

Yupiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Memo: Work Session Meritain Insurance Rates Proposal

Meritain Insurance Rates are presented for your review and discussion.

Certified Staff and Classified Directors @ 10% EE Contribution

Description	2017-2018				EE Contribution at 10%		
	Counts	Combined Funding Factor	Per Month	Per 12 Months	Per Employee per month	Per Month Total	Per 12 Month Total
Employee Only							
Employee & Spouse	23	\$ 767.00	\$ 17,641.00	\$ 211,692.00	\$ 76.70	\$ 1,764.10	\$ 21,169.20
Employee & Child(ren)	16	\$ 1,379.00	\$ 22,064.00	\$ 264,768.00	\$ 137.90	\$ 2,206.40	\$ 26,476.80
Employee & Family	16	\$ 1,226.00	\$ 19,616.00	\$ 235,392.00	\$ 122.60	\$ 1,961.60	\$ 23,539.20
Total	31	\$ 1,916.00	\$ 59,396.00	\$ 712,752.00	\$ 191.60	\$ 5,939.60	\$ 71,275.20
	86		\$ 118,717.00	\$ 1,424,604.00		\$ 11,871.70	\$ 142,460.40

Classified Staff @ 5% EE Contribution

Description	2017-2018				EE Contribution at 5%		
	Counts	Combined Funding Factor	Per Month	Per 12 Months	Per Employee per month	Per Month Total	Per 12 Month Total
Employee Only							
Employee & Spouse	23	\$ 767.00	\$ 17,641.00	\$ 211,692.00	\$ 38.35	\$ 882.05	\$ 10,584.60
Employee & Child(ren)	16	\$ 1,379.00	\$ 22,064.00	\$ 264,768.00	\$ 68.95	\$ 1,103.20	\$ 13,238.40
Employee & Family	16	\$ 1,226.00	\$ 19,616.00	\$ 235,392.00	\$ 61.30	\$ 980.80	\$ 11,769.60
Total	31	\$ 1,916.00	\$ 59,396.00	\$ 712,752.00	\$ 95.80	\$ 2,969.80	\$ 35,637.60
	86		\$ 118,717.00	\$ 1,424,604.00		\$ 5,935.85	\$ 71,230.20

Current Plans

Plan A		2016-2017 Current			EE Contribution			
Description	Counts	Plan A Funding Factor	Per Month	Per 12 Months	Per Employee per month	Per Month Total	Per 12 Months Total	Overall EE Contribution %
Employee Only	16	\$1,042.72	\$16,683.52	\$200,202.24	\$52.54	\$840.65	\$10,087.84	5%
Employee & Spouse	9	\$1,876.70	\$16,890.30	\$202,683.60	\$89.67	\$807.02	\$9,684.18	5%
Employee & Child(ren)	10	\$1,668.94	\$16,689.40	\$200,272.80	\$85.51	\$855.06	\$10,260.70	5%
Employee & Family	20	\$2,608.76	\$52,175.20	\$626,102.40	\$132.42	\$2,648.42	\$31,781.00	5%
Total	55		\$102,438.42	\$1,229,261.04		\$5,151.14	\$61,813.72	5%
Plan B		2016-2017 Current			EE Contribution			
Description	Counts	Plan B Funding Factor	Per Month	Per 12 Months	Per Employee per month	Per Month Total	Per 12 Months Total	Overall EE Contribution %
Employee Only	7	\$944.72	\$6,613.04	\$79,356.48	\$-	\$-	\$-	0%
Employee & Spouse	7	\$1,700.30	\$11,902.10	\$142,825.20	\$-	\$-	\$-	0%
Employee & Child(ren)	6	\$1,511.16	\$9,066.96	\$108,803.52	\$-	\$-	\$-	0%
Employee & Family	11	\$2,362.78	\$25,990.58	\$311,886.96	\$-	\$-	\$-	0%
Total	31		\$53,572.68	\$642,872.16		\$-	\$-	0%
COMBINED TOTAL					EE Contribution			
Description	Counts		Per Month	Per 12 Months	Driven by Plan A only	Per Month Total	Per 12 Months Total	Overall EE Contribution %
Employee Only	23		\$23,296.56	\$279,558.72		\$840.65	\$10,087.84	4%
Employee & Spouse	16		\$28,792.40	\$345,508.80		\$807.02	\$9,684.18	3%
Employee & Child(ren)	16		\$25,756.36	\$309,076.32		\$855.06	\$10,260.70	3%
Employee & Family	31		\$78,165.78	\$937,989.36		\$2,648.42	\$31,781.00	3%
Total	86		\$156,011.10	\$1,872,133.20		\$5,151.14	\$61,813.72	3%

	Current Plan A	Plan B
Individual Deductible	\$250	\$1,000
Family Deductible	\$750	\$3,000
Individual In-Network Out-of-Pocket	\$5,000	\$6,600
Family In-Network Out-of-Pocket	\$13,200	\$13,200
Individual Out-of-Network Out-of-pocket	\$5,000	\$10,000
Family Out-of-Network Out-of-pocket	\$13,200	Unlimited
Overall Benefit Percentage – Health Plan Pays	80%	60%

Rate Comparisons

Total projected 2016-2017 Plan Costs: \$1,918,235.52

Total projected 2017-2018 Plan Costs: \$2,197,281.36

This is an increase of: \$279,045.84

2017-2018 Proposal:

1. Move to one Plan design only - similar to Plan B

	Plan B
Individual Deductible	\$1,000
Family Deductible	\$3,000
Individual In-Network Out-of-Pocket	\$6,600
Family In-Network Out-of-Pocket	\$13,200
Individual Out-of-Network Out-of-pocket	\$10,000
Family Out-of-Network Out-of-pocket	Unlimited
Overall Benefit Percentage – Health Plan Pays	70%

2. Proposed Employee Contributions on Single Plan

The industry average is typically up to a 25% employee contribution. This proposal is a 10% employee contribution.

All plans		2017-2018			EE Contribution at 10%		
Description	Counts	Combined Funding Factor*	Per Month	Per 12 Months	Per Employee per month	Per Month Total	Per 12 Month Total
Employee Only	23	\$1,119.50	\$25,748.50	\$308,982.00	\$111.95	\$2,574.85	\$30,898.20
Employee & Spouse	16	\$2,017.00	\$32,272.00	\$387,264.00	\$201.70	\$3,227.20	\$38,726.40
Employee & Child(ren)	16	\$1,791.50	\$28,664.00	\$343,968.00	\$179.15	\$2,866.40	\$34,396.80
Employee & Family	31	\$2,800.50	\$86,815.50	\$1,041,786.00	\$280.05	\$8,681.55	\$104,178.60
Total	86					\$17,350.00	\$208,200.00

3. Remove Dual Coverage Provision, with a cost savings of \$56, 400

Final Estimated Costs

Projected Cost Increase: +\$279,045.84

Projected Employee Contributions: -\$208,200.00

Removing Dual Coverage -\$ 56,400.00

Remaining Cost to District +\$ 14,445.84

Yupiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Approval of Agenda

The Administration recommends the approval of the July 20, 2017 agenda.

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

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

Akiak

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

Tuluksak

Noah Andrew, Board Secretary
 Moses Peter, Board Member

Work Session

10:00 AM Meritain Insurance Rates

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska **DATE:** July 20, 2017

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
 - A. June 29, 2017
- VII. Correspondence
- VIII. Reports:
 - A. Tribal Education Department Report
 - B. Federal/State Project Coordinator Report
 - C. Business and Finance Report
 - D. Maintenance & Operations Report
 - E. Superintendent's Report
- IX. Action Items:
 - A. 3rd Reading of BP Updates:** BP 5040 Student Nutrition and Physical Activity; BP 5112.6 Education for Homeless Children and Children in Foster Care (formally titled: Education for Homeless Children & Youth); BP 5142.3 Restraint and Seclusion; BP/AR/E College and Career Readiness Assessments; BP 6164.4 Child Find; BP 6172 Special Education; BP 6174 Bilingual-Bicultural Education/English Language Learners; BP/E 6174.1 Education of Native/Indian Children; BB 9012 Communication to and from the Board
 - B. Approval of FY 17-18 Strategic Planning**
 - C. New Hire:**
 - D. Akiachak Water Contract**
 - E. Meritain Insurance Rates**

- X. Board Travel: none
- XI. Public Comments
- XII. Board Comments
- XIII. Next Regular Meeting: **August 17, 2017**
- XIV. Adjournment

Yupiit School District

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Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Approval of Minutes

The Administration recommends the approval of the June 29, 2017 minutes.

Yupiit School District

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

Regional School Board

Akiachak

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

Akiak

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

Tuluksak

Noah Andrew, Secretary
Moses Peter Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: June 29, 2017
Village: Akiachak, Alaska

<p>Strategic Plan</p>	<p>10:00 AM – The Strategic Plan and RSB Self Evaluation was facilitated by Kameron Perez-Verdia.</p>
<p>Call to Order</p>	<p>I. Call to Order: Chairman Kasayulie called the regular meeting of the Regional School Board to order at 1:30 PM</p>
<p>Roll Call</p>	<p>II. Roll Call: Present:</p> <p>Willie Kasayulie, Chairman Ivan Ivan, Vice Chairman Samuel George, Treasurer Noah Andrew, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member</p>
<p>Invocation</p>	<p>III. Invocation: Moses Owen rendered the invocation</p>
<p>Recognition of Guests</p>	<p>IV. Recognition of Guests:</p>
<p>Approval of Agenda</p>	<p>V. Approval of Agenda: Administration presents the September 15, 2016 Yupiit School District Regional School Board Agenda for approval.</p> <p>Motion, by Sam George, Seconded by Robert Charles to approve the agenda with additions to include N. Security Camera and to table L. 2017-2018 Strategic Plan. Motion passed.</p>

<p>Approval of Minutes</p>	<p>VI. Approval of Minutes: The Administration presents the May 18, 2017 Yupiit School District Regional School Board Minutes for approval.</p> <p>Motion by Ivan Ivan, Seconded by Sam George to approve the Regular Board meeting Minutes. Motion passed.</p>
<p>Correspondence</p>	<p>VII. Correspondence: None</p>
<p>Reports</p>	<p>VIII. Reports:</p> <p>A. Tribal Education Department – Sophie Kasayulie highlighted her report.</p> <p>B. Federal/State Project Coordinator Report: Kaylin Charles highlighted her report.</p> <p>C. Business and Finance Report: Lisa Taylor highlighted her report</p> <p>D. Maintenance & Operation Report: Jim Hartz highlighted his report.</p> <p>E. Superintendent’s Report: Rayna Hartz highlighted her report.</p>
<p>Action Items</p>	<p>IX. Action Items</p> <p>A. 2nd Reading of BP Updates:</p> <p>The Administration requested approval of the 2nd Reading of the BP updates: BP 5040 Student Nutrition and Physical Activity; BP 5112.6 Education for Homeless Children and Children in Foster Care (formally titled: Education for Homeless Children & Youth); BP 5142.3 Restraint and Seclusion; BP/AR/E College and Career Readiness Assessments; BP 6164.4 Child Find; BP 6172 Special Education; BP 6174 Bilingual-Bicultural Education/English Language Learners; BP/E 6174.1 Education of Native/Indian Children; BB 9012 Communication to and from the Board; BP 6173 Education for Gifted and Talented Students.</p> <p>Motion by Sam George, Seconded by Moses Peter to approve the 2nd Reading of the BP Updates. Motion passed.</p> <p>B. 3rd Reading of BP Updates:</p> <p>The Administration requested approval of the 3rd Reading of the BP updates: BP/AR School District Report Card; BP 3310 Purchasing Procedures; BP 3311 Bids; BP 4030 Nondiscrimination in Employment; BP/AR 4111.2 Legal Status Requirement; BP 4115 Evaluation/Supervision; BP 4131 Certificated Staff Development.</p> <p>Motion by Moses Peter, Seconded by Sam George to approve the 3rd Reading of the BP Updates, Motion passed.</p> <p>C. 3rd Reading of Budget</p> <p>The Administration recommended the approval the 3rd Reading of the Budget.</p>

Continue – Action Items

Motion by Sam George, Seconded by Robert Charles to approve the 3rd Reading of Budget. Motion passed unanimous with 7-0 votes.

D. 2016-2017 Budget Revision

The Administration requested the approval of the FY2016-2017 Budget Revision.

Motion by Sam George, Seconded by Moses Peter to approve the 2016-2017 Budget Revision. Motion passed with 7-0 votes.

E. Certificated Salary Schedule

The Administration requested the approval of the Certificated Salary Schedule for FY2017-2021.

