. The current ESEA reauthorization process is an opportunity to improve the existing law. Since 2001, ESEA has lacked the flexibility needed to support English Language Learners in indigenous communities. ELL programs disadvantage indigenous communities that wish to perpetuate their values, culture and traditions in their public schools through their language. ELL mandates inaccurately assess Alaska Native students and inadvertently affect language programs negatively. *Adopted 2008, Amended 2010, 2014, 2015 (Sunset Nov. 2018)*

5.10 SUPPORTING UNIVERSAL ACCESS TO EDUCATION FOR ALASKA'S 3- AND 4-YEAR-OLD LEARNERS

AASB strongly supports full implementation and funding of a voluntary education program for every 3- and 4-year-old child in Alaska.

Rationale. The foundation of cognition is established early in childhood, and research clearly demonstrates the efficacy of educational programming for 3- and 4-year-olds. Access to these programs is important for every child in Alaska. *Adopted 2008, Amended 2010, 2012 (Sunset Nov. 2018)*

5.11 ENCOURAGING DISTRICTS TO ADOPT STANDARDS FOR PARENT/FAMILY INVOLVEMENT PROGRAMS

AASB encourages the Alaska Legislature to provide funding for district efforts to develop, implement and regularly evaluate their parent involvement programs using, as models, the Alaska Standards for Culturally Responsive Schools and the National Standards for Parent/Family Involvement Programs.

Rationale. The National Standards are supported by the National School Boards Association and more than 40 other national education, health and parent involvement groups and developed by National PTA in cooperation with education and parent involvement professionals.

AASB has affirmed the importance of parent involvement in Belief Statements B.11, B.17 and B.18. The Elementary and Secondary Education Act (ESEA) also recognizes the significance of and requires effective parent involvement programs that incorporate the six National Standards for Parent/Family Involvement Programs, including communicating, parenting, student learning, volunteering, school decision-making and advocacy and collaborating with the community to engage parents, provide parents with clearly and timely information about ESEA and develop effective advocates. *Adopted 2008, Amended 2010, 2012, 2013, 2014 (Sunset Nov. 2018)*

5.12 URGING CONTINUATION OF THE ALASKA NATIVE EDUCATION ACT

AASB urges Congress and the President to support continuation of the Alaska Native Educational Equity, Support and Assistance Act as a critical way of engaging families and communities to more effectively support student success and align school and community efforts to create safe, healthy, culturally responsive and opportunity-rich environments.

Rationale. Since its adoption in 2002 as Title 7 of the Elementary and Secondary Education Act (NCLB), the Alaska Native Education Act has provided supplemental benefits to Alaska school districts and Alaska Native students. Congress recognized then that too many Alaska Native children enter and leave the school system with serious educational handicaps, including low test scores and high dropout rates. The Alaska Native Education Act was enacted and funded to address these problems through improved curricula, better teaching practices, family literacy programs, cultural exchanges, community engagement programs and career preparation activities.

The Alaska Initiative for Community Engagement is a statewide initiative that effectively enlists families, school boards, districts, schools, educators, Alaska native organizations, businesses, community organizations, artists and arts organizations, faith communities, and young people themselves in improving the academic and social outcomes for youth. The success of this investment in Alaska Native students is evident in a 2009 report by the American Institutes for Research. The report on the impact of the Alaska Initiative for Community Engagement (Alaska ICE), which is funded through the Alaska Native Education Act, shows positive changes, especially for Native students, in schools and communities supported by Alaska ICE, including an increased level of expectations of Native students, improvements in school climate, increased levels of adult support for youth in the community, significantly reduced risk behaviors (including vandalism, fights, alcohol and drug use) and higher proficiency rates on statewide academic assessments. *Adopted 2009, Amended 2010, 2015, 2016 (Sunset Nov. 2019)*

5.13 RELATING TO POSTSECONDARY CLASSES FOR SECONDARY STUDENTS

AASB believes that students who are enrolled in state-funded institutions offering dual credit college or post secondary CTE classes should have the cost funded by the state.

Rationale. State law encourages students to take college credits or vocational school credits at the expense of their school districts. It is in the interest of the state to help students maintain interest in school and advance toward a college degree or vocational education certificate. Some high school students want to take college or vocational courses prior to high school graduation. Reasons vary, but oftentimes students may be ready for a greater challenge than what is currently being offered at their high school, or may wish to “try out” classes that increase college readiness before committing to a degree program. Some students seek more advanced career and technical training than what may be offered in their district. A limiting factor for many students is cost. The cost for this post-secondary education should not *be required to* be borne by school districts. Therefore, it is reasonable to ask the state to fund these courses. *Adopted 2009, Amended 2010, 2014 (Sunset Nov. 2019)*

5.14 URGING THE LEGISLATURE TO RECOGNIZE THE TRUE AND IMPROVING RATE OF ALASKA HIGH SCHOOL GRADUATION

AASB encourages the Alaska Legislature to recognize that the graduation rate for Alaska high school students has steadily improved since 2005.

Rationale. The Department of Education & Early Development calculates that 76 percent of students in the class of 2016 graduated within four years, and nearly 81 percent within five years. *Adopted 2011 Amended 2012, 2014, 2016 (Sunset Nov. 2021)*

5.15 SUPPORTING ASSESSMENTS TO MEASURE PROGRESS

AASB supports state funding to provide the full cost of equipment, technicians, and network upgrades and the broadband connectivity necessary to meet current and future mandated assessments and life-cycle replacement of hardware, software, and related technology.

Rationale. MAP and other assessments are used to adjust and monitor instruction and provide a data point on how a district or child performs. AASB recognizes the fact that assessments are only a snap shot of an individual at a point in time and may not be an accurate reflection of progress in learning. Students need more than one type of assessment to be reflective of academic progress. Some students are affected by text anxiety, others by cultural factors, and some test better in performance evaluations

instead of pen and paper. The current network capabilities of school districts should be considered in the implementation of assessments. State funding should be provided to cover the full cost of equipment, computer technicians and network upgrades to meet any mandated assessments as well as life-cycle replacement. *Adopted 2015 Amended 2016 (Sunset 2020)*

5.16 SUPPORT OF PUBLIC SCHOOL LIBRARY DEVELOPMENT GRANT PROGRAM

AASB strongly supports the Public School Library Development Grant Program and the State Board of Education and Early Development adopted regulations pertaining to Alaska State Statute 14.56.360-375, providing for annual funding for strong broadly based school library collections in support of school curriculum offerings.

Rationale. Research indicates that reading for enjoyment is important for children's education success (OECD 202); schools with new collections in their libraries have higher test scores (Illinois 2005); and student achievement is higher in schools that house larger collections of traditional print resources as well as online resources (Pennsylvania 2000). *Adopted 2012 (Sunset Nov. 2017)*

5.17 URGING THE LEGISLATURE TO CHANGE ALASKA STATE STATUTE 14.07.030 TO ALLOW FOR ELEMENTARY AGE STUDENTS WHO HAVE BEEN DISPLACED DUE TO A SCHOOL CLOSING TO BE ELIGIBLE FOR THE STATE BOARDING HOME PROGRAM.

AASB urges the Alaska Legislature to change the language of state statute AS 14.07.030 by removing the specific "secondary" student eligibility criteria to allow elementary age students who have been displaced from a community when a local school has been closed due to enrollment below 10 students to be eligible for state funding through the State Boarding Home Program. A change to this Statute will allow the Department of Education and Early Development to make necessary changes to regulation to address the needs of these displaced elementary age students.

Rationale. Many small schools in rural Alaska have been forced to close due to student enrollments falling below the state-funding minimum of 10 students. Students who remain in these villages are required to seek out and secure other educational opportunities including moving to another community in the region that continues to have a school.

The Alaska Department of Education and Early Development's boarding home program allows school districts to receive reimbursement for the stipend paid to boarding home parents of students that qualify for the program. The state has clear definitions about the eligibility of students that qualify for the boarding home program in 4 ACC 09.050.

Currently to meet the state's eligibility requirements, a student must "be a secondary student who does not have daily access to a high school by being transported a reasonable distance."

The boarding home program currently provides a stipend to host parents to assist with the costs related to the education and housing of a boarding home student. The boarding home program also provides or reimburses the cost of transportation for one-round trip airfare from the student's home village to the in-district village in which they are attending high school.

With the closure of rural small schools, needs have arisen for parents of elementary age students to seek out alternative educational placements for their children. Presently, students from closed elementary schools whose families have remained in their home community have enrolled students in another community's elementary school, but those students do not qualify for the State Boarding Home Program. This causes an added

financial burden on both the parent(s) and the host family to meet the student's travel, food and lodging needs. *Adopted 2012 (Sunset Nov. 2017)*

5.18 URGING CHANGES TO MANDATED STATE TESTING

AASB urges the Department of Education & Early Development to clarify and alter the Alaska mandated testing requirements. AASB strongly recommends the delay of the Alaska Measures of Progress, so that we can collaboratively develop an effective, comprehensive assessment framework that accurately reflects student learning that is useful in guiding and informing student instruction. In addition, AASB supports reverting to the previous terminology in the Standards Based Assessments to designate 4-advanced, 3-proficient, 2-below proficiency and 1-far below proficiency.

Rationale. The current mandated assessment, AMP does not provide districts and families immediate feedback to inform instruction. There are currently nationally norm referenced assessments used by districts that provide immediate feedback in ELA and Math that would better meet the educational needs for the students and families in Alaska.

The AMP achievement levels differ in terminology from the SBA by using a 1-4 scale but designate 1-2 as “meets partially” and 3-4 as “meets” the standards. These terms do not describe the achievement levels and are confusing and vague.

5.19 SUPPORTING AUTHENTIC ASSESSMENTS

AASB strongly supports district that are undertaking efforts to develop and implement authentic assessments and asks that the state recognize these as legitimate alternative ways of accurately assessing student learning.

Rationale. An authentic assessment is defined as “an assessment composed of performance tasks and activities designed to simulate or replicate important real-world challenges” wherein students are asked “to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables.” (Wiggins and McTighe, 2005). State and federally mandated assessments do not take into account the “distinctive social organizations, linguistic patterns, cognitive styles, motivations and values of the local community.” (Demmert, et al, 2006) severely limiting the ways in which Native students in particular demonstrate learning. The creation of district level authentic assessments directly tied to pedagogy compatible with Native epistemological philosophies provides for a wider repertoire of assessments by which students validate learning. By supporting the efforts to districts to develop authentic assessments, AASB can facilitate the empowerment of boards to increase the academic success and increase the graduation rates of all students, including Alaska Native students who are grounded in their cultural identity, with the ability to successfully pursue their goals. *Adopted 2015*

5.20 SUPPORTING EASIER ACCESS TO CHARTER SCHOOL PROGRAMS

AASB urges the Legislature to authorize a change in statute regarding the charter school(s) lottery process, to allow use of either a random lottery or weighted lottery for low academically performing and/or low-income students, when approved by the local school board and/or Alaska Board of Education.

Rationale. Current law allows charter school applicants and districts to target low academically performing students in their enrollment outreach. However, when implementing the lottery, state statute requires a random lottery. This can be in conflict with the goal of serving a larger percentage of low academic performing students or a larger percentage of low socio-economic students. This statute change may allow

districts to implement a weighted lottery for low academically performing or low-income students to serve students they feel will most benefit in a charter school(s). Typically students of higher socio-economic families apply to charter schools, so a random lottery will be highly unlikely to reach the target group of students desired. *Adopted 2016*

5.21 SUPPORTING THE ALASKA PERFORMANCE SCHOLARSHIP (APS)

AASB urges support for the Alaska Performance Scholarship for our high school students.

Rationale. APS has been successful in that more of our high school students are taking a rigorous course load in order to be eligible for the scholarship and after entering college take fewer remedial, or developmental, coursework, according to statistics compiled by the Alaska Postsecondary Commission. The recipients of APS also accumulated credits at a faster pace than non-recipients and were nearly twice as likely to continue their college attendance, the commission reported in 2016. *Adopted 2016*

5.22 SUPPORTING CTE CREDITS FOR THE ALASKA PERFORMANCE SCHOLARSHIP

AASB urges support to allow students to substitute up to two units of Career Technical Education (CTE) classes to count as requirements towards the two to four year college awards levels for the Alaska Performance Scholarship.

Rationale. Career technical education classes are often not selected due to the fact that they do not count toward the APS award if planning to go to two to four year colleges in our State. CTE classes only count towards our technical schools. CTE classes are desired by many students in exploring careers and options and are relevant and engaging in keeping students in high school. *Adopted 2016*

Your Board's Accountability Timetable

Having an annual calendar can help a school board pay attention to their major responsibilities. Some of the other routine items a board deals with every year are listed under the calendar, be sure to plug them in where appropriate.

| | |
|------------------|--|
| January | Staff evaluation process review AASB Legislative Fly-In and Leadership Training |
| February | Facilities needs planning Superintendent evaluation and goals Budget development |
| March | Budget development and adoption Teacher contracts AASB Legislative Fly-In and Spring Boardmanship Academy Approves New Curriculum |
| April | Add /Update policies as recommended by AASB Strategic Plan Report/Review |
| May | Review student handbook |
| June | Review crisis response plan |
| July | Review district teacher evaluation plans |
| August | Welcome staff and students Midyear Review of Superintendent Goals |
| September | Review student assessment data Fall Boardmanship Academy Approves outside speakers and curriculum |
| October | Elect officers New board member orientation |
| November | Review Strategic Plan Attend AASB Annual Conference Review Audit |
| December | Winter Boardmanship Academy Budget Revision |

Pick a month that works for you and keep to it for other necessary things such as:

- Contracts
- Board Retreats
- Goal Setting
- Self-assessment
- etc

SEE NEXT PAGE for other ideas of what to add

Board Calendar Items

(suggestions from Fall Academy 2012 participants)

- Conferences
- Budgeting
- Lobbying
- Activities
- Testing
- School Calendar
- Goal Setting
- Board Evaluation
- Retreats
- Superintendent Evaluation
- Job Fairs
- Contract/Negotiations
- Graduations
- Board Meetings
- Work Sessions
- Holidays
- In-Service Dates
- Board Committee Meetings
- AASB Events
- National Meetings
- School Closures
- Board Self Assessments
- Administrator Vacations
- Community Dates
- School Start/End Dates
- Activities scheduled at each site
- Conferences
- Teacher Education Days
- Parent/Teacher Conferences
- Yearly calendar
- Workshops
- Elections
- Budgets
- Legislative Dates

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Approval of Agenda

The Administration recommends the approval of the January 18, 2018 Agenda as presented.

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 Alexie, Board Secretary
Moses Peter, Board Member

Committee Meetings and Work-sessions

10:30 AM - Develop Talking points for approved Legislative Priorities

11:00 AM - Board Yearly Calendar/Board Calendar Items

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska **DATE:** January 18, 2018

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes: December 21, 2017
- VII. Correspondence
- VIII. Reports:
 - A. Attendance Report:
 - B. School Reports
 1. Akiachak
 2. Akiak
 3. Tuluksak
 - C. Tribal Education Department Report
 - D. Curriculum, Instruction, Assessment Report
 - E. Business and Finance Report
 - F. Maintenance & Operations Report
 - G. Technology Director Report
 - H. Superintendent's Report
- IX. Action Items:
 - A. 1st Reading of Revised BP 4161/4261 Leave Policy
 1. Classified Handbook (Leave Policy)
 2. Certified Handbook (Leave Policy)

- B. FY2018-2019 School Calendar
- C. Approval of Administrative Contracts
- D. Resignation: Mason Martinez, Special Ed Aide, Tuluksak School
- E. New Hires
- F. Bethel Family Clinic Contract
- G. Six year Curriculum Adoption Cycle
- H. Tournament Director Job Description
- X. Board Travel/Info:
 - A. Leadership Fly-In, February 10-13, 2018
 - B. Spring Fly-In, March 24-27, 2018
- XI. Public Comments
- XII. Board Comments
- XIII. Executive Session:
- XIV. Next Regular Meeting:
- XV. Adjournment

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Approval of Minutes

The Administration recommends the approval of the minutes for December 21, 2017.

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 Alexie, Secretary
 Moses Peter, Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: December 21, 2017

Village: Akiachak, Alaska

| | |
|--|--|
| <p>Committee Meeting & Work-session</p> | <p>10:00 AM - Indian Policies & Procedures</p> <p>The Exhibit for BP 6174.1 was updated to reflect new Department of Education sample Indian Policies and Procedures. The Exhibit contains sample policies provided directly by the DOE. The Exhibit fully replaces the previous E 6174.1. The Exhibit may be used as a template for development of IPPs necessary for Impact Aid applications. The adoption of the Exhibit does not require board approval. However, the finalized IPPs developed by utilizing the Exhibit will require board approval.</p> |
| <p>Call to Order</p> | <p>I. Call to Order: Chairman Willie Kasayulie called the regular meeting of the Regional School Board to order at 1:00 PM</p> |
| <p>Roll Call</p> | <p>II. Roll Call: Present:</p> <p>Willie Kasayulie, Chairman Ivan Ivan, Vice Chairman Samuel George, Treasurer Noah Alexie, Secretary – via tele-conference at 1:09 PM 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, Sophie Kasayulie, Jack Stackhouse (via tele-conference), Jim Hartz, Kaylin Charles, Bonnie James</p> |

| | |
|--|--|
| <p>Approval of Agenda</p> | <p>V. Approval of Agenda: Administration presents the December 21, 2017 Yupiit School District Regional School Board Agenda for approval.</p> <p>Motion, by Ivan Ivan, Seconded by Sam George to approve the agenda with the exception to move the Executive Session after VIII, Reports. Motion passed.</p> |
| <p>Approval of Minutes</p> | <p>VI. Approval of Minutes: The Administration presents the August 20, 2016 Yupiit School District Regional School Board Minutes for approval.</p> <p>Chairman Kasayulie asked about the Classified/Certified Handbooks and the 1st Reading of the revised BP 4161/4261 Leave Policy that were tabled for December 21, 2017.</p> <p>Superintendent Hartz replied there was not enough input from the staff from all three sites. It will be presented in the January Board meeting.</p> <p>Motion by Sam George, Seconded by Robert Charles to approve the Regular Board meeting Minutes. Motion passed.</p> |
| <p>Correspondence</p> <p>Reports</p> | <p>VII. Correspondence: No correspondence at this time</p> <p>VIII. Reports:</p> <p>A. Attendance Report:</p> <p>B. School Reports</p> <ol style="list-style-type: none"> 1. Akiachak: Tariq Malik board report was reviewed. 2. Akiak: Teresa Cox board report was reviewed. 3. Tuluksak: David Macri board report was reviewed <p>C. Tribal Education Department: Sophie Kasayulie highlighted her board report.</p> |
| <p>Recess</p> | <p>Chairman Kasayulie called for recess at 2:09 PM. Reconvened at 2:20 PM</p> <p>D. Curriculum, Instruction, Assessment Report: Sharene Craft's board report was reviewed</p> <p>E. Business and Finance Report: John Stackhouse highlighted his board report.</p> <p>F. Maintenance & Operation Report: Jim Hartz highlighted his board report.</p> <p>G. Superintendent's Report: Rayna Hartz highlighted her board report.</p> |
| <p>Executive Session</p> | <p>XII. Executive Session</p> <p>Motion by Sam George, Seconded by Moses Owen to go into an Executive Session at 3:24 PM. Motion passed.</p> |

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

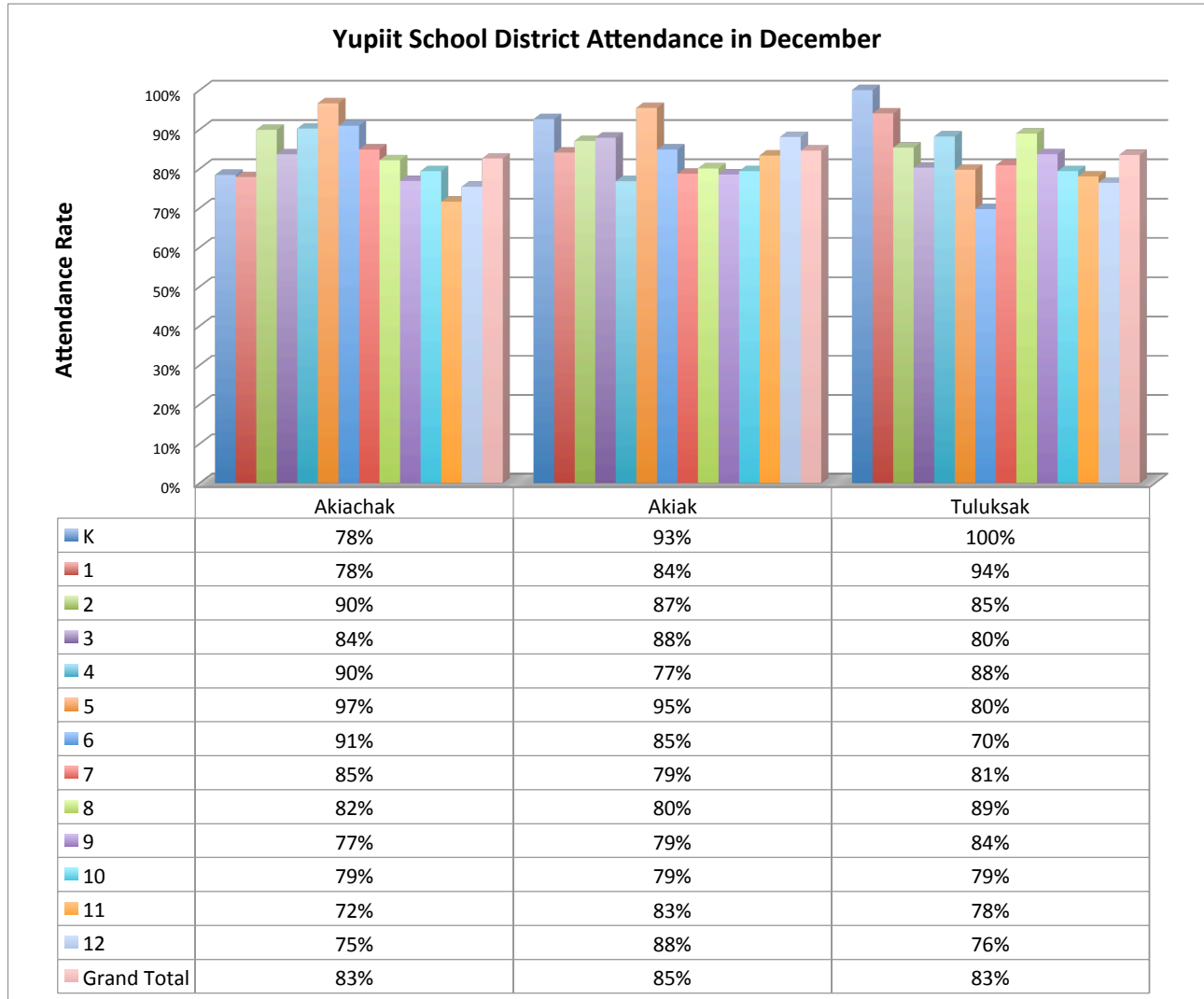
Re: Attendance Report

The attendance report is presented for your review and information only. The Attendance Year to Date is also attached for your review.

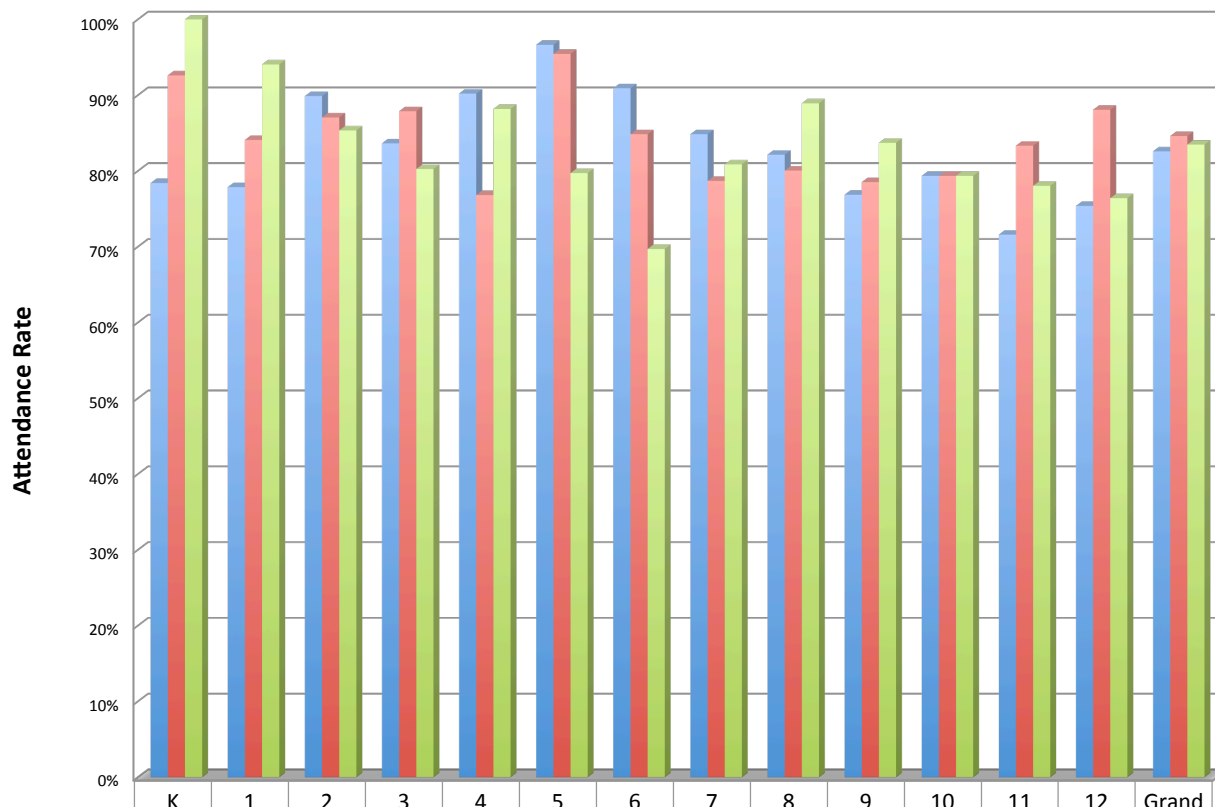
Yupiit Attendance By Grade For December

December

| Grades | Akiachak | Akiak | Tuluksak |
|-------------|----------|-------|----------|
| K | 78% | 93% | 100% |
| 1 | 78% | 84% | 94% |
| 2 | 90% | 87% | 85% |
| 3 | 84% | 88% | 80% |
| 4 | 90% | 77% | 88% |
| 5 | 97% | 95% | 80% |
| 6 | 91% | 85% | 70% |
| 7 | 85% | 79% | 81% |
| 8 | 82% | 80% | 89% |
| 9 | 77% | 79% | 84% |
| 10 | 79% | 79% | 79% |
| 11 | 72% | 83% | 78% |
| 12 | 75% | 88% | 76% |
| Grand Total | 83% | 85% | 83% |

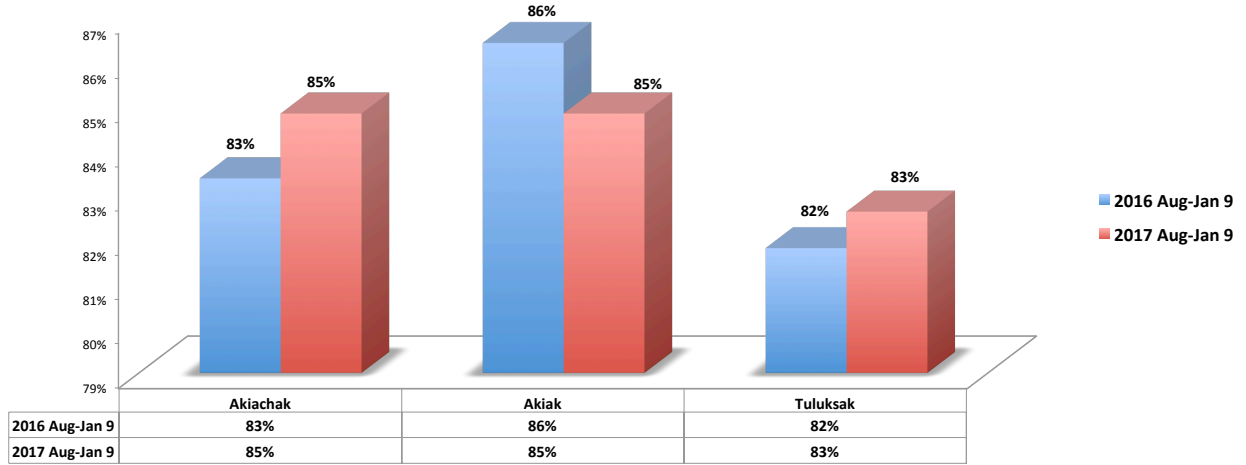


Yupiit School District Attendance in December School Comparison

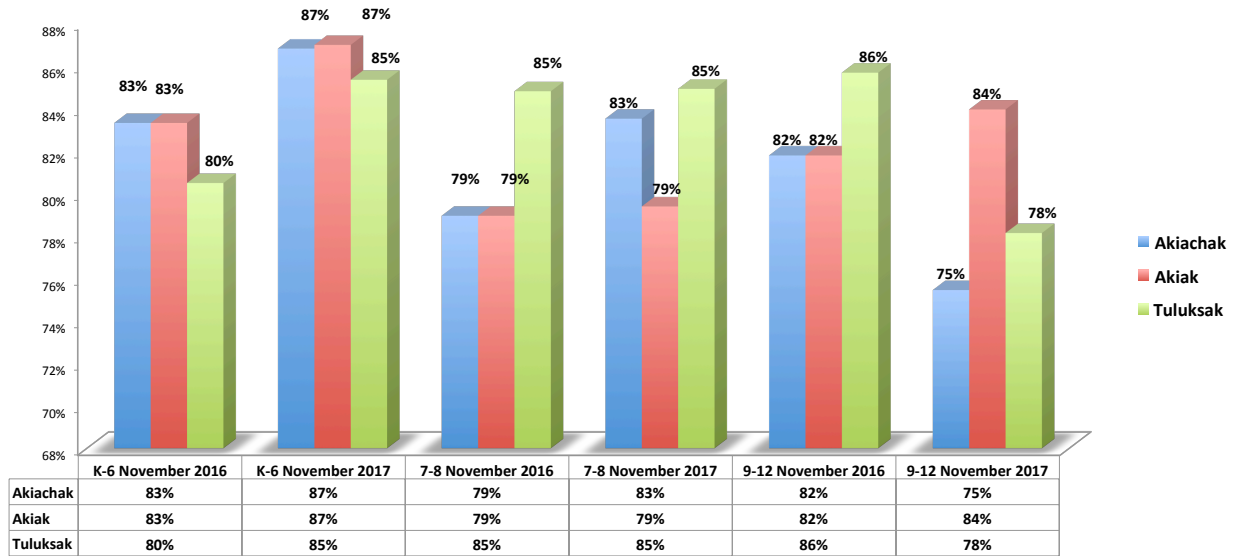


| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Grand Total |
|----------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|
| Akiachak | 78% | 78% | 90% | 84% | 90% | 97% | 91% | 85% | 82% | 77% | 79% | 72% | 75% | 83% |
| Akiak | 93% | 84% | 87% | 88% | 77% | 95% | 85% | 79% | 80% | 79% | 79% | 83% | 88% | 85% |
| Tuluksak | 100% | 94% | 85% | 80% | 88% | 80% | 70% | 81% | 89% | 84% | 79% | 78% | 76% | 83% |

**Year to Year Comparison by August- Jan 9, 2018
School Wide Attendance Rates**



**Year to Year Comparison by August- Jan 9 2018
Broken down by Grade Grouping**



Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent
Re: B-H Board Reports

The Administrative reports are presented for your review and information.

Author of Report: Tariq Malik
 Department/Location: Akiachak School
 Date of Regional School Board Meeting: January 18, 2018.

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupik language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools

Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|---------|--------------------------------|---|--|
| 12/2017 | Brak Ins/ Break downs | Over the holiday period, multiple break ins occurred. Our security system/ camers were not able to secure footage because they are out dated and need to be replaced with more up to date equipment. Authorities and the district administration were notified. Our air handling system broke down and the parts were brought in from Akiak and replaced, this caused lots of fumes from the fuel into our ventilation system and through out the gym and part of the school too. | Community, Parents involvement System Change. |
| 01/2018 | Basketball | Student Athletes attended the competition held at Bethel High School. Our Athletes performed well. | Students Succeed Culturally & Academically, |
| 01/2018 | Professional Development | Principal, two teachers, one paraprofessional and a parent are attending the ASL training every week to help provide services to a specific needs student. | Staff Recruitment and retention. Education System Change. |
| 01/2018 | Morning Assemblies/ Attendance | No improvement has been noticed for our attendance due to the morning assemblies, in fact a drop has been observed for our High School Students attendance. | Education System Change |

Author of Report: Teresa Cox
 Department/Location: Akiak School
 Date of Regional School Board Meeting: January 11, 2018

Mission Statement

To educate all children to be successful in any environment.

Vision Statement

All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools

Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|----------------------------|--------------------------------------|---|--|
| Ongoing 2018 | Morning Meetings | As a school we meet every morning in the gym. Student Council and Senior Class direct our meetings <ul style="list-style-type: none"> • Pledge of Allegiance in both English and Yupik'. • Announcements for the day/week by students and staff • Yupik word of the day • Quote of the day • Dancing with the students- Elders, staff and community members • Positive message to begin the day | Mission Statement, Vision Statement: Students have a positive learning environment, speak the Yupiaq language. Our community members, elders, students feel ownership in our school. Values: Love for children, Sharing, Cooperation, Humor. Strategic Goal: Community, Parents and Elder Involvement |
| December 2017 Jan. 2018 | Student Council Senior Class 2018 | <ul style="list-style-type: none"> • Christmas Bazaar • Student store • Polar Express and Pizza Community night • Christmas Decorations • Hosting Memorial Basketball tournament | Mission Statement: To educate all children to be successful in any environment Values: Sharing, Cooperation, Vision: Students feel ownership in school Strategic Goal: Community, Parents and Elder Involvement |
| Jan. 2018 | Guidance Lessons K-12 | <ul style="list-style-type: none"> • Elementary- Listening to Learn, Listening with Attention and Focus • 7th & 8th Grade Empathy and Respect • 9th-12th- Reality Ride using Why Try | Vision: Students have a positive learning environment Values: Love for children, Respect for Others, Cooperation, Avoid Conflict Strategic Goal: Students Succeed Culturally and Academically |
| Jan. 2018 | PLC (School Improvement) | -Review RESS Surveys -Maps, WIDA, PEAKS training -Professional Development for January: <ul style="list-style-type: none"> • Help Students Deal Successfully with Peer Pressure • Let Student's See Your Wisdom | Vision: Students have a positive learning environment Values: Love for children, Respect for Others, Cooperation, Avoid Conflict Strategic Goal: Students Succeed Culturally and Academically |
| Jan. 2018 | Yupik Crafts | <ul style="list-style-type: none"> • 11th grade began Yupik Crafts for 2nd Semester | Vision Statement: Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. Values: Love for Children, Hard Work, Respect for others, Cooperation, Knowledge of Culture. |

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

| | | | |
|-------------------|-------------------|---|--|
| Jan. 2018 | Elders | Currently AKI does not have any active elders working with students. | Strategic Goal: Staff Recruitment and Retention |
| December 14, 2017 | Christmas Program | K-12 students performed for the community | Values Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Humor, Respect for Land, Respect for Nature Strategic Goal: Community, Parents and Elder Involvement |
| December 2017 | Student to State | A 12 th grade student who advanced to state for Wrestling. We sent him off with cheers. YEA! | Vision Statement: Our community members, elders, parents and students feel ownership in our schools |

Author of Report: David M. Macri
 Department/Location: Tuluksak School
 Date of Regional School Board Meeting: January 18, 2018

Mission Statement

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Vision Statement

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Values

Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature

Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|-----------|------------------|--|--|
| 1/9/18 | TLT LASB | The TLT LASB met for their regularly scheduled meeting and discussed the use of elders to assist faculty in persuading students to attend school, do their best academically and be morally straight | Students succeed culturally and academically |
| 1/9-10/18 | AIMS/MAPS | School faculty is currently preparing for the administration of AIMS & MAPS testing to insure the school is ready, digitally to administer the tests | Students succeed culturally and academically |
| 1/9-11/18 | Report Cards | School faculty is currently entering semester grades into Power School. | Students succeed culturally and academically |
| 1/15/18 | Student Progress | This semester teachers will teach the students how to log into Power School so that students and parents can view their academic progress and attendance. | Students succeed culturally and academically |

Author of Report: Sharene Craft
 Department/Location: Curriculum, Assessment & Activities
 Date of Regional School Board Meeting: January 18, 2018

Mission Statement

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Vision Statement

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Strategic Goal Areas:

1. Students Succeed Culturally and Academically
2. Community, Parents and Elder Involvement
3. Staff Recruitment and Retention
4. Education System Change

| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
|---------|---------------------------|---|--|
| 12/17 | Wrestling | Coordinated travel for the Alaska State Wrestling tournament. 3 wrestlers from Akiachak and 1 wrestler from Akiak, their coaches and chaperones attended. | Community, parents and elder involvement. Students succeed academically. |
| 1/18 | MAP & Aimsweb | Updated teacher accounts and rostered students for the winter benchmark assessments. | Students succeed academically |
| 1/18 | Curriculum Adoption Cycle | YSD Curriculum Adoption Cycle updated. Saxon Math (free donation from Alaska Gateway District) is currently being piloted in several elementary classes. | Students succeed academically |
| 1/18 | Imagination Library | Enrolled 5 new children in system. We currently are mailing books each month to 86 children and their parents in Akiak, Tuluksak and Akiachak. Submitted 2nd Quarter report. | Students succeed academically |
| 1/18 | WIDA ACCESS & PEAKS | Preparation continues for the spring 2018 WIDA Access and PEAKS state mandated tests. This involves participating in podcasts presented by DEED. The test will be given via computers. Proctor training and duties of site testing administrators was given to staff. | Student succeed academically |



2017-2018 YSD Basketball Schedule

Girls

| Date | Akiak | Akiachak | Tuluksak |
|---------|-------------|------------|-----------|
| 1/19-20 | Home | @Akiak | @Akiak |
| 1/24-27 | @Kalskag | @Chefornak | @Kalskag |
| 2/2-3 | Road trip | @Tuluksak | Home |
| 2/9-10 | Road trip | Home | @Akiachak |
| 2/15-17 | KLG Classic | @Kalskag | @Kalskag |
| 2/22-24 | Home | @Newhalen | @Akiak |

Boys

| Date | Akiak | Akiachak | Tuluksak |
|---------|-------------|------------|-----------|
| 1/19-20 | Home | @Akiak | @Akiak |
| 1/24-27 | @Kalskag | @Chefornak | @Kalskag |
| 2/2-3 | Road trip | @Tuluksak | Home |
| 2/9-10 | Road trip | Home | @Akiachak |
| 2/15-17 | KLG Classic | @Kalskag | @Kalskag |
| 2/22-24 | Home | @Newhalen | @Akiak |

| | | |
|-----------|---------|------------|
| Regionals | 3/1-3 | @Akiachak |
| State | 3/14-17 | @Anchorage |

Author of Report: John Stackhouse
 Department/Location: Business Manager
 Date of Regional School Board Meeting: Jan

| <p>Mission Statement To educate all children to be successful in any environment.</p> <p>Vision Statement All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools</p> <p>Values Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature</p> <p>Strategic Goal Areas:</p> <ol style="list-style-type: none"> 1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention 4. Education System Change | | | |
|---|----------------------|---|--|
| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
| January 2018 | Transition to BMS | Return all accounting processes to Black Mountain from QuickBooks. | 1. Students Succeed Culturally and Academically |
| Ongoing | Technology inventory | Conduct complete technology equipment inventory, implement sign out procedures for equipment. | 1. Students Succeed Culturally and Academically |
| Ongoing | Update SOPs | Update Standard Operating procedures for Yupiit School District | 1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention |
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Yupit School District

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



From: John C. Stackhouse
Business Manager
Yupit School District

Date: January 10, 2018

Re: January 2018 Board Report

The FY 2018 January Board Report contains the following:

District Revenue Budget versus Actual

District Wide Budget versus Actual

Akiachak Budge versus Actual

Akiak Budget versus Actual

Board Budget versus Actual

Tuluksak Budget versus Actual

**Yupit School District
District Revenue Budget vs. Actual
July through December 2017**

| | <u>Jul - Dec 17</u> | <u>Budget</u> | <u>% of Budget</u> |
|--------------------------------------|----------------------------|-----------------------------|---------------------|
| Ordinary Income/Expense | | | |
| Income | | | |
| 022 · TYPE A ADULT MEAL REVENUE | 126.00 | 12,600.00 | 1.0% |
| 040 · OTHER LOCAL REVENUE | 1,968.00 | 309,629.00 | 0.6% |
| 046 · SCHOOL FACILITES RENTAL | 84,230.77 | | |
| 047 · E-RATE | 271,106.10 | 1,626,642.00 | 16.7% |
| 050 · OTHER-STATE REVENUE | 38,148.60 | 630,147.00 | 6.1% |
| 051 · FOUNDATION PROGRAM | 2,488,120.00 | 7,376,912.00 | 33.7% |
| 065 · STUDENT TRANSPORTATION | 325.00 | | |
| 110 · IMPACT AID | 269,718.36 | 3,448,750.00 | 7.8% |
| 161 · USDA FOOD SERVICE REIMBURSE... | 42,872.76 | 400,000.00 | 10.7% |
| 210 · STUDENT ACTIVITY REVENUE A | 2,270.00 | | |
| 235 · OTHER-INSURANCE | 16,610.59 | | |
| 250 · TRANSFER FROM OTHER FUNDS | 0.00 | 528,869.00 | 0.0% |
| Total Income | <u>3,215,496.18</u> | <u>14,333,549.00</u> | <u>22.4%</u> |
| Gross Profit | <u>3,215,496.18</u> | <u>14,333,549.00</u> | <u>22.4%</u> |
| Net Ordinary Income | <u>3,215,496.18</u> | <u>14,333,549.00</u> | <u>22.4%</u> |
| Net Income | <u><u>3,215,496.18</u></u> | <u><u>14,333,549.00</u></u> | <u><u>22.4%</u></u> |

Yupit School District
District Wide Budget vs. Actual
July through December 2017

| | Jul - Dec 17 | Budget | % of Budget |
|--|-----------------------------|-----------------------------|---------------------|
| Ordinary Income/Expense | | | |
| Expense | | | |
| 300 · PAYROLL EXPENSES | 439,951.46 | 852,056.00 | 51.6% |
| 350 · EMPLOYEE BENEFITS | 0.00 | 35,717.00 | 0.0% |
| 360 · EMPLOYEE BENEFITS | 175,335.52 | 441,528.00 | 39.7% |
| 410 · PROFESSIONAL & TECH SVCS | 165,142.33 | 275,000.00 | 60.1% |
| 414 · LEGAL SERVICES | 19,696.27 | | |
| 420 · STAFF TRAVEL & PER DIEM | 72,795.54 | 116,750.00 | 62.4% |
| 425 · STUDENT TRAVEL | 4,774.09 | 20,000.00 | 23.9% |
| 433 · COMMUNICATIONS | 766,828.15 | 1,834,450.00 | 41.8% |
| 436 · ELECTRICITY | 16,283.80 | | |
| 440 · OTHER PURCHASED SERVICES | 26,887.28 | 59,500.00 | 45.2% |
| 445 · INSURANCE & BOND PREMIUMS A | 257,900.09 | 188,500.00 | 136.8% |
| 450 · SUPPLIES, MATL & MEDIA | 25,285.43 | 175,350.00 | 14.4% |
| 452 · MAINTENANCE SUPPLIES | 20,452.55 | 27,500.00 | 74.4% |
| 458 · GAS & OIL | 123.54 | 5,000.00 | 2.5% |
| 459 · FOOD | 3,196.22 | | |
| 485 · STIPENDS | 7,500.00 | | |
| 490 · OTHER EXPENSES | 5,197.33 | 5,750.00 | 90.4% |
| 491 · DUES & FEES | 5,930.00 | 28,610.00 | 20.7% |
| 495 · INDIRECT COSTS | 0.00 | -70,154.00 | 0.0% |
| 510 · Equipment-Other | 0.00 | 2,500.00 | 0.0% |
| Total Expense | <u>2,013,279.60</u> | <u>3,998,057.00</u> | <u>50.4%</u> |
| Net Ordinary Income | -2,013,279.60 | -3,998,057.00 | 50.4% |
| Other Income/Expense | | | |
| Other Expense | | | |
| 552 · TRANSFER TO FOOD SERVICE | 0.00 | 100,098.00 | 0.0% |
| 558 · TRANSFER TO TEACHER HOUSING | 0.00 | 428,771.00 | 0.0% |
| Total Other Expense | <u>0.00</u> | <u>528,869.00</u> | <u>0.0%</u> |
| Net Other Income | 0.00 | -528,869.00 | 0.0% |
| Net Income | <u><u>-2,013,279.60</u></u> | <u><u>-4,526,926.00</u></u> | <u><u>44.5%</u></u> |

Yupit School District
Akiachak Budget vs. Actual
 July through December 2017

| | Jul - Dec 17 | Budget | % of Budget |
|---------------------------------|----------------------|----------------------|--------------|
| Ordinary Income/Expense | | | |
| Expense | | | |
| 300 · PAYROLL EXPENSES | 750,703.30 | 2,078,873.00 | 36.1% |
| 360 · EMPLOYEE BENEFITS | 324,178.73 | 1,034,807.00 | 31.3% |
| 410 · PROFESSIONAL & TECH SVCS | 1,600.00 | | |
| 420 · STAFF TRAVEL & PER DIEM | 4,898.98 | 4,100.00 | 119.5% |
| 425 · STUDENT TRAVEL | 16,390.96 | 35,190.00 | 46.6% |
| 431 · WATER & SEWAGE | 75,000.00 | 150,400.00 | 49.9% |
| 433 · COMMUNICATIONS | 1,199.39 | 2,500.00 | 48.0% |
| 435 · FUEL-HEATING | 0.00 | 125,000.00 | 0.0% |
| 436 · ELECTRICITY | 102,581.07 | 475,000.00 | 21.6% |
| 438 · HEATING OIL | 111,730.97 | | |
| 440 · OTHER PURCHASED SERVIC... | 0.00 | 24,500.00 | 0.0% |
| 441 · RENTAL PAYMENTS | 0.00 | 27,000.00 | 0.0% |
| 450 · SUPPLIES, MATL & MEDIA | 16,866.50 | 48,000.00 | 35.1% |
| 452 · MAINTENANCE SUPPLIES | 18,978.89 | 65,000.00 | 29.2% |
| 453 · JANITORIAL SUPPLIES | 0.00 | 18,630.00 | 0.0% |
| 456 · VEHICLE MAINTENANCE | 0.00 | 7,500.00 | 0.0% |
| 458 · GAS & OIL | 9,007.25 | 8,750.00 | 102.9% |
| 459 · FOOD | 80,702.65 | 97,000.00 | 83.2% |
| 490 · OTHER EXPENSES | 100.00 | 1,000.00 | 10.0% |
| 491 · DUES & FEES | 0.00 | 100.00 | 0.0% |
| Total Expense | 1,513,938.69 | 4,203,350.00 | 36.0% |
| Net Ordinary Income | -1,513,938.69 | -4,203,350.00 | 36.0% |
| Net Income | -1,513,938.69 | -4,203,350.00 | 36.0% |

**Yupit School District
Akiak Budget vs. Actual
July through December 2017**

| | Jul - Dec 17 | Budget | % of Budget |
|---------------------------------|--------------------|----------------------|--------------|
| Ordinary Income/Expense | | | |
| Expense | | | |
| 300 · PAYROLL EXPENSES | 490,269.15 | 1,254,352.00 | 39.1% |
| 360 · EMPLOYEE BENEFITS | 188,093.78 | 616,269.00 | 30.5% |
| 420 · STAFF TRAVEL & PER DIEM | 3,273.20 | 3,100.00 | 105.6% |
| 425 · STUDENT TRAVEL | 12,018.00 | 23,290.00 | 51.6% |
| 431 · WATER & SEWAGE | 20,000.00 | 80,000.00 | 25.0% |
| 433 · COMMUNICATIONS | 380.63 | 1,700.00 | 22.4% |
| 435 · FUEL-HEATING | 0.00 | 90,000.00 | 0.0% |
| 436 · ELECTRICITY | 47,995.49 | 205,500.00 | 23.4% |
| 440 · OTHER PURCHASED SERVIC... | 0.00 | 4,500.00 | 0.0% |
| 441 · RENTAL PAYMENTS | 0.00 | 30,000.00 | 0.0% |
| 450 · SUPPLIES, MATL & MEDIA | 17,000.00 | 18,700.00 | 90.9% |
| 452 · MAINTENANCE SUPPLIES | 19,241.36 | 55,000.00 | 35.0% |
| 453 · JANITORIAL SUPPLIES | 0.00 | 12,960.00 | 0.0% |
| 456 · VEHICLE MAINTENANCE | 0.00 | 1,500.00 | 0.0% |
| 458 · GAS & OIL | 0.00 | 7,000.00 | 0.0% |
| 459 · FOOD | 68,490.56 | 64,390.00 | 106.4% |
| 485 · STIPENDS | 30.00 | | |
| 490 · OTHER EXPENSES | 110.00 | 500.00 | 22.0% |
| 491 · DUES & FEES | 0.00 | 500.00 | 0.0% |
| Total Expense | 866,902.17 | 2,469,261.00 | 35.1% |
| Net Ordinary Income | -866,902.17 | -2,469,261.00 | 35.1% |
| Net Income | -866,902.17 | -2,469,261.00 | 35.1% |

8:38 AM

01/09/18

Accrual Basis

Yupit School District
Board Budget vs. Actual
July through December 2017

| | <u>Jul - Dec 17</u> | <u>Budget</u> | <u>% of Budget</u> |
|---------------------------------|--------------------------|---------------------------|---------------------|
| Ordinary Income/Expense | | | |
| Expense | | | |
| 300 · PAYROLL EXPENSES | 41,235.39 | 91,451.00 | 45.1% |
| 360 · EMPLOYEE BENEFITS | 10,227.63 | 34,350.00 | 29.8% |
| 410 · PROFESSIONAL & TECH SVCS | 4,681.00 | | |
| 420 · STAFF TRAVEL & PER DIEM | 14,361.29 | 50,000.00 | 28.7% |
| 433 · COMMUNICATIONS | 1,184.84 | | |
| 440 · OTHER PURCHASED SERVIC... | 8,000.00 | | |
| 450 · SUPPLIES, MATL & MEDIA | 489.15 | 5,600.00 | 8.7% |
| 485 · STIPENDS | 8,750.00 | | |
| 491 · DUES & FEES | 975.00 | 18,450.00 | 5.3% |
| Total Expense | <u>89,904.30</u> | <u>199,851.00</u> | <u>45.0%</u> |
| Net Ordinary Income | <u>-89,904.30</u> | <u>-199,851.00</u> | <u>45.0%</u> |
| Net Income | <u>-89,904.30</u> | <u>-199,851.00</u> | <u>45.0%</u> |

Author of Report: Jim Hartz
 Department/Location: Maintenance & Operations
 Date of Regional School Board Meeting: January 18, 2018

| <p>Mission Statement To educate all children to be successful in any environment.</p> <p>Vision Statement All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yup'ik language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools</p> <p>Values Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature</p> <p>Strategic Goal Areas:</p> <ol style="list-style-type: none"> 1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention 4. Education System Change | | | |
|---|------------|---|--|
| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
| | Fuel Usage | A fuel usage comparison between last year and this year indicates an overall drop in fuel usage by 3%-5% district-wide | Effective Operations |
| 1/8/18 | Boiler | In Akiachak one boiler malfunctioned resulting a strong fuel smell, requiring the gym to be closed until further notice. | Effective Operations |
| 1/10/18 | TLT Water | A water line burst in Tuluksak Head Start. YSD maintenance fixed the pipes. This leak resulted in water outages. YSD closed the school. | Effective Operations |
| 1/9/18 | TLT Fuel | The Tuluksak community experienced a power outage. YSD provided fuel to the Tuluksak water generation plant's back-up generator. | Effective Operations |
| | Break-In | The Akiachak school was broken into over the holidays resulting in damage to 2 doors and the school safe. | Effective Operations |
| | | | |

Author of Report: Len Fabich
 Department/Location: Technology Director
 Date of Regional School Board Meeting: December

| <p>Mission Statement To educate all children to be successful in any environment.</p> <p>Vision Statement All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools</p> <p>Values Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature</p> <p>Strategic Goal Areas:</p> <ol style="list-style-type: none"> 1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention 4. Education System Change | | | |
|---|----------|---|--|
| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
| Dec 14, 2018 | | Coordinate replacement of DHCP server in Akiak school with GCI. Ongoing and failing equipment issues with server has left the school off line multiple times. Worked with GCI to replace server. Completed Dec 14 | Education System Change |
| Dec 2018 | | iPad Management software transfer. | Education System Change |
| Dec 2018 | | Complete updates on AKI iPads. Apps and management strategies outlined | Education System Change |
| Dec 2018 | | Initiated the use of Google classroom in YSD. Worked staff member in AKI to utilize iPads in classroom. Worked with administrator on iPad usage plan. | Education System Change |
| Dec 2018 | | Continue to work with administration on use of Powerschool as transparent system for monitoring classroom activity. This has resulted in better compliance by teachers with board policy on grading procedures. | Education System Change |
| Dec 2018 | | Continued efforts are being made to assist parents and students access to power school and grades. Administration has been supplied with student login information for all students grades 4-12. TLT has expressed interest in making student login a priority. Information supplied to administration and counselor. | Community, Parents and Elder Involvement |
| Dec 2018 | | Final FALL Oasis follow up on students claimed by multiple districts. Received recognition from state on Oasis reporting. | Education System Change |
| Dec 2018 | | Ongoing tech support across YSD without site techs at AKI and TLT. | Education System Change |
| Dec 2018 | | Attendance Reports | Education System Change |

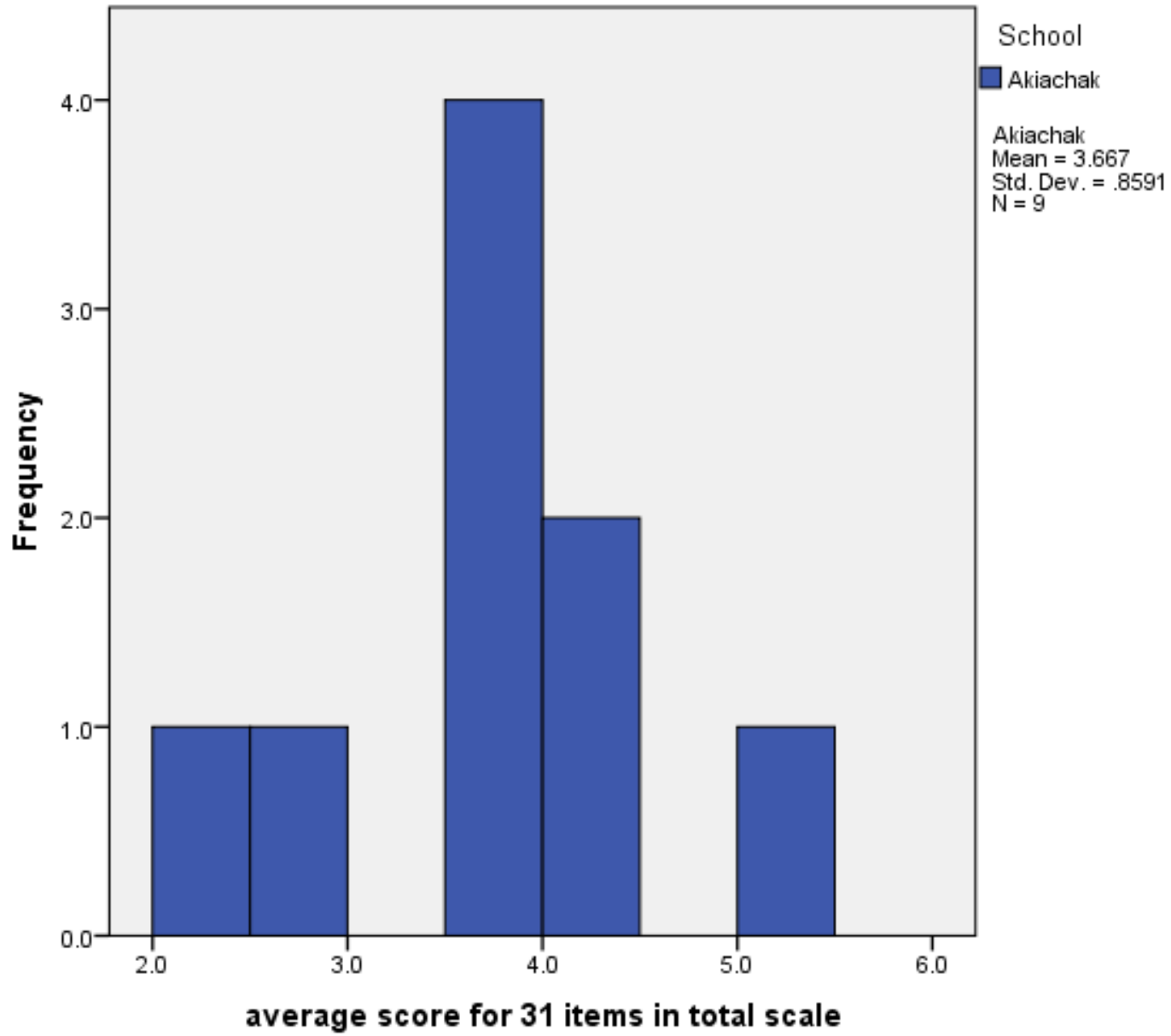
Author of Report: Rayna Hartz, Superintendent
 Department/Location: Superintendent
 Date of Regional School Board Meeting: January 18, 2018

| Mission Statement | | | |
|---|--------------------|--|---|
| To educate all children to be successful in any environment. | | | |
| Vision Statement | | | |
| All members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yup'ik and speak their language, and the curriculum and instruction is based in Yup'ik values and traditions. Our community members, elders, parents and students feel ownership in our schools | | | |
| Values | | | |
| Love for Children, Spirituality, Sharing, Humility, Hard Work, Respect for Others and Their Property, Cooperation, Family Roles, Knowledge of Family Tree, Hunter Success, Domestic Skills, Knowledge of Language, Avoid Conflict, Humor, Respect for Land, Respect for Nature | | | |
| Strategic Goal Areas: | | | |
| <ol style="list-style-type: none"> 1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention 4. Education System Change | | | |
| Date(s) | Activity | Details | Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals |
| 12/11/17 | RESS | The second round of RESS survey results are presented by school. A RESS team meeting in Anchorage 1/26/18 | Staff Recruitment and Retention Education System Change |
| 1/3/18 | Student Teachers | Through Education Northwest, The University of Michigan in Flint has expressed the desire to engage in conversations regarding the placement of student teachers in our district. | Staff Recruitment and Retention Education System Change |
| 03/17/18 | Panel Presentation | Education Northwest has invited me to participate in a panel presentation regarding teacher recruitment and retention (see attached letter). This event is in Portland. There is not cost to the District. Request permission to attend. | Students Succeed Culturally and Academically Community, Parents and Elder Involvement Education System Change |
| 1/10/18 | FER | 2016-2017 Final Expenditure Reports submitted and approved for the Consolidated grants. | Operations |
| 1/11/17 | Impact Aid | All Tribes have signed the documents required for Impact Aid. | Education System Change Interagency Collaboration |
| | | | |

Travel and Meetings:

| <u>Date:</u> | <u>Event:</u> | <u>Location:</u> |
|--------------------|---|------------------|
| 1/25/18 | Alaska Humanities Forum (Calista/LKSD Partenership | Anchorage |
| 1/25/18 | Coalition for Education Equity Strategic Planning Meeting | Anchorage |
| 1/26/18 | RESS Survey Meeting | Anchorage |
| 1/25/18 to 1/28/18 | RTI Conference | Anchorage |

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

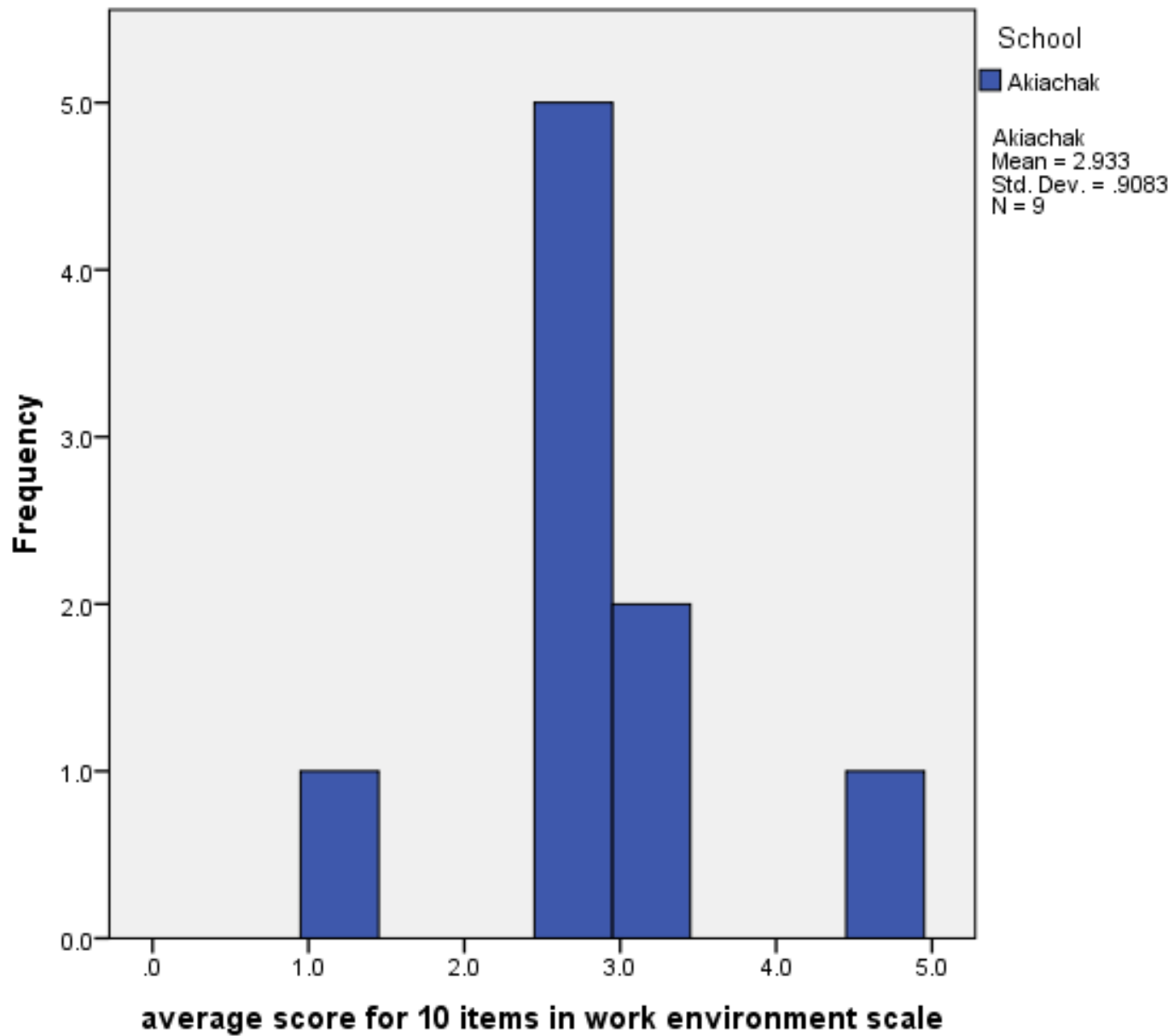


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | average score for 5 items in leadership scale | average score for 10 items in work environment scale | average score for 7 items in community scale | average score for 4 items in efficacy scale | average score for 6 items in quality of life scale | average score for 4 items in strengthening the workforce scale | average score for 31 items in total scale |
|----------------|---|---|--|---|--|---|---|
| N | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| Mean | 2.822 | 2.933 | 4.508 | 4.083 | 4.019 | 3.083 | 3.667 |
| Std. Deviation | 1.1465 | .9083 | .8053 | 1.0078 | 1.1132 | 1.6441 | .8591 |
| Minimum | 1.4 | 1.2 | 3.3 | 2.3 | 1.8 | 1.0 | 2.2 |
| Maximum | 4.6 | 4.7 | 5.7 | 5.3 | 5.3 | 6.0 | 5.1 |
| Median | 2.400 | 2.900 | 4.714 | 4.250 | 4.167 | 3.000 | 3.516 |

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL



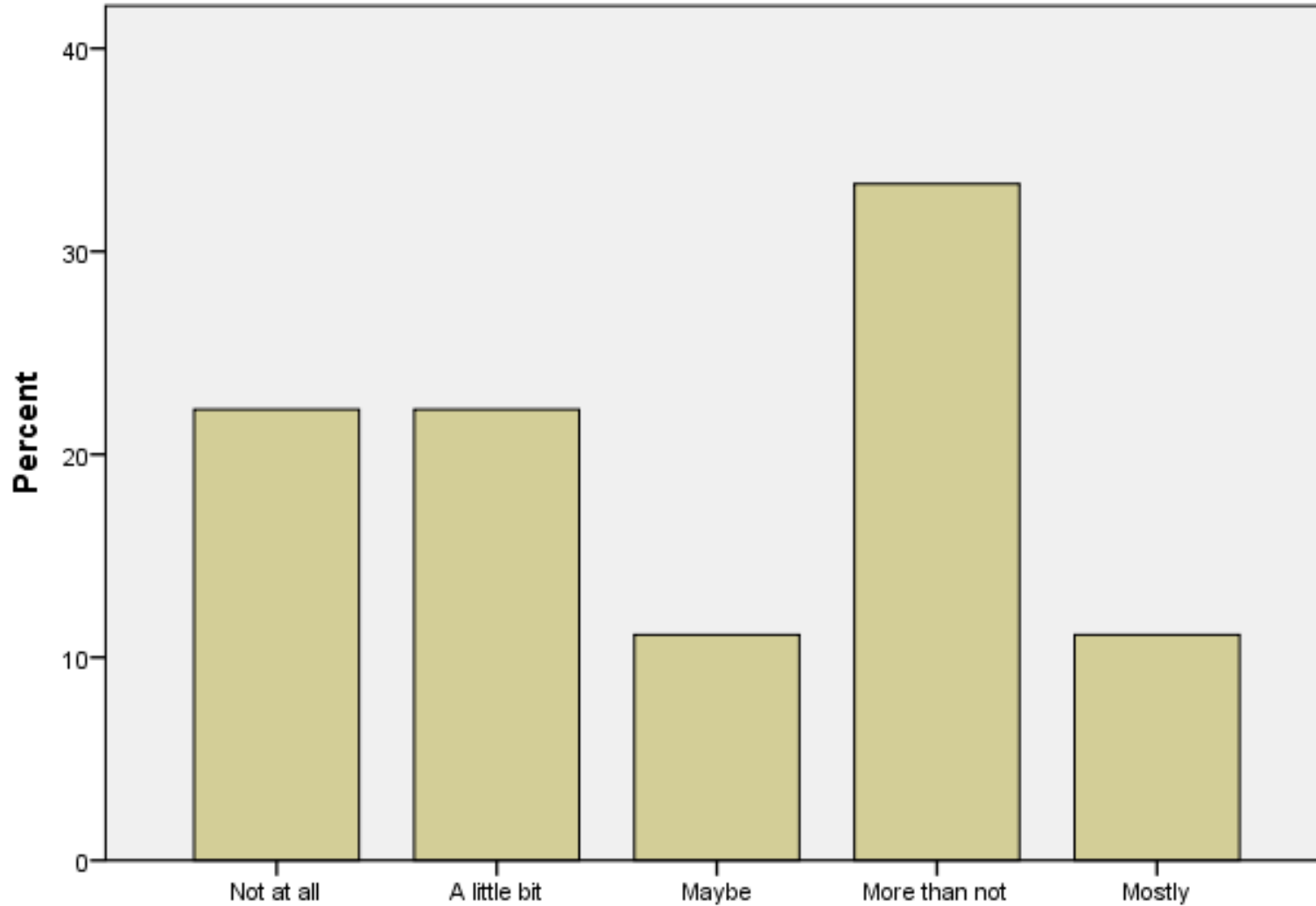
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | Q1: I have adequate resources to respond to the needs of the students I teach. | Q2: The professional development I'm receiving is synced with district priorities and the needs of my students. | Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice. | Q4: I feel comfortable being in the school where I teach. | Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach. |
|----------------|--|---|--|---|--|
| N | 9 | 9 | 9 | 9 | 9 |
| Mean | 2.89 | 2.44 | 2.22 | 3.89 | 3.78 |
| Std. Deviation | 1.453 | 1.667 | 1.856 | 1.900 | 1.641 |
| Median | 3.00 | 2.00 | 2.00 | 4.00 | 4.00 |

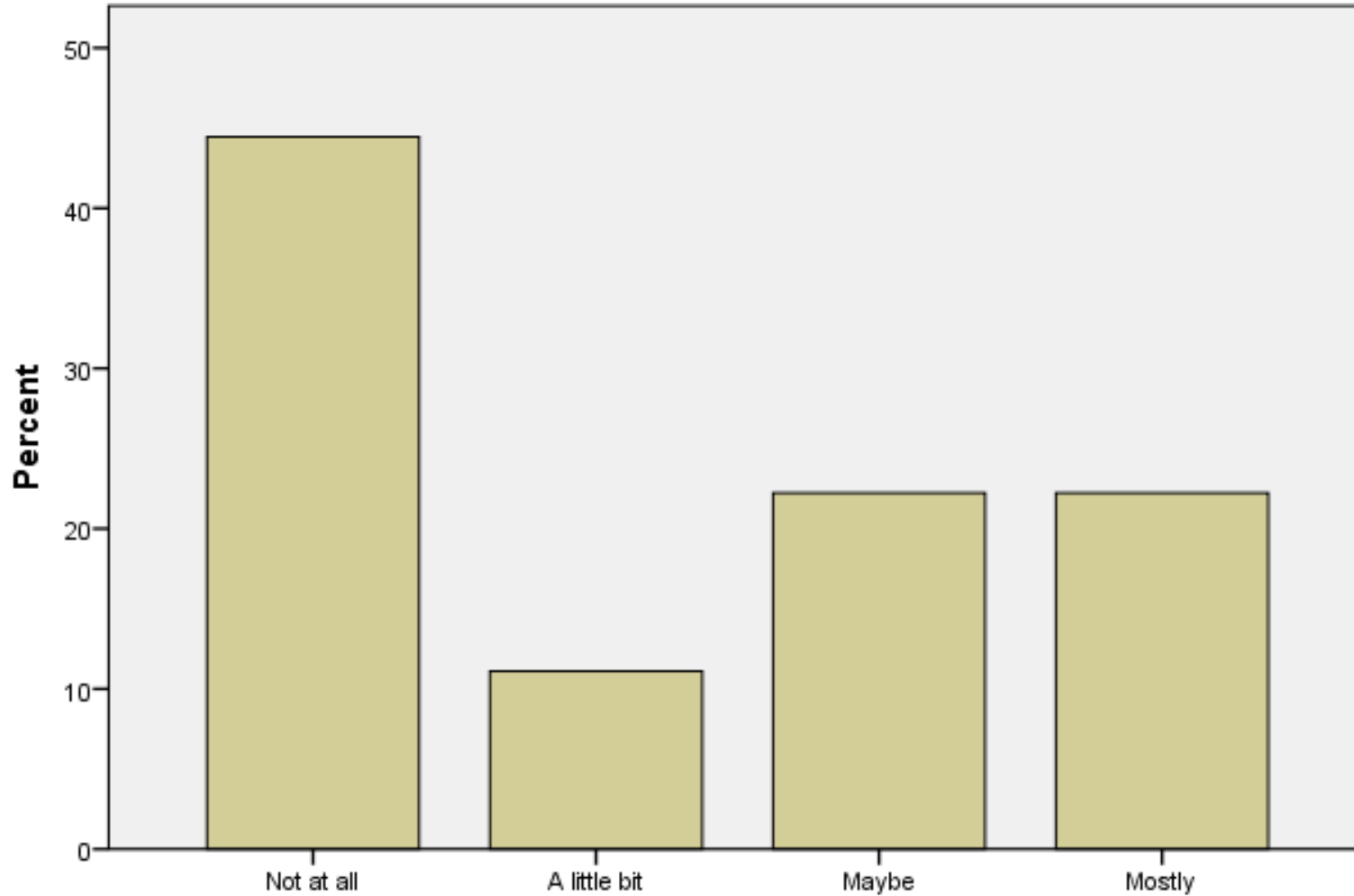
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q1: I have adequate resources to respond to the needs of the students I teach.



