

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Committee Meetings and Work Sessions

Jamie Burgess will present the ELA and Math Curriculum Review. This will be presented for the Board's review and adoption during the March, 2016 Regional School Board Meeting.

The following FY15 BP Updates are presented for review:

- BP/AR 1312.4 Public Complaints Concerning Elementary and Secondary Education Act (ESEA) Programs
- BP 3542 Transportation
- BP 3541 Transportation Routes and Services
- BP 4158, 4258, 4358 Employee Security
- BP/AR 5030 School Discipline and Safety

These BP updates will be presented for the first reading under Action Item (A)

The Annual Strategic Planning is scheduled for the March Regional School Board Meeting. The Regional School Board work discussion on this topic is to determine the facilitator for that process.

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

YSD Regional School Board
Work Study
Feb. 2016
K-6 English Language Arts and Mathematics Curricula

- I. Alaska State Standards
 - a. Spiral structure
- II. K-6 English Language Arts
 - a. Overview of Imagine It! Program
 - i. Bands
 - ii. Spiral structure
 - iii. Pacing Guides & Standards Alignment
 - b. Cultural Replacement Texts
 - c. Pre-K Literacy Support
- III. K-6 Mathematics
 - a. Overview of Everyday Math Program
 - i. Spiral structure
 - iii. Pacing & Lesson Guides
 - b. Math in a Cultural Context
- IV. Infusing Culture into the Elementary Classroom
 - a. Teachers Share Experiences/Work Samples
 - i. Mike Drennen – Grade 1
 - ii. Carrie Latham – Grade 4
 - iii. Valeria Owrey – Grade 6
 - iv. Daphne Matz
- V. Differentiation of Instruction
 - a. Dena Blake
 - i. Interventions
 - ii. Enrichment

SCHOOL DISTRICT REPORT CARD

BP 0510(a)

Note: Under the federal No Child Left Behind Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students; includes the state NAEP (National Assessment of Educational Progress) date; and includes participation rates for students with disabilities and LEP students. Under Alaska law, AS 14.03.120, and 4 AAC 06.895, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. Effective October 2014, school districts must annually report incidents of restraint and seclusion. AS 14.33.125. See BP 5030 – School Discipline and Safety, and BP 5142.3 – Restraint and Seclusion. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. These reports will help ensure that parents are actively involved and knowledgeable about their schools and their child's education. In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from the school staff and community.

The School Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The School Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference (see next page):

SCHOOL DISTRICT REPORT CARD

BP 0510(b)

Legal References:

ALASKA STATUTES

14.03.120 Education planning; reports

14.33.210 Reporting of Incidents of harassment, intimidation and bullying

14.33.125 Student restraint or seclusion; limitations

UNITED STATES CODE

NO CHILD LEFT BEHIND ACT, 20 USC §§ 6311, 6312 and 6316

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.250 Reporting

Revised 3/2015

SCHOOL DISTRICT REPORT CARD

AR 0510(a)

Note: Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items specified below.

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;
2. the number and percent of district students that achieved advanced, proficient, below proficient, or far below proficient on state assessments.;
3. the number and percent of district students that achieved advanced, proficient, below proficient or far below proficient on state assessments, disaggregated by subgroups:
 - ☐ Economically disadvantaged students
 - ☐ Students with limited English proficiency
 - ☐ Students with disabilities
 - ☐ African-Americans
 - ☐ Alaska Natives and American Indians
 - ☐ Students of two or more races
 - ☐ Asians or Pacific Islanders
 - ☐ Hispanics
 - ☐ Whites
 - ☐ Males
 - ☐ Females
 - ☐ Migrants
 - ☐ Not migrant students
4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;
5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;

Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(b)

6. a comparison between the performance score for the district and the performance score for the state as a whole;
7. the number and percentage of students not tested;
8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for each grade level;
10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i);
12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
17. other indicators of school performance selected by the district or required by state regulation; and

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(c)

18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.
--

Revised 3/2015

COMMUNICATION WITH THE PUBLIC

BP 1100

The School Board appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school district in timely and understandable ways.

The Superintendent or designee shall use various means of communication to keep the public aware of the goals, programs, achievements and needs of our schools. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

The district shall seek to communicate in ways that accommodate the needs of all members of the public, including those with disabilities and those who are non-English speakers.

(cf. 0420 - School-Based Management/School Advisory Boards)

(cf. 1000 – Concepts & Roles)

(cf. 1340 - Access to District Records)

(cf. 5145.6 - Notifications Required by Law)

(cf. 9320 - School Board Meetings)

(cf. 0510 – School District Report Card)

Legal Reference:

ALASKA STATUTES

14.03.120 Education Planning; Reports

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

Revised 3/2015

**PUBLIC COMPLAINTS CONCERNING ELEMENTARY
AND SECONDARY EDUCATION ACT PROGRAMS**

BP 1312.4

Note: At 4 AAC 06.888, the Department of Education and Early Development requires that complaints alleging that a district has violated the law in administering programs under the Elementary and Secondary Education Act (ESEA) be first submitted to the district for resolution. States are required to have a process for the receipt and resolution of complaints alleging violations in the administration of federal programs. 20 USC 7844.

The School Board expects that federal programs provided for in the Elementary and Secondary Education Act (ESEA) will be properly administered in the district to support and improve the quality of the educational program. The district will review and resolve complaints alleging violations of the law in administering education programs required by the ESEA.

The School Board encourages complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a written complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public.

(cf. 1312.1 – Public Complaints Concerning School Personnel)

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 1312.3 – Public Complaints Concerning Discrimination)

Legal Reference:

ALASKA STATUTES

14.03.123 – School and district accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.560 – 06.580 Violations; Prohibition against sex discrimination

4 AAC 06.888 – Informal review of complaints

4 AAC 52.500 – 52.629 Procedural safeguards; Education for exceptional children

UNITED STATES CODE

20 U.S.C. 7844, -- General applicability of state educational agency assurances

Added 3/2015

**PUBLIC COMPLAINTS CONCERNING ELEMENTARY
AND SECONDARY EDUCATION ACT PROGRAMS**

Note: The following process for reviewing and resolving complaints under the ESEA is modeled after the Department of Education and Early Development's own complaint process set forth at 4 AAC 06.888

Informal Review of Complaints

The following procedures will govern the receipt and resolution of complaints.

Filing a Complaint

Any district resident may file a written complaint alleging that the district has failed to comply with the requirements of the Elementary and Secondary Education Act as set forth at 20 USC 6301-7941; or with school and district accountability requirements set forth at AS 14.03.123 and 4 AAC 06.800-899. The complaint must be submitted to the Superintendent.

In order to be reviewed, the complaint must include the following:

1. A statement describing the provision of law that the school or district has allegedly violated;
2. A statement of the facts supporting the alleged violation;
3. The name and address of the complainant; and
4. A description and documentation of prior efforts to resolve the concern informally.

If a complainant is unable to put a complaint in writing due to a disability, or reading or language barriers, district staff shall assist him/her to file the complaint.

Investigation of Complaint

Within five business days after receiving the complaint, the Superintendent will assign an investigator to conduct an informal review of the complaint. The investigator will be an employee of the district, may not have taken part in the action that is the subject of the complaint, and may not have a personal or financial interest in the subject matter of the complaint.

The investigator may conduct interviews of the complainant and district employees, and may request information and documents necessary to complete a review of the complaint. The complainant and district employees are expected to fully cooperate with the investigation.

PUBLIC COMPLAINTS CONCERNING DISCRIMINATION (continued)**Written Recommendation**

Within 60 days after the date the complaint was assigned to the investigator, the investigator shall submit to the Superintendent and the complainant, a written recommendation setting forth one of the following determinations:

1. The complainant did not provide complete information for the investigator to review and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from taking additional action based on the information already received; nor does it preclude the complainant from submitting a new complaint with the additional information, or from pursuing remedies available under state or federal law.
2. The complainant's allegations, even if true, do not establish a violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from rejecting the investigator's recommendation and taking additional action; nor does it bar the complainant from pursuing remedies available under state or federal law.
3. A violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 is likely to have occurred, based on information available to the investigator, and that the Superintendent should take action to correct or stop the violation. This finding does not bar the Superintendent from rejecting or declining to act upon the investigator's recommendation; nor does it bar the complainant from pursuing remedies available under state or federal law.

The written recommendation will also advise the complainant of his or her right to file a complaint with the Department of Education and Early Development under the procedures set forth at 4 AAC 06.888.

No Reprisals

Neither the complainant, the investigator, nor any other individual cooperating in the investigation shall be subject to retaliation or reprisals. An employee who engages in retaliation is subject to disciplinary action, up to and including termination.

Added 3/2015

USE OF SCHOOL FACILITIES

BP 1330

Note: A.S. 14.03.100 authorizes School Boards to grant the use of school facilities for lawful gatherings and assemblies and mandates that School Boards adopt written bylaws to ensure reasonable and impartial use of school facilities. If challenged, the district should be prepared to legally defend the reasonableness of its rules. The following sample policy may be revised to reflect local philosophy and needs. The district should be able to provide supporting rationale for its policy/regulations; that is, the policy/regulations must be deemed to be "reasonable."

Note: Under the No Child Left Behind Act of 2001, districts that make their premises and facilities available for use by youth and community groups must apply that policy equitably to all groups, including the Boy Scouts or other affiliated groups. Specifically, schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country." According to Alaska's uncoded law, a school district that violates this law risks losing state funding.

The School Board believes that the schools belong to the citizens of the community and that community use of the school facilities fosters understanding and support for school programs. The School Board shall make school facilities and grounds available to citizens and community groups for lawful gatherings and assemblies to the extent that such use serves the interests of the citizens and does not conflict with school or district purposes. The Superintendent or designee shall establish administrative regulations governing the reasonable and impartial use of school facilities and grounds by community members or groups.

(cf. 0100 – Philosophy)

(cf. 0430 – Community School Program)

(cf. 6145.5 – Organizations/Associations)

Legal References:

ALASKA STATUTES

04.16.080 Sales or consumption at school events

14.03.100 Use of school facilities

Elementary and Secondary Education Act, 20 U.S.C. § 7905, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 3/2015

TRANSPORTATION

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and transportation for handicapped students.
4. to provide transportation for field trips.

(cf. 3312 - Contracts)

(cf. 3541.5 - Alternative Transportation Arrangements)

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to 4 AAC 09.050.

When necessary, the School Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

Note: Effective July 1, 2014, AS 14.09.010 was amended to require that school districts adopt a policy addressing transportation services to students attending a charter school operated by the district. Department of Education and Early Development regulations require a charter school transportation policy if: 1) the district provides pupil transportation services under AS 14.09.010; and 2) the district operates a charter school or an application for the establishment of a charter school in the district is pending. A district must submit its charter school transportation policy to the Department for approval by: 1) April 15, 2015 if a charter school is in operation in the district on July 1, 2014; or 2) no later than 30 days after approval of a new charter school if the district does not already have an approved charter school transportation policy in effect. See 4 AAC 27.057 for further guidance on the transportation policy approval process. The policy is to be developed with input solicited from individuals involved in the charter school, including staff, students, and parents. If a district fails to adopt a policy, the district is required to allocate the amount of state transportation funding received for each charter school student to the charter school. AS 14.09.010(f).

TRANSPORTATION
(continued)**Charter School Transportation**

The School Board recognizes that charter school students may benefit from transportation services. On a space available basis, charter school students may access school bus transportation on those regular school bus routes that run within the attendance area where the charter school is located. Transportation access is subject to the following:

- a. Charter school students may only access those school bus routes that are appropriate to their school level, i.e., elementary school, middle school or high school.
- b. Charter school students who reside within a mile and a half of the charter school are not eligible for transportation unless they must cross a designated hazardous road area. Special education routes are not subject to the mile and a half restriction.
- c. Charter school students must comply with all rules for safe and appropriate conduct while waiting for, boarding, and exiting the bus, and while riding the bus. Charter school students are subject to the same sanctions as other students for bus violations.
- d. Annually, the charter school must provide information to charter school families who are accessing school bus transportation about the district's school bus rules.
- e. School bus transportation is not available to charter school students enrolled in charter schools identified as correspondence programs.

Annually, the Superintendent or designee shall communicate to the charter school the space availability on applicable transportation route(s) and determine the transportation needs of charter school students. If the number of charter school students desiring transportation exceeds available space, the charter school is responsible for developing a written process for addressing ridership on a fair and equitable basis. A copy of the written process shall be provided to the district.

Note: The above language reflects the minimum transportation obligation for charter school students as required by AS 14.09.010(e)(2). A district is not obligated to provide greater service, to establish dedicated routes for exclusive use of the charter schools, or to permit charter schools to opt out of the policy and receive transportation funding. The following is optional language for those districts desiring a process to consider, and act upon, requests by charter schools for additional transportation services.

OPTIONAL: The district is not required to establish dedicated transportation routes for the exclusive use of charter school students, but may choose to do so.

TRANSPORTATION
(continued)

A charter school desiring additional or dedicated student transportation may submit a written proposal to the Superintendent or designee. The proposal shall identify, at a minimum, student transportation needs, charter school funding available to support additional transportation, and the transportation routes and services being requested. The Superintendent will make a recommendation to the School Board to approve or deny the request. The Superintendent and the

Board will consider the funding, equipment and personnel necessary to accommodate the requested transportation; the impact on operations of the district; the needs of the charter school and its students; equity with other charter schools and district alternative and optional programs; and the best interests of the district. The School Board will approve or deny the transportation request at a regularly scheduled meeting.