Motion by Sam George, Seconded by Ivan Ivan to approve the Certificated Salary Schedule for FY2017-2021. Motion passed.

F. Meritain Insurance Rates – Tabled.

G. Utility Contracts

The Administration requested the approval of the Water Services Contracts for Akiak Native Community and Tuluksak Native Community.

Motion by Ivan Iva, Seconded by Sam George to approve the Water Services Contracts for Akiak Native Community and Tuluksak Native Community. Motion passed with 7-0 votes.

H. Rental Rates for the Studio and 1-Bedroom Units

The Administration recommended the approval of the following rates for 1-bedroom units: Current Rate 2017-2018 Rate 2018-2019 Rate Studio \$500 Studio to increase to \$625 and for FY2018-2019 for a Studio to \$750 and 1-Bedroom \$500 to 1-Bedroom \$650 and for FY2018-2019 1-Bedroom to increase to \$800.

Motion by Ivan Ivan, Seconded by Noah Andrew to approve rental rates for the Studio and 1-bedroom unit rates increase as recommended by Administration. Motion passed with 7-0 votes.

I. BDO Engagement Letter

The Administration recommends the approval of the BDO Agreement to Provide Services.

Motion by Ivan Ivan, Seconded by Moses Owen to approve the BDO Agreement to Provide Services. Motion passed.

<p>Continue – Action Items</p>	<p style="text-align: center;">J. CIP Priority List</p> <p>The Administration recommended the approval of the 2017-2018 Annual Capitol Improvement Projects list is as follows: Priority 1: Fuel Tank Farm Removal (District-Wide); Priority 2: Mechanical Upgrades to HVAC and Hot Water Heaters (District-Wide); and Priority 3: Playgrounds (District-Wide).</p> <p>Motion by Ivan Ivan, Seconded by Robert Charles to approve the 2017-2018 Annual Capitol Improvement Projects lists. Motion passed.</p> <p style="text-align: center;">K. Validate 6/6/17 Poll Vote: Akiachak ANTHC Easement</p> <p>The Administration recommended ratifying the Poll Vote for June 6, 2017, Easement for Water & Sewer project in Akiachak.</p> <p>Motion by Moses Owen, Seconded by Ivan Ivan to ratify the Poll Vote for June 6, 2017, Easement for Water & Sewer project in Akiachak. Motion passed.</p> <p style="text-align: center;">L. Approval of 2017-2018 Strategic Plan – Tabled</p> <p style="text-align: center;">M. New Hire: Kaylin Charles, Federal/State Program Director</p> <p>The Administration recommends the approval of New Hire for Kaylin Charles as Federal/State Program Director.</p> <p>Motion by Sam George, Seconded by Moses Peter to approve the New Hire for Kaylin Charles as Federal/State Program Director. Motion passed with 6 yea and 1 abstain.</p> <p style="text-align: center;">N. Security Cameras</p> <p>Motion by Sam George, Seconded by Ivan Ivan for Administration to look into getting security camera’s in all three sites. Motion passed.</p>
<p>Board Travel/Info</p>	<p>XII. Board Travel/Info:</p>
<p>Public Comments</p>	<p>XIII. Public Comments</p>
<p>Board Comments</p>	<p>XIV. Board Comments</p>
<p>Executive Session</p>	<p>XV. Executive Session: Personnel Matter</p> <p>Motion by Moses Owen, Seconded by Robert Charles to go into an executive session at 4:10 PM</p> <p>Motion by Ivan Ivan, Seconded by Robert Charles to go out of an executive session at 5:08 PM.</p>
<p>Next Meeting Regular Meeting</p>	<p>XVI. Next Regular Meeting: July 20, 2017 in Akiachak</p>

Adjournment	XVII. Adjournment: Motion by Ivan Ivan, Seconded by Robert Charles to adjourn the meeting at 5:08 PM. <hr/> Secretary <hr/> Date
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Yupiit School District

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Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Reports

The Administrative reports are presented for your review and information.

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

Author of Report: Sophie Kasayulie
 Department/Location: Yupiaq Department, Akiachak
 Date of Regional School Board Meeting: July 20, 2017

1. Mission Statement

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

2. Objectives

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

3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
July 2017	Planning for the Yuuyaraq Teacher Training July 24-28 th .	Contacting staff who we identified to attend the Yuuyaraq from all three sites	To provide every child an opportunity to complete high school and possess the skills need to pursue further education of their choice.
	Locating Archived VHS and DV list.	We need to collect archived materials from other sites.	Involving Elders and the community.
July 12, 2017	Listen in on the Webinar with SAMSHA	Follow up on the GONA on how we can continue to involve school staff in the Suicide Prevention efforts of the community.	To partner with parents and the community to ensure that every child becomes a whole person and is a contributing member of society.
June 27, 2017	Strategic Planning for Community Members	Presented Tribal Education Code and report on the on going activities that are related to the tribes.	Involving Elders and the Community
June 28, 2017	Strategic Planning	Attended the Strategic-planning meeting with Regional School Board members.	To educate all children to be successful in any environment.

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

Author of Report: Kaylin Charles
 Department/Location: Federal/State Programs & Food Service
 Date of Regional School Board Meeting: July 20, 2017

1. Mission Statement

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

2. Objectives

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

3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
6/27-28/17	Strategic Planning	Attended Strategic Planning; input from Community was received.	Effective Operations Involving Elders and the Community
6/28/17	Supply List	2017-2018 General Supply List submitted for proposal.	Effective Operations
6/30/17	School Nutrition Program	2017-2018 National School Breakfast/Lunch Program Applications submitted and update to requirements for beginning of fiscal year.	Effective Operations
7/03/17	Inventory of Food	Inventory of food for Tuluksak School.	Effective Operations
7/07/17	Food List	2017-2018 Food Order list submitted to 3 vendors for quote.	Effective Operations
Month of July	FER Requests	Process of submitting Final Expenditure Reports for Federal Program Grants flowing through the State.	Effective Operations

Yupit School District

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LISA TAYLOR, CERTIFIED PUBLIC ACCOUNTANT
Business Manager Yupit School District
907-980-9450

July 20, 2017

Dear Board Members:

Re: June 30, 2017 Board Report

The FY 2017 June 30, 2017 Board Report contains the following:

- District Revenue Budget versus Actual
- Expenditure Summary by Function and Location
- District Expenditure Budget versus Actual
- Board Budget versus Actual

Cash balance at 6/30/17 is \$3,422,752

Lisa Taylor, CPA

Yupit School District
District Budget vs. Actual
July 2016 through June 2017

	Jul '16 - Jun 17	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	1,643,884.10	1,473,821.00	111.5%
360 · EMPLOYEE BENEFITS	548,760.06	962,050.00	57.0%
410 · PROFESSIONAL & TECH SVCS	229,557.87	231,077.00	99.3%
414 · LEGAL SERVICES	77,464.12		
420 · STAFF TRAVEL & PER DIEM	150,385.24	155,500.00	96.7%
425 · STUDENT TRAVEL	-7,614.13	20,000.00	-38.1%
433 · COMMUNICATIONS	1,775,080.48	1,783,589.00	99.5%
440 · OTHER PURCHASED SERVICES	17,891.29	53,500.00	33.4%
445 · INSURANCE & BOND PREMIUMS A	70,829.25	18,500.00	382.9%
450 · SUPPLIES, MATL & MEDIA	137,243.95	268,850.00	51.0%
452 · MAINTENANCE SUPPLIES	129.00		
459 · FOOD	620.01		
490 · OTHER EXPENSES	9,747.82	6,050.00	161.1%
491 · DUES & FEES	24,264.00	30,760.00	78.9%
495 · INDIRECT COSTS	-36,665.55	-57,235.00	64.1%
510 · Equipment-Other	0.00	20,000.00	0.0%
Total Expense	4,641,577.51	4,966,462.00	93.5%
Net Ordinary Income	-4,641,577.51	-4,966,462.00	93.5%
Other Income/Expense			
Other Expense			
552 · TRANSFER TO FOOD SERVICE	0.00	150,000.00	0.0%
558 · TRANSFER TO TEACHER HOUSING	0.00	250,000.00	0.0%
559 · TRANSFER TO FUND BALANCE	0.00	102,831.00	0.0%
Total Other Expense	0.00	502,831.00	0.0%
Net Other Income	0.00	-502,831.00	0.0%
Net Income	-4,641,577.51	-5,469,293.00	84.9%

Yupiiit School District
Expenditure Summary Report
 July 2016 through June 2017

	Jul '16 - Jun 17	Jul '16 - Jun 17
100 General Fund		
100 REGULAR INSTR.		
010 Akiachak	1,730,114.07	1,730,114.07
011 Akiak	982,188.19	982,188.19
012 Tuluksak	1,116,609.60	1,116,609.60
500 District Wide	55,200.87	55,200.87
Total 100 REGULAR INSTR.	3,884,112.73	3,884,112.73
120 Tribal Ed.		
500 District Wide	160,114.08	160,114.08
Total 120 Tribal Ed.	160,114.08	160,114.08
160 VOC ED		
010 Akiachak	43,462.76	43,462.76
011 Akiak	53,346.73	53,346.73
012 Tuluksak	38,180.21	38,180.21
Total 160 VOC ED	134,989.70	134,989.70
200 SPEC. ED		
010 Akiachak	133,669.62	133,669.62
011 Akiak	54,363.00	54,363.00
012 Tuluksak	59,707.18	59,707.18
500 District Wide	4,516.31	4,516.31
200 SPEC. ED - Other	124.16	124.16
Total 200 SPEC. ED	252,380.27	252,380.27
220 SPEC ED Spprt Svc.		
012 Tuluksak	180.88	180.88
500 District Wide	138,974.41	138,974.41
220 SPEC ED Spprt Svc. - Other	453.28	453.28
Total 220 SPEC ED Spprt Svc.	139,608.57	139,608.57
300 STUDENT Spprt. Svc.		
500 District Wide	33,489.53	33,489.53
Total 300 STUDENT Spprt. Svc.	33,489.53	33,489.53
320 GUIDANCE Svc.		
010 Akiachak	118,097.29	118,097.29
011 Akiak	1,046.00	1,046.00
012 Tuluksak	102,205.84	102,205.84
Total 320 GUIDANCE Svc.	221,349.13	221,349.13
350 Spprt. Svc. INS.		
500 District Wide	282,847.93	282,847.93
Total 350 Spprt. Svc. INS.	282,847.93	282,847.93
351 TECH		
011 Akiak	14,214.71	14,214.71
500 District Wide	1,909,267.58	1,909,267.58
Total 351 TECH	1,923,482.29	1,923,482.29
352 LIBRARY		
010 Akiachak	37,888.10	37,888.10
011 Akiak	48,890.72	48,890.72
012 Tuluksak	49,816.25	49,816.25
500 District Wide	1,391.58	1,391.58
Total 352 LIBRARY	137,986.65	137,986.65

Yupit School District
Expenditure Summary Report
 July 2016 through June 2017

	Jul '16 - Jun 17	Jul '16 - Jun 17
354 IN-SERVICE TRAINING		
500 District Wide	9,301.10	9,301.10
Total 354 IN-SERVICE TRAINING	9,301.10	9,301.10
400 Schl. Admin.		
010 Akiachak	144,246.93	144,246.93
011 Akiak	134,705.60	134,705.60
012 Tuluksak	147,762.32	147,762.32
500 District Wide	2,646.35	2,646.35
400 Schl. Admin. - Other	-4.24	-4.24
Total 400 Schl. Admin.	429,356.96	429,356.96
450 Schl. Admin Spprt		
010 Akiachak	79,010.92	79,010.92
011 Akiak	56,543.60	56,543.60
012 Tuluksak	23,432.57	23,432.57
500 District Wide	902.47	902.47
450 Schl. Admin Spprt - Other	89.00	89.00
Total 450 Schl. Admin Spprt	159,978.56	159,978.56
511 BOARD		
010 Akiachak	2,679.11	2,679.11
011 Akiak	2,150.01	2,150.01
012 Tuluksak	10,162.22	10,162.22
500 District Wide	195,222.33	195,222.33
511 BOARD - Other	-96.30	-96.30
Total 511 BOARD	210,117.37	210,117.37
512 SUPERINTENDENT		
500 District Wide	405,754.09	405,754.09
Total 512 SUPERINTENDENT	405,754.09	405,754.09
550 DISTRICT ADMIN SUPPORT SV		
500 District Wide	379,839.80	379,839.80
Total 550 DISTRICT ADMIN SUPPORT SV	379,839.80	379,839.80
551 RECRUITMENT		
500 District Wide	26,850.61	26,850.61
Total 551 RECRUITMENT	26,850.61	26,850.61
552 HUMAN RESOURCES STAFF SVC		
011 Akiak	596.25	596.25
500 District Wide	39,256.73	39,256.73
Total 552 HUMAN RESOURCES STAFF SVC	39,852.98	39,852.98
600 OPERATION & MAINTENANCE		
010 Akiachak	645,430.70	645,430.70
011 Akiak	339,989.26	339,989.26
012 Tuluksak	322,751.63	322,751.63
500 District Wide	650,344.48	650,344.48
Total 600 OPERATION & MAINTENANCE	1,958,516.07	1,958,516.07
700 STUDENT ACTIVITES		
010 Akiachak	101,310.07	101,310.07
011 Akiak	79,441.93	79,441.93
012 Tuluksak	64,534.81	64,534.81
500 District Wide	13,813.55	13,813.55
700 STUDENT ACTIVITES - Other	624.66	624.66
Total 700 STUDENT ACTIVITES	259,725.02	259,725.02