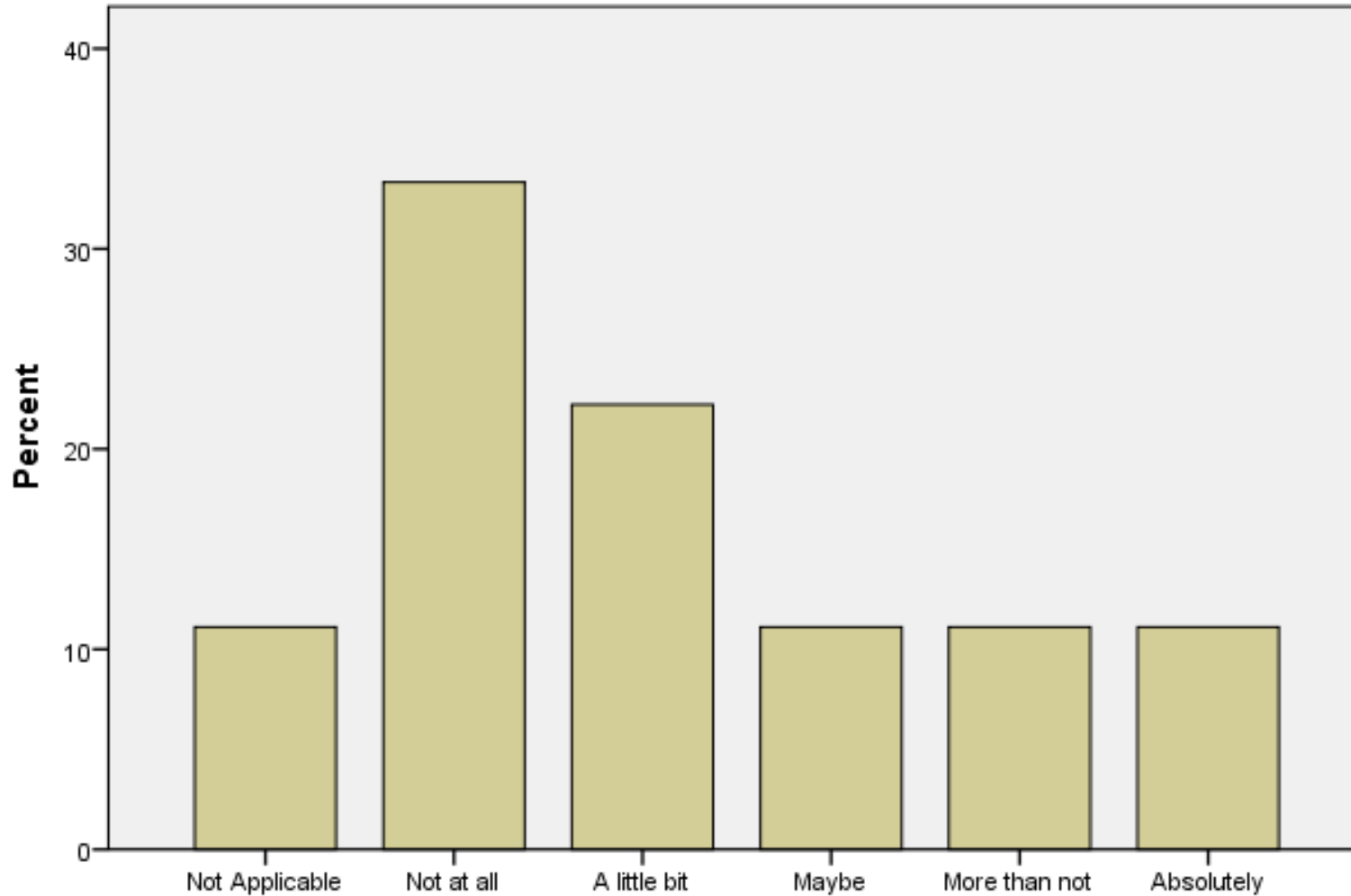
Q1: I have adequate resources to respond to the needs of the students I teach.

Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.



Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.

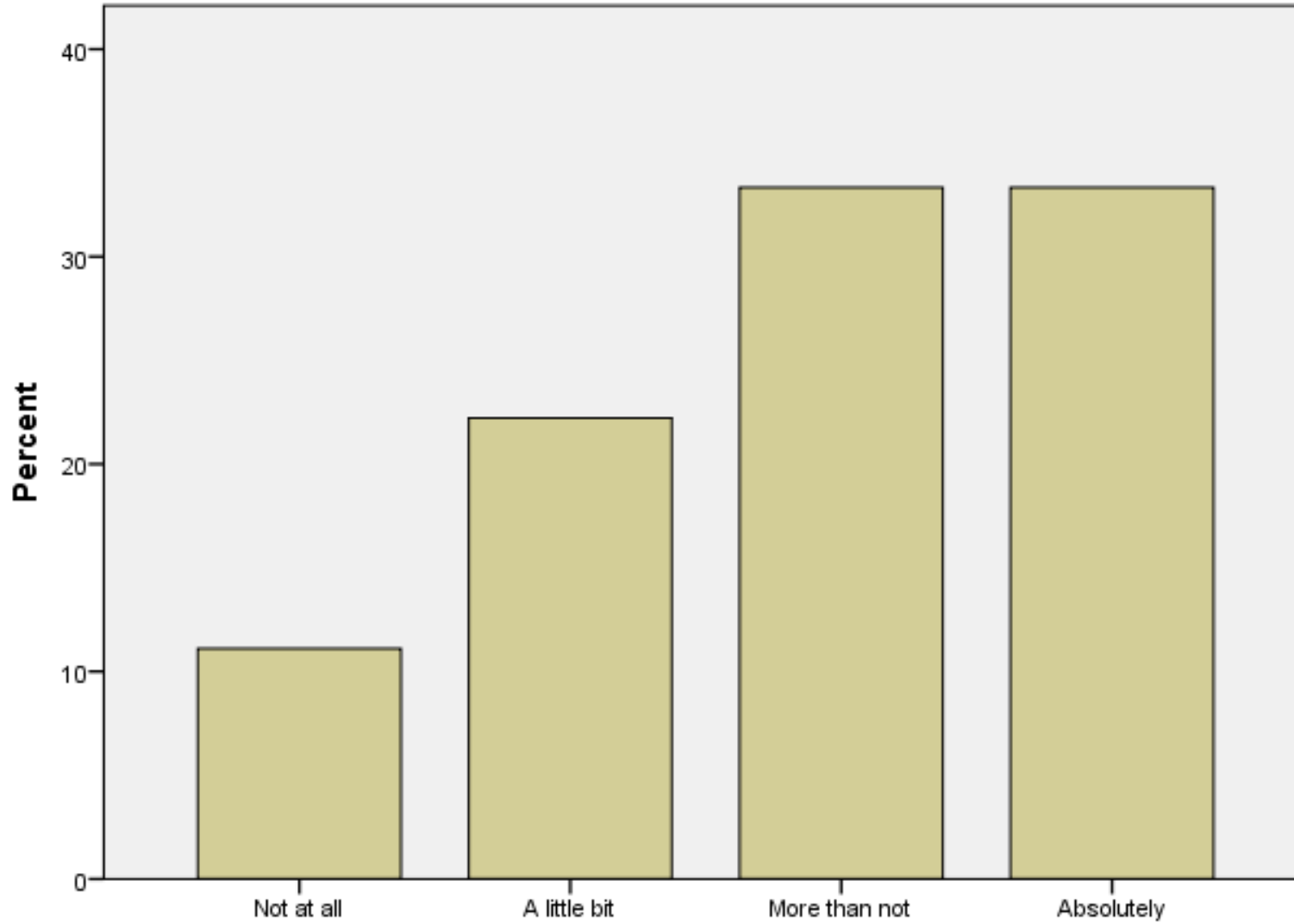
Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.



Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.

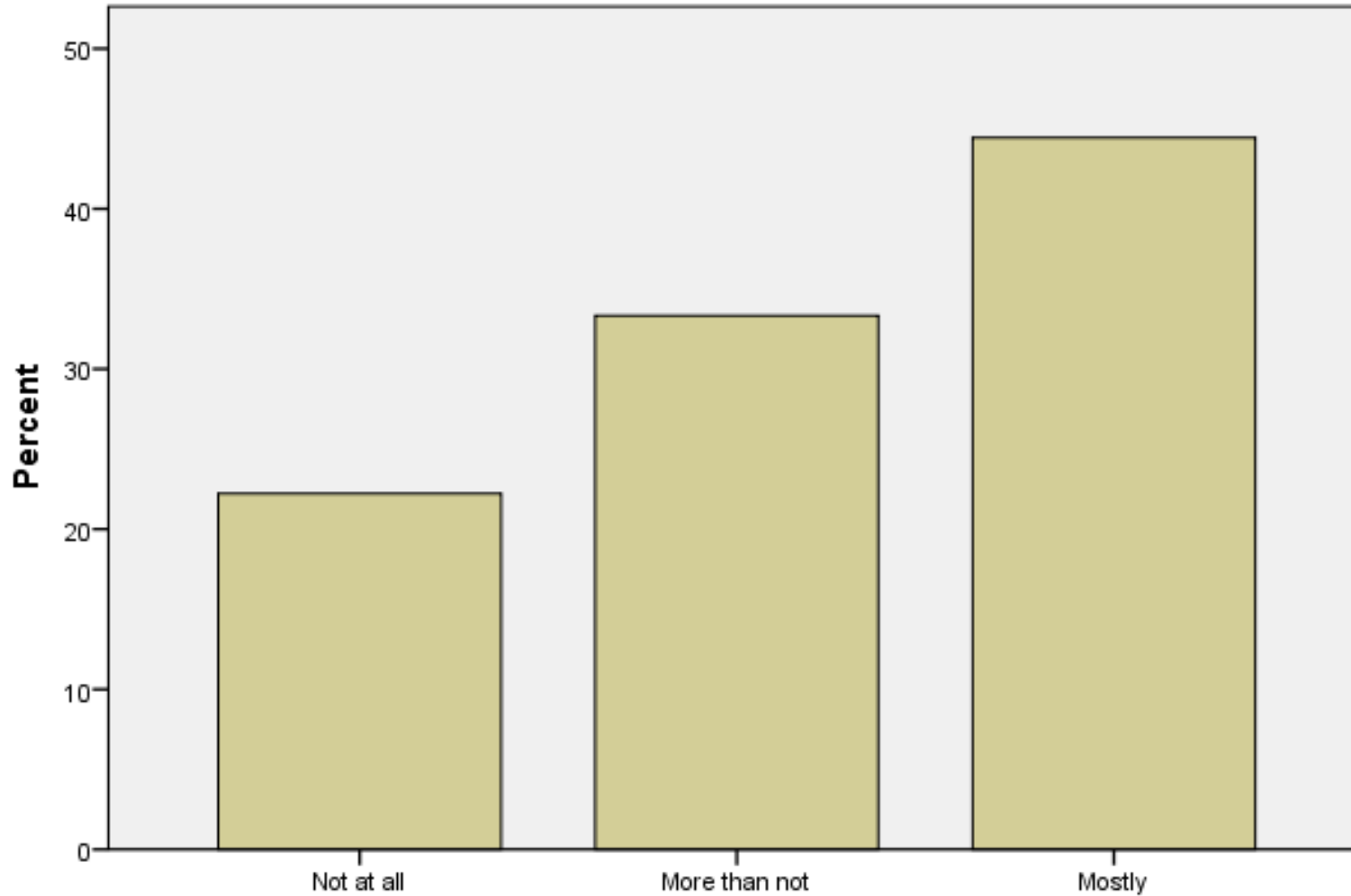
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q4: I feel comfortable being in the school where I teach.



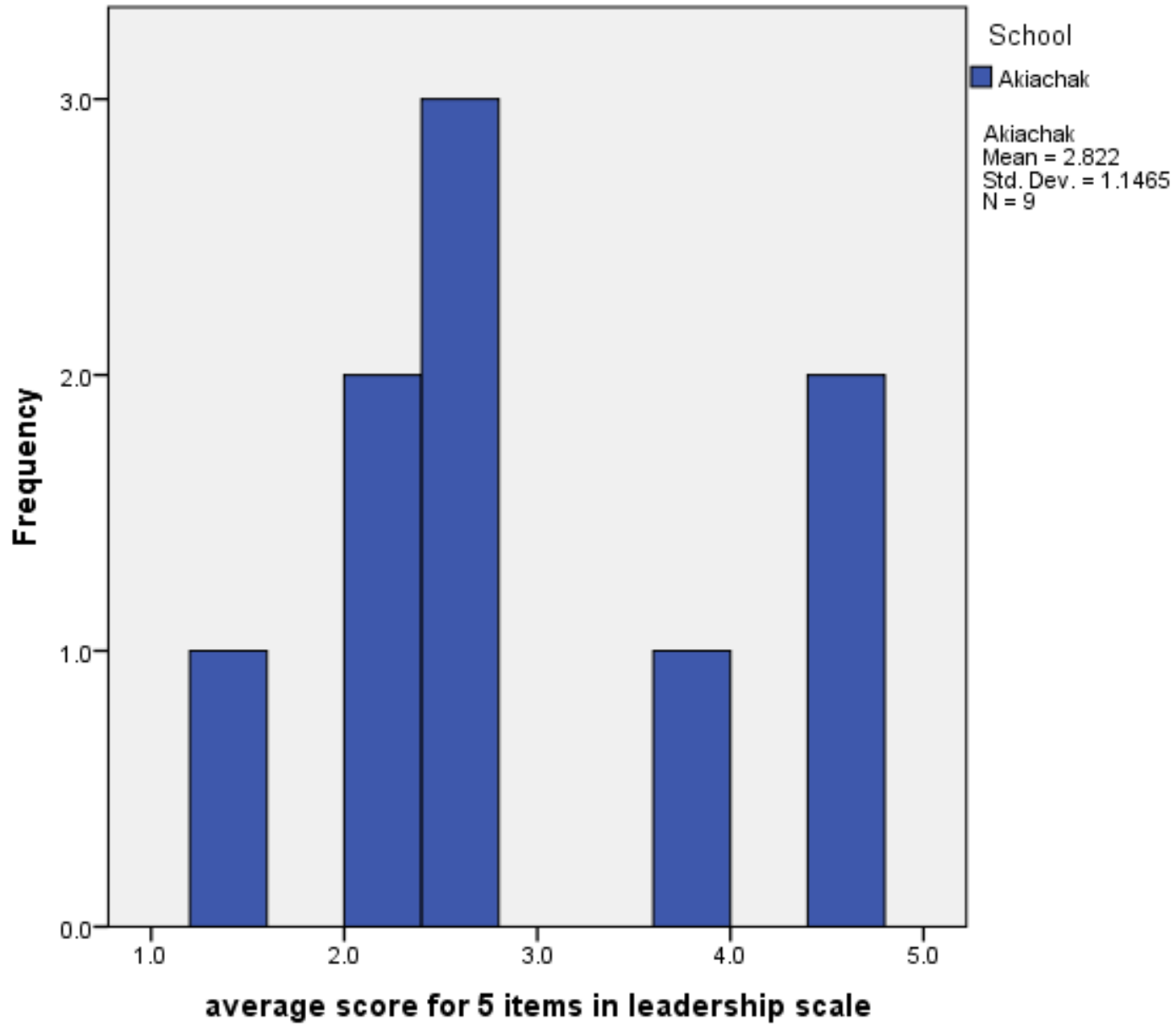
Q4: I feel comfortable being in the school where I teach.

Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.



Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

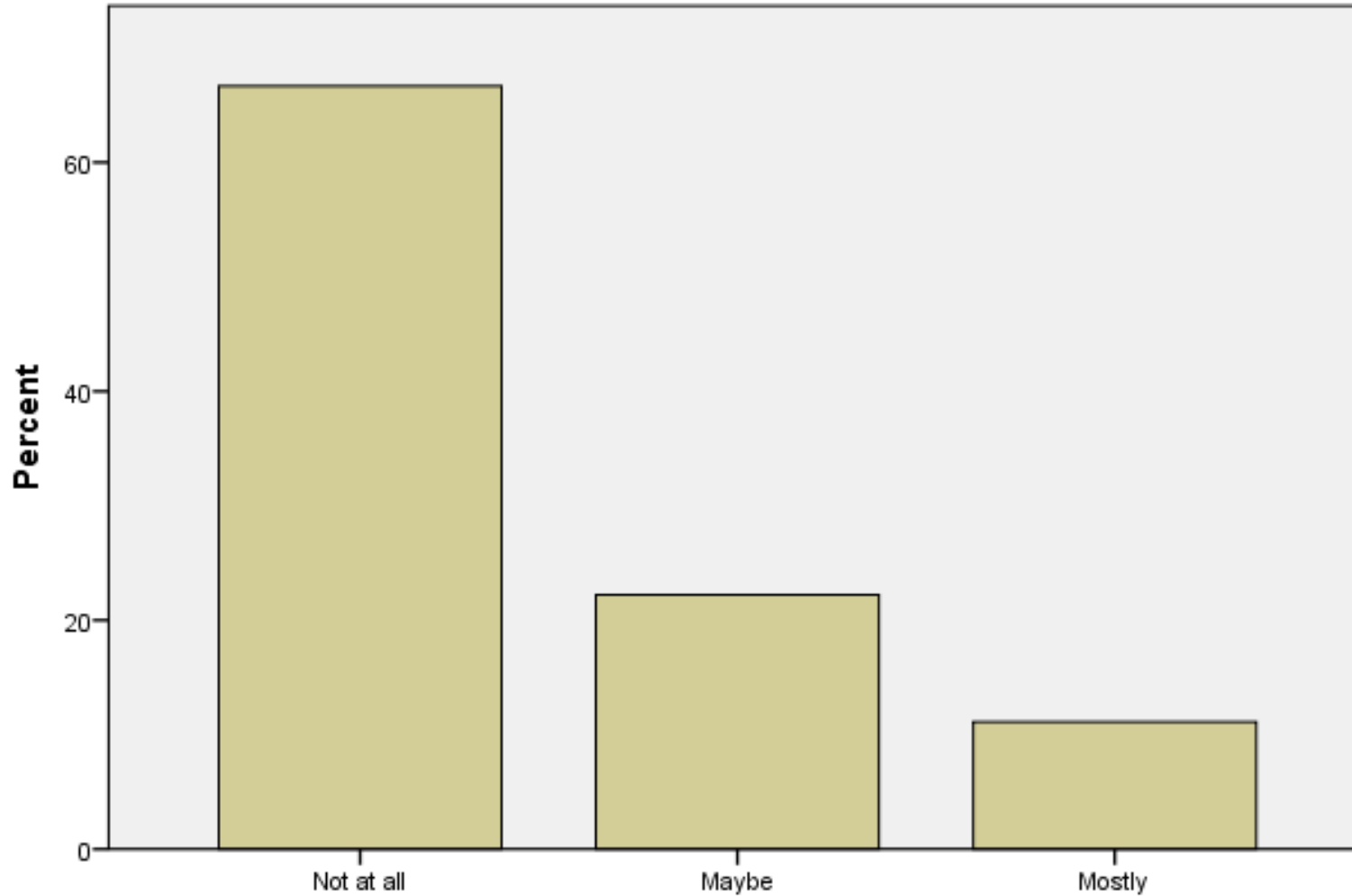


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

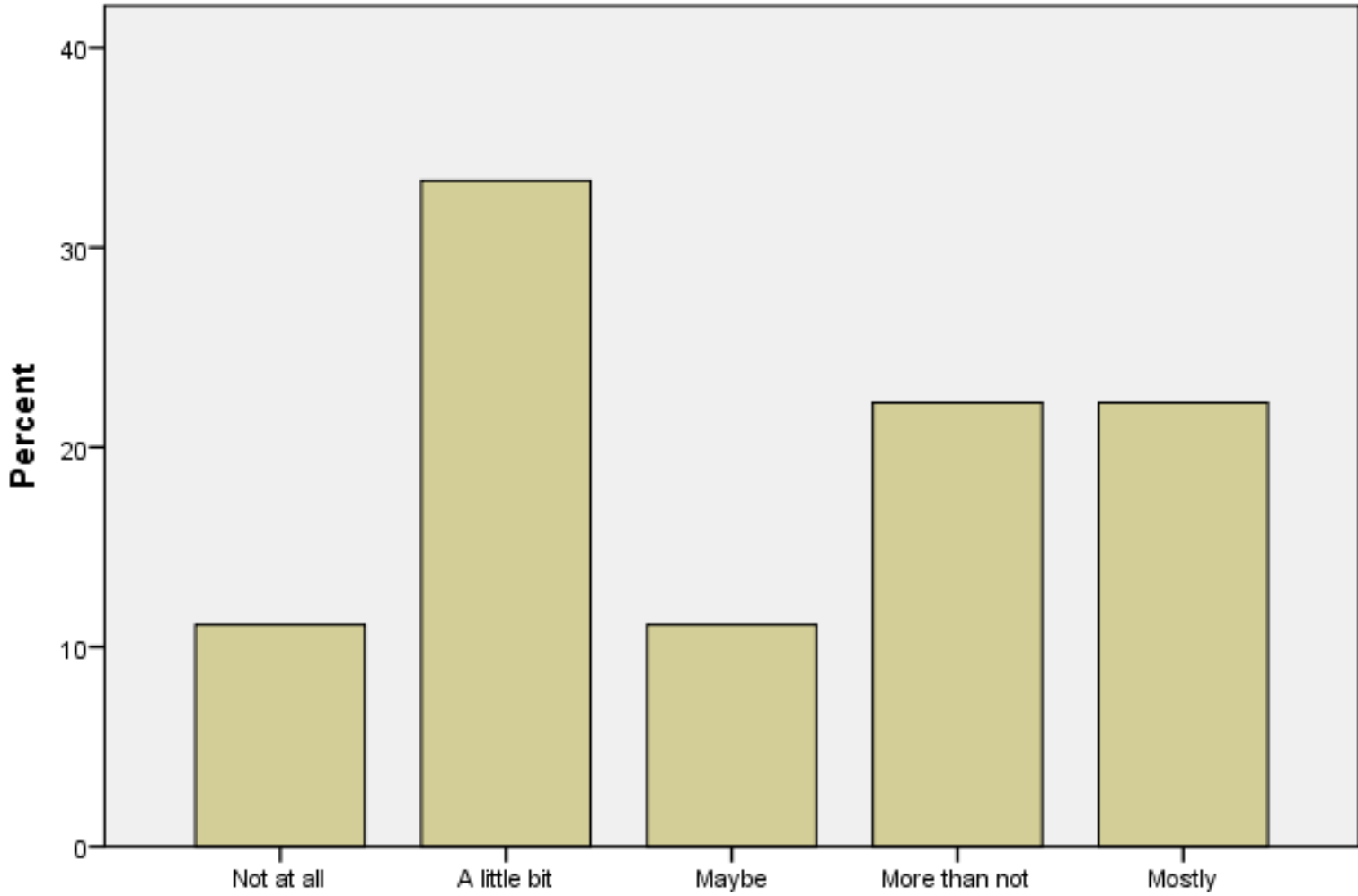
| | Q7: My principal creates a work environment that values two-way communication between teachers and administrators. | Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district. | Q9: I have a positive working relationship with my principal that supports my professional growth. | Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues. | Q11: My principal consistently supports district policies and procedures to create a safe school environment. |
|----------------|--|---|--|---|---|
| N | 9 | 9 | 9 | 9 | 9 |
| Mean | 1.89 | 3.11 | 2.56 | 3.44 | 3.11 |
| Std. Deviation | 1.453 | 1.453 | 1.667 | 1.130 | 1.364 |
| Median | 1.00 | 3.00 | 2.00 | 3.00 | 3.00 |

Q7: My principal creates a work environment that values two-way communication between teachers and administrators.



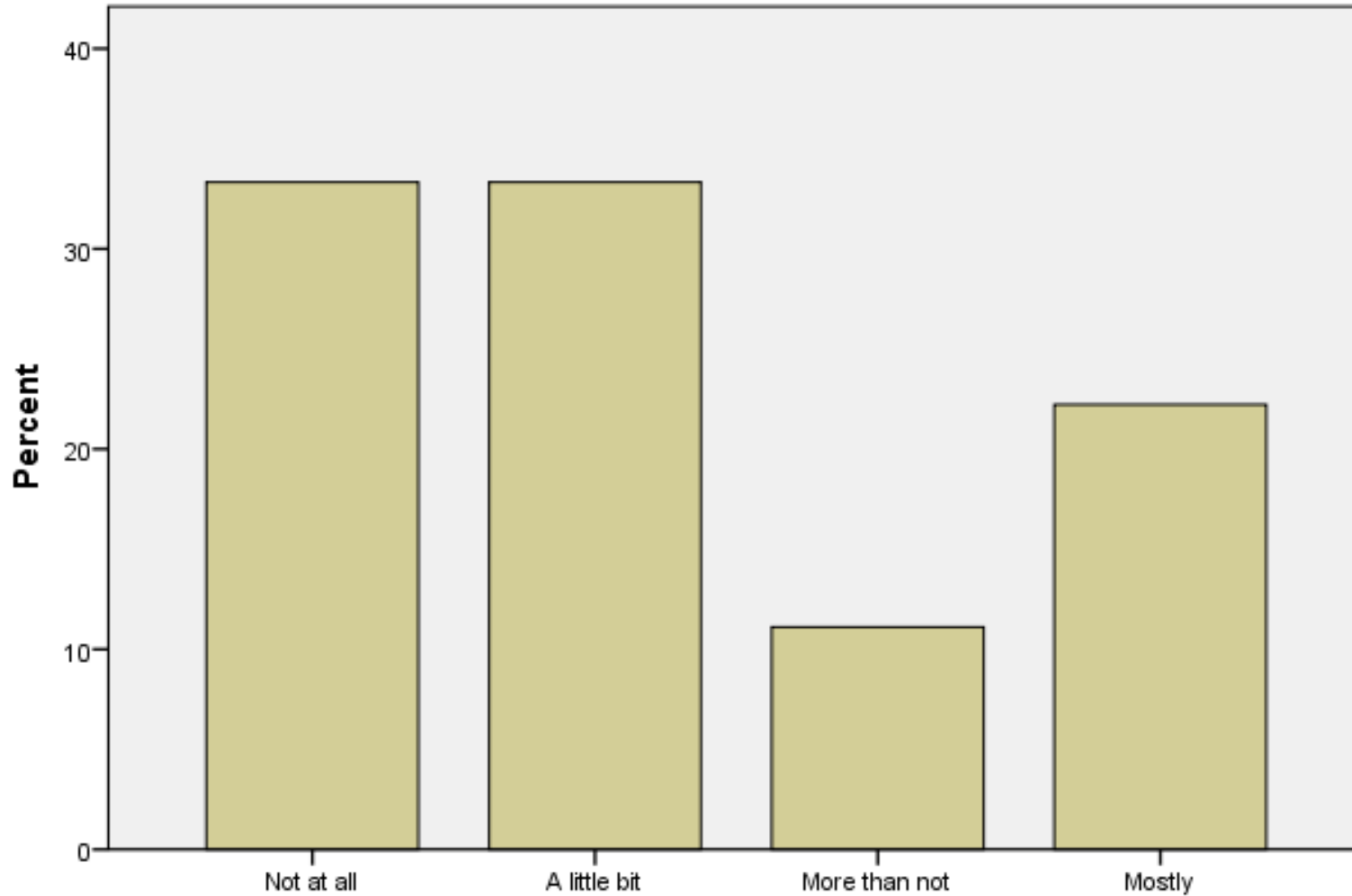
Q7: My principal creates a work environment that values two-way communication between teachers and administrators.

Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.



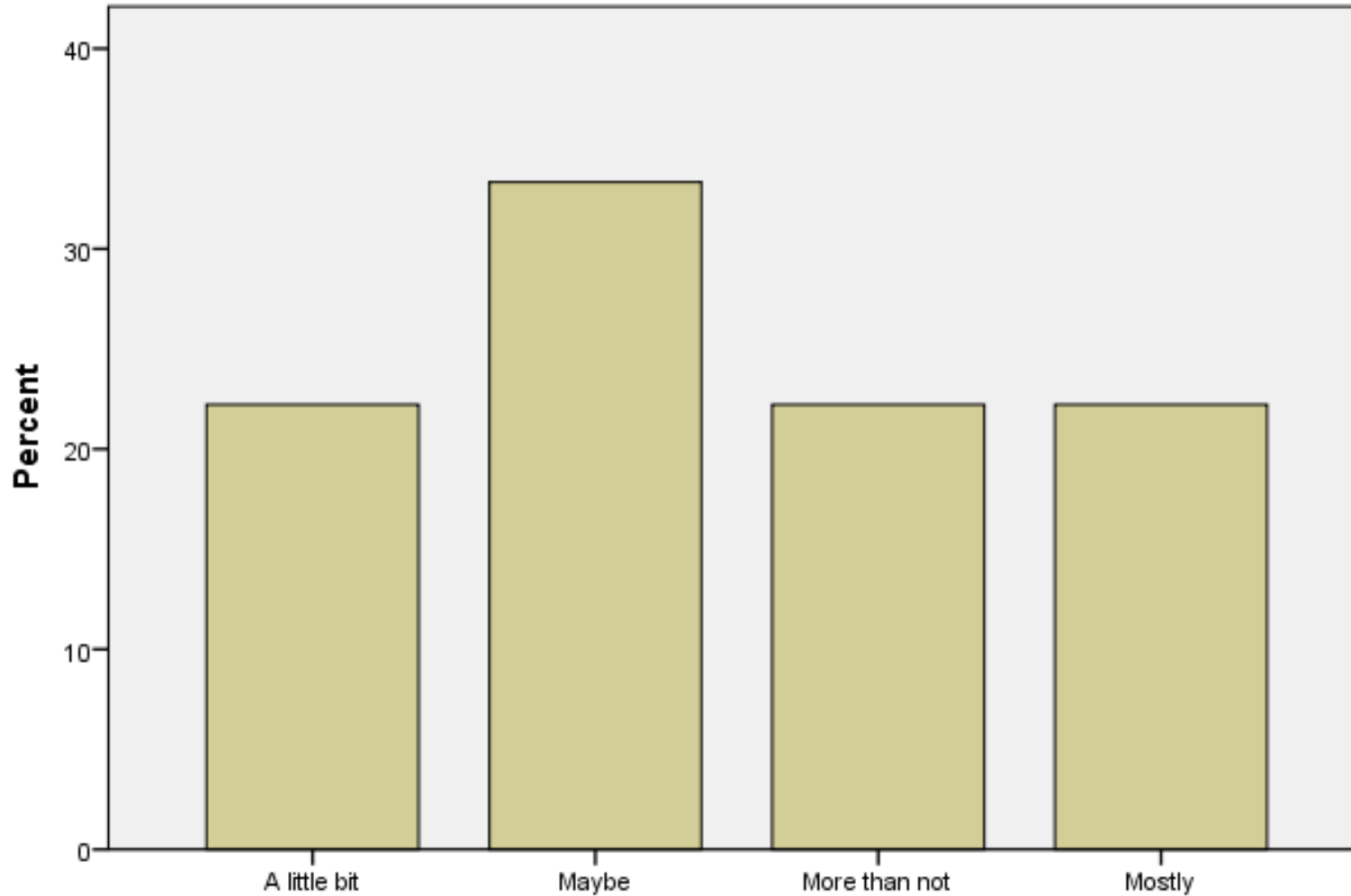
Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.

Q9: I have a positive working relationship with my principal that supports my professional growth.



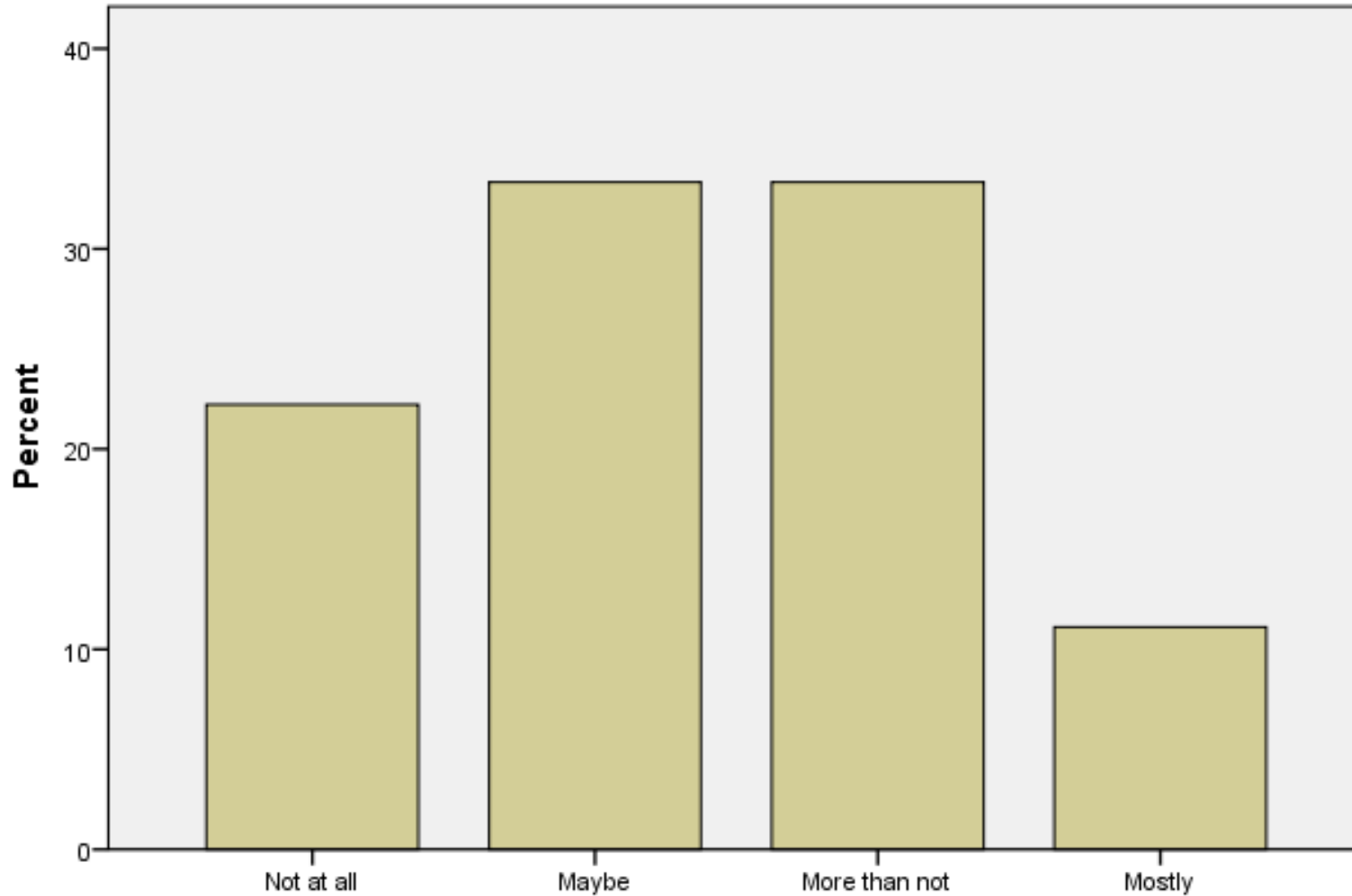
Q9: I have a positive working relationship with my principal that supports my professional growth.

Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.



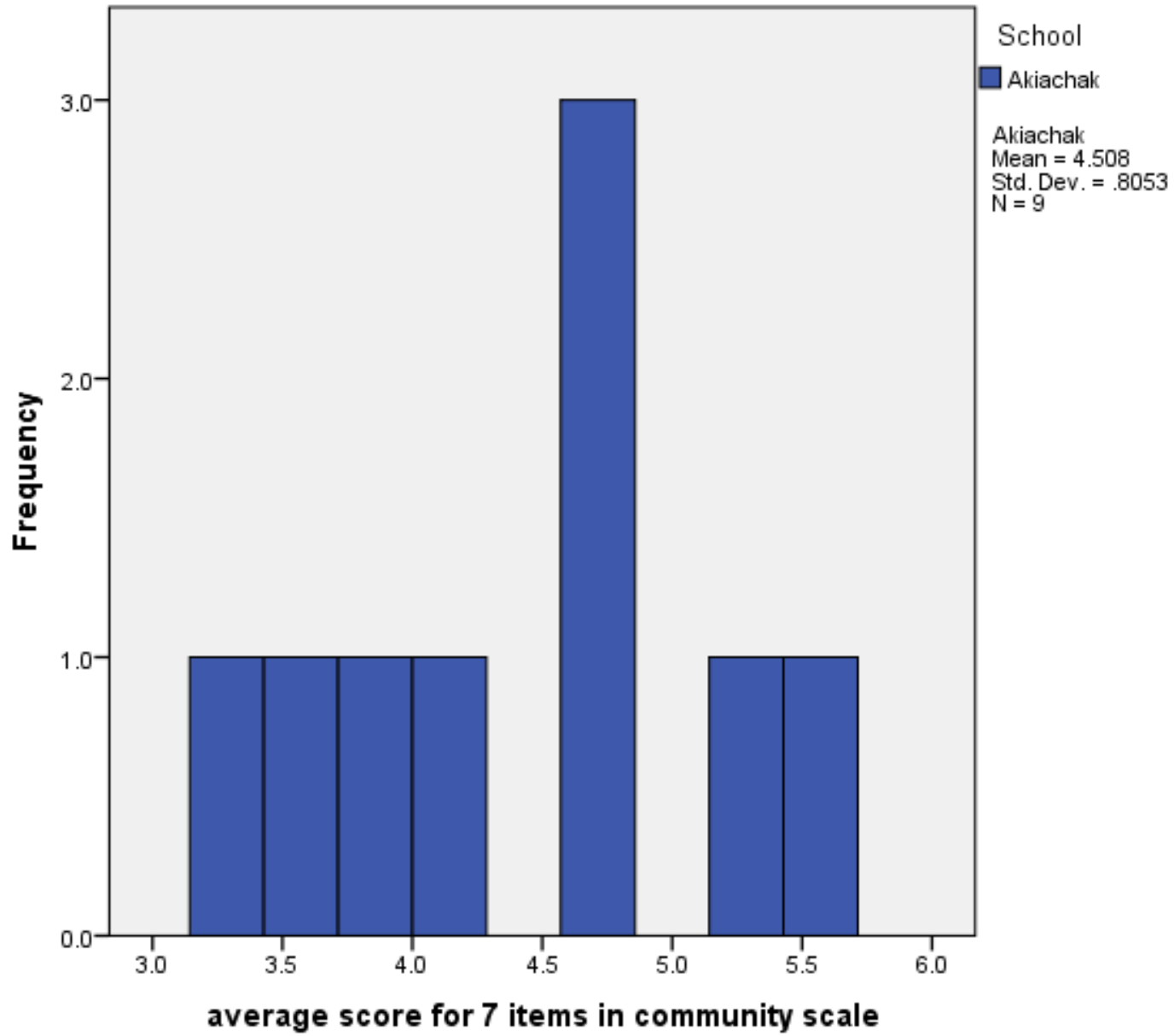
Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.

Q11: My principal consistently supports district policies and procedures to create a safe school environment.



Q11: My principal consistently supports district policies and procedures to create a safe school environment.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

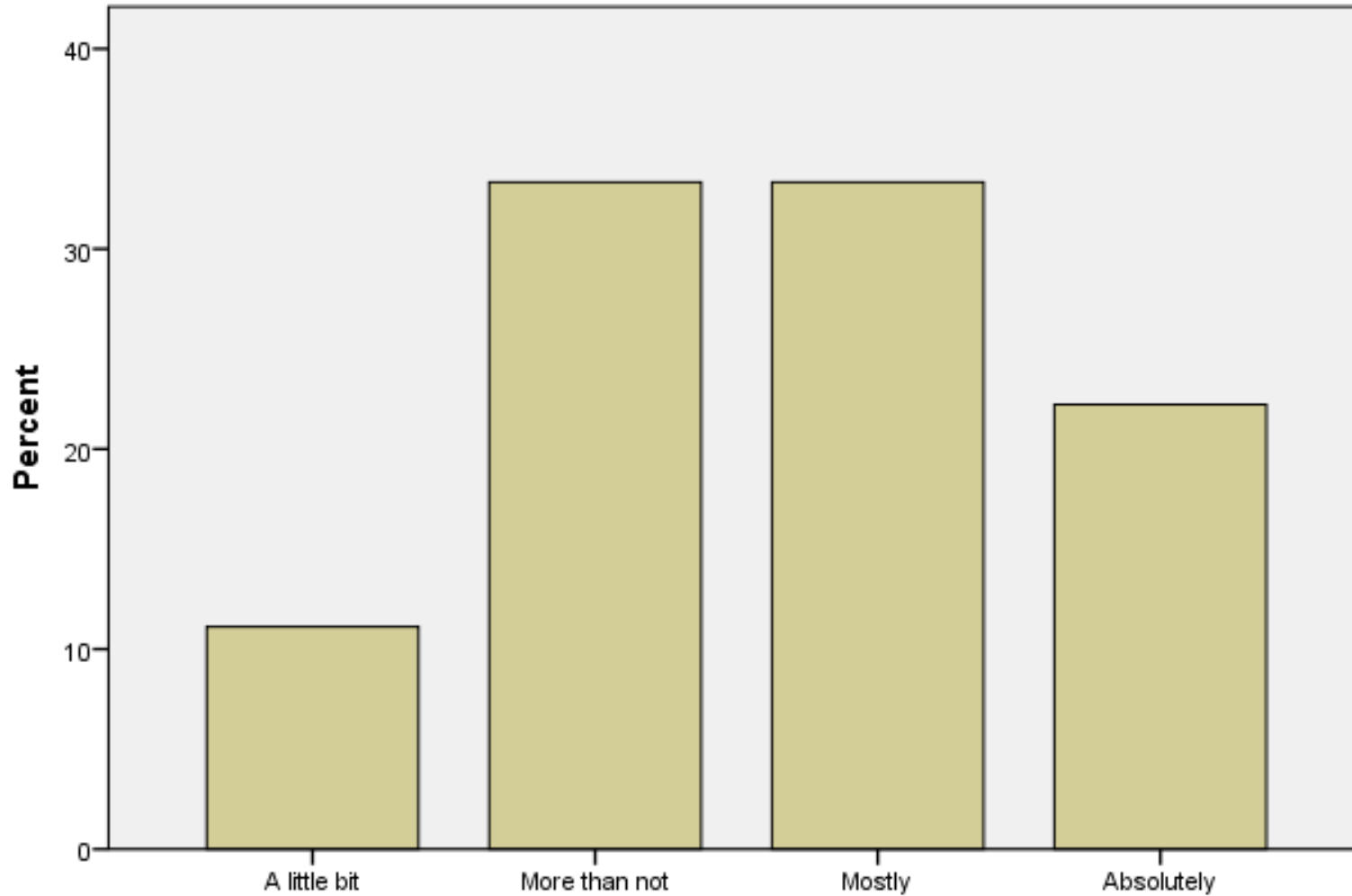


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | Q13: Since the start of the school year, I have had opportunities to engage with community members. | Q14: I feel comfortable being in the community where I teach. | Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment. | Q16: I feel comfortable engaging with community members about how the values of the community impact my work. | Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach. | Q18: The culture of the community is reflected in school activities. | Q19: I feel safe in the community where my school is located. |
|----------------|---|---|---|---|--|--|---|
| N | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| Mean | 4.56 | 4.22 | 5.22 | 5.11 | 3.67 | 4.89 | 3.89 |
| Std. Deviation | 1.236 | 1.986 | 1.302 | .601 | 1.323 | 1.054 | 1.900 |
| Median | 5.00 | 5.00 | 6.00 | 5.00 | 4.00 | 5.00 | 4.00 |

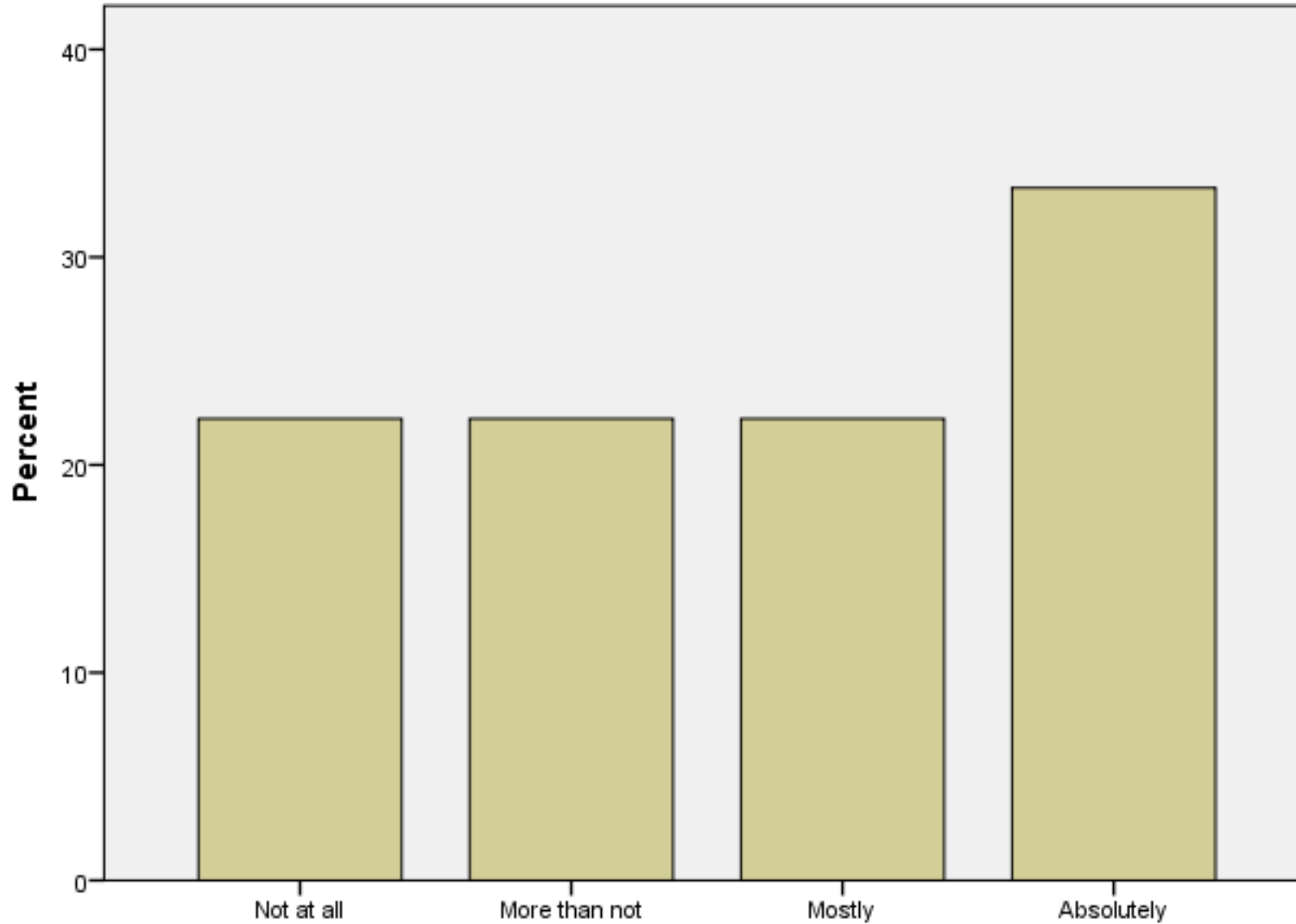
Q13: Since the start of the school year, I have had opportunities to engage with community members.



Q13: Since the start of the school year, I have had opportunities to engage with community members.

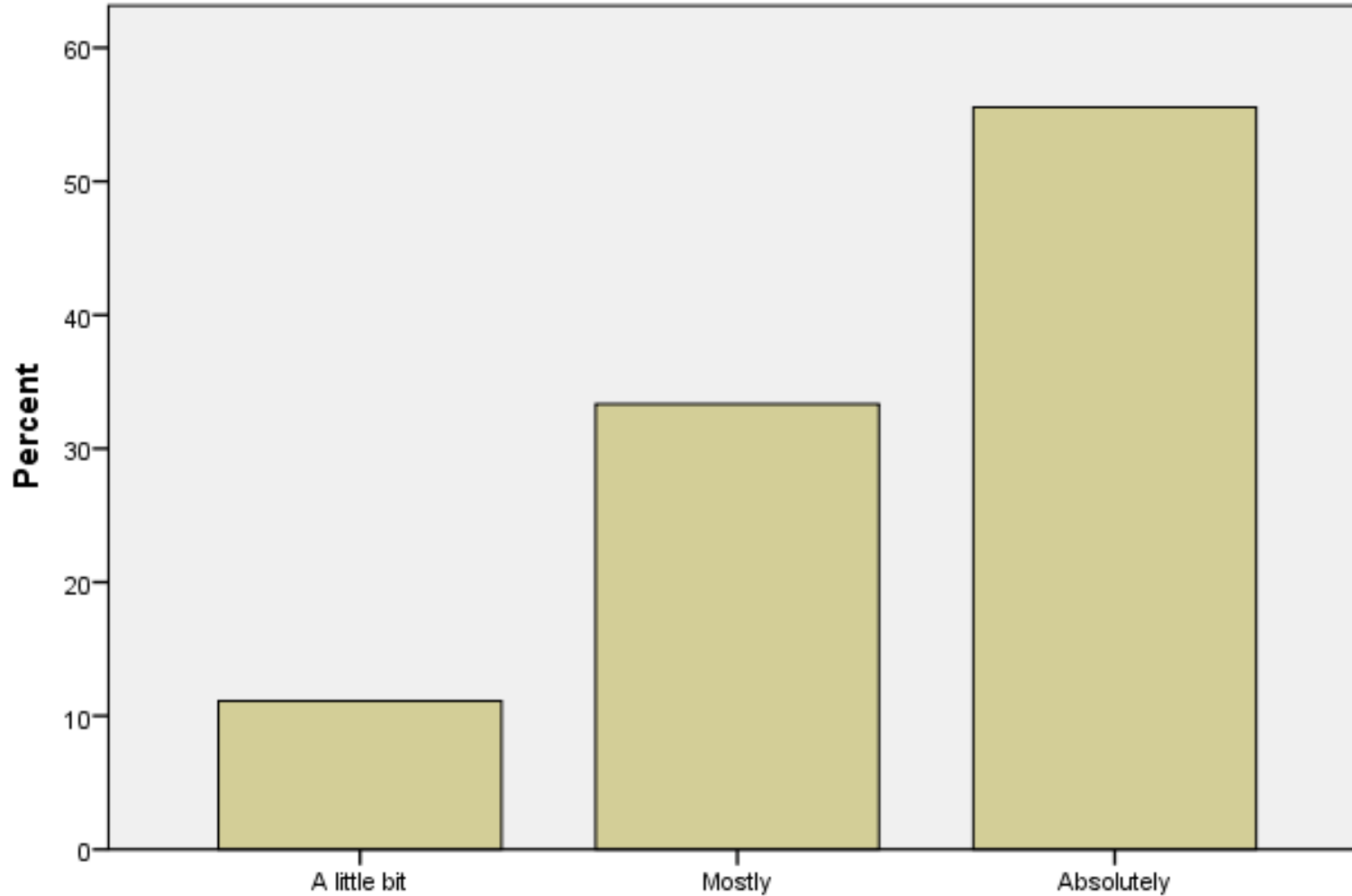
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q14: I feel comfortable being in the community where I teach.



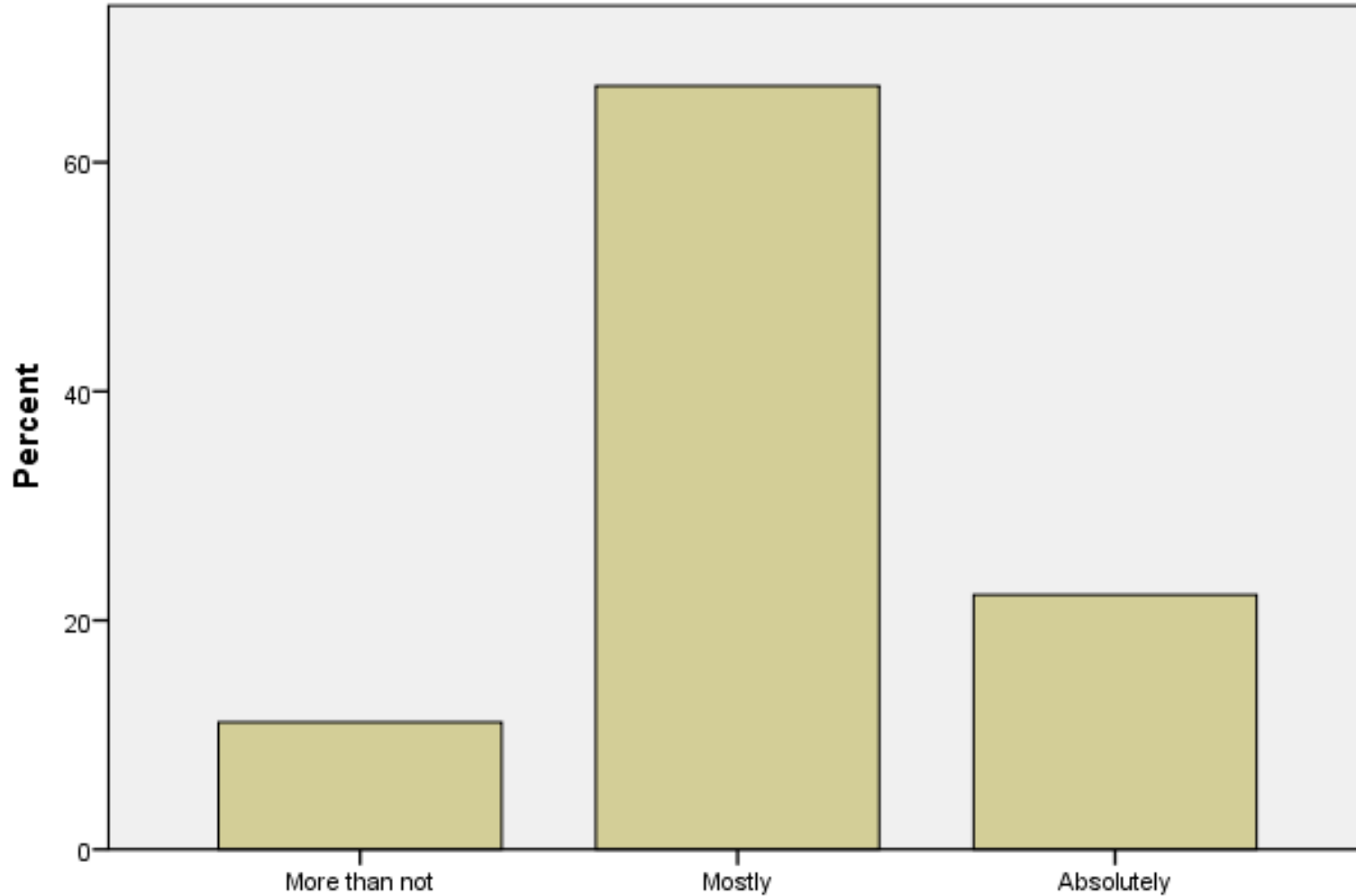
Q14: I feel comfortable being in the community where I teach.

Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.



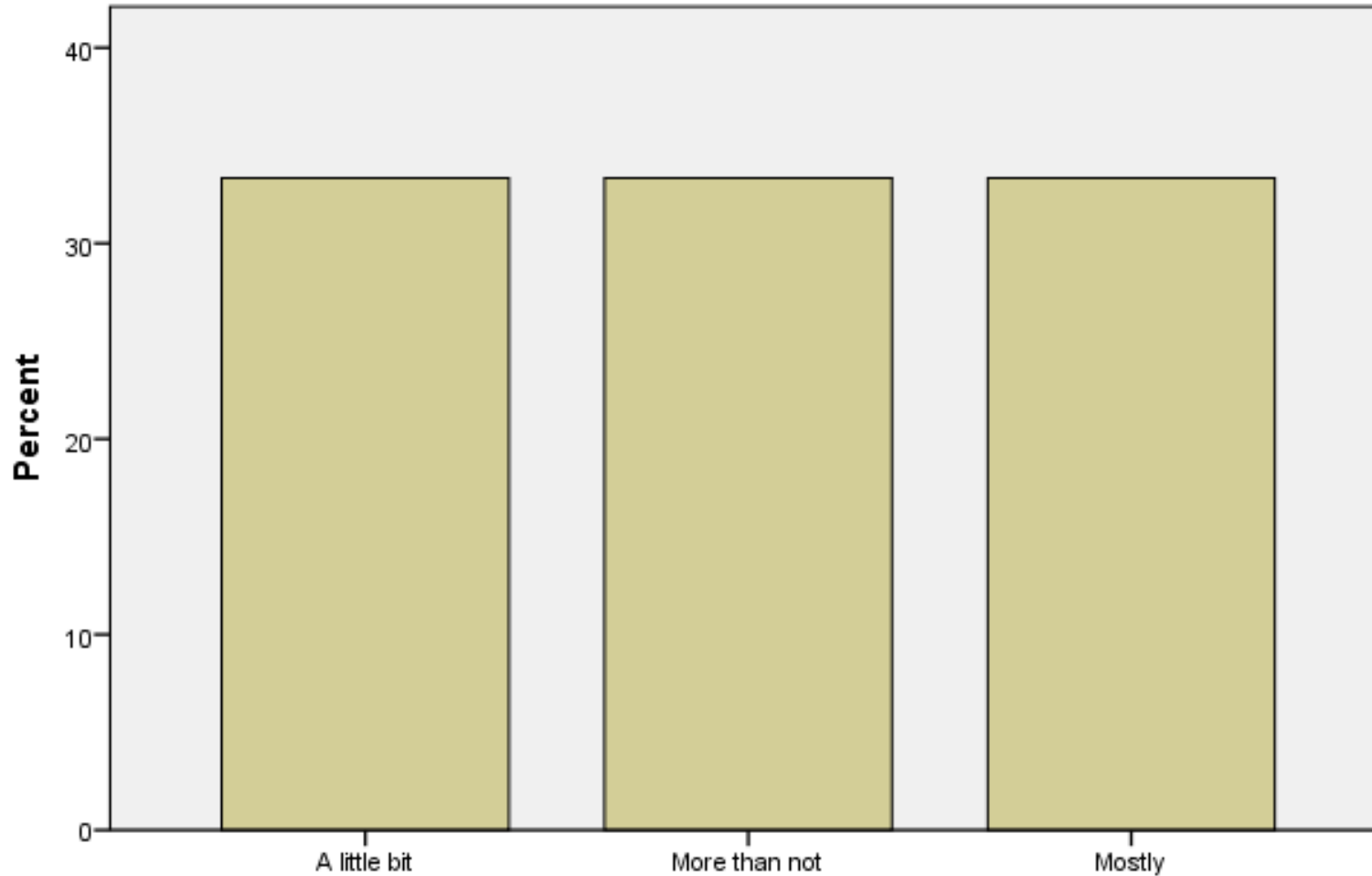
Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.

Q16: I feel comfortable engaging with community members about how the values of the community impact my work.



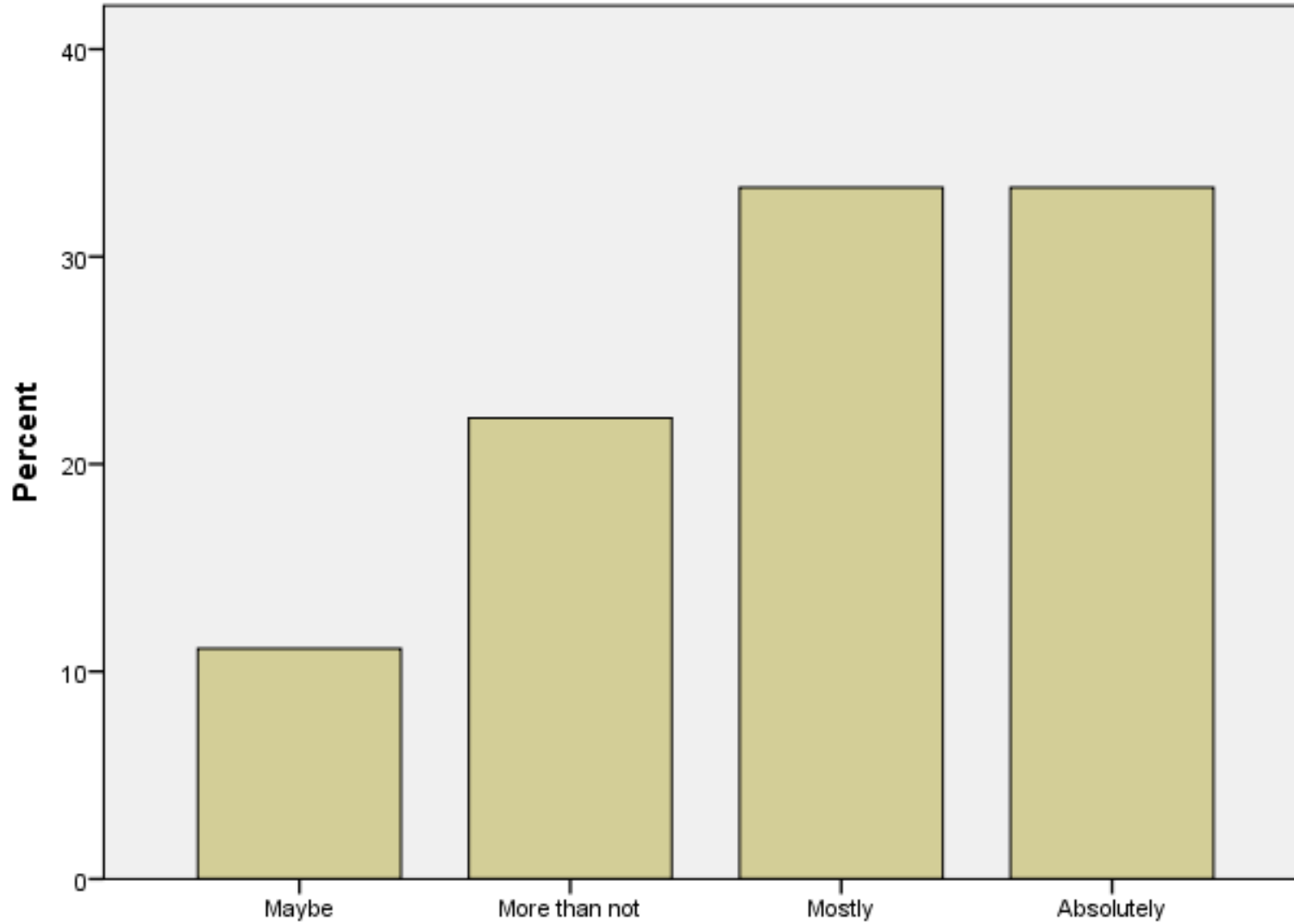
Q16: I feel comfortable engaging with community members about how the values of the community impact my work.

Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.



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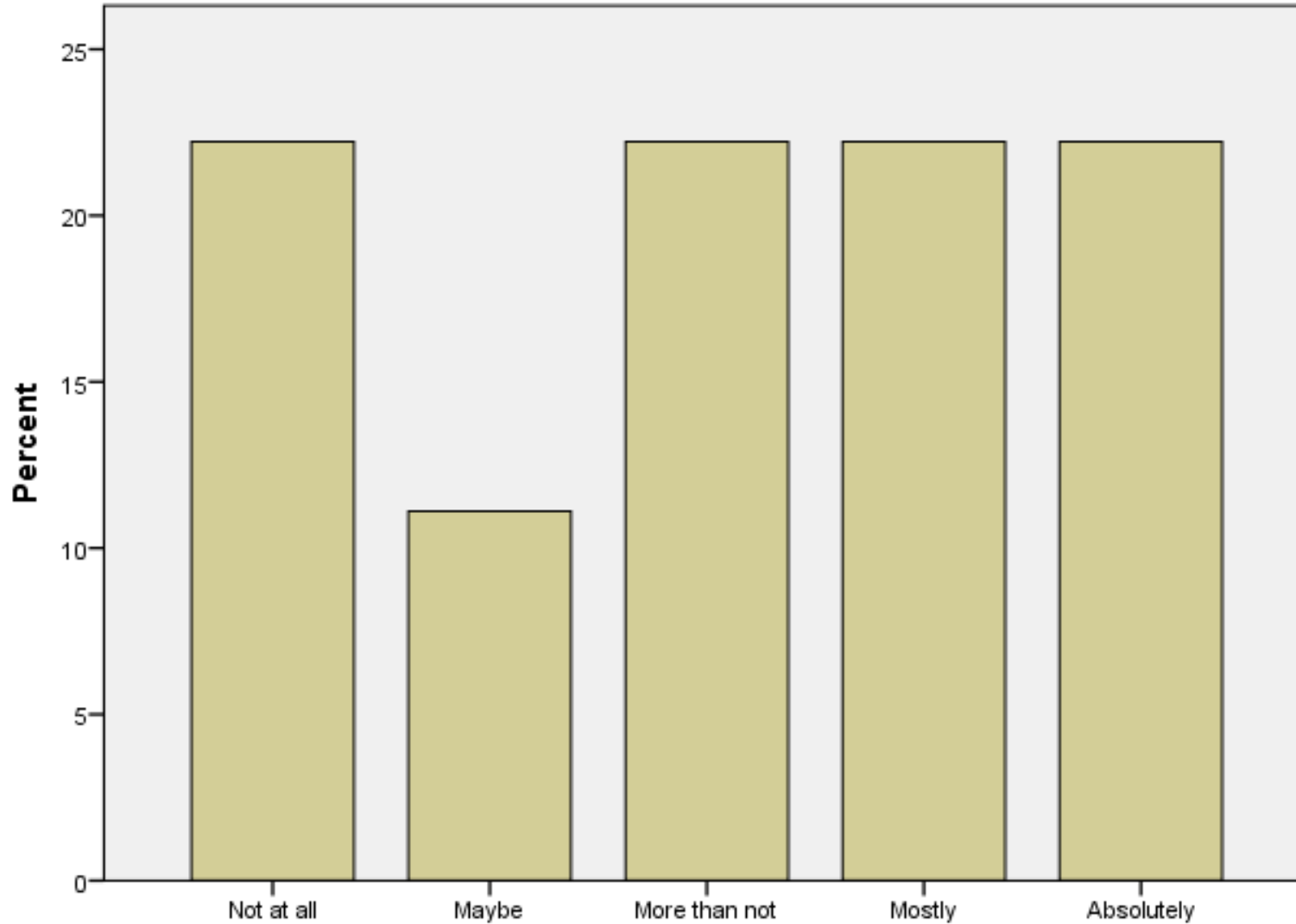
Q18: The culture of the community is reflected in school activities.



Q18: The culture of the community is reflected in school activities.