(cf. 6182 - Secondary Boarding Program)

(cf. 6181 - Charter School)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.09.030 School buses

14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

4 AAC 27.006-990 Transportation

4 AAC 27.057 Charter school transportation policy

Revised 3/2015

TRANSPORTATION ROUTES AND SERVICES

Note: Effective July 25, 2014, the Department of Education and Early Development amended and added regulations 4 AAC 27.006-951, establishing regular and special education transportation routes, allowing in-lieu-of agreements, establishing hazardous routes and requiring transportation reports to be filed. A regular transportation route may be established where 8 or more students reside more than one and one-half miles from school, and the entire route is over regularly maintained roads under the supervision and maintenance of the Department of Transportation and Public Facilities, a public utility district, a municipality, a borough service area or other agency supported by public funds, and the route provides adequate turnaround space for transportation vehicles. 4 AAC 27.011.

The School Board shall approve transportation routes and services based upon student needs and a continuing assessment of financial resources, including district funds and state reimbursements. Districts will use the most cost efficient methods when developing and establishing regular and special education routes and engaging in other transportation related services. Transportation shall be provided for students living at least one and one-half miles from school. Special education routes will be established without regard to distance.

Note: Pursuant to 4 AAC 27.036, the Board may designate hazardous routes within one and one-half mile from school. The designation must be by resolution which must state the nature and potential duration of the hazard and is only valid for one year.

The Board may designate hazardous transportation routes within the minimum walking distance when such routes are unsafe.

Note: A district may establish in-lieu-of agreements with parents to provide reimbursement for transporting their children to the nearest attendance center if: 1) the student's residence is more than one and one-half miles from the regular bus route and the pupil's attendance center (unless the child is a special education student); 2) the per-mile rate does not exceed the maximum mileage reimbursement rate paid by the district to administrative employees; and 3) reimbursement is based on the actual miles traveled, not the number of students.

Instead of extending existing transportation routes or establishing new routes, the District may establish in-lieu-of agreements to reimburse parents for transporting their children at approved rates and under approved conditions.

(Cf. 3540- Transportation)

**TRANSPORTATION ROUTES AND SERVICES
(Continued)**

Note: 4 AAC 27.056 requires that each district that receives pupil transportation funds from the department submit pupil transportation reports on prescribed forms. The pupil transportation annual report shall be submitted by October 1 of each year. The pupil transportation quarterly report shall be submitted not later than 15 days after the end of each quarter of the fiscal year. The final report is due by July 15 of each year, unless the district is offering summer school transportation services, in which case it is due by August 15. Any school bus accident reports must be submitted not later than 10 days after the end of each month in which a reportable school bus accident occurs.

The district will timely submit to the Department of Education and Early Development all transportation reports required by law.

Note: 4 AAC 27.086 establishes minimum standards for requests for proposals ("RFP"). Districts must ensure that an RFP commences six months before the expiration date of the current contract. Pre-bid conferences shall be held 30 days after the release of the RFP. Proposals are due to the district 14 days after the pre-bid conference and shall be opened that day in public at the hour and place stated in the RFP. The School Board shall forward a copy of the written proposed contract and successful proposal to the Department of Education and Early Development, not later than April 15 of the fiscal year preceding the first year of the contract. A copy of the final signed contract shall be forwarded to the Department not later than the first day of the contract. Each District with an ADM of 4,500 or more shall work with the Department to align, bid and remain on the same five-year term cycle.

All contracts for pupil transportation awarded by the School Board will be based on the competitive proposal process and meet minimum standards as required by law.

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 3541.5 - Alternative Transportation Arrangements)

Legal Reference:UNITED STATES CODE

49 U.S.C. §§ 30101, et seq.

ALASKA STATUTES

14.09.010 Transportation of pupils

ALASKA ADMINISTRATIVE CODE

4 AAC 27.006-27.951 Pupil transportation

Revised 3/2015

TRANSPORTATION FOR CHILDREN WITH DISABILITIES

BP 3541.2

Note: Children with disabilities must be transported with other non-disabled children if the district provides transportation to other students in the district. Separate transportation for an exceptional child is authorized only when it is in the best interest of that child due to the nature of the physical or mental disability. AS 14.30.347.

The School Board recognizes its responsibility to provide transportation services that give students with disabilities access to appropriate education programs and services. The district shall provide transportation for students with disabilities in accordance with needs specified in their Individualized Education Program (IEP).

In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation schedules and the extent to which transportation arrangements may help the student develop independent mobility skills.

Whenever possible, children with disabilities shall be transported with students without disabilities.

(cf. 3540 - Transportation)

(cf. 3541.5 - Alternative Transportation Arrangements)

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.278 Individualized education program

14.30.347 Transportation of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.730 State aid for transportation

4 AAC 27.021 Establishment of special education routes

Revised 3/2015

ALTERNATIVE TRANSPORTATION ARRANGEMENTS

BP 3541.5

Note: The following option is intended to address the unique transportation needs of some students.

Whenever it is more economical to do so, the School Board may seek agreement with the parents/guardians to reimburse parents/guardians in lieu of transportation.

Note: State regulation previously provided that if student travel time exceeds two hours per day, parent/guardian permission is required or the parent/guardian may select other reasonable and available educational or transportation alternatives. That regulation has been repealed. Districts may retain a two hour standard, select a different standard, or remove a maximum ride standard altogether. 4 AAC 27.032 provides the following limitations on in-lieu-of agreements: 1) unless the child is a special education student, the student's residence must be more than a mile and a half from both the nearest regular bus route and the student's attendance center; 2) the per-mile rate may not exceed the maximum reimbursement rate paid to district employees; and 3) reimbursement must be based on the actual miles traveled, not the number of students transported.

If a student's travel time exceeds _____ hours per day, the Superintendent or designee will obtain the parent/guardian's permission or ensure that the parent/guardian has made alternative transportation or educational arrangements.

(cf. 6181 - Correspondence Study Program)
(cf. 6182 - Secondary Boarding Program)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

4 AAC 27.990 Definitions

4 AAC 27.032 In-lieu-of agreements

Revised 3/2015

FOOD SERVICE

BP 3550(a)

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

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

The Board believes that:

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

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

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

FOOD SERVICE (continued)

BP 3550(b)

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

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

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

Legal Reference:

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210 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)

Revised 3/2015

**DRUG AND ALCOHOL-FREE WORKPLACE
NOTICE TO EMPLOYEES**

Note: Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. Additionally, AS 17.38 does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). Further, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, or possession of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.

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

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

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

Note: Upon notification of a violation, the district must either (1) take appropriate personnel action against the employee, "up to and including termination," or (2) require the employee to satisfactorily participate in an abuse assistance or rehabilitation program.

Note: The names, addresses and telephone numbers of drug and alcohol counseling and rehabilitation programs and/or employee assistance programs available locally to employees may be included in this notice or provided to employees in a separate statement. In addition, information about the dangers of drug and alcohol abuse may be included in this notice or the district may distribute materials obtained from state, local or national anti-abuse organizations to its employees.

Revised 3/2015

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

Purpose

Note: All persons subject to commercial driver's license requirements must be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin) and phencyclidine (PCP). In AS 14.09.025, the Alaska Legislature enacted its own statutory requirement for testing bus drivers, which is in effect for all Alaska districts that employ bus drivers. This area, especially post-employment testing of drivers, involves constitutional issues. School districts should refer to legal counsel in designing and implementing drug testing procedures. Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38 also does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, possession and sale of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.

The Superintendent or designee shall establish and implement a drug and alcohol testing program for all bus drivers employed by the school district, in accordance with state and federal law. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of drugs and alcohol by bus drivers. This program shall test drivers for the improper use of drugs and alcohol, and shall include random testing. Improper use of drugs and alcohol consists of use that constitutes a federal or state criminal offense, or otherwise violates the regulations of the Department of Education and Early Development.

Prohibited conduct

No personnel employed by the school district as drivers of motorized vehicles used to transport students shall report for duty requiring the performance of safety-sensitive functions, or remain on duty, when the driver uses any controlled substance or has a prohibited concentration of alcohol in the driver's system. The only exception is when a driver has used a controlled substance pursuant to the instructions of a qualified physician who has advised the driver in writing that the substance does not adversely affect the driver's ability to safely operate a motorized vehicle for the transportation of students. Drivers shall provide a copy of the physician's written advice to the driver's supervisor prior to operating any motor vehicle for the school district.

Required Testing

Drivers shall be subject to pre-employment/pre-duty, reasonable suspicion, random, post-accident, returning to duty and follow-up alcohol and drug testing. Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions, which include just before or just after the employee performs the safety-related function for the district. Controlled substance testing may be performed at any time the driver is at work. An employee subject to this testing may not refuse to take a test when required.

Personnel

ALL PERSONNEL

BP 4021(b)

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (continued)

Note: Under 49 CFR Part 40, the Department of Transportation has made specimen validity testing (SVT) mandatory within the regulated transportation industries. Making SVT mandatory has become necessary because of the increase in products designed to adulterate specimens, which has made tampering with specimens more prevalent.

Consequences for failing or refusing to take a required test

A refusal to take a required test shall be considered in violation of the employee's contractual obligations to the district, and may constitute grounds for the employee's termination from employment with the district. If testing confirms prohibited alcohol concentration levels or the unauthorized presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with law. The district may reassign the employee to non-safety-related functions until such time as the driver complies with the requirements for returning to duty.

The School Board retains the authority, consistent with state and federal law, to discipline or discharge any driver who is alcohol or chemically dependent and whose current use of alcohol or drugs impairs the employee's job qualifications or performance. Before a driver may be reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified results.

Except as required by law or collective bargaining agreement, the district is not required to provide rehabilitation, pay for substance abuse treatment or to reinstate a driver who has failed a required drug or alcohol test. All employment decisions involving reassignment, reinstatement, termination or dismissal from employment shall be made in accordance with applicable district policies and procedures.

Records

The district shall keep and maintain testing records, and shall maintain the confidentiality of those records, in accordance with law. Testing records, and any information about false positive test results, shall not be released without the written consent of the employee. The district shall not retain records of false positive test results in the employee's employment records.

Training

The district shall take steps to ensure that supervisors receive appropriate training to administer the district's drug and alcohol testing program, and that employees receive the notifications required by law.

ALL PERSONNEL

BP 4021(c)

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (continued)

(cf. 4020 - Drug and Alcohol Free Workplace)
(cf. 3514 - Safety)
(cf. 4158/4358 - Employee Security)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

ALASKA STATUTES

AS 14.09.025 Drug Testing for School Bus Drivers

AS 17.38.20 Employers, driving, minors and control of property

FEDERAL LAW

Omnibus Transportation Employee Testing Act of 1991

The Drug-Free Workplace Act of 1989

The Drug-Free Schools and Communities Act of 1986, as amended

International Brotherhood of Teamsters v. Dept. of Transportation, 932 F.2d 1292 (1991).

Revised 3/2015

ALL PERSONNEL

BP 4119.12(a)

HARASSMENT

The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.

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

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.11 – Sexual Harassment)

(cf. 4119.21 – Code of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. 1312.3 - Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in employment)

Legal Reference (see next page):

Personnel

ALL PERSONNEL

BP 4119.12(b)

HARASSMENT

Legal References:

ALASKA STATUTES

AS 14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

Revised 3/2015

STAFF DEVELOPMENT

BP 4131(a)

Note: Staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, and suicide awareness and prevention. AS 14.20.680 mandates staff training on the needs of individual students who have alcohol or drug related disabilities within 45 days of first day of employment. A school district must provide annual youth suicide awareness and prevention training to each teacher, administrator, counselor, and specialist employed to serve students in grades 7-12. Effective October 2014, AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. In compliance with federal and state law, the Superintendent or designee is to develop a plan to ensure that all teachers of core academic subjects be highly qualified by the end of the 2005-2006 school year. Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.

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

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

(cf. 5142.3 - Restraint and Seclusion)

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

1. Released time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.

STAFF DEVELOPMENT (continued)

BP 4131(b)

5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Additional Duties

14.18.060 Discrimination in textbooks and instructional materials prohibited

14.20.680 Required alcohol and drug related disabilities training

Enrolled SB 137 (2012) (uncodified law) Requiring suicide awareness and prevention training for certain school personnel

47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 06.550 Review of instructional materials

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Section 1119 of the No Child Left Behind Act of 2001, P.L. 107-110

Revised 3/2015

EMPLOYEE SECURITY

BP 4158

4258

4358

Note: Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited and in some situations prohibited by law. AS 14.33.125. Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140, and the No Child Left Behind Act of 2001.

An employee may use approved methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be 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. 5144 - Discipline)

(cf. 5142.3 – Restraint and Seclusion)

Note: A teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

Employees shall promptly report any student attack, assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency.

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

Legal Reference:

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. §§ 2361-2368, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 3/2015

YUPIIT SCHOOL DISTRICT

9/92

CIVIC LEAVE

BP 4161.7(a)

The School Board encourages employees to fulfill their civic responsibilities and will accommodate these responsibilities as provided for below. If a conflict exists between a provision of this policy and a legally permissible provision in a collective bargaining agreement, the provision of the collective bargaining agreement will take precedence.

Jury or Witness Duty

Note: Subject to the terms of a collective bargaining agreement, AS 39.20.270 provides for court leave for any full time employee, whether permanent, nonpermanent, or temporary. The employee is entitled to administrative leave with pay; however, any compensation received for service as a juror or witness shall be deducted from the employee's normal compensation. Alaska Statute 09.20.030 excuses from jury duty during the school term any teacher who is teaching in a school that is designated as a low performing school under regulations adopted by the State Board of Education and Early Development. Effective March 6, 2015, regulations provide that a teacher employed by a school that is identified as a one-or two-star school is eligible for the jury service exemption in AS 09.20.030.

Any regularly contracted teacher or other full-time employee of the district who is required to be absent from duty pursuant to a court order, either as a witness or juror, shall receive regular salary/wage for such period of absence less any amounts received for such service. The payroll adjustment will be made at the first payroll period following such service.