Yupit School District
Expenditure Summary Report
 July 2016 through June 2017

	Jul '16 - Jun 17	Jul '16 - Jun 17
790 FOOD SERVICE FUND		
010 Akiachak	100.00	100.00
012 Tuluksak	169.64	169.64
Total 790 FOOD SERVICE FUND	269.64	269.64
Prior year POs	54,195.10	54,195.10
100 General Fund - Other	3,647.87	3,647.87
Total 100 General Fund	11,107,766.05	11,107,766.05
205 STUDENT TRANSPORTATION		
760 TRANSPORTATION		
500 District Wide	3,985.00	3,985.00
Total 760 TRANSPORTATION	3,985.00	3,985.00
Total 205 STUDENT TRANSPORTATION	3,985.00	3,985.00
230 AK PRE-K PROG INTERVENTION		
100 REGULAR INSTRUCTION		
500 District Wide	4,154.41	4,154.41
Total 100 REGULAR INSTRUCTION	4,154.41	4,154.41
Prior Year POs	5,130.58	5,130.58
Total 230 AK PRE-K PROG INTERVENTION	9,284.99	9,284.99
231 EARLY LITERACY		
100 REGULAR INSTRUCTION		
010 Akiachak	4,230.26	4,230.26
011 Akiak	5,551.84	5,551.84
012 Tuluksak	4,232.38	4,232.38
500 District Wide	1,339.26	1,339.26
Total 100 REGULAR INSTRUCTION	15,353.74	15,353.74
Total 231 EARLY LITERACY	15,353.74	15,353.74
235 TURN AROUND TEAM		
350 SUPPORT SERVICE INSTRUCTION		
500 District Wide	500.00	500.00
Total 350 SUPPORT SERVICE INSTRUCTION	500.00	500.00
Total 235 TURN AROUND TEAM	500.00	500.00
238 TARGETED RESOURCE MOORE		
100 REGULAR INSTRUCTION		
500 District Wide	1,198.66	1,198.66
Total 100 REGULAR INSTRUCTION	1,198.66	1,198.66
Prior POs	19,117.73	19,117.73
Total 238 TARGETED RESOURCE MOORE	20,316.39	20,316.39
242 UAF UPWARD BOUND		
100 REGULAR INSTRUCTION		
500 District Wide	16,072.48	16,072.48
Total 100 REGULAR INSTRUCTION	16,072.48	16,072.48
Total 242 UAF UPWARD BOUND	16,072.48	16,072.48

Yupit School District
Expenditure Summary Report
 July 2016 through June 2017

	Jul '16 - Jun 17	Jul '16 - Jun 17
250 Title IIA		
100 Regular Instr.		
500 District Wide	29,751.47	29,751.47
Total 100 Regular Instr.	29,751.47	29,751.47
Total 250 Title IIA	29,751.47	29,751.47
255 FOOD SERVICE FUND		
790 FOOD SERVICE FUND		
010 Akiachak	95,779.16	95,779.16
011 Akiak	119,929.32	119,929.32
012 Tuluksak	104,150.90	104,150.90
500 District Wide	129,633.10	129,633.10
Total 790 FOOD SERVICE FUND	449,492.48	449,492.48
Total 255 FOOD SERVICE FUND	449,492.48	449,492.48
256 TITLE I PART (A)		
100 REGULAR INSTRUCTION		
010 Akiachak	60,858.28	60,858.28
011 Akiak	15,327.82	15,327.82
012 Tuluksak	32,994.43	32,994.43
500 District Wide	390,198.73	390,198.73
Total 100 REGULAR INSTRUCTION	499,379.26	499,379.26
Prior Year POs	151,035.00	151,035.00
Total 256 TITLE I PART (A)	650,414.26	650,414.26
257 TITLE I PART C MIGRANT ED		
100 REGULAR INSTRUCTION		
010 Akiachak	2,565.34	2,565.34
012 Tuluksak	3,878.80	3,878.80
500 District Wide	26,890.79	26,890.79
Total 100 REGULAR INSTRUCTION	33,334.93	33,334.93
Prior Year POs	22,200.00	22,200.00
257 TITLE I PART C MIGRANT ED - Other	578.69	578.69
Total 257 TITLE I PART C MIGRANT ED	56,113.62	56,113.62
269 PRESCHOOL DISABLED		
200 SPECIAL ED INSTRUCTION		
500 District Wide	5,877.56	5,877.56
Total 200 SPECIAL ED INSTRUCTION	5,877.56	5,877.56
Total 269 PRESCHOOL DISABLED	5,877.56	5,877.56
270 TITLE III-A ENG LANG ACQ		
100 REGULAR INSTRUCTION		
500 District Wide	1,831.10	1,831.10
Total 100 REGULAR INSTRUCTION	1,831.10	1,831.10
550 DISTRICT ADMIN SUPPORT SV		
500 District Wide	10,200.00	10,200.00
Total 550 DISTRICT ADMIN SUPPORT SV	10,200.00	10,200.00
Total 270 TITLE III-A ENG LANG ACQ	12,031.10	12,031.10

Yupit School District
Expenditure Summary Report
 July 2016 through June 2017

	Jul '16 - Jun 17	Jul '16 - Jun 17
274 SCHOOL IMPROVEMENT		
100 REGULAR INSTRUCTION		
010 Akiachak	29,479.28	29,479.28
011 Akiak	24,015.43	24,015.43
012 Tuluksak	21,712.91	21,712.91
500 District Wide	13,186.54	13,186.54
Total 100 REGULAR INSTRUCTION	88,394.16	88,394.16
Prior Year POs	-3,694.35	-3,694.35
Total 274 SCHOOL IMPROVEMENT	84,699.81	84,699.81
297 TITLE VIB		
200 SPECIAL ED INSTRUCTION		
010 Akiachak	57,986.34	57,986.34
500 District Wide	40,040.27	40,040.27
Total 200 SPECIAL ED INSTRUCTION	98,026.61	98,026.61
220 SPEC ED SUPPORT SVCS		
500 District Wide	57,019.86	57,019.86
Total 220 SPEC ED SUPPORT SVCS	57,019.86	57,019.86
Prior Year POs	3,265.25	3,265.25
Total 297 TITLE VIB	158,311.72	158,311.72
301 CARL PERKINS		
100 REGULAR INSTRUCTION		
500 District Wide	435.79	435.79
Total 100 REGULAR INSTRUCTION	435.79	435.79
160 VOCATIONAL ED INSTRUCTION		
500 District Wide	922.76	922.76
Total 160 VOCATIONAL ED INSTRUCTION	922.76	922.76
Prior Year POs	4,400.00	4,400.00
Total 301 CARL PERKINS	5,758.55	5,758.55
350 JOHNSON O'MALLEY		
100 REGULAR INSTRUCTION		
500 District Wide	27,841.71	27,841.71
Total 100 REGULAR INSTRUCTION	27,841.71	27,841.71
550 DISTRICT ADMIN SUPPORT SV		
500 District Wide	4,789.75	4,789.75
Total 550 DISTRICT ADMIN SUPPORT SV	4,789.75	4,789.75
Total 350 JOHNSON O'MALLEY	32,631.46	32,631.46
362 INDIAN EDUCATION		
100 REGULAR INSTRUCTION		
010 Akiachak	2,683.20	2,683.20
011 Akiak	1,809.21	1,809.21
012 Tuluksak	1,310.22	1,310.22
500 District Wide	102,609.36	102,609.36
Total 100 REGULAR INSTRUCTION	108,411.99	108,411.99
Total 362 INDIAN EDUCATION	108,411.99	108,411.99

Yupit School District
Expenditure Summary Report
 July 2016 through June 2017

	Jul '16 - Jun 17	Jul '16 - Jun 17
364 ANE SCHOOL TO LIFE		
100 REGULAR INSTRUCTION		
500 District Wide	4,643.13	4,643.13
Total 100 REGULAR INSTRUCTION	4,643.13	4,643.13
Total 364 ANE SCHOOL TO LIFE	4,643.13	4,643.13
370 BEST BEGINNINGS		
100 REGULAR INSTRUCTION		
500 District Wide	0.00	0.00
Total 100 REGULAR INSTRUCTION	0.00	0.00
Total 370 BEST BEGINNINGS	0.00	0.00
390 TEACHER HOUSING FUND		
100 REGULAR INSTRUCTION		
011 Akiak	2,106.33	2,106.33
012 Tuluksak	-582.70	-582.70
Total 100 REGULAR INSTRUCTION	1,523.63	1,523.63
600 OPERATION & MAINTENANCE		
010 Akiachak	268,394.77	268,394.77
011 Akiak	75,149.36	75,149.36
012 Tuluksak	167,318.10	167,318.10
500 District Wide	238,657.89	238,657.89
Total 600 OPERATION & MAINTENANCE	749,520.12	749,520.12
Prior Years POs	647.28	647.28
Total 390 TEACHER HOUSING FUND	751,691.03	751,691.03
503 AKIAK FIRE		
600 OPERATION & MAINTENANCE		
011 Akiak	761,051.04	761,051.04
500 District Wide	198.00	198.00
Total 600 OPERATION & MAINTENANCE	761,249.04	761,249.04
Total 503 AKIAK FIRE	761,249.04	761,249.04
710 STUDENT ACTIVITY FUND		
700 STUDENT ACTIVITIES		
010 Akiachak	28,477.00	28,477.00
011 Akiak	9,976.91	9,976.91
012 Tuluksak	1,634.23	1,634.23
Total 700 STUDENT ACTIVITIES	40,088.14	40,088.14
Total 710 STUDENT ACTIVITY FUND	40,088.14	40,088.14
Unclassified	8,204.34	8,204.34
TOTAL	14,332,648.35	14,332,648.35

Yupit School District
District Revenue Budget vs. Actual
July 2016 through June 2017

	Jul '16 - Jun 17	Budget	% of Budget
Ordinary Income/Expense			
Income			
022 · TYPE A ADULT MEAL REVENUE	21,132.00		
040 · OTHER LOCAL REVENUE	58,921.49	25,000.00	235.7%
046 · SCHOOL FACILITES RENTAL	249,223.58		
047 · E-RATE	131,566.54	1,636,183.00	8.0%
050 · OTHER-STATE REVENUE	87,690.58		
051 · FOUNDATION PROGRAM	7,438,167.00	6,256,015.00	118.9%
100 · FEDERAL REVENUE	0.00	687,032.00	0.0%
110 · IMPACT AID	4,691,247.43	4,384,581.00	107.0%
150 · FEDERAL REVENUE VIA STATE A	1,103.74	220,201.56	0.5%
161 · USDA FOOD SERVICE REIMBURSE...	341,092.96		
210 · STUDENT ACTIVITY REVENUE A	23,049.80		
235 · OTHER-INSURANCE	719,058.21		
Total Income	<u>13,762,253.33</u>	<u>13,209,012.56</u>	<u>104.2%</u>
Gross Profit	<u>13,762,253.33</u>	<u>13,209,012.56</u>	<u>104.2%</u>
Net Ordinary Income	<u>13,762,253.33</u>	<u>13,209,012.56</u>	<u>104.2%</u>
Net Income	<u><u>13,762,253.33</u></u>	<u><u>13,209,012.56</u></u>	<u><u>104.2%</u></u>