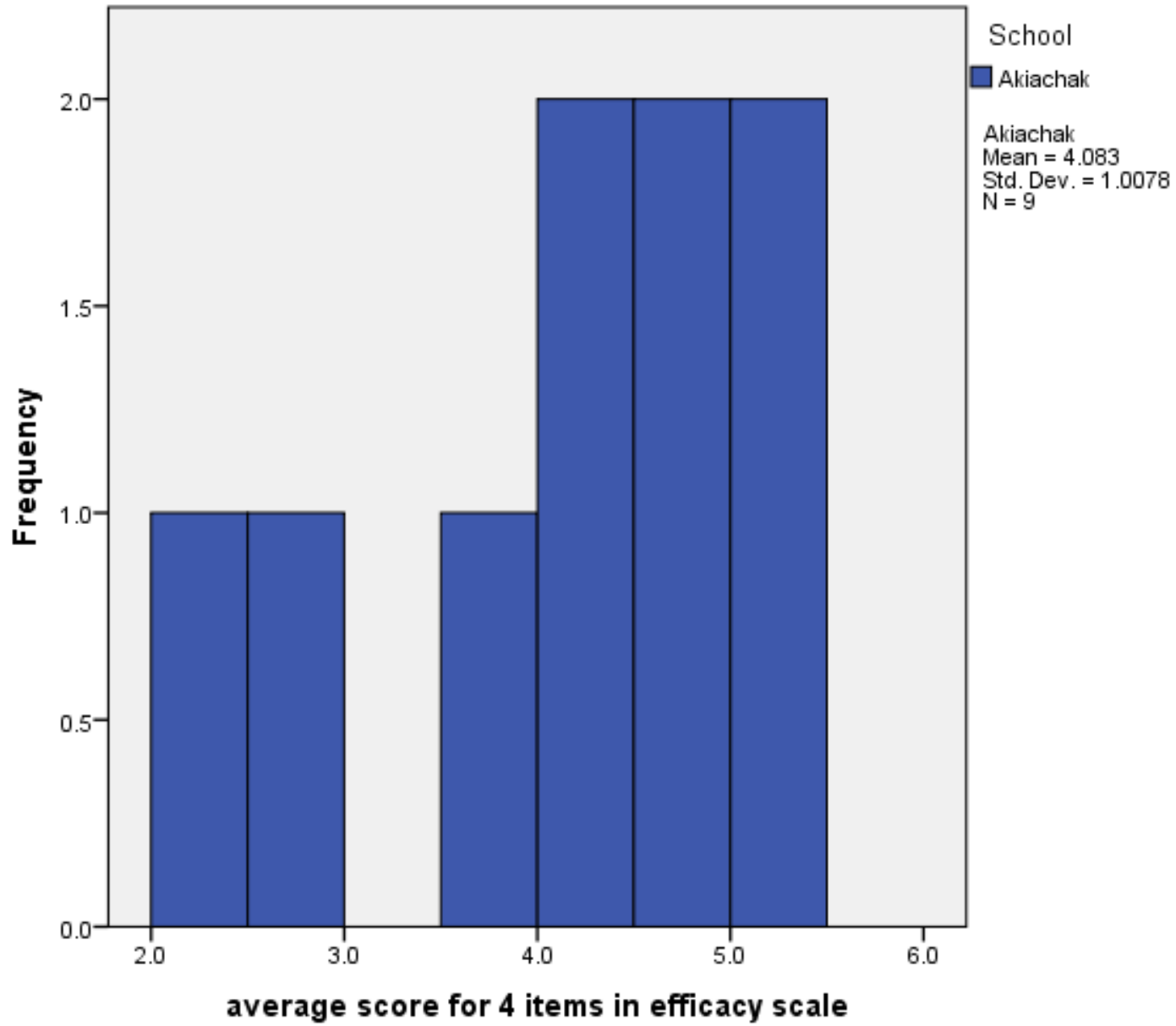
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q19: I feel safe in the community where my school is located.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL



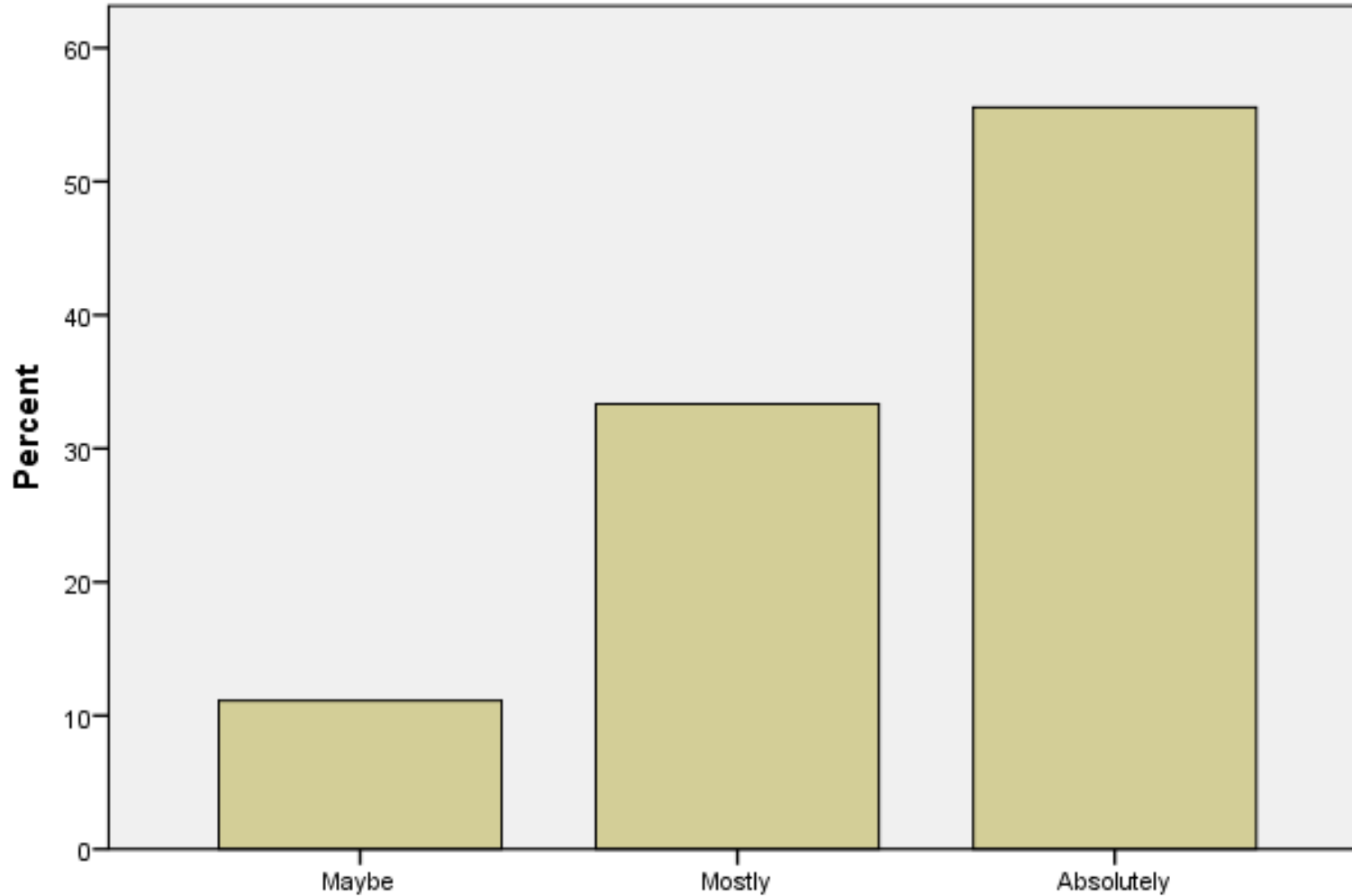
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | Q21: I have established positive and supportive relationships with people I work with. | Q22: Someone at work has encouraged my development as a professional educator. | Q23: I am routinely recognized and praised for doing good work. | Q24: I am confident I will be successful in my teaching assignment this year. |
|----------------|--|--|---|---|
| N | 9 | 9 | 9 | 9 |
| Mean | 5.33 | 3.44 | 2.56 | 5.00 |
| Std. Deviation | 1.000 | 2.007 | 2.068 | 1.658 |
| Median | 6.00 | 4.00 | 2.00 | 6.00 |

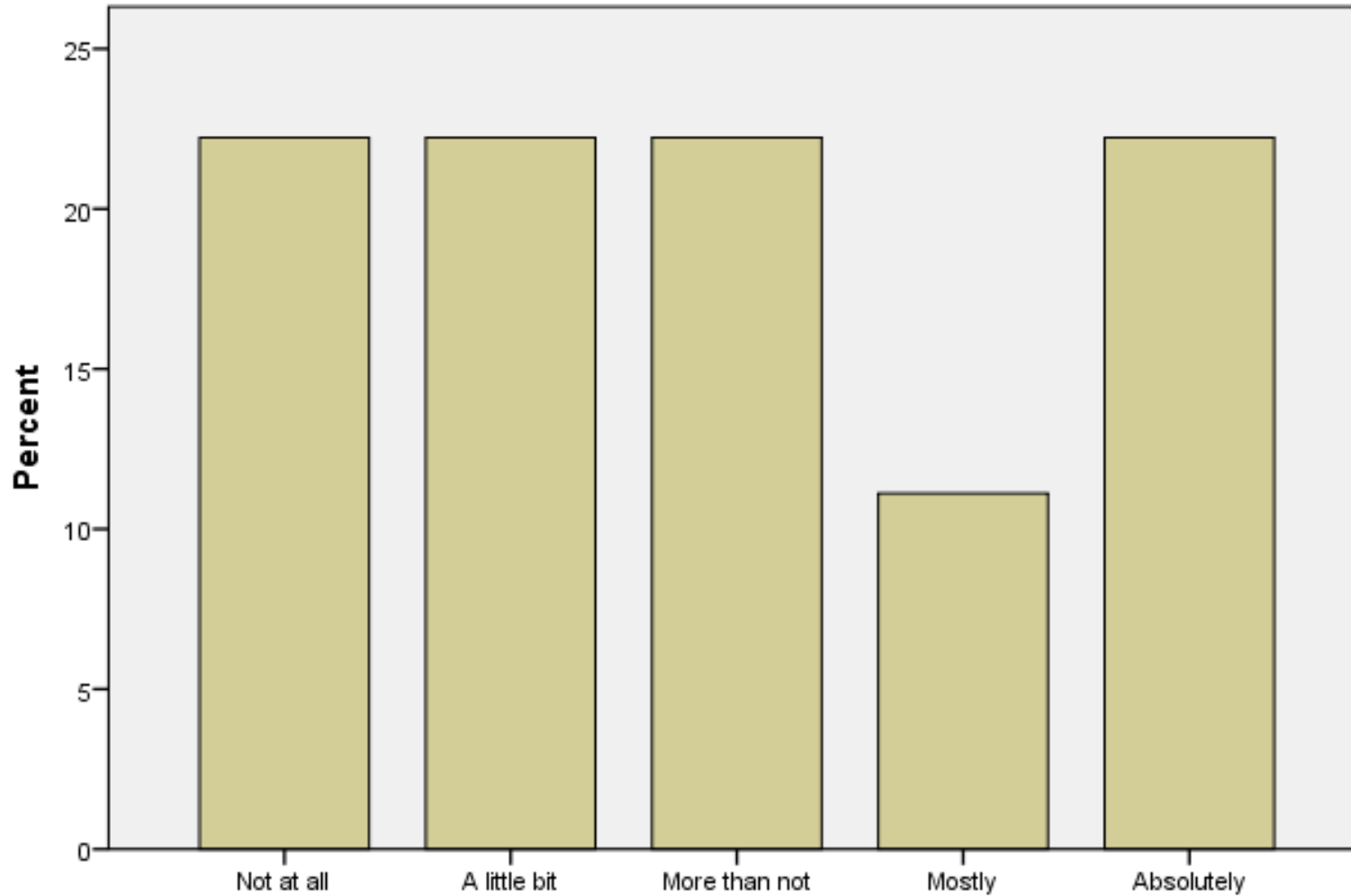
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q21: I have established positive and supportive relationships with people I work with.



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Q22: Someone at work has encouraged my development as a professional educator.



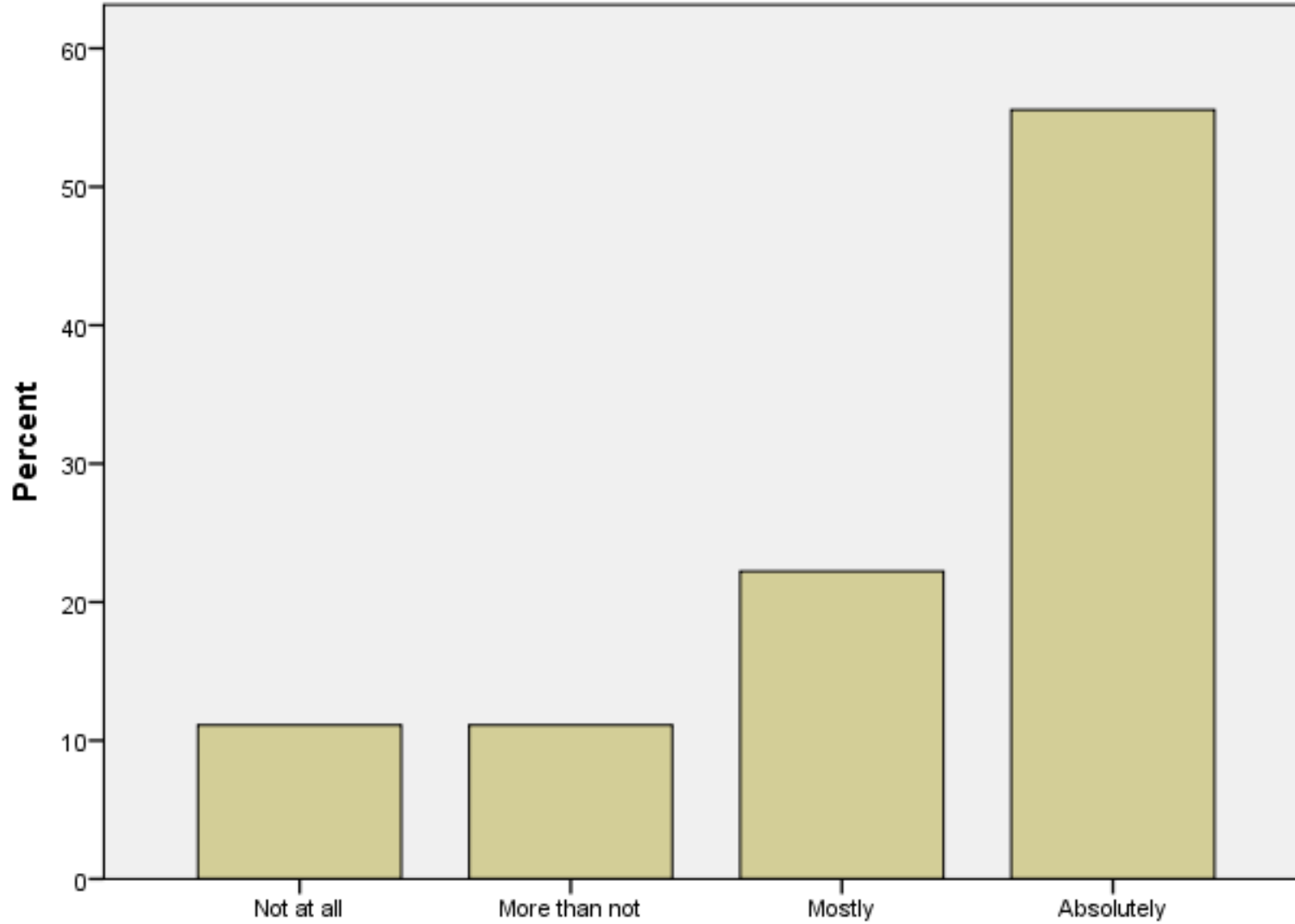
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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL



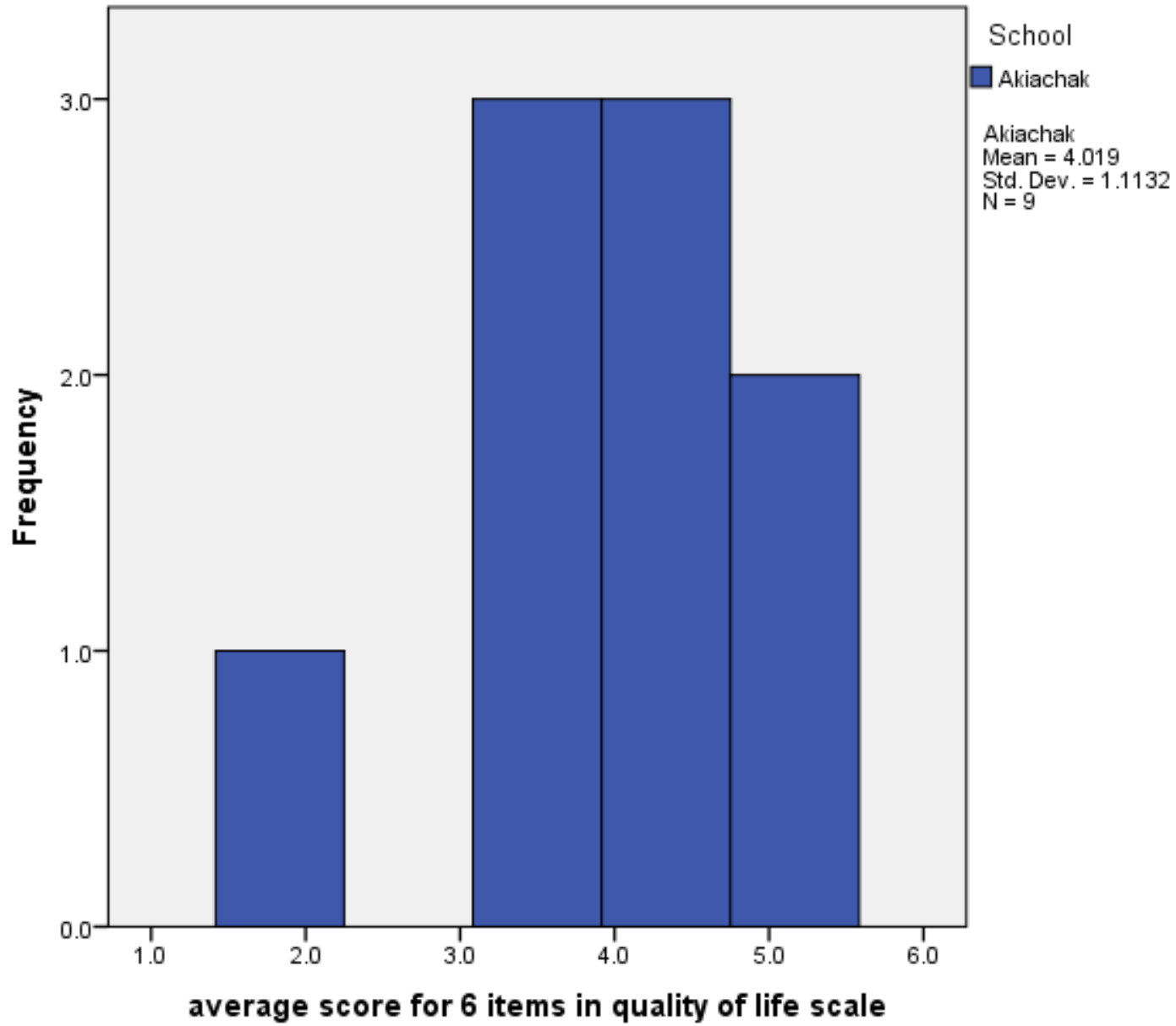
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q24: I am confident I will be successful in my teaching assignment this year.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

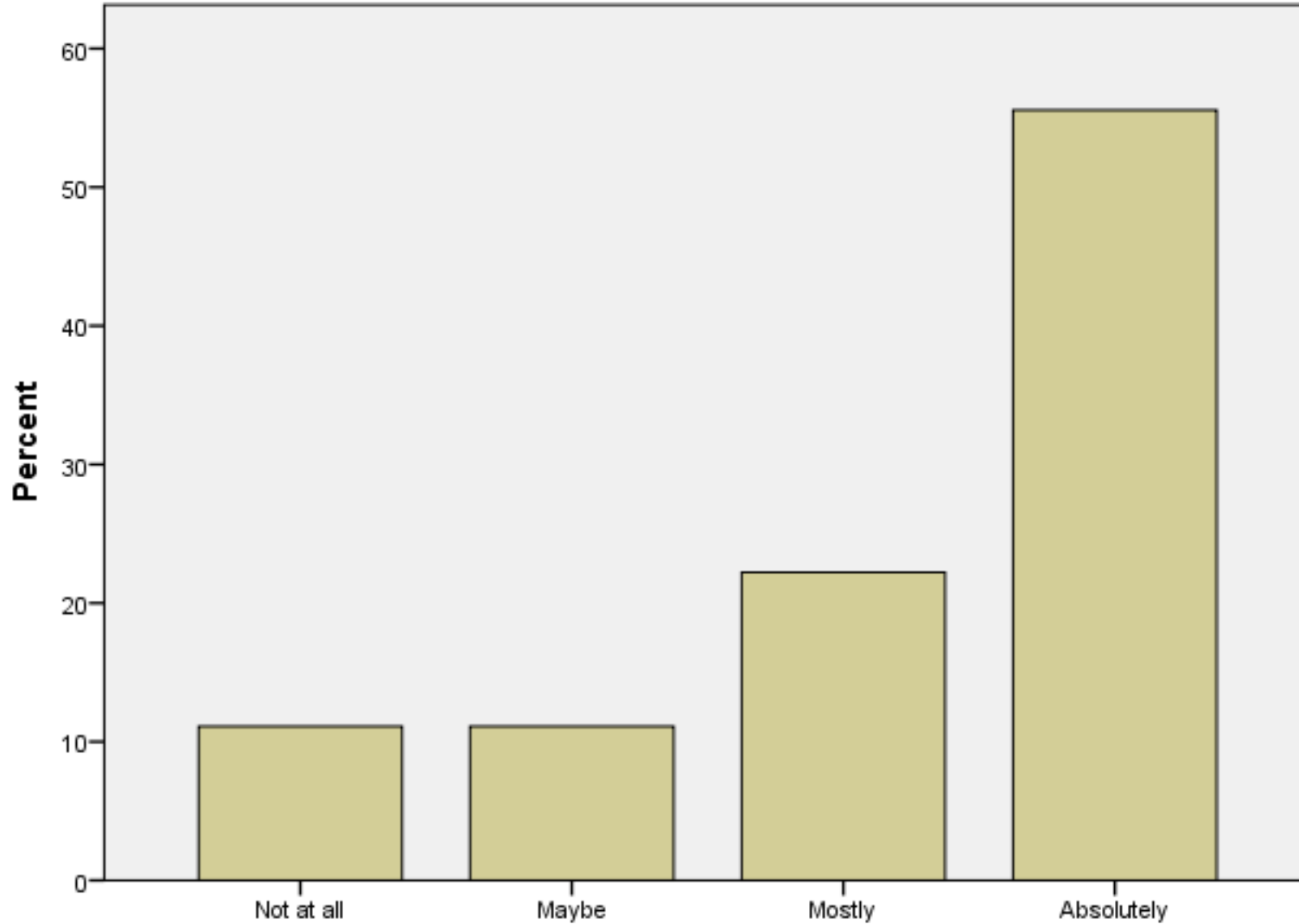


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | Q26: My housing situation has allowed me to focus on my teaching practice. | Q27: The quality of life I expected this year was realized. | Q28: I have access to technology that meets my needs. | Q29: At this time, I have been able to create a balance between my work and my personal life. | Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.). | Q31: My health needs are satisfactorily met in the community. |
|----------------|--|---|---|---|--|---|
| N | 9 | 9 | 9 | 9 | 9 | 9 |
| Mean | 4.89 | 4.33 | 3.67 | 4.11 | 5.00 | 2.11 |
| Std. Deviation | 1.764 | 1.732 | 1.936 | 1.965 | 1.581 | 1.453 |
| Median | 6.00 | 5.00 | 4.00 | 5.00 | 5.00 | 2.00 |

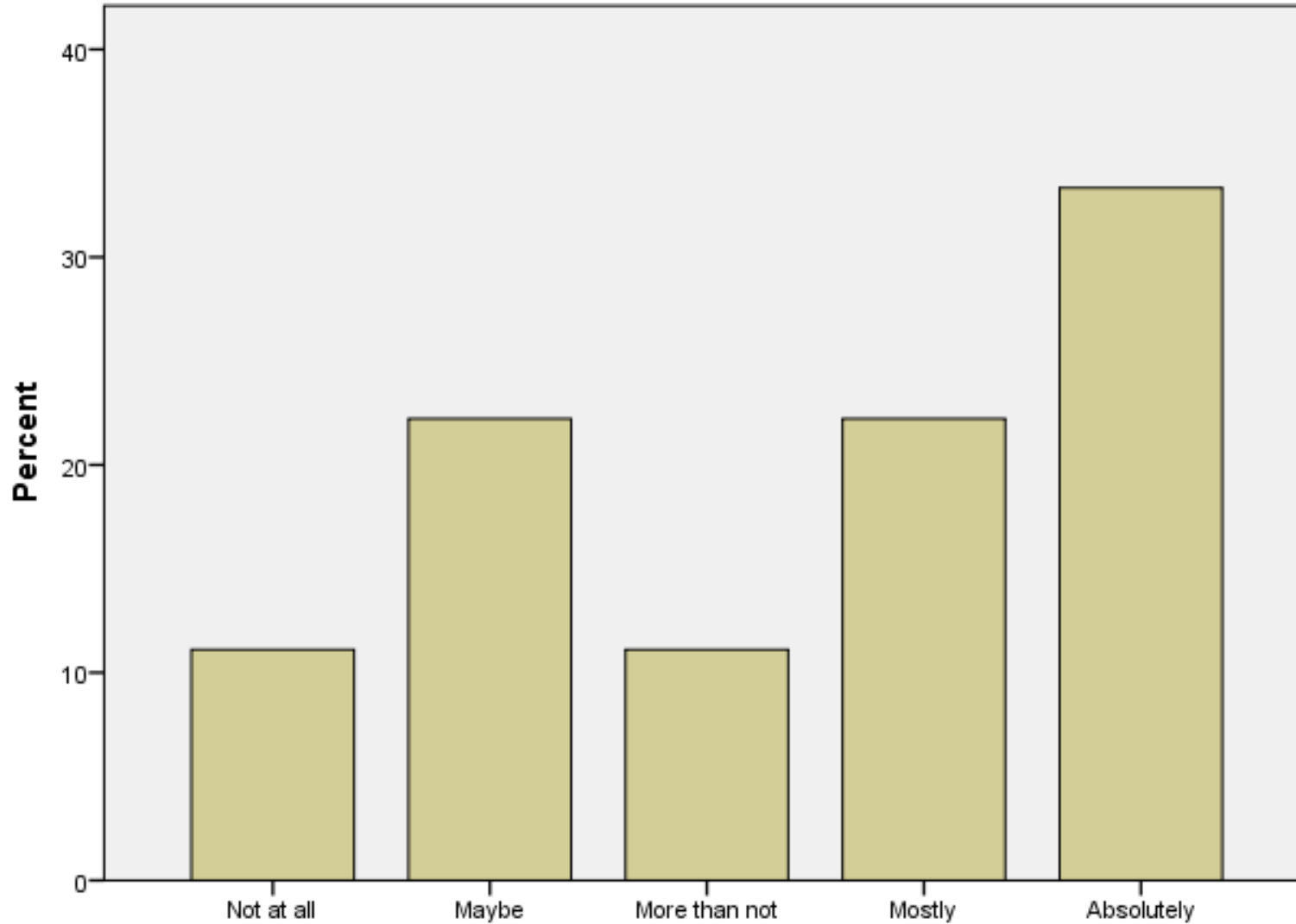
Q26: My housing situation has allowed me to focus on my teaching practice.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

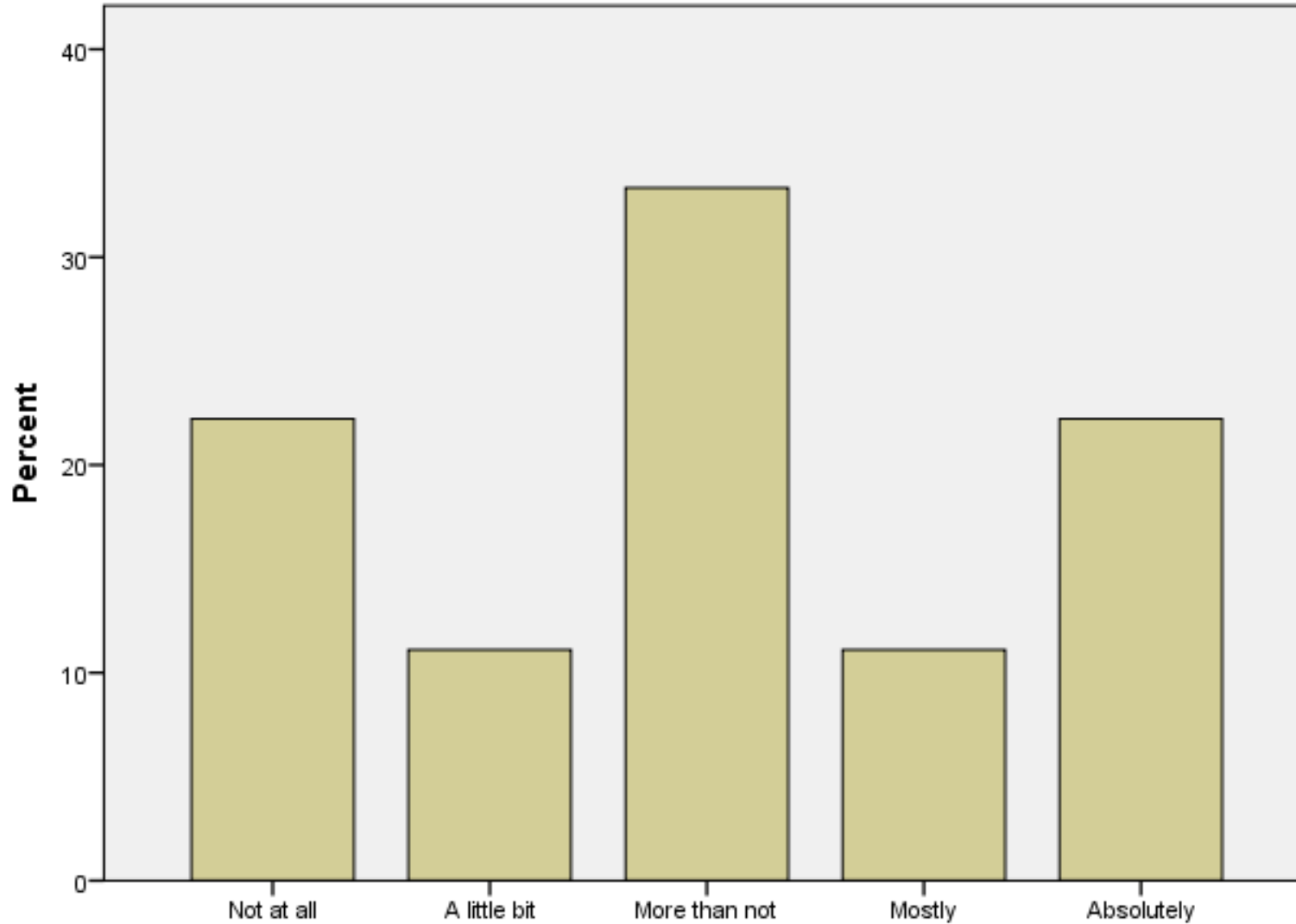
Q27: The quality of life I expected this year was realized.



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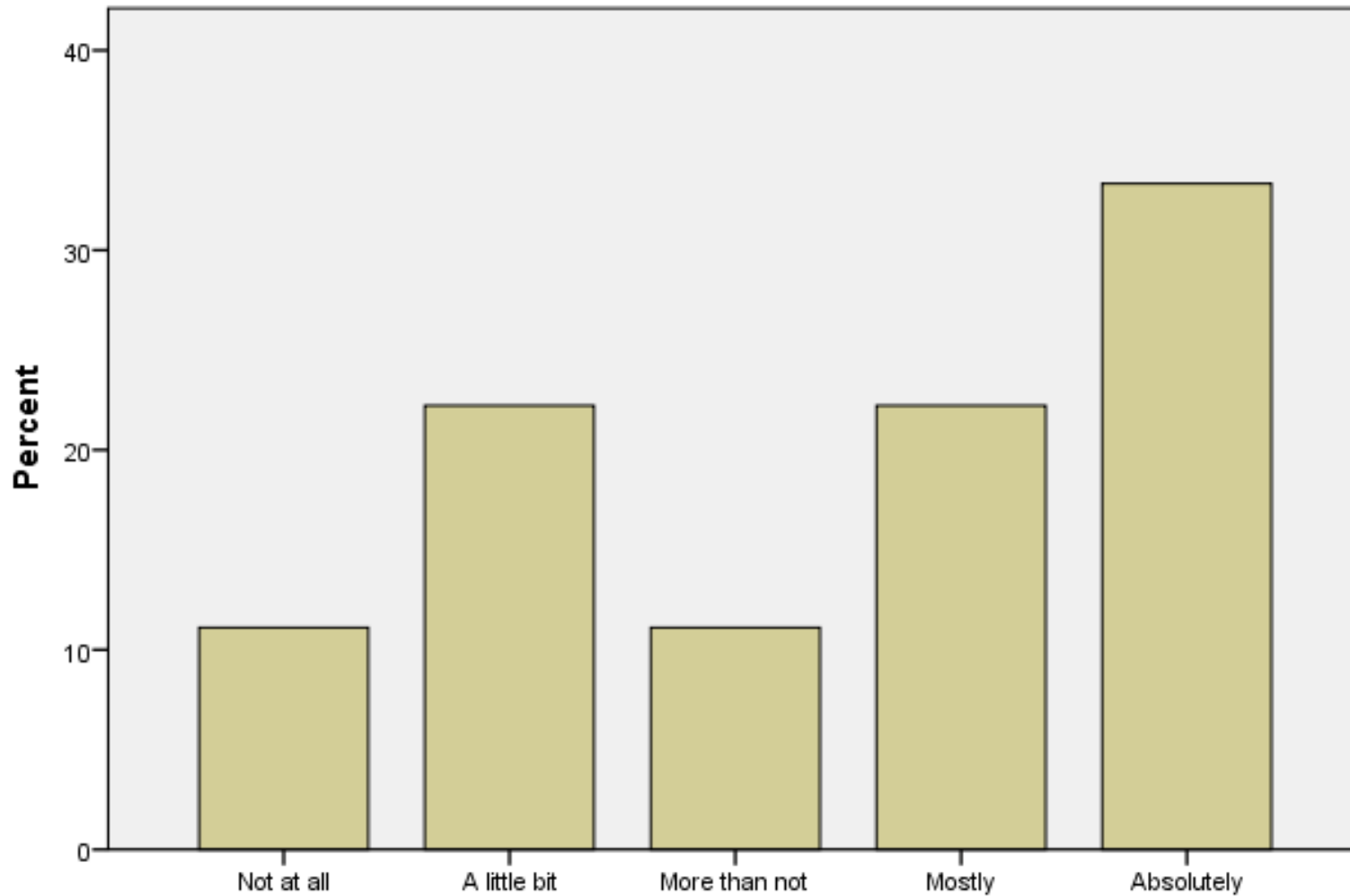
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q28: I have access to technology that meets my needs.



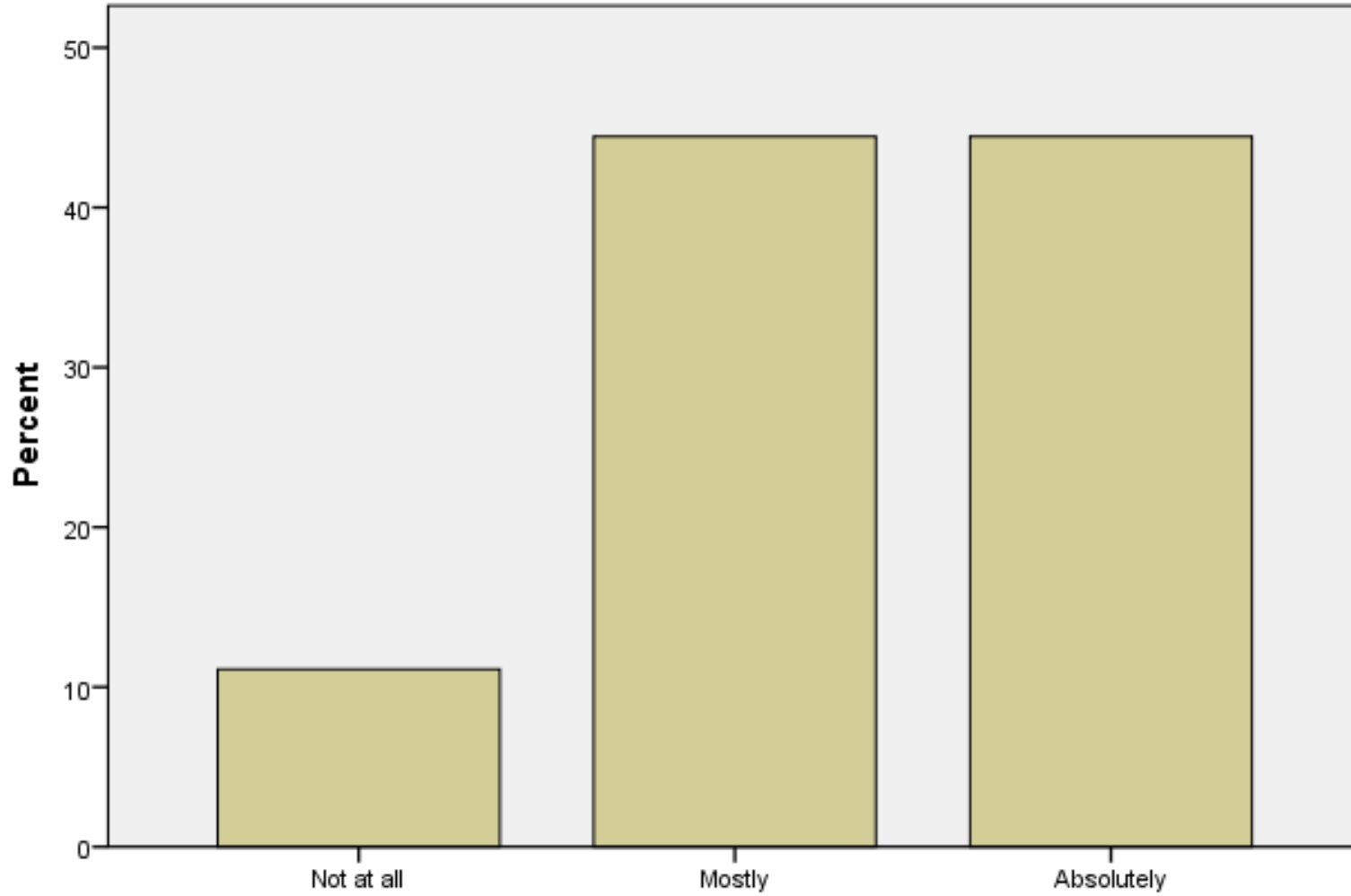
Q28: I have access to technology that meets my needs.

Q29: At this time, I have been able to create a balance between my work and my personal life.



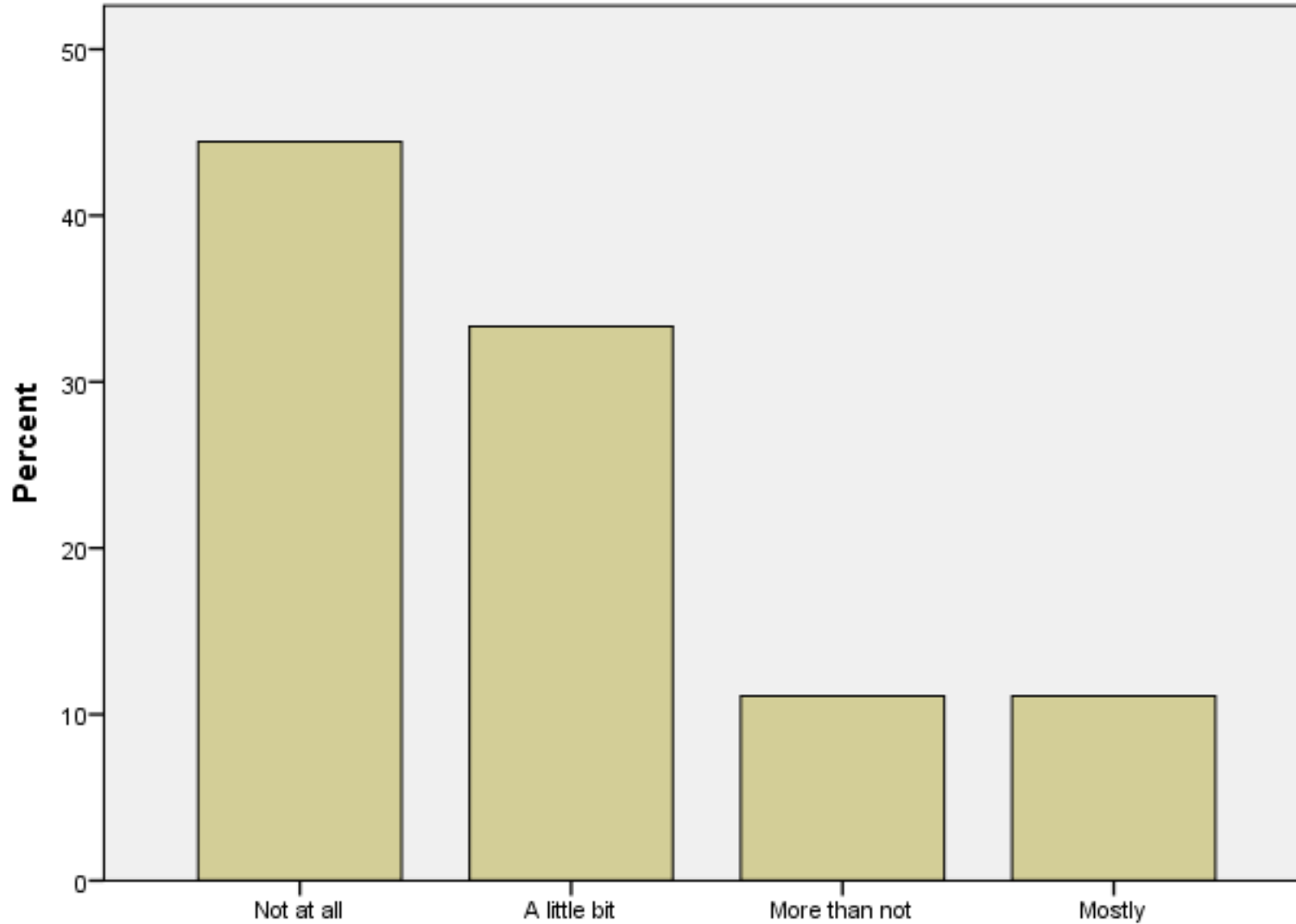
Q29: At this time, I have been able to create a balance between my work and my personal life.

Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).



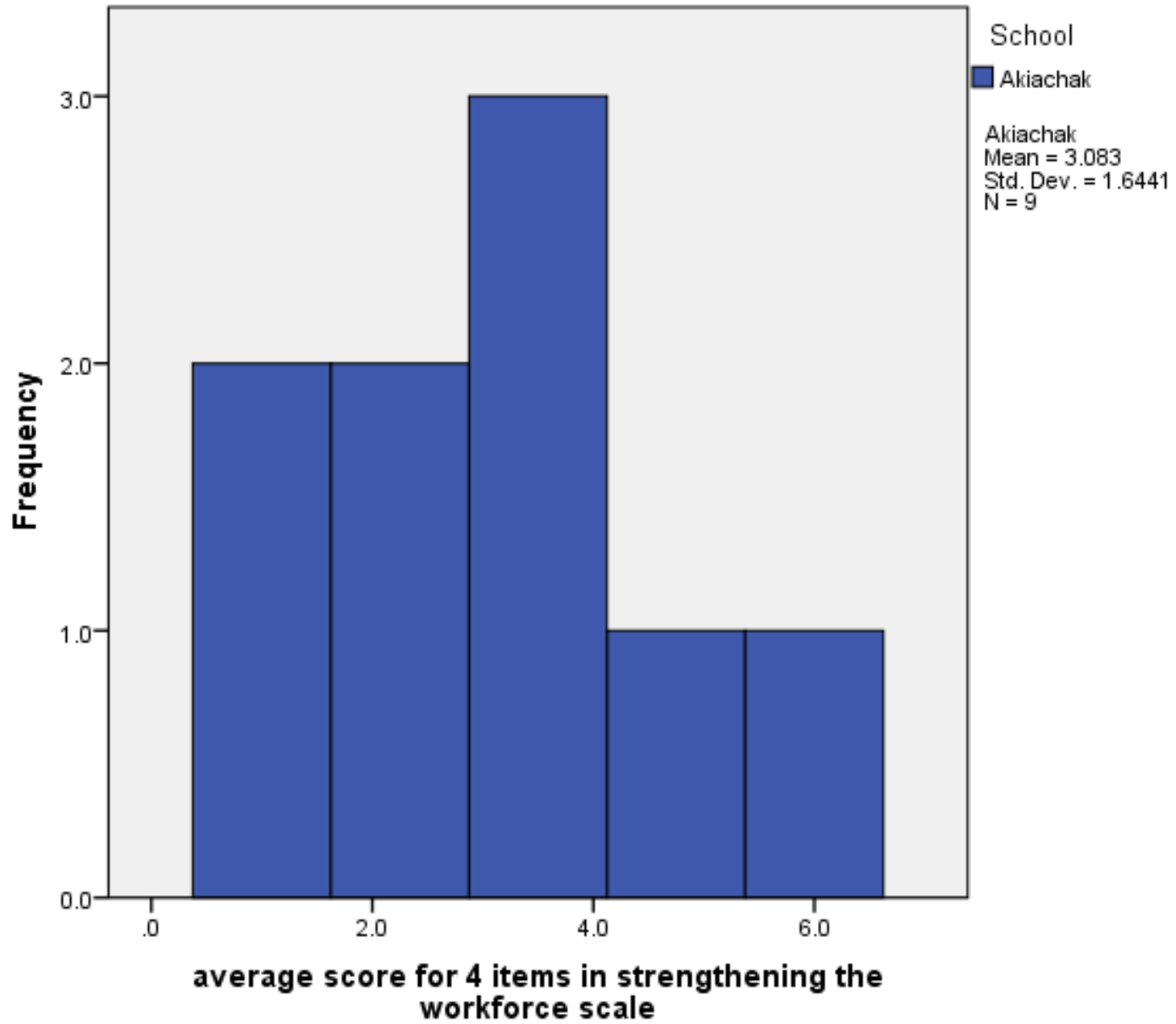
Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).

Q31: My health needs are satisfactorily met in the community.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

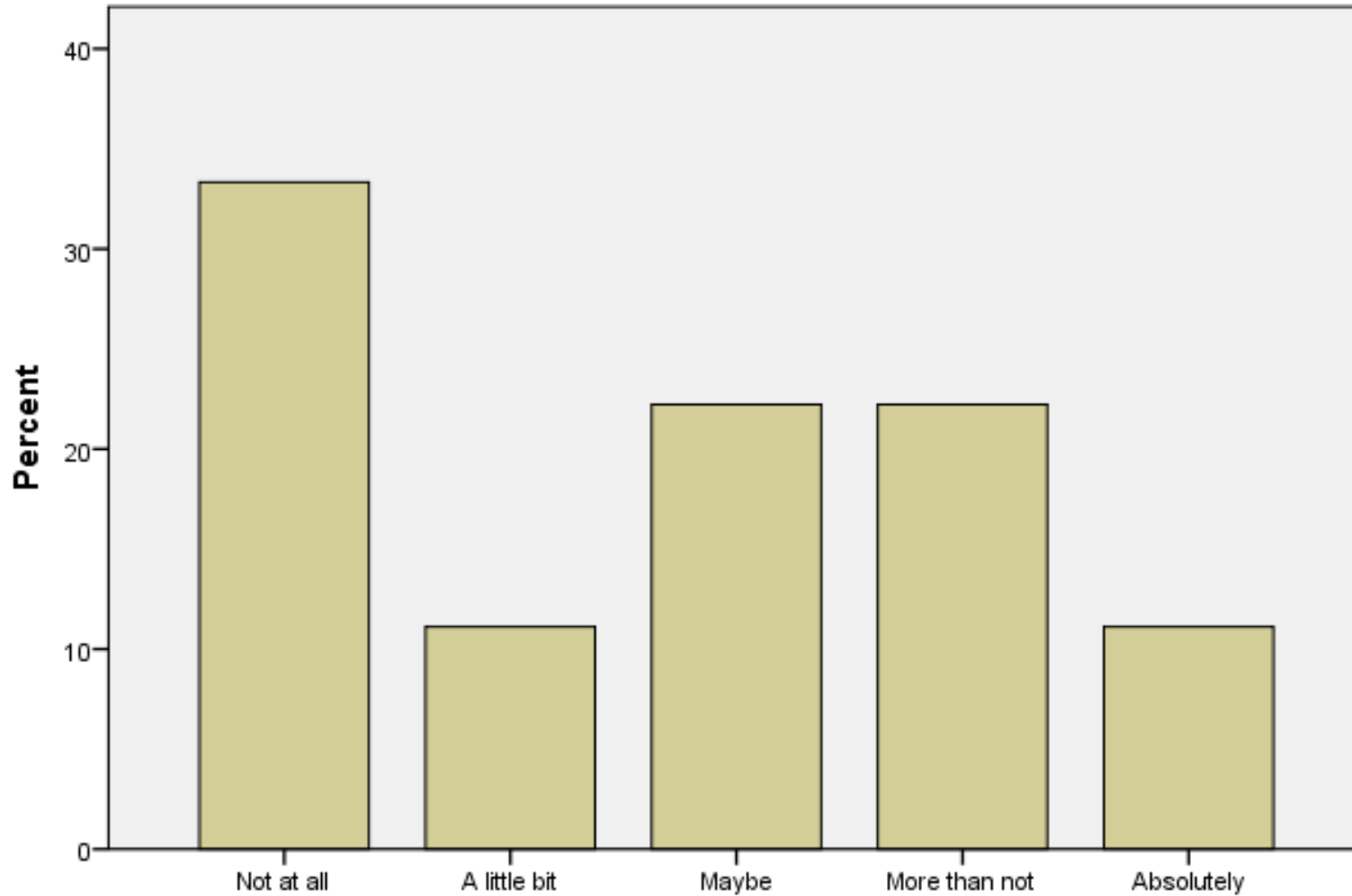


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

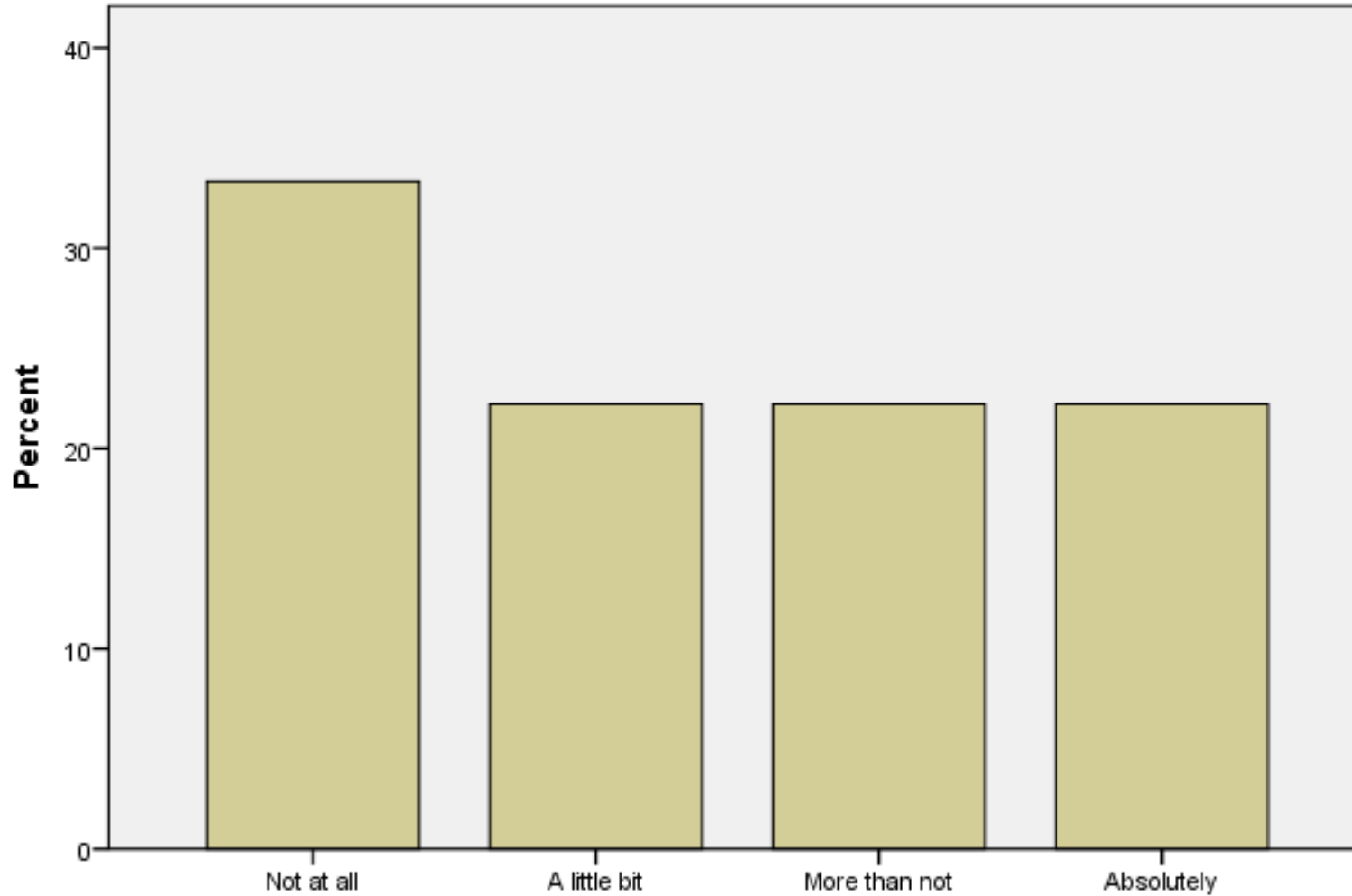
| | Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time. | Q34: My district maximizes time for me to plan and deliver high quality instruction. | Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft. | Q36: At this time, I want to continue teaching in this school next year. |
|----------------|--|--|--|--|
| N | 9 | 9 | 9 | 9 |
| Mean | 2.78 | 3.00 | 3.00 | 3.56 |
| Std. Deviation | 1.716 | 2.062 | 1.936 | 2.068 |
| Median | 3.00 | 2.00 | 3.00 | 3.00 |

Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.



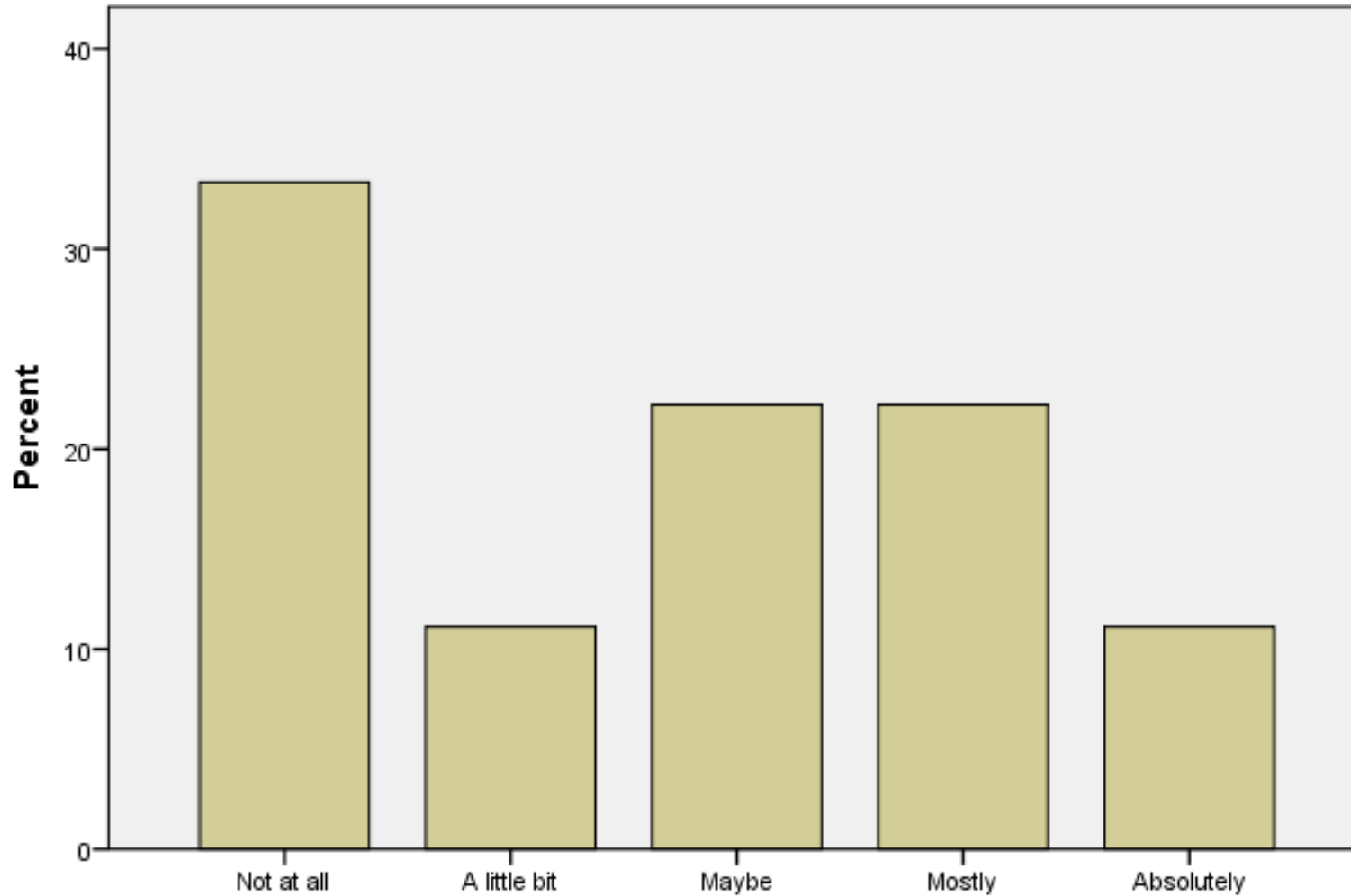
Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.

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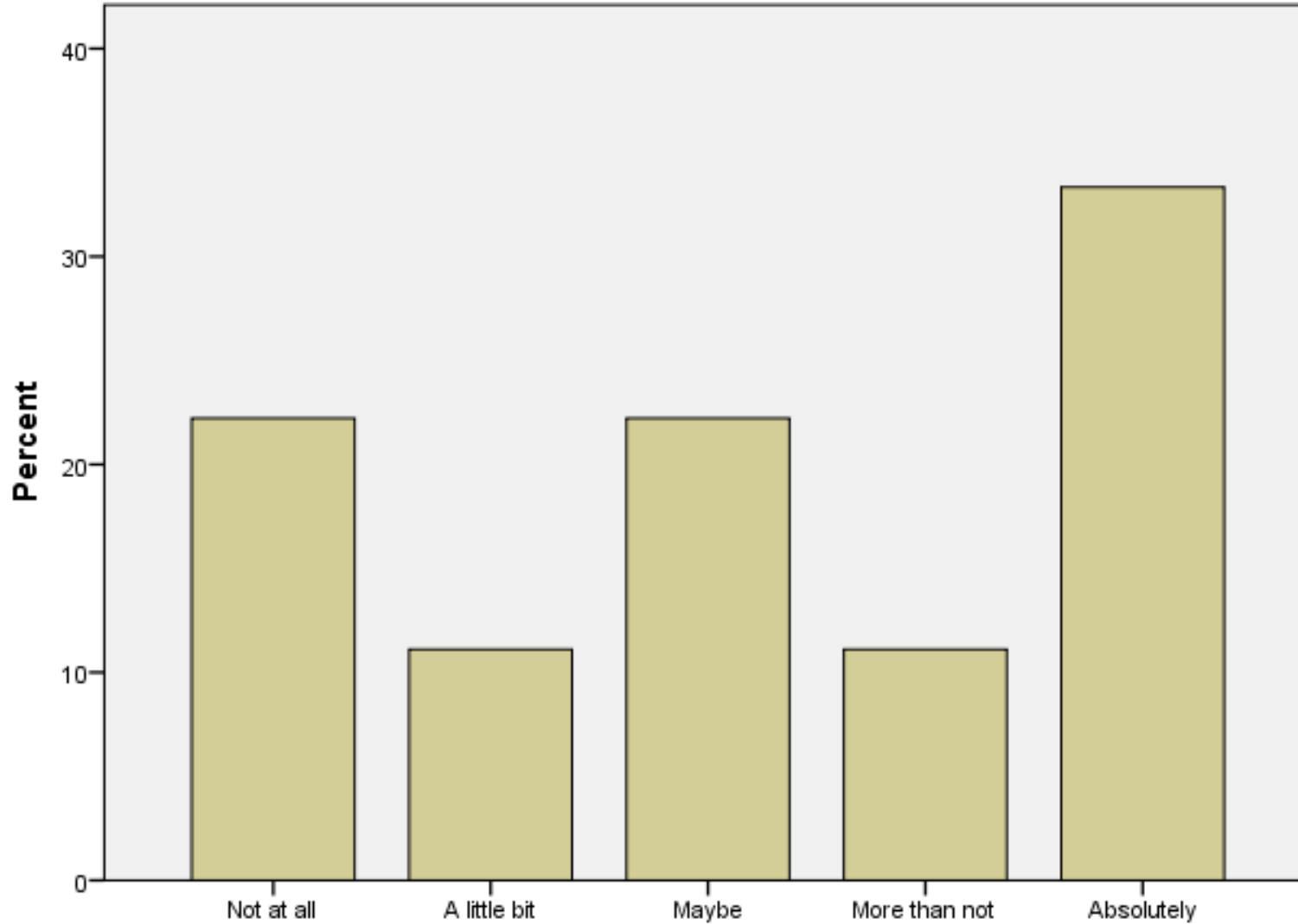
Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft.



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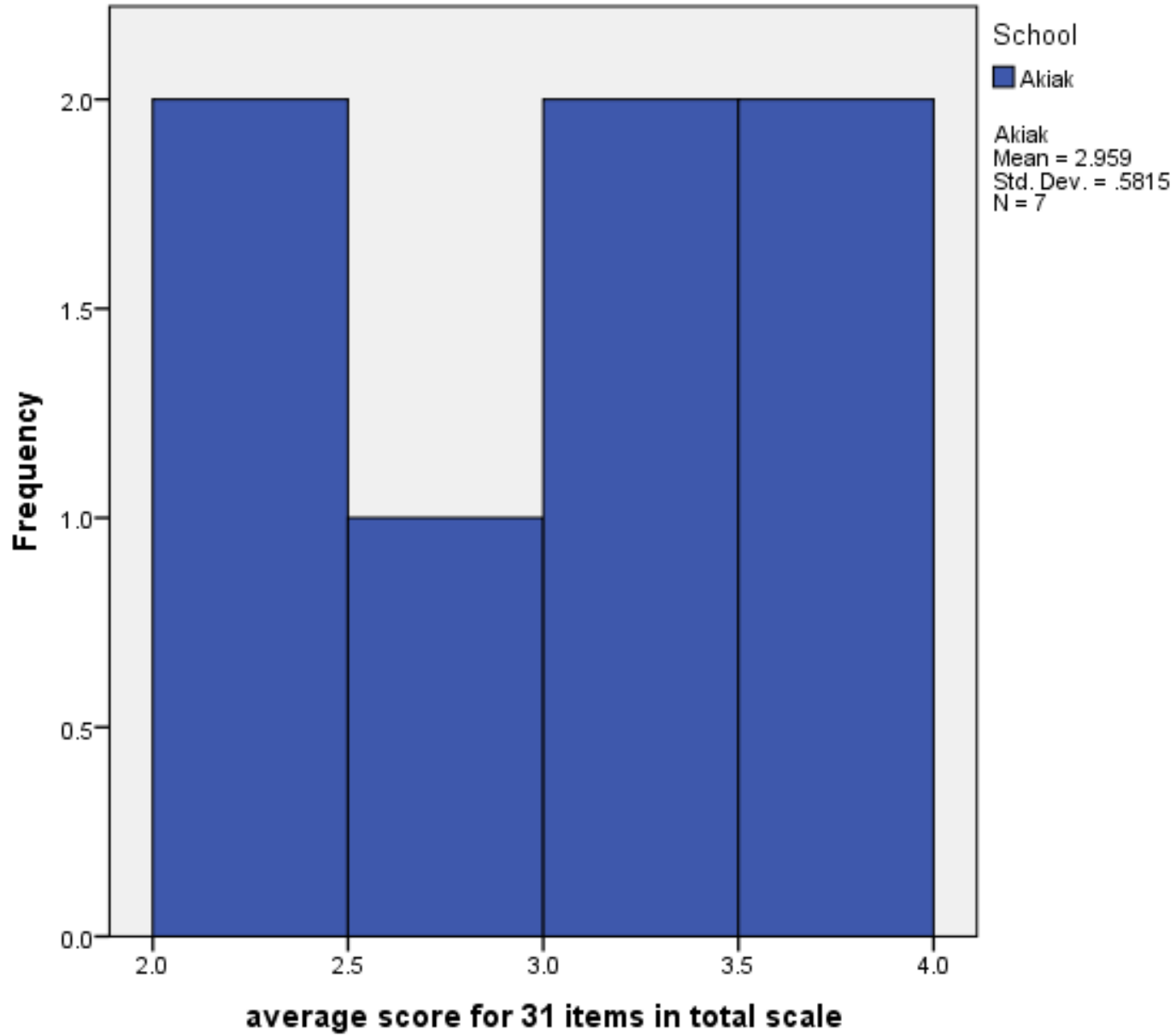
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q36: At this time, I want to continue teaching in this school next year.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

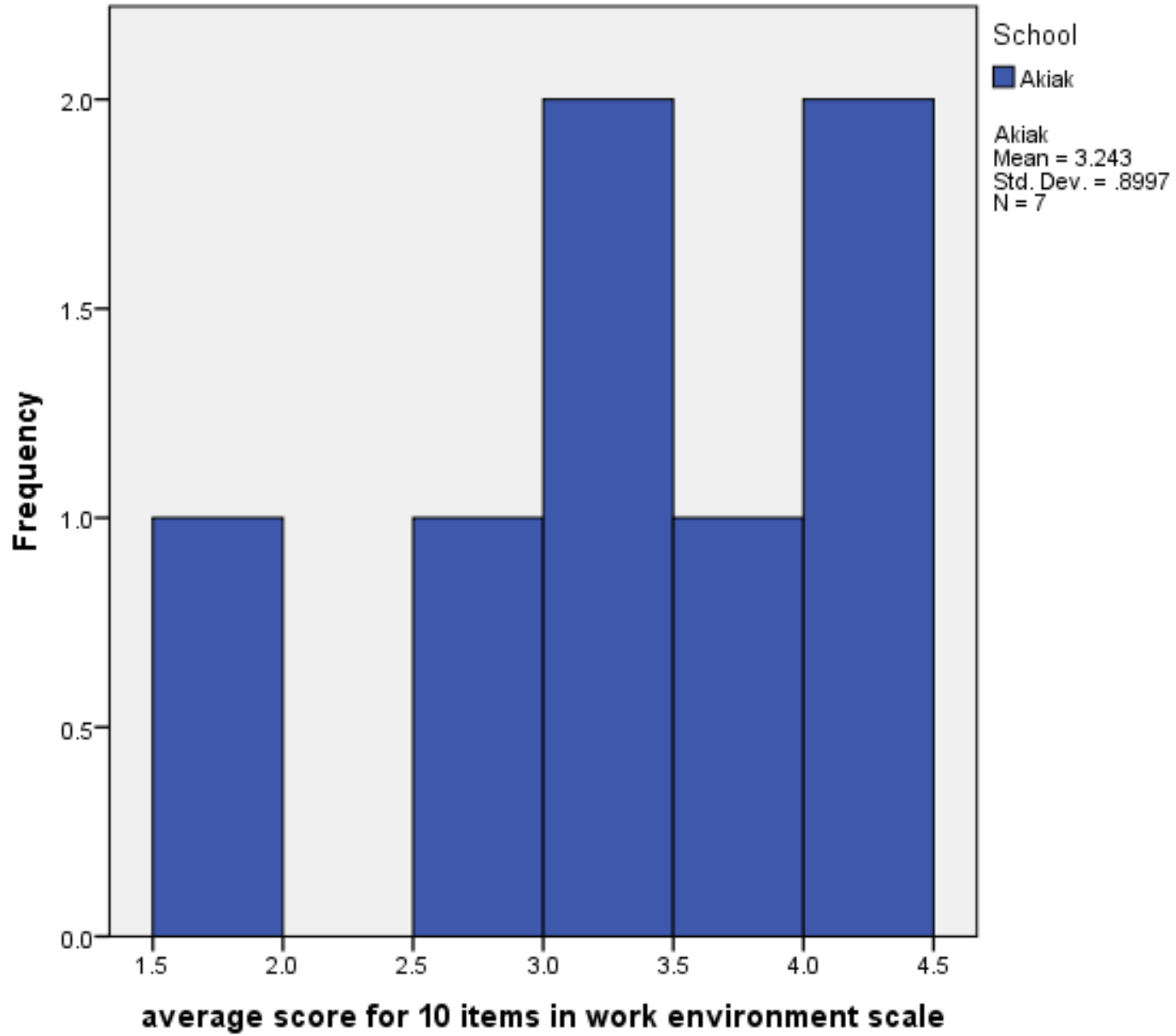


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | average score for 5 items in leadership scale | average score for 10 items in work environment scale | average score for 7 items in community scale | average score for 4 items in efficacy scale | average score for 6 items in quality of life scale | average score for 4 items in strengthening the workforce scale | average score for 31 items in total scale |
|----------------|---|---|--|---|--|---|---|
| N | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| Mean | 4.514 | 3.243 | 2.490 | 3.750 | 2.952 | 2.286 | 2.959 |
| Std. Deviation | 1.4088 | .8997 | 1.4889 | .8780 | 1.0959 | .9512 | .5815 |
| Minimum | 1.8 | 1.5 | .0 | 2.5 | 1.5 | 1.0 | 2.1 |
| Maximum | 6.0 | 4.1 | 4.3 | 5.0 | 4.3 | 3.8 | 3.6 |
| Median | 4.800 | 3.400 | 2.857 | 3.500 | 3.333 | 2.000 | 3.097 |

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL



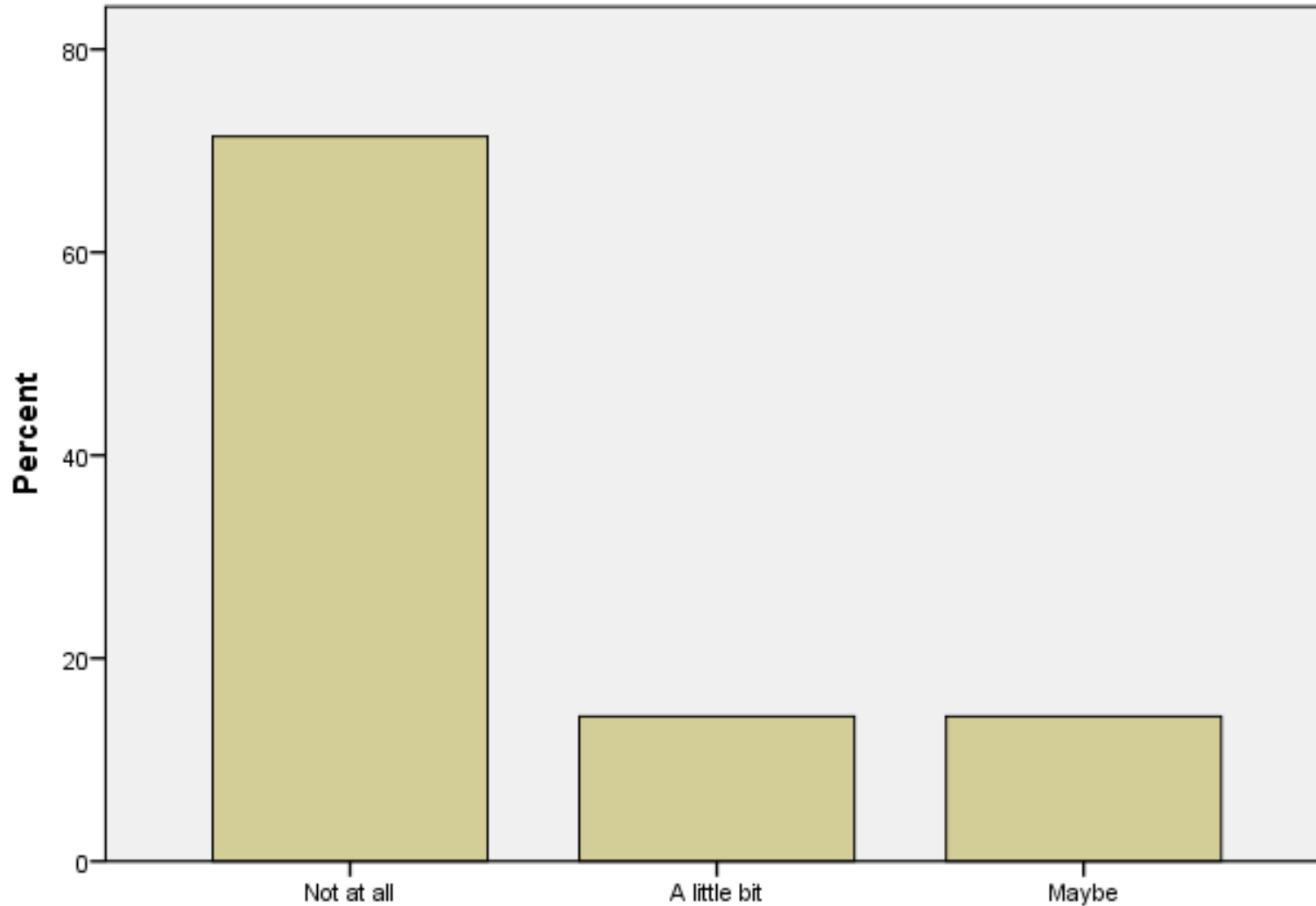
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | Q1: I have adequate resources to respond to the needs of the students I teach. | Q2: The professional development I'm receiving is synced with district priorities and the needs of my students. | Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice. | Q4: I feel comfortable being in the school where I teach. | Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach. |
|----------------|--|---|--|---|--|
| N | 7 | 7 | 7 | 7 | 7 |
| Mean | 1.43 | 1.43 | 1.57 | 2.71 | 2.71 |
| Std. Deviation | .787 | .787 | .787 | 1.604 | 1.799 |
| Median | 1.00 | 1.00 | 1.00 | 2.00 | 3.00 |

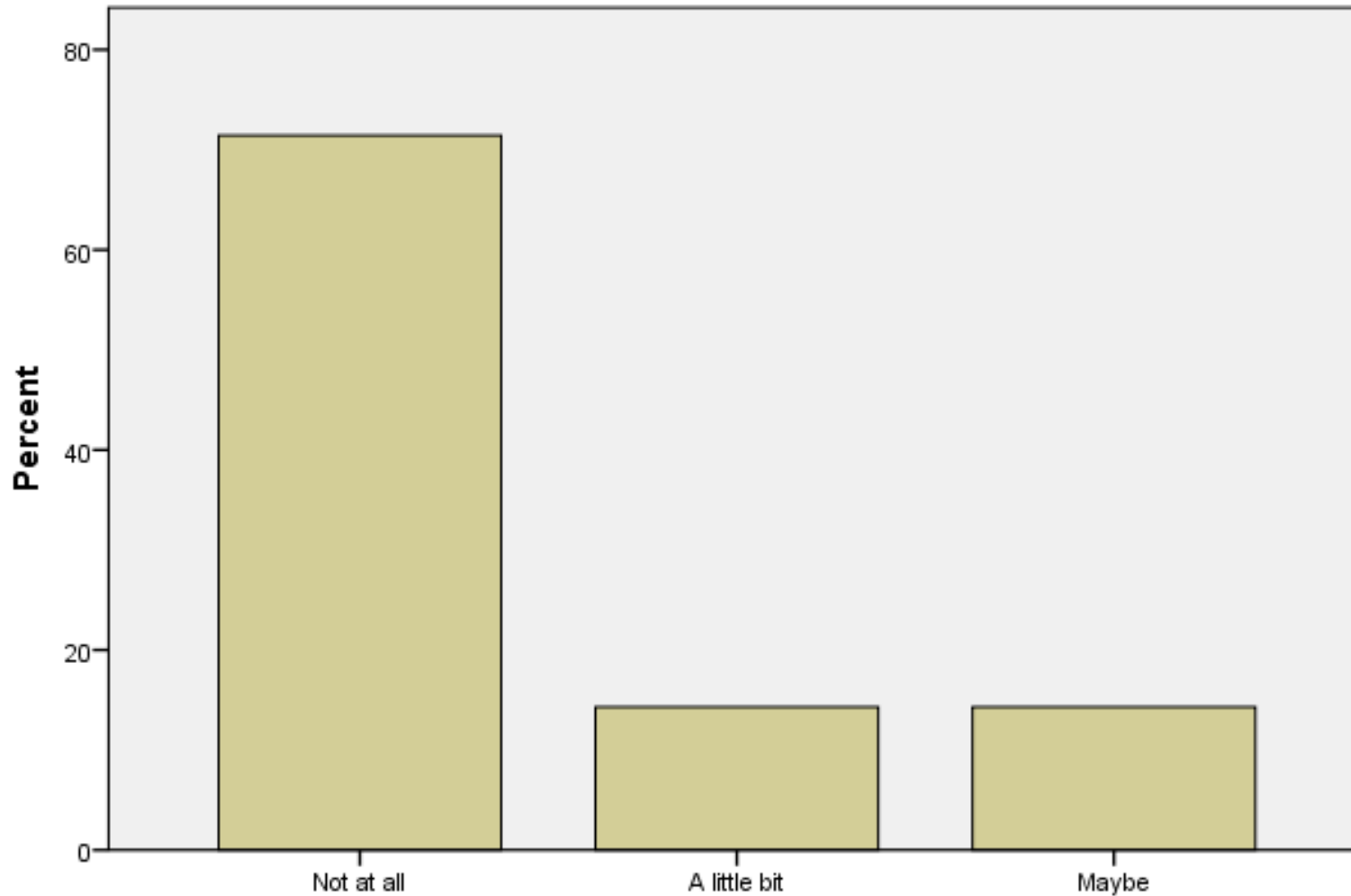
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q1: I have adequate resources to respond to the needs of the students I teach.