Employees must show the jury duty summons or court order to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Employees are expected to report for work whenever the court schedule permits.

Military Leave

Note: AS 39.20.340 provides that an employee, with the approval of the city council or borough assembly, who is a member of a reserve or auxiliary component of the United States Armed Forces is entitled to a leave of absence without loss of pay on all days during which the employee is ordered to training duty, as distinguished from active duty, or for instruction, or when under direct military control in the performance of a search and rescue mission. The leave of absence may not exceed 16 1/2 working days in any 12 month period. If an employee is called to active duty by the governor, the employee is entitled to five days leave of absence without loss of pay.

Any regular full-time employee who is a reservist in any branch of the armed forces or a National Guard member shall be granted time off for military training or temporary military service required during the school year. An employee requiring such leave must notify his or her supervisor of the training schedule as far in advance as possible. An employee requiring such leave will receive regular pay during such service, less any military pay earned during that time, for a period authorized by law.

Any regular full-time employee with an active military obligation will be granted a leave of absence without pay if called to active duty within the U.S. armed services. However, eligible employees may use any available paid time off for the absence. Employees called for active duty will be entitled to reinstatement in accordance with all applicable state and federal laws.

Personnel

CIVIC LEAVE

BP 4161.7(b)

Legal Reference:

ALASKA STATUTES

09.20.030 Exemptions

14.20.340 Military service and previous leaves of absence

26.05.075 Reemployment rights of the organized militia

39.20.270 Court leave

39.20.340 Leave of absence for reserve or auxiliary members of armed services

39.20.350 Restoration of reserve members to former positions

ALASKA ADMINISTRATIVE CODE

4 AAC 06.883 Jury Service exemption

4 AAC 06.835 Star ratings

Revised 3/2015

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The No Child Left Behind Act requires states to implement a system of school safety assessment. Under NCLB, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5132 – Dress and Grooming)
(cf. 5136 – Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5141.51- At-Risk Youth)
(cf. 5142.2 – School Safety Patrol)
(cf. 5142.3 – Restraint and Seclusion)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.5 – Nondiscrimination)
(cf. 5145.5 – Harassment)
(cf. 5145.7 – Sexual Harassment)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(b)

(cf. 5147 – Dropout prevention)
(cf. 6159- Individualized Education Program)
(cf. 6164.2 – Guidance and Counseling Services)
(cf. 6164.4 – Child Find)
(cf. 6164.5 – Student Study Teams)
(cf. 6172 – Special Education)

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

(cf. 5142.3 – Restraint and Seclusion)

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)
(cf. 9311 – School Board Policies)
(cf. 9313 – Administrative Regulations)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(c)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(d)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(e)

Legal Reference:

UNITED STATES CODE

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

No Child Left Behind Act of 2001, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*

11.81.900 *Definitions*

14.03.078 *Report*

14.03.160 *Suspension or expulsion of students for possessing weapons*

14.30.045 *Grounds for suspension or denial of admission*

14.30.180-.350 *Education for Exceptional Children*

14.33.120-.140 *School disciplinary and safety program*

14.33.210 *Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 *Suspension or denial of admission*

4 AAC 06.172 *Reporting of school disciplinary and safety programs*

4 AAC 06.175 *Reporting restraint and seclusion incidents.*

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*

20 AAC 10.020 *Code of ethics and teaching standards*

Revised 3/2015

SCHOOL DISCIPLINE AND SAFETY

AR 5030(a)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Finally, the district must report all incidents of student restraint and seclusion. The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.125, 14.33.210, 4 AAC 06.175, 4 AAC 06.172 and 4 AAC 06.250.

Report on School Disciplinary and Safety Programs

The district shall submit to the State Department of Education and Early Development the following information annually, in a format required by the Department:

Program Development and Review

The report shall include, for each school:

- a description of the collaboration with community, parents, and students in development and review of the school's disciplinary and safety standards;
- the procedures used to develop the community-based standards of school behavior and safety contained in the safety and discipline program;
- the individuals involved in developing the standards;
- the parameters for evaluation to assess the effectiveness of the standards; and
- the period of review and evaluation of the standards.

Incident Reporting

The report shall include, for each school, the number of:

- 1) infractions involving violence against a person at school;

“Infractions involving violence against a person” means a violation of school rules in which a person was injured, was threatened with injury, or reasonably perceived a threat of injury.

- 2) infractions involving a weapon at school;

“Infractions involving a weapon” means a violation of school rules in which a student possessed, used, attempted to use, or threatened to use a weapon, regardless of whether the possession, use, or sale of the weapon was the main infraction committed.

SCHOOL DISCIPLINE AND SAFETY (continued)

AR 5030(b)

“Weapon” means a dangerous instrument as defined in AS 11.81.900, and any object or instrument that, in the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing injury.

- 3) days students were suspended for infractions involving violence against a person or infractions involving a weapon at school;
- 4) expulsions for infractions involving violence against a person or infractions involving a weapon at school;
- 5) transfers requested and provided under 4 AAC 06.210 (persistently dangerous schools); and 4 AAC 06.240 (parent request to remain in transfer school);
- 6) victims of violent criminal offenses as determined under 4 AAC 06.230;
- 7) truancies, as determined by district procedures; and
- 8) incidents resulting in suspension or expulsion for harassment, intimidation, or bullying on school premises or on transportation systems used by the school.

“Harassment, intimidation, or bullying” means “an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

(A) physically harms the student or damages the student's property;

(B) has the effect of substantially interfering with the student's education;

(C) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(D) has the effect of substantially disrupting the orderly operation of the school.

- 9) incidents of restraint and seclusion, including: the total number of incidents, the number of incidents that resulted in injury or death to students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with disabilities restrained or secluded, including the category of disability.

“Restraint” means physical restraint, chemical restraint, mechanical restraint, or other aversive behavioral interventions that compromise health and safety.

SCHOOL DISCIPLINE AND SAFETY (continued)

AR 5030(c)

“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 a classroom time-out, supervised detention, or suspension from school under AS 14.30.045.

Revised 3/2015

Yupiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Strategic Plan

Attached, find the YSD Strategic Plan approved during the May 2015 School Board meeting.

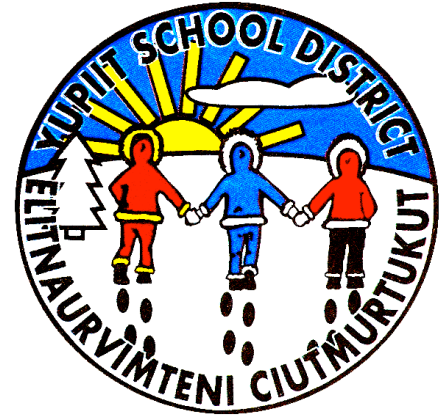
The Strategic Plan will be up for review next month during the March RSB meeting. The Board needs to discuss and select who will facilitate the work-session.

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

Yupit School District Strategic Plan 2015-2016



GOAL AREAS

INVOLVING ELDERS AND COMMUNITY

YUPIK CURRICULUM AND STUDENT
OUTCOMES

CAREER PATHWAYS

EFFECTIVE OPERATIONS

INVOLVEING ELDERS AND THE COMMUNITY

- 1. Identify and bring Elders into school to teach traditional skills, arts and crafts, and technology and to model good behavior**
 - a. Develop seasonally appropriate Elders' activities twice a month in the school
 - b. Identify and reach out to Elders who are active in each school and to those active in Tribal Court
- 2. Continue parent outreach program including parent instruction**
 - a. Develop school/parent compact
 - b. Meet with parents before school year starts – and revisit them at end; use positive postcards to reinforce parent activities
 - c. Develop Parent/Peer networks; Posters created by kids for events (Perhaps a task for student government)
 - d. Develop Youth/Parent tree to support attendance
 - e. Develop annual education program for parents around critical School District issues (Attendance, Yupik curriculum)
 - f. Develop annual education program for parents around critical school district issues (attendance, culture and language curriculum)

YUPIK CURRICULUM AND STUDENT OUTCOMES

- 1. Improve attendance and academic achievement so students can either go on to higher education or enter a vocational program**
- 2. Use culturally appropriate assessments for students**
- 3. Establish procedures to award Elders and paraprofessionals Type M certificates**

- 4. Establish a Yupik Program Department responsible for**
 - a. Yupik Curriculum including civics and culture
 - b. Yupik materials
 - c. Elder outreach
 - d. Summer Cultural School options
- 5. Develop training programs for Yupik Program staff to teach effectively**
- 6. Develop opportunities for student leadership and for students to develop leadership skills**
- 7. Identify books and videos translated into Yupik**
 - a. Set up a “review” or “advisory” board to check documents
 - b. Make sure language is consistent with local dialects
 - c. Continue to provide language and cultural education for staff during inservice
- 8. Develop early childhood program with regular assessments**

CAREER PATHWAYS

- 1. Identify community labor needs and youth interests and provide educational opportunities to address these**
 - a. Jobs in schools for returning students (vocational or educational)
 - b. Ideas from Tribal Government for jobs
 - c. Offer opportunities in YSD schools for graduates to attend school inservices to improve their skills if appropriate
- 2. Develop Youth-Centered education based on child’s desires, including relevant vocational education and life skills courses (cooking, child development, etc.)**
- 3. Explore more effective use of financial aid to support graduates pursuits of either Higher Education or Vocational Education.**
- 4. Create a Counseling Plan of Service through a Head Counselor**
- 5. Develop a newsletter with success stories**

EFFECTIVE OPERATIONS

- 1. Find money to train locals to work in schools including Yupik paraprofessional certification**
- 2. Keep buildings in good repair (major and minor maintenance)**
- 3. Maintain fiscally sound operations**
- 4. Keep technology up to date**

Yupiit School District

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

Regional Board Members

Akiachak

Akiak

Tuluksak

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

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

Noah Andrew, Board Member
Moses Peter, Board Secretary

Committee Meetings and Work-sessions

- 10:00 AM - ELA and Math Curriculum Review
- 11:00 AM - **FY15 BP Updates:** BP/AR 1312.4 Public Complaints Concerning Elementary and Secondary Education Act Programs; BP 3540 Transportation; BP 3541 Transportation Routes and Services; BP 4158, 4258, 4358 Employee Security; BP/AR 5030 School Discipline and Safety
- 11:30 PM - Strategic Plan Review

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska **DATE:** February 18, 2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Recognition of Guests
- V. Approval of Agenda
- VI. Approval of Minutes:
- VII. Correspondence: Letter from Commissioner of Ed
- VIII. Reports:
 - A. School Reports
 1. Akiachak
 2. Akiak
 3. Tuluksak
 - B. Attendance Report
 - C. Superintendent's Report
 - D. Curriculum, Instruction, Assessment
 - E. Maintenance Director
 - F. Special Programs Report
 - G. IT Report
 - H. Creative Arts Program Report
- IX. Business and Finance Report: BDO Audit Report
- X. Strategic Plan

XI. Action Items

A. FY15 BP Updates: BP/AR 1312.4 Public Complaints Concerning Elementary and Secondary Education Act Programs; BP 3540 Transportation; BP 3541 Transportation Routes and Services; BP 4158, 4258, 4358 Employee Security; BP/AR 5030 School Discipline and Safety

B. Resignations

C. New Hires

D. Job Description – Interpreter for the Deaf with EIPA (Educational Interpreter Performance Assessment) score of 4.0 or better

E. New Job Description – Special Programs Director

F. New Job Description – Yupiaq Education Department Director

XII. Board Travel:

XIII. Public Comments

XIV. Board Comments: **Report on RSB Goal 1 Activities**

XV. Executive Session- **Litigation Report**

XVI. Next Regular Meeting: **March 15, 2016 in Akiak**

XVII. Adjournment

Yupiit School District

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

Regional School Board

Akiachak

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

Akiak

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

Tuluksak

Noah Andrew, Secretary
Moses Peter Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: January 21, 2015
Village: Akiachak, Alaska

Committee Meeting & Work-session	<p>10:30 AM – FY15 Audit Report:</p> <p>11:30 AM – Akiak Fire Update:</p> <p>Work-sessions included a discussion of the FY15 Draft Audit Report. Lucienne Smith discussed FY15 Draft Audit report via teleconference. Jim Hartz, Maintenance Director reported on the Akiak Fire Update.</p> <p>Agenda (beginning at 1:00 PM)</p>
Call to Order	<p>I. Call to Order: Chairman Kasayulie called the regular meeting of the Regional School Board to order at 12:48 PM.</p>
Roll Call	<p>II. Roll Call: Present:</p> <p>Willie Kasayulie, Chairman Samuel George, Treasurer Noah Andrew, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member</p>
Excused	<p>Ivan Ivan, Vice Chairman</p>
Invocation	<p>III. Invocation: Moses Owen rendered the invocation</p>
Recognition of Guests	<p>IV. Recognition of Guests:</p> <p>Rayna Hartz, Interim Superintendent; Jim Hartz, Maintenance Director; Wayne Boggs, Director of Special Programs (via Video conference), Bonnie James, Recording Secretary, Lena Foss, Akiak Community member (via video conference)</p>