Yupit School District
Board Budget vs. Actual
 July 2016 through June 2017

	Jul '16 - Jun 17	Budget	% of Budget
Ordinary Income/Expense			
Expense			
300 · PAYROLL EXPENSES	104,282.81	90,405.00	115.4%
360 · EMPLOYEE BENEFITS	21,889.29	22,929.00	95.5%
410 · PROFESSIONAL & TECH SVCS	1,480.00		
420 · STAFF TRAVEL & PER DIEM	47,884.21	50,000.00	95.8%
433 · COMMUNICATIONS	5,752.95		
440 · OTHER PURCHASED SERVIC...	2,358.71		
450 · SUPPLIES, MATL & MEDIA	3,705.40	5,000.00	74.1%
490 · OTHER EXPENSES	1,025.00		
491 · DUES & FEES	21,739.00	18,450.00	117.8%
Total Expense	210,117.37	186,784.00	112.5%
Net Ordinary Income	-210,117.37	-186,784.00	112.5%
Net Income	-210,117.37	-186,784.00	112.5%

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

Author of Report: Jim Hartz
 Department/Location: Maintenance & Operations
 Date of Regional School Board Meeting: July 20, 2017

1. Mission Statement

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

2. Objectives

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

3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
	Fuel Delivery	Tuluksak fuel delivery: water levels are increasing and VITUS expects to be able to fulfill the delivery in September.	Effective Operations
	Vandalism	Akiachak School broken windows: The insurance company has approved repairs. Contacted multiple contractors for an estimate.	Effective Operations
	Water/Sewer	For discussion and approval: Akiachak Water/Sewer Contract	Effective Operations
	Summer Projects	Remodeling kitchen in District Office	Effective Operations
Week of July 15 - 21	Water outage	Akiachak Water outage as a result of the IRA running out of chemicals.	Effective Operations

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

Author of Report: Rayna Hartz
 Department/Location: Superintendent
 Date of Regional School Board Meeting: July 20, 2017

1. Mission Statement

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

2. Objectives

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

3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Multiple	Teacher Retention	Coalition for Educational Equity (Formerly CEAC) RESS Research-Based Educator Systems Support Survey Please see attached documents	Effective Operations
7.18.17	Residential Lease	We updated our current Residential Lease to clarify language relevant to damages in units and the prohibition of marijuana.	Involving Elders and the Community
7.17.19	KKI Water Sewer	We are in the process of re-negotiating the Akiachak Native Community Water/Sewer Contract.	Effective Operations

July 18, 2017

To: RESS Districts

From: Jerry Covey, Barbara Adams

RE: First draft of RESS Surveys for Review

Hello! We hope you have had a chance to enjoy some of the summer time and find some rest and rejuvenation. We have been working on the RESS Surveys and now have a draft to share with you. You should receive an email from Barbara with a link to a Google Doc called, "RESS Survey Questions Draft for Review". In this document, you will find survey questions for all four of the survey administrations.

- Survey 1 during the week of September 11, 2017
- Survey 2 during the week of November 20, 2017
- Survey 3 during the week of March 5, 2018
- Mini-Survey 4 at the end of the school year (week decided by each district)

There are a couple of ways to read this document. First, if you read down the columns under each survey header you will get the flow for each administration individually. These will be the order in SurveyMonkey that will constitute each 15-minute survey. Second, if you read across each question you will get a feel for the development over time for each concept addressed.

There are several design thoughts we'd like to share with you.

1. This is the first draft and we are looking forward to working with you and your teams to refine and revise it. Please see the request to set up an audio conference below.
2. We were intentional to ensure all questions had a component that focused on results.
3. We were also intentional to design the questions to gather actionable information that sets up dialogue opportunities between leadership and the respondents (certificated teaching workforce).
4. We tried not to duplicate what might be found easily on other surveys or what might be measured in existing data.
5. There is an open section specific for Local Priorities.

We would appreciate time with you and whomever you believe should join us to discuss these questions and any modifications you think are needed. We would like to have this review done before the end of August. Here are some days and times we have open. Please let us know by email your preferred meeting time as soon as possible. There will be at least one more opportunity to review the questions.

Monday	Tuesday	Wednesday	Thursday	Friday
		7/19 all day	7/20 all day	7/21 all day
7/24 all day	7/25 all day		7/27 morning	
	8/1 morning		8/3 morning	8/4 all day
8/21 all day	8/22 morning	8/23 morning	8/24 morning	8/25 all day
	8/29 morning	8/30 morning	8/31 morning	

Please let Barbara know if you are not able to access the document or would prefer it in another format. You should also be able to access the document via the link below. You can share this link with others as well.

<https://docs.google.com/document/d/1lqDVnomhb6eMNNLafMZTBHCnZmhVenurIrpS9pfX18/edit?usp=sharing>

Thank you for your time!

Category 1: Work Environment

Survey 1 (September)	Survey 2 (November)	Survey 3 (March)	Survey 4 (May)
			(a) Leaders created and supported a work environment at my school that is conducive to student learning. (b) Leaders created and supported a work environment at my school that made me want to stay.
Leadership			
1. I understand my role in the school (district) in creating an environment of success for all students I teach.	Actions of leadership to support me in my classroom are aligned with ideas that guide our school and district.	In my school (district) leadership has aligned staff with the ideas that guide our school and district.	
2. I am comfortable communicating with my principal about my classroom practice.	Leadership creates a work environment that values two-way communication between teachers and administrators.	In my school, there is evidence that two-way communication between teachers and administrators supports teachers and improves student outcome.	
3. I have a sense of clarity about the performance level of my students, tools I will be using, curriculum, priorities for the school year, other (fill in blank)	Teamwork is valued by leadership at my school (district) as evidenced by multiple opportunities for teacher input in decisions.	In this school, building administrators provide teachers with appropriate encouragement, support, and recognition.	
4. I understand how my school functions in terms of safety, behavior management, rules and procedures, and attendance policies.	Leadership consistently supports district policies and procedures.	Actions by leadership created a safe environment that supports my work as a teacher.	
5. Open Question: What are your initial impressions of your teaching assignment, colleagues, and school for this year?	Open Question: Are your professional aspirations being realized in this school? Why or why not?	Open Question: Describe how school (district) leadership has influenced your work, success, and desire to remain at your school.	
Resources			
6. At the start of this year, I had all the resources necessary to prepare my classroom and plan instruction focused on academic growth for all	I received guidance and support from building and district level administrators to respond to the needs of the students I teach.	I had strong support from leadership to meet the academic and developmental needs of all students I teach.	

students I teach.			
Collegiality			
7. Initial meetings with my principal and fellow teachers were team oriented and inclusive.	Opportunities to work together with other teachers and my principal on specific teaching/learning issues and the overall school are scheduled and realized.	One of the great advantages of teaching in this school is the sense of collegiality we have as teachers and administrators.	
Professional Development			
8. The initial district (school) in-service supported a smooth start to the school year.	The district (school) professional development I'm receiving is synched with the needs of my students.	The district (school) professional development I'm receiving is aligned with the support system we have in place for teachers.	
9. The initial district (school) in-service provided me with what I needed to support students from various cultural contexts.	I am able to integrate local cultural knowledge and activities into my practice based on the district (school) professional development I received.	The professional development emphasis to integrate local cultural knowledge and activities into classrooms has improved the work environment at my school (district).	
10. Open Question: What's working with the district (school) professional development? What changes would you suggest to improve it?	Open Question: What's working with the district (school) professional development? What changes would you suggest to improve it?	Open Question: What's working with the district (school) professional development? What changes would you suggest to improve it?	

Category 2: Community

Survey 1 (Approach)	Survey 2 (Deployment)	Survey 3 (Learning)	Survey 4 (Integration)
			(a) The community (neighborhood) where I teach values and supports me as a person and a professional. (b) What's happening in the community that impacted the school has influenced my decision to stay at the school.
11. I appreciate the welcome I received from the community (neighborhood) where I teach.	I feel comfortable being in the community where I teach.	I feel accepted (valued, appreciated) in the community where I teach.	
12. I was informed of parental engagement that may impact my work with the students I teach.	Connections between the school and parents support my efforts to provide a high quality learning environment for my students.	There is a positive relationship between the parents and the school that supports educational growth of the students I teach.	
13. I was informed of community issues that may impact my work with the students I teach.	Connections between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.	The relationship between the school and community supports a positive learning environment for the students in our school.	
14. My initial exposure to the culture of the community (neighborhood) helped me get off to a good start.	The culture of the community (neighborhood) is reflected in school activities.	Including the culture of the community in my school produced positive outcomes connected to the intended purpose.	
15. Based upon my initial interactions, I feel safe in my community (neighborhood).	I feel safe in my community (neighborhood).	I would recommend this community (neighborhood) to other educators.	
16. Open Question: What was the most welcoming event you experienced at the start of this year?	Open Question: What are three positive aspects of your relationship with the parents of the students you teach?	Open Question: What are three positive aspects of your relationship with the community (neighborhood) and culture?	

Category 3: Classroom Practice

Survey 1 (Approach)	Survey 2 (Deployment)	Survey 3 (Learning)	Survey 4 (Integration)
			(a) I have a strong sense of accomplishment with the students I teach. (b) What's happening at the school that impacted my classroom practice has influenced my decision to stay at the school.
17. People I work with care about me and my success.	People I work with care about me and my success.	People I work with care about me and my success.	
18. Someone at work has talked to me about my growth as a professional.	Someone at work has encouraged my growth as a professional.	Someone at work has evaluated my growth as a professional.	
19. Someone has recognized and valued me for what I can contribute to the school.	I am routinely recognized and praised for doing good work.	Recognition and support by colleagues has contributed to my professional growth.	
20. I am prepared for my teaching assignments this year.	I have the opportunity to do what I do best every day.	I am enthusiastic and confident that I am in the best teaching assignment for me.	
21. I had the opportunity to engage with teacher aides, special education, or other service providers assigned to my classroom at the beginning of the year.	I am effectively engaging with teacher aides, special education, or other service providers assigned to my classroom to support students.	Working with teacher aides, special education, or other service providers assigned to my classroom has positively impacted student learning.	
22. My initial engagement with my principal was positive and set me up for successful classroom practice.	I have a positive working relationship with my principal that supports my professional growth.	My principal played a significant role in supporting my professional growth as a teacher.	
23. I have an accurate understanding of the performance level of my students.	I am supported by my principal in creating a proactive environment to maximize the learning opportunity for my students.	Performance levels indicate that my classroom environment was beneficial to student growth.	
24. The students I teach want to come to my classroom.	The connection I have with the students I teach supports their motivation to learn.	The students I teach are engaged in learning.	
25. Open Question: What other	Open Question: How have you felt	Open Question: What is one piece of	

support might help you in being successful this year?	valued and supported so far this year?	advice you would give to your administrators to better support your classroom practice?	
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Category 4: Quality of Life

Survey 1 (Approach)	Survey 2 (Deployment)	Survey 3 (Learning)	Survey 4 (Integration)
			(a) I enjoy the quality of life afforded to me in this school and community. (b) The quality of life afforded to me in this school and community had a significant impact on my decision to stay.
26. I had an adequate opportunity to access housing that meets my needs.	The housing is convenient, safe, secure, well maintained, and includes basic amenities (heat, water, septic) for my needs.	My housing situation has allowed me to focus on my teaching practice.	
27. My family has opportunities to pursue activities that support their quality of life.	The quality of life I (we) expected this year was realized.	The quality of life for me and/or my family this year is what we want life to be.	
28. The technology in my living quarters and the community meets my needs.	The technology in my living quarters and the community meets my needs.	The technology in my living quarters and the community meets my needs.	
29. I have a balance between my work and my personal life.	I have a balance between my work and my personal life.	I have a balance between my work and my personal life.	
30. I think I'm prepared for the logistics of living where I live (food, clothing, shopping, entertainment).	I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment).	I am comfortable with the logistics of living where I live (food, clothing, shopping, entertainment).	
31. My safety and health needs are satisfactorily met.	My safety and health needs are satisfactorily met.	My safety and health needs are satisfactorily met.	
32. Open Question: What are your initial thoughts on your quality of life given your current situation?	Open Question: What could the school (district) do to improve your quality of life at this time?	Open Question: How are quality of life decisions impacting you in your current job?	

Category 5: Local Priorities

Survey 1 (Approach)	Survey 2 (Deployment)	Survey 3 (Learning)	Survey 4 (Integration)
33.			
34.			
35.			