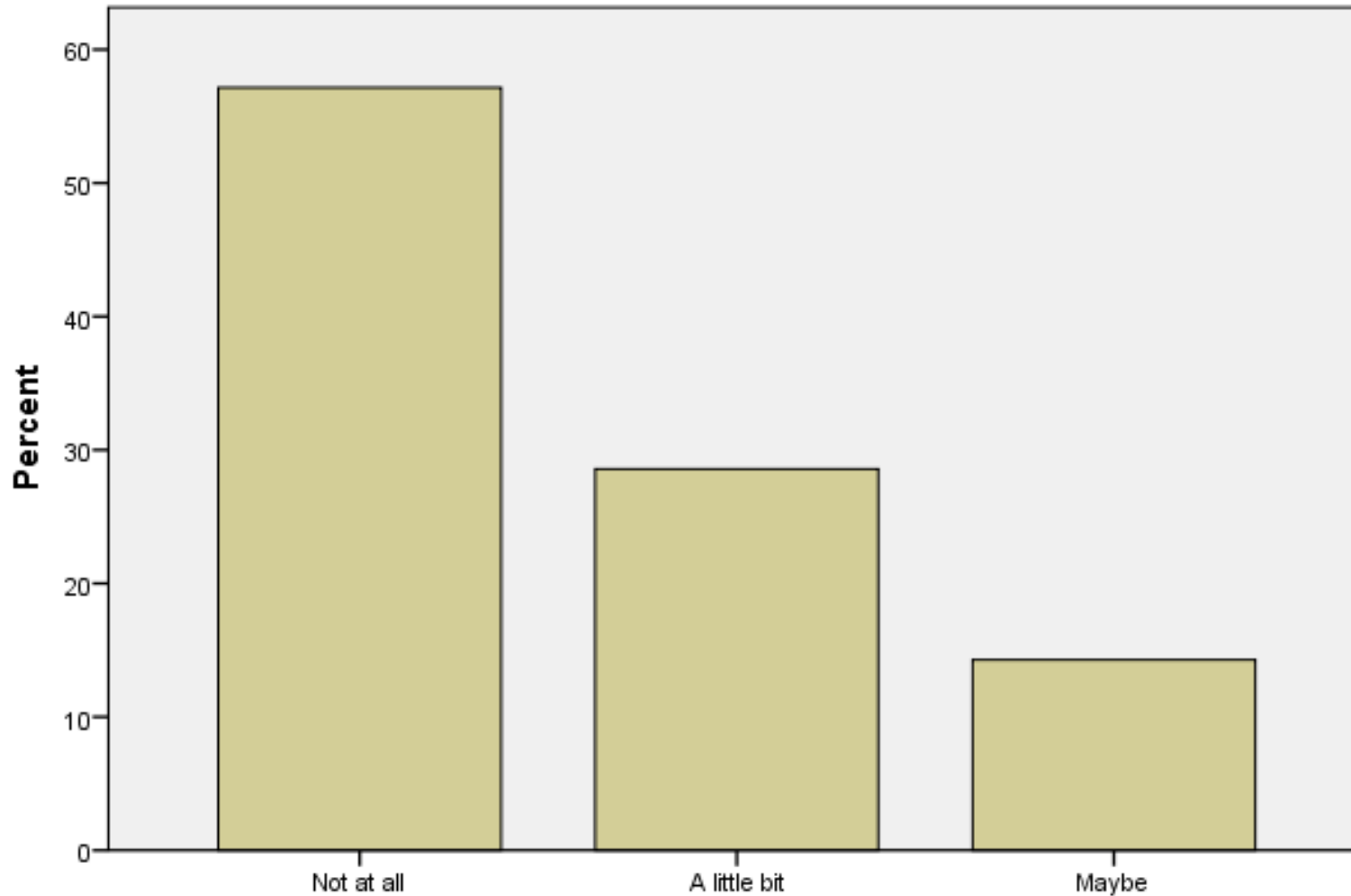
Q1: I have adequate resources to respond to the needs of the students I teach.

Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.



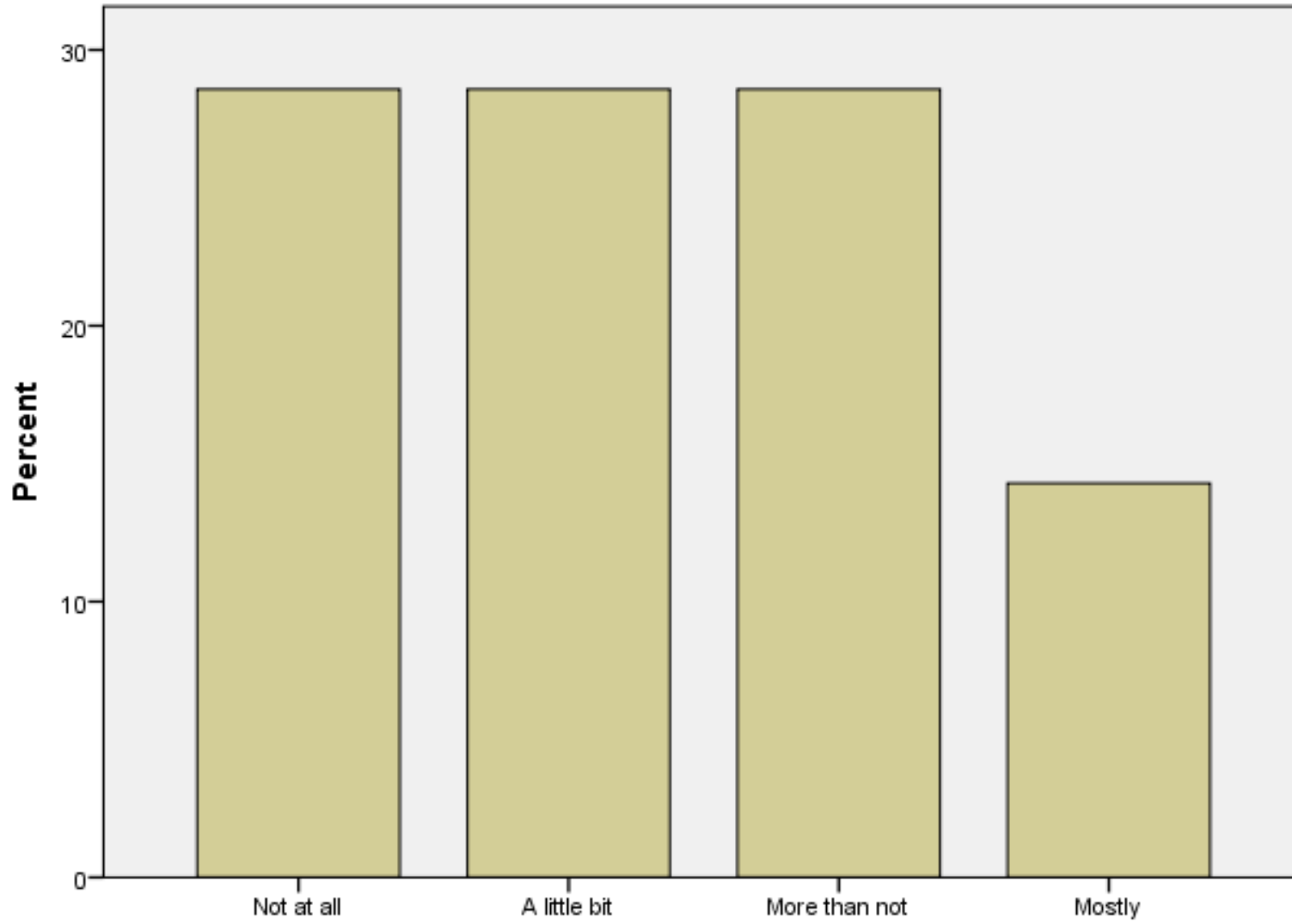
Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.

Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.



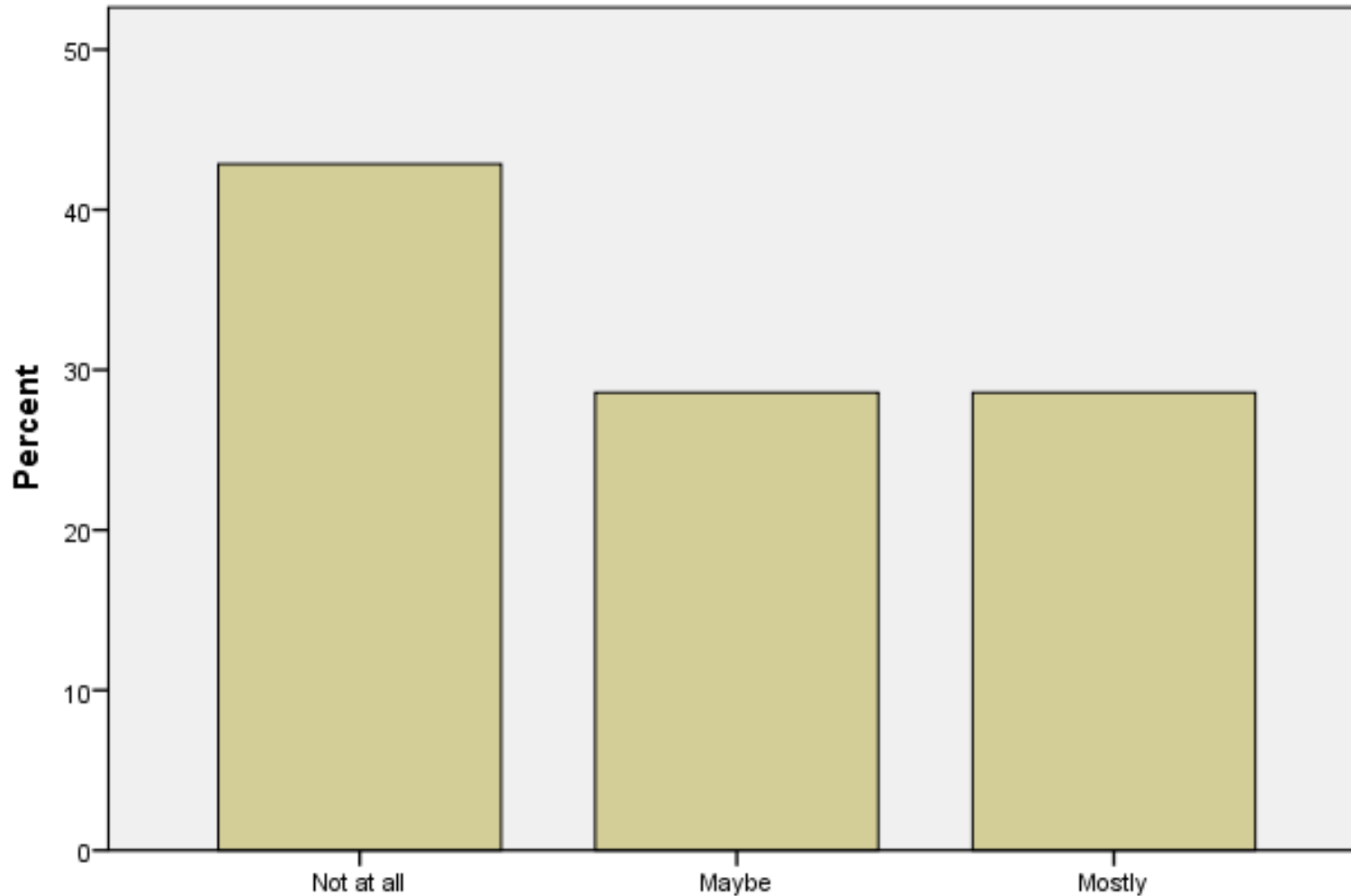
Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.

Q4: I feel comfortable being in the school where I teach.



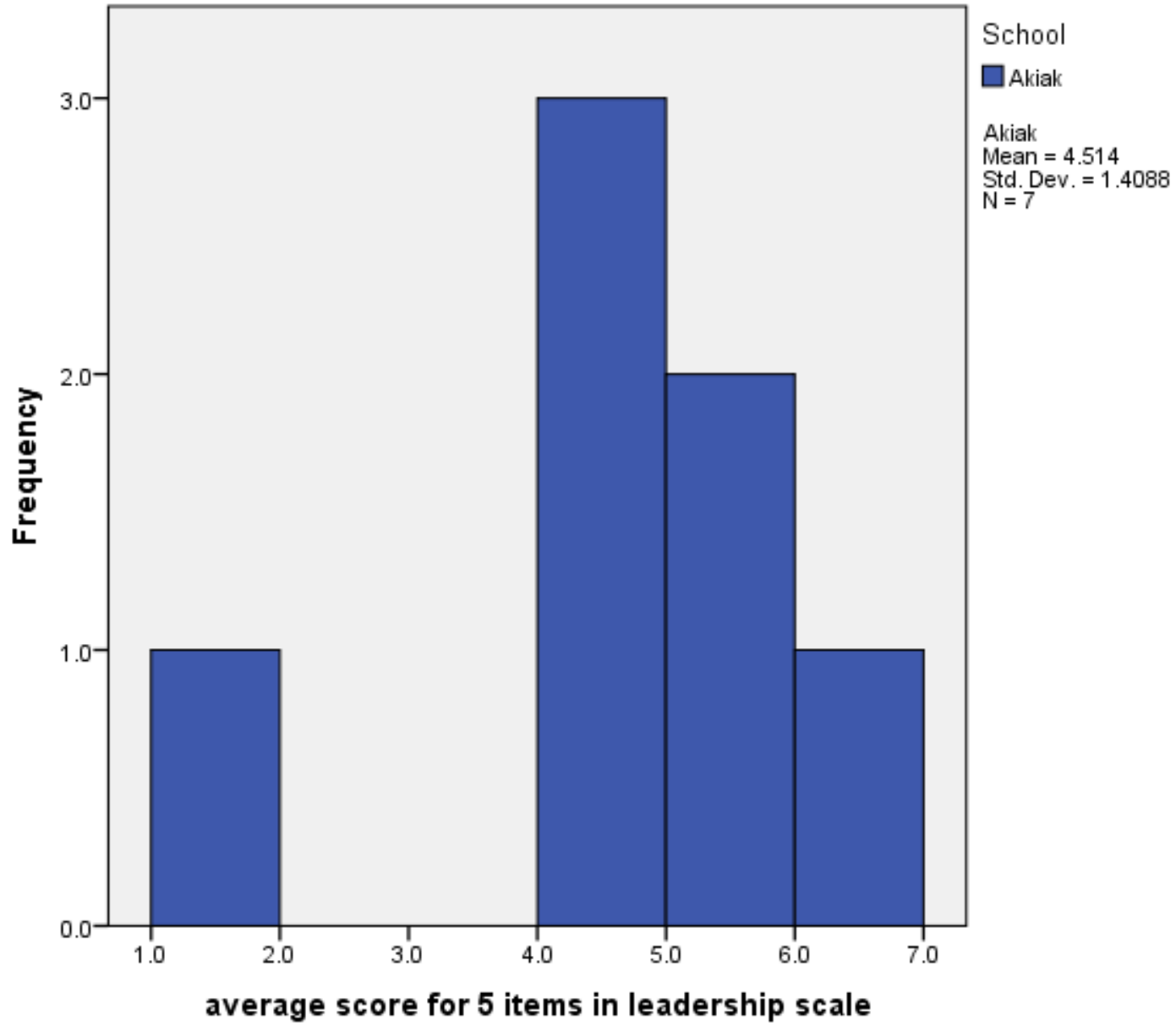
Q4: I feel comfortable being in the school where I teach.

Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

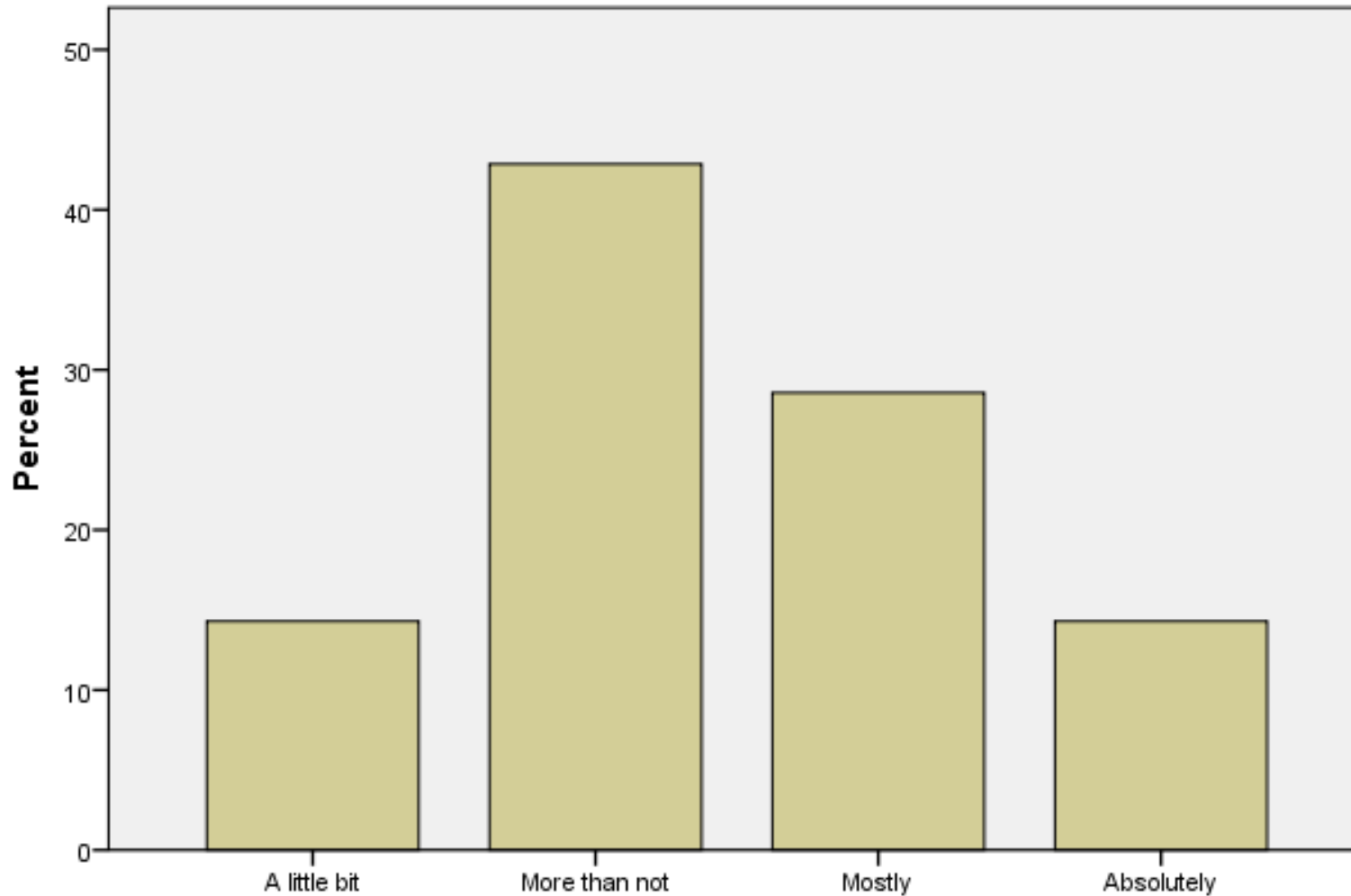


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

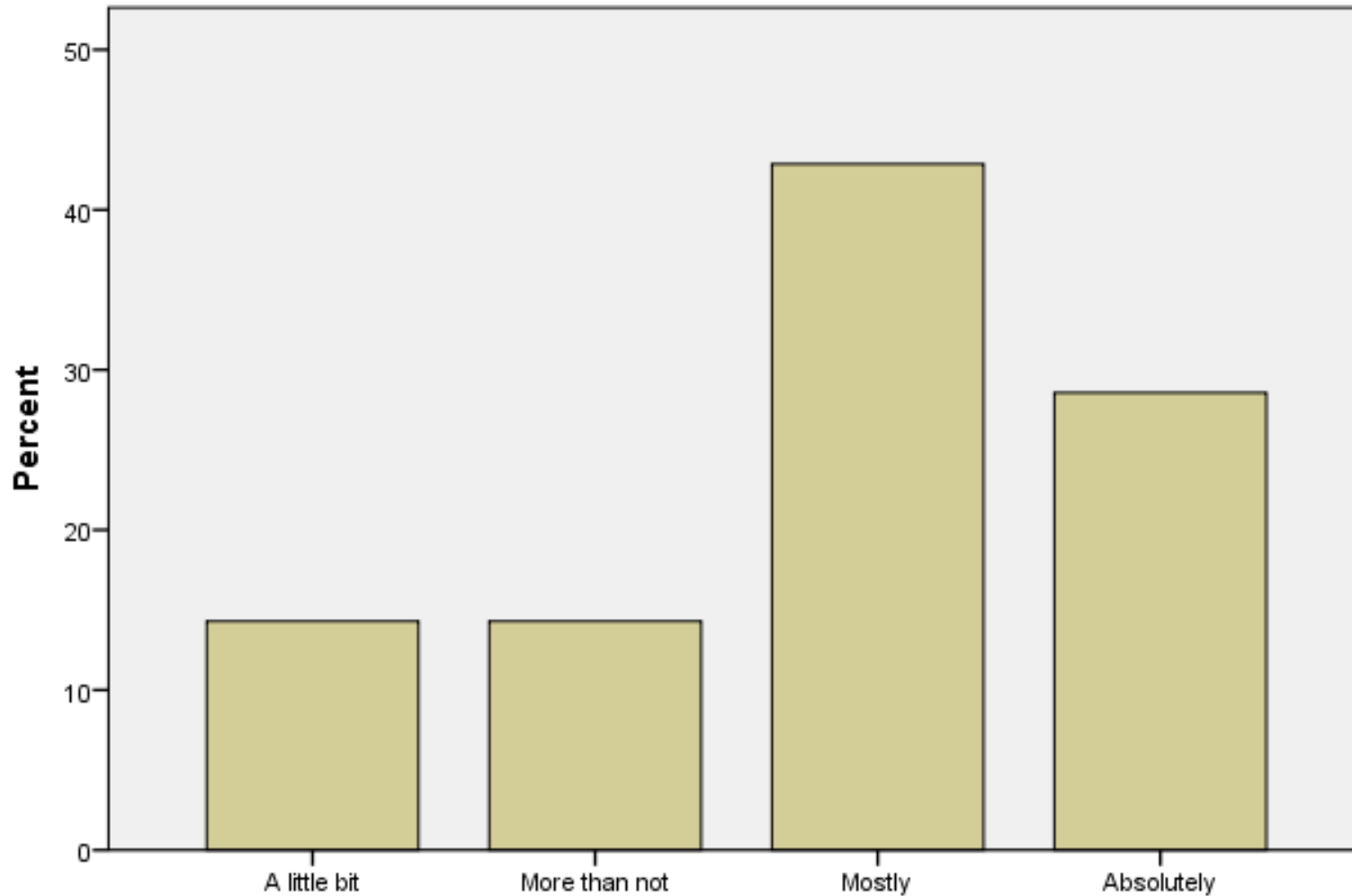
| | Q7: My principal creates a work environment that values two-way communication between teachers and administrators. | Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district. | Q9: I have a positive working relationship with my principal that supports my professional growth. | Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues. | Q11: My principal consistently supports district policies and procedures to create a safe school environment. |
|----------------|--|---|--|---|---|
| N | 7 | 7 | 7 | 7 | 7 |
| Mean | 4.29 | 4.71 | 5.00 | 3.57 | 5.00 |
| Std. Deviation | 1.254 | 1.380 | 1.528 | 2.370 | 1.528 |
| Median | 4.00 | 5.00 | 6.00 | 4.00 | 6.00 |

Q7: My principal creates a work environment that values two-way communication between teachers and administrators.



Q7: My principal creates a work environment that values two-way communication between teachers and administrators.

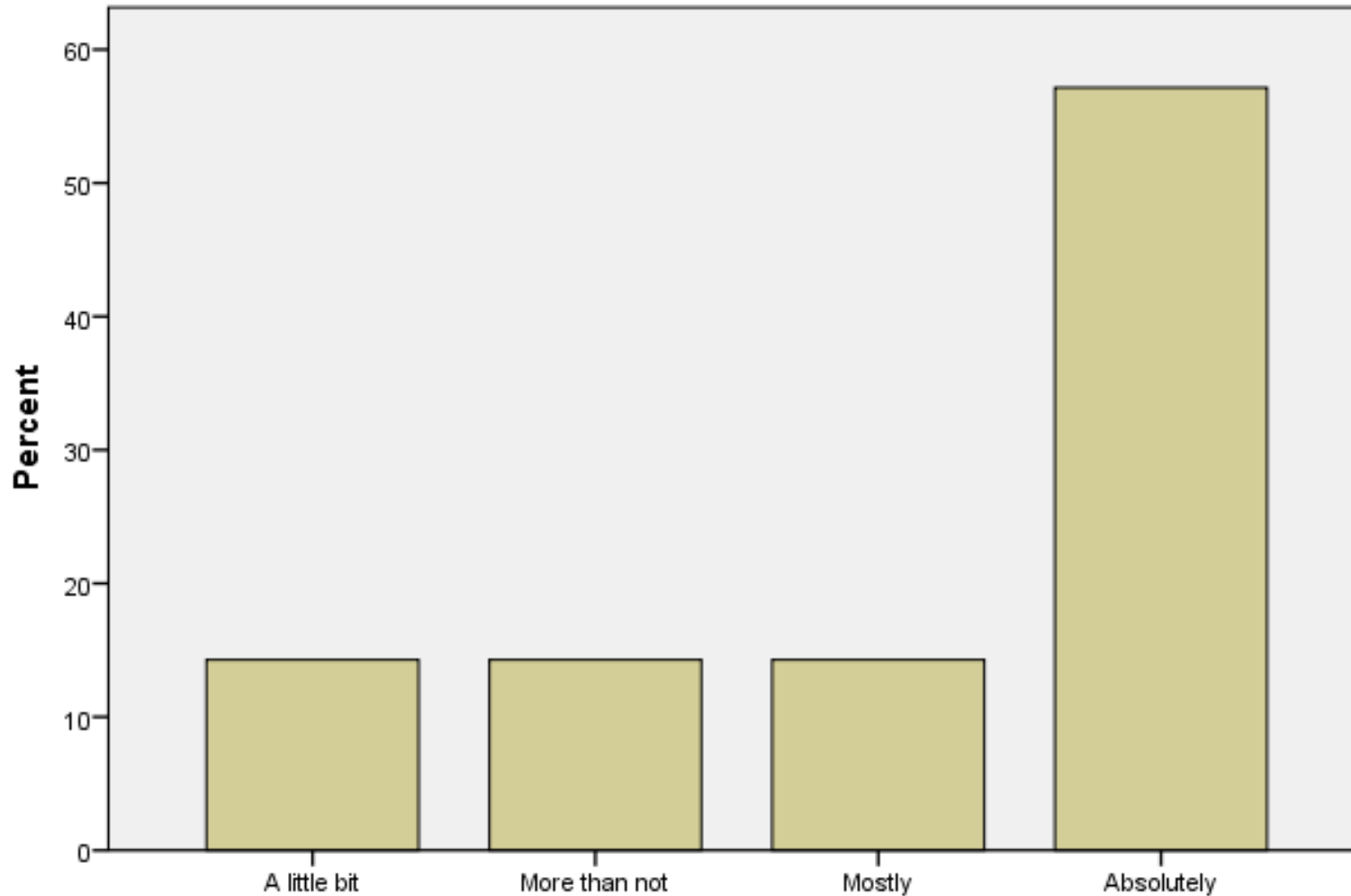
Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.



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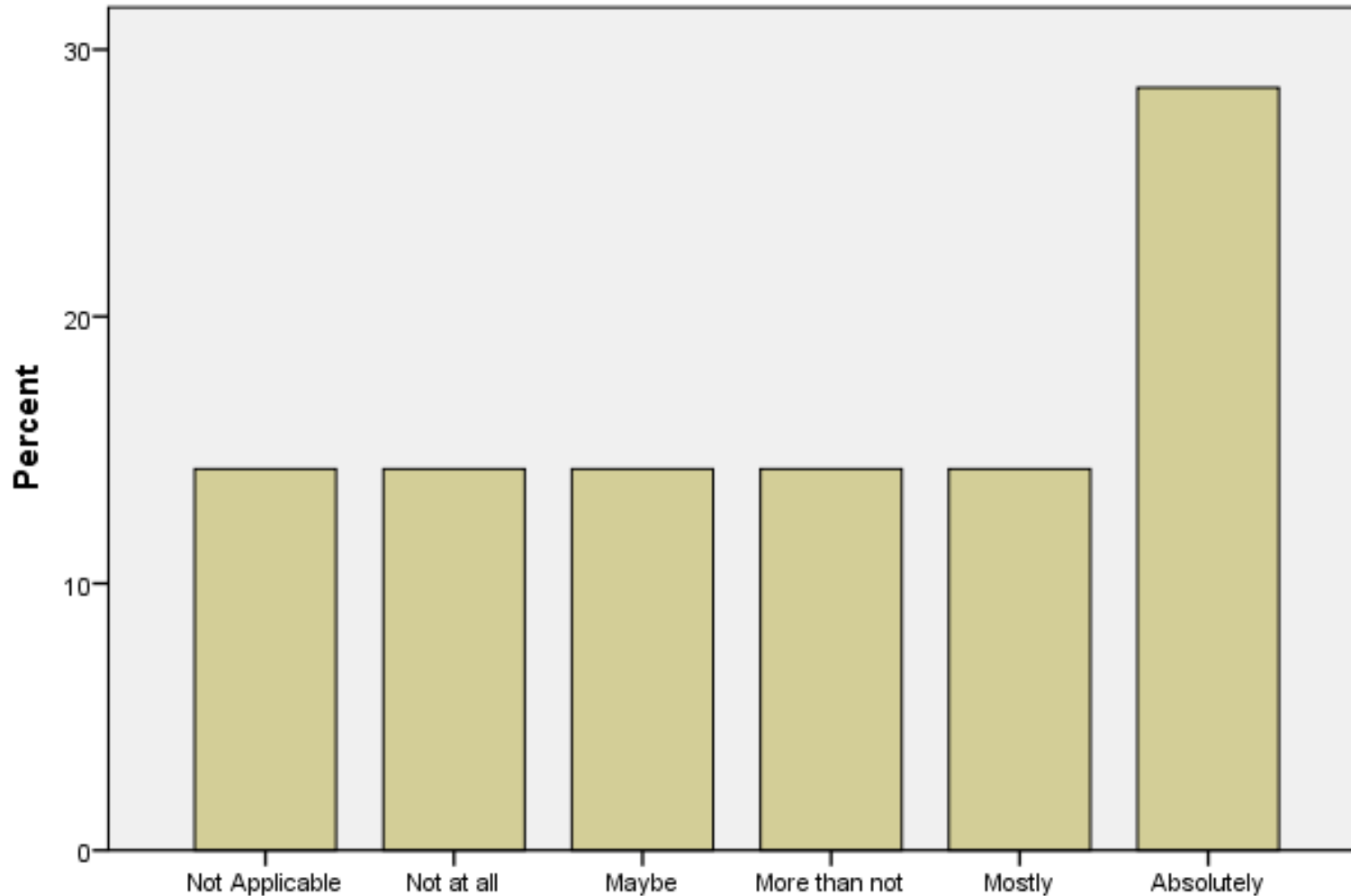
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q9: I have a positive working relationship with my principal that supports my professional growth.



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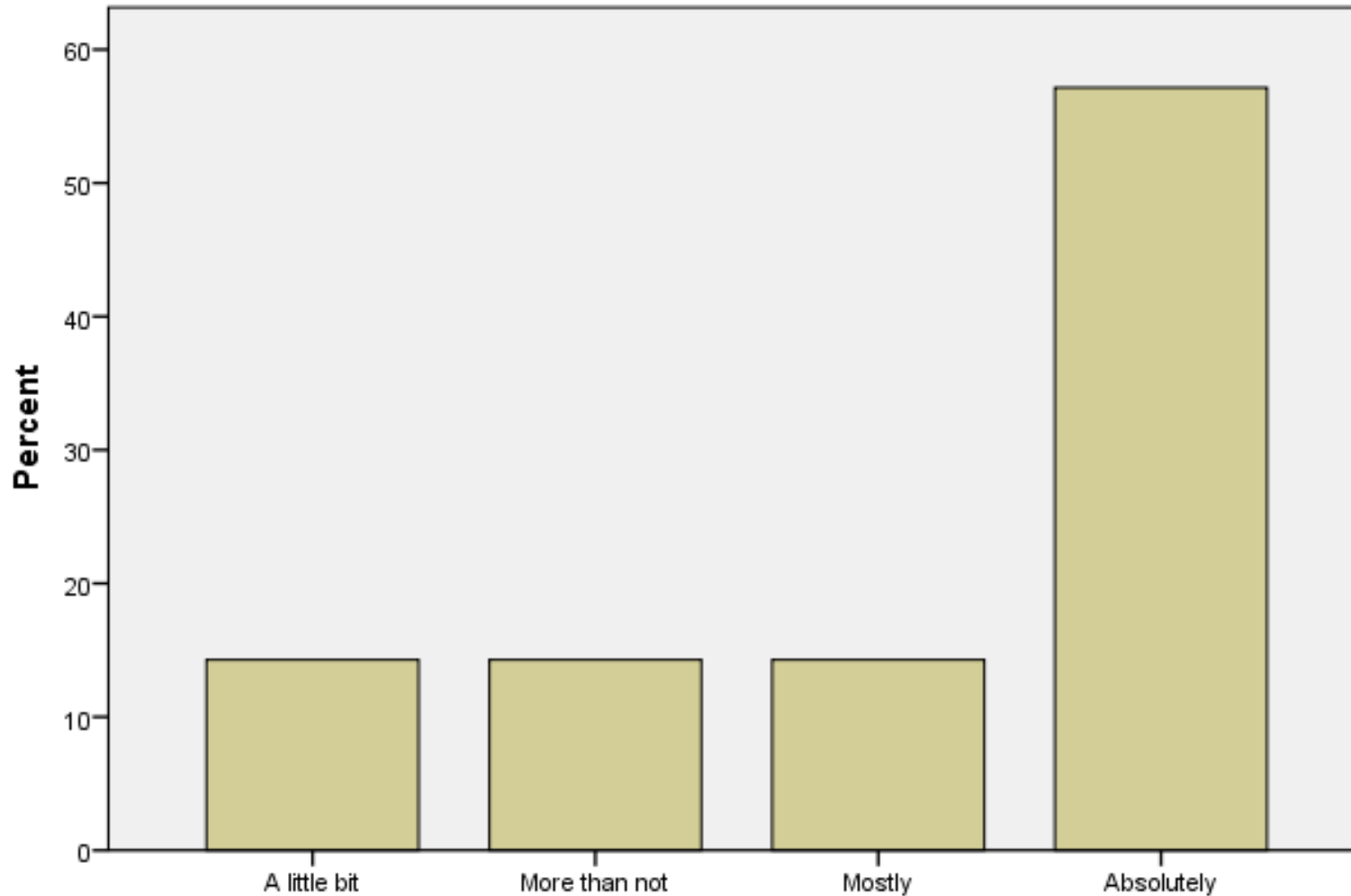
Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.



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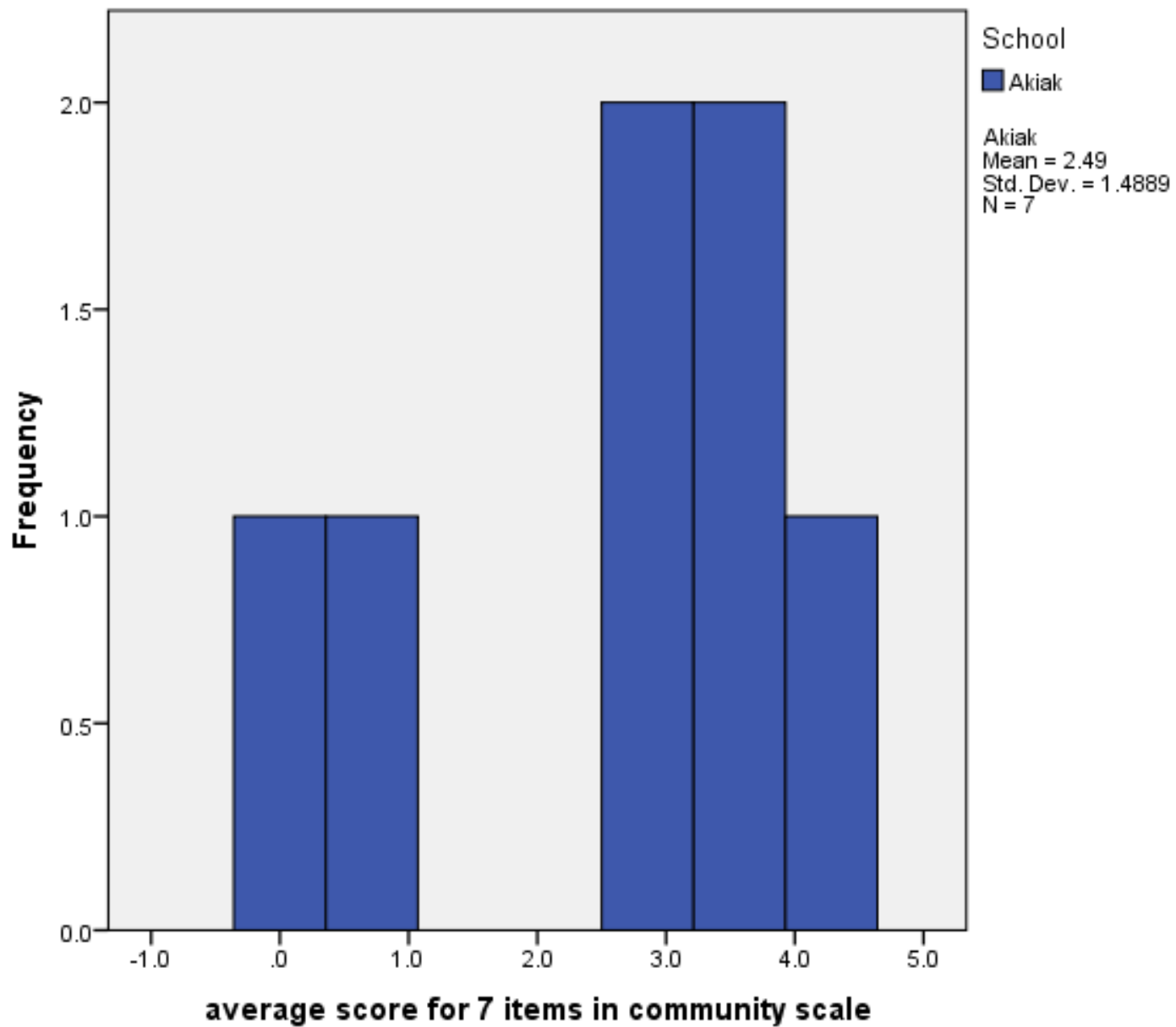
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q11: My principal consistently supports district policies and procedures to create a safe school environment.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

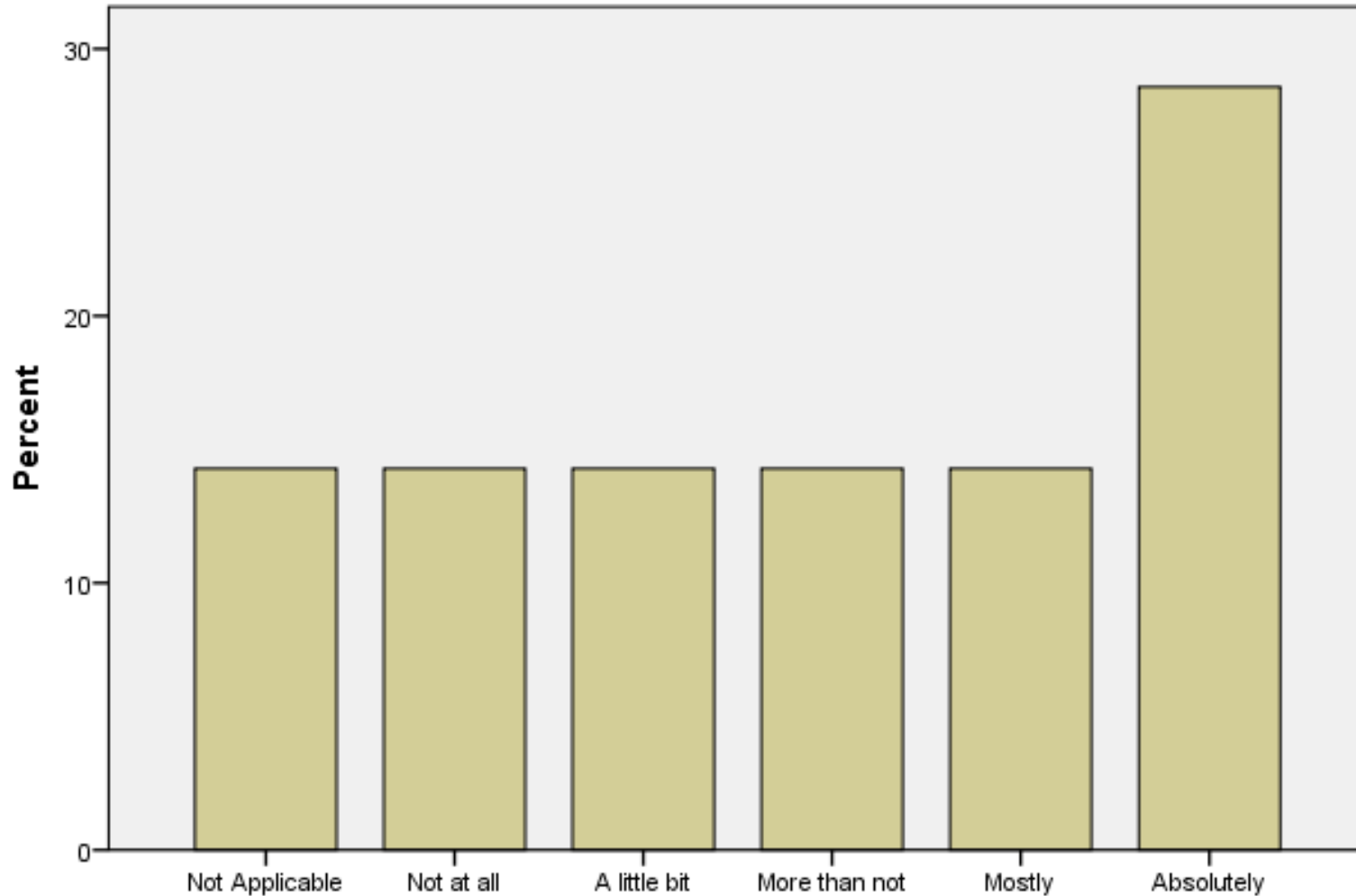


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

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|----------------|---|---|---|---|--|--|---|
| N | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| Mean | 3.43 | 2.29 | 2.57 | 3.00 | 2.29 | 1.71 | 2.14 |
| Std. Deviation | 2.440 | 1.496 | 1.902 | 1.915 | 1.604 | 1.254 | 1.464 |
| Median | 4.00 | 2.00 | 2.00 | 3.00 | 2.00 | 2.00 | 2.00 |

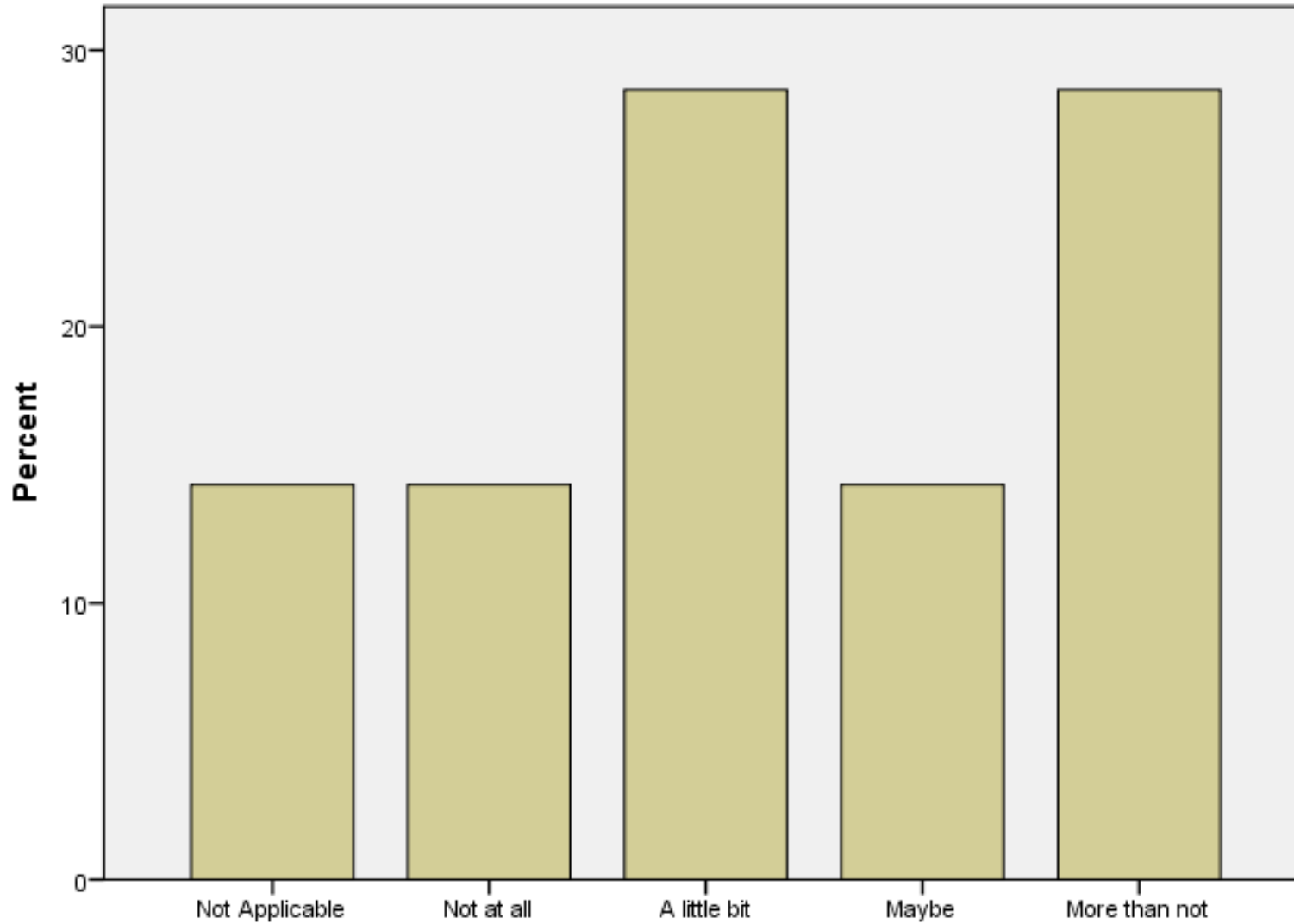
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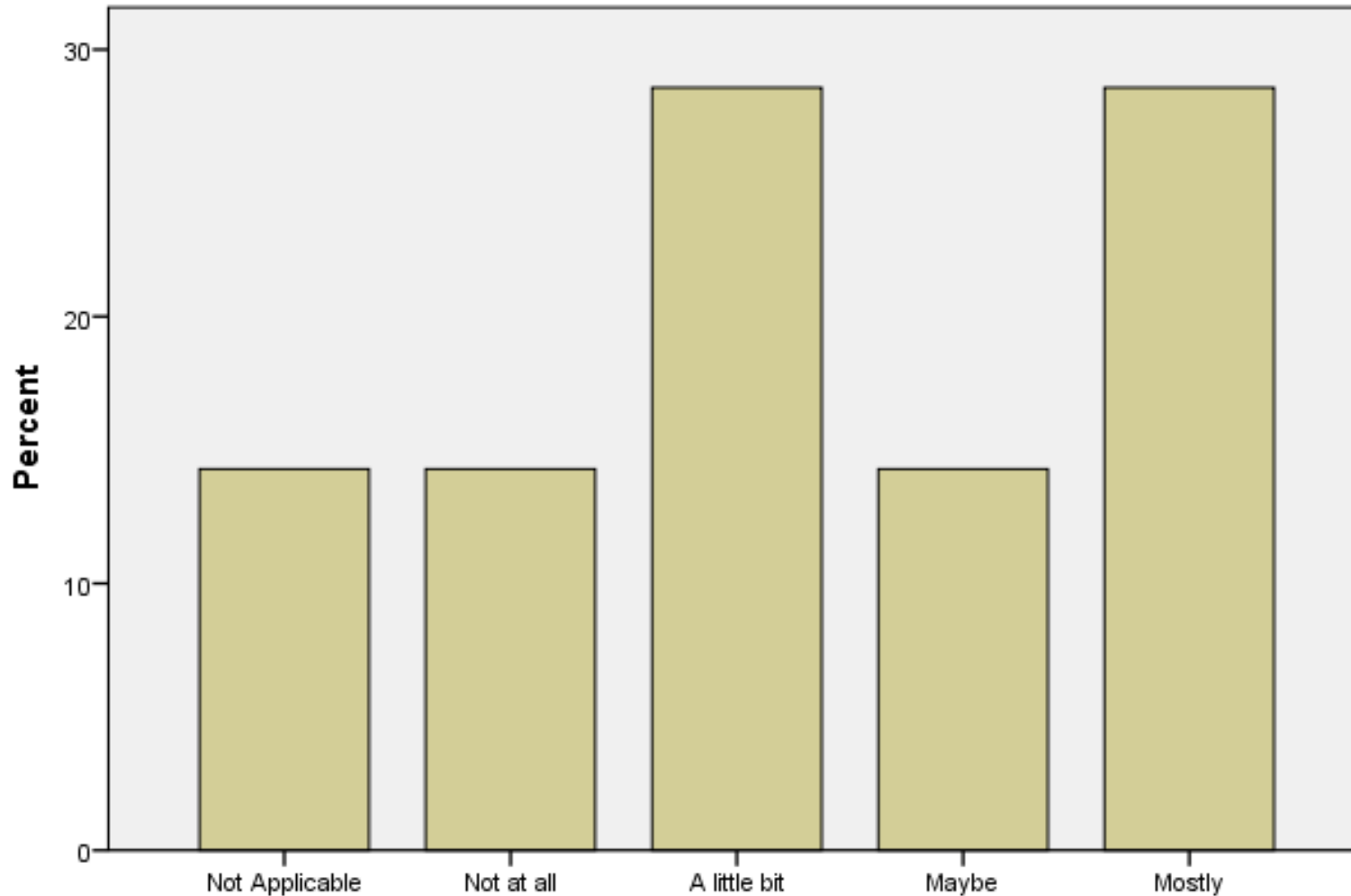
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q14: I feel comfortable being in the community where I teach.



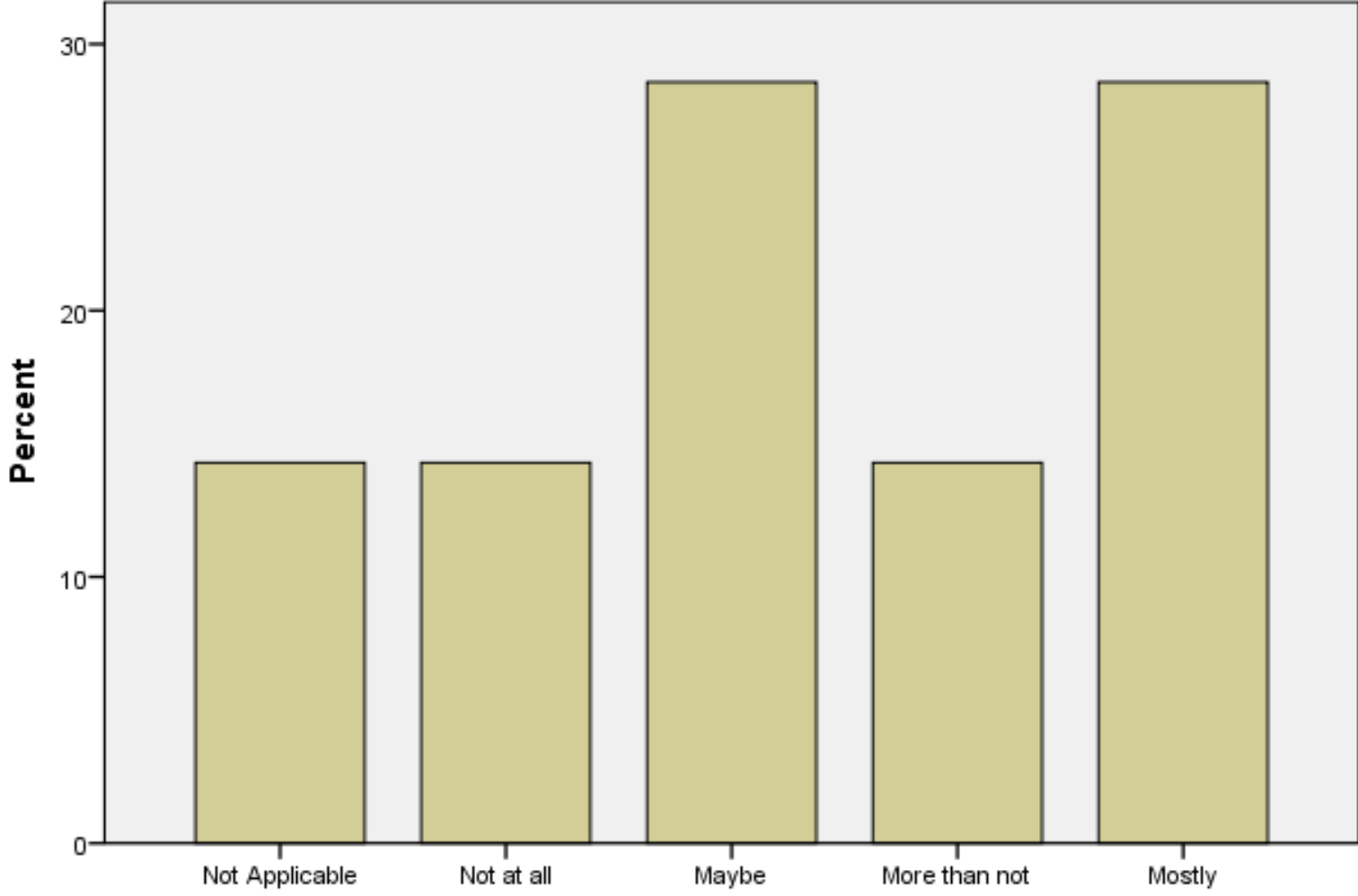
Q14: I feel comfortable being in the community where I teach.

Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.



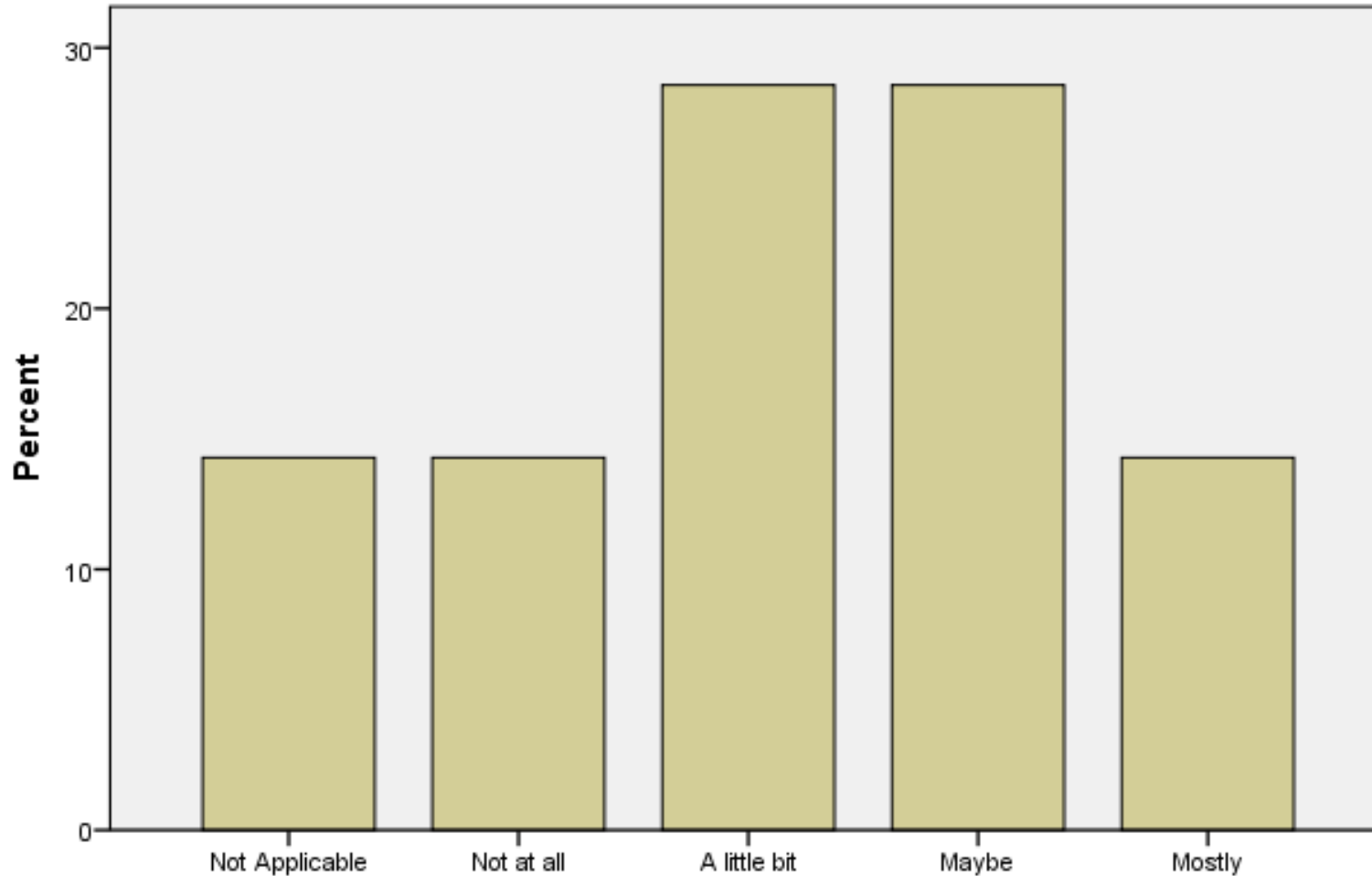
Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.

Q16: I feel comfortable engaging with community members about how the values of the community impact my work.



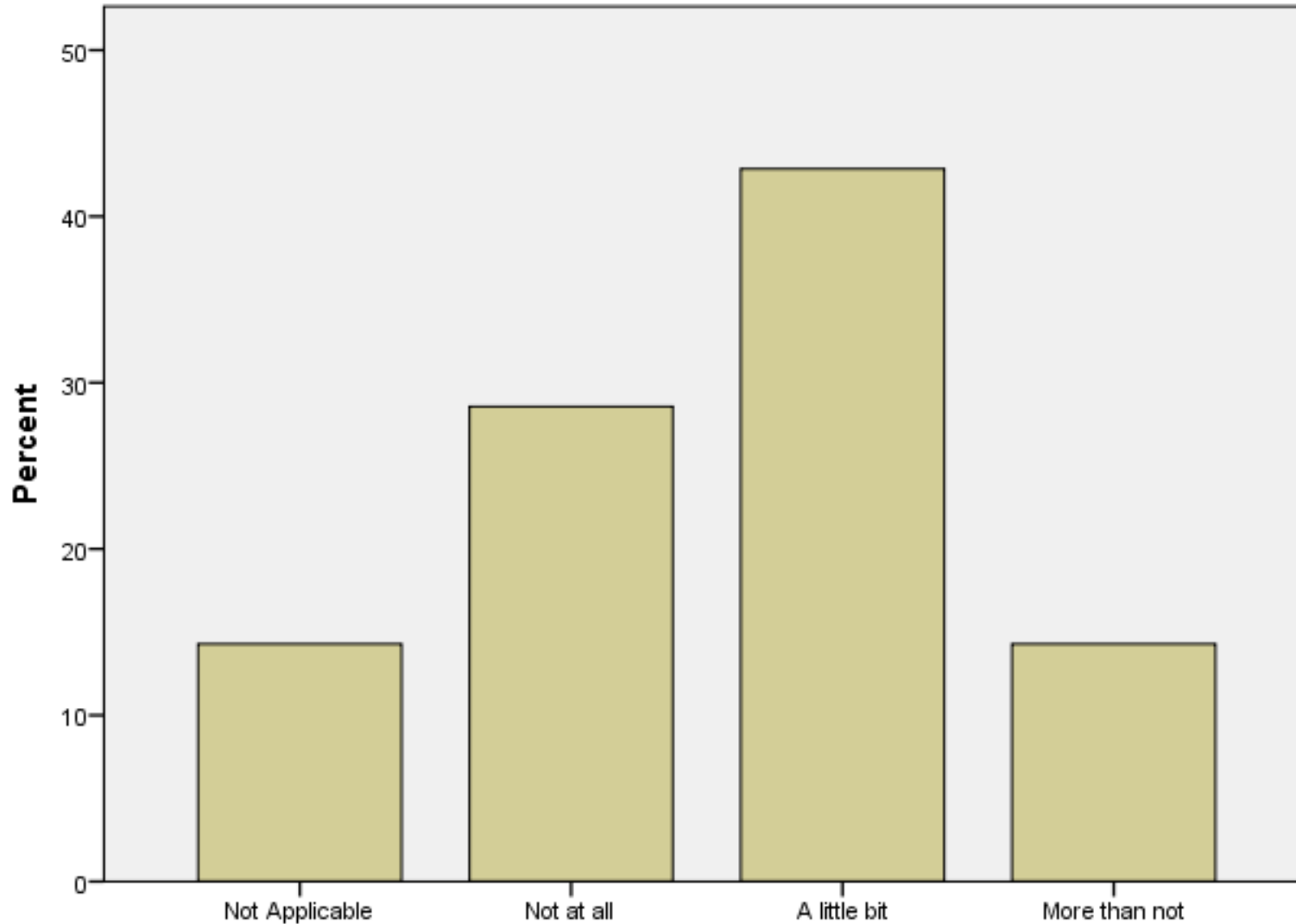
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Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.



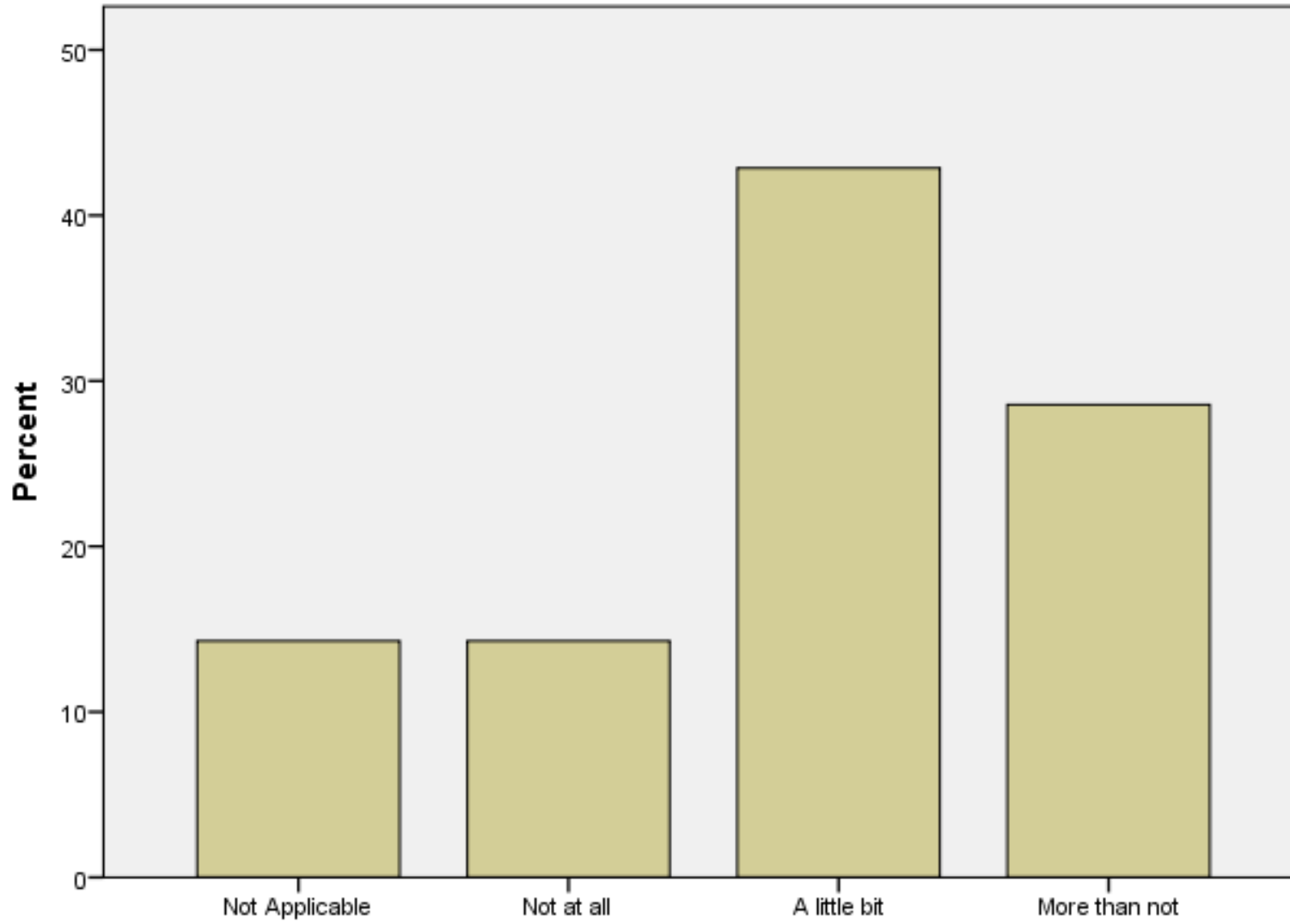
Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.