<p>Approval of Agenda</p>	<p>V. Approval of Agenda: Motion, by Sam George, Seconded by Noah Andrew to approve the agenda with additions to include Letter to the Commissioner under Correspondence; Dual Language Enrichment under Superintendent's report and Resignations for Astrid Cook, K-12 Counselor and Anthony Cook, Math/Science Teacher in Tuluksak School. Motion passed.</p>
<p>Approval of Minutes</p>	<p>VI. Approval of Minutes: A. December 17, 2015</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the Regular Board meeting Minutes for December 17, 2015. Motion passed.</p> <p>B. January 7, 2016 Special RSB Meeting</p> <p>Motion by Sam George, Seconded by Robert Charles to approve the Special Board meeting Minutes for January 7, 2016. Motion passed.</p>
<p>Correspondence</p>	<p>VII. Correspondence- Akiak Fire, Letter from the Commissioner The correspondence letter from Department of Education and Early Development regarding the waiver request for the Akiak School related to the fire was denied.</p> <p>The letter to Commissioner Hanley of Alaska Department of Education and Early Development requesting to reallocate the student-contact days to account for the time lost due to the Akiak Fire and the proposed calendar for Akiak School was approved.</p>
<p>Executive Session</p>	<p>VIII. Executive Session – Legal Issues Motion by Moses Owen, Seconded by Sam George to get into an executive session at 12:56 PM. Motion passed.</p> <p>Motion by Sam George, Seconded by Noah Andrew to get out of an executive session at 3:21 PM. Motion passed.</p> <p>Motion by Sam George, Seconded by Moses Peter to appoint the Interim Superintendent, Rayna Hartz and our legal attorney to be spokes persons on behalf of Yupiit School District regarding legal issues. Motion passed.</p>
<p>Reports</p>	<p>IX. Reports: A. School Reports – No reports 1. Akiachak 2. Akiak 3. Tuluksak B. Attendance Report – The monthly attendance report was reviewed C. Superintendent's Report – Interim Superintendent Rayna Hartz summarized her report</p>

Continue - reports	<p>D. Curriculum, Instruction, Assessment Report: Jamie Burgess' report was reviewed by the Board</p> <p>E. Maintenance Director's Report – See report under Committee Meeting and Work-sessions</p> <p>F. Special Programs Report – Wayne Boggs report was reviewed by the board</p> <p>G. Technology Report – The Board reviewed the IT Tech report</p>
Business and Finance	<p>X. Business and Finance Report: The FY 2016 January Monthly Board Report from Lucienne Smith, Contracted Business Consultant included: Statement of Revenue Budget vs. Actual – recapping fund specific revenue; Statement of Expenditure Budget vs. Actual – recapping fund specific expenditures; Statement of Revenue Budget vs. Actual for the General Operating Fund; and the Statement of Expenditure Budget vs. Actual for the General Operating Fund. Lucienne Smith reported via tele-conference and answered Board questions regarding her financial report and the FY16 Revised Budget.</p>
Strategic Plan	<p>XI. Strategic Plan – no report</p>
Action Items	<p>XII. Action Items</p> <p>A. FY17 Proposed Calendar: Attached please find the FY'17 Proposed Calendar. This calendar has been sent to all district employees. All employees were invited to provide input into this calendar. The Administration recommended approval of the FY17 Proposed Calendar. Motion by Sam George, Seconded by Moses Peter to approve the Fy17 Proposed Calendar. Motion passed.</p> <p>B. FY16 Revised Budget: Attached is the FY 2016 budget revision. Administration recommended approval of the FY17 Proposed Calendar. Motion by Sam George, Seconded by Moses Peter to approve the FY16 Revised Budget. Motion passed.</p> <p>C. FY17 Contracts The Administration requested that the Yupiit School District Regional School Board approve the contracts for the FY'17 School Year. See attached list in the Board packet. Motion by Sam George Seconded by Moses Peter to approve the recommended FY17 District-wide contracts and the FY17 Certificated contracts for Akiachak, Akiak, and Tuluksak. Motion passed.</p> <p>D. Resignations The Administration requested that the Yupiit School District Regional School Board accept the following resignations: Cecelia Nose, Cook's Helper, Akiachak School, effective January 6, 2016; Stacy Greusel, Asst.</p>

Continue – Action items	<p>Principal/Activities Director Akiachak School, effective January 31, 2016; Christopher Barr, K-12 Principal, Akiachak School, effective end of the FY2015-2016 School year; Carrie Latham, 4th Grade Teacher, Akiachak School, effective end of the FY2015-2016 school year; Anthony Cook, Math/Science Teacher, Tuluksak School, effective end of the FY2015-2016 School year; and Astrid Cook K-12 Counselor, Tuluksak School, effective end of the FY2015-2016 School year.</p> <p>Motion by Sam George, Seconded by Noah Andrew to approve the resignations. Motion passed.</p>
Board Travel	XII. Board Travel - none
Public Comments	<p>XIII. Public Comments: Lena Foss was given 5 minutes to address her comments to the Regional Board of Directors.</p>
Board Comments	XIV. Board Comments: Report on RSB Goal 1 Activities: see attached Board Goals.
Next Meeting Regular Meeting	XV. Next Regular Meeting: February 18, 2016 in Akiak
Adjournment	<p>XVI. Adjournment: Motion by Moses Peter, Seconded by Sam George to adjourn the meeting at 4:58 PM. Meeting Adjourned.</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <hr style="width: 30%; margin: 0 auto;"/> Secretary </div> <div style="text-align: center;"> <hr style="width: 30%; margin: 0 auto;"/> Date </div> </div>

Yupiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Correspondence

Please see attached correspondence:

The correspondence letters from State of Alaska DEED, Commissioner Hanley regarding the Waiver of In-service Days due to Akiak Fire and the memorandum regarding the proposed changes to ESEA is presented for information only.

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

Department of Education
and Early Development

OFFICE OF THE COMMISSIONER

RECEIVED

JAN 12 2016

801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
Fax: 907.465.4156

January 19, 2016

Rayna Hartz, Interim Superintendent
Yup'it School District
P.O. Box 51190
Akiachak, AK 99551

Dear Ms. Hartz:

Thank you for your January 15, 2016, letter regarding the makeup days for the "emergency closure" of Akiak School, due to the fire in the school on December 3, 2015.

With six days missed for Akiak School after the fire totaled and the makeup schedule you have presented, you are back to the 170 instructional day minimum. This is an exceptional circumstance due to the fire, so we will approve your request for a waiver of **AS 14.03.030** to the 180 total day session minimum. The teachers do not need to make up the two inservice days. If there is need for any future "emergency closure days", please contact us at that time to deal with those days missed.

Our office has access to the updated web calendar with the changes stated above, so the Akiak School calendar will be approved and validated from here.

Sincerely,

A handwritten signature in cursive script that reads "Mike Hanley".

Mike Hanley
Commissioner

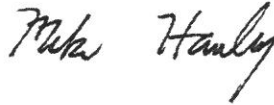
cc: Libby Clough, Research Analyst I

Department of Education & Early Development
Office of the Commissioner

Goldbelt Place
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-2800
(907) 465-4156 Fax

MEMORANDUM NUMBER 2016-10

To: Superintendents



From: Mike Hanley, Commissioner

Date: January 26, 2016

Subject: Transition to the Every Student Succeeds Act

Just over one month ago, the Every Student Succeeds Act (ESSA) was signed into law at the national level. This act reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and will replace No Child Left Behind (NCLB) and Alaska's current NCLB Waiver over the course of the next 18 months. Alaska's transition to and implementation of ESSA will be through a thoughtful process informed by meaningful consultation with state and local education stakeholders.

Federal regulations and guidance are being developed on an ongoing basis by the U.S. Department of Education (USDOE) to direct and support implementation of ESSA over the course of the next 18 months. In light of the continuing evolution of implementation guidance, I want to provide an update on pressing issues based on current information.

To facilitate the transition to ESSA, we are conducting a review of the work required to fully implement the new law. As with implementation of any program of such significance and complexity, changes will occur over the course of months and even years. Some changes were initiated immediately upon signing, some will be implemented relatively quickly, and others will be finalized over the course of the next two years only upon receipt of additional federal regulations and guidance and collaborative input by state and local education stakeholders.

This letter begins the process of transition to ESSA for the State of Alaska and provides an update on specific issues and activities that require immediate action and consideration. At this time, clarification can be provided in the following areas:

Timeline and Transition / USDOE Established Milestones

- The U.S. Department of Education (USDOE) has a year from the date of enactment (December 10, 2015) to issue final regulations.
- ESEA Flexibility Waivers end August 1, 2016.
- Funds for formula programs such as Titles I-A, I-C, I-D, II-A, and III-A provided to districts for activities during the 2016-2017 school year will continue to be administered in accordance with NCLB, not ESSA, based on the FY 2016 Consolidated Appropriations Act passed by Congress.
- The new state-designed accountability systems will take effect at the beginning of the 2017-2018 school year.

Stakeholder Collaboration Plan

As Alaska develops its State Plan for submission to USDOE for approval, the new ESSA provides the opportunity to conduct meaningful and timely consultation with education sector stakeholders across the state. In addition to the required and established processes for encouraging and aggregating public comment, EED is initiating the formation of more formal stakeholder groups to provide input and guidance in three specific sections of the State Plan:

- Standards and Assessments
- School, District, and State Accountability System
- School Support and Improvement

As a first step, EED will form an ESSA State Plan Advisory Committee with broad representation from the educational community across Alaska. Beginning in mid-February, this Committee of 30-45 members will develop options related to the three areas of the State Plan. Beginning in April, stakeholders will be engaged in reviewing options developed by the Advisory Committee through working conferences and meetings to inform the development of a draft Alaska ESSA State Plan. Continued opportunity to provide feedback and input to the draft plan will be provided leading up to its submission date to USDOE which, for planning purposes, we have estimated to be October 2016. It is important to note that there may be some portions of the plan that will be addressed in a different time frame. In the next week, I will be communicating further details regarding how you or your representatives can participate in the ESSA stakeholder involvement process.

District Consolidated Applications for the 2016-2017 School Year

We expect the 2016 Consolidated Application process through the online Grants Management System will be very similar to previous years. The allocations districts receive for Titles I-A, I-C (Migrant), I-D (Neglected and Delinquent), II-A (Teacher and Principal Training), and III-A (English Learners) through the upcoming consolidated application will be administered under rules and processes already in place. We expect allocation amounts will be similar to amounts awarded for the current year. Per our established practice, districts are encouraged to budget for 5% less than the previous award until final award amounts are determined.

Assessment Accountability for 2015-2016 School Year

ESSA offers Alaska an opportunity to comprehensively review our assessment framework and I fully intend to embrace that opportunity. However, until we collectively determine what is best for the students of Alaska, it is important that we are accountable for student learning through our current assessment system. Until August 1st, 2016, we are still required to operate under the requirements of NCLB and our waiver and assess our students annually using a summative test. Please continue to maintain healthy testing processes and procedures for the 2015-2016 AMP ELA and Math assessments. As we work through determining what is best for Alaska, EED will meet our current federal requirements by continuing to report student results on the assessments at the school, district, and state level for all students and all subgroups, and will report on the participation rates, attendance rates, and graduation rates. ASPI scores and star ratings will not be calculated based on the 2015-2016 assessment results.

Priority and Focus School Designations

The state was given the option to freeze for one additional year the Priority and Focus school designation list or determine a new list of improvement schools by March of 2016. Given that the second year of AMP data would not be available for determining school progress until the summer of 2016, and that the new state plan will still be in development, EED is proposing to keep Priority and Focus school designations in place for one additional year, the 2016-2017 school year, to create the least disruption. Current Priority and Focus schools will continue to implement their school improvement plans and interventions and will have access to school improvement funds and resources during the 2016-2017 school year. An updated list of new and/or continuing

schools designated for comprehensive or targeted support is anticipated to be determined for the 2017-2018 school year based on the provisions in the new state plan for ESSA.

Highly Qualified Teachers

ESSA eliminates the requirement to report on the highly qualified status of teachers in the core academic subjects for the 2016 - 2017 school year. Instead of the highly qualified designation, districts will be required to report whether or not teachers are fully licensed and endorsed in each subject they are teaching.

Educator Evaluation

Tying educator evaluations to student data in a uniform, consistent and quantifiable way across the state was the most onerous component required to get out from under the burden of NCLB. ESSA only has that requirement under certain circumstances to be determined at the local level. My desire to continue to pursue having high quality teachers for all of our students hasn't changed. In partnership with the State Board and input from EED's Educator Evaluation Advisory Committee, the Teacher Quality Working Group, and sought after public comment, I do plan to pursue greater decision making at the local level and greater flexibility from the state level to engage in more honest and effective teacher evaluations. The first step of that was taken on Monday, January 25th when the State Board put out for public comment the repeal of the regulation that required the piloting of teacher evaluation systems this year. Further actions will be forthcoming. It is important to note that, under ESSA, if a district chooses to use Title II A funds to support the design and implementation of an educator evaluation and support system, student learning will still be required to be included in a teacher's evaluation.

Federal Program Monitoring

ESEA monitoring is required to continue per our established 5-year cycle. We expect the content and focus of this monitoring will change substantially during the 2017-2018 school year to reflect the new requirements of ESSA and our State Plan. However, monitoring visits for the remainder of 2015-2016 and 2016-2017 will continue as planned with emphasis on requirements of ESEA that will continue to be requirements in ESSA.

The passage and implementation of ESSA provide exciting opportunities and responsibilities. We appreciate the work you do to serve our students and your ongoing commitment to improving education in the State of Alaska. We look forward to the work ahead as we continue to collaboratively develop the quality of instruction and opportunity for students over the course of the next 18 months and beyond.