Category 6: Strengthening the Workforce

Survey 1 (Recruitment)	Survey 2 (Teacher Prep)	Survey 3 (Retention)	Survey 4
			Open Question: What factors, practices, programs, realities in your school impact (positively and negatively) the ability to recruit and retain teachers?
36. What I was told about my school and community during recruitment was realistic and truthful.	My teacher preparation program prepared me for my teaching assignment.	The principal has been a significant factor in my decision to stay or leave this school next year.	
37.	It's important that students have teacher role models who reflect their own backgrounds.	Community support has been a significant factor in my decision to stay or leave this school next year.	
38.	Did you attend your teacher preparation program in Alaska? (provide options) o Yes o No	Teacher efficacy has been a significant factor in my decision to stay or leave this school next year.	
39. Open Question: Why did you select your current school (district) over other employment opportunities?	Identify your interactions with the University of Alaska. (provide options) o Completed my undergraduate studies there o Completed my graduate studies there o Attended teacher preparation	Location has been a significant factor in my decision to stay or leave this school next year.	

	<p>program</p> <ul style="list-style-type: none"> o Attended administrator preparation program o Took professional development by distance delivery o Took courses with rural campus instructors – might be better words o Worked with campus on dual credit for HS students (rural, main) o Took professional development on campus during summer sessions o Completed or took Alaska certification courses o FEA Coordinator or Advisor o UA adjunct o Supervised student teachers o No interaction 		
<p>40. Open Question: What recruitment strategies do you consider to be most effective?</p>	<p>Open Question: We can't really prepare teachers without the active support of current, high quality, practicing teachers. What would it take to engage our best teachers to participate in the following preparatory activities?</p> <ul style="list-style-type: none"> o Educators Rising (formerly Future Educators of Alaska) o Serving as a Host teacher o Serving as a Mentor teacher o Serving as an Adjunct Professor in education programs 	<p>Open Question: What can we do to stop turnover of the educator workforce in Alaska?</p>	

Yupiiit School District
Residential Employee Lease

EMPLOYEE SITE UNIT NUMBER

BY THIS AGREEMENT made and entered into on August 1, 2017 between the Yupiiit School District, herein referred to as the Lessor, and herein referred to as Lessee, Lessor leases to the undersigned Lessee, subject to the terms and conditions enumerated herein, Unit Number located in, Alaska, together with all appurtenances, for the remainder of the school year, to commence on August 1, 2017, and to continue until July 31, 2018. Upon written application this lease may be extended consistent with District School Board housing regulations. List the names of those who will be residing: (please print)

Adult(s) Child(ren) under 18

The particular terms and conditions of this lease are as follows:

1. RENT

Lessee agrees to pay the Lessor as rent for the leased premises the sum of \$ per month (August through May) and the sum of \$ per month for June and July. (Half rent for June and July will be charged to all employees whether or not personal belongings are left in their units over the summer, unless the employee resigns or is terminated.)

Lessee agrees to pay by means of payroll deduction to start with the August paycheck, or the first month of their tenancy thereafter.

2. LEASE TERMINATION

If Lessee should at any time be dismissed from the service of Lessor, be transferred to another site during the term of this lease, be non-retained, or voluntarily quit the service of Lessor, Lessor shall have the right to terminate this lease and reenter upon, and take possession of, said premises upon ten (10) days written notice to vacate said premises, or by mailing a copy to the Lessee at the address upon the premises, or at such other address provided by Lessee in writing to Lessor.

Upon such termination of the lease, subject to the other provisions of this lease relating to damage, and reports, Lessee shall only be liable for the rent to the date of the termination of the lease, and if rent has been collected beyond that date, it shall be refunded to the Lessee, provided he/she vacates said premises according to the written notice.

3. SECURITY FOR DAMAGE

Lessor may deduct from Lessee's final paycheck the actual cost of replacement or repair, whichever is higher, where damages to the premises result from the following:

Initial_____

- a. Failure by the Lessee during the tenancy to maintain the premises, or failure after the termination of the tenancy to leave the premises in as clean and orderly condition as when he/she found it, normal wear and tear expected.
- b. Failure of the Lessee to remove from the leased premises all ashes, rubbish, garbage and other waste in an appropriate manner.
- c. Failure of the Lessee to keep all plumbing fixtures on the leased premises as clean as their condition reasonably permits.
- d. Abuse by the Lessee of any electrical, plumbing, sanitary, heating, ventilating, kitchen and other facilities and appliances so as to damage same.
- e. Deliberate or negligent destruction, defacement, damage, impairment, removal or alternation, without the consent of the Lessor, of any part of the premises by the Lessee.
- f. Damage by pets.

A \$200 deposit will be deducted from the Lessee’s first paycheck, it will be returned at the end of the rental period upon successful inspection of the unit. In addition, if the lessee chooses to have pets, (no more than 3 are allowed) a pet deposit of \$500.00 will be deducted from the Lessee’s paycheck. This deposit will be deducted in 2 paychecks. Lessor will inspect the premises at Lessee’s departure for damage or failure by the Lessee to leave the premises in as clean and orderly condition as it was found, as listed above which may signal the right to retain an appropriate part of the deposit. As used herein, the term “Lessee “shall include not only the individuals signing this lease agreement, but also all children, relatives, agents, guests, and others who are either under the control of the undersigned Lessee or who are knowingly permitted by the undersigned Lessee to engage in any of the actions or failures to act as described in this paragraph, or who are present on the premises under Lessee’s actual or implied consent. However, where Lessee accommodates Lessor by allowing school district employees, job applicants, or other guests of invitee shelter at the premises, the Lessee shall not be responsible for any damage caused by such school district guests or invitee.

Furnishings have been provided by Lessee’s use and enjoyment during the period of the lease. In addition, if at any time during the lease term the Lessee requests and receives permission to keep pets on the premises in accordance with Section 20 below, Lessee authorizes a \$500.00 pet deposit to be deducted in equal amounts from his/her next two (2) paychecks during the lease term. In the event of damage to the furnishings in excess of normal wear and tear, Lessee understands and agrees that Lessee is responsible for the full cost to repair such damage or replace the damaged item(s). Lessee understands that this amount may exceed the security deposit deducted from Lessee’s paycheck, and further understands that Lessee is responsible for the actual amount, even if it exceeds the amount of the security deposit. For damage done to the furnishings in an amount that exceeds the amount of the security deposit, Lessee shall be responsible for either repairing or replacing the item(s), including any shipping costs associated with this repair or replacement.

4. **ALTERATIONS AND IMPROVEMENTS**

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Lessee shall make no alternations to the buildings and appurtenances on the leased premises or construct any building or make other improvements on the leased premises without the prior, written consent of the Lessor. All alterations, changes and improvements built, constructed or placed on the leased premises by the Lessee, with the exception of fixtures, improvements and/or amenities removable without structural damage to the premises and movable personal property, shall unless otherwise provided by another written agreement between Lessor and Lessee, become the property of the Lessor, at no cost to Lessor, and remain on the leased premises at the termination of the lease.

5. **DESTRUCTION OF PREMISES**

In the event that the leased premises, or any part thereof, shall be rendered untenable by fire, snow, storm or other casualty of deterioration not the fault of the Lessee, this lease agreement at the option of the Lessor, may terminate for that part of the premises rendered untenable. Thereupon, Lessor shall where possible place lessee in suitable housing including any time while repairing the premises. If the premises are rendered untenable by any action or omission of the Lessee, Lessee's obligation to pay rent shall continue. However, Lessor shall, where available, place Lessee in alternate housing. In lieu of terminating this lease in whole or part because all or part of the premises are rendered untenable by fire, snow, storm, or other casualty or deterioration, Lessor may, at its option, but without prejudice to its other remedies, repair the premises to a tenantable condition and maintain this lease in effect, though the rent shall be diminished in proportion to the fraction of the premises which are temporarily untenable, or for the period of time when the entire premises are untenable.

6. **UTILITIES**

Lessor will pay for water, sewer, and fuel oil.

7. **STATUES, ORDINANCES, ETC.**

Lessee shall comply with all applicable statutes, ordinances, rules, orders, regulations and requirement of federal, state and local governments relating to the premises.

All housing is equipped with smoke detectors and carbon monoxide detectors as required by code. Lessee may not tamper with, disable or remove these devices.

8. **EMERGENCY REPAIRS**

In the event of sudden damage or leaking of the roof, breaking or cracking of windows or doors, bursting or leaking of water pipes, or water heaters or any sudden emergency which renders the leased premises or its contents or occupants liable to imminent harm or other damage or destruction, Lessee shall promptly make all repairs, reasonably necessary and possible to prevent future damage, destruction, or injury to the leased premises, contents therein or occupants thereof. However, where Lessee is not competent due to lack of experience, training, proper equipment, or physical ability Lessee is required to do only what he or she reasonable can to retard damage to the premises. Once done, Lessor is responsible to provide suitable competent persons and necessary material and equipment at the earliest possible time to reconstruct the damaged premises, providing the damage has not rendered the premises untenable (see paragraph 5).

9. **USE OF PREMISES**

Lessee agrees that the leased premises are to be used primarily for residential purposes and incidentally for activity to Lessee's performance of his/her employment obligations with Lessor.

Initial_____

Lessee may not use the premises as a retail or wholesale location for goods and/or services. However, nothing here is intended to limit lessee’s conduct of hobbies or other activities which do not result in abusive use of the premises.

Failure to abide by the terms of use in this agreement constitutes cause for termination of the lease by Lessor, subject to notice as required by law.

All Yupiit School District housing units are designated No Smoking areas. Pursuant to AS 17.38.220 Lessee is expressly prohibited from the possession, consumption, use, display, transfer, distribution, sale, transportation, or growing of marijuana in the housing unit.

10. **APPLICATION OF LEASE**

This lease applies regardless of whether the leased premises are owned by the Lessor or leased by the Lessor from other entities.

11. **CONDITION OF PREMISES AND FURNISHING**

Lessee hereby acknowledges receipt and acceptance of the leased premises with the particular items of furniture and appliances contained therein. Lessee further acknowledges that he/she has examined the premises and said furniture and appliances and that he/she finds the premises and said furniture and appliances in good order and condition except as noted on attached Exhibit A. At the termination of this lease, Lessee will yield to Lessor the premises and all such furniture and appliances in as good order and condition as at the date of this lease, ordinary wear and tear expected, and extraordinary loss due to fire, storm and other causes beyond the Lessee’s control. Lessee shall neither remove nor permit to be removed any of said furniture or appliances from the lease premises, and not permit any part of said furniture of appliances to be exposed to weather. At the termination of the lease and any renewals thereof, the Lessor shall indicate in writing on Exhibit A its acceptance or rejection of Lessee’s representation that furniture and appliances are returned in as good order and condition as at the date of this lease, ordinary wear and other causes beyond the Lessee’s control expected. Any rejection of that representation will be fully explained thereon.

12. **INSURANCE**

Lessee may, at his own expense, maintain fire, hazard, theft or other insurance on Lessee’s personal belongings kept in or upon the leased premises. Lessor shall not act as insurer of Lessee’s personal property kept in or upon the leased premises. However, if loss of Lessee’s goods is due to negligence of Lessor either in its duty to provide safe and habitable dwelling or as a result of acts of commission or omission of its duty to provide safe and habitable dwelling or as a result of acts of commission or omission of its agents, employees, guests, or invitee, Lessee expected, Lessor shall be responsible.

13. **ACCESS**

The Lessee shall not unreasonably withhold consent to the Lessor or its agents to enter into or upon the leased premises at reasonable times and in a reasonable unobtrusive manner in order to inspect the premises, make necessary or agreed repairs, alternations, or improvements, supply necessary or agreed services, or exhibit the leased premises to prospective or actual purchasers, mortgagees, tenants, workmen or contractors. Except in case of emergency, or unless it is impractical to do so, the Lessor shall give the Lessee at least twelve (12) hours advance notice of its intent to enter into the premises. The Lessor or its

Initial_____

agents may enter into the leased premises without the consent of the Lessee in case of emergency.

14. **EXTENDED ABSENCE**

The Lessee shall notify the local unit administrator of any anticipated extended absence of the Lessee from the premises in excess of seven (7) days. Said notice shall be in writing delivered prior to the beginning of the absence.

15. **CONDEMNATION**

If the leased property, or any part thereof, is taken by eminent domain, this lease shall expire on the date when the lease premises shall be so taken, and the rent shall be apportioned as of that date. No part of any condemnation award shall belong to the Lessee.

16. **JOINT AND SEVERAL OBLIGATION**

If more than one person is the Lessee of the premises, or if more than one person occupies the leased premises even though not all occupants have signed this lease, the undersigned Lessees shall be jointly and severally liable for all damages and rent unless a defaulting occupant is an employee of Lessor in which case the non-defaulting tenant shall be responsible only for his/her proportionate part of the rent and only for damages he/she actually caused, or knowingly permitted. All employees of the Yupiit School District residing in YSD housing shall sign a separate lease.