Q18: The culture of the community is reflected in school activities.



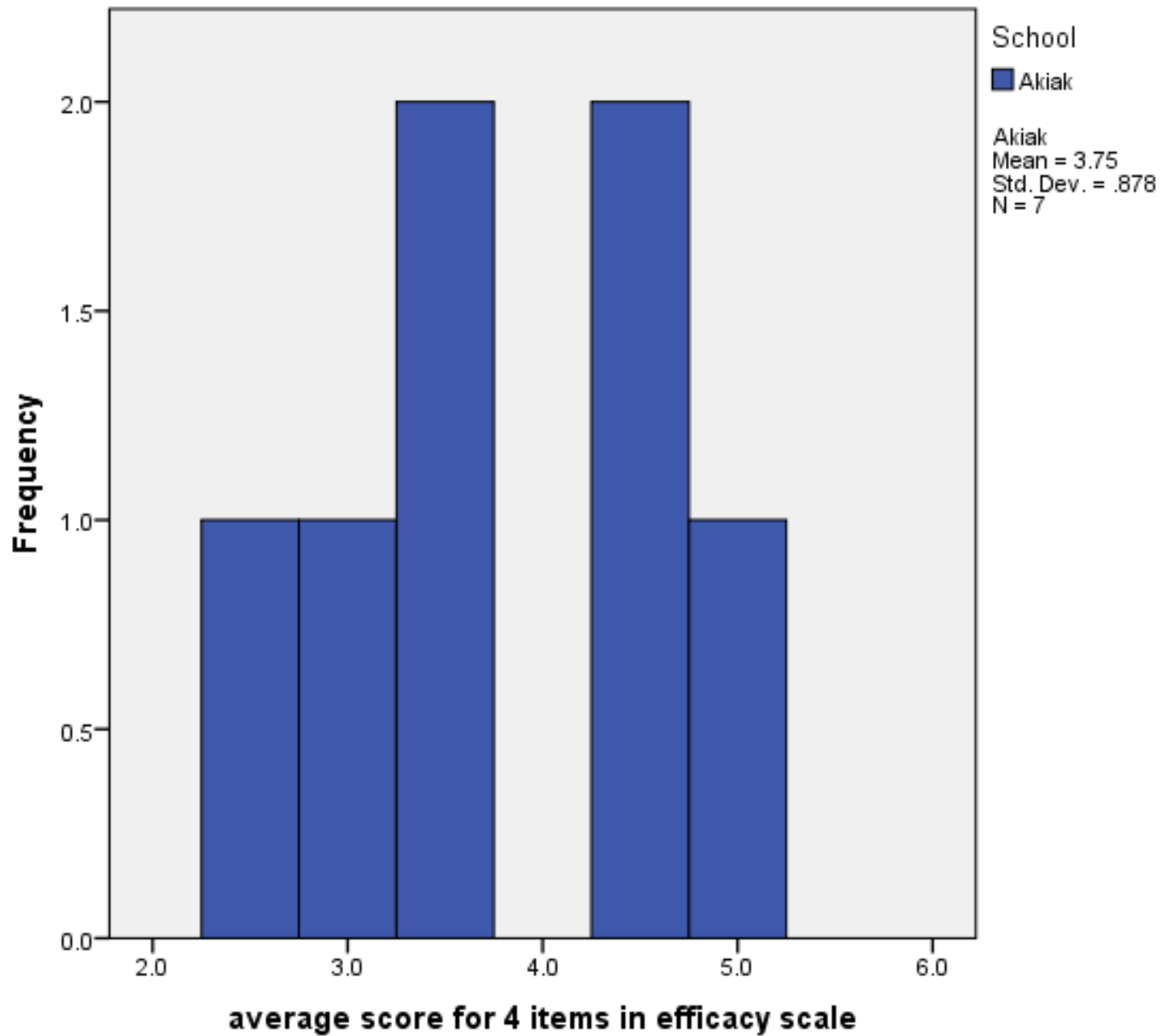
Q18: The culture of the community is reflected in school activities.

Q19: I feel safe in the community where my school is located.



Q19: I feel safe in the community where my school is located.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL



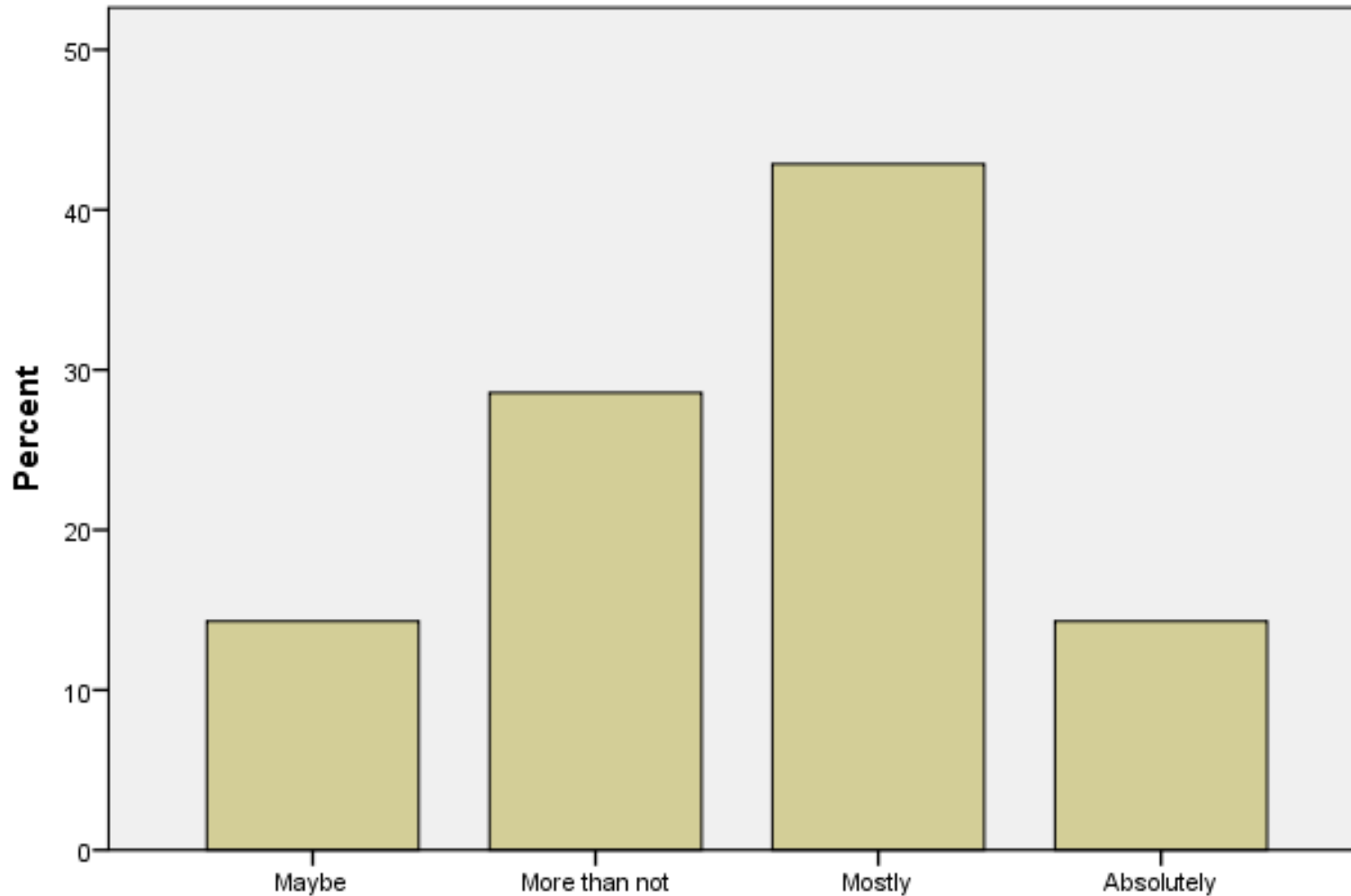
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

| | Q21: I have established positive and supportive relationships with people I work with. | Q22: Someone at work has encouraged my development as a professional educator. | Q23: I am routinely recognized and praised for doing good work. | Q24: I am confident I will be successful in my teaching assignment this year. |
|----------------|--|--|---|---|
| N | 7 | 7 | 7 | 7 |
| Mean | 4.57 | 2.71 | 3.29 | 4.43 |
| Std. Deviation | .976 | 1.890 | 1.704 | .787 |
| Median | 5.00 | 2.00 | 3.00 | 5.00 |

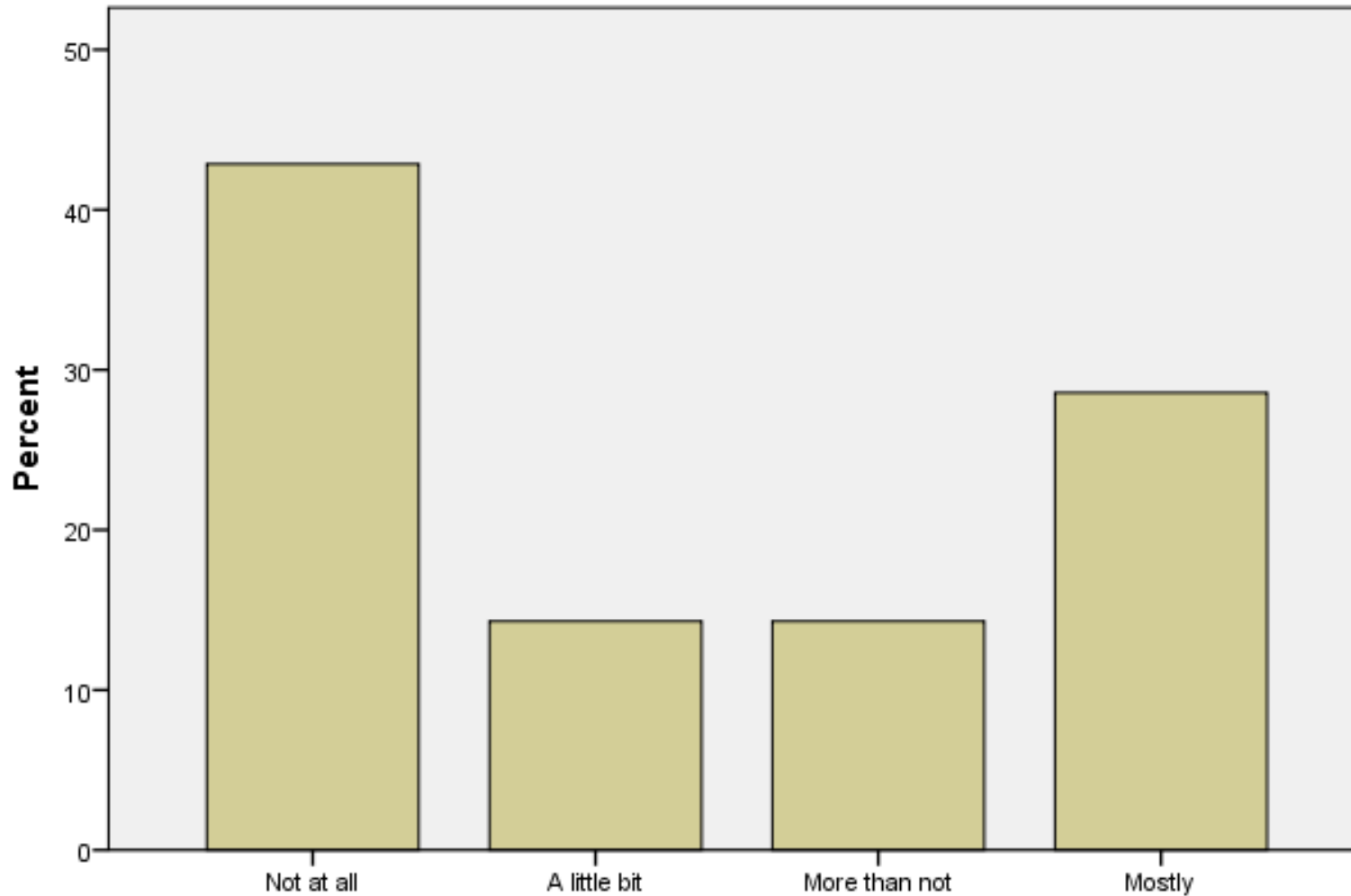
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q21: I have established positive and supportive relationships with people I work with.



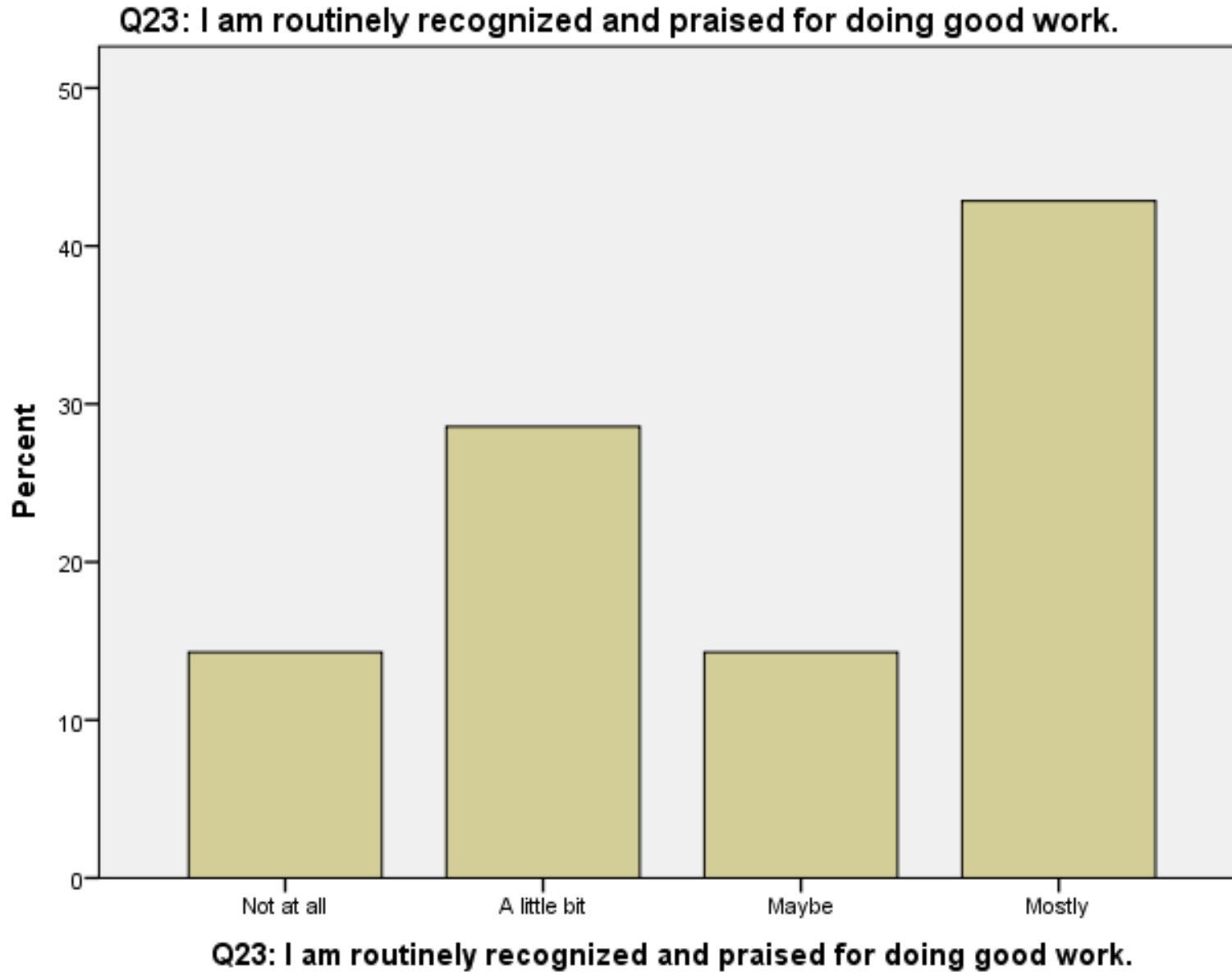
Q21: I have established positive and supportive relationships with people I work with.

Q22: Someone at work has encouraged my development as a professional educator.



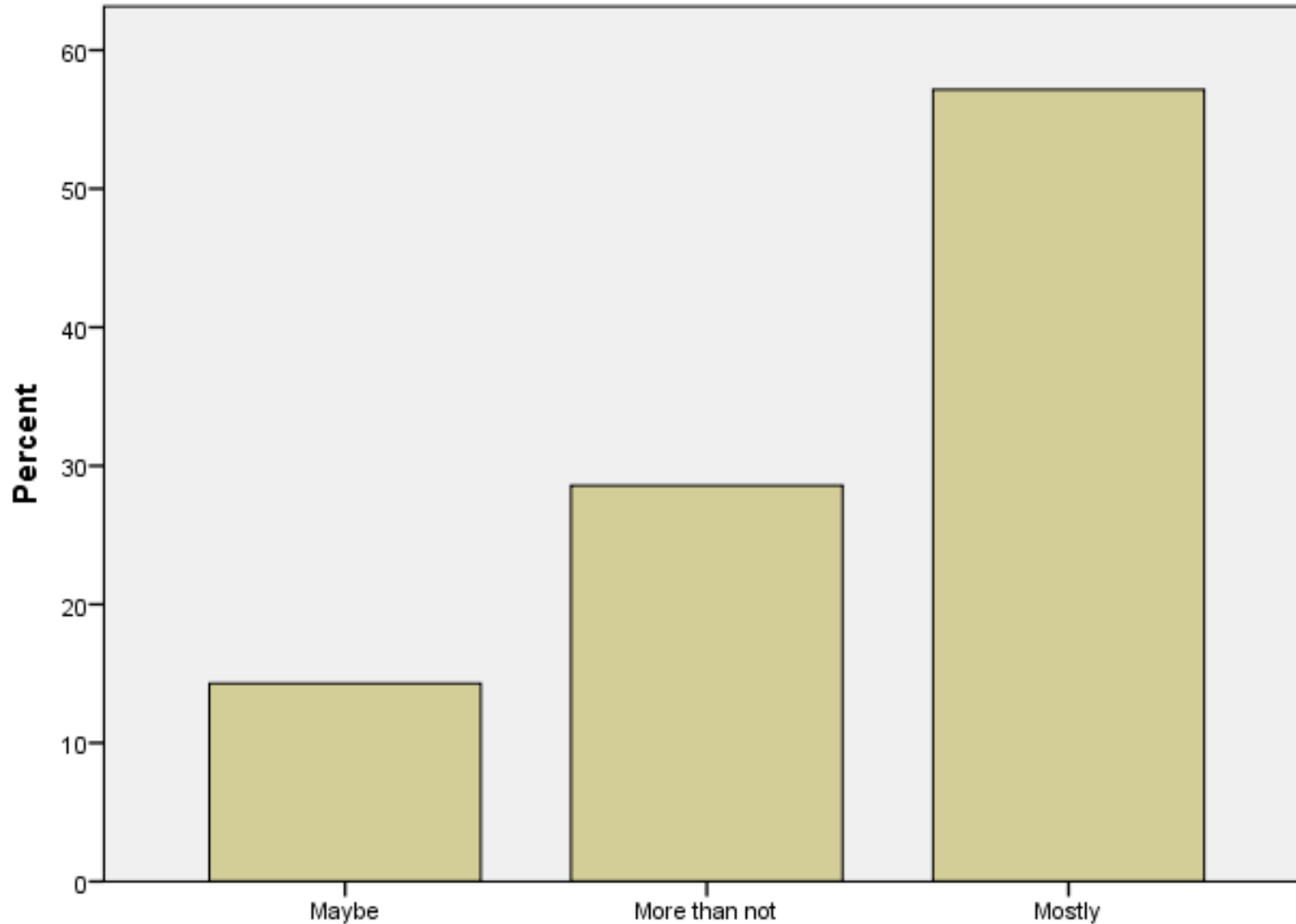
Q22: Someone at work has encouraged my development as a professional educator.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL



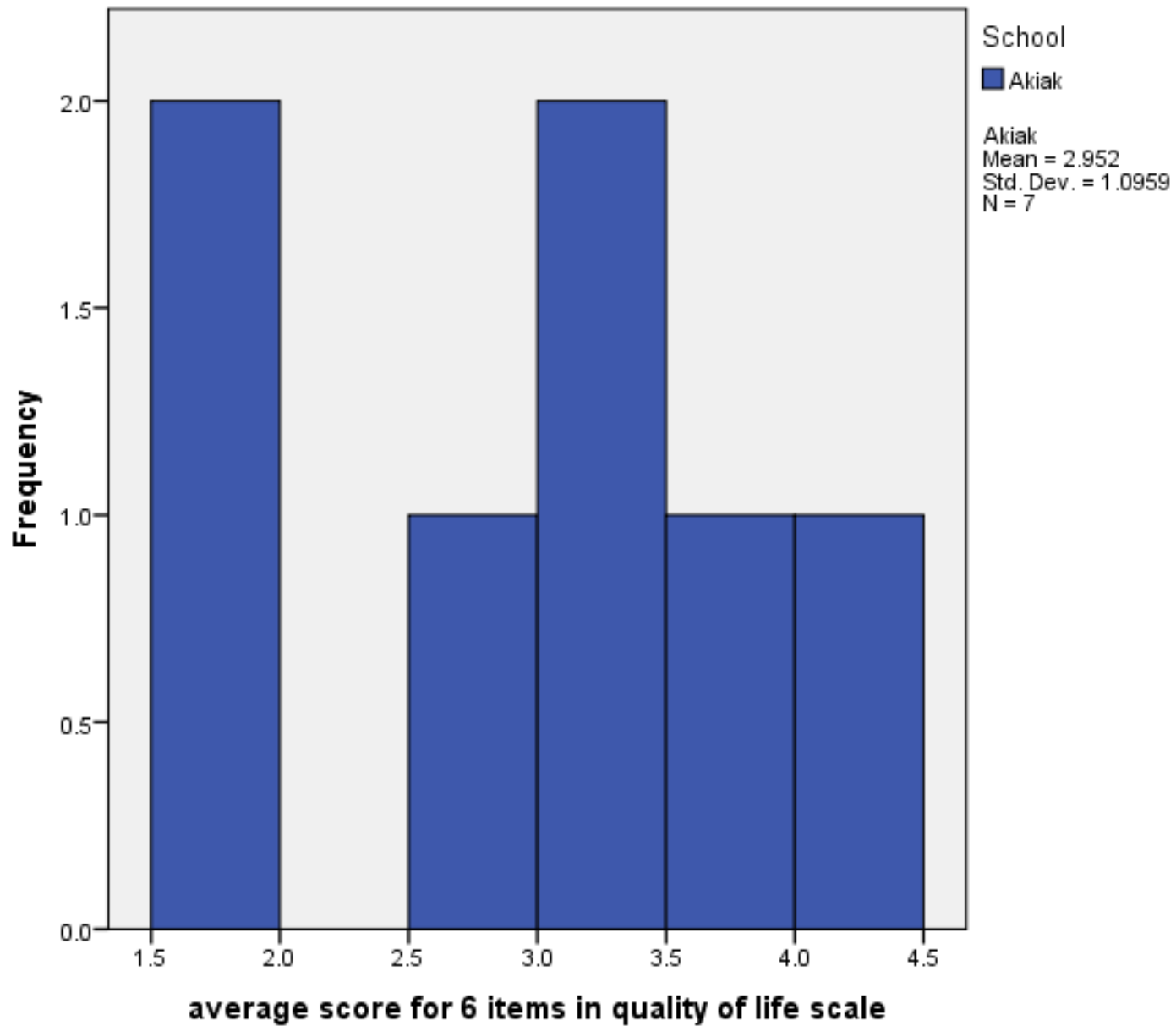
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q24: I am confident I will be successful in my teaching assignment this year.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

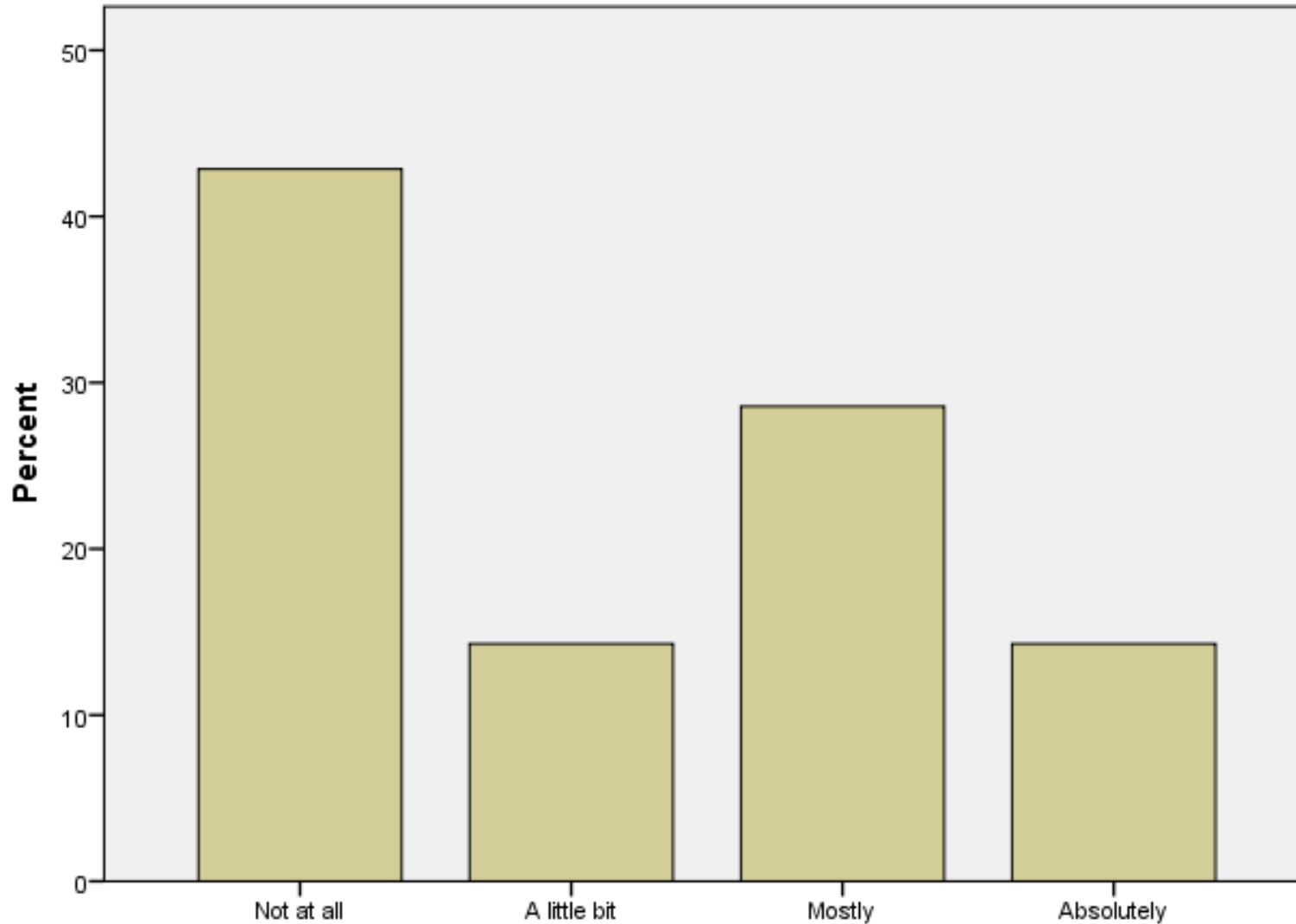


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

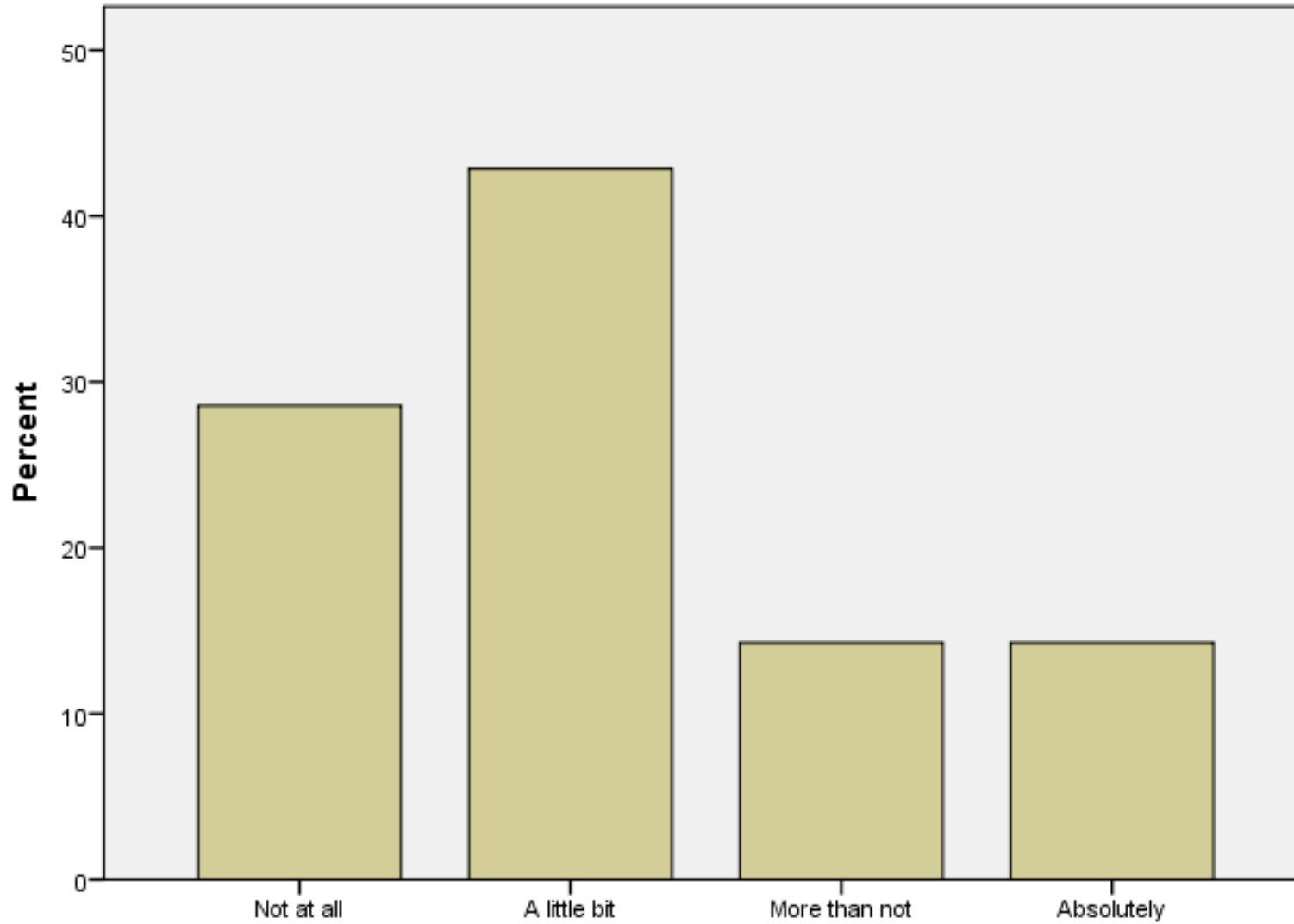
| | Q26: My housing situation has allowed me to focus on my teaching practice. | Q27: The quality of life I expected this year was realized. | Q28: I have access to technology that meets my needs. | Q29: At this time, I have been able to create a balance between my work and my personal life. | Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.). | Q31: My health needs are satisfactorily met in the community. |
|----------------|--|---|---|---|--|---|
| N | 7 | 7 | 7 | 7 | 7 | 7 |
| Mean | 3.00 | 2.57 | 2.00 | 3.86 | 4.71 | 1.57 |
| Std. Deviation | 2.236 | 1.813 | 1.414 | 2.116 | 1.890 | 1.272 |
| Median | 2.00 | 2.00 | 2.00 | 5.00 | 6.00 | 1.00 |

Q26: My housing situation has allowed me to focus on my teaching practice.



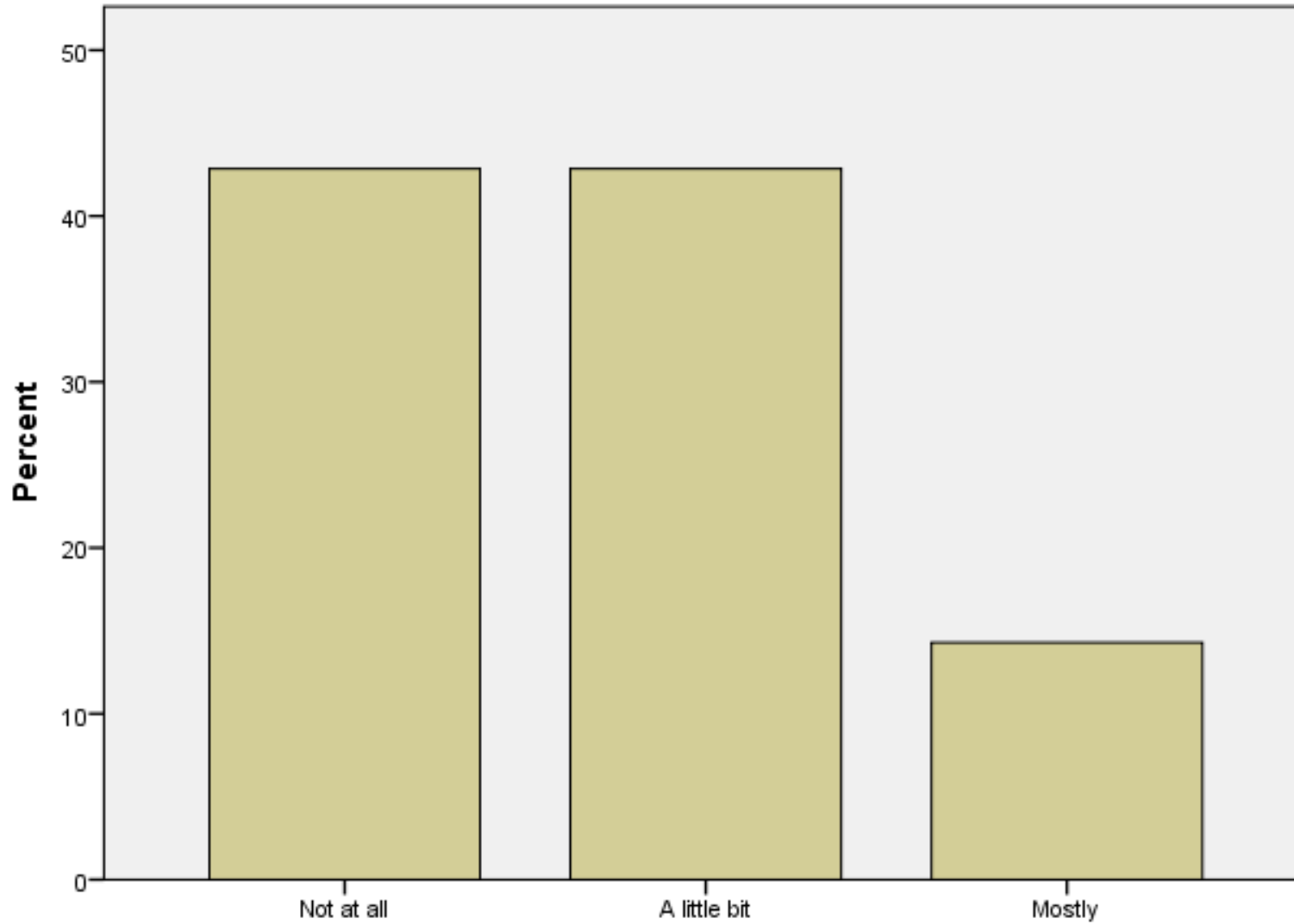
Q26: My housing situation has allowed me to focus on my teaching practice.

Q27: The quality of life I expected this year was realized.



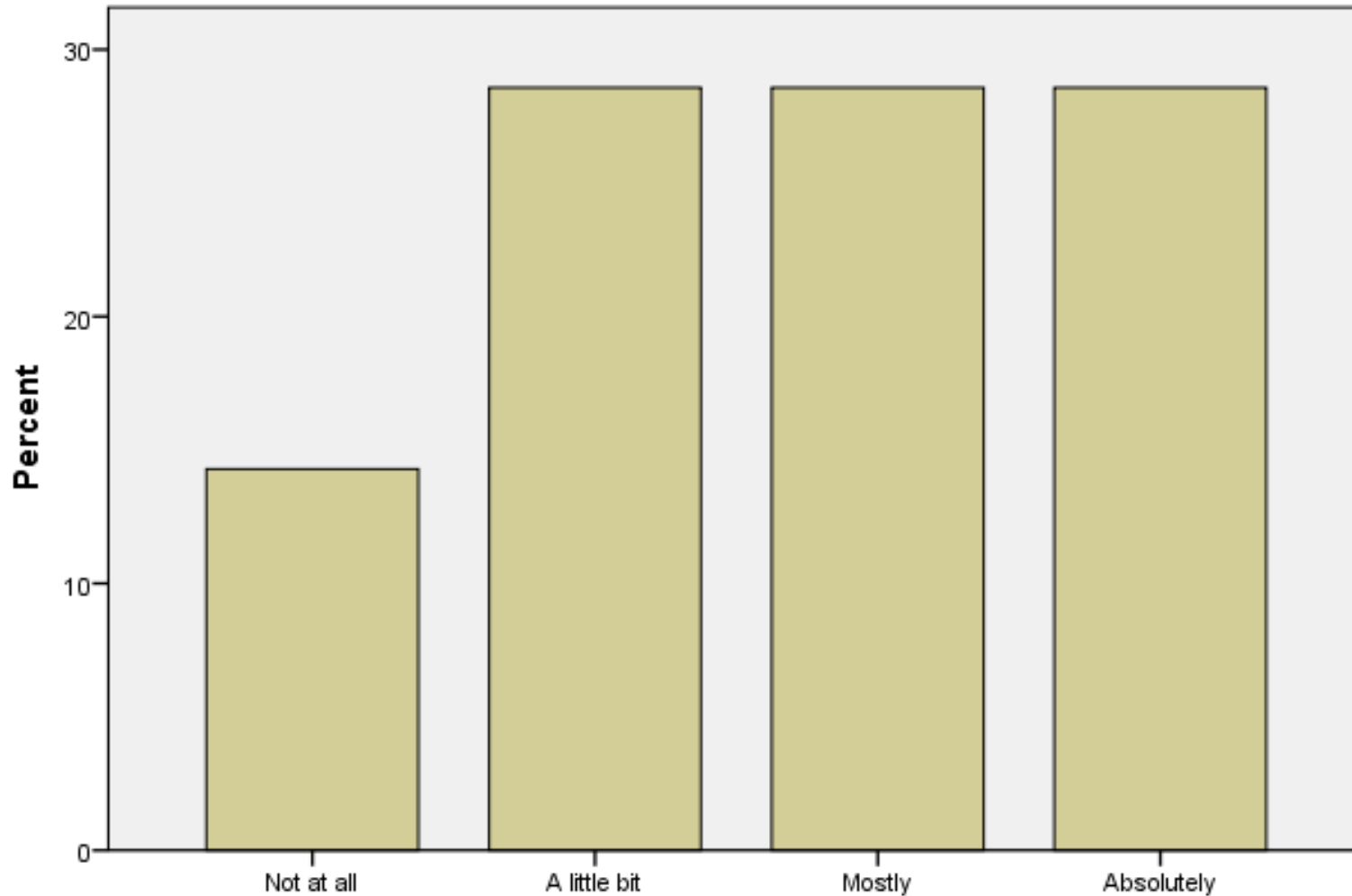
Q27: The quality of life I expected this year was realized.

Q28: I have access to technology that meets my needs.



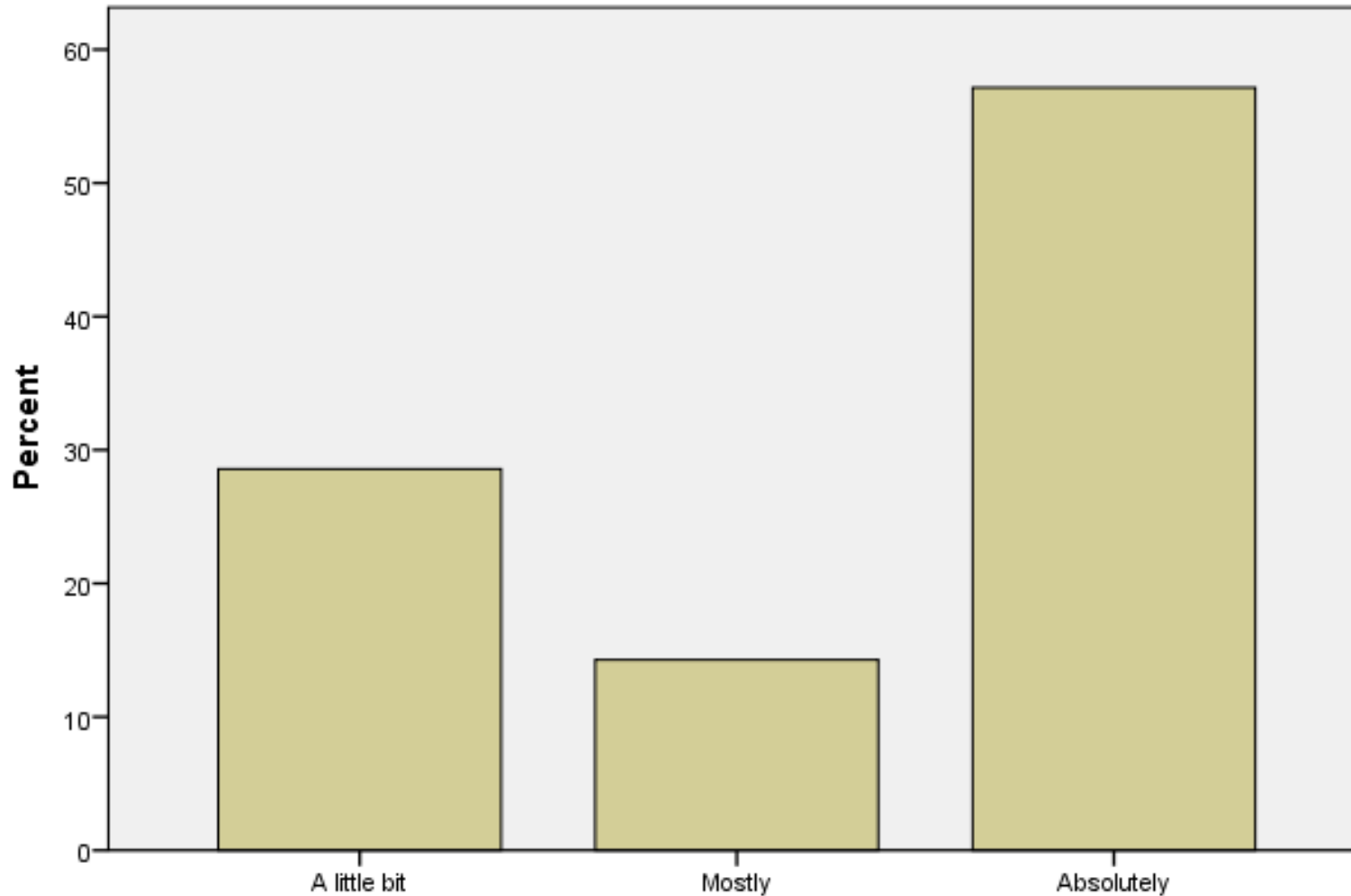
Q28: I have access to technology that meets my needs.

Q29: At this time, I have been able to create a balance between my work and my personal life.



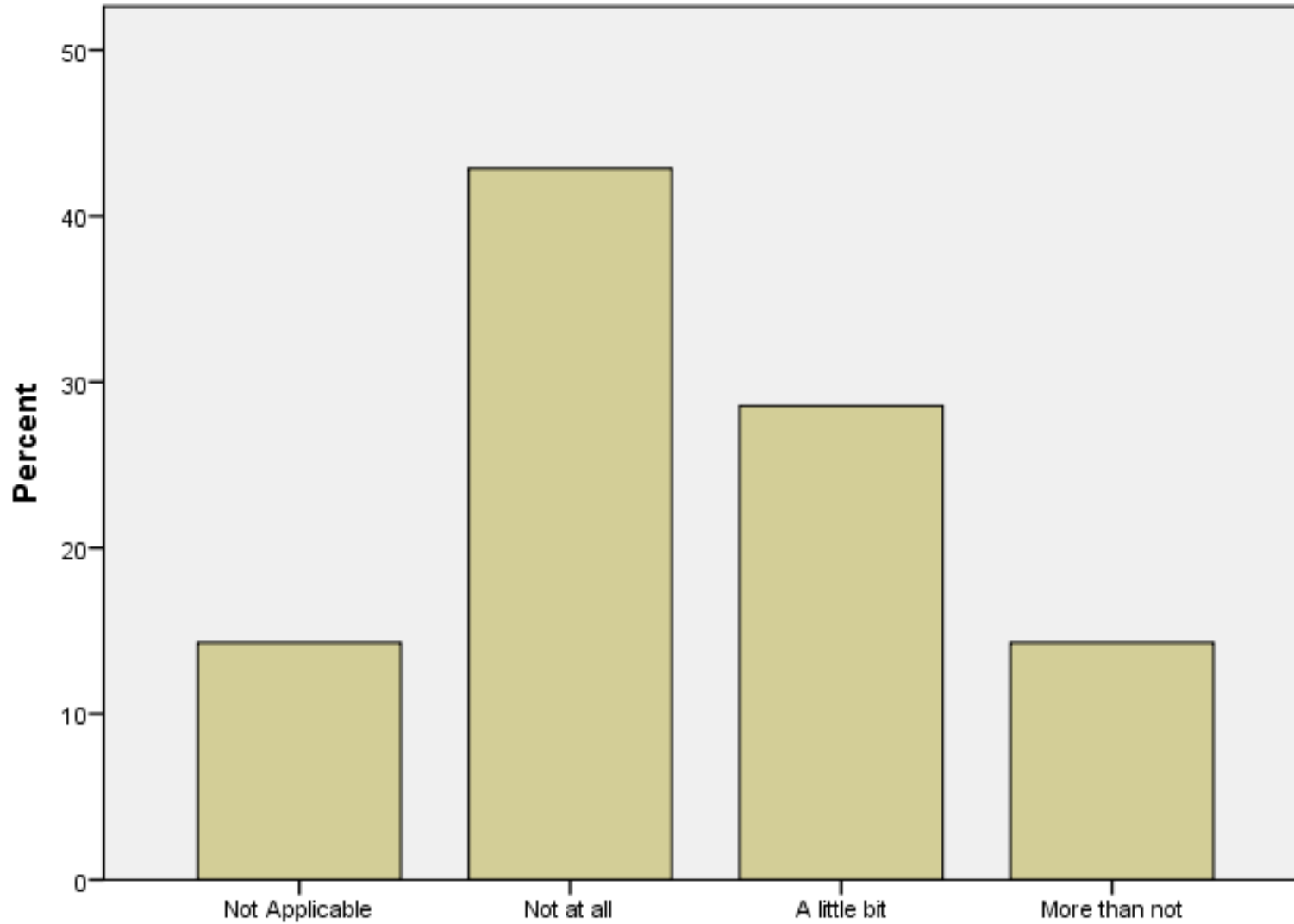
Q29: At this time, I have been able to create a balance between my work and my personal life.

Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).



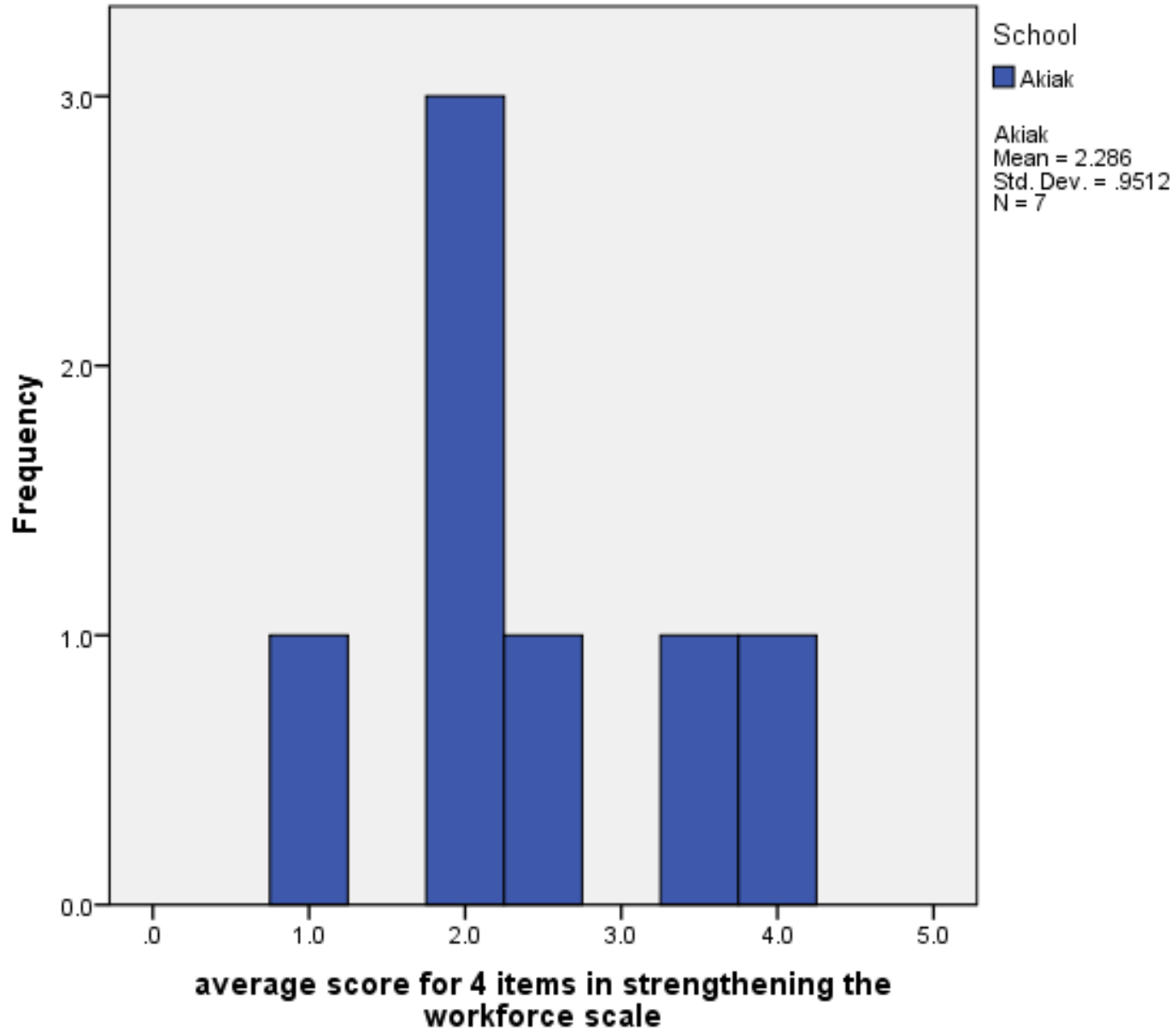
Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).

Q31: My health needs are satisfactorily met in the community.



Q31: My health needs are satisfactorily met in the community.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

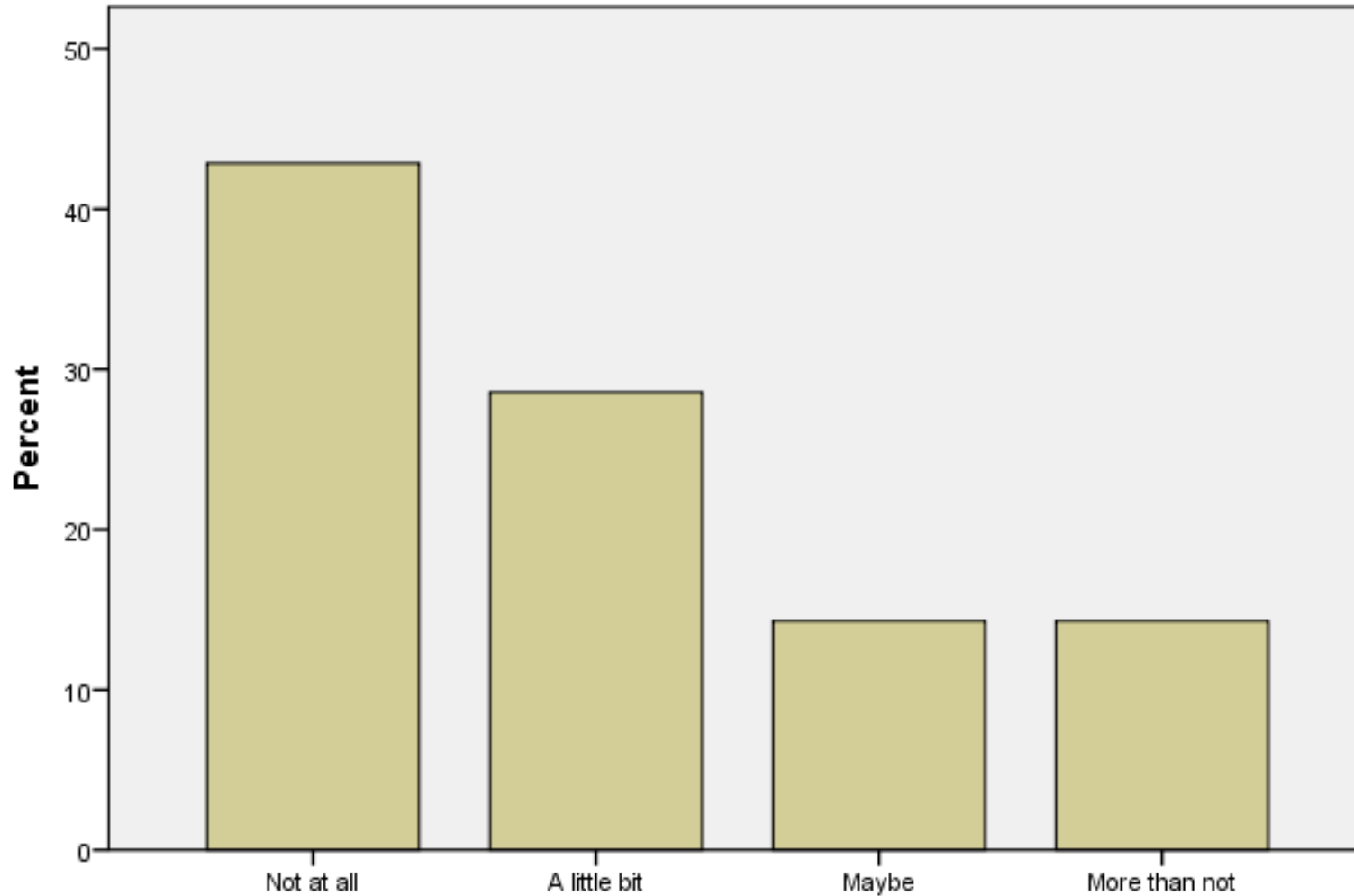


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Case Summaries

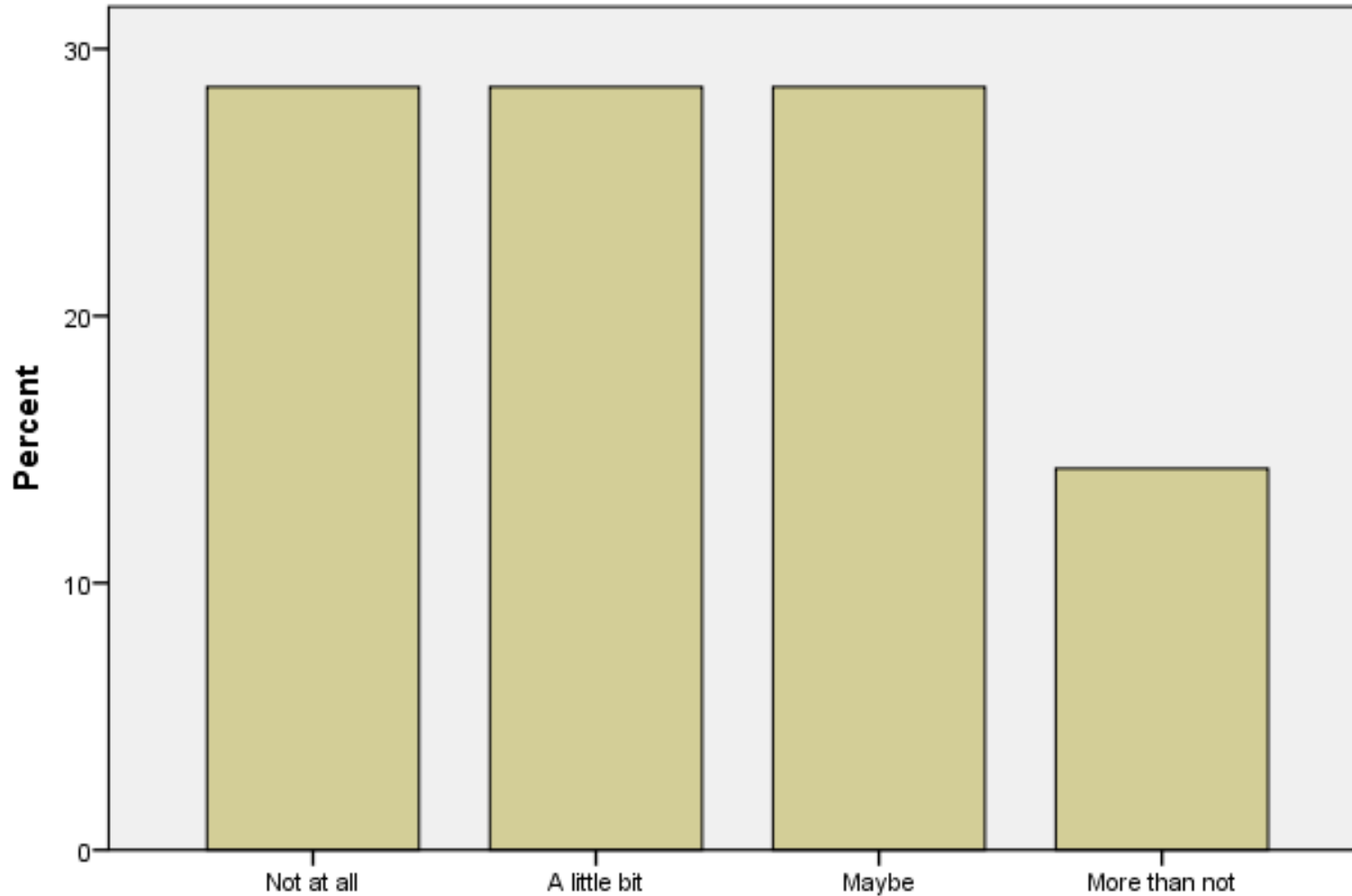
| | Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time. | Q34: My district maximizes time for me to plan and deliver high quality instruction. | Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft. | Q36: At this time, I want to continue teaching in this school next year. |
|----------------|--|--|--|--|
| N | 7 | 7 | 7 | 7 |
| Mean | 2.00 | 2.29 | 2.00 | 2.86 |
| Std. Deviation | 1.155 | 1.113 | 1.000 | 1.952 |
| Median | 2.00 | 2.00 | 2.00 | 3.00 |

Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.



Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.

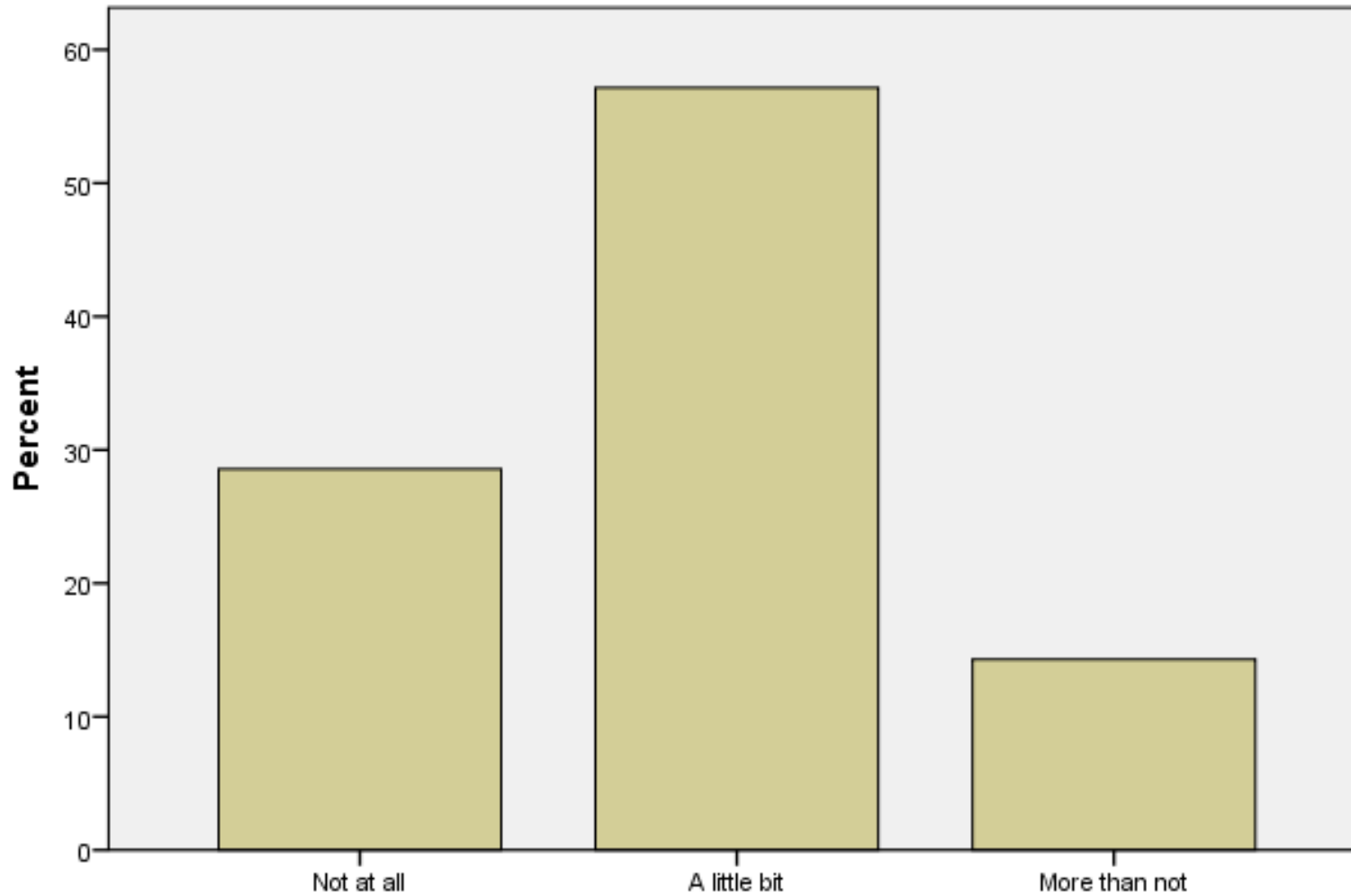
Q34: My district maximizes time for me to plan and deliver high quality instruction.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

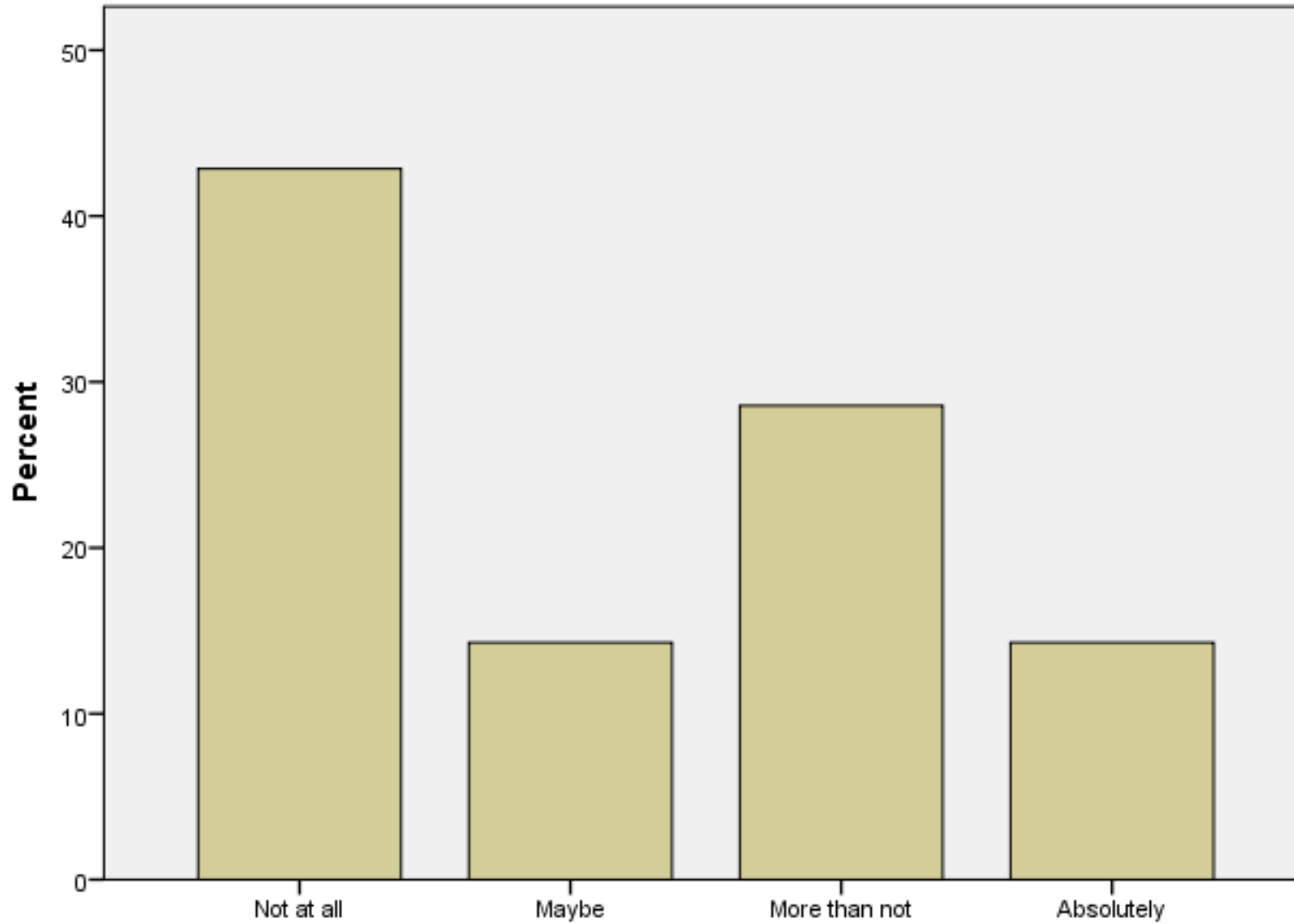
Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft.



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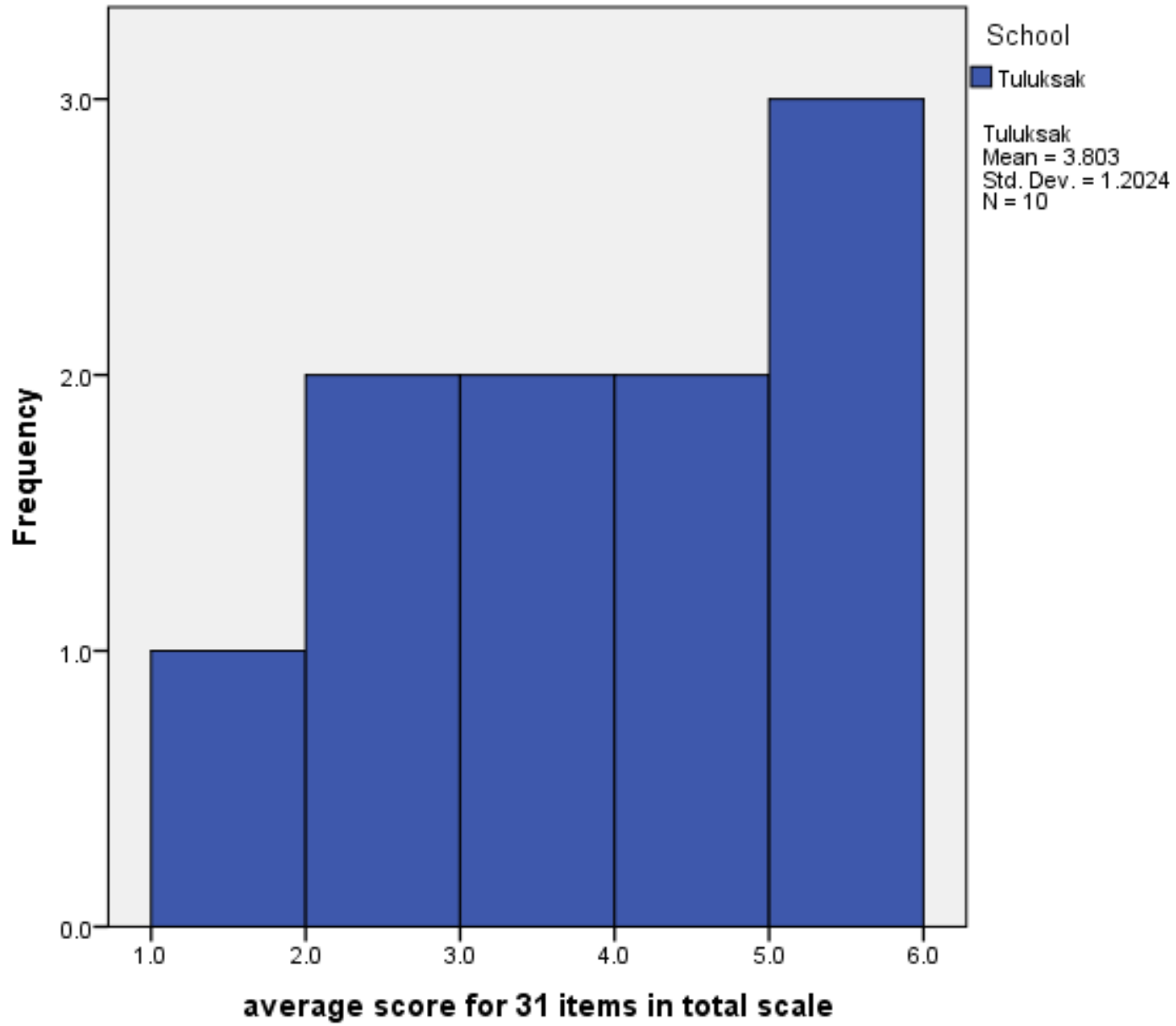
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – AKIACHAK SCHOOL

Q36: At this time, I want to continue teaching in this school next year.