Yup'it School District
Regional School Board
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Christopher Barr

Item	Description	Activities that Support Item
Strategic Plan 1	Involving Elders	<ul style="list-style-type: none"> • 6th – 12th Grade students attended a presentation by the Akiachak and Kwethluk Law Enforcement that focused on Education and Substance Abuse Education • Community members have been volunteering in classrooms to discuss character education
Strategic Plan 2	Yup'ik Curriculum	<ul style="list-style-type: none"> • Character Word of the Month – JOY • Ms. Larson and Anna Triplett have been teaching 5th grade students Beading techniques and have created bracelets • Mr. Craft's Shop Class has continued to create wonderful wood-working projects and are planning a raffle to give away a sled. • Elementary teachers have been asked to participate in the next RSB meeting to share how they incorporate Yupik culture into lessons and activities.
Strategic Plan 3	Career Pathways	<ul style="list-style-type: none"> • 5 students attended a Career Phase in Juneau to observe and participate in Alaska government sessions • 2 students attended a Voyage to Excellence STEAM Phase focusing on Science, Technology, Math and Art • 3 students attended a Credit Recovery Phase in English and Math • 3 students attended a Grade 10 Excel Phase • 1 student attended a Culinary Arts Phase • 1 student attended an Early Childhood Education Phase
Strategic Plan 4	Effective Operations	<ul style="list-style-type: none"> • Mr. Barr, Mr. Burnham and Ms. Janice George attended the Alaska RTI Conference and will continue to lead professional developments to meet the academic needs of the students. • Akiachak Staff participated in an Exploration of Knowledge Professional Development on Jan. 22, 2016 that focused on Standard Based Learning • K – 6th grade teachers and

Yupit School District
Regional School Board
Report

Site/Department: Akiachak School

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Christopher Barr

		<p>paraprofessionals attended an ImagineIT professional development on February 6, 2016.</p> <ul style="list-style-type: none">• Akiachak Special Education teachers attended Alaska Special Education Conference in Anchorage on February 8 - 11
LASB Meeting	LASB Monthly Meeting	<ul style="list-style-type: none">• Reviewed Attendance Data• Reviewed School Improvement Plan• Updated Broadcasting and Career Phases for students
School Events	Community Involvement	<ul style="list-style-type: none">• Akiachak hosted middle/high school girls and boys basketball tournaments from the end of January through February.
Community Event	Community Involvement	<ul style="list-style-type: none">• Akiachak hosted the February Fiddle Celebration on February 5 - 6
School Recognition	Healthy Futures Challenge	<ul style="list-style-type: none">• Akiachak School finished 3rd place out of Tier 3 schools that participated in the healthy futures challenge throughout the fall of 2015.• Akiachak will receive a banner to hang up in the school to display Akiachak School's commitment to stay healthy.
Upcoming Events		<ul style="list-style-type: none">• Nurse Susan from Bethel Health Clinic will visit the school to complete a vision/hearing screening• Coach Steve Craft and one Akiachak student, along with Team Alaska have been invited to play for the 8th year, in the 64-team Native American Basketball Invitational June 28th through July 2nd in Phoenix, AZ.

Yup'it School District
Regional School Board
Report

Site/Department: Akiak

Date of Regional School Board Meeting: February 18th, 2016

Author of Report: Charles Burns

Item	Description	Activities that Support Item
Strategic Plan	Involving Elders	<ul style="list-style-type: none"> • Currently updating our list of Elders • Applying for Rural Cap
Strategic Plan	Yup'ik Curriculum	<ul style="list-style-type: none"> • Every student has Yupik Language/Culture Class
Strategic Plan	Career Pathways	<ul style="list-style-type: none"> • Students participate in VTE and STEM
Strategic Plan	Effective Operations	<ul style="list-style-type: none"> • Site is following established SOP
School Goal 1	Student Learning Objectives	<ul style="list-style-type: none"> • Each teacher has developed two SLOs and is progress monitoring
School Goal 2	Use of Academic Assessments	<ul style="list-style-type: none"> • Using AIMS Web, MAP, and ACCESS to progress monitor the students
School Goal 3	Improve Attendance Through Culturally relevant activities	<ul style="list-style-type: none"> • December attendance reached 90%. • During the Saturday make up day students largely engaged in cultural activities
Additional Activity 1	Basket Ball	<ul style="list-style-type: none"> • Girls team finished 2nd in the Ninilchik Invitational Tournament. • Boys competed at Newtok • JH Boys competed at Aniak • JH Girls competed at KKI
Additional Activity 2	Teeny Memorial Tournament	<ul style="list-style-type: none"> • Several city league village teams competing.
Additional Activity 3	Alumni Homecoming Dinner	<ul style="list-style-type: none"> • Feb. 26th
Meeting 1		<ul style="list-style-type: none"> • PLC/Staff meetings occur every Wednesday
Meeting 2		<ul style="list-style-type: none"> • Principal and Counselor attending IRA meetings

Yupiit School District
Regional School Board
Report

Site/Department: Tuluksak School

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Minty Ruthford, Principal

Page 1

Item	Description	Activities that Support Item
Strategic Plan 1	Involving Elders January month visitors: Roy Nicolai, Elijah Napoka, Ruth Peter, Sarah Tikuin	Elders have been visiting the school collaborating with students teaching the traditional value of respect by sharing morals and principles that were taught to them.
Strategic Plan 2	Yup'ik Curriculum	I found a website that contained Cultural Lessons that were designed by Yupiit School District. Teacher were given access to the website so that they may implement on lesson into their classroom involving Elders from the Elders Mentor Program.
Strategic Plan 3	Career Pathways	Several students from Tuluksak have attended ATE and EXCEL. 8 students attended the program for the month of January and February.
Strategic Plan 4	Effective Operations	Access testing and Amp testlet practice have begun.
School or Program Goal 1	Tuluksak Base Team 1: Discipline	The team introduced a behavior strategy that all teachers will be focusing on as a school wide goal. The target behavior will be hallway procedures.
School or Program Goal 2	Tuluksak Base Team 2: Student Data	The team entered the Winter MAP scores into the spreadsheet. The team compared Fall and Winters scores to see which areas student showed the larges increased or decreased and shared the results with the staff. Together as a team we forming groups we looked further into the data to see what areas students needed intervention.
School or Program Goal 3	Tuluksak Base Team 3: Community Involvement	The team discussed ideas for fundraising projects. They decided to have a Movie night for kids only at the end of February. The team also brainstormed ways of improve hosting the K-300 dog race.
Additional Activity 1	Battle of the Books	The 6th-8th grade students joined the Battle of the Books representing Tuluksak School. The team took 3rd place at the Yupiit District Battle held on February 4. The 7th and 8th grades team will go on to compete at the State Battle of the Books.

Yupiiit School District
Regional School Board
Report

Site/Department: Tuluksak School

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Minty Ruthford, Principal

Page 2

Item	Description	Activities that Support Item
Additional Activity 2	Art After School Activity	Mr. Bradley Cole will be teaching an After School Art Activity starting February 9, 2016. About 12 students signed up to attend the class. Mr. Cole will be teaching the beginning techniques of sketching.
Meeting 1	Response to Intervention	Several Tuluksak staff members went to the Response to Intervention conference in Anchorage in January. The conference provided staff with ideas of how to implement interventions within the classroom and how to use effective assessment tools.
Meeting 2	Alaska Statewide Special Education Conference	Daphne Matz and Lisa Lane attended the Alaska Statewide Special Education Conference. The ladies came back knowing how to use access screening and state wide testing data in developing IEP goals.
Meeting 3		Anthony Caole from Three Star Enterprises and Dale Robinson visited the students at Tuluksak School on Friday February 5, 2016. Mr. Caole is in charge of overseeing statewide training and technical assistance in support of the administration for Native Americans grant program. Mr. Robinson is an Aboriginal man from Australia and saw an opportunity to form a company that provides job opportunities in the IT industry for indigenous people.

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Attendance Report

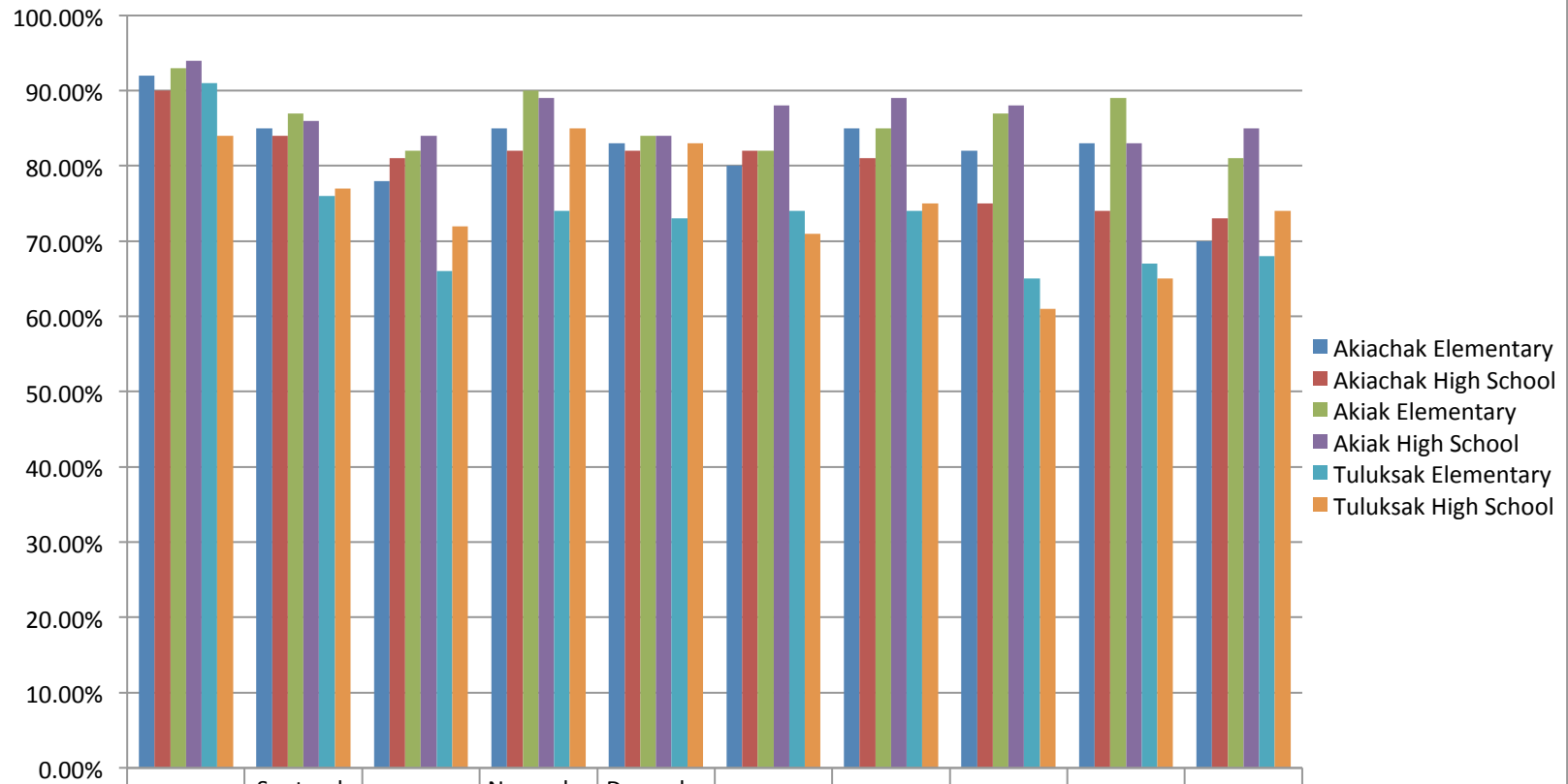
Attached please find the updated attendance report that includes the January 2016 attendance. Also included is the FY15 attendance report for comparison.

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

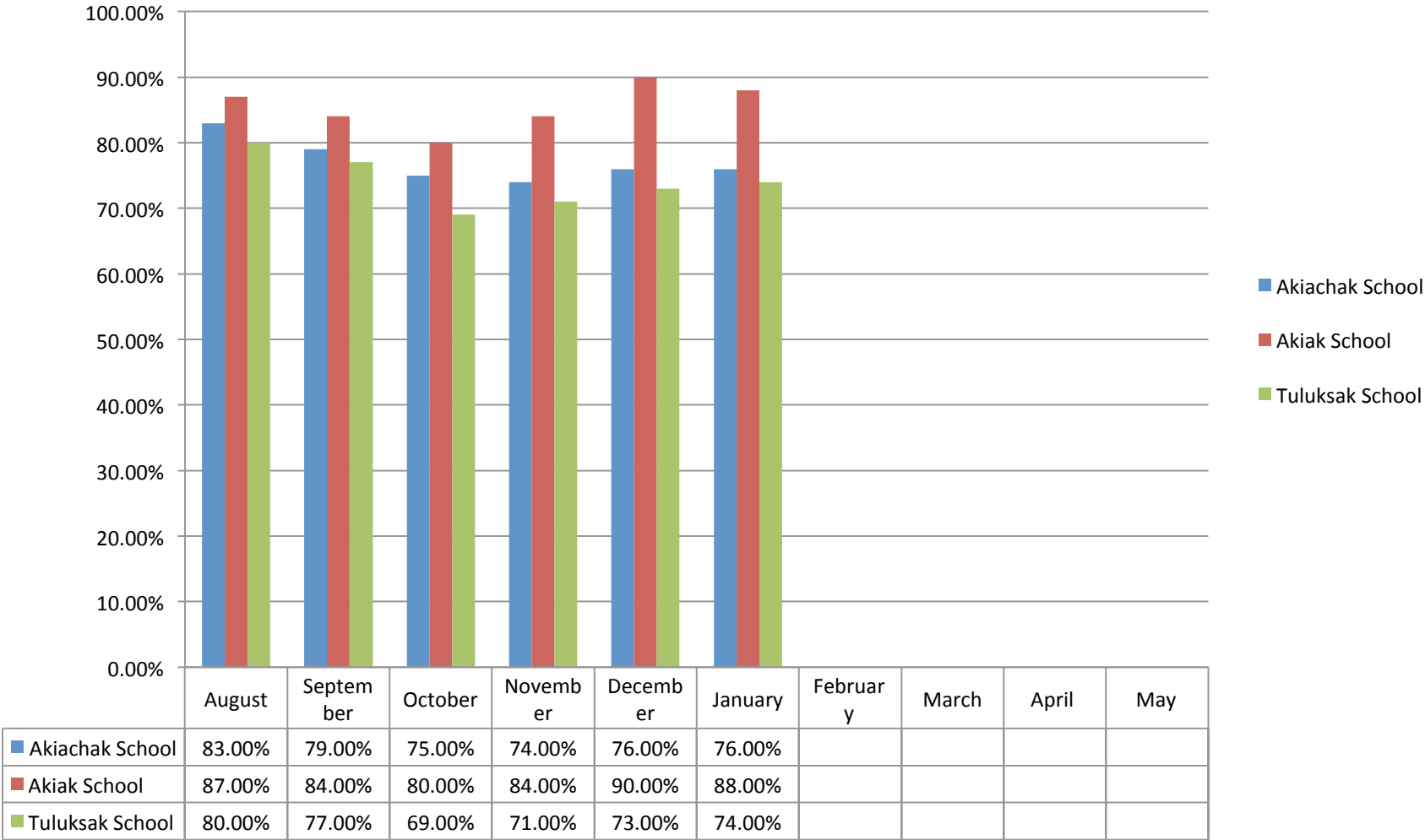
Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