17. **NOTICE**

All notices required to be given by Lessee to Lessor pursuant to this agreement of law, shall be delivered or mailed, postage prepaid, to the Yupiit School District, Attention: Superintendent, unless Lessor notifies Lessee in writing of another address to be used. All notices required to be given by Lessor to Lessee may be delivered or mailed to Lessee at the leased premises described herein, and any such delivery or mailing to the Lessee, unless Lessee has previously provided a written notice to the Lessor of a different address for Lessee's receipt of notice.

18. **WAIVER**

Neither the acceptance of rent nor any other act or omission of Lessor at any time or times after the happening of any event which would enable Lessor to cancel this lease or declares Lessee's interstate hereunder forfeited, shall operate as waiver of any past or future violation, breach or failure to keep or perform any covenant, agreement, term or condition hereof or to deprive Lessor of his/her right to cancel or terminate this lease at any time that cause for cancellation or termination may exist, or be construed at any future time at stop Lessor from promptly exercising any other option, right or remedy that it may have under any term or provision of this lease.

19. **SUBLEASE AND ASSIGNMENT**

Lessee shall not sublet or assign the premises without the written consent of the Lessor.

20. **HOUSING OF PET(S)**

I hereby request permission to keep the following pet(s) not to exceed three (3) on the premises of my quarters. This request is subject to my signature and agreement with the YSD Pet Permission/Agreement Form.

Initial_____

Type of pet(s): _____ Number _____
_____ Number _____

I understand I am liable for any damage done by my pet(s). I understand that if, in the judgment of the unit administrator or the Superintendent, my pet becomes a nuisance or a hazard, I may be required to move it immediately and permanently from the premises.

I agree that my cat/dog or other pet that is not confined in a cage or tank will not be left at the premises unattended by an adult member of the household for longer than one (1) day, the pet(s) will be removed from the premises and arrangements made for their care off premises.

I understand the above pet regulations and agree to abide by them. I understand that my failure to abide by these regulations may result in my eviction from teacher housing and termination of my lease.

All other terms of the Residential Employee Lease Agreement, to the extent not expressly modified herein, shall remain unaffected by this addendum and all other obligations between the Lessor and Lessee shall continue to be governed by the terms of the Residential Employee Lease Agreement.

LESSOR (EMPLOYER)

Dated

LESSEE (EMPLOYEE)

Dated

Initial_____

Updated: July 2017

YUPIIT SCHOOL DISTRICT
Pet Permission/Agreement Form
For Residential Lease

I, _____, (Lessee) who reside at _____, Alaska, and who have a written Residential Lease Agreement with the Yupiit School District (Lessor), do hereby seek permission to harbor _____ pet (s), in or about the rented premises under the following conditions:

- 1. By requesting to harbor a pet (s) in or about the rental unit at any time, I agree to keep my pet (s) under control as not to physically harm or endanger any person(s).
2. I also agree to keep the premises and the grounds around the premises clean from pet fecal material.
3. I further understand that if my residence is in a building shared by other tenants, I will try, to the best of my abilities, to respect their privacy in regards to noise, etc. caused by my pet (s).
4. After permission is granted, I hereby agree to authorize the Lessor to deduct five hundred dollars (\$500.00) from my paycheck. This deposit will be deducted in 2 paychecks. The monthly pet fee is in addition to the amount authorized for damages in Section 3 of my Residential Lease Agreement.
5. Tenants agree to pay IMMEDIATELY for any damage, loss, or any expense caused by their pets. This includes any damage done inside and/or outside the dwelling.
6. Upon termination of this lease, a final inspection will be performed and any assessed damages will be deducted from Lessee's final paycheck. Damage is defined in Item Number 3 of my Residential Lease Agreement.
7. If I do not abide by the terms of this form or lease, I understand that the Lessor may request immediate termination of this agreement and I may no longer harbor pet(s) in or about my residence.
21. For the purpose of this section, the definition of a pet shall include the following: dog, cat, ferret, and/or other animals as permitted by the District. Pets do not include animals traditionally considered livestock, including goats, horses, chickens, or pigs. Housing units are restricted to a maximum of three (3) pets in or about the property.

LESSEE SIGNATURE

DATE

Initial_____

Yupiiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: A

The Administration recommends approval of the 3rd Reading and final reading of the BP updates:
BP 5040 Student Nutrition and Physical Activity;
BP 5112.6 Education for Homeless Children and Children in Foster Care (formally titled: Education for Homeless Children & Youth);
BP 5142.3 Restraint and Seclusion; BP/AR/E College and Career Readiness Assessments;
BP 6164.4 Child Find;
BP 6172 Special Education; BP 6174 Bilingual-Bicultural Education/English Language Learners;
BP/E 6174.1 Education of Native/Indian Children;
BB 9012 Communication to and from the Board;
BP 6173 Education for Gifted and Talented Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (a)

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

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

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

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

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

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

(cf. 1000 – Concepts and Roles)

B. Nutrition

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

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

BP 5040 (b)

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

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

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

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

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

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

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

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

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

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

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

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

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3551 – Food Service Operations)

(cf. 3552 – Regular Lunch Program)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 3554 – Other Food Sales)

C. Mandatory Physical Activity

Pursuant to state law, a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers For Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: While federal law does not require the language in Section D: Physical Education and Section E: Physical Activity, the following optional policy language provides additional physical education and physical activity goals.

D. Optional Physical Education

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

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least the National Association for Sport and

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

BP 5040 (d)

Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

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

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

E. Optional Physical Activity

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

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

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

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

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

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

BP 5040 (e)

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

Students

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

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

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

Revised 3/2017

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(a)

Note: The Every Student Succeeds Act (ESSA) amended the federal McKinney-Vento Homeless Assistance Act. The primary purpose of the law is to provide continuity and necessary services to homeless students so they can achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all programs for which they are eligible: Head Start, Title I, special education, bilingual, free and reduced price meals, etc. The amendments require that districts, under most circumstances, either allow a homeless child to continue to attend his or her “school of origin,” or allow the student’s parent to choose another school – the one the student would attend based on current living arrangements, or the one the student is eligible for under open enrollment plans, as examples.

Note: Title I of the ESSA also includes new obligations for school districts to children in foster care. School districts are to collaborate with the State or local child welfare agency to designate a point of contact and to develop and implement written procedures governing transportation to maintain children in foster care in their school of origin when in their best interest, for the duration of the time in foster care. Further information regarding these obligations is contained in USDOE and USDHHS Non-Regulatory Guidance: Ensuring Education Stability for Children in Foster Care, dated June 23, 2016 and AS 47.10.080.

HOMELESS CHILDREN

The Board believes that all students should have stability in school attendance and services and that this stability should not be denied as a result of homelessness. To this end, it is the Board’s intent to remove barriers to the enrollment and retention of homeless children and youths in school. Special attention will be given to ensuring the enrollment and attendance of homeless youth not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs. Homeless students will not be segregated in a separate school or in a separate program within a school.

(cf. 5111 – Admission)

(cf. 5112.1 – Exemptions from Attendance)

(cf. 5112.2 – Exclusions from Attendance)

Homeless Student Liaison

Note: The ESSA requires districts to designate a homeless student liaison to perform various services to meet the needs of homeless youth and their families. Specifically, the liaison must: (a) Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support, (b) ensure that unaccompanied homeless students are enrolled in school, have opportunities to meet the same challenging State academic standards as other students, and are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid, and (c) ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied homeless students, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is understandable. In addition, LEA liaisons who receive appropriate training may affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

The [Superintendent/Chief School Administrator] shall designate at least one staff person to serve as the Homeless Student Liaison to fulfill the duties set forth in law. The Liaison shall work to identify homeless children and facilitate each homeless child's access to and success in school. The Liaison will: assist parents, students, and unaccompanied youth in enrolling and attending school, with the opportunity to meet the same high academic standard as other students; mediate disputes concerning school enrollment; assist in making transportation arrangements; assist in requesting the student's records; provide information and give referrals on services and opportunities, including assistance with status verifications for federal student aid applications; provide public notice of educational rights for homeless students in locations frequented by homeless youth and their families; and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions. The Liaison will also be responsible for periodic review and evaluation of this policy and recommending changes to reduce barriers for homeless children enrolling in and attending school.

Homeless Student Defined

Note: Homeless student is defined in the Every Student Succeeds Act. Districts must ensure that all students who fall within the federal definition are served by the policy.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

School Enrollment and Attendance

Note: For purposes of the enrollment procedures below, "school of origin" is defined in ESSA as the school the student attended at the time of becoming homeless including preschools. If the student became homeless at a time when the student was not in school, including summer break, the last school attended shall be the school of origin. When a student completes the final grade level served by the school of origin, the designated receiving school at the next grade level is the school of origin.

The District, in consultation with the child's parent or guardian, will consider the best interest of the child in determining whether the child should be enrolled in the school of origin or the current neighborhood school. The District presumes that keeping a homeless student in the school of origin is in the student's best interest unless doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the youth. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing, except when contrary to the wishes of the parent or guardian. Instead of remaining in the school of origin, parents or guardians of homeless

students may request enrollment in the school in which attendance area the student is actually living, or other schools.

(cf. 5116 – School Attendance Boundaries)

(cf. 5117 – Interdistrict Attendance)

The school selected shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. However, the District may require a parent or guardian of a homeless student to submit contact information.

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

The District must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or the homeless student if unaccompanied, if the District sends the student to a school other than the school of origin or other than a school requested by the parent or guardian. If a dispute arises over school selection, the student shall immediately be admitted to the school in which enrollment is sought by the parent or guardian or by the youth if unaccompanied, pending resolution of the dispute. The child, parent or guardian shall be referred to the Homeless Student Liaison, who will carry out the dispute resolution process as expeditiously as possible.

Transportation

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school may be provided at the request of the parent or guardian or, in the case of an unaccompanied student, the Homeless Student Liaison. Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the [Superintendent/Chief School Administrator].

Records

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs of each homeless child shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents. Information about a homeless student's living situation is an education record and shall not be deemed to be directory information.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(d)

CHILDREN AND YOUTH IN FOSTER CARE

Note: AS 47.10.080 provides for continuity in the educational services of foster youth who are moved from one setting to another. Specifically, in cases where the Department of Health and Social Services transfers a child to a new placement setting in the same municipality and connected by road to the student's current school, and it is reasonable and in the child's best educational interests, the department shall immediately, and in advance of the transfer if possible, coordinate with the current school to ensure the child is permitted to continue in attendance through the end of the school term. The department shall consult with the school district regarding the child's best interests, but the school district may not override the department's decision to allow a child to remain in the current school through the end of the school term.

The [Superintendent/Chief School Administrator] will designate a District point of contact regarding children in foster care in order to facilitate communication and cooperation with child welfare agencies.

School Enrollment and Attendance

The District recognizes that educational stability is critical for all students and particularly for children in foster care. Accordingly, educational disruption should be minimized for children with changing foster care placements by maintaining foster children in their schools of origin for the remainder of the school term, unless it is determined to be in their best interest to change schools.

The school of origin is the school in which a child is enrolled at the time of placement in foster care or when foster care placement changes. In determining whether it is in a child's best interest to remain in his or her school of origin, the District should take into consideration all factors relating to a child's best interest, including the appropriateness of the current educational setting and proximity of placement.

Districts should coordinate with State and local child welfare agencies when a foster child is transferred from one placement setting to another to ensure the child is permitted to attend their school of origin through the end of the school term when reasonable to do so and in the child's best educational interest.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(e)

Transportation

Note: AS 47.10.080 provides that if federal funds and school district transportation funds are not available to pay for the cost of transportation for the child, DHSS shall pay the costs of transporting the child to school.

In the event that it is in the best interest of the foster youth to attend their school of origin, transportation to and from that school may be provided through coordination with State or local child welfare agencies. This coordination shall address transportation to their school of origin in a prompt and cost effective manner.

Legal Reference:

UNITED STATES CODE

*McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431, et seq.
Elementary and Secondary Education Act, 20 U.S.C. § 1112(c)(5), as amended by Every Student Succeeds Act.*

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

FEDERAL REGISTER

McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81 No. 52, Department of Education (March 17, 2016).

ALASKA STATUTES

AS 47.10.080 Judgments and Orders.

Revised 3/2017

RESTRAINT AND SECLUSION

BP 5142.3(a)

Note: School districts must prohibit the restraint or seclusion of students except in situations where student behavior poses an imminent danger of physical injury. AS 14.33.125. Districts must also provide periodic training in an approved crisis intervention program. AS 14.33.127. The schedule of training must comply with AS 14.08.111(12) (Regional School Boards), AS 14.14.090(11) (School Boards) and AS 14.16.020(9) (State Boarding Schools). See BP 4131 – Staff Development. The following policy implements the requirements of AS 14.33.125 and AS 14.33.127 and further utilizes 2012 guidelines issued by the United States Department of Education in its *Restraint and Seclusion: Resource Document*. It also incorporates guidance from Department of Education’s December 2016 Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities.