Q36: At this time, I want to continue teaching in this school next year.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

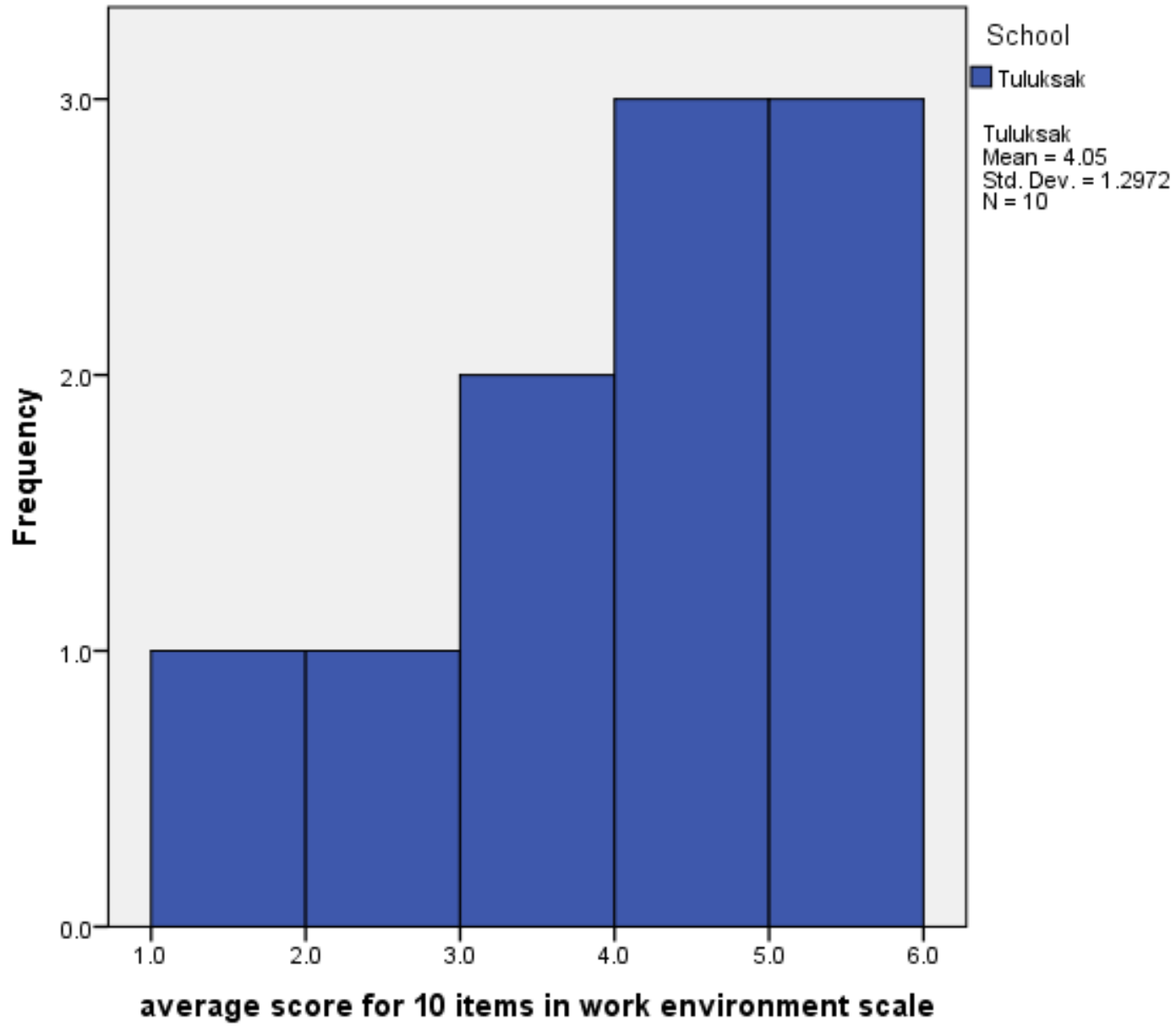


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

| | average score for 5 items in leadership scale | average score for 10 items in work environment scale | average score for 7 items in community scale | average score for 4 items in efficacy scale | average score for 6 items in quality of life scale | average score for 4 items in strengthening the workforce scale | average score for 31 items in total scale |
|----------------|---|---|--|---|--|---|---|
| N | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | 4.820 | 4.050 | 3.371 | 4.600 | 3.700 | 3.300 | 3.803 |
| Std. Deviation | 1.4831 | 1.2972 | 1.3689 | 1.2974 | 1.4247 | 1.5934 | 1.2024 |
| Minimum | 1.6 | 1.3 | 1.6 | 2.3 | 1.2 | 1.0 | 1.8 |
| Maximum | 6.0 | 5.7 | 5.1 | 5.8 | 5.2 | 5.5 | 5.5 |
| Median | 5.300 | 4.200 | 3.500 | 5.125 | 3.917 | 3.250 | 3.823 |

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL



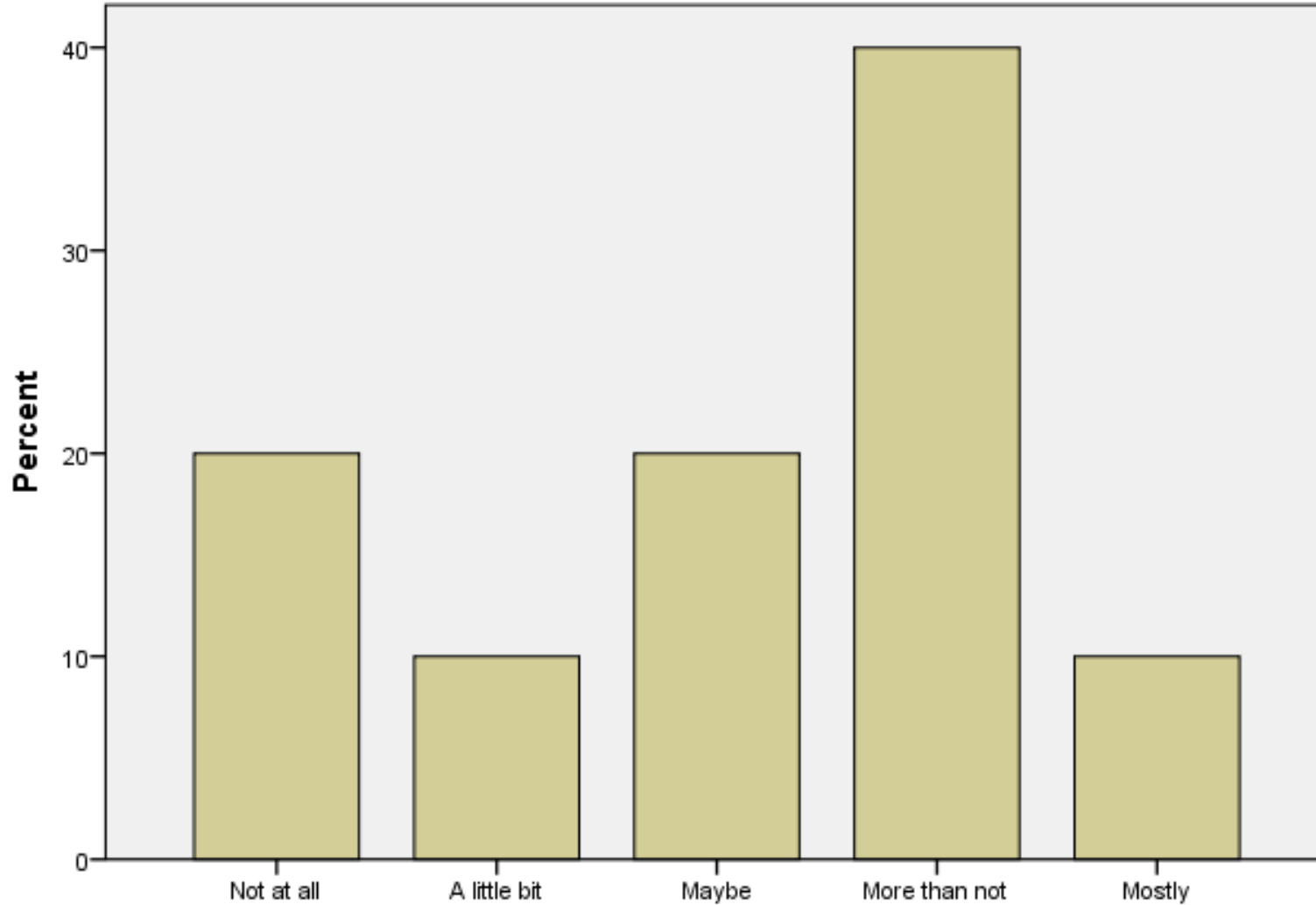
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

| | Q1: I have adequate resources to respond to the needs of the students I teach. | Q2: The professional development I'm receiving is synced with district priorities and the needs of my students. | Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice. | Q4: I feel comfortable being in the school where I teach. | Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach. |
|----------------|--|---|--|---|--|
| N | 10 | 10 | 10 | 10 | 10 |
| Mean | 3.10 | 2.80 | 2.70 | 4.10 | 3.70 |
| Std. Deviation | 1.370 | 1.874 | 2.003 | 1.663 | 1.703 |
| Median | 3.50 | 2.50 | 2.00 | 4.50 | 4.00 |

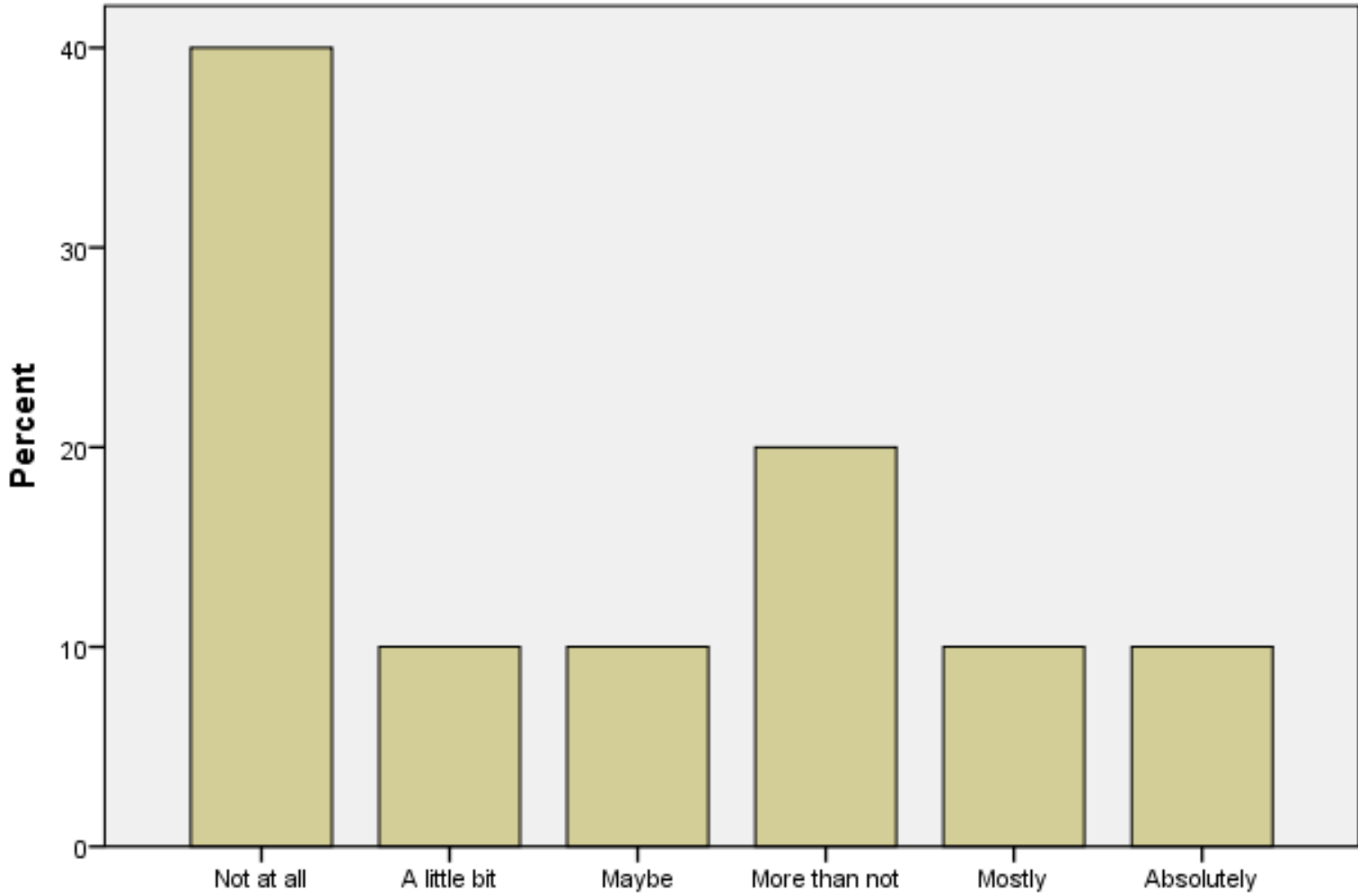
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Q1: I have adequate resources to respond to the needs of the students I teach.



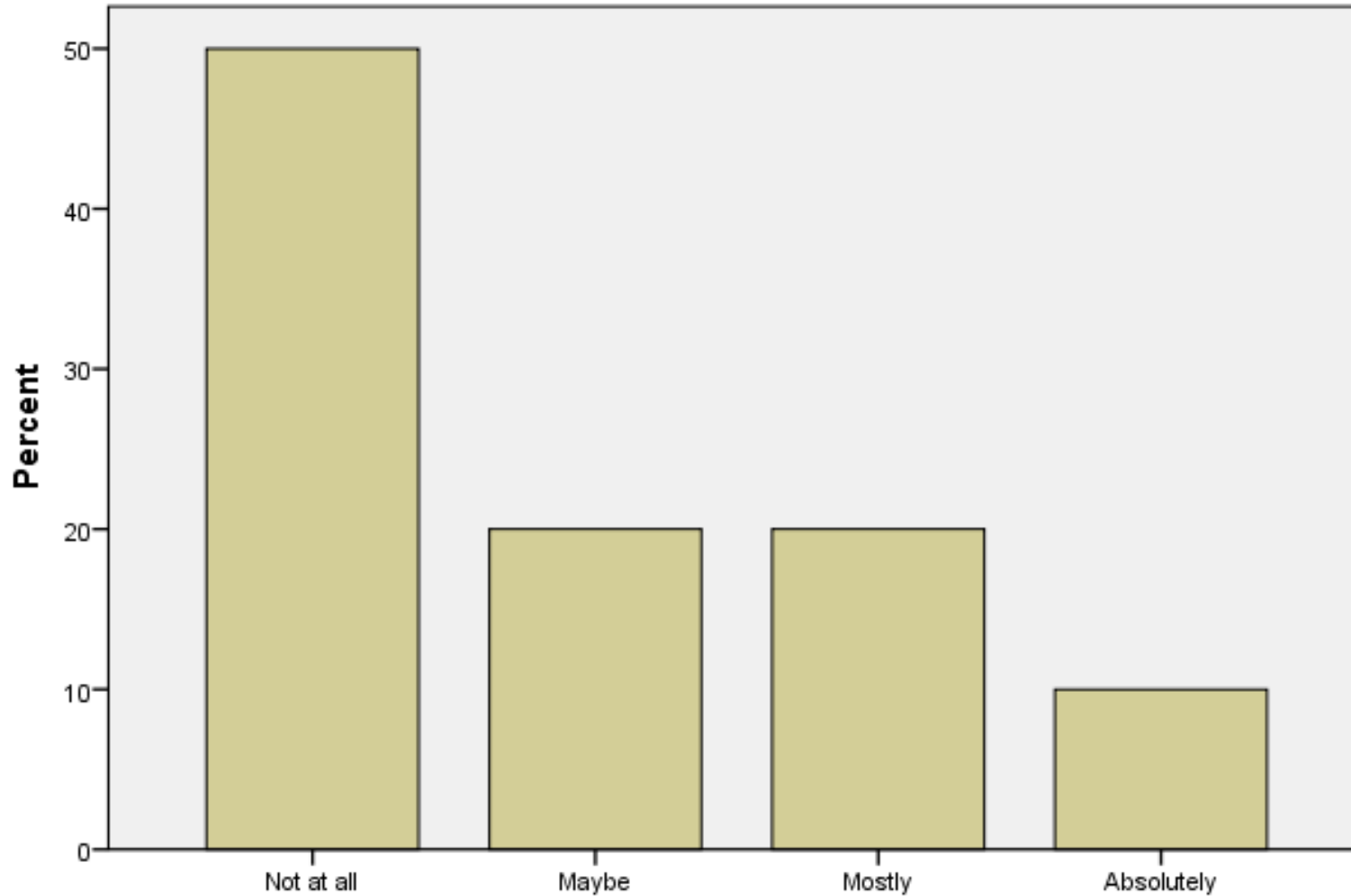
Q1: I have adequate resources to respond to the needs of the students I teach.

Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.



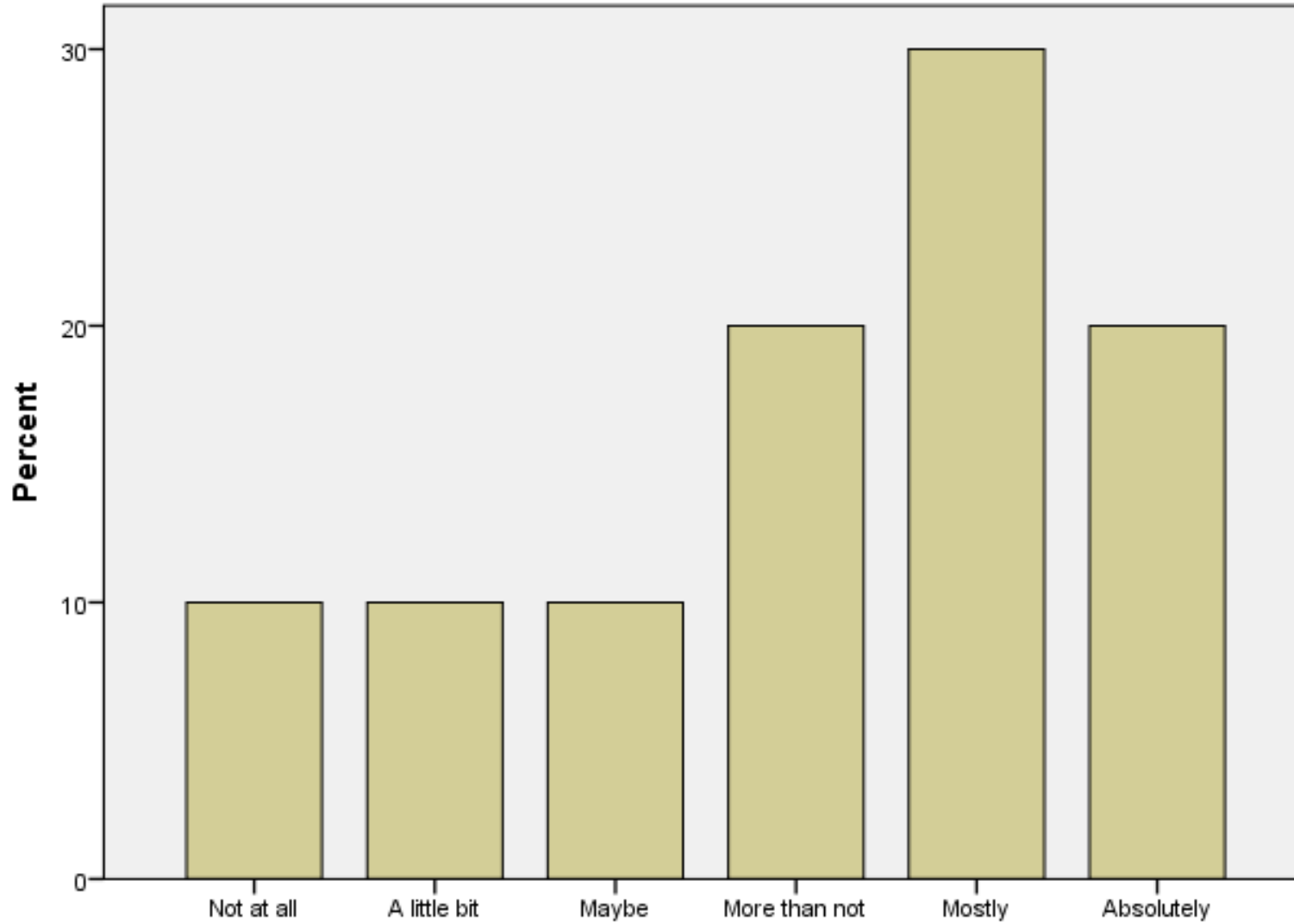
Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.

Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.



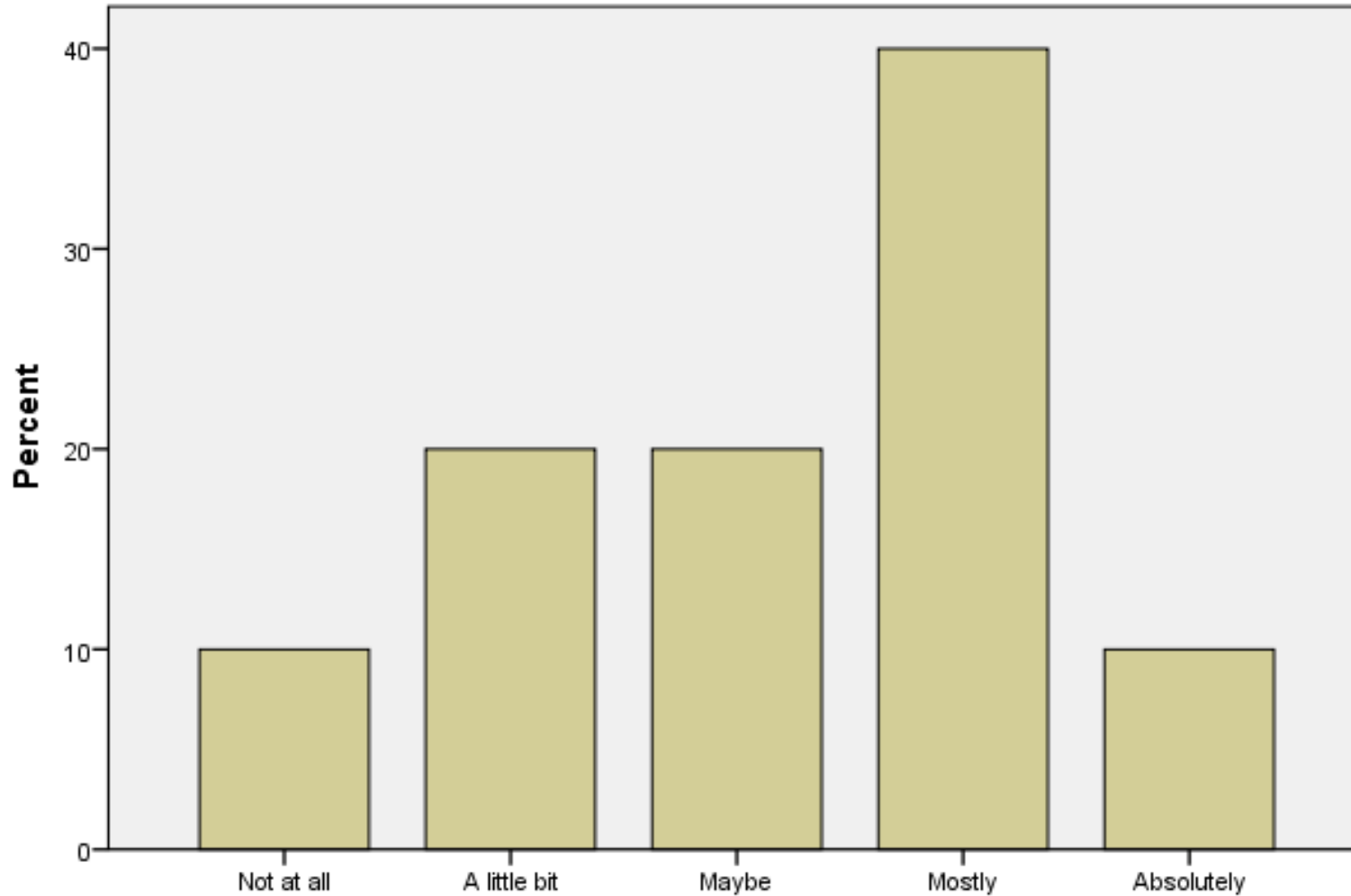
Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.

Q4: I feel comfortable being in the school where I teach.



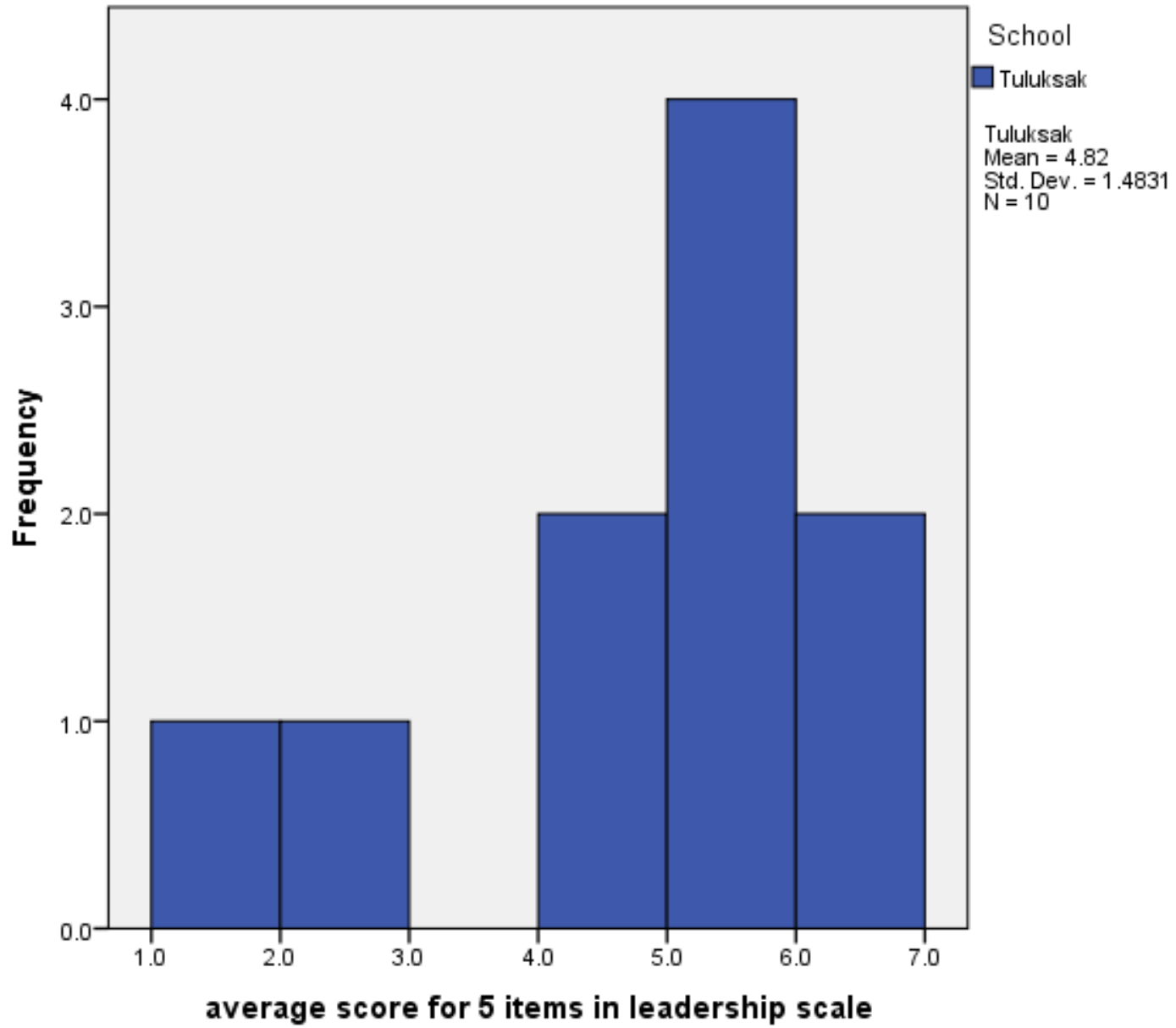
Q4: I feel comfortable being in the school where I teach.

Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.



Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

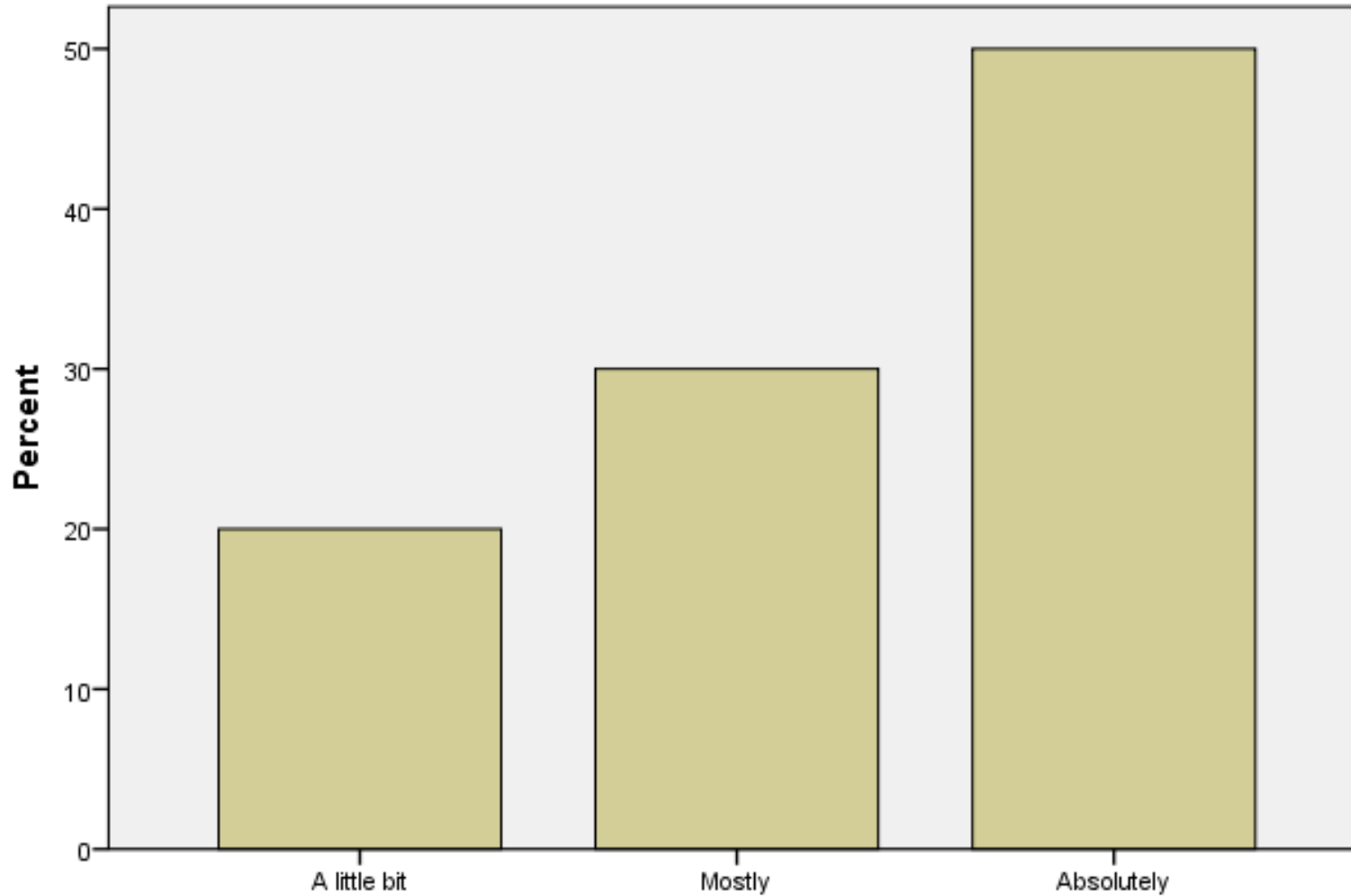


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

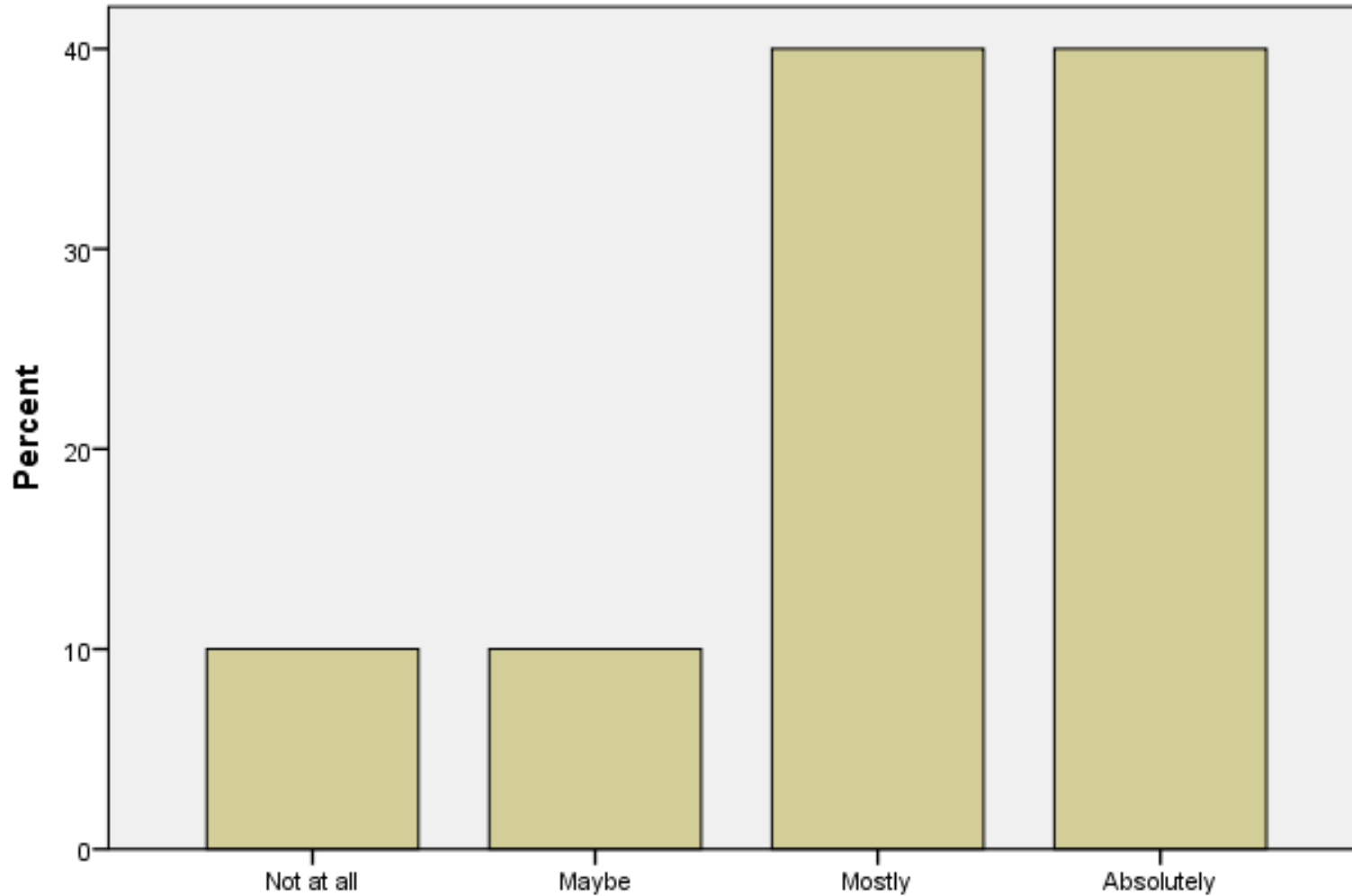
| | Q7: My principal creates a work environment that values two-way communication between teachers and administrators. | Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district. | Q9: I have a positive working relationship with my principal that supports my professional growth. | Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues. | Q11: My principal consistently supports district policies and procedures to create a safe school environment. |
|----------------|--|---|--|---|---|
| N | 10 | 10 | 10 | 10 | 10 |
| Mean | 4.90 | 4.80 | 4.80 | 4.80 | 4.80 |
| Std. Deviation | 1.595 | 1.619 | 1.814 | 1.317 | 1.476 |
| Median | 5.50 | 5.00 | 5.50 | 5.00 | 5.50 |

Q7: My principal creates a work environment that values two-way communication between teachers and administrators.



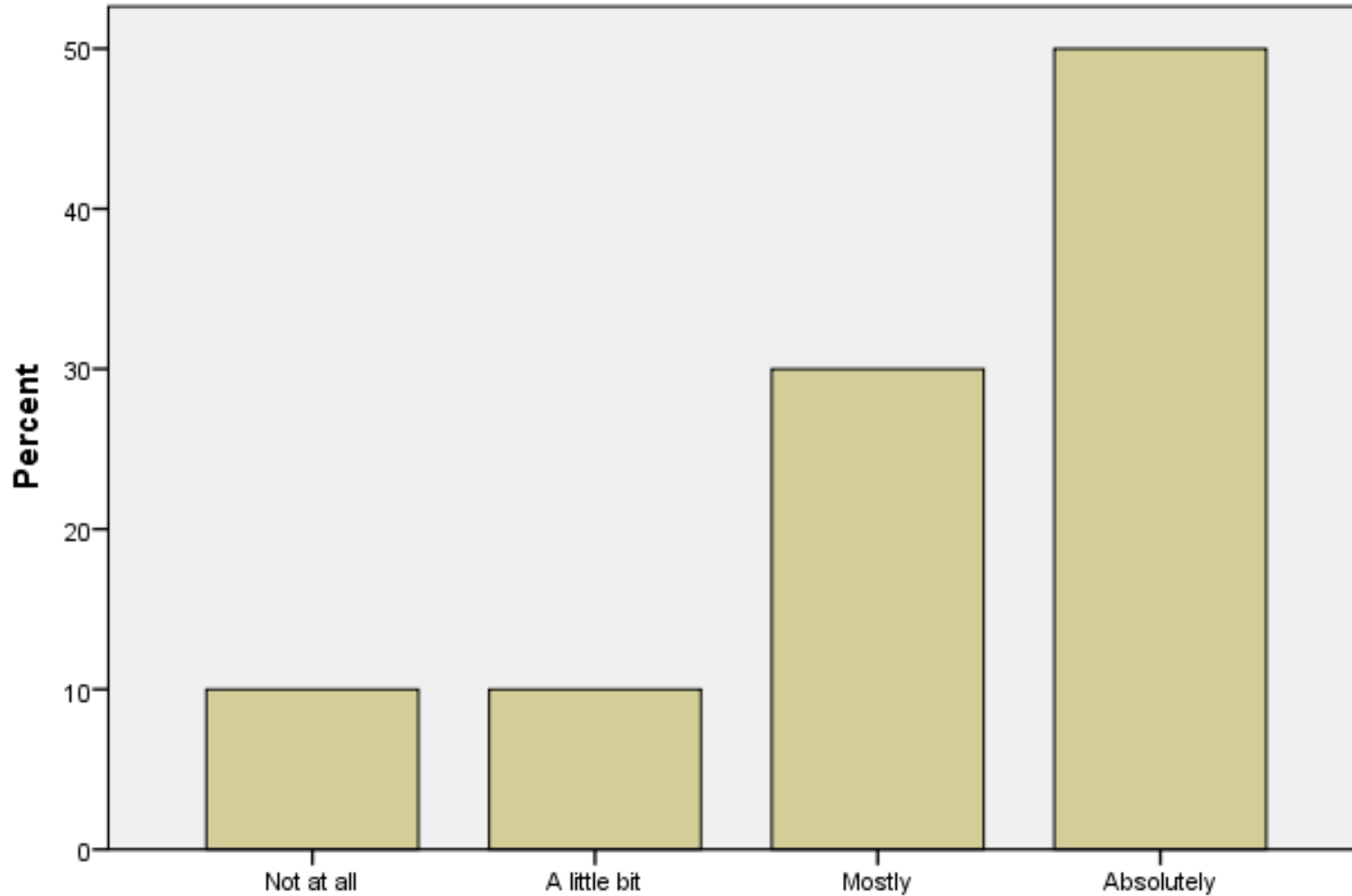
Q7: My principal creates a work environment that values two-way communication between teachers and administrators.

Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.



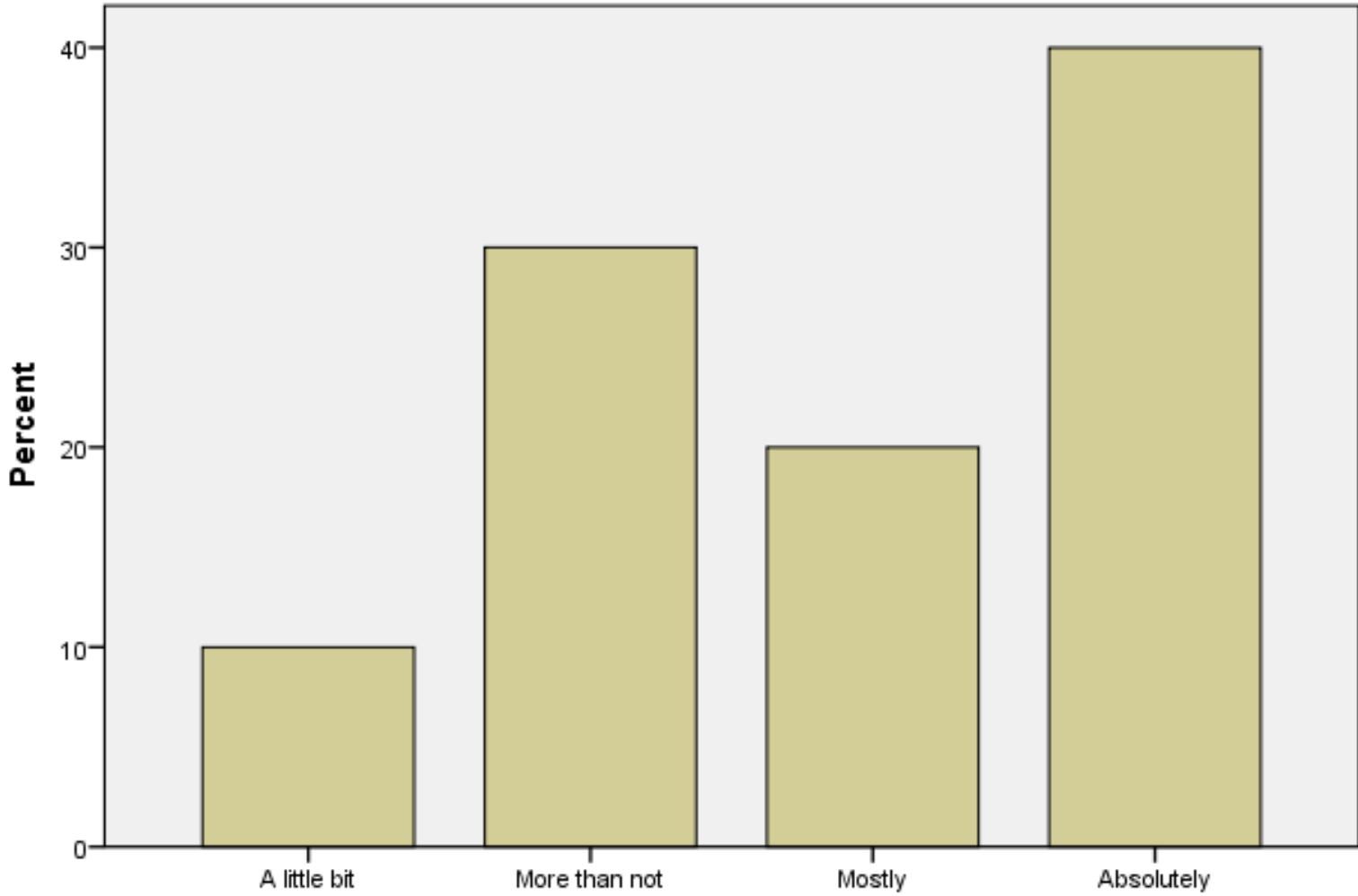
Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.

Q9: I have a positive working relationship with my principal that supports my professional growth.



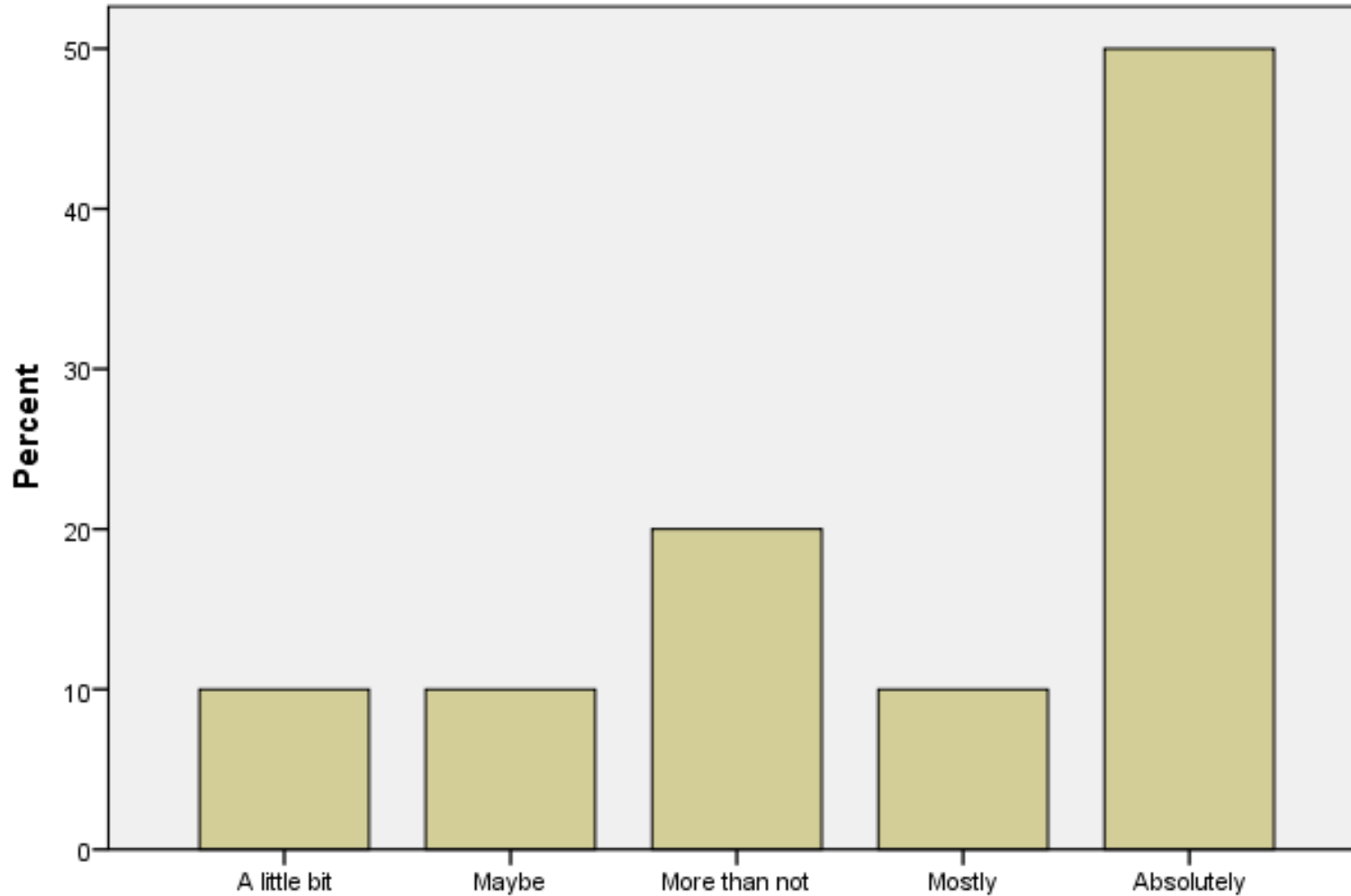
Q9: I have a positive working relationship with my principal that supports my professional growth.

Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.



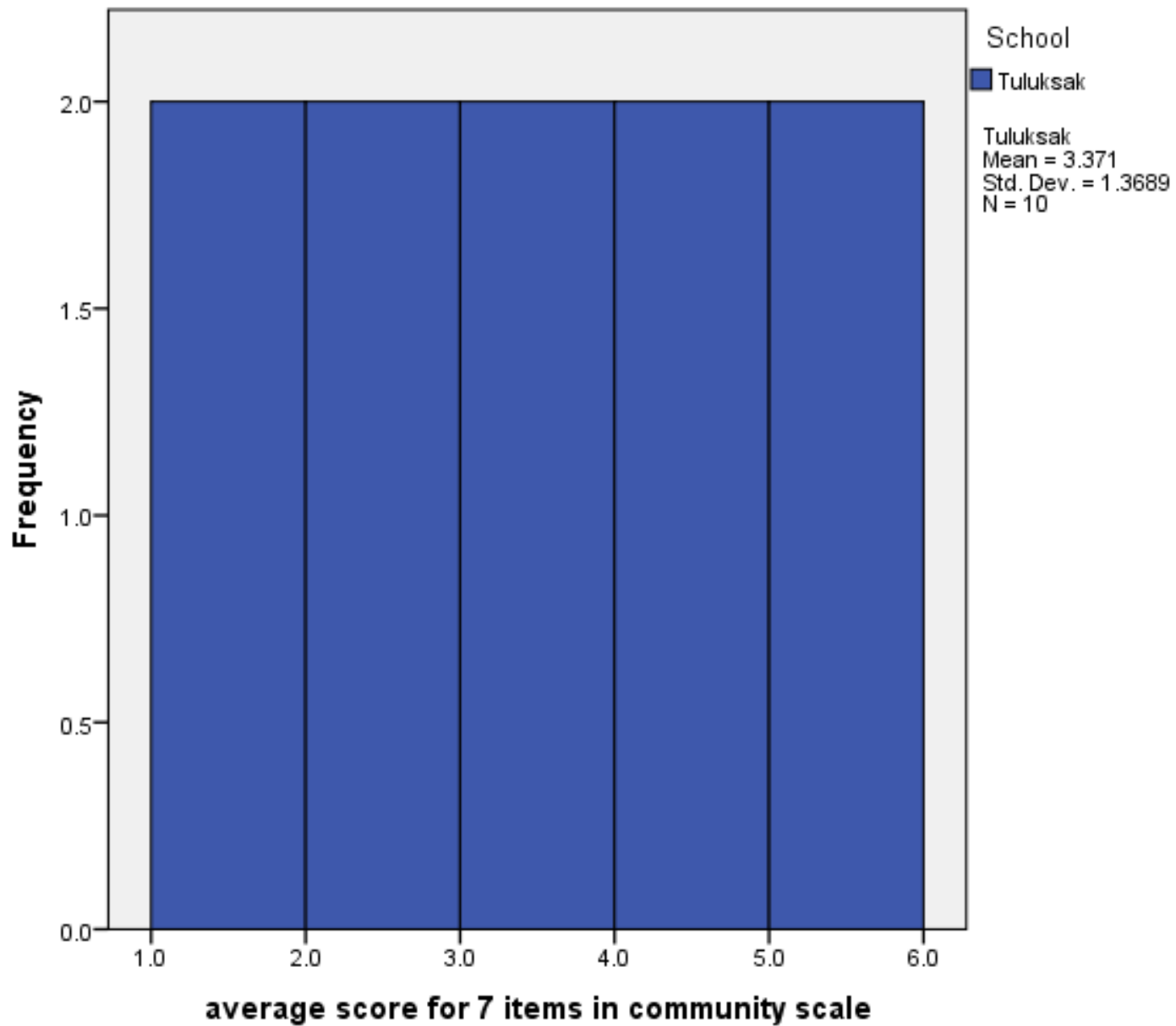
Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.

Q11: My principal consistently supports district policies and procedures to create a safe school environment.



Q11: My principal consistently supports district policies and procedures to create a safe school environment.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

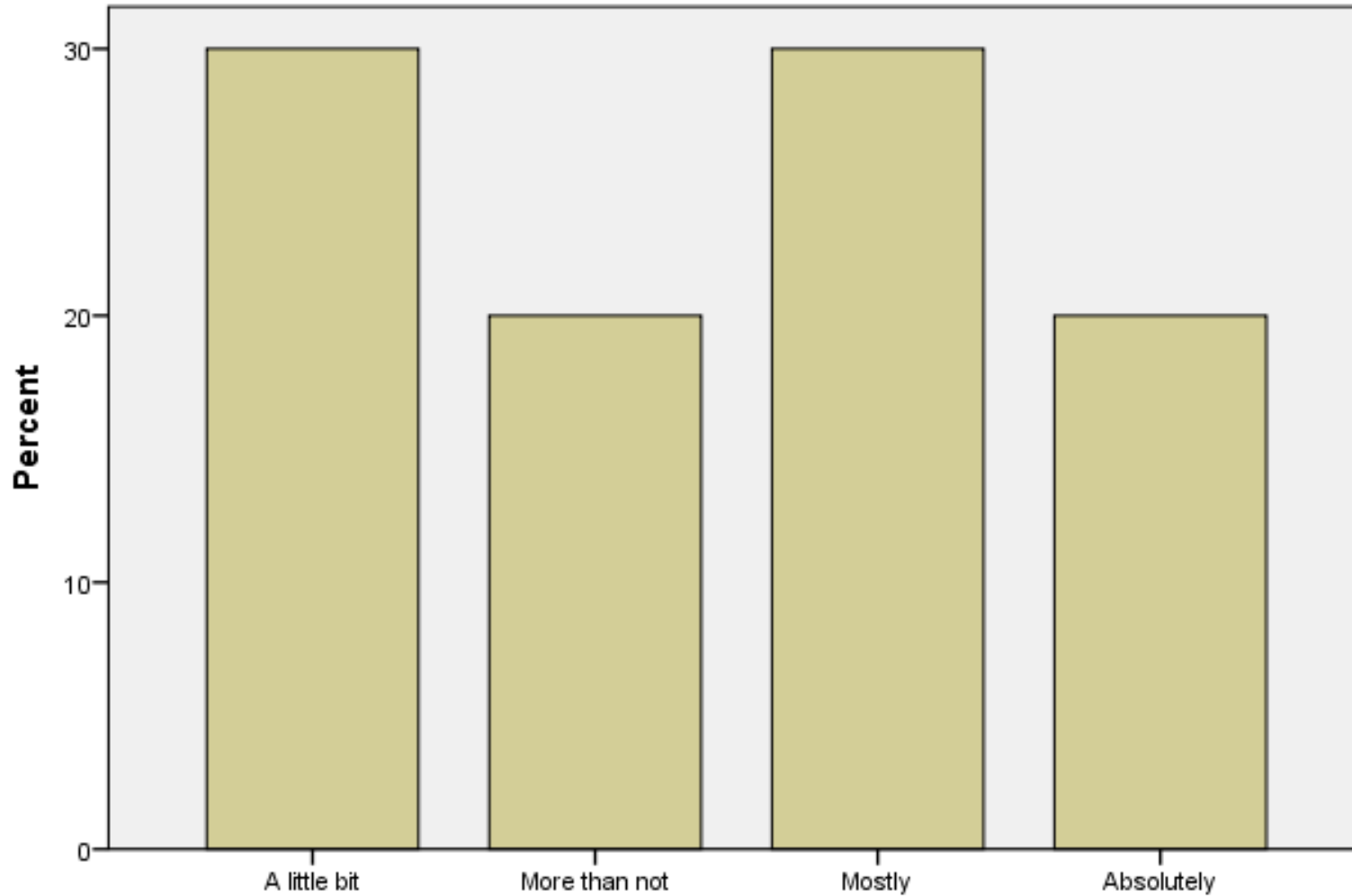


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

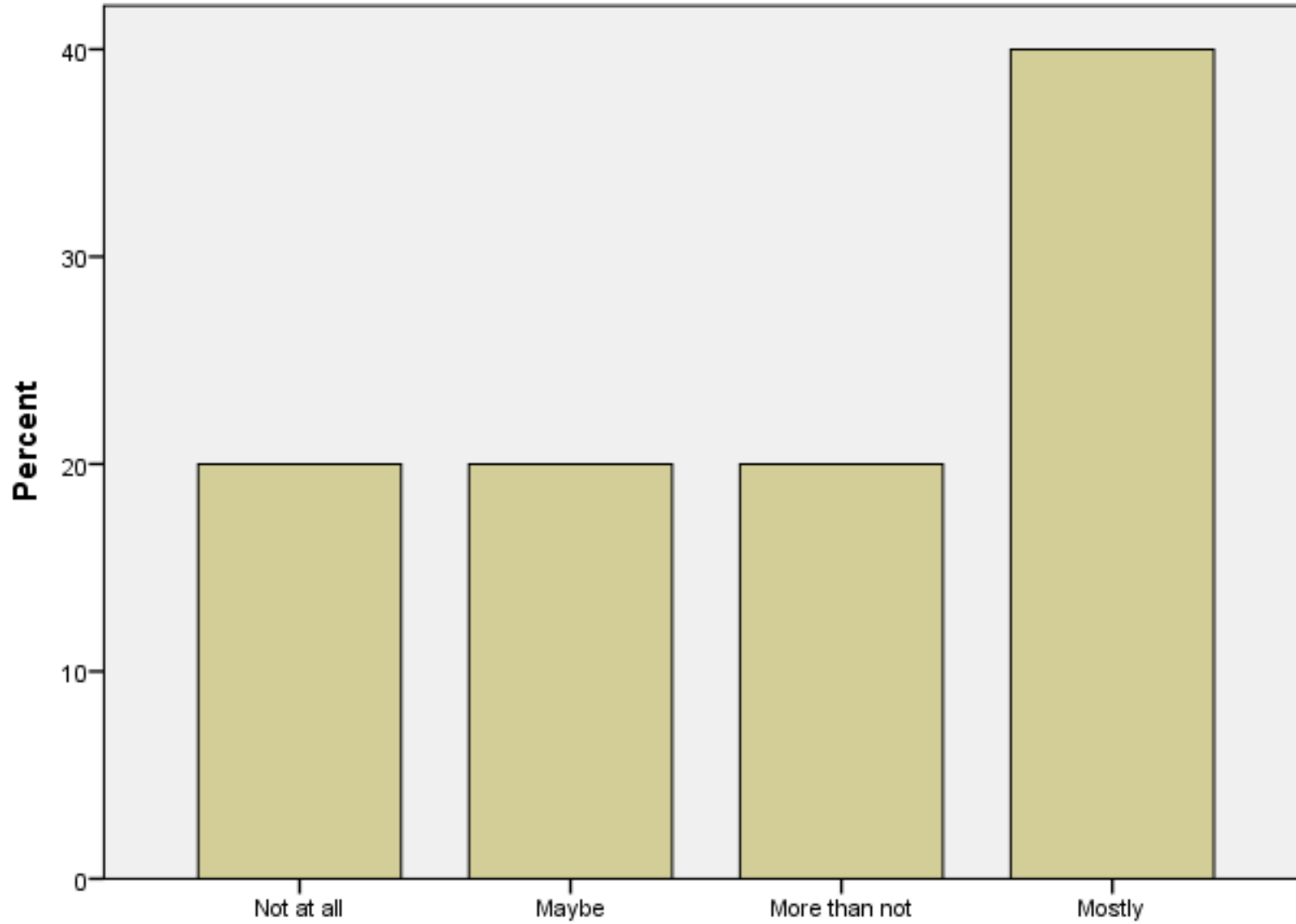
| | Q13: Since the start of the school year, I have had opportunities to engage with community members. | Q14: I feel comfortable being in the community where I teach. | Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment. | Q16: I feel comfortable engaging with community members about how the values of the community impact my work. | Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach. | Q18: The culture of the community is reflected in school activities. | Q19: I feel safe in the community where my school is located. |
|----------------|---|---|---|---|--|--|---|
| N | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | 4.10 | 3.60 | 3.10 | 3.80 | 2.70 | 3.10 | 3.20 |
| Std. Deviation | 1.595 | 1.578 | 1.595 | 1.751 | 1.703 | 1.595 | 1.751 |
| Median | 4.50 | 4.00 | 3.00 | 4.00 | 2.00 | 2.50 | 4.00 |

Q13: Since the start of the school year, I have had opportunities to engage with community members.



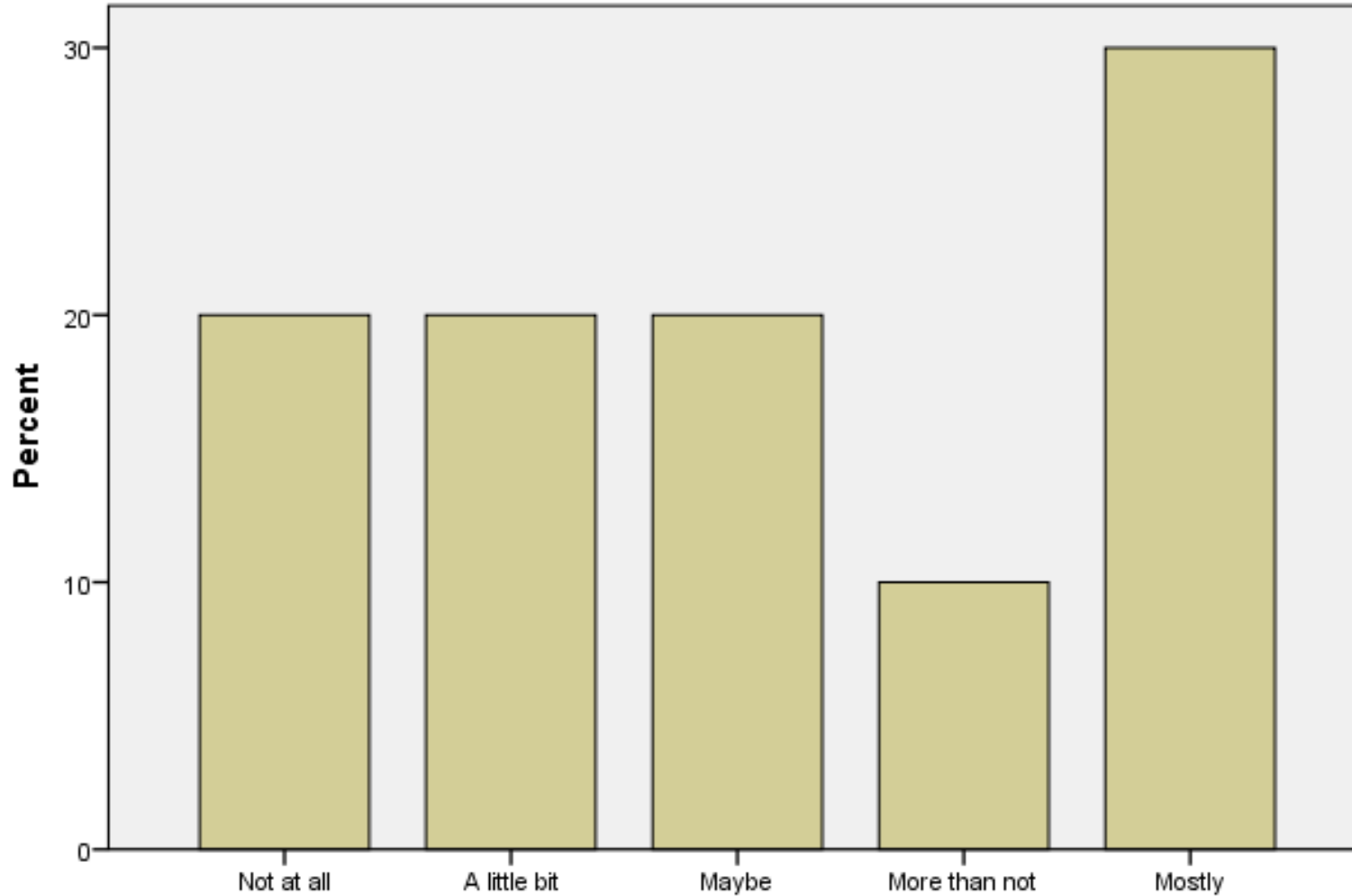
Q13: Since the start of the school year, I have had opportunities to engage with community members.

Q14: I feel comfortable being in the community where I teach.



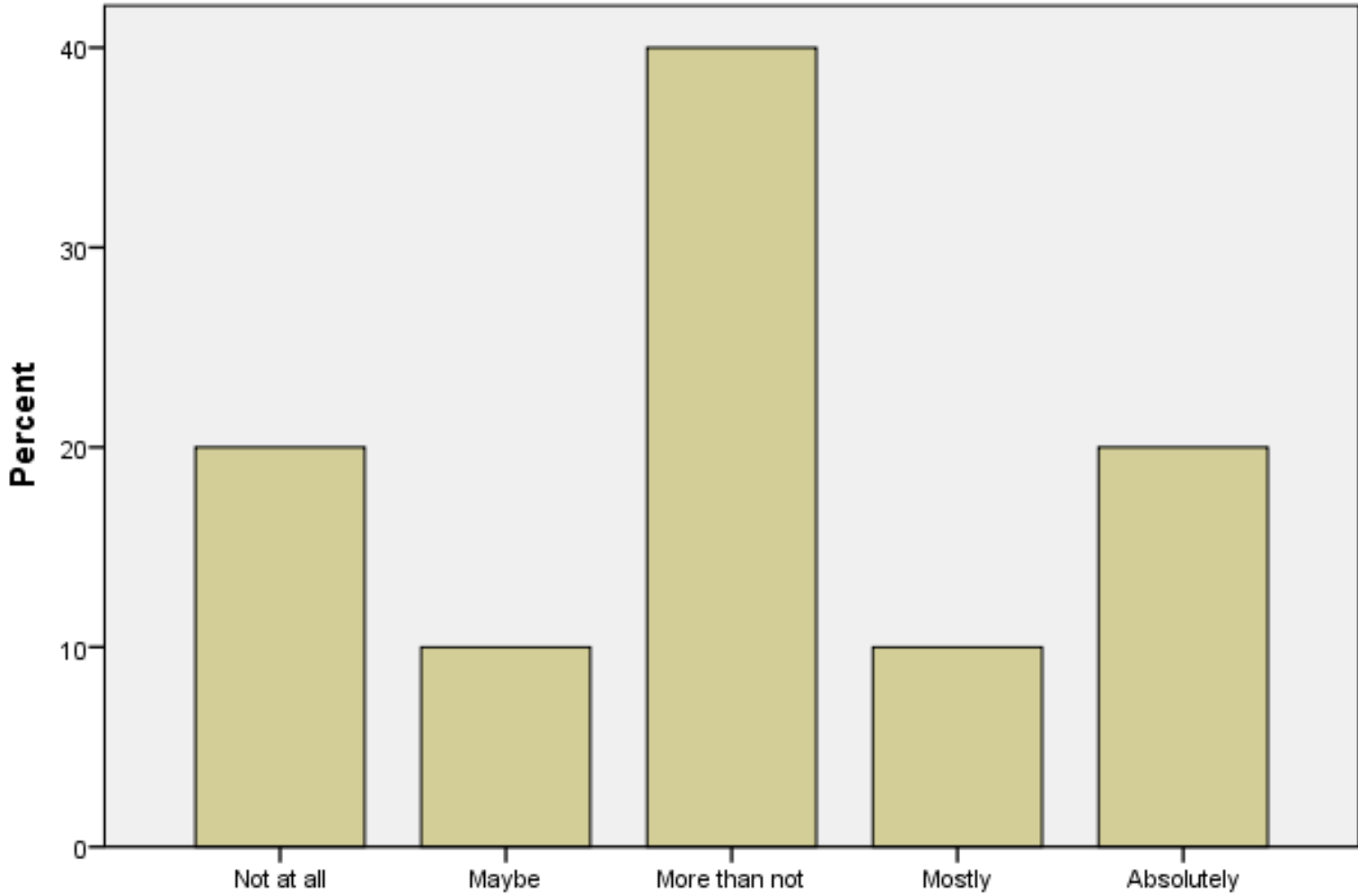
Q14: I feel comfortable being in the community where I teach.

Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.



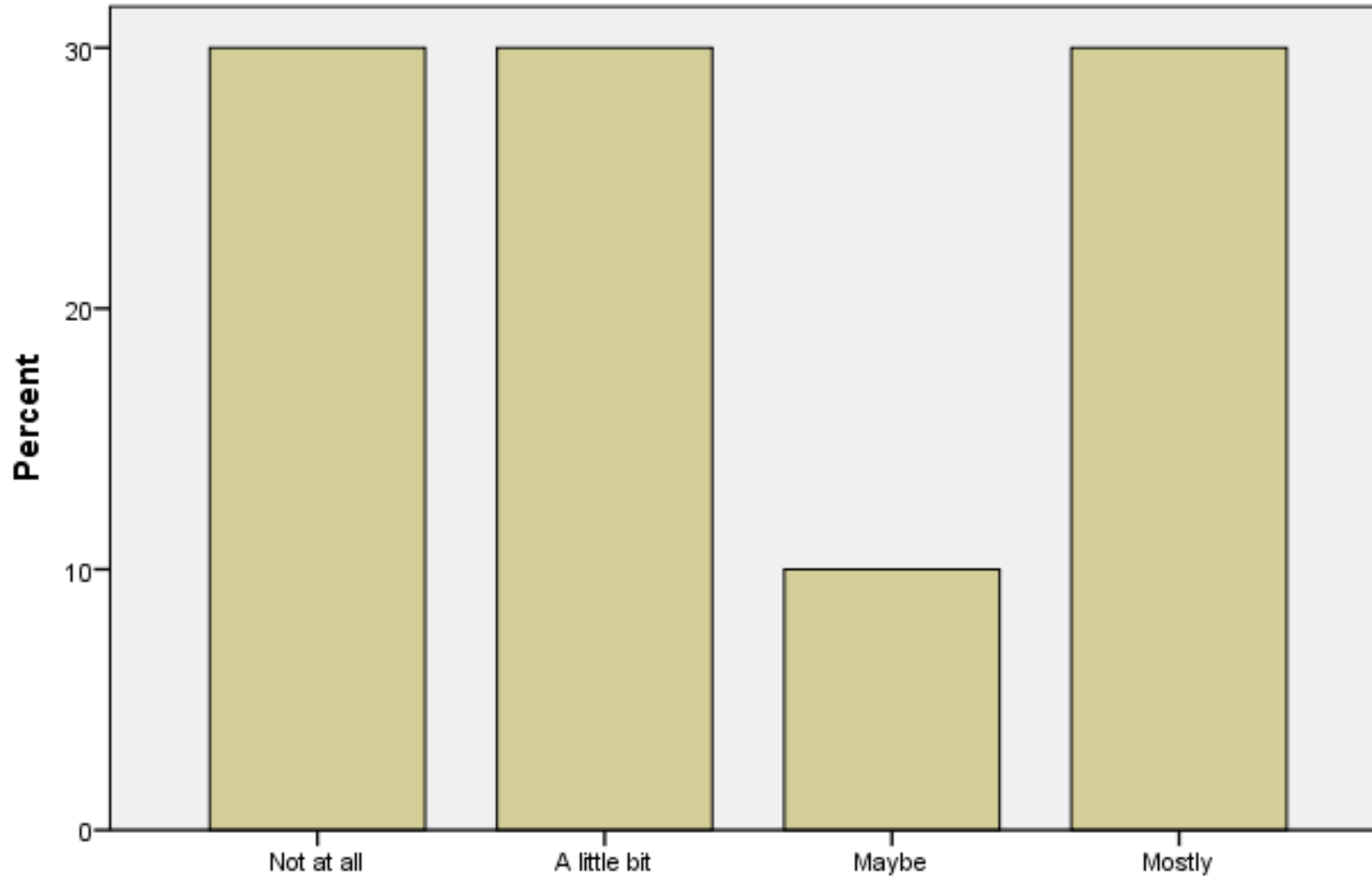
Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.