2014-15 YUPIIT SCHOOL DISTRICT



	August	September	October	November	December	January	February	March	April	May
Akiachak Elementary	92.00%	85.00%	78.00%	85.00%	83.00%	80.00%	85.00%	82.00%	83.00%	70.00%
Akiachak High School	90.00%	84.00%	81.00%	82.00%	82.00%	82.00%	81.00%	75.00%	74.00%	73.00%
Akiak Elementary	93.00%	87.00%	82.00%	90.00%	84.00%	82.00%	85.00%	87.00%	89.00%	81.00%
Akiak High School	94.00%	86.00%	84.00%	89.00%	84.00%	88.00%	89.00%	88.00%	83.00%	85.00%
Tuluksak Elementary	91.00%	76.00%	66.00%	74.00%	73.00%	74.00%	74.00%	65.00%	67.00%	68.00%
Tuluksak High School	84.00%	77.00%	72.00%	85.00%	83.00%	71.00%	75.00%	61.00%	65.00%	74.00%

2015-16 YUPIIT SCHOOL DISTRICT ATTENDANCE



Yup'it School District
Regional School Board Report

Site/Department: Superintendent

Date of Regional School Board Meeting: 2/18/16

Author of Report: Rayna Hartz, Interim Superintendent

Page 1

Item	Description	Activities that Support Item
Strategic Plan Element 1	Involving Elders and the Community	<ul style="list-style-type: none"> • Yup'iaq Tribal Education Conference update • Pauline with the Inuit Circumpolar Council – Alaska site visit May 11-13, 2016.
Strategic Plan Element 2	Yup'ik Curriculum and Student Outcomes	<ul style="list-style-type: none"> • Yup'iaq Tribal Education Director position created
Strategic Plan Element 4	Effective Operations	<ul style="list-style-type: none"> • Note the updated format of the RSB Board Reports to reflect Strategic Plans and Program/School Goals. • Committees: <ul style="list-style-type: none"> ○ As a reminder, these Regional School Board Members are assigned to the following committees <ul style="list-style-type: none"> ▪ Teacher Evaluation: Moses Owen ▪ Certified Handbook: Noah Owen ▪ Classified Handbook: Sam George ▪ District Improvement: Moses Peter ▪ Educational Technology Plan: Please appoint a board member to serve ▪ Parent Student Handbook: Please appoint a board member to serve ▪ Utility Negotiations: Please appoint a board member to serve ○ The Certified Handbook Committee has met twice. ○ The District Educational Technology Plan is due for review and update. • District-wide Special Education/Curriculum Coordinator position created
Additional Activities		<ul style="list-style-type: none"> • Kokaramuit Corporation Lease Agreement negotiations in process. • Akiachak LTD Lease Agreement negotiations in process • The District Leadership team received access to, and training in, Black Mountain payroll procedures
Meetings		1/16/18 Principal's Meeting 2/11/16 Leadership Team Meeting 2/20/16 Principal's Meeting

 X Additional Documents Attached

YUPIAQ EDUCATION CONFERENCE

University of Alaska Anchorage

April 14, 2016

Panels and Presentations

Introduction and purpose of the Yupiaq Education Conference – Willie Kasayulie

Traditional Yupiaq Education – The two Yupiaq Elders will talk about traditional Yupiaq education and teachings they observed prior to westernized education was introduced into the Yupiaq homelands.

- Albertina Dahl – Newtok, Alaska
- John Phillip – Kongiganak, Alaska

Indigenous Education – The panel will discuss tribal education within the context of the United Nation's Declaration on the Rights of Indigenous Peoples, Tribal Education Codes in Indian Country and impact on American Indian/Alaska Native education in public schools by Tribal Education Departments.

- Dr. Dalee Sambo-Dorough, UAA Assistant Professor
- Melody McCoy, Staff Attorney, Native American Rights Fund
- Quinton Roman Nose, Executive Director, Tribal Education Departments National Assembly

Indigenous Education Initiatives – The panel to discuss Indigenous Education initiatives and observations.

- Dr. Michael Yellow Bird, North Dakota State University
- Shawn Wilson
- Paul Berg
- Rayna Hartz, Interim Superintendent, Yupiit School District
- Rea Bavilla

Yup'it School District
Regional School Board
Report

Site/Department: Curriculum, Instruction & Assessment

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Jamie Burgess

Item	Description	Activities that Support Item
Strategic Plan	Yup'ik Curriculum & Student Outcomes Develop early childhood program with regular assessments	*Attended Early Childhood Education Training sponsored by SESA and Alaska Association for the Education of Young Children Conference to gather curriculum and training ideas for SY16-17 Early Literacy Partnership with Head Start; also curriculum ideas and resources for STEM-focused curriculum at K-2 grade level. Sophie Kasayulie was also in attendance.
Strategic Plan	Effective Operations & Yup'ik Curriculum & Student Outcomes Train Certified Staff & Paraprofessionals in District Core Programs	*Feb. 6: Conducted Saturday training for 14 K-6 teachers and 7 K-6 paraprofessionals in Imagine It! English Language Arts program provided by Molly Hull and Marilee Nufer (McGraw-Hill certified trainers). Resource materials were shared by trainers (training videos, electronic flipcharts, etc.) and are available to all K-6 certified staff via Google Docs.
Strategic Plan	Effective Operations Ensure Certified Staff are informed of district policies and procedures	*Certified Employee Handbook Committee meetings are underway to review and revise the Certified Employee Handbook to ensure it reflects current state and federal law and board policy. Committee Members: Noah Andrew (RBS), Jamie Burgess (Director of Curriculum, Dena Blake (KKI), Sharene Craft (KKI), Kristi Burns (AKI).
Program Goal	Provide Guaranteed and Viable Curriculum to All Students Completion of K-6 Pacing Guides for ELA and Mathematics Core Programs – ensure staff provide grade-level instruction to all students	* Present to RSB (Work Study Session) Completed Pacing Guides and Standards Alignment for K-6 Imagine It! ELA Program and K-6 Everyday Math Program. Pacing Guides provide flexibility and prioritization of topics/standards, and allow incorporation of reteaching, culturally relevant activities, and enrichment opportunities.

Yup'it School District
Regional School Board
Report

Site/Department: Curriculum, Instruction & Assessment

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Jamie Burgess

Additional Activity	District Testing	<p>*ACCESS testing for Limited English Proficient Students is underway. This is the first year to administer this test primarily in an online format. Some issues with technology were discovered and addressed by IT staff. The testing window closes on March 31st.</p> <p>*Mrs. Burgess (as interim District Test Coordinator) is completing training for the AMP (Alaska Measures of Progress) test. The State Department of Education has recently announced that they are seeking to replace AMP with a new test in the 16-17 school year. Districts will still administer the AMP this spring.</p>
Meeting	Special Education Service Agency Early Childhood Education and Alaska Association for Education of Young Children conferences to Support Strategic Plan Goal	<p>*See under Strategic Plan – Yup'ik Curriculum</p>
Meeting	Response to Intervention State-Wide Conference to Assist in Revision of District RTI Plan and Teacher Support	<p>*Jan 21-23: Director of Curriculum, Site Principals, 6 teachers and 1 paraprofessional attended the State RTI Conference. Director of Curriculum attended Early Literacy Workshop, Student Engagement and Formative Assessment Workshops, and the Small Rural Schools RTI Pre-Conference. Information will be used in development of Professional Development for K-2 teachers for Early Literacy, and Professional Development for 7-12 teachers for Student Engagement and Formative Assessment.</p>

Yupiit School District
Regional School Board
Report

Site/Department: Maintenance and Operations
Date of Regional School Board Meeting: 2/18/2016
Author of Report: Jim Hartz

Page 1

Item	Description	Activities that Support Item
Strategic Plan	Maintain fiscally sound operations	<ul style="list-style-type: none"> Kokarmiut Corporation housing lease update: A tentative agreement has been completed. The final document will be presented for RSB review and approval. Akiachak LTD is in the process of updating their housing lease for RSB review and approval. During the summer maintenance remodeling of the Akiachak Ltd housing units we installed a new boiler system that now heats all of the housing units. In addition, the remodel included upgrades to windows and insulation. Combined, these efforts reduced our heating oil consumption by almost 50%. Approximately 200 LED lights have been installed in the Akiachak School as a measure to reduce power usage. Although the initial cost of the LED lights is expensive (approximately \$2,200), the kilowatt usage has dropped approximately 1500 kilowatt hours for the month of January. Overall, the switch to LED lights will result in a substantial savings to the District. The Akiachak School was closed Feb 3 due to lack of water. Feb 15, a vacation day, was re-designated as a make-up day. The school calendar has been updated on the DEED website. YSD supplied to TNC two new water transfer pumps and assisted with the installation. In the process it was discovered that the pipes were significantly clogged. YSD maintenance is researching a cost estimate for pipe replacement. This estimate will be provided to TNC.
Additional Activity		<ul style="list-style-type: none"> The Akiak School fire construction cost (as prepared for VRS Vericlaime by HMS Inc.) has been submitted to YSD for \$675,319. YSD is reviewing this estimate for a counter-proposal. For informational purposes, see attached guidelines for the use of locally-donated foods in CNS Federal Nutrition Programs (Alaska Food Code 18AAC31. Also for review is the Make It Local recipe book providing information about preparing these meals for student lunch programs. YSD Maintenance Dept is collaborating with the shop teacher to provide instruction in auto mechanics

X Attachments

Safe Use of Fish and Game

1. Only accept foods allowed by DEC
2. Know the donation source
3. Provide source with safe harvesting guidance if needed
4. Inspect for signs of safe handling and freedom from disease
5. Be prepared for quick processing
6. Keep product clean and cold
7. Cool/freeze promptly
8. Label product
9. Defrost in refrigerator
10. Keep preparation for serving separate 'by space and time'
11. Cook game meat to 165 degrees F
and fish to 145 degrees F



This information was adapted by Alaska Child Nutrition Services from UAF Cooperative Extension Service material.



Donated Foods We Can Accept



Wild game meat

Whole, or in quarters or roasts
No burger or ground meats

Seafood

Whole in round or gutted and gilled
(*from commercial sources only*)

Plants

Berries, vegetables, and wild plants

We Need to Check

- ✓ That the animal was not diseased;
- ✓ Was butchered, transported and stored cleanly and kept cool to prevent spoilage

In Our Kitchen

- ✓ Any more preparation (such as cutting and cleaning) is done separately from other food (a different time or a different place)
- ✓ The food is labeled and stored separately from other food

Foods We CAN NOT Accept

- Fox Meat
- Walrus Meat
- Bear Meat
- Seal or whale oil, with or without meat
- Fermented game meat
 - beaver tail
 - whale or seal flipper
 - maktak
- Fermented seafood
 - salmon eggs
 - fish
- Home canned foods
- Home smoked or dried meats/seafood
- Home vacuumed packaged foods
- Shellfish from unapproved source

Alaska Food Code 18 AAC 31

For more information on use of traditional foods in child nutrition programs, see <http://education.alaska.gov/tls/cnn/TFDFG.html>

Receipt of Donated Game for Use in CNS Federal Nutrition Programs

Hunter's Information		
Name:		
Address:		
City:		State: AK Zip:
Species:	Specific Parts of Game Donated:	
<input type="checkbox"/> Moose	<input type="checkbox"/> Front Quarters	<input type="checkbox"/> Hindquarters
<input type="checkbox"/> Sheep	<input type="checkbox"/> Ribs	<input type="checkbox"/> Neck
<input type="checkbox"/> Caribou	<input type="checkbox"/> Brisket	<input type="checkbox"/> Back Strap
<input type="checkbox"/> Deer	<input type="checkbox"/> Other	
<input type="checkbox"/> Other		
Date of Kill:		Location:
Recipient's Information		
Agency Name:		
Recipient's Signature:		Date:

.....
Recipient's Copy

Receipt of Donated Game for Use in CNS Federal Nutrition Programs

Hunter's Information		
Name:		
Address:		
City:		State: AK Zip:
Species:	Specific Parts of Game Donated:	
<input type="checkbox"/> Moose	<input type="checkbox"/> Front Quarters	<input type="checkbox"/> Hindquarters
<input type="checkbox"/> Sheep	<input type="checkbox"/> Ribs	<input type="checkbox"/> Neck
<input type="checkbox"/> Caribou	<input type="checkbox"/> Brisket	<input type="checkbox"/> Back Strap
<input type="checkbox"/> Deer	<input type="checkbox"/> Other	
<input type="checkbox"/> Other		
Date of Kill:		Location:
Recipient's Information		
Agency Name:		
Recipient's Signature:		Date:

Type of Donated Food:

Cut of Meat:

Hunter:

Date:

Not an Inspected Product

KEEP FROZEN

Type of Donated Food:

Cut of Meat:

Hunter:

Date:

Not an Inspected Product

KEEP FROZEN

Type of Donated Food:

Cut of Meat:

Hunter:

Date:

Not an Inspected Product

KEEP FROZEN

Type of Donated Food:

Cut of Meat:

Hunter:

Date:

Not an Inspected Product

KEEP FROZEN

Type of Donated Food:

Cut of Meat:

Hunter:

Date:

Not an Inspected Product

KEEP FROZEN

Type of Donated Food:

Cut of Meat:

Hunter:

Date:

Not an Inspected Product

KEEP FROZEN

Project Partners



USDA Non-Discrimination Policy

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of

Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsements by the U.S. Government.