The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

Chemical or mechanical restraint of students is never allowed. Chemical restraint means a psychopharmacological drug that is administered to a student for discipline or convenience and that is not required to treat a medical symptom. Mechanical restraint refers to the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as: 1) adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; 2) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

This policy shall be annually reviewed with school personnel.

(cf. 5030 – School Discipline and Safety)
(cf. 5137 - Positive School Climate)

Physical Restraint

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student’s arms, legs, or head freely. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another.

Physical restraint is prohibited unless the student’s behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

(cf. 4158 – Employee Security)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.7 – Weapons and Dangerous Instruments)

RESTRAINT AND SECLUSION

BP 5142.3(b)

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.

Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may be administered only by staff trained in crisis intervention, de-escalation, and safe restraint, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student's well-being must be monitored during restraint through the use of continuous face-to face contact or, if face-to-face contact is unsafe, by continuous direct visual supervision.

Seclusion

Seclusion means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. Seclusion does not include time-outs, a student's voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms that are utilized for instructional purposes, or suspension from school. "Time-outs" are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate.

Seclusion of a student is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger.

(cf. 4158 – Employee Security)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Seclusion should last only as long as necessary to resolve the actual risk of imminent danger or when a less restrictive intervention is effective to stop the danger. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously monitored by an adult in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

Follow-up and Review

As soon as practicable after restraint or seclusion have been used, staff shall review the incident. The review shall include review of and recommendations for adjusting or amending, as applicable, procedures, strategies, accommodations, the IEP, a student behavior plan, or additional staff training. Follow-up communication shall occur with the student and parent/legal guardian regarding the review process and outcomes.

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student's Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must be in compliance with this policy and federal and state law regarding the restraint and seclusion of students with disabilities.

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/legal guardian of a student who has been physically restrained or secluded shall be notified on the same day and provided information about the incident.

Instances of physical restraint or seclusion shall be documented. A written report must be prepared by school personnel who restrain or seclude a student and provided to the school administrator. The report must include: the date and time of the incident; names and job titles of the school personnel who participated or supervised; a description of the conduct that preceded the incident, including efforts and strategies utilized prior to restraint or seclusion; a description of the restraint or seclusion, including duration; and a description of how the incident ended, including any further action taken. A copy of the written report shall be provided to the parent/legal guardian.

Annually, the District shall report to the Department of Education and Early Development the following information: the total number of restraints and seclusion; the number of injuries or deaths of students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with a disability who were restrained or secluded, including the category of disability.

RESTRAINT AND SECLUSION

BP 5142.3(d)

Crisis Intervention Training

The Superintendent or designee shall provide for periodic crisis intervention training for a sufficient number of school staff members to meet the needs of the school population. Training should include evidence based techniques effective at preventing restraint and seclusion; evidence-based skills related to positive behavior supports, conflict prevention and management techniques, skills to de-escalate student behavior, and understanding antecedents; the safe use of restraint or seclusion in emergency situations; first aid and cardiopulmonary resuscitations; and applicable policies and procedures. The form of training may vary depending upon the staff member's role and the instructional setting.

(cf. 4131 – Staff Development)

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel who may need to utilize these methods while on District property.

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

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act

Every Student Succeeds Act, 20 U.S.C. §§ 7941-7948 (P.L. 114-95, December 10, 2015)

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.03.078 Report

14.30.180-.350 Education for Exceptional Children

14.33.120 School disciplinary and safety program

14.33.125 Student restraint or seclusion; limitations

14.33.127 Crisis Intervention Training

ALASKA ADMINISTRATIVE CODE

4 AAC 06.172 -177 Reporting of school disciplinary and safety programs and incidents of R&S and crisis intervention programs

4 AAC 06.200-.270 Safe schools

4 AAC 06.250 Reporting

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

4 AAC 52.010-.990 Education for exceptional children

Revised 3/2017

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. However, school districts still shall require all students in grade 11 and all students in grade 12 who have not previously done so, to take one of the assessments described in 4 AAC 06.717. Students may seek waivers of the requirement under 4 AAC 06.721-.724.

The School Board shall provide for students to take college and career readiness assessments. The exams shall be administered in accordance with state law and regulations. The taking of an assessment is not a requirement for a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Reciprocity on Graduation Requirements)
(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)
(cf. 6162.5 - Standardized Testing)

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

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system

4 AAC 06.717 College and career readiness assessment

4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.790 Definitions

Revised 3/2017

Note: While taking a college and career readiness assessment is no longer a condition to a student receiving a secondary school diploma, school district's shall require all students in grade 11 and all students in grade 12 who have not previously done so, to take one of the assessments described in 4 AAC 06.717. Regulations governing waivers of this requirement are found at 4 AAC 06.721-.724.

Students are required to take a college and career readiness assessment, unless a waiver is approved. "Taking" this assessment means the student has received a valid score as reported by the assessment vendor. A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

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

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

Procedures for Requesting A Waiver

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

A. Waiver for Late Arrival Into the School System

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

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

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

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

AR 6146.3(b)

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

B. Waiver for Rare and Unusual Circumstances

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

A waiver may be granted only for the following reasons:

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

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

AR 6146.3(c)

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

School Board Action Approving or Denying A Waiver

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

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

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

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

Application for a Waiver From Taking a College or Career Readiness Assessment Due to Late Arrival into the Alaska Public School System

State of Alaska regulation 4 AAC 06.721 allows students to request a waiver from participating in the college and career readiness assessments (CCRA) if the student arrives late into the Alaska public system. The student must submit a waiver request to the local school board for consideration. A Student who receives a waiver from taking a CCRA must meet all other state and school district requirements for graduation in order to receive a high school diploma. **If the student does not meet all the school district requirements within the year of intended graduation (i.e., by June 30), the waiver expires and the student is no longer eligible.**

Complete all items below and attach support documents as necessary before submitting this waiver request to the local school board.

Current School District		
Student's Name		
Student Ten Digit State ID Number		
Student's Grade Level		
Date Enrolled in District		
Date & Name of last School CCRA Administration		
Intended Year of Graduation		
		Provided
Documentation from current school	Enrollment records from (<i>School Name</i>):	
	Enrollment date:	
Documentation from Previous private school, home school, or out-of-state school	Enrollment records from (<i>School Name and State</i>):	
	Enrollment date:	
	Exit date:	
Documentation that verifies student's physical presence in Alaska	Indicate type of documentation presented: Transportation (airline tickets, etc.) Lodging receipts (hotels, etc.) Affidavit/certification (signed by relative or other person who can verify this student's presence in Alaska)	

Waiver is:	Approved: _____	Denied: _____
_____	_____	_____
<i>Signature of Local School Board Authority</i>		<i>Date</i>

The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student's waiver from taking a college or career readiness assessment, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.724.

Note: AS 14.30.274 and 4 AAC 52.100 require districts to establish written procedures to ensure children with disabilities are identified for assessment purposes. The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3) and 34 CFR 300.111 and 300.131, requires that this “child find” identification system include identification of students with disabilities attending private schools, including religious-school children residing within the district, and highly mobile children with disabilities, such as migrant and homeless children. In order to carry out this requirement, a practical method must be developed to determine which children with disabilities are currently receiving needed special education and related services. Services for a private school student, in accordance with an individualized education program (IEP), must be provided at no cost to the parent/guardian, unless the private school makes a free and appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including parochial schools, to the extent consistent with other provisions of law.

The School Board recognizes the responsibility of the district to identify children residing in the district who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free appropriate public education to all eligible children. The Board encourages all members of the community to assist the district in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children, age 3 through 21 years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall identify a Child Find Coordinator, address coordination of child find activities, provide for annual public notice, referrals, and screening.

Child Find Coordinator

The Superintendent shall appoint a Child Find Coordinator who coordinates the development, revision, implementation, and documentation of the District’s child find system.

Annual Public Notice

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free appropriate public education, the services available to these children, confidentiality protections, and the district’s procedures for initiating a referral for assessment to identify individuals who need special education services.

Instruction

CHILD FIND (continued)

BP 6164.4(b)

Note: The following contains optional language for those districts with a statewide correspondence program.

The notice must be calculated to reach all persons within the District, [including all persons responsible for children who are enrolled in the District's statewide correspondence program.]

Referral

Note: Pursuant to 34 C.F.R. § 300.300, amended effective 2009, a school district may, but is not required to, pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.

The Superintendent or designee shall implement a procedure to receive referrals of children suspected of having a disability for which special education and related services are needed. There shall be no discrimination on the basis of race, color, national origin or gender in referring students for evaluation. Referrals will be acted on without undue delay.

The school district shall obtain the informed written consent of a child's parent before conducting an initial evaluation, and before placing the student in a special education program in the district. If consent is not given for an initial evaluation, and the district believes it should proceed with the assessment, it may initiate due process hearing procedures in accordance with law to determine whether the district can proceed with an evaluation.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.191 Educational evaluation and placement

14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.100 Child find

4 AAC 52.120 Evaluation

4 AAC 52.125 Eligibility

4 AAC 52.130 Criteria for determination of eligibility

4 AAC 52.190 Written notice to parent

4 AAC 52.200 Parental consent

4 AAC 52.540 Parental right to independent evaluation

4 AAC 52.580 Placement of child during proceedings

Legal Reference continued on next page

Instruction

CHILD FIND

BP 6164.4(c)

Legal Reference continued:

UNITED STATES CODE, TITLE 20

*1232g Family Educational Rights and Privacy Act of 1974
1400 et seq. Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34,

*99.10-99.22 Inspection, review and procedures for amending education records
300. et seq. IDEA Regulations*

Revised 3/2017

Instruction

SPECIAL EDUCATION

BP 6172(a)

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs))

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6164.4 - Child Find)

Legal Reference: (See next page)

Instruction

SPECIAL EDUCATION (continued)

BP 6172(b)

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised 3/2017

BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Note: Under the federal Every Student Succeeds Act, which amends the English Language Acquisition, Language Enhancement, and Academic Achievement Act, districts have specific obligations toward English learners, including immigrant children and youth, and their families. School districts must develop programs for English language learners (ELL) that are designed and implemented to increase English language proficiency and academic achievement in meeting challenging academic standards and providing high-quality professional development to ELL classroom teachers.

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

English Language Learners Program and Plan of Service

In accordance with the School Board's mission to provide a quality educational program to all students, students who are English language learners (ELL) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can meet the same challenging academic standards that all students are expected to meet.

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

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

BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
(continued)

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

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

(cf. 6141.3 - Multicultural Education)

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

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

Identification and Placement

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

Note: Under 4 AAC 34.090, "limited English proficient" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to obtain achievement levels that meet standards as described in 4 AAC 06.739, on the state assessment in English language arts or in reading and language arts under 4 AAC 06.737 or 4 AAC 06.755; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
(continued)

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

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

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

Standardized Assessment

Note: 4 AAC 06.776 requires the participation of all ELL students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all ELL students served by programs funded under Title III must be assessed annually.

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

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

Reassignment

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

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is

BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
(continued)

English. A student will remain eligible for services until obtaining assessment scores as established by law.

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

Parent/Guardian and Community Involvement

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

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

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

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

(cf. 1220 - Citizens Advisory Committees)

BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
(continued)

Program Evaluation

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

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

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

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

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03, Denial of Educational Opportunity Prohibited

20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

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

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

Revised 3/2017

Community and Parental Involvement

Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with 20 USC 7704 and 34 CFR 222.94. In addition, the following procedures will be used:

Note: Where "Advisory Committee" appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN continued

BP 6174.1(a)

2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.

5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled **BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE**. Areas often found as the source of controversy are sex education, alcohol, and drug education.

11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
- a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - e. Providing materials, suggestions and training to enable parents to promote education at home.
 - f. Providing timely information concerning the program's plans and evaluations.
 - g. Soliciting parents and teacher suggestions in planning and operating the program.
 - h. Facilitating volunteer or paid participation by parents in school activities.
 - i. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE

*20 USC §§ 7541-7546, Alaska Native Educational Equity, Support, and Assistance Act
20 USC § 7704 Policies and procedures relating to children residing on Indian Lands*

CODE OF FEDERAL REGULATIONS

34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Revised 3/2017

INDIAN POLICIES AND PROCEDURES

E 6174.1(a)

Note: Districts receiving federal Impact Aid are required to have “IPPs” or Indian Policies and Procedures. The following sample was adopted from the North Slope Borough School District’s IPPs.