Q16: I feel comfortable engaging with community members about how the values of the community impact my work.



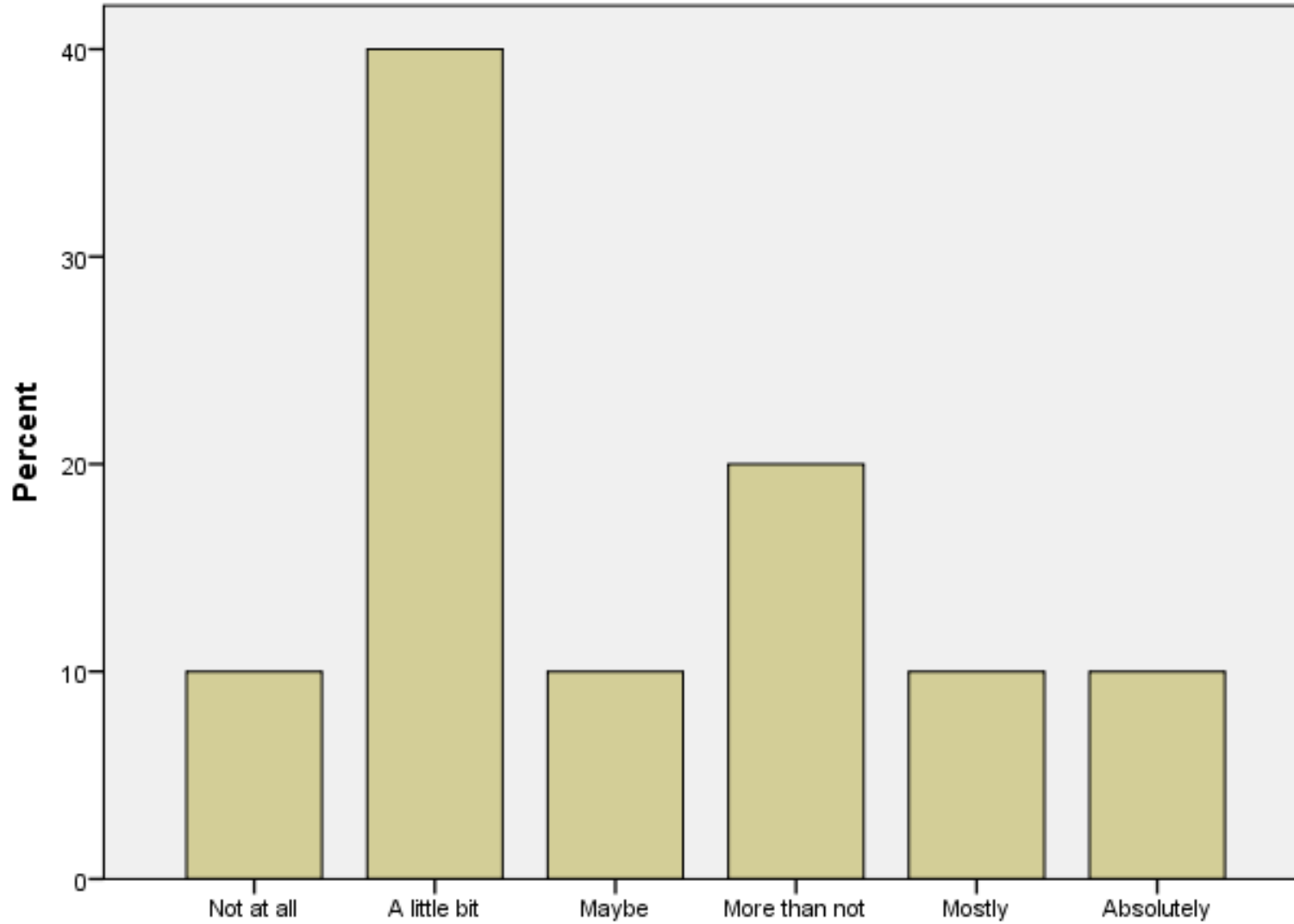
Q16: I feel comfortable engaging with community members about how the values of the community impact my work.

Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.



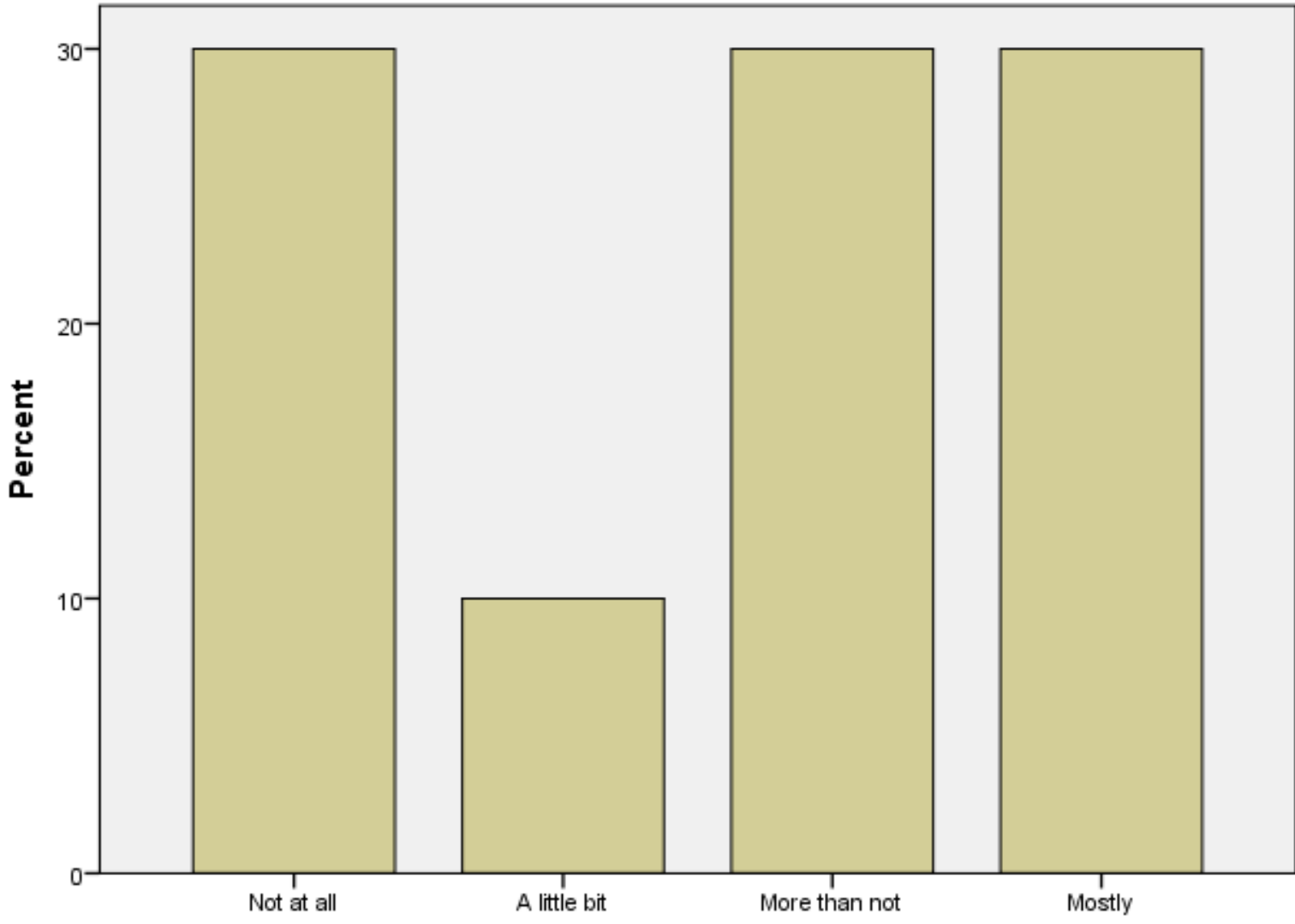
Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.

Q18: The culture of the community is reflected in school activities.



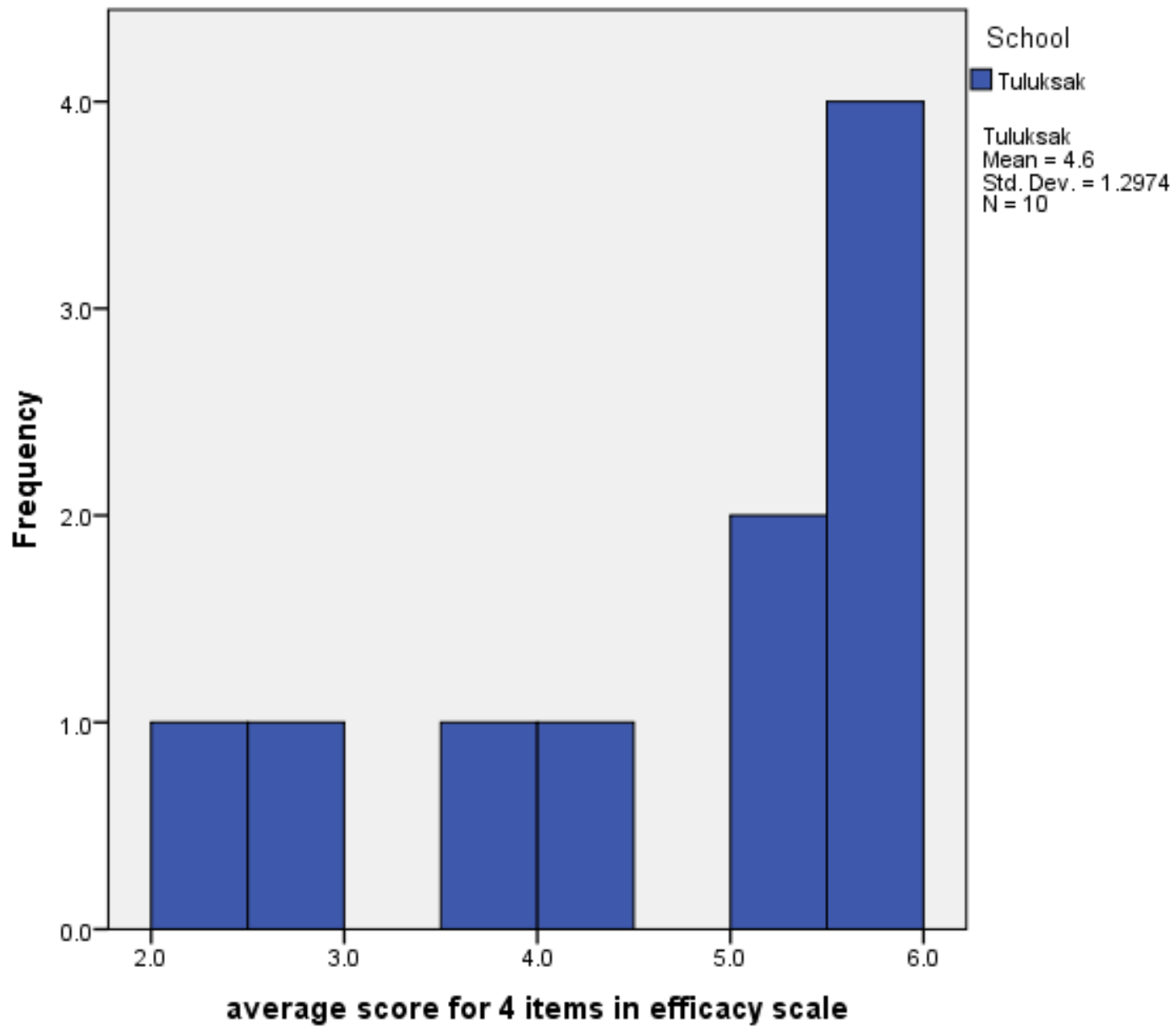
Q18: The culture of the community is reflected in school activities.

Q19: I feel safe in the community where my school is located.



Q19: I feel safe in the community where my school is located.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

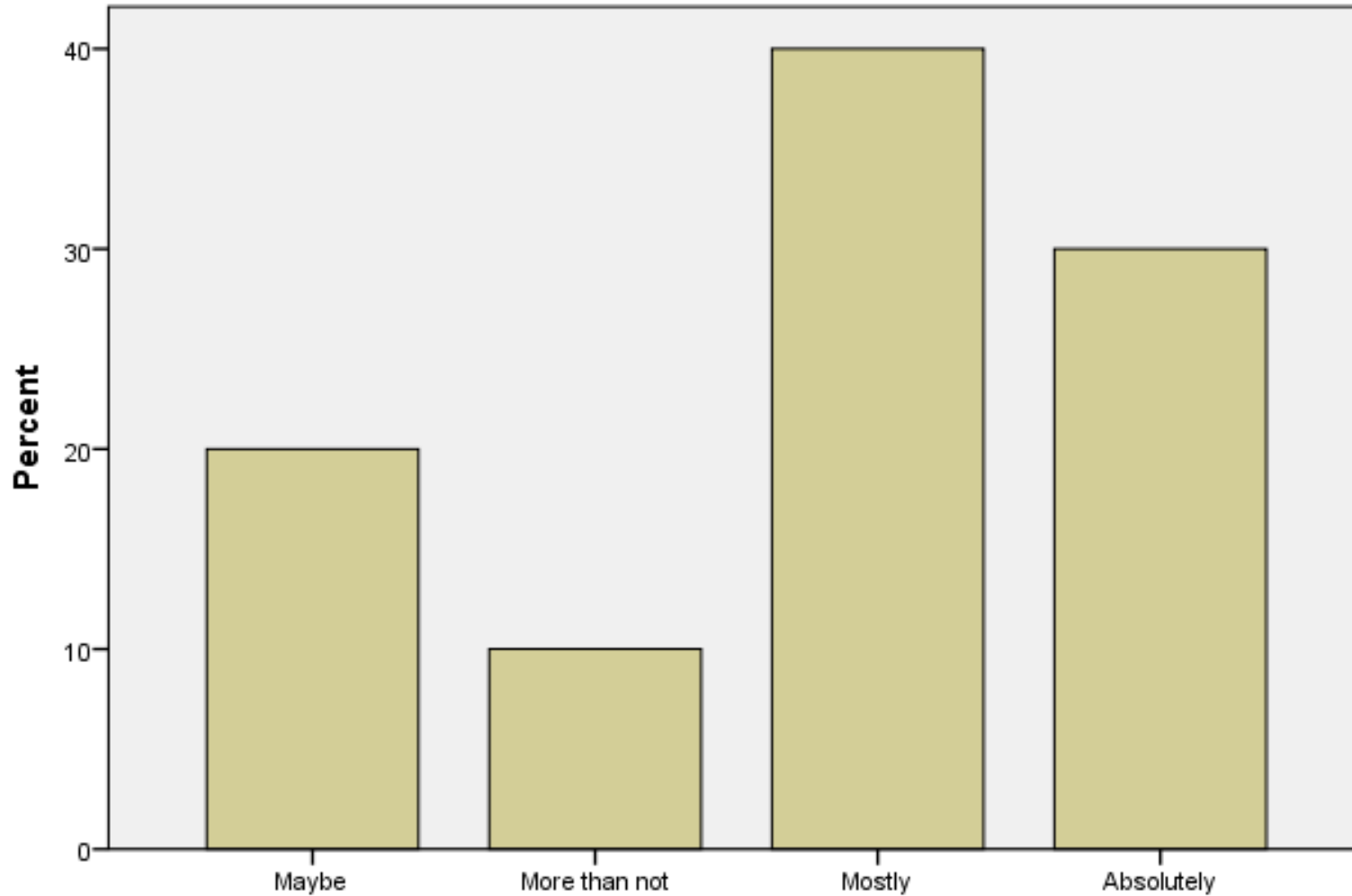


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

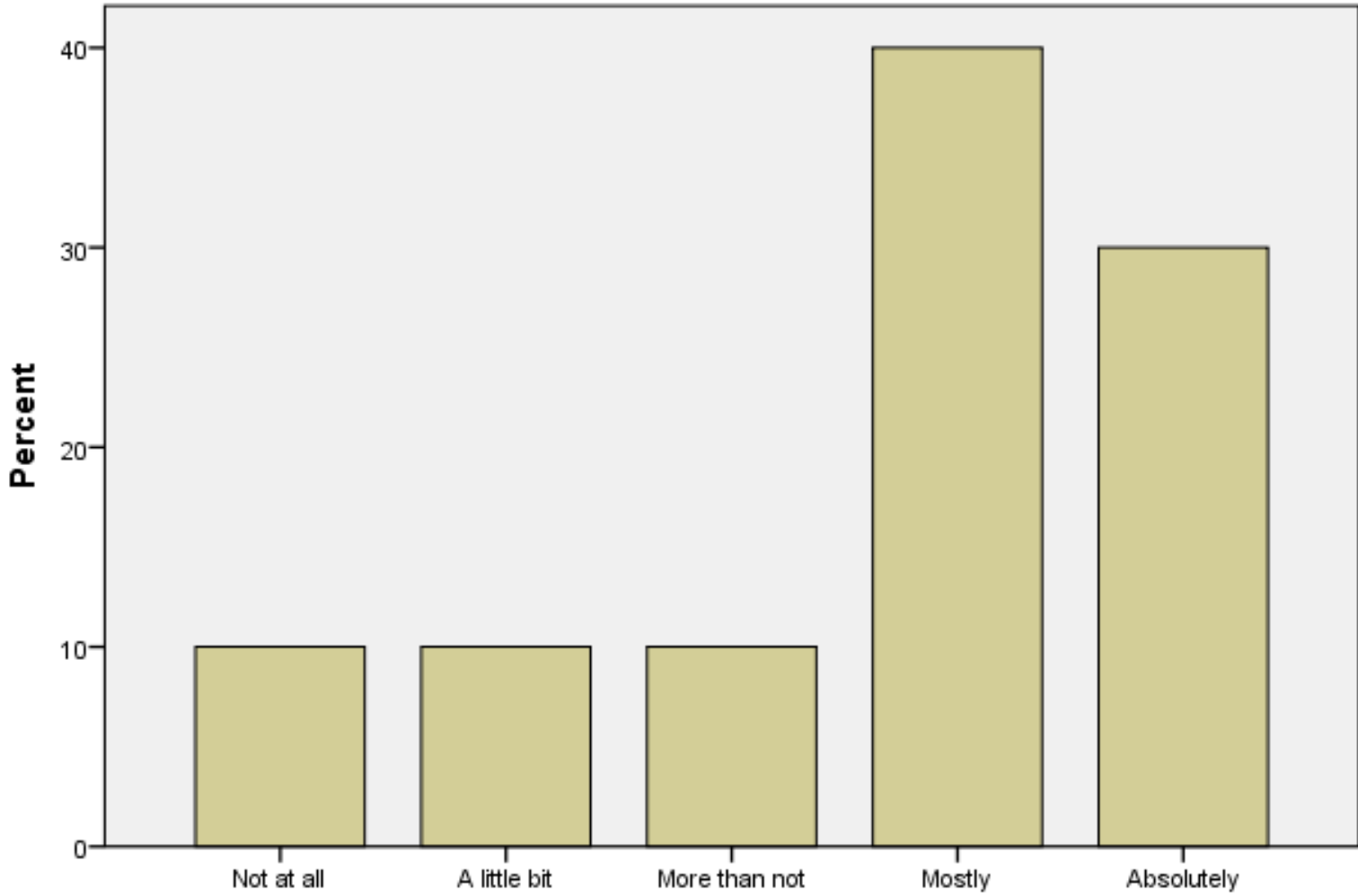
| | Q21: I have established positive and supportive relationships with people I work with. | Q22: Someone at work has encouraged my development as a professional educator. | Q23: I am routinely recognized and praised for doing good work. | Q24: I am confident I will be successful in my teaching assignment this year. |
|----------------|--|--|---|---|
| N | 10 | 10 | 10 | 10 |
| Mean | 4.80 | 4.50 | 4.60 | 4.50 |
| Std. Deviation | 1.135 | 1.716 | 1.578 | 1.581 |
| Median | 5.00 | 5.00 | 5.00 | 5.00 |

Q21: I have established positive and supportive relationships with people I work with.



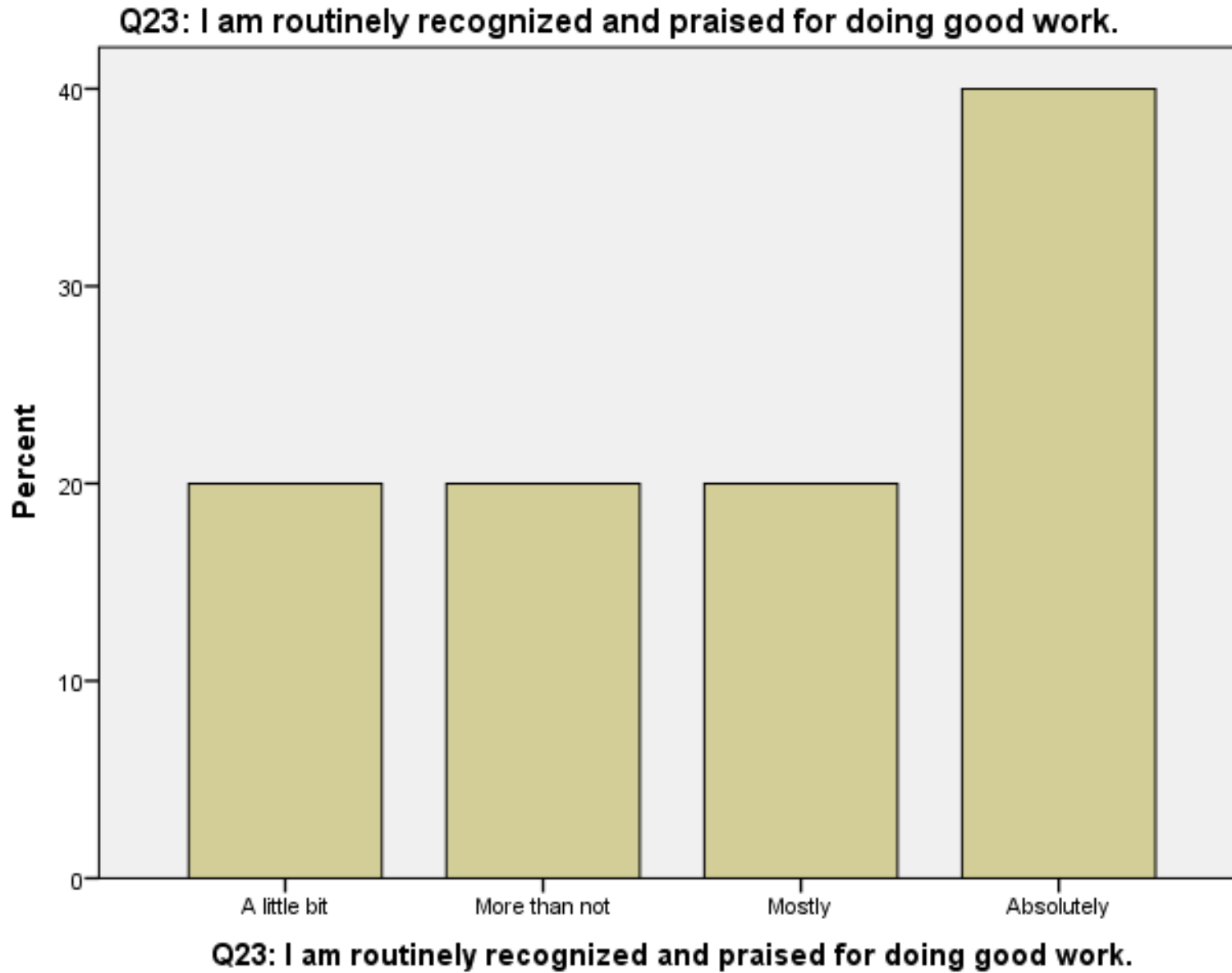
Q21: I have established positive and supportive relationships with people I work with.

Q22: Someone at work has encouraged my development as a professional educator.



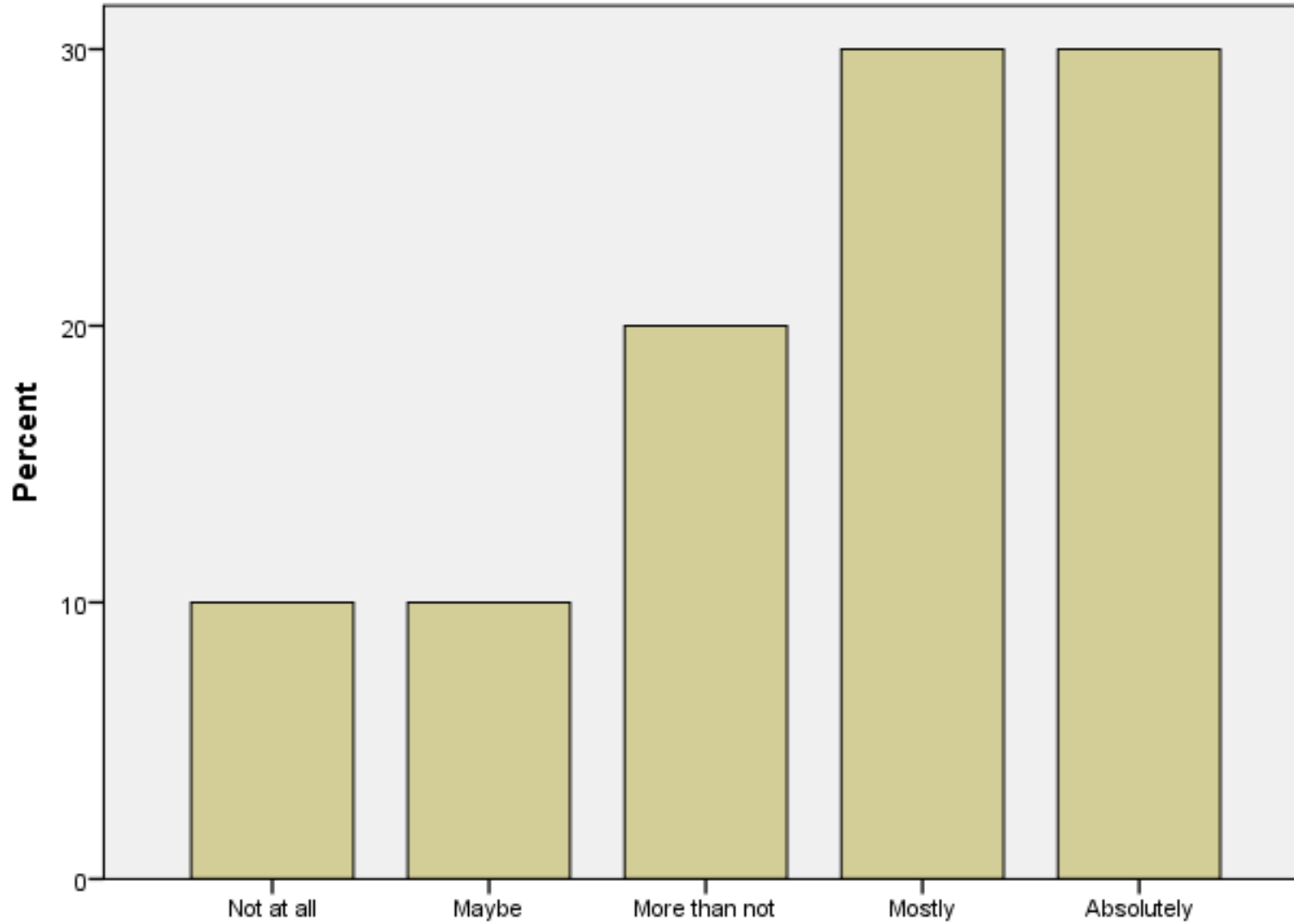
Q22: Someone at work has encouraged my development as a professional educator.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL



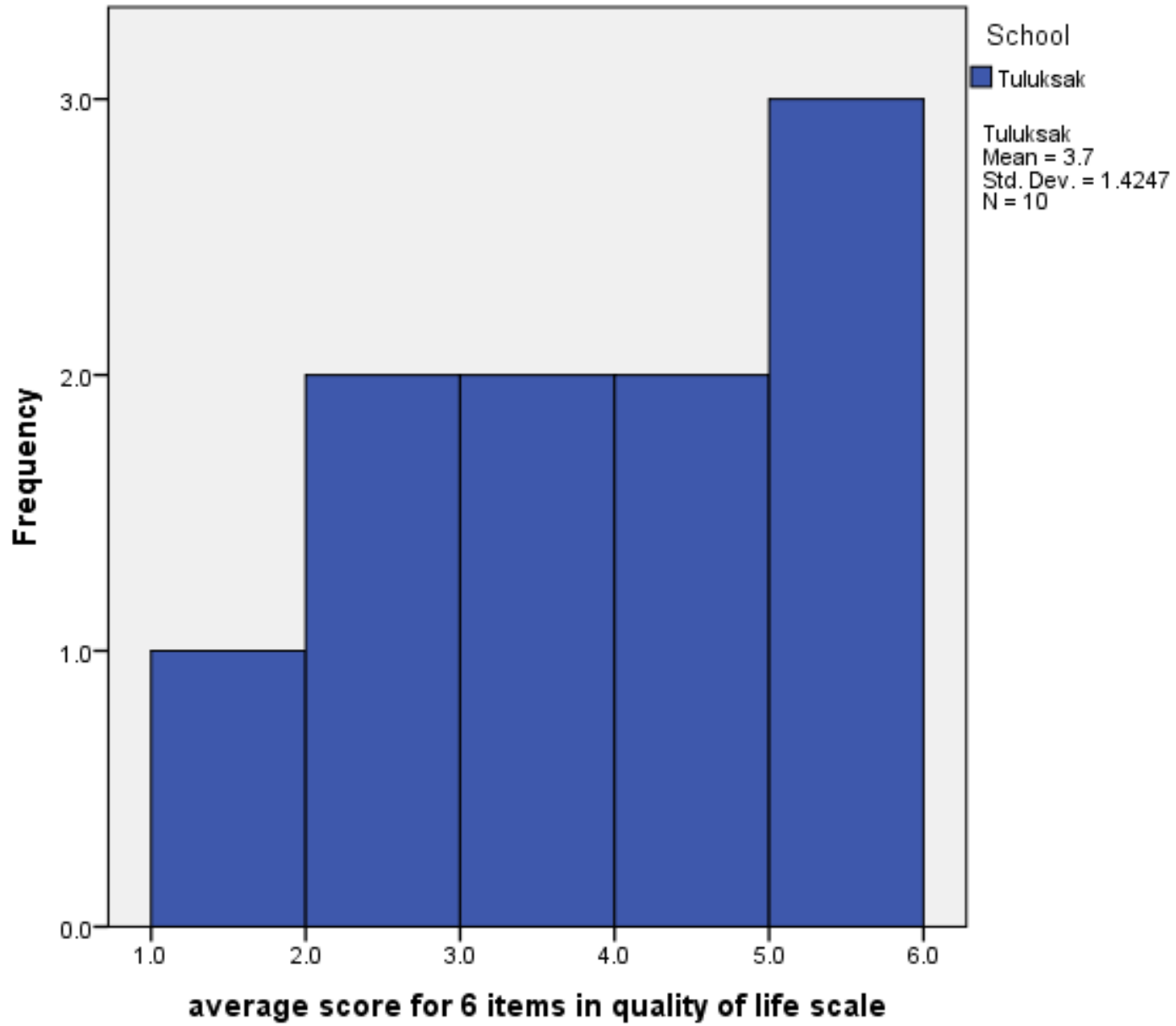
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Q24: I am confident I will be successful in my teaching assignment this year.



Q24: I am confident I will be successful in my teaching assignment this year.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

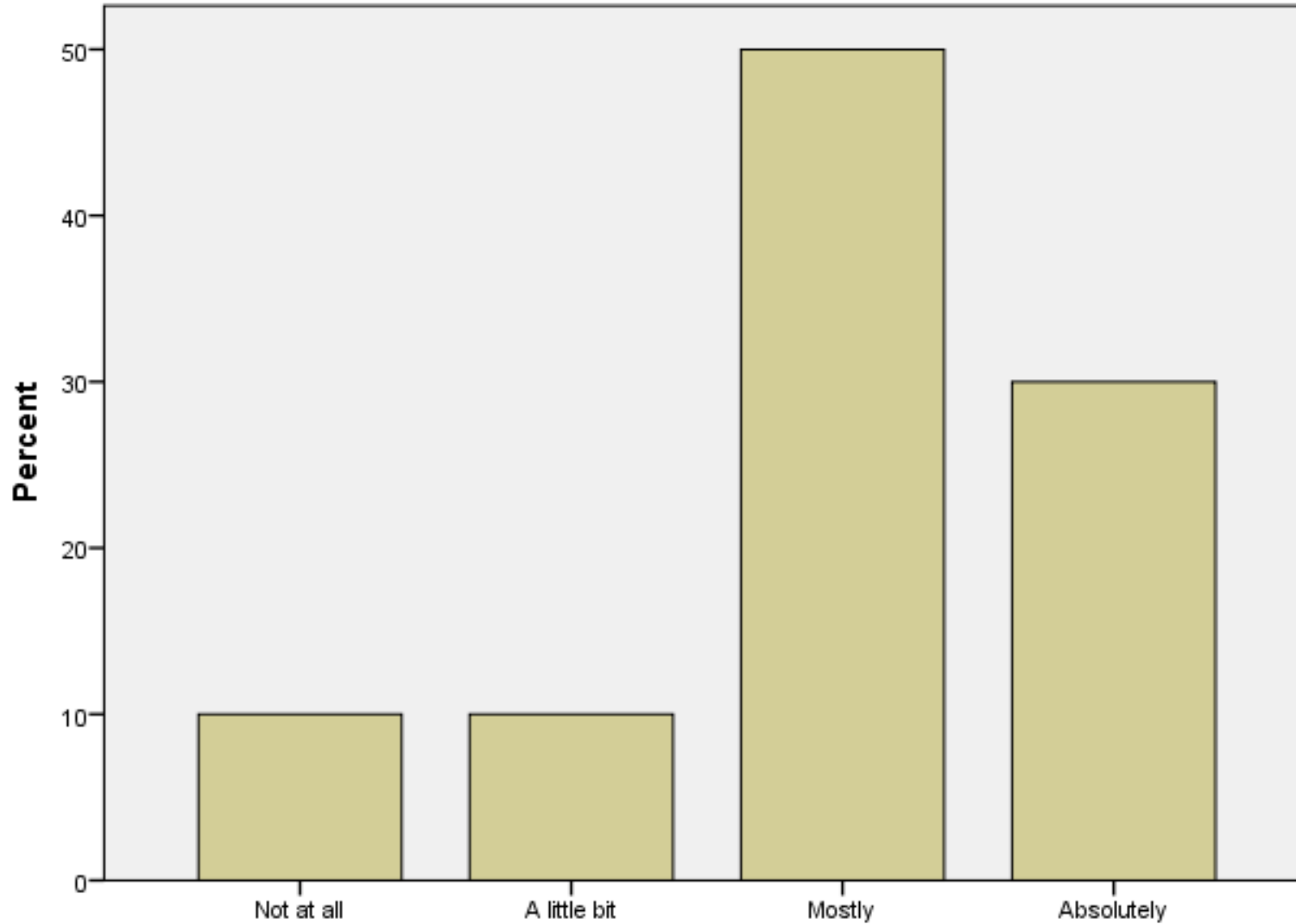


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

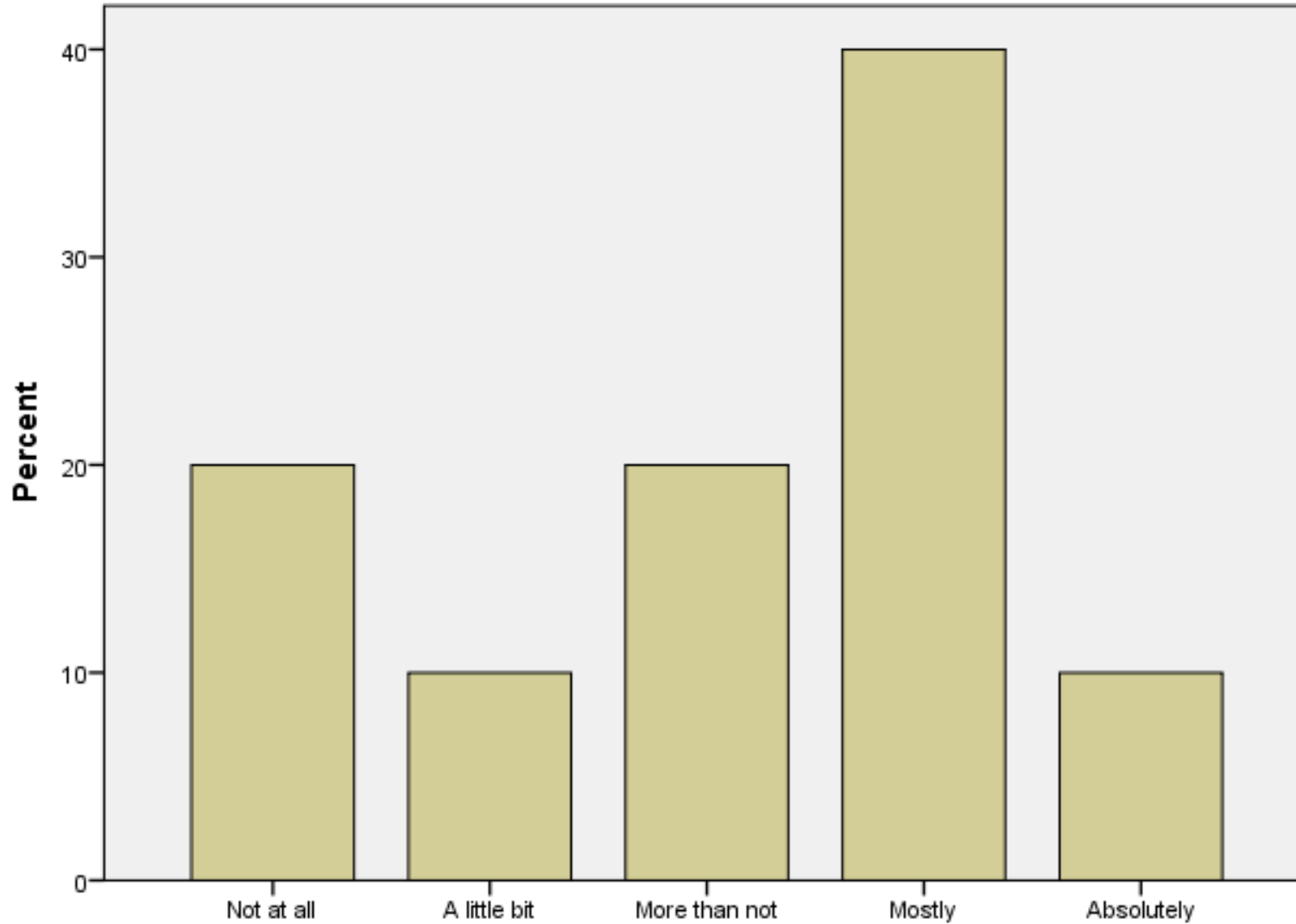
| | Q26: My housing situation has allowed me to focus on my teaching practice. | Q27: The quality of life I expected this year was realized. | Q28: I have access to technology that meets my needs. | Q29: At this time, I have been able to create a balance between my work and my personal life. | Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.). | Q31: My health needs are satisfactorily met in the community. |
|----------------|--|---|---|---|--|---|
| N | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | 4.60 | 3.80 | 3.70 | 3.50 | 4.20 | 2.40 |
| Std. Deviation | 1.713 | 1.814 | 1.337 | 1.900 | 1.751 | 1.350 |
| Median | 5.00 | 4.50 | 4.00 | 4.00 | 4.50 | 2.50 |

Q26: My housing situation has allowed me to focus on my teaching practice.



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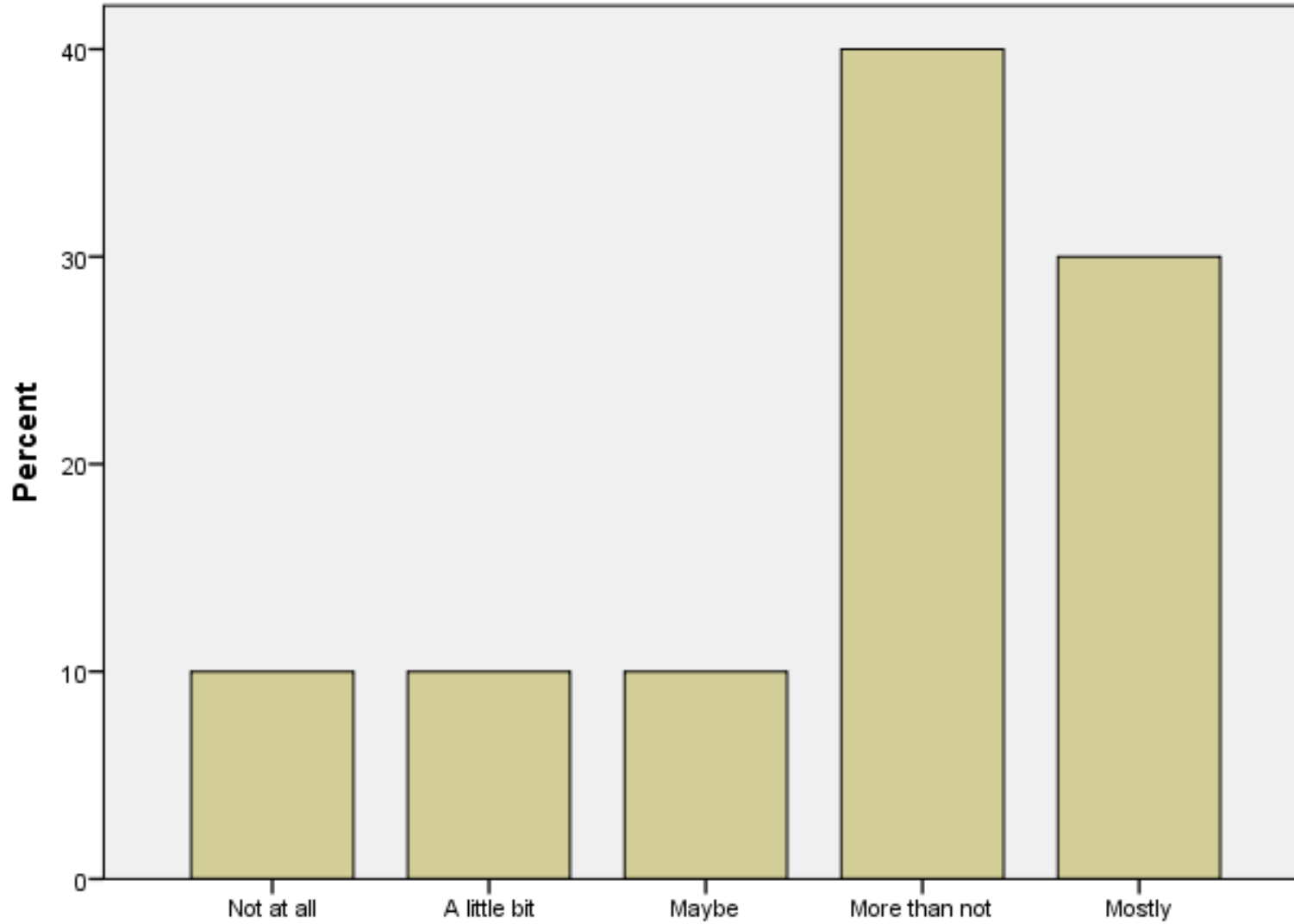
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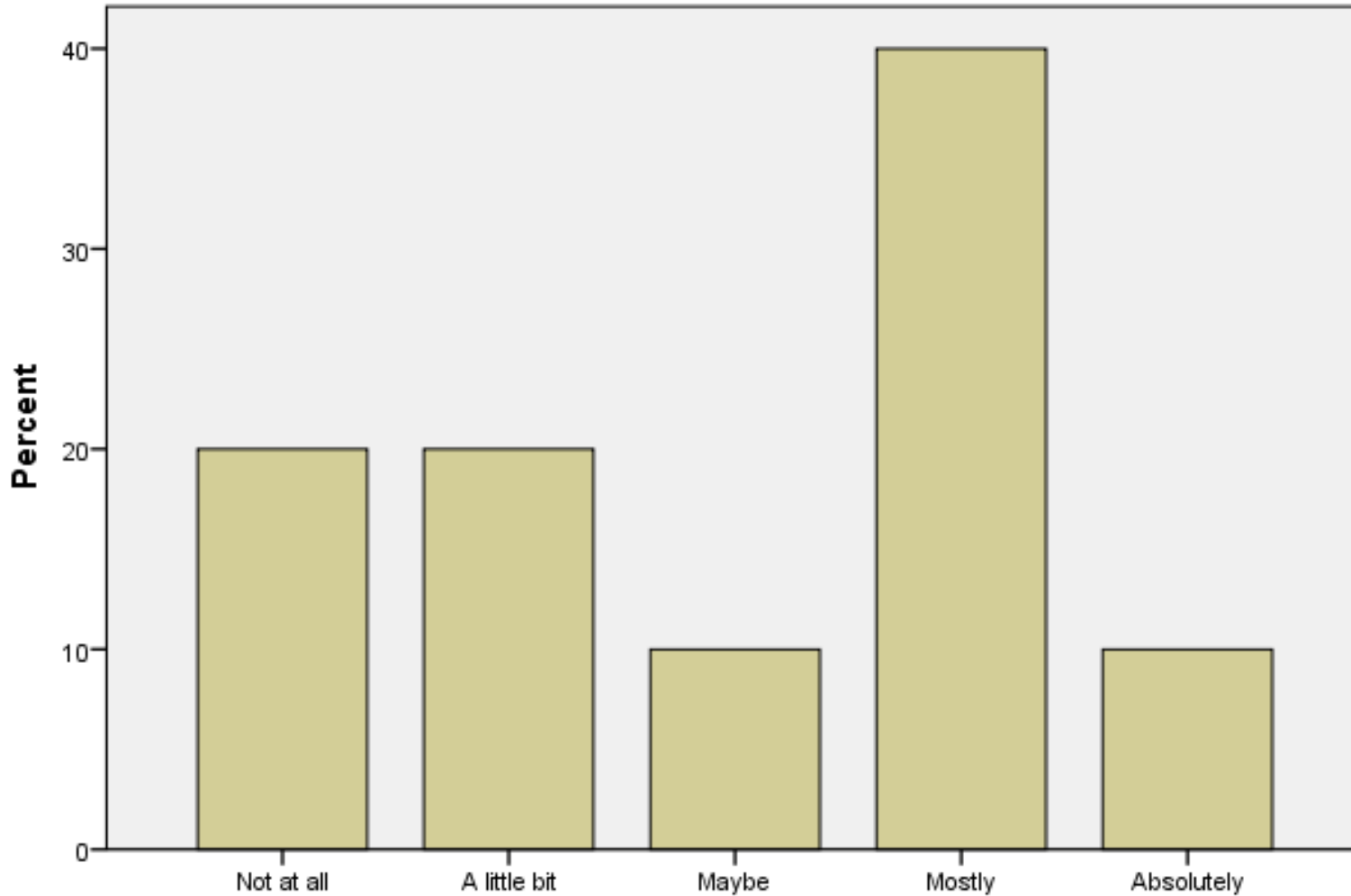
RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Q28: I have access to technology that meets my needs.



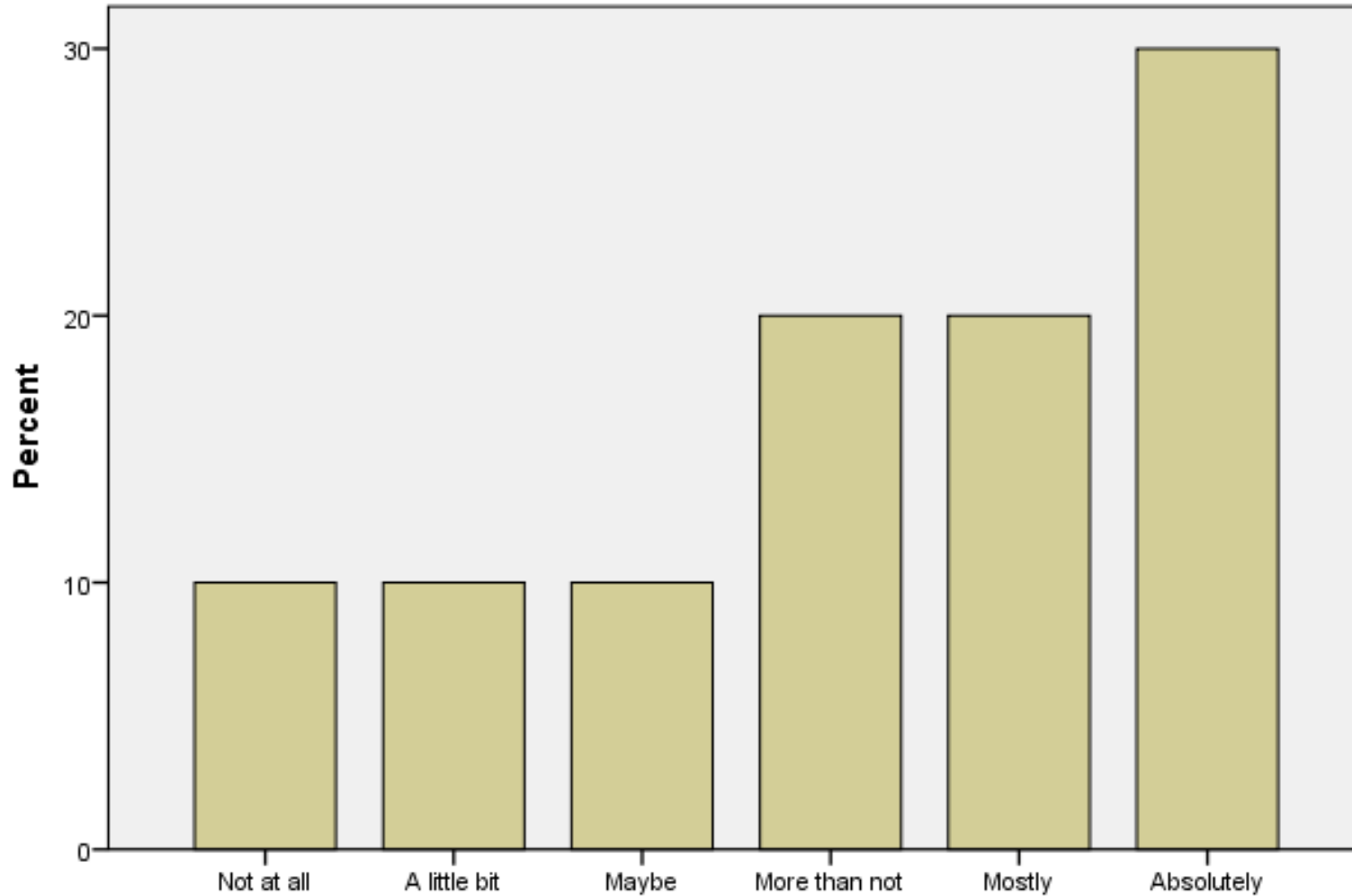
Q28: I have access to technology that meets my needs.

Q29: At this time, I have been able to create a balance between my work and my personal life.



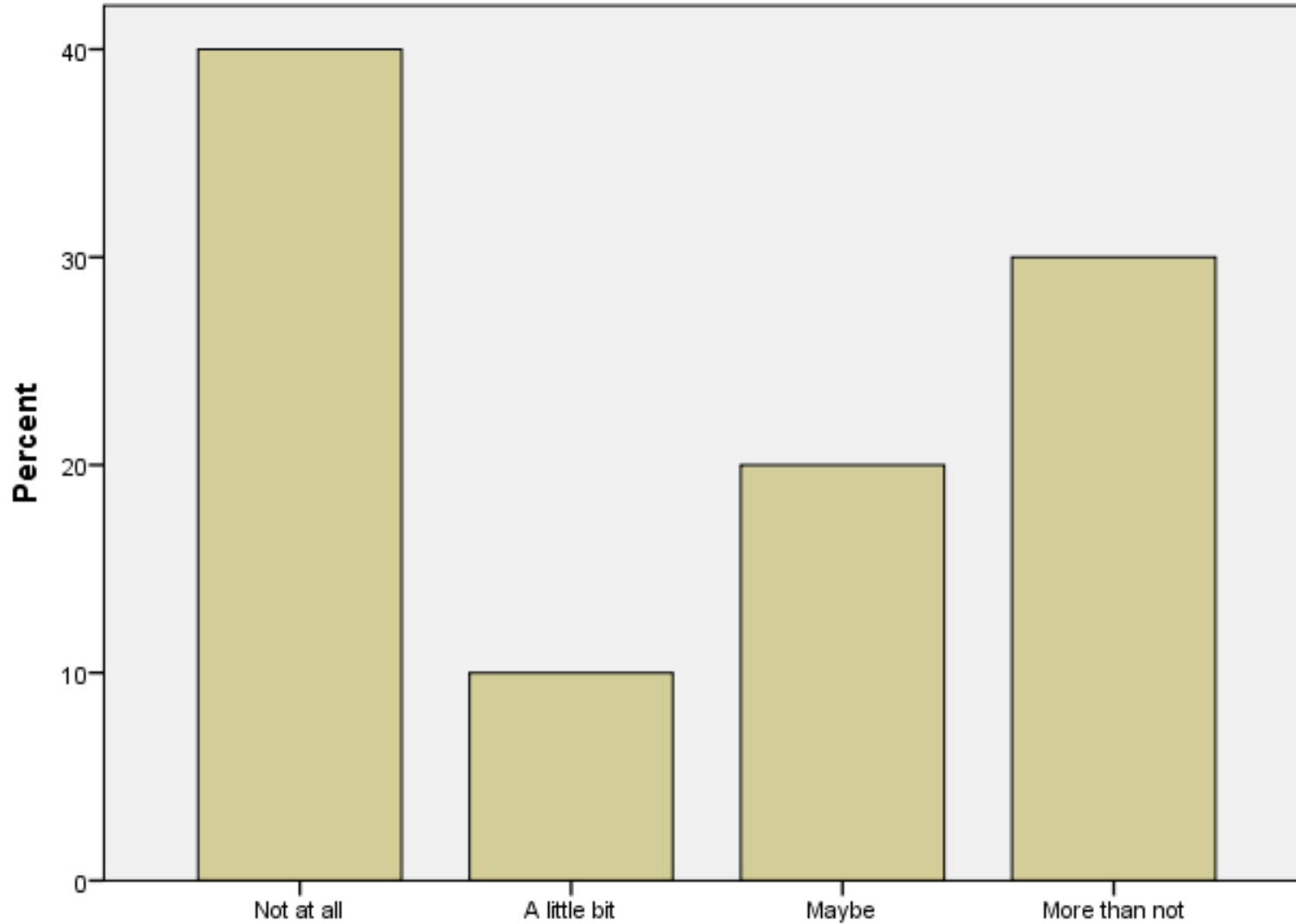
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Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).



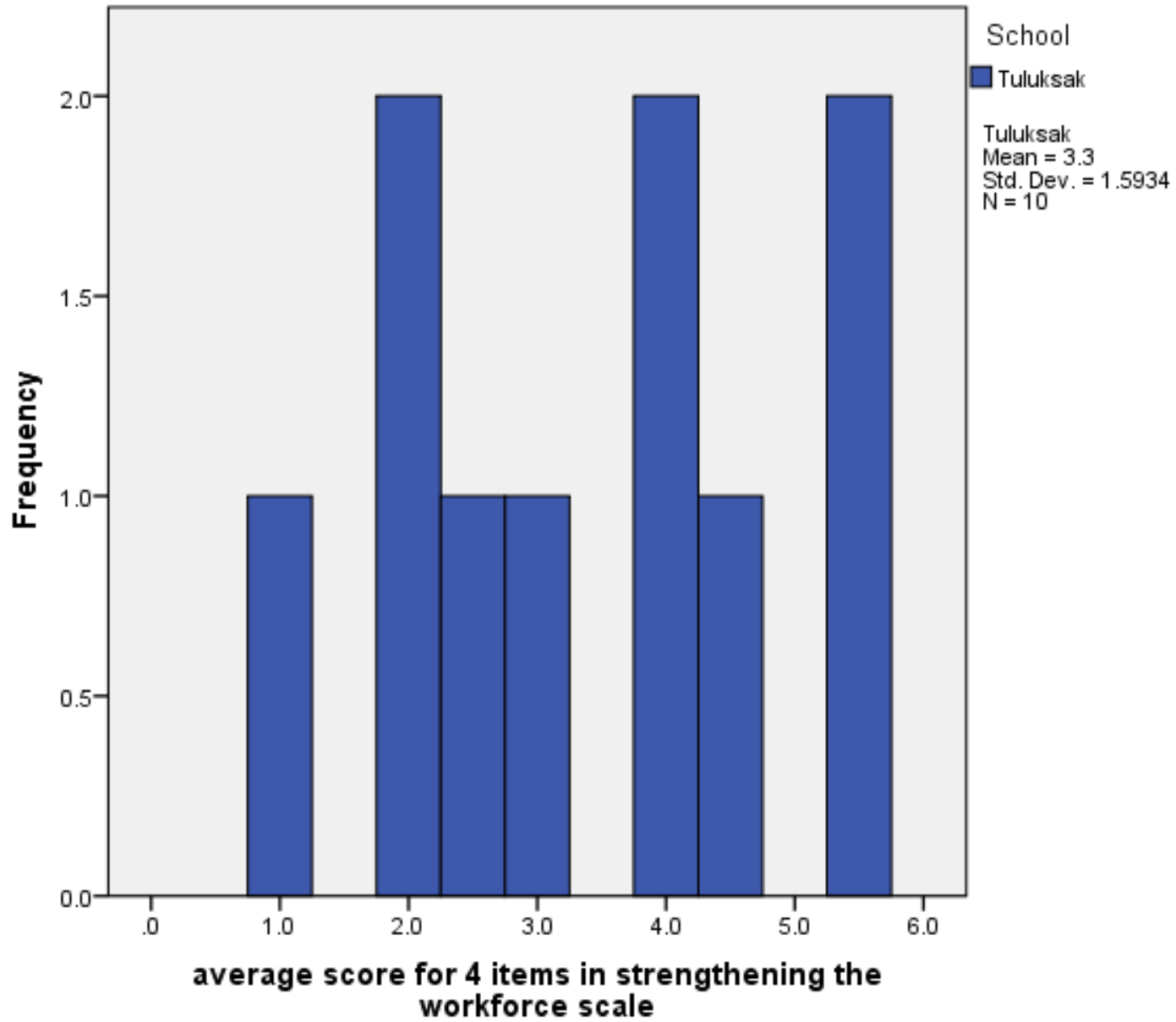
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Q31: My health needs are satisfactorily met in the community.



Q31: My health needs are satisfactorily met in the community.

RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

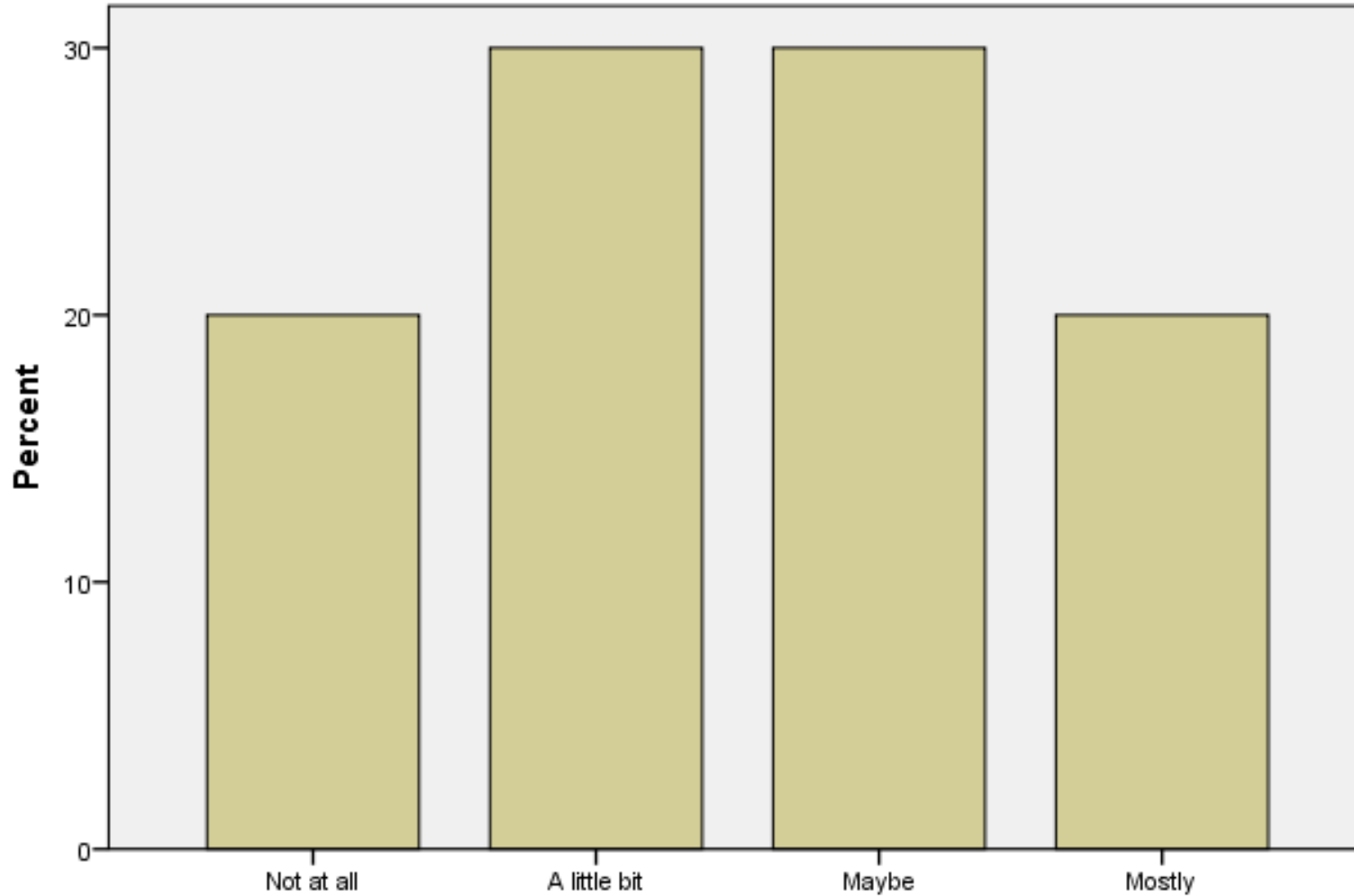


RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Case Summaries

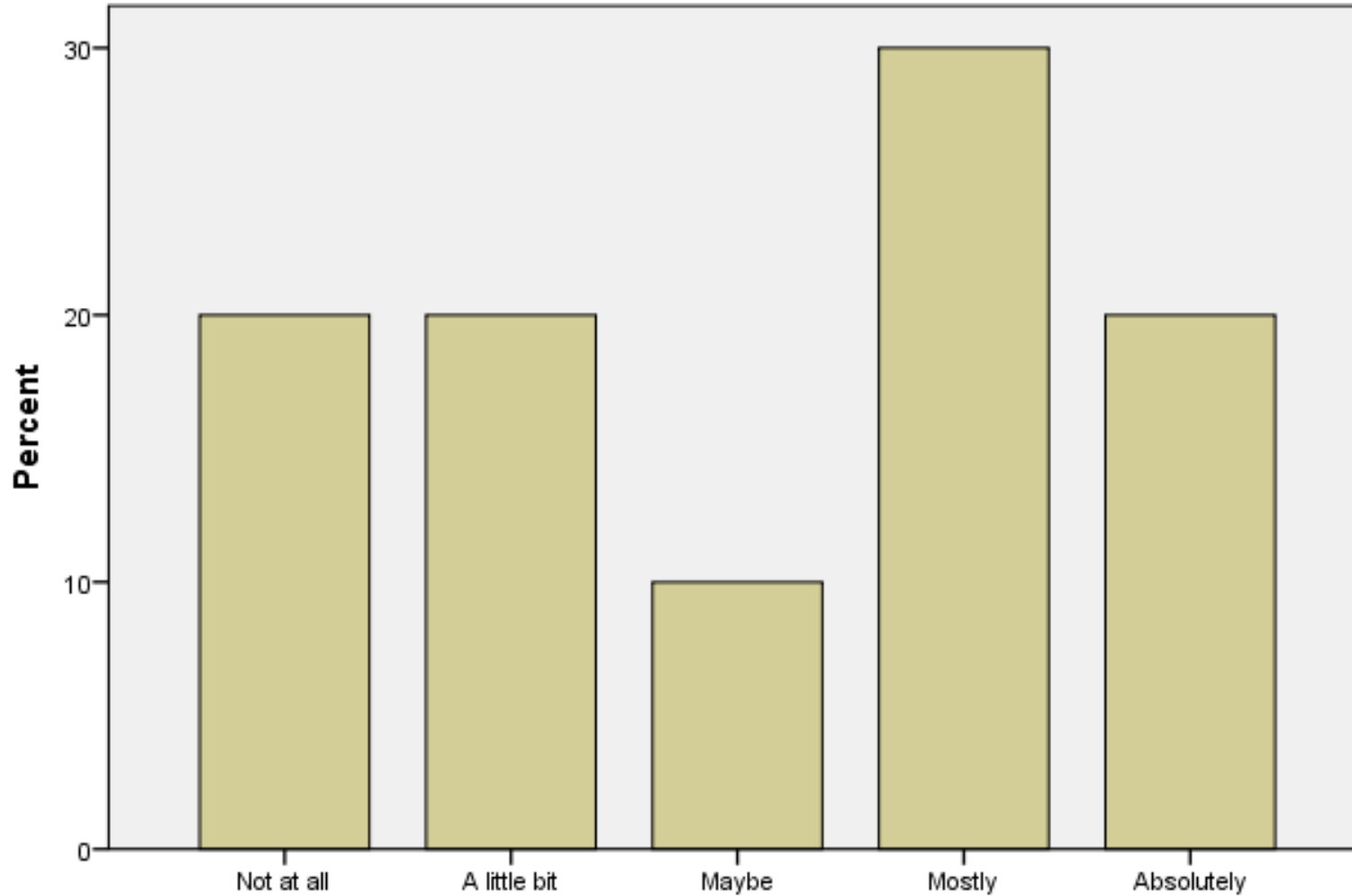
| | Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time. | Q34: My district maximizes time for me to plan and deliver high quality instruction. | Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft. | Q36: At this time, I want to continue teaching in this school next year. |
|----------------|--|--|--|--|
| N | 10 | 10 | 10 | 10 |
| Mean | 2.70 | 3.60 | 3.30 | 3.60 |
| Std. Deviation | 1.418 | 2.011 | 1.636 | 2.011 |
| Median | 2.50 | 4.00 | 3.00 | 4.00 |

Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.



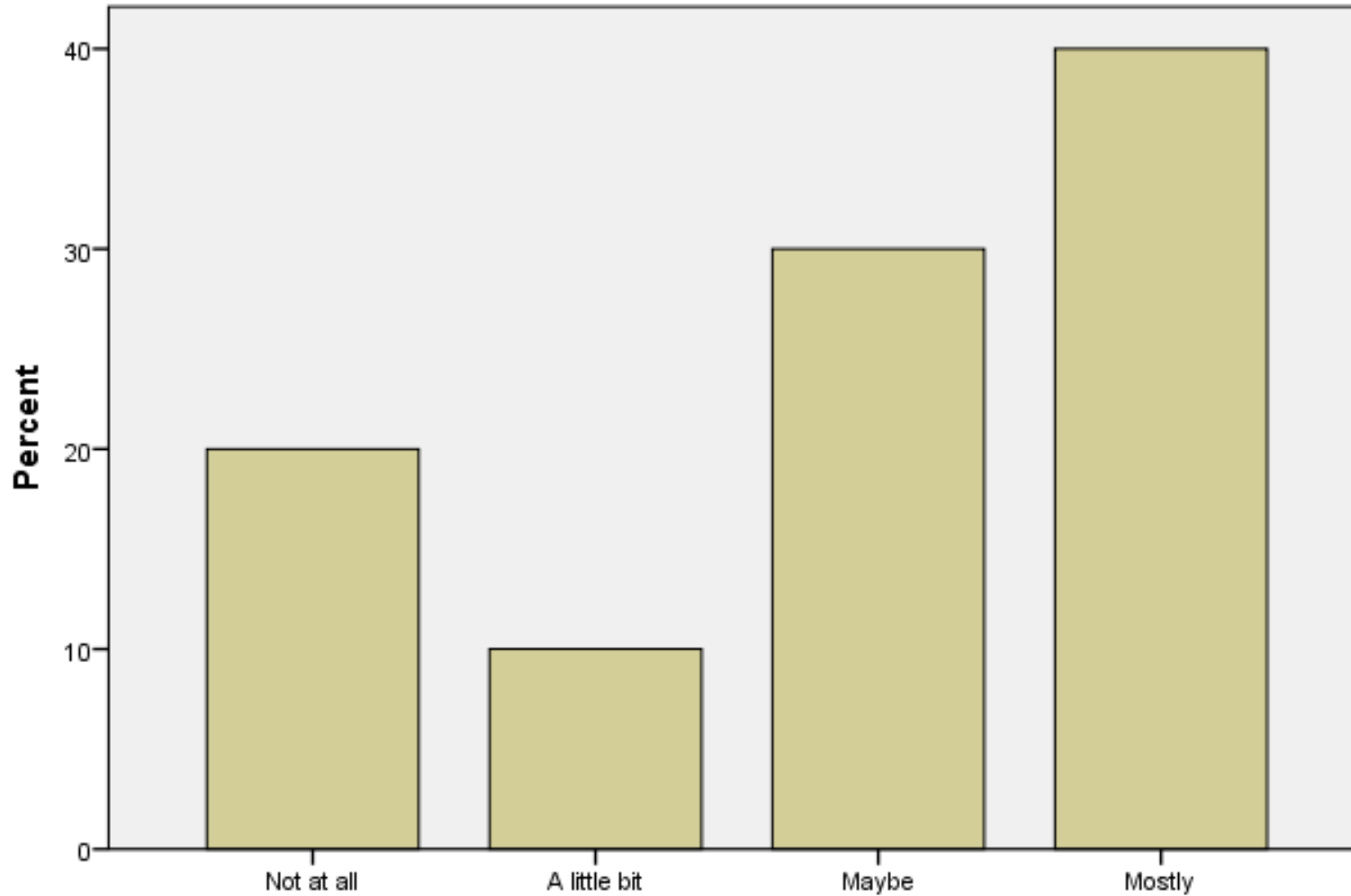
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Q34: My district maximizes time for me to plan and deliver high quality instruction.