Yupiiit School Disrict
Regional School Board
Report

Site/Department: Special Programs

Date of Regional School Board Meeting: 2/18/2016

Author of Report: Wayne Boggs

Page 1

Item	Description	Activities that Support Item
Strategic Plan	<p>Career Pathways</p> <p>Develop Youth-Centered education based on child's desires, including relevant vocational education and life skills courses (cooking, child development, etc.)</p> <p>EASIE Indian Education Grant</p> <p>Description of Services:</p> <p>Ninety-nine percent (99%) of the student population of the Yupiiit School District is Alaska Native/American Indian. All educational programs are coordinated in an effort to best meet the educational, language and cultural needs of the students.</p> <p>The Title 1A and Title III programs provide for a district wide literacy leader, paraprofessional support and instructional materials to support literacy and language development for all students in grades K-12.</p> <p>Migrant Education funds provide for the identification of students engaged in Migrant activities. Title VII provides for after school programs, paraprofessional support and career enrichment activities during the school year as well as outside of the regular school day. All of these services are intended to provide educational support for all students in order to improve, literacy and math skills. In addition, some grant activities have been designed to support career and college preparation.</p>	<p>Jan 11 - 25: 6 Students Attended Excel credit recovery camp for Math and English in Anchorage. Students earned .5 credits in Algebra and Critical Reading & Composition.</p> <p>Jan. 11 - Jan. 25: 8 students began second STEAM phase which can result in Microsoft IT certification.</p> <p>Jan 23 - 30: 5 students attended Arctic camping/Survival activity through EXCEL Alaska.</p> <p>Jan. 28 - Feb.4: 3 students attended EXCEL 10 phase in Anchorage. This activity is the first phase in the EXCEL program and lays the foundation for the students to enter the CTE and credit recovery phases.</p>

Item	Description	Activities that Support Item
Strategic Plan	Effective Operations	We have revised the Carl Perkins Grant budget to add funds to purchase materials for the District's CTE classes at Akiak and Tuluksak, using grant money rather than district funds.
	Maintain fiscally sound operations	We have begun revision of coaching contracts to include clearer lines of responsibility and more detailed job descriptions for coaches in order to improve athletic department oversight and budget control.
	ESEA Audit	Every four years the State Department of Education audits districts that receive Title I and Title II grant funds. In response to this I completed the ESEA Programs 2015-2016 Monitoring Indicators District Response Form and submitted it along with supporting documents to DEED on January 7, 2016. The next step is a district visit by State auditors which was scheduled for February 22 - March 4. Because of the recent change in District leadership that visit has been rescheduled. As yet, we have no feedback from DEED regarding the documents submitted in January.
Additional Activity	SPED Service Providers	Anne Kosacheff (Physical Therapy) Kathy Cappa (Deaf Education) Gretchen Stich (Speech Therapy) were in district to serve our special needs students.
Meeting	CTE Workshop in support of District Strategic Plan Goal 2	Feb 2- Feb 6: Director of Special Programs and District Head Counselor attended CTE workshop in Anchorage focused on Carl Perkins grant program, rural CTE consortia and effects of ESSA legislation on CTE.

Yupit School District
Regional School Board
Report

Site/Department: Technology

Date of Regional School Board Meeting: February 18, 2016

Author of Report: Len Fabich

Item	Description	Activities that Support Item
Strategic Plan	Operational Efficiency	<ul style="list-style-type: none">• HVAC Connectivity-Technology Dept has responded to the need of the Maintenance Dept to interface with HVAC system . (Heating and Cooling Systems) at each site, as well as the Maintenance Director. Will Schlien was able to hook up all maintenance Dept computers to allow for this control. The ability for facilities to be controlled by other sites if local maintenance is absent as well as by the director of Maintenance is also functioning• ACCESS testing has been a focus of the technology Dept in recent weeks. Preparation has been completed and now that Testing is underway the new system is going through a trial and error phase. This is the first year for testing to be done solely through the use of computers and thus far has been successful but requiring setup and management that is putting additional strain on both the technology dept and teaching staff.• iPad deployment was a focus of a January visit to TLT school where 21 new ipads were deployed to the 7-8th grade classroom. iPads were awarded to the teacher through a Grant that supports coding in the classroom. Additional functionality will be part of the iPad deployment in the near future that will allow total management by the teacher with regards to Apps being used and restrictions to focus students learning.• Technology Dept was recently involved in interviews for the KKI site tech interns. Presently I do not know if a final candidate was chosen. I will report on this item during the meeting.• Maintenance of equipment continues on an ongoing basis at sites. Close contact and communication between the site tech interns and Technology Dept is working well at AKI and TLT and providing the additional support necessary to keep operations functional.

Yupit School District
Regional School Board
Report

Site/Department: Akiak School

Date of Regional School Board Meeting: 2/18/16

Author of Report: Connie Wong, Artist In Residence instructing grades 7-12

Item	Description	Activities that Support Item
Additional Activity 1	Week Two: Basic Drawing + Learning how to see	<p>In week two, students learn how draw from observation, they spent a class working on still life objects and how to depict 3D objects into a 2D space. They also worked on drawing from a photo reference. They learn about positive and negative space and they also learn colors and how colors function within art and daily life. At the end, they worked on a project that combine still live drawing as the positive space and designed different colorful pattern as negative space.</p> <p>This week, we've look at South American artist William Kentridge and study how he uses daily issue in his drawing and drawing animation.</p>
Additional Activity 2	Week Three: Perspective	<p>This week, students learn about one point and two point perspective. They worked on a project of drawing a village with different houses by using one point perspective. Students were also introduced to watercolor and did project on painting water lily.</p> <p>This week, we've look at many Renaissance painters such as Raphael and study how they use one point perspective in their painting.</p>
Additional Activity 3	Week Four: Northern Light/ Bird Calendar Contest	<p>This week, students were introduced how to use color pastel to create work.</p> <p>They created artwork of Northern Lights by using color pastel and the smear technique on black paper. After learning this medium, they have started drafting ideas for the annual U.S. Fish and Wildlife Service's bird calendar contest. With this year theme, Working Together to Save Migratory Birds, each student came up with 4 idea sketches with different birds and backgrounds, then they picked one they like and did a bigger sketch with full color studies.</p> <p>This week, we've look at Alaskan illustrator Barbara Lavallee and study her composition to depict stories.</p>

Yupiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Business and Finance Report

Business and Finance report:

BDO will present the audited Financial Statements for Year ending June 30, 2015

Lucienne Smith will present the FY Projected Revenue to begin the FY 2017 budget discussions.

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

Yupiiit School District

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



February 8, 2016

MEMORANDUM

TO: YSD Board of Education

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

RE: February 2016 Board Report

The FY 2016 February Monthly Board Reports are attached as follows:

- ✓ Statement of Revenue Budget vs. Actual – recapping fund specific revenue
- ✓ Statement of Expenditure Budget vs. Actual – recapping fund specific expenditures
- ✓ Statement of Revenue Budget vs. Actual for the General Operating Fund
- ✓ Statement of Expenditure Budget vs. Actual for the General Operating Fund

Staffing and Training – Payroll training for the Accounting Technician is to occur the week of February 22nd to complete both the semi-monthly and monthly payroll for period ending February 29th. Follow up training will occur the ensuing months until the training is all understood for the beginning to end payroll and payroll liabilities process with a goal of the process being 100% accurate.

Indirect Rate Application – The annual indirect rate application was completed and submitted to EED mid-January and we await their review. The FY2016 rate is 8.10% and the FY 2017 rate was submitted at 6.82%.

Impact Aid – As reported previously the Yupiiit School District's FY 2016 Impact Aid application (submitted last year) was selected for review by the US Department of Education. We heard back from the Impact Aid personnel and there were a few more forms that need additional information and signatures on which we are currently working. We plan to have this wrapped up so they may release our payment in the next few weeks.

The FY 2017 Impact Aid application was submitted timely and we will be gathering all the signed source documents for that application over the next two months.

FY 2016 Budget Revision – the FY 2016 budget revision that was submitted to the Board of Education last month has been posted to the accounting software.

FY 2017 Budget – Included with this report is the initial FY 2017 projected revenue budget as well as the historical enrollment data upon which our FY 2017 expense budget will be built.

2nd Quarter Grant Reimbursements – the 2nd quarter grant reimbursements have been submitted with the exception of 3; those are grants that require budget revisions and once the revisions are completed by the program managers, we can request reimbursement for our expenses shortly thereafter.

Annual W2's, 1099's, Quarterly 941's & ESC – the 941's and ESC reports have been reconciled to the 2015 W2's and the W2's were issued mid-January. The 1099's have been issued as well. We will upload the W2 and 1099 electronic files to the Social Security Business Center to meet their March 31st deadline. We purposely wait until the week before the deadline in the event there are any changes required to the W2's so we only upload the file once (generally there are one or two employees who provide an incorrect social security number and do not realize it until they go to file their personal taxes).

Supply, Janitorial Supplies, & Fuel Bids – the bids for the supplies, janitorial supplies and fuel will be released this month and the following month respectively. We are purposely waiting on the fuel bid since the price of fuel continues to decline (projected to go lower than \$20/barrel) and we want the bidders to provide us the very lowest bid possible.

Business Office Transition - With the posting of the Business Manager job vacancy, and as training continues for the local employees, AKEBS plans to end our services on June 30th or before should a viable candidate be interviewed and offered the Business Manager position. Until then we will be transitioning all electronic files on site to YSD and will continue to keep a file for disaster recovery.

02/07/16
18:37:46

YUPIIT SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 2 / 16

Page: 1 of 1
Report ID: B110F

Fund	Received		Estimated Revenue	Revenue	%
	Current Month	Received YTD		To Be Received	Received
100 OPERATING BUDGET	131,141.70	4,698,713.77	12,991,525.00	8,292,811.23	36 %
205 STUDENT TRANSPORTATION	0.00	612.00	915.00	303.00	67 %
230 ALASKA PREK PROGRAM INTERVENTION	0.00	0.00	47,887.00	47,887.00	0 %
232 PRE-K CARROVER FR FY12	0.00	0.00	54,652.00	54,652.00	0 %
236 STAFF DEVELOPMENT	0.00	0.00	10,000.00	10,000.00	0 %
238 TARGETED RESOURCE MOORE	0.00	28,312.47	225,312.57	197,000.10	13 %
239 TEACHER RETENTION MOORE	0.00	0.00	33,140.00	33,140.00	0 %
255 FOOD SERVICE FUND	0.00	144,413.96	623,102.00	478,688.04	23 %
256 TITLE I PART (A)	0.00	52,062.04	425,568.00	373,505.96	12 %
257 TITLE I PART C MIGRANT ED	0.00	0.00	47,985.00	47,985.00	0 %
258 TITLE IA 5% HQ	0.00	0.00	2,925.00	2,925.00	0 %
269 PRESCHOOL DISABLED	0.00	0.00	4,595.00	4,595.00	0 %
270 TITLE III-A ENG LANG ACQ	0.00	0.00	24,815.00	24,815.00	0 %
274 TITLE IA SCHOOL IMPROVEMENT	0.00	5,409.60	66,230.00	60,820.40	8 %
297 TITLE VIB	0.00	33,180.19	132,166.00	98,985.81	25 %
301 CARL PERKINS	0.00	2,102.94	18,443.00	16,340.06	11 %
350 JOHNSON O'MALLEY	0.00	0.00	24,426.00	24,426.00	0 %
362 INIDAN EDUCATION	0.00	2,529.46	129,708.00	127,178.54	2 %
364 ANE SCHOOL TO LIFE	0.00	239,439.37	239,440.00	0.63	100 %
369 OUR FUTURE LEADERS	0.00	0.00	17,438.76	17,438.76	0 %
370 BEST BEGINNINGS	0.00	1,010.00	1,500.00	490.00	67 %
390 TEACHER HOUSING FUND	0.00	109,170.44	653,564.00	544,393.56	17 %
710 STUDENT ACTIVITY FUND	0.00	18,649.92	0.00	-18,649.92	** %
Grand Total:	131,141.70	5,335,606.16	15,775,337.33	10,439,731.17	34 %