The Yupiit School District’s goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The district will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the district may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the district to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by School Board action supersede all previous School Board action and are intended to bind the Governing Board, administration, and staff of the district.

POLICIES AND PROCEDURES:

1. POLICY

Tribal officials and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis with non Indian children in all education programs and activities offered by the Yupiit School District. [34 CFR 222.94 (a)(3)]

PROCEDURES

1.1

The Yupiit School District (District) Superintendent and/or designee and/or District Federal Program Parent Advisory Committee (FPPAC), and/or School Advisory Council (SAC) Member will meet quarterly with Tribal officials, parents of Indian children, Indian Education Parent Committee members and staff. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the district.

Generally, at least one or more of following meetings will occur annually: 1. District Title VII, Part A Indian Education Parent Committee [FPPAC] public meeting 2. School Board Public hearing on Title VIII (Impact Aid) Indian policies and procedures 3. Other meetings

organized by the [Federal Programs Parent Advisory Committee] Committee and/or requested by Tribal officials and/or School Advisory Council and/or parents of Indian children

2. POLICY

The district will annually assess the extent to which Indian students are participating on an equal basis with non-Indian children in the educational programs and activities of the district. [34 CFR 222.94(a)(3)]

PROCEDURES

2.1

The Superintendent and/or principal, in conjunction with the Parent Committee and/or the IPP Committee, will review school data and comments with the Tribal officials, Indian Education Parent Committee members, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the district.

3. POLICY

The district shall seek input from the Parent Committee and/or the IPP Committee and if necessary, modify its educational programs and services to ensure equal participation for Indian students. [34 CFR 222.94(a)1(2)]

PROCEDURES

3.1

When assessment data indicate Indian students do not participate on an equal basis with non-Indian students, or make appropriate progress, the Parent Committee and/or the IPP Committee will be asked to recommend a plan or suggestions to modify the educational programs or services in order to attain equal participation or appropriate progress. Recommendations will be presented to the School Board for action.

4. POLICY

The following materials will be disseminated annually to Tribal officials [Native Community Leaders] and the parents of Indian students via the district website and/or print:

- Title VIII Application [Impact Aid]
- Evaluation of programs assisted with Title VIII funds
- Program plans and information related to the education programs of the district
- Assessment data for Indian students and non-Indian students in the district

INDIAN POLICIES AND PROCEDURES (continued)

E 6174.1(c)

Adequate time and opportunity will be provided Tribal officials and/or the Parent Committee and/or the IPP Committee and Indian parents to present comments and recommendations regarding the disseminated documents and ways in which the district may help those children realize the benefits of the district's education programs and activities. [34 CFR 222.94(a)(6)]

PROCEDURES

4.1

The complete Title VIII application will be sent to Tribal officials and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing.

4.2

Review of new or continuing programs is an on-going process of the School Board. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing.

4.3

Additional information is available upon request.

4.4

An annual School Board meeting will be held in January for the discussion of the disseminated material as part of a regular School Board agenda. Tribal officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the district office, School Offices, and will be sent to the Tribal Councils (and Education Centers) for posting.

5. POLICY

The district shall solicit information from Tribal officials and parents of Indian students on Indian views, including those regarding the frequency, location, and time of meetings. [34 CFR 222.94(a)(2)]

PROCEDURES

5.1

At any School Board meeting members of the Indian or Native community will be afforded the opportunity to discuss their views, including any suggestion they may have regarding the times, locations, and frequency of regularly scheduled meetings. Members of the Indian/Native community may also submit their comments or suggestions in the following ways:

- At any of the schools in the District Parent Committee (SAC) meetings
- At the annual public hearing on Title VIII (Impact Aid)
- To the principal of the school at a scheduled time

INDIAN POLICIES AND PROCEDURES (continued)

E 6174.1(d)

- To the superintendent and/or designee at a scheduled time
- To the officers of the District Parent Committee [FPPAC] (to be forwarded to the appropriate administrators and School Board)

6. POLICY

The district shall notify Tribal officials [Native community organizations] and Indian parents of the locations and times of meetings. [34 CFR 222.94(a)(1).]

PROCEDURES

6.1

Tribal officials, parents of Indian students, the Indian Education Parent Committee and other staff will be notified as to the location and times of meetings in the same manner as that provided for the January School Board meeting. Notice will be posted in the district office, at school offices, and will also be sent to the Tribal Council [Native Villages] and the Tribal Education centers for posting.6.2 If required/necessary, notification of the locations and times of meetings may be broadcast via local newspapers, TV channel and the phone notification system.

7. POLICY

The district shall actively consult and regularly involve the Parent Committee and/or the IPP Committee, as well as interested Tribal officials and Indian parents, in the planning and development of the district's educational programs and activities. [34 CFR 222.94(a)(4)]

PROCEDURES

7.1

The complete Title VIII application will be made available for review by the Parent Committee and/or the IPP Committee and other interested members of the Indian community prior to the public meeting generally held in January with sufficient time to adequately review the materials prior to the meeting.

7.2

The IPP Committee and interested Indian parents and Tribal officials will review assessment data to develop or modify educational programs or services to ensure participation of Indian students on an equal basis. These findings and recommendations will be presented to the School Board in March, or as required by Federal guidelines.

7.3

Members of the Indian community, Tribal officials, members of the Parent Committee and/or IPP Committee and staff will be notified of modifications to programs or services as stipulated in Procedure 4.1.

8. POLICY

The district shall provide specific procedures for assessing the effectiveness of the Indian community input regarding the participation of Indian children in the district's education programs and activities and the development and implementation of the IPPs, and for modifying the district's IPPs based on this input.

PROCEDURES

8.1

The IPP Committee and district staff will review parent and student input and surveys prior to the preparation of the Title VIII Impact Aid program grant. Information regarding this input will be discussed at the public hearing for the new Title VIII grant and/or at the public hearing in January regarding Title VIII Impact Aid.

APPROVED BY:

Sign & Print Name: Tribal Official Dated

Sign & Print Name: IPP Committee Rep Dated

Sign & Print Name: Superintendent Dated

School District

Sign & Print Name: School Board President Dated

School District

Revised 3/2017

COMMUNICATIONS TO AND FROM THE BOARD

The Board recognizes that appropriate communication procedures must be adhered to when communicating among Board members, and between Board members, district administration, and members of the public. Public communication by the Board should reflect positively on the district and serve the community by keeping it informed about the goals, programs, and achievements of the district and its schools.

Staff members, parents, and community members should submit questions or communications to the School Board through the Superintendent. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. If contacted individually, Board members will refer the person to the appropriate channel of authority, except in unusual situations. Board members will not take private action that might compromise the Board or administration.

(cf. 9200 – Board Members)

Board Member Use Of Electronic Communications

Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members shall not be used to conduct Board business but shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

Board members may properly use electronic communications to provide:

1. Agenda item suggestions;
2. Reminders regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. Responses to questions posed by the community, administrators, or school staff, subject to the requirements of this policy.

Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.

A Board member sending an electronic communication concerning the district shall copy the Superintendent or designee, who shall store the message consistent with the district's practice of record retention.

Board members shall abide by the district's acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device. There is

no expectation of privacy for any Board member messages sent or received by e-mail or other electronic communication, and these communications may be subject to public disclosure. Board members should keep public and personal communication totally separate.

Board Member Use Of Social Media

Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

1. Keep public and personal social media accounts totally separate;
2. Post only content that the district has already released to the public;
3. Clarify that the posting is not an official record of Board meetings or Board business;
4. Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
5. Do not post anonymously about school business;
6. Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
7. Retain a copy of your posts and what others post on your account if required by the district's records retention procedures; and
8. Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 – E-Mail)

(cf. 9010 – Public Statements)

(cf. 9320 – Meetings)

(cf. 9322 – Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

40.25.110 - .220 – Alaska's Public Records Act

44.62.310 - .312 – Alaska's Open Meetings Act

Revised 3/2017

Yupiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: B

The Administration recommends the approval of FY 17-18 Strategic Planning.

Yupiiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: C

The Administration recommends the New Hires: Jethro Albini Akiak Language Arts Teacher, Douglas Stahr Math and Science Teacher, Sheila Tumleson Akiak Special Education Teacher.

Yupiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: D

The Administration recommends the approval of Akiachak Native Community Water Contract.

Akiachak Native Community
PO Box 51070
Akiachak, Alaska 99551

**Contract for Water and Sewer Service
For the Yupiit School District at Akiachak, Alaska**

This Contract is between the Yupiit School District (the school) and the Akiachak Native Community (the community).

WHEREAS, the School desires to receive a potable water iron content which meets USPHS drinking water standards; and

The School desires to dispose of its waste water in an environmentally acceptable manner; and

The Community possesses the capability of meeting both these desires and is willing to provide the School with water supply and sewage disposal services

THEREFORE, the School and the Community agrees;

Article I. Services to be performed:

A. The Community agrees to:

1. Provide up to 2,000 gallons of potable water for any given twenty-four (24) hour period for which the School requests water service. This water is to be delivered under pressure to the point at which the utilitor from the Community's water treatment building (VSW Building) enters the YSD compound.
2. Make available to the school the service of treatment and disposal of up to 2,000 gallons of sewage from the camp per day on a year round basis.
3. Maintain the utilitor beyond the limits of the YSD compound

B. The School agrees to:

1. Provide, contingent upon availability, water to the VSW building, for any given day for which the Community requests water service. This water will be replaced on a gallon-to-gallon basis by the Community at no cost.

Article II. Period of Performance

This contract commences on July 01, 2017

Article III. Termination

This contract remain in effect until June 30, 2018

Article IV. Consideration

- A. In consideration of the Community's performance of the requirement of this contract, the School agrees to:
1. Send Payments to Akiachak Native Community's contract of \$150,000.00 for the services from July 01, 2017 to June 30, 2018 in quarterly payments of \$37,500.00 due beginning of each quarter the following dates: July 01, 2017, October 01, 2017, January 01, 2018, and April 01, 2018 for potable water delivered to the School.
 2. The Community Water and Sewer Improvement Project will be allowed installation of water meters at the camp on west end of Akiachak and allowed access to install and read between the 20th and the 24th of each month these meters where necessary.
 3. The School may ask for an iron determination at any reasonable time. The determination will be made using an approved field test procedure (Lamotte A-50 or approved equal). If the determination shows the iron to be greater than 0.3 ppm, a meter reading will be taken and the appropriate rate, as in Article IV, Section A.I. of this contract, shall be billed. At such time as the Community demonstrates to School that the iron content is below 0.3 ppm, a new reading will be taken and will be used as the point at which the billing deductions will be terminated.
 4. The Community will notify the School at least one day before the water is turned off for services.

Article V. Additional Contract Provisions

- A. This contract is subject to all applicable laws of the State of Alaska.
- B. The Community agrees to protect, defend, indemnify, and save harmless from and against any and all claims (no matter how merit-less), demands,

and causes of action of any nature whatsoever, and any expenses incident to defense of any by the School for injury to or death of persons or loss or damage to property arising out of the performance of this agreement by the Community.

- C. The School agrees to protect, defend, indemnify, and save harmless the Community from and against any and all claims (no matter how meritless), demands, and causes of action of any nature whatsoever, and any expenses incident to defense of any by the Community there from, for injury to or death of person or loss or damage to property arising out of the performance of this agreement by the School.

- D. Any dispute arising under this Contract which is not disposed of by agreement between the parties shall be subject to arbitration under the following procedures:
 - 1. Either party shall advise the other party that its arbitration of a dispute arising under the Contract.
 - 2. Within seven (7) days of receipt of the arbitration request, each party shall select one arbitrator panel member.
 - 3. Within seven (7) days of their selection, the two panel members shall select a third member. No more than three (3) days shall be used in selecting the third member. In the event agreement cannot be reached within the three days, the Federal Mediation and Arbitration Service shall be asked to select the third member.
 - 4. The decision of the arbitration panel shall be rendered in writing to both parties. The decision shall set forth the findings of fact, reasoning and conclusion of the panel. The decisions of the panel shall be final and conclusive.

The parties to this Contract shall not assign this Contract, nor any part thereof, except upon the mutual agreement of both parties to this Contract. A party may not unreasonably withhold its agreement to such an assignment.

For the Akiachak Native Community

Executive Director

Date

For Yupiit School District

Superintendent

Date

Yupiit School District

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



Date: July 20, 2017
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Action Item: E

The Administration recommends the approval of the Meritain Insurance Rates Proposal.

**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****