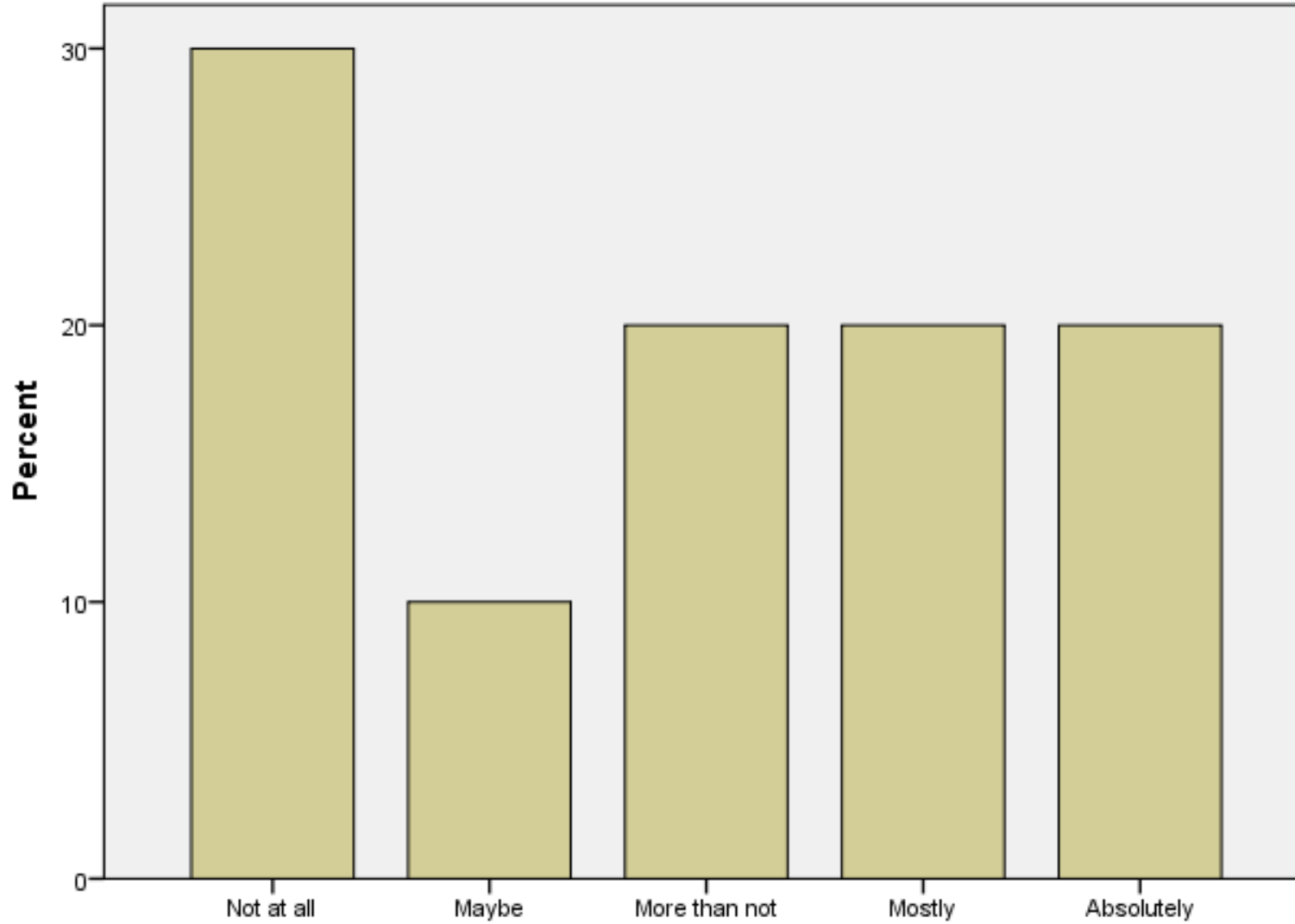
Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft.



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RESS SURVEY 2 DATA RESULTS – 12/1/2017
YUPIIT SCHOOL DISTRICT – TULUKSAK SCHOOL

Q36: At this time, I want to continue teaching in this school next year.



Q36: At this time, I want to continue teaching in this school next year.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 15, 2017

The Honorable Michael Johnson
Commissioner of Education
Alaska Department of Education & Early Development
801 West Tenth Street, Suite 200
Juneau, AK 99811-0500

Dear Commissioner Johnson:

Thank you for submitting Alaska's consolidated State plan to implement requirements of covered programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and of the amended McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

I am writing to provide initial feedback based on the U.S. Department of Education's (the Department's) review of your consolidated State plan. As you know, the Department also conducted, as required by the statute, a peer review of the portions of your State plan related to ESEA Title I, Part A, ESEA Title III, Part A, and the McKinney-Vento Act using the Department's *State Plan Peer Review Criteria* released on March 28, 2017. Peer reviewers examined these sections of the consolidated State plan in their totality, while respecting State and local judgments. The goal of the peer review was to support State- and local-led innovation by providing objective feedback on the technical, educational, and overall quality of the State plan and to advise the Department on the ultimate approval of the plan. I am enclosing a copy of the peer review notes for your consideration.

Based on the Department's review of all programs submitted under Alaska's consolidated State plan, including those programs subject to peer review, the Department is requesting clarifying or additional information to ensure the State's plan has met all statutory and regulatory requirements, as detailed in the enclosed table. Each State has flexibility in how it meets the statutory and regulatory requirements. Please note that the Department's feedback may differ from the peer review notes. I encourage you to read the full peer notes for additional suggestions and recommendations for improving your consolidated State plan.

ESEA section 8451 requires the Department to issue a written determination within 120 days of a State's submission of its consolidated State plan. Given this statutory requirement, I ask that you revise Alaska's consolidated State plan and resubmit it through OMB Max by January 2, 2018. We encourage you to continue to engage in consultation with stakeholders, including representatives from the Governor's office, as you develop and implement your State plan. If you would like to take more time to resubmit your consolidated State plan, please contact your Office of State Support Program Officer in writing and indicate your new submission date.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Please recognize that if we accommodate your request for additional time, a determination on the ESEA consolidated State plan may be rendered after the 120-day period.

Department staff will contact you to support Alaska in addressing the items enclosed with this letter. If you have any immediate questions or need additional information, I encourage you to contact your Program Officer for the specific Department program.

Please note that the Department only reviewed information provided in Alaska's consolidated State plan that was responsive to the Revised Template for the Consolidated State Plan that was issued on March 13, 2017. Each State is responsible for administering all programs included in its consolidated State plan consistent with all applicable statutory and regulatory requirements. Additionally, the Department can only review and approve complete information. If Alaska indicated that any aspect of its plan may change or is still under development, Alaska may include updated or additional information in its resubmission. Alaska may also propose an amendment to its approved plan when additional data or information are available consistent with ESEA section 1111(a)(6)(B). The Department cannot approve incomplete details within the State plan until the State provides sufficient information.

Thank you for the important work that you and your staff are doing to support the transition to the ESSA. The Department looks forward to working with you to ensure that all children have the opportunity to reach their full potential.

Sincerely,

/s/

Jason Botel
Principal Deputy Assistant Secretary,
Delegated the authority to perform the
functions and duties of the position of
Assistant Secretary, Office of
Elementary and Secondary Education

Enclosures

cc: Governor
State Title I Director
State Title II Director
State Title III Director
State Title IV Director
State Title V Director
State 21st Century Community Learning Center Director
State Director for McKinney-Vento Homeless Assistance Act: Education for Homeless
Children and Youths Program

Items That Require Additional Information or Revision in Alaska’s Consolidated State Plan

| Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs) | |
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| A.2.iii: Eighth Grade Math Exception: Strategies | In its State plan, the Alaska Department of Education and Early Development (DEED) states that it will administer in 2017-2018 an end-of-grade mathematics assessment for 9 th grade students for the purpose of Federal accountability under ESEA section 1111(b)(2)(B)(v)(I)(bb). DEED indicates that it will consider administering end-of-course assessments in the future. The ESEA and its implementing regulations only permit a State to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment the State administers to high school students for Federal accountability under ESEA section 1111(b)(2)(B)(v)(I)(bb) from the mathematics assessment typically administered in eighth grade under ESEA section 1111(b)(2)(B)(v)(I)(aa). Since it does not currently administer an end-of-course high school assessment in mathematics for Federal accountability, DEED is not eligible for this exception. If eligibility for this exception changes in the future, DEED may request to amend its State plan. |
| A.3.i: Native Language Assessments Definition | In its State plan, DEED states that it has not yet determined a final definition of “languages other than English that are present to a significant extent in the participating student population.” The ESEA and its implementing regulations require that the State provide such a definition and identify the languages meeting that definition, including at least the most populous language other than English spoken by the State’s participating student population. After revising its definition, additional State plan revisions may be necessary in response to the requirements in A.3.iii and A.3.iv in accordance with that definition. |
| A.4.iv.a: Academic Achievement Indicator | The ESEA requires that a State describe and establish an Academic Achievement indicator that annually measures academic achievement for all students and separately for each subgroup of students. DEED states that, for the Academic Achievement indicator, schools that meet or exceed the long-term goal will earn the greatest number of points, but does not provide any other information about how the indicator will be calculated. In addition, the State mentions that the indicator will be based on students “eligible to test” but does not describe whether that includes all students enrolled in the school in the tested grades (i.e., grades 3 through 8 and at least once in grades 9-12). Accordingly, DEED has not fully described the Academic Achievement indicator. |
| A.4.iv.b: Other Academic Indicator for Elementary and Secondary Schools that are Not | The ESEA requires a State to describe an indicator for elementary and secondary schools that are not high schools (i.e., the Other Academic indicator) that includes, at the State’s discretion, a measure of student growth or another valid and reliable statewide academic indicator that allows |

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| <p>High Schools</p> | <p>for meaningful differentiation in school performance. While the State provides general information on what will comprise the indicator, it does not explain how the indicator is calculated and how the splitting of achievement standards into sub-levels is valid and reliable (for example, by providing information about the process to split achievement levels and the conditional standard error of measurement for each sub-level). Therefore, it has not fully described the indicator.</p> |
| <p>A.4.iv.c: Graduation Rate Indicator</p> | <p>The ESEA requires a State to describe a Graduation Rate indicator that is based on the long-term goals for the four-year adjusted cohort graduation rate and, at the State’s discretion, one or more extended year adjusted cohort graduation rates. While DEED provides general information on what will comprise the indicator, because it does not describe how the indicator is calculated for schools that miss, meet or exceed the graduation rate goals, it has not fully described its Graduation Rate indicator.</p> |
| <p>A.4.iv.d: Progress in Achieving English Language Proficiency Indicator</p> | <p>The ESEA requires a State to establish and describe a statewide Progress in Achieving English Language Proficiency indicator. DEED describes how it will measure progress in achieving English language proficiency at the student level. However, because DEED does not describe how that information is combined and calculated for each school in the State, it has not fully described the Progress in Achieving English Language Proficiency indicator.</p> |
| <p>A.4.iv.e: School Quality or Student Success Indicator(s)</p> | <p>The ESEA requires a State’s accountability system to annually measure, for all students and separately for each subgroup of students, one or more indicators of School Quality or Student Success that allow for meaningful differentiation in school performance, and are valid, reliable, comparable, and statewide.</p> <ul style="list-style-type: none"> • In its State plan, DEED describes five School Quality or Student Success indicators but does not provide sufficient detail regarding how each indicator is calculated, meaningfully differentiates among schools in the State, and is valid and reliable. As a result, it is not clear that DEED met this requirement. • DEED describes a School Quality or Student Success indicator that is based on participation in an interim assessment. DEED does not describe whether this indicator is based on all students taking a locally determined interim assessment or a statewide interim assessment. Because it is not clear whether this School Quality or Student Success indicator is statewide and, therefore, may not allow for meaningful differentiation in school performance, DEED has not provided sufficient information to meet this requirement. • In its State plan, DEED describes a School Quality or Student Success indicator for high schools that it calls the Alaska Performance Scholarship eligibility. The State indicates that |

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| | <p>the indicator will be calculated based on the number of graduating seniors rather than all students. The ESEA requires that each indicator annually measure results for all students and separately for each subgroup of students and allow for meaningful differentiation in school performance across the State. Because DEED has not described how it will calculate this indicator to include all students or how the indicator is valid and reliable and will allow for meaningful differentiation, it is unclear whether DEED meets the statutory requirements.</p> |
| <p>A.4.v.a: State’s System of Annual Meaningful Differentiation</p> | <p>In its State plan, DEED states that it will use an accountability index to give each school a score on each indicator and an overall score but has not yet established business rules to calculate a school’s accountability determination using its index system. The ESEA requires a State to establish and describe in its State plan its system of meaningfully differentiating all public schools in the State. However, the State does not describe how a school’s accountability determination is calculated to allow for meaningful differentiation. Because DEED has not described how it will calculate a school’s index scores, it has not fully described its system of meaningful differentiation.</p> |
| <p>A.4.v.c: If Applicable, Different Methodology for Annual Meaningful Differentiation</p> | <p>The ESEA requires a State to include all public schools in its system of annual meaningful differentiation and to describe that system in its State plan. DEED provides information that suggests it uses a different methodology for annual meaningful differentiation for certain schools (e.g., small schools, alternative schools, juvenile justice facility schools, schools for deaf and blind students, or schools focused on students with disabilities or English learners), but does not clearly describe the different methodology, including how the methodology will be used to identify such schools for comprehensive or targeted support and improvement (including doing so by the beginning of the 2018-2019 school year) or whether the different methodology is limited to schools for which an accountability determination cannot be made. Accordingly, it is unclear whether DEED meets the statutory requirements.</p> |
| <p>A.4.vi.a Comprehensive Support and Improvement Schools— Lowest Performing</p> | <ul style="list-style-type: none"> • In its State plan, DEED indicates that it will exempt a school from identification for comprehensive support and improvement based on low performance if a school has met the measurements of interim progress for all subgroups in a school on the academic achievement, graduation rate, and progress in achieving English language proficiency goals. DEED also states that it will consider the performance of a school on those indicators in the previous three years in determining whether it will identify a school for comprehensive support and improvement. The ESEA requires a State to describe a methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds for comprehensive support and improvement. Because DEED indicates that it may consider a |

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| | <p>school’s progress in addition to its index score and therefore may not identify the lowest-performing five percent of all schools receiving Title I, Part A funds based on its system of annual meaningful differentiation, it is unclear whether DEED meets this requirement.</p> <ul style="list-style-type: none"> • The ESEA requires a State to include the year in which it will first identify schools for comprehensive support and improvement. DEED states that it will use data from the 2017-2018 accountability system to identify schools for comprehensive support and improvement for the 2018-2019 school year. It is unclear whether DEED has met the requirement to identify such schools by the beginning of the 2018-2019 school year, consistent with the Secretary’s April 2017 Dear Colleague letter that provided additional flexibility, for a State to identify such schools by the beginning of the 2018-2019 school year. |
| <p>A.4.vi.b: Comprehensive Support and Improvement Schools—Low Graduation Rates</p> | <p>The ESEA requires that a State describe its methodology to identify all public high schools that fail to graduate one-third or more of their students, including the year in which it will first identify these schools. DEED states that it will use data from the 2017-2018 accountability system to identify schools for comprehensive support and improvement for the 2018-2019 school year. It is unclear whether DEED will identify such schools by the beginning of the 2018-2019 school year, consistent with the Secretary’s April 2017 Dear Colleague letter that provided additional flexibility.</p> |
| <p>A.4.vi.e: Targeted Support and Improvement Schools— “Consistently Underperforming” Subgroups</p> | <p>The ESEA requires a State to describe in its State plan its methodology for annually identifying schools with one or more consistently underperforming subgroups as determined by the State. While DEED provides general information on the State’s methodology, it states that its identification of consistently underperforming subgroups will be based on subgroups underperforming on all indicators based on “threshold levels to be determined.” Consequently, DEED has not fully described how schools are identified for targeted support and improvement because it does not provide sufficient information on the threshold levels for determining whether a subgroup is consistently underperforming.</p> |
| <p>A.4.vi.f: Targeted Support and Improvement Schools— Additional Targeted Support</p> | <p>DEED states that it will use data from the 2017-2018 accountability system to identify schools for additional targeted support for the 2018-2019 school year. It is unclear whether DEED will identify such schools by the beginning of the 2018-2019 school year, consistent with the Secretary’s April 2017 Dear Colleague letter that provided additional flexibility.</p> |
| <p>A.4.viii.a: Exit Criteria for Comprehensive Support and Improvement Schools</p> | <p>DEED states that it will apply its exit criteria for comprehensive support and improvement schools every three years. The State indicates that a school must perform at least one level higher than it performed on the indicators when identified. The ESEA requires a State to establish and describe exit criteria that ensure continued progress to improve student academic achievement</p> |

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| | <p>and school success in the State. Without a description of the performance levels and how they are derived, it is not possible to determine whether DEED has met this requirement.</p> |
| <p>A.4.viii.b: Exit Criteria for Schools Receiving Additional Targeted Support</p> | <p>DEED states that it will apply exit criteria for schools receiving additional targeted support three years after identification and that the subgroup of students for which a school was identified must perform at least one level higher on each indicator than it performed upon initial identification. The ESEA requires that a State establish and describe statewide exit criteria for schools receiving Additional Targeted Support that ensure continued progress to improve student academic achievement and school success in the State. Without a description of the performance levels and how they are derived, it is not possible to determine whether DEED has met this requirement.</p> |
| <p>A.5: Disproportionate Rates of Access to Educators</p> | <p>While DEED’s State plan provides definitions for out-of-field and inexperienced teachers, it does not specifically address ineffective teachers or the extent to which students enrolled in schools assisted under Title I, Part A are underserved by these teachers. The ESEA requires that DEED describe the extent to which low-income and minority students enrolled in schools assisted under Title I, Part A are served by inexperienced, out-of-field, or ineffective teachers. The ESEA also requires a State to describe the measures that it will use to evaluate and publicly report progress with respect to reducing disproportionate rates. DEED does not clearly articulate how its proposed measures will report progress with respect to reducing disproportionate rates for students attending schools assisted under Title I, Part A, so it is unclear whether the State meets this requirement.</p> |
| <p>Title I, Part C: Education of Migratory Children</p> | |
| <p>B.1: Supporting Needs of Migratory Children</p> | <ul style="list-style-type: none"> • DEED describes how it will identify the unique educational needs of migratory children, including preschool migratory children. However, the ESEA requires that a State also describe how it will identify the unique educational needs of migratory children who have dropped out of school. • The ESEA requires that a State describe how, in planning, implementing, and evaluating the Migrant Education Program (MEP), it will address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, through the full range of services that are available to migratory children from appropriate local, State, and Federal educational programs. DEED does not provide any information addressing this requirement. • DEED describes how, in planning, implementing, and evaluating the MEP, it will address the unique educational needs of migratory children, including preschool migratory children, through joint planning among local, State, and Federal educational programs serving |

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| | <p>migratory children, including language instruction educational programs under Title III, Part A; and through the integration of services available under Title I, Part C with services provided by those other programs. However, the ESEA requires that a State also describe how it will address the unique educational needs of migratory children who have dropped out of school through such joint planning and integration of services.</p> <ul style="list-style-type: none"> • The ESEA requires that a State describe how, in planning, implementing, and evaluating the MEP, it will address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, through measurable program objectives and outcomes. DEED does not provide any information addressing this requirement. |
| <p>Title II, Part A: Supporting Effective Instruction</p> | |
| <p>D.3: System of Certification and Licensing</p> | <p>In its State plan, DEED provides a description of its certification and licensing system for teachers, but does not include such a description for principals or other school leaders. The ESEA requires each State to provide a description of the system of certification and licensing for principals or other school leaders.</p> |
| <p>D.4: Improving the Skills of Educators</p> | <p>In its State plan, DEED describes how it will work to improve the skills of educators to meet the needs of students with specific learning needs, such as English learners, students who are gifted and talented, and students with low literacy levels, but it is unclear how the description specifically addresses students with disabilities. The ESEA also requires a State to describe how it will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs and provide instruction based on the needs of such students, particularly for children with disabilities.</p> |
| <p>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</p> | |
| <p>E.1: Entrance and Exit Procedures</p> | <p>In its State plan, DEED does not describe the timely and meaningful consultation for the standardized, statewide entrance and exit procedures with LEAs representing the geographic diversity of the State, as required by the ESEA.</p> |
| <p>Education for Homeless Children and Youths Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</p> | |
| <p>I.2: Dispute Resolution</p> | <p>In its State plan, DEED describes procedures for the resolution of disputes regarding educational placement as outlined in regulation. DEED does not, however, include procedural timelines or any other information that indicates that these procedures would result in the prompt resolution of disputes. The McKinney-Vento Act requires a State to describe procedures for the prompt resolution of disputes.</p> |
| <p>I.3: Support for School Personnel</p> | <p>While DEED describes trainings for school personnel on the requirements of the McKinney-</p> |

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| | <p>Vento program, it is not clear that these trainings will heighten the awareness of such school personnel of the specific needs of runaway and homeless children and youth. The McKinney-Vento Act requires the State to describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.</p> |
| <p>I.4: Access to Services</p> | <ul style="list-style-type: none"> • While DEED describes collaboration between the SEA and other service providers and advocates related to homeless preschool students, it is unclear how this collaboration ensures that homeless children have access to public preschool programs, administered by the SEA or LEAs, as provided to other children in the State. The McKinney-Vento Act requires a State to describe procedures that ensure that homeless children have access to public preschool programs, administered by the SEA or an LEA, as provided to other children in the State. <i>(Requirement I.4i)</i> • In its State plan, DEED describes actions that have been taken by the SEA to ensure that homeless students do not face barriers and have access to academic and extracurricular activities, such as working with State athletic directors. DEED does not, however, describe procedures that ensure that homeless children and youth who meet relevant eligibility criteria do not face barriers to accessing magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. The McKinney-Vento Act requires the State to describe procedures that ensure that homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. <i>(Requirement I.4iii)</i> |
| <p>I.6: Policies to Remove Barriers</p> | <p>While DEED describes procedures to identify homeless children and youth in response to requirement I.1, and demonstrates in response to requirement I.6 that policies related to barriers to the enrollment of homeless children and youth are developed, reviewed, and revised with LEAs, DEED does not demonstrate that the SEA and LEAs have developed policies that they will review and revise to remove barriers to enrollment and retention of homeless children and youth due to outstanding fees or fines, or absences. The McKinney-Vento Act requires the State to demonstrate how the SEA and LEAs in the State have developed, and shall review and revise,</p> |

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| | policies remove barriers to the enrollment and retention of homeless children and youth in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences. |
| I.7: Assistance from Counselors | While DEED describes training provided to counselors on assisting homeless students and youth prepare for college and career readiness, it does not describe how homeless youths will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college. The McKinney-Vento Act requires a State to describe how homeless youths will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college. |
| General Education Provisions Act (GEPA) | |
| GEPA 427 | Section 427 of the General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. DEED does not respond to GEPA section 427. |

YUPIIT SCHOOL DISTRICT

November 16, 2017

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT
LEGAL COUNSEL, JERMAIN DUNNAGAN & OWENS, PC

SUBJECT: REVISION TO LEAVE POLICIES AND PROCEDURES

RECOMMENDATION:

Legal counsel, in cooperation with the Superintendent and the Business Office, has conducted a review of existing policies and practices for leave usage by district employees. This review demonstrated that written policies and procedures should be updated to accomplish the following goals:

- A. Policies and procedures should accurately reflect existing practice;
- B. Policies and procedures should accurately reflect legal requirements;
- C. The Business Office and administrators should have clear guidelines for reviewing and processing leave and cash out requests;
- D. Employees should have clear information about leave availability and processes; and
- E. Policies and procedures should limit the potential for leave errors and leave abuses.

In meeting the above goals, the Superintendent recommends that the Board consider and approve changes to existing policies and procedures. Recommendations have been drafted by counsel and are attached to this Memorandum. As recognized in BB 9313, the Superintendent may submit to the Board any procedures for which Board endorsement is desired. Board endorsement is sought for changes to the leave provisions being proposed in the respective Certified and Classified Handbooks.

In brief, the Superintendent recommends the following changes to policies and procedures:

I. Board Policies

BP 4161.1 SICK LEAVE – Certificated Personnel

Language providing for the sick leave bank has been adjusted to cap the available days at 20 days annually. The legal reference sections have been updated.

BP 4161.2/4261.2/4361.2 EMERGENCY/BEREAVEMENT LEAVE – All Personnel

This policy sets forth a Board limitation on the number of sick leave days that employees may use for a family health emergency or for bereavement. The policy has been revised to permit the use of up to ten (10) days of sick leave for these purposes, an increase of three (3) days. The policy revisions also reflect a change in title to more accurately reflect the purpose of the policy and clarification that the policy is applicable to all employees. Finally, recommended changes limit the use of sick leave for family related circumstances to death or illness of an immediate family member, or for other reasons as approved by the Superintendent. This latter change is made in conformance with state law, 4 AAC 15.040, as well as existing YSD practice.

BP 4361 LEAVES – Management and Supervisory Personnel

Minor changes are recommended to this policy to eliminate references to negotiated agreements and instead refer to the Classified Support Staff Handbook and Certified Teacher Handbook. The legal reference sections have been updated.

Administrative Updates to BP 4161/4261 LEAVES and AR 4161.1 SICK LEAVE

The administration is additionally revising BP 4161/4261 LEAVES to update the legal reference sections. No substantive changes are made to this policy. In addition, the administration is updating AR 4161.1, SICK LEAVE with minor revisions so that it is aligned with the Certified Teacher Handbook.

II. Classified Support Staff Handbook

Minor changes have been made to improve the language of the Handbook and to provide clarity. Substantive changes to the leave provisions of the Classified Support Staff Handbook include:

1. Annual/Vacation Leave (Permanent 260-day Employees)
 - a. Increasing the number of annual/vacation leave days by two (2) per year. This increase will replace the two days of personal leave currently provided, and personal leave will now be eliminated for this class of

employees. However, total leave days remain the same.

- b. Defining an accrued vacation “day” as the number of hours in the employee’s standard workday. This clarifies leave accrual for all permanent classified employees, whether full- or part-time. For example, a 6hour employee will earn a 6 hour vacation day, and an 8 hour employee will earn an 8 hour vacation day.
 - c. Explaining that annual/vacation leave days are fronted to the employee but providing for reimbursement of used but not yet accrued leave days in cases of mid-year separation of employment.
 - d. Providing for cash out of annual/vacation leave days for those leave days that exceed the 20 days of vacation leave permitted for carry over, and providing a process for cash out.
 - e. Prohibiting cash out of annual/vacation leave except in the above scenario and upon termination of employment, at which time full cash out of accrued vacation leave is permitted.
2. Sick Leave
- a. Identifying that sick leave days are fronted to the employee but providing for reimbursement of used but not yet accrued sick days in cases of mid-year separation of employment.
 - b. Clarifying that sick leave may be accrued without limitation, and may be carried over from year to year without limitation.
 - c. Prohibiting the cash out of sick leave; this provides continuity with certificated sick leave procedures (state law prohibits cash out of sick leave for certificated employees).
 - d. Providing for the use of up to 10 days of sick leave for death or illness in the employee’s immediate family.
 - e. Establishing a sick leave bank funded by annual donations of a sick leave day or days from participating employees and providing for access to an additional 20 days of sick leave for eligible participants.
3. Personal Leave
- a. Clarifying that personal leave is provided to permanent classified employees working less than a 260-day work year.
 - b. Providing for the cash out of one or two days of unused personal leave at the conclusion of the employee’s work year, and providing a process for doing so.
 - c. Providing for the cash out of all accrued but unused personal leave upon separation of employment.
 - d. Removing language that prohibits the use of personal leave for reasons of personal convenience.
4. Family and Medical Leave Act
- a. Removing most of the existing language and referring employees to BP/AR 4161.4/4261.4/4361.4 FAMILY AND MEDICAL LEAVE. The BP/AR are much more comprehensive and current.

- b. Adding language that identifies the length of service requirements for employees to qualify for state or federal family leave.
5. Leave Without Pay
- a. Adding a section for leave without pay opportunities for employees that have exhausted available annual or personal leave; this is added for consistency with YSD practice and the Handbook language for certified employees.

Certified Teacher Handbook

Minor changes have been made to improve the language of the Handbook and to provide clarity. Substantive changes to the leave provisions of the Certified Teacher Handbook include:

1. Sick Leave
 - a. Revising the accrual language to more clearly follow state law.
 - b. Identifying that sick leave days are fronted to the employee but providing for reimbursement of used but not yet accrued sick days in cases of mid-year separation of employment.
 - c. Clarifying the use of up to 10 days of sick leave for family emergency and bereavement purposes.
 - d. Establishing a sick leave bank funded by annual donations of a sick leave day or days from participating employees and providing for access to an additional 20 days of sick leave for eligible participants.
2. Personal Leave (New/ Added)
 - a. Adding a section for personal leave, to accrue at the rate of two days per year, in order to reflect existing practice.
 - b. Providing for the cash out of one or two days of unused personal leave at the conclusion of the employee's work year, and providing a process for doing so.
 - c. Providing for the cash out of all accrued but unused personal leave upon separation of employment.
 - d. Limiting the use of personal leave during in-service or training days, or during student testing days.
3. Family and Medical Leave Act
 - a. Removing most of the existing language and referring employees to BP/AR 4161.4/4261.4/4361.4 FAMILY AND MEDICAL LEAVE. The BP/AR are much more comprehensive and current.
 - b. Adding language that identifies the length of service requirements for employees to qualify for state or federal family leave.

BP 4161/4261 LEAVES - Certificated/Classified Personnel

Note: This policy and our other sample leave policies are offered as models for districts. Districts should take into careful account their past practices and collective bargaining agreements when providing /or leave privileges.

The School Board shall authorize employee absences as provided by law and Board policy. The Board recognizes the following justifiable reasons for absence:

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

Note: The Alaska Family Leave Act became law September 16, 1992, and applies to employers that have employed 21 or more employees for each working day during any period of 20 consecutive workweeks in the preceding two calendar years. Family leave includes, at a minimum, "unpaid leave" for "serious" health conditions for a total of 18 weeks during any 12 month period .and unpaid leave for pregnancy and childbirth or adoption/or a total of 18 work weeks within a 12 month period. Employees are entitled to apply accrued paid leave toward the unpaid leave time. Employers must allow employees to continue their existing health insurance coverage at the same level the employee had before going on leave. However the employee may be required to pay the premium cost for the continuation of the insurance coverage. The Commissioner of Education may approve a labor contract that does not meet the family leave requirements if the district can show a lack of qualified, available substitutes to replace a teacher on leave or a lack of available housing for replacement teachers who do not live in the community.

Legal References:

ALASKA STATUTES

14.14.107 Sick leave and sick leave transfer

~~14.20.147 Transfer or absorption of attendance area or federal agency school~~

~~39.20.500-39.20.550~~ ~~23.10.500-23.10.550~~ Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE

4 AAC 09.020 Teachers entitled to pay

UNITED STATES CODE

Family and Medical Leave Act, 29 U.S.C. 2601 et seq.

COPE OF FEDERAL REGULATIONS

29 CFR Part 825, amend. 2008

NATIONAL DEFENSE AUTHORIZATION ACT for fiscal year 2008, Public Law 110-181, §585(a)

Revised ~~11/2017~~ ~~11/09~~

Adopted: 11/2006

Yupit School District

BP 4161.1 SICK LEAVE - Certificated Personnel

Every certificated employee working five school days each week is entitled to one and one-third days of sick leave a month. Such leave for employees working less than five days per week shall be proportionately less. Unused days of sick leave shall be accumulated from year to year without limitation.

The Superintendent or designee shall establish procedures for reporting and verifying such absences.

Teachers are subject to disciplinary action, up to and including termination, for misusing sick leave, including providing false information regarding the use of, or need for, sick leave.

Certificated employees may transfer accumulated sick leave between districts and the Department of Education. Employees are responsible for initiating a transfer of sick leave credits within 90 days of employment.

Sick Leave Bank

Note: AS 14.14.105 provides that the Board may establish a sick leave bank independently or jointly with teachers. The following optional language may be revised or deleted as appropriate.

The School Board authorizes the establishment of a sick leave bank to provide teachers and other personnel additional sick leave benefits in cases of an employee's serious illness or injury, unusual circumstances. ~~Teachers may draw up to twice the number of days leave he/she has accumulated before the first day of school.~~ Participating employees may draw up to a maximum of 204 days. The Superintendent shall establish operating procedures for the sick leave bank. ~~Board may grant additional leave in cases of severe illness or external hardship.~~

Legal References:

ALASKA STATUTES

14.14.105 Sick leave bank

14.14.107 Sick leave and sick leave transfer

~~14.20.147 Transfer or absorption of attendance area or federal agency school~~

~~39.20.500-39.20.550 23.10.500 23.10.550 Alaska Family Leave Act~~

ALASKA ADMINISTRATIVE CODE

4 AAC 15.040 Sick leave

4 AAC 15.900 Definitions

UNITED STATES CODE

Family and Medical Leave Act, 29 U.S.C. 2601 et seq.

CODE OF FEDERAL REGULATIONS

29 CFR Part 825, amend. 2008

Revised ~~11/2017~~/09

Adopted: 11/2006

Yupit School District

AR 4161.1 SICK LEAVE - Certificated Personnel

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The district may additionally require written verification by the employee's doctor or practitioner. Such verification may be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays, or whenever ~~circumstances clear evidence~~ indicates that an absence may is not be related to illness or injury. ~~Chronic absenteeism may be indicated when an employee has exhausted his/her entire ten-day sick leave benefit during three or more of the past five years.~~

At its expense, the district may require an employee to obtain a second opinion by visit a different physician selected by the district in order to receive a report on the nature and severity of an illness or injury. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or Principal, after giving notice to the employee, may deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization or extended medical illness or treatment may be required asked to submit a letter from his/her doctor stating that he/she is able to return to duty and stipulating any recommended restrictions or limitations. The district may, at district expense, require ~~the~~ a second opinion of a different physician chosen by the district.

Employee Notifications of Absence

Employees shall notify the district of their need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall again notify the district of the need for a substitute. If the duration of absence is unknown or becomes shorter than estimated, the employee shall notify the district of his/her intent to return by at least 3 p.m. of the working day preceding the day he/she returns. If failure to so notify the district results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Revised 11/2017

Adopted: 11/2006

Yupit School District

BP 4161.2/4261.2/4361.2 - EMERGENCY/BEREAVEMENT LEAVE PERSONAL LEAVES -- All Personnel

Personal Necessity

~~Certificated~~ Employees may use ~~up to no more than seven ten (10)~~ days of their accrued sick leave during each contract year for reasons of family emergency or bereavement. personal necessity. Acceptable reasons for the use of sick leave personal necessity leave include:

1. Death of a member of the immediate family.
- ~~2. An accident involving the employee's property or the person or property of a member of the immediate family.~~
- ~~3.2. An illness or injury of a member of the employee's immediate family.~~
4. ~~Fire, flood, or other immediate danger to the home of the employee.~~
- ~~5. Required court appearance other than those court appearances for which the employee is obligated to be absent from duty and compensation is required by law.~~
- ~~6. Personal business of a serious nature which the employee cannot disregard.~~

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

Legal References:

ALASKA STATUTES

~~23.10.500-23.10.550~~ AS 39.20.500-39.20.550 Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE

4 AAC 09.020 Teachers entitled to pay

4 AAC 15.040 Sick Leave

Revised ~~9/91~~ 11/2017

Adopted: 11/2006

Yupiiit School District

BP 4361 LEAVES - Management and Supervisory Personnel

The School Board recognizes the need to provide for leaves which management, supervisors and confidential personnel may take for justifiable reasons as set forth in state law and regulation. Such leaves shall be authorized pursuant to Board policies and/or administrative regulations, ~~and~~ Board action or individual contract.

Certificated management and supervisory employees shall be entitled to those leave provisions provided in the Certified Teacher Handbook ~~certificated agreement~~ unless otherwise specified in Board policy, administrative regulations or individual contract.

Classified management and supervisory employees shall be entitled to those leave provisions provided in the ~~e~~Classified Support Staff Handbook ~~negotiated agreement~~ unless otherwise specified in Board policy, administrative regulations or individual contract.

Legal References:

ALASKA STATUTES

14.14.107 Sick leave and sick leave transfer

~~14.20.147 Transfer or absorption of attendance area or federal agency school~~

~~39.20.500-39.20.550~~ ~~23.10.500~~ ~~23.10.550~~ Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE

4 AAC 09.020 Teachers entitled to pay

4 AAC 15.040 Sick Leave

Revised ~~11/2017~~ ~~997~~

Adopted: 11/2006

Yupit School District

Leaves

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

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

For clarification of the appropriate leave category, work with your supervisor.

Annual/Vacation Leave

Leave slips must be submitted to the immediate supervisor and/or administration for approval [upon reasonable advance notice](#). ~~prior to taking leave. Advance leave request should consider~~ ~~†The number of days being requested~~ [is a factor in determining whether](#) the advance notice [is reasonable as consideration of](#) ~~to the supervisor/administrator.~~ The Superintendent reserves the right to disallow any leave if the requested time would impair the operations of the district.

Annual/-vacation leave [is provided only to permanent 260-day employees and is shall be](#) accrued according to the following schedule ~~for permanent, full-time, 260 day employees:~~

- | | |
|--|--------------------------------|
| 1. 1-3 Years of Service | 15 17 Days per year |
| 2. 4+ Years or more service | 20 22 Days per year |

~~For purposes of leave accrual, a "day" is the number of hours in the employee's standard workday. For example, a 260-day employee with a 6 hour work day would accrue annual leave days of 6 hours.~~

~~Annual/vacation leave is advanced to employees upon the start of the fiscal year. In the event employment is terminated by either the district or the employee during the employee's work year, and the employee has utilized annual leave that was advanced but not yet accrued, the employee is responsible for reimbursement to the district of the leave, payable at the employee's per diem or hourly rate. Utilizing advanced annual/vacation leave constitutes the employee's authorization for the district to withhold the reimbursement amount from the employee's last paycheck.~~

~~A maximum of T~~twenty (20) ~~days~~ annual vacation ~~days leave~~ may be carried over from one fiscal year to the next. [No later than May 2315 of a fiscal year, an employee may request the Business Office to cash vacation/annual leave days that, upon the end of the fiscal year, will](#)

exceed the twenty (20) days of permitted carry over. Leave will be cashed out at the employee's per diem or hourly rate and provided in the last payroll check of the employee's work year. Cash out of additional accrued annual vacation leave is not ~~permitted~~ permitted, (except upon termination of employment as set forth below). Cash out of leave at any time earlier than the final paycheck of the employee's work year is not permitted.

Employees shall be allowed to cash out **all accrued** annual leave at separation of employment. In such cases, cash out is only permitted of unused annual/vacation leave that has actually accrued. Cash out is not permitted of annual/vacation leave that has been advanced but not yet earned based upon length of service during the work year.

The Business Office shall maintain a leave record for each employee, and such record shall be subject to annual audit and approval by the Superintendent.

Sick Leave

Sick leave shall accrue at the rate of 1-1/3 days per month for classified salaried employees. Hourly classified employees will accrue sick leave at the rate of .0615 days per hour worked.

Sick leave is advanced to employees upon the start of the fiscal year. In the event employment is terminated by either the district or the employee, and the employee has utilized sick leave that was advanced but not yet accrued, the employee is responsible for reimbursement to the district of the sick leave, payable at the employee's per diem or hourly rate. Utilizing advanced sick leave constitutes the employee's authorization for the district to withhold the reimbursement amount from the employee's last paycheck.

Sick leave may accrue from year to year without limit. Sick leave may never be cashed out.

A false statement by an employee regarding sick leave shall be grounds for termination.

Sick leave may be used under the following provisions:

1. For illness that requires the employee to be absent from work, upon reasonable advance notice~~notification~~ to the supervisor and/or administration, ~~in advance~~ unless prevented from doing so by extenuating circumstances.
2. For actual injury of the employee or for a medical or dental appointment in connection with an actual injury-
3. For maternity/paternity leave, up to twelve (12) weeks of sick leave may be used on or about the time of the birth of the child.
4. For illness or injury within the employee's immediate family living within the employee's household which requires the attendance of the employee. Immediate family shall include the employee's spouse, children, legal ward, step-child, son-in-law, daughter-in-law, parent, father-in-law, mother-in-law, brother, sister, grandfather, grandmother, or grandchild.
5. For routine health appointments, upon the express prior approval of the Superintendent,

or designee, for routine doctor or dental examinations and for elective procedures that cannot reasonably be scheduled on non-work days.

6. For emergency/~~bereavement~~ leave ~~as set forth below.~~ ~~upon the death of a member of the immediate family of the employee up to five days of sick leave may be used.~~

In excess of three (3) consecutive days of sick leave (excluding travel days), the supervisor may require a doctor's certification.

The employee whose absence has been approved as being justified under sick leave shall be paid for such time lost, to the extent that sick leave is ~~advanced~~~~accrued~~, at the current normal wage rate, less the amount of any time lost payments made under the Alaska Worker's Compensation Act.

After an absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to their immediate administrative supervisor and/or administration. The district may additionally require written verification by the employee's doctor or practitioner. Such verification may be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever circumstances ~~clear evidence~~ indicates that an absence ~~may~~is not ~~be~~ related to illness or injury.

~~Chronic absenteeism may be indicated when an employee has exhausted their entire ten (10) day sick leave benefit during three or more of the past five (5) years.~~

At its expense, the district may require an employee to visit a physician selected by the district in order to receive a report on the nature and severity of an illness or injury. The administration may deny further leave if the physician's report ~~does not~~ indicates that no further leave is necessary.

Before returning to work, ~~an~~employees who ~~have~~s been absent for surgery, hospitalization or extended medical treatment may be required ~~asked~~ to submit a letter from their doctor stating that they are able to return to duty, and stipulating any recommended restrictions or limitations. The district may, at district expense, require a second ~~the~~ opinion of a different physician chosen by the district.

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

Sick Leave Bank

1. The District will maintain a voluntary Sick Leave Bank. Any employee who earns sick leave is eligible to participate. The Sick Leave Bank is the exclusive method for accessing additional sick leave days; person-to-person donations are not permitted.
2. Each eligible employee will automatically become a member of the Bank and will donate one (1) day of sick leave within thirty (30) days of establishment of the Sick Leave Bank. Annually thereafter, each employee will automatically donate one (1) day of sick leave

on September 30th of each school year, or within 30 days of initial employment, whichever is later. Employees who have no sick leave days to donate and employees who are on approved leaves of absence will donate required days on their first day of employment of the next school/contract year.

3. An employee who does not desire to be a member of the Bank must withdraw in writing to the Business Manager. Employees who have withdrawn from participation are not eligible to access Sick Leave Bank days. Future sick leave bank donations are not required from employees who have withdrawn from participation. However, employees withdrawing from membership in the Bank shall not be refunded any previously donated days.
4. For purposes of the Bank, a “day” shall be based upon each employee’s contracted day. This serves for both contributing and withdrawing.
5. If the Bank, by September 30 of a new school year, has a balance of 100 or more days, only newly hired eligible employees will automatically donate sick leave days. In the event the Bank falls below one hundred (100) days during the school year, all participating employees shall be assessed an additional non-refundable day up to a maximum of two additional days per employee in any given school year. Fifteen (15) days’ notice will be given prior to an additional assessment.
6. Sick leave days may be withdrawn from the Bank only for the employee’s own illness or injury.
7. An employee’s request to the Business Manager for withdrawal of Bank days must be accompanied by a physician’s written statement, or one by a village health aide made after documented consultation with a physician.
8. The first ten (10) consecutive days of illness or injury will not be covered by the Bank. An employee will not be able to access the Bank until the employee’s own sick leave, personal leave (if applicable), and annual leave (if applicable) are depleted.
9. An employee may only withdraw sick leave bank days up to a maximum of twenty (20) days.
10. Employees accessing sick leave days from the Bank will not have to replace those days except as required as a regular contributing member of the Bank.

Emergency/Bereavement Leave

Employees may use up to ten (10) days of their accrued sick leave during each contracted year for the following reasons:

1. Death of a member of the immediate family (spouse, child, legal ward, step-child, son

or daughter-in-law, parent, father or mother-in-law, sibling, grandparent or grandchild).

2. Illness or injury of a member of the employee's immediate family.

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

Upon request, emergency leave without pay may be granted by the administration in cases of illness in the family when the ten day sick leave limitation has been exhausted, or upon exhaustion of the employee's available sick leave, if sooner.

Personal Leave

Personal leave shall be immediately accrued at the rate of 2 days per fiscal year for all permanent, full-time employees who are not eligible for annual/vacation leave (work year is less than 260 days). Permanent employees who receive annual/vacation leave are not eligible for personal leave. ~~–No more than four (4) unused personal leave days~~ may be carried over one year to the next, ~~not to exceed~~ for a maximum total of six (6) personal leave days a year.

No later than May 23~~15~~ of a fiscal year, an employee may request the Business Office to cash up to two (2) days of unused personal leave. Leave will be cashed out at the employee's per diem or hourly rate and provided in the last payroll check of the employee's work year. Cash out of additional accrued personal leave is not permitted, except that employees shall be allowed to cash out all unused personal leave at separation of employment (maximum possible cash out of 6 days). Cash out of personal leave at any time earlier than the final paycheck of the employee's work year is not permitted.

~~–Employees must have prior approval from the building administration before taking personal leave. Leave shall be for personal necessity. may be allowed for other reasons at the discretion of the supervisor and/or school administration. However, absent the approval of the Superintendent, no such leave shall be granted for the purposes of personal convenience, for the extension of a holiday or vacation period. Leave granted for the purpose of extending a holiday can result in loss of holiday pay for the employee, or for matters which can be taken care of outside of working hours.~~

Summary of Personal and Annual Leave Accrual

| <u>Length of Contract Year</u> | <u>Annual Leave Days</u> | <u>Personal Leave Days</u> |
|--|--------------------------|----------------------------|
| <u>260 Days (1-3 years of service)</u> | <u>17</u> | <u>0</u> |
| <u>260 Days (4+ years of service)</u> | <u>22</u> | <u>0</u> |
| <u>Less than 260 days*</u> | <u>0</u> | <u>2</u> |

* Excludes temporary and substitute employees

Family and Medical Leave Act

To qualify for Family and Medical Leave, an employee must meet the eligibility requirements of state or federal law. To be eligible for leave under the federal Family and Medical Leave Act, an employee must have worked for the district for at least one year, and, within the preceding 12 months, worked at least 1,250 hours. To be eligible under the Alaska Family Leave Act, an employee must have worked for the district for at least 35 hours a week for the preceding six months, or at least 17.5 hours a week during the preceding twelve months.

Family and Medical Leave will be provided to eligible employees consistent with state and federal family and medical leave laws. Employees shall follow the requirements of BP/AR 4161.4/4261.4/4361.4, Family and Medical Leave, in requesting and utilizing such leave.

~~Upon application by the permanent employee, a leave of absence without pay may be granted according to the terms and conditions of the State and Federal Family and Medical Leave Acts. An employee is eligible for a leave of up to eighteen (18) workweeks in a twenty four (24) month period for a serious health condition. An employee is eligible for a total of eighteen (18) workweeks in a twelve (12) month period because of pregnancy, childbirth, or adoption. The right to take leave for this latter reason expires on the date one year after the birth or placement of the child.~~

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

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

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

~~An employee cannot collect unemployment or other government compensation while on leave.~~

Leave Without Pay

Leave without pay may be granted for a period of time up to five (5) days at the discretion of the Superintendent. Except in emergency situations, such leave will be applied for in writing and must be accompanied by a statement of justification. Within five (5) days of receipt of request for a short-term unpaid leave, the applicant will be notified as to approval or disapproval. Application for leave without pay must be made prior to the days on which leave is requested. Leave taken without prior permission or prior notice will be considered absence without leave and is subject to suspension or termination.

Leave without pay shall not be requested until all annual/vacation or personal leave is exhausted. Once accrued leave is exhausted, additional leave, if approved, will be without pay regardless of the reason for the leave, including subsistence or cultural reasons.

A temporary employee and an employee with less than six (6) months service shall not be allowed to take leave without pay in excess of five (5) days except in emergency situations and with the approval of the Superintendent. Employees should make every effort to first meet with the Supervisor/Principal to discuss impending leave requests. All leave requests require the Supervisor or Principal's approval.

Leaves

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

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

For clarification of the appropriate leave category, work with your administrator.

Sick Leave

Every certificated employee working five (5) school days in the week, shall accrue one and one-third (1 1/3) days of sick leave for each and for a full calendar month or major portion of each calendar month of actual service. Sick leave accrual for employees working less than five (5) days per week, and for a full month, shall be proportionally less for each calendar month or major portion of each calendar month of actual service. Unused days of sick leave shall be accumulated from year to year without limitation. Sick leave may never be cashed out.

Sick leave is advanced to employees upon the start of the fiscal year. In the event employment is terminated by either the district or the employee during the employee's work year, and the employee has utilized sick leave that was advanced but not yet accrued, the employee is responsible for reimbursement to the district of the sick leave, payable at the employee's per diem or hourly rate. Utilizing advanced sick leave constitutes the employee's authorization for the district to withhold the reimbursement amount from the employee's last paycheck.

Teachers are subject to disciplinary action, up to and including termination, for misusing sick leave, and/or providing false information regarding the use of, or need for, sick leave.

Certificated employees may transfer accumulated sick leave ~~between districts and~~ between the Department of Education. Employees are responsible for initiating a transfer of sick leave credits within ninety (90) days of employment.

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

CERTIFIED TEACHER HANDBOOK LEAVE PROVISIONS

After an absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to their immediate administrative supervisor. The district may additionally require written verification by the employee's doctor or practitioner. Such verification may be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever ~~circumstances~~clear evidence indicates that an absence ~~is~~may not be related to illness or injury.

~~Chronic absenteeism may be indicated when an employee has exhausted their entire sixteen (16) day sick leave benefit during three (3) or more of the past five (5) years.~~

At its expense, the district may require an employee to visit a physician selected by the district in order to receive a report on the nature and severity of an illness or injury.

The administration may deny further leave if the physician's report ~~does not indicate~~s that no further leave is necessary.

Before returning to work, ~~an~~employees who haves been absent for surgery, hospitalization or extended medical treatment may be asked to submit a letter from their doctor stating that they are able to return to duty and stipulating any recommended restrictions or limitations. The district may, at district expense, require a second ~~the~~ opinion of a different physician chosen by the district.

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

Sick Leave Bank

1. The District will maintain a voluntary Sick Leave Bank. Any employee who earns sick leave is eligible to participate. The Sick Leave Bank is the exclusive method for accessing additional sick leave days; person-to-person donations are not permitted.
2. Each eligible employee will automatically become a member of the Bank and will donate one (1) day of sick leave within thirty (30) days of establishment of the Sick Leave Bank. Annually thereafter, each employee will automatically donate one (1) day of sick leave on September 30th of each school year, or within 30 days of initial employment, whichever is later. Employees who have no sick leave days to donate and employees who are on approved leaves of absence will donate required days on their first day of employment of the next school/contract year.
3. An employee who does not desire to be a member of the Bank must withdraw in writing to the Business Manager. Employees who have withdrawn from participation are not eligible to access Sick Leave Bank days. Future sick leave bank donations are not required from employees who have withdrawn from participation. However, employees withdrawing from membership in the Bank shall not be refunded any previously donated days.

4. For purposes of the Bank, a “day” shall be based upon each employee’s contracted day. This serves for both contributing and withdrawing.
5. If the Bank, by September 30 of a new school year, has a balance of 100 or more days, only newly hired eligible employees will automatically donate sick leave days. In the event the Bank falls below one hundred (100) days during the school year, all participating employees shall be assessed an additional non-refundable day up to a maximum of two additional days per employee in any given school year. Fifteen (15) days’ notice will be given prior to an additional assessment.
6. Sick leave days may be withdrawn from the Bank only for the employee’s own illness or injury.
7. An employee’s request to the Business Manager for withdrawal of Bank days must be accompanied by a physician’s written statement, or one by a village health aide made after documented consultation with a physician.
8. The first ten (10) consecutive days of illness or injury will not be covered by the Bank. An employee will not be able to access the Bank until the employee’s own sick leave, personal leave (if applicable), and annual leave (if applicable) are depleted.
9. An employee may only withdraw sick leave bank days up to a maximum of twenty (20) days.
10. Employees accessing sick leave days from the Bank will not have to replace those days except as required as a regular contributing member of the Bank.

Emergency/Bereavement Leave

~~Personal Leave. Certificated e~~Employees may use up to no more than ten (10) seven (7) days of their accrued sick leave during each contracted year for the following reasons: reasons of personal necessity.

~~Acceptable reasons for the use of personal necessity leave include:~~

1. Death of a member of the immediate family (spouse, children, legal ward, step-child, son or daughter-in-law, parent, father or mother-in-law, sibling, grandparent or grandchild).
- ~~2. An accident involving the employee's property or the person or property of a member of the immediate family.~~
- ~~3.2.~~2. An illness or injury of a member of the employee's immediate family.
- ~~4. Fire, flood, or other immediate danger to the home of the employee.~~
- ~~5. Required court appearances other than those court appearances for which the employee is obligated to be absent from duty and compensation is required by law.~~

CERTIFIED TEACHER HANDBOOK
LEAVE PROVISIONS

~~6. Personal business of a serious nature which the employee cannot disregard.~~

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

~~An employee requiring additional emergency leave may apply for such leave, and if granted shall receive their regular salary less the cost of their substitute~~

~~5.~~

~~Upon request, Emergency leave without pay may be granted by the school administration without advance request in cases of illness in the family when the ten-day sick leave limitation has been exhausted, or upon exhaustion of the employee's available sick leave, if sooner.~~

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

~~Emergency leave without pay may be granted by the school administration without advance request in cases of illness in the family when sick leave has been exhausted.~~

Personal Leave

~~Personal leave shall be immediately accrued at the rate of 2 days per fiscal year for all permanent, full-time certificated employees. No more than four (4) unused personal leave days may be carried over one year to the next, for a maximum total of six (6) personal leave days a year.~~

~~No later than May 23¹⁵ of a fiscal year, an employee may request the Business Office to cash up to two (2) days of unused personal leave. Leave will be cashed out at the employee's per diem or hourly rate and provided in the last payroll check of the employee's work year. Cash out of additional accrued personal leave is not permitted, except that employees shall be allowed to cash out all unused personal leave at separation of employment (maximum possible cash out of 6 days). Cash out of personal leave at any time earlier than the final paycheck of the employee's work year is not permitted.~~

~~Employees must have prior approval from the building administration before taking personal leave. Leave shall be for reasons of personal necessity. Leave shall not be approved for the extension of a holiday, or during inservices, trainings, or student testing. Exceptions may be granted by the Superintendent.~~

Family and Medical Leave Act

To qualify for Family and Medical Leave, an employee must meet the eligibility requirements of state or federal law. To be eligible for leave under the federal Family and Medical Leave Act, an employee must have worked for the district for at least one year, and, within the preceding 12 months, worked at least 1,250 hours. To be eligible under the Alaska Family Leave Act, an employee must have worked for the district for at least 35 hours a week for the preceding six months, or at least 17.5 hours a week during the preceding twelve months.

Family and Medical Leave will be provided to eligible employees consistent with state and federal family and medical leave laws. Employees shall follow the requirements of BP/AR 4161.4/4261.4/4361.4, Family and Medical Leave, in requesting and utilizing such leave.

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

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

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

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

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

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item B. FY2018-2019 School Calendar

The FY2018-2019 Proposed School Calendar is presented for your review and possible action.

DRAFT School Calendar 2018-2019

Due Date: July 1, 2018

| District Name: Yupit | | | | | | | | | | | | | | School: | | | | | | | | | | | | | | |
|----------------------|----|----|----|----|----|----|----------------------|----|----|----|----|----|----|----------------------|----|----|----|----|----|----|----------------------|----|----|----|----|----|----|---|
| Approved By: | | | | | | | | | | | | | | Title: | | | | | | | | | | | | | | |
| Jul-18 | | | | | | | Aug-18 | | | | | | | Sep-18 | | | | | | | Oct-18 | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 | | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | |
| | | | H | | | | | | | I | I | W | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| | | | | | | | | W | O | | | | | | H | I | | | | | | | | | | | | |
| 15 | 16 | 17 | | | | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| | | | | | | | | | | M | | | | | | | | | | | | | | | | I | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | |
| | | | | | | | | | | | I | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 30 | | | | | | | | | | | | | | |
| # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | |
| # of Student Days: | | | | | | | # of Student Days: | | | | | | | # of Student Days: | | | | | | | # of Student Days: | | | | | | | |
| # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | |
| Nov-18 | | | | | | | Dec-18 | | | | | | | Jan-19 | | | | | | | Feb-19 | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | Th | F | S | S | M | T | W | T | F | S | |
| | | | | 1 | 2 | 3 | | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 | | | | | | | 1 | 2 |
| | | | | | | | | | | | | | | | | H | V | V | V | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| | | | | | | | | | | | | | | | I | I | | | | | | I | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| | | | V | H | H | | | V | V | V | V | V | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | 31 | | 24 | 25 | 26 | 27 | 28 | | | | |
| | | | | | | | | V | H | V | V | V | | | | | | | | | | | | | | | | |
| | | | | | | | 30 | 31 | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | V | | | | | | | | | | | | | | | | | | | | |
| # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | |
| # of Student Days: | | | | | | | # of Student Days: | | | | | | | # of Student Days: | | | | | | | # of Student Days: | | | | | | | |
| # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | |
| Mar-19 | | | | | | | Apr-19 | | | | | | | May-19 | | | | | | | Jun-19 | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | Th | F | S | S | M | T | W | T | F | S | |
| | | | | | 1 | 2 | | | | | | | 1 | | | | | 1 | 2 | 3 | 4 | | | | | | | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | | | | | I | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | V | V | V | V | V | | | I | | | | | | | | | | C | W | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | |
| | | | | | | | | | | | | | | | H | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | | | 30 | | | | | | | |
| # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | # of Inservice Days: | | | | | | | |
| # of Student Days: | | | | | | | # of Student Days: | | | | | | | # of Student Days: | | | | | | | # of Student Days: | | | | | | | |
| # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | # of Teacher Days: | | | | | | | |

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item C. Approval of Administrative Contracts

The Administration requests that the Yupiit School District Regional School Board approve the following Administrative contracts for the FY'18 School Year. See attached

Recommended for Re-Hire for FY2018-2019

District-Wide

| | |
|------------------|--|
| Sophie Kasayulie | Tribal Education Director |
| David Macri | Director of Curriculum and Assessment |
| Teresa Cox | K-12 Principal, Akiak School |
| Sharene Craft | K-12 Principal, Tuluksak School |
| Dena Blake | Special Education Coordinator |
| John Stackhouse | Business Manager |
| Jim Hartz | Maintenance Director |
| Bonnie James | HR Specialist/Administrative Asst to BOE and Supt. |

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item D. Resignation

The Administration requests the approval of Resignation for Mason Martinez, Special Ed Aide for Tuluksak School.

December 8, 2017

To David Macri,

I am going to be leaving for Job Corps next month on the 8th for carpentry. I am also thankful that you gave me this opportunity to be helping the kids in the 3rd and 4th grade. I learned that the kids like to be really active and that they have a lot of potential to great things if they really think and work hard. I hope maybe when I'm finished with my training in Palmer that I can come back and work for the community and make more houses, stores or even another school.

Sincerely,

Mason Martinez

Mason Martinez

Yupiiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item E. New Hires

The Administration requests the approval of New Hires for Brenda Wassilie, Early Literacy Support for Akiachak, Molly Napoka, Early Literacy Support for Akiak and Miranda Liskey, Early Literacy Support for Tuluksak.

Yupiit School District

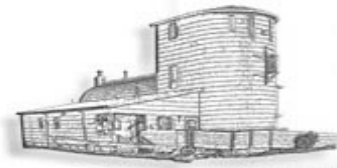
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Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item F. Bethel Family Clinic Contract

The Administration requests the approval of the Bethel Family Clinic Contract to perform the Yupiit School District's yearly athletic physicals in the villages of Akiachak, Akiak and Tuluksak for the year 2018.



Bethel Family Clinic

Box 1908
Bethel, Alaska 99559

(907) 543-3773 Fax: (907) 543-3545

Yupiiit School District Physical Contract

To Whom It May Concern,

This is a contract for the Bethel Family Clinic to perform the Yupiiit School District's yearly athletic physicals in the villages of Akiachak, Akiak, and Tuluksak for the year of 2018. The physicals consist of a vital check performed by a Medical Assistant. The preventive medical exam and State of Alaska required services are performed by a Physician's Assistant/Nurse Practitioner. Price is fixed per physical completed, and is inclusive of all travel and supplies. The price of the physical fluctuates each year with Anchorage's Consumer Pricing Index. The price the year before is multiplied by the change in CPI from the previous two years and rounded to the nearest whole number. The price of the physical will be billed to the students' private insurance if applicable. Next, it will be billed to Medicaid if applicable. Lastly, if neither the private insurance nor Medicaid pays for the physical it will be billed to the Yupiiit School District at a cost of \$68 per physical. We will also perform physicals for any staff that need them for an upfront cost of \$68 to the staff member.

The Bethel Family Clinic's staff members that come out to the villages will be allowed to stay at the school in each village for a reasonable amount of time to finish the physicals. They will also require internet access to document all visit information in the electronic medical record of which a copy of the exam will be provided to the facility and patient.

LaTesia Guinn
Executive Director

Date

Rayna Hartz
Yupiiit Superintendent

Date

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item G. Six-Year Curriculum Adoption Cycle

The Administration requests the approval of the Six-Year Curriculum Adoption Cycle.

Yupiiit School District Six Year Curriculum Adoption Cycle

| Subject | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Math K-6 | PD & I | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP |
| Math 7-8 | PD & I | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP |
| Math 9-12 | PD & I | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP |
| Science K-6 | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ | PD & I | PD & I |
| Science 7-8 | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ | PD & I | PD & I |
| Science 9-12 | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ | PD & I | PD & I |
| Language Arts K-6 | MP | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ | PD & I |
| ELA 7-12 | MP | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ | PD & I |
| Technology K-12 | MP | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ | PD & I |
| AK History | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ |
| Social Studies K-6 | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ |
| Social Studies 7-8 | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ |
| Social Studies 9-12 | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA | CR / \$ |
| Health K-12 | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA |
| Physical Education K-12 | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA |
| Art K-12 | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA |
| Music K-12 | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA |
| World Lang 9-12 | MP | MP | NA | CR / \$ | PD & I | PD & I | MP | MP | NA |

| | |
|------------|--|
| Year 1 | Curriculum Review / Material Adoption (CR / \$) |
| Year 2 & 3 | Professional Development & Implementation (PD & I) |
| Year 4 & 5 | Monitor Progress (MP) |
| Year 6 | Needs Assessment (NA) |

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item H. Tournament Director Job Description

The Administration requests the approval of the Tournament Director Job Description to coordinate and facilitate an ASAA regulated Region 1 Tournaments.

Yupiit School District
Akiachak, Alaska
Job Description

JOB TITLE: Tournament Director Stipend: \$250
REPORTS TO: Principal
LOCATION: Yupiit School District No. DAYS: 7

JOB PURPOSE: To coordinate and facilitate an ASAA regulated Region 1 Tournament.

Duties, Responsibilities and Accountabilities

1. GENERAL DUTIES

- a. Prior to the tournament, communicate with participating teams
 - i. Date/Time/Activity Schedule
 - ii. Request "Event Information Sheet"
 - i. Number of participants
 - ii. Arrival time & carrier
 - iii. Departure time & carrier
 - iv. Team Roster w/pertinent information
 - v. Memorabilia information/design to allow for pre-event sales.
- b. Inspect event facility and playing surface for any repair or maintenance needs.
- c. Select officials. Solicit suggestions from other participating schools.
 - i. Officials must be qualified and currently certified by the National Federation.
- d. Coordinate with principal and site coaches
 - i. Ensure that volunteers are procured as kitchen staff, bookkeepers, table officials, gate admission, crowd control
 - ii. Ensure that sleeping quarters have been arranged for visiting teams.
 - iii. Ensure that meals are planned and food ordered for visiting teams.
- e. Identify Board of Control
 - i. The Board of Control (BOC) provides direct oversight of the tournament. They are the first group to review problems or protests and render decisions.
 - ii. Allow participating districts to place a representative on the BOC.
- f. Produce a Tournament Program that includes:
 - i. Team rosters/Pictures
 - ii. Brackets and schedules
- g. Host Coach's Meeting
 - i. If needed, hold seed meeting as soon as all teams are represented.
 - ii. If needed, finalize bracketing.
 - iii. Review School Rules, Curfew & Meal Times & Emergency Numbers

QUALIFICATIONS:

1. Previous coaching experience.
2. Experience in directing athletic programs preferred.
3. Qualifications as set forth by state certification authorities and the School Board.
4. Must pass a background check

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 interpersonal skills to courteously and effectively assist individuals on the telephone or in person and to maintain good relations.

3. Requires ability to speak clearly and concisely both in oral and written communication.
4. Requires willingness to perform various job-related duties as situations require, a strong sense of teamwork, and ability to work cooperatively with others.
5. 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.

Education and/or Experience: High School diploma or equivalent.

Language Skills: Ability to read and interpret documents such as Athletic and coaching handbooks.

Mathematical Skills: Ability to calculate figures and amounts such as bank deposits and purchase requisitions.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Other Skills and Abilities: Ability to develop effective working relationships with the principal, staff, students, parents, and community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to work in a cross-cultural environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of 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 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.

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 li 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

Yupiit School District

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



Date: January 18, 2018
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Board Travel/Info

The upcoming Leadership Fly-In scheduled on February 10-13, 2018 and the Spring Fly-In scheduled in March 24-17, 2018 is presented for your information and possible action.

AASB February Leadership Fly-In

Jurassic Parliament; Mastering meetings with Roberts Rules!

Saturday, February 10, 2018

Treadwell Room

| | |
|-----------------------|--|
| 8:00 a.m. | Continental Breakfast/Coffee and Registration |
| 9:00 a.m. | Welcome and Introductions AASB President Michael Swain; Bristol Bay SD |
| 9:10 – 10:15 a.m. | How Motions Work within Roberts Rules |
| 10:15-10:30 a.m. | BREAK |
| 10:30-noon | Whose Authority is it? What is the Chairs Role? |
| noon-1:30 p.m. | Lunch on your own |
| 1:30 – 2:45 p.m. | Dealing with Disorder in the Boardroom |
| 2:45 -3:00 p.m. | BREAK |
| 3:00-4:15 p.m. | How to Respond to |
| Immediately following | Walk up and Visit the Capital |

Legislative Orientation

Sunday, February 11, 2018

Treadwell Room

| | |
|------------|--|
| 8:00 a.m. | Coffee and Registration |
| 9:00 a.m. | Welcome and Introductions AASB President Michael Swain ~ AASB Board of Director President, Bristol Bay SD |
| 9:10 a.m. | The Legislative Process and Context 2018 Norm Wooten, AASB |
| 10:00 a.m. | BREAK |

| | |
|------------|---|
| 10:15 a.m. | Update from DC AASB President Michael Swain, AASB BOD President, Bristol Bay SD |
| 10:30 a.m. | Key Legislative Issues and Bill Review Norm Wooten, AASB |
| 11:30 a.m. | LUNCH Guest Speaker TBA |
| 1:00 p.m. | Like Size District Forums and AASB Presentation Mid Size and Municipalities Rural Boroughs and REAA's Large Districts Single Sites |
| 2:00 p.m. | Feedback and Refinement of Talking Points |

Meeting with the Legislature

Monday, February 12, 2018

Treadwell Room

7:00 a.m. **Continental Breakfast**

7:15 a.m. -
7:45 a.m. **Guest Speaker**

8:30 a.m.-
3:30 p.m. **Appointments with Legislators**

4:00 p.m. **Daily Wrap Up**
Share experiences and develop strategies for tomorrow

5:00 p.m. **Reception ~ Capital Cafe**
Sponsored by **Alaska Public Entity Insurance**

Tuesday, February 13, 2018

Gold Room

7:00 a.m. **Continental Breakfast**

7:15 a.m. **Guest Speaker**

8:30 a.m.-
3:30 p.m. **Appointments with Legislators**

4:00 p.m. **Daily Wrap Up**
Debrief and provide feedback for future lobbying efforts



AASB Calendar 2018

JANUARY

16 Legislative Session Begins

FEBRUARY

4 NSBA Advocacy Institute- Washington, D.C.
10-13 AASB Leadership/Legislative Fly-In- Juneau, AK
15-17 AASA National Conference- Nashville, TN

MARCH

12 June Nelson Memorial Scholarship application deadline
16-17 Teacher Job Fair- Capt. Cook Hotel, Anchorage, AK
23 June Nelson Memorial Scholarship Committee- Juneau, AK
24 AASB Board of Directors Meeting- Baranof Hotel, Juneau, AK
24-27 AASB Spring Academy/Legislative Fly-In- Baranof Hotel, Juneau, AK

APRIL

7-9 NSBA Annual Conference- San Antonio, TX
17 Legislative Session ends

JUNE

28-30 NSBA Trainers Conference- Juneau, AK

JULY

20-22 AASB Board of Directors Summer meeting- TBA, AK

AUGUST

16-19 NSBA Summer Leadership Seminar- Chicago, IL

SEPTEMBER

15-16 AASB Fall Boardsmanship Academy- Fairbanks, AK

OCTOBER

17-18 AASB Maintenance Directors Workshop- Anchorage, AK (Wed/Thur)

NOVEMBER

8-11 AASB Annual Conference with Youth Leadership Institute- Anchorage, AK
12 AASB Board of Directors Meeting- Anchorage, AK

DECEMBER

6-7 AASB Executive Admin Workshop- Anchorage, AK (Thurs/Fri)
7-8 AASB Winter Boardsmanship Academy- Anchorage, AK (Fri/Sat)

1111 W 9th Street Juneau, AK 99801
(907) 463-1660 aasb@aasb.org www.aasb.org

Yupiit School District Regional School Board of Education Meetings

| 3rd Thursday Meeting Date | 2nd Monday Agenda Deadline | 2nd Wednesday Packet Information & Reports due @ 8:00 AM | 2nd Friday Packets Distributed |
|--|---|--|---|
| July 20, 2017 | July 10, 2017 | July 12, 2017 | July 14, 2017 |
| August 17, 2017 | August 7, 2017 | August 9, 2017 | August 11, 2017 |
| September 21, 2017 | September 11, 2017 | September 13, 2017 | September 15, 2017 |
| October 19, 2017 | October 9, 2017 | October 11, 2017 | October 13, 2017 |
| November 16, 2017 | November 6, 2017 | November 8, 2017 | November 10, 2017 |
| December 21, 2017 | December 11, 2017 | December 13, 2017 | December 15, 2017 |
| January 18, 2018 | January 8, 2018 | January 10, 2018 | January 12, 2018 |
| February 15, 2018 | February 5, 2018 | February 7, 2018 | February 9, 2018 |
| March 22, 2018 | March 12, 2018 | March 14, 2018 | March 16, 2018 |
| April 19, 2018 | April 9, 2018 | April 11, 2018 | April 13, 2018 |
| May 17, 2018 | May 7, 2018 | May 9, 2018 | May 11, 2018 |
| June 21, 2018 | June 11, 2018 | June 13, 2018 | June 15, 2018 |

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**