02/07/16
18:14:56

YUPIIT SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 2 / 16

Page: 1 of 2
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET	247,501.24	5,897,833.60	13,358,066.00	13,357,966.00	7,460,132.40	44 %
205 STUDENT TRANSPORTATION	0.00	1,885.00	915.00	915.00	-970.00	206 %
230 ALASKA PREK PROGRAM INTERVENTION	0.00	1,131.43	47,887.00	47,887.00	46,755.57	2 %
232 PRE-K CARROVER FR FY12	0.00	13,218.39	54,652.00	54,652.00	41,433.61	24 %
236 STAFF DEVELOPMENT	271.67	8,018.91	10,000.00	10,000.00	1,981.09	80 %
238 TARGETED RESOURCE MOORE	0.00	60,381.48	225,312.57	225,312.57	164,931.09	27 %
239 TEACHER RETENTION MOORE	-762.41	32,554.93	33,139.00	33,139.00	584.07	98 %
242 UAF UPWARD BOUND	0.00	1,560.00	0.00	0.00	-1,560.00	*** %
250 TITLE IIA T&P R&R	0.00	0.00	0.00	0.00	0.00	0 %
255 FOOD SERVICE FUND	54,800.93	455,177.27	577,422.00	577,422.00	122,244.73	79 %
256 TITLE I PART (A)	827.35	133,405.06	658,021.25	658,021.25	524,616.19	20 %
257 TITLE I PART C MIGRANT ED	0.00	10,687.17	34,543.00	34,543.00	23,855.83	31 %
258 TITLE IA 5% HQ	0.00	115.00	2,925.00	2,925.00	2,810.00	4 %
265 MIGRANT BOOKS	0.00	0.00	1,501.00	1,501.00	1,501.00	0 %
269 PRESCHOOL DISABLED	0.00	0.00	4,595.00	4,595.00	4,595.00	0 %
270 TITLE III-A ENG LANG ACQ	303.33	1,791.70	23,152.00	23,152.00	21,360.30	8 %
274 TITLE IA SCHOOL IMPROVEMENT	297.00	45,610.33	66,231.00	66,231.00	20,620.67	69 %
297 TITLE VIB	495.04	31,569.87	171,419.33	171,419.33	139,849.46	18 %
301 CARL PERKINS	0.00	5,550.61	18,432.75	18,432.75	12,882.14	30 %
350 JOHNSON O'MALLEY	0.00	4,792.62	24,426.00	24,426.00	19,633.38	20 %
362 INIDAN EDUCATION	18,085.26	126,575.15	179,769.00	180,971.00	54,395.85	70 %
364 ANE SCHOOL TO LIFE	0.00	26,558.50	26,420.00	26,558.50	0.00	100 %
369 OUR FUTURE LEADERS	0.00	9,438.66	17,438.76	17,438.76	8,000.10	54 %
370 BEST BEGINNINGS	143.15	985.07	900.00	1,010.00	24.93	98 %
390 TEACHER HOUSING FUND	7,857.49	577,735.38	730,934.00	730,934.00	153,198.62	79 %

02/07/16
18:14:56

YUPIIT SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 2 / 16

Page: 2 of 2
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
503 AKIAK FIRE	103.58	17,988.93	100,000.00	100,000.00	82,011.07	18 %
710 STUDENT ACTIVITY FUND	0.00	22,503.80	0.00	0.00	-22,503.80	*** %
Grand Total :	329,923.63	7,487,068.86	16,368,101.66	16,369,452.16	8,882,383.30	46 %

02/07/16
18:36:58

YUPIIT SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 2 / 16

Page: 1 of 1
Report ID: B110AK

100 OPERATING BUDGET

Function / Object	Recei ved		Estimated Revenue	Revenue		% Recei ved
	Current Month	Recei ved YTD		To Be Recei ved	Recei ved	
000						
0000						
40 OTHER LOCAL REVENUES	0.00	36,834.03	15,000.00	-21,834.03	245 %	
46 SCHOOL FACILITIES RENTAL	0.00	450.00	0.00	-450.00	** %	
47 E-RATE	131,141.70	1,108,753.75	1,636,183.00	527,429.25	67 %	
48 FEDS ERATE	0.00	0.00	65,332.00	65,332.00	0 %	
51 FOUNDATION PROGRAM	0.00	3,245,502.00	6,324,681.00	3,079,179.00	51 %	
55 QUALITY SCHOOLS	0.00	0.00	25,946.00	25,946.00	0 %	
56 TRS ON-BEHALF	0.00	0.00	558,366.00	558,366.00	0 %	
57 PERS ON-BEHALF	0.00	0.00	379,757.00	379,757.00	0 %	
110 IMPACT AID	0.00	307,173.99	3,986,260.00	3,679,086.01	7 %	
Function Total :	131,141.70	4,698,713.77	12,991,525.00	8,292,811.23	36 %	
Org Total :	131,141.70	4,698,713.77	12,991,525.00	8,292,811.23	36 %	
Fund Total :	131,141.70	4,698,713.77	12,991,525.00	8,292,811.23	36 %	
Grand Total :	131,141.70	4,698,713.77	12,991,525.00	8,292,811.23	36 %	

02/07/16
20:45:31

YUPIIT SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 2 / 16

Page: 1 of 2
Report ID: B100AKAF

Funds 100- 100, Objects 300-599

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET						
900 FUND TRANSFERS	0.00	0.00	621,052.00	709,235.00	709,235.00	0
10 AKIACHAK SCHOOLS						
100 REGULAR INSTRUCTION	1,127.15	686,373.98	1,763,120.00	1,687,353.00	1,000,979.02	40
160 VOCATIONAL ED INSTRUCTION	134.20	23,391.24	83,419.00	88,082.00	64,690.76	26
200 SPECIAL ED INSTRUCTION	0.00	109,589.04	327,437.00	346,083.00	236,493.96	31
320 GUIDANCE SERVICES	0.00	51,214.60	137,393.00	137,143.00	85,928.40	37
350 SUPPORT SERVICES INSTRUCT	0.00	554.40	0.00	0.00	-554.40	***
351 TECHNOLOGY	0.00	0.00	15,793.00	8,192.00	8,192.00	0
352 LIBRARY SERVICES	0.00	20,689.25	43,622.00	42,563.00	21,873.75	48
400 SCHOOL ADMINISTRATION	0.00	87,003.71	208,191.00	199,919.00	112,915.29	43
450 SCHOOL ADMIN SUPPORT	0.00	38,170.29	80,653.00	73,788.00	35,617.71	51
511 BOARD OF EDUCATION	0.00	1,544.90	3,342.00	3,342.00	1,797.10	46
600 OPERATION & MAINTENANCE	27,523.80	489,643.63	1,135,479.00	923,978.00	434,334.37	52
700 STUDENT ACTIVITIES	0.00	55,393.29	70,869.00	74,415.00	19,021.71	74
Org Total :	28,785.15	1,563,568.33	3,869,318.00	3,584,858.00	2,021,289.67	
11 AKIAK SCHOOLS						
100 REGULAR INSTRUCTION	0.00	322,378.97	826,055.00	780,298.00	457,919.03	41
160 VOCATIONAL ED INSTRUCTION	0.00	19,197.02	0.00	30,068.00	10,870.98	63
200 SPECIAL ED INSTRUCTION	0.00	94,139.71	233,554.00	239,786.00	145,646.29	39
320 GUIDANCE SERVICES	0.00	1,025.00	83,007.00	117,080.00	116,055.00	0
351 TECHNOLOGY	0.00	1,392.05	15,793.00	8,192.00	6,799.95	16
352 LIBRARY SERVICES	0.00	21,156.84	41,366.00	41,325.00	20,168.16	51
400 SCHOOL ADMINISTRATION	0.00	68,139.27	148,580.00	138,752.00	70,612.73	49
450 SCHOOL ADMIN SUPPORT	0.00	23,049.43	71,202.00	67,031.00	43,981.57	34
511 BOARD OF EDUCATION	0.00	2,649.81	3,342.00	3,342.00	692.19	79
600 OPERATION & MAINTENANCE	0.00	170,621.34	693,249.00	419,484.00	248,862.66	40
700 STUDENT ACTIVITIES	3,615.20	26,820.17	47,636.00	47,636.00	20,815.83	56
Org Total :	3,615.20	750,569.61	2,163,784.00	1,892,994.00	1,142,424.39	
12 TULUKSAK SCHOOLS						
100 REGULAR INSTRUCTION	0.00	414,808.54	1,171,383.00	986,839.00	572,030.46	42
160 VOCATIONAL ED INSTRUCTION	386.42	14,980.86	85,000.00	57,722.00	42,741.14	25
200 SPECIAL ED INSTRUCTION	0.00	106,509.95	358,184.00	408,500.00	301,990.05	26
320 GUIDANCE SERVICES	0.00	41,963.46	108,792.00	97,401.00	55,437.54	43
351 TECHNOLOGY	0.00	3,361.05	15,793.00	8,192.00	4,830.95	41
352 LIBRARY SERVICES	0.00	10,459.74	53,995.00	44,376.00	33,916.26	23
400 SCHOOL ADMINISTRATION	0.00	61,690.98	159,912.00	141,107.00	79,416.02	43
450 SCHOOL ADMIN SUPPORT	0.00	14,668.01	42,805.00	44,804.00	30,135.99	32
511 BOARD OF EDUCATION	0.00	2,093.30	3,342.00	3,342.00	1,248.70	62
600 OPERATION & MAINTENANCE	1,300.50	425,735.92	739,788.00	549,922.00	124,186.08	77
700 STUDENT ACTIVITIES	1,300.00	11,941.90	59,486.00	59,486.00	47,544.10	20
Org Total :	2,986.92	1,108,213.71	2,798,480.00	2,401,691.00	1,293,477.29	
500 DISTRICT-WIDE						

02/07/16
20:45:31

YUPIIT SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 2 / 16

Page: 2 of 2
Report ID: B100AKAF

Funds 100- 100, Objects 300-599

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET						
100 REGULAR INSTRUCTION	0.00	28,044.72	479,840.00	543,140.00	515,095.28	5
200 SPECIAL ED INSTRUCTION	0.00	996.41	11,015.00	11,015.00	10,018.59	9
220 SPEC ED SUPPORT SVCS	0.00	103,099.40	207,624.00	151,585.00	48,485.60	68
300 STUDENT SUPPORT SERVICES	0.00	34,536.18	0.00	60,960.00	26,423.82	56
320 GUIDANCE SERVICES	0.00	150.00	0.00	1,500.00	1,350.00	10
350 SUPPORT SERVICES INSTRUCT	90.19	133,259.94	322,986.00	306,837.00	173,577.06	43
351 TECHNOLOGY	203,668.59	1,327,181.71	1,647,904.00	1,973,556.00	646,374.29	67
354 IN-SERVICE TRAINING	0.00	19,470.00	5,000.00	22,000.00	2,530.00	88
400 SCHOOL ADMINISTRATION	0.00	-123.81	0.00	0.00	123.81	***
511 BOARD OF EDUCATION	723.32	130,478.78	141,916.00	163,256.00	32,777.22	79
512 OFFICE OF SUPERINTENDENT	548.56	120,561.43	260,442.00	349,946.00	229,384.57	34
550 DISTRICT ADMIN SUPPORT SV	0.00	253,511.03	356,435.00	352,662.00	99,150.97	71
551 RECRUITMENT	1,980.00	16,017.94	15,000.00	25,500.00	9,482.06	62
552 HUMAN RESOURCES STAFF SVC	0.00	20,401.47	39,213.00	40,213.00	19,811.53	50
600 OPERATION & MAINTENANCE	5,103.31	262,703.78	394,862.00	370,555.00	107,851.22	70
700 STUDENT ACTIVITIES	0.00	25,192.97	23,195.00	60,961.00	35,768.03	41
Org Total :	212,113.97	2,475,481.95	3,905,432.00	4,433,686.00	1,958,204.05	
Fund Total :	247,501.24	5,897,833.60	13,358,066.00	13,022,464.00	7,124,630.40	45 %
Grand Total :	247,501.24	5,897,833.60	13,358,066.00	13,022,464.00	7,124,630.40	45 %

Yupit School District

Revenue Budget Revision

FY 2017 Preliminary Revenue Projection Budget

	Final FY 2016 Budget	Revised FY 2016 Budget	Initial FY 2017 Budget	Change
FUND 100: School Operating				
Enrollment Projection	464.00 + 5	457.00 + 4	453 + 4	-3/-1
State Foundation	\$ 7,087,291	\$ 6,324,681	\$ 6,230,763	\$ (93,918)
Impact Aid (Federal)	3,986,260	3,986,260	3,986,260	-
Other State Revenue(PERS/TRS)	938,123	938,123	938,123	-
Other State Revenue (School Improv)	25,946	25,289	25,252	(37)
Other State Revenue (BAG Grant)	-	65,332	32,666	(32,666)
Other State Revenue (FY2013 \$21 M Capital)	-	-	-	-
Other State Revenue (FY2015 \$42M)	-	-	-	-
E-rate Revenue	1,305,447	1,636,183	1,636,183	-
Other Revenue*	15,000	15,000	15,000	-
FUND TOTAL	\$ 13,358,067	\$ 12,990,868	\$ 12,864,247	\$ (126,621)
FUND 255: Food Service				
Adult Lunch Revenue	7,153	7,153	7,200	47
Other Local Revenue	12,728	12,728	12,728	-
Food Service (Fed thru State)	365,543	411,223	410,000	(1,223)
Transfer from the General Fund	191,998	191,998	150,000	(41,998)
FUND TOTAL	\$ 577,422	\$ 623,102	\$ 579,928	\$ (43,174)
FUND 390: Employee Housing				
Local Revenues	401,881	324,510	324,510	-
Transfer from the General Fund	329,054	329,054	300,000	(29,054)
FUND TOTAL	\$ 730,935	\$ 653,564	\$ 624,510	\$ (29,054)
TOTAL REVENUE	\$ 14,666,424	\$ 14,267,534	\$ 14,068,685	\$ (198,849)

																Total	Total
Akiakchak		PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	KG-12	PK-12
Projected	2016-2017		18	21	29	14	13	9	16	18	15	17	17	12	11	210	210
	2015-2016	1	21	24	14	13	9	16	18	15	17	17	11	11	19	205	206
	2014-2015	1	28	16	12	11	16	18	18	17	17	12	13	21	12	211	212
	2013-2014	8	17	14	9	14	17	14	13	18	16	12	14	17	7	182	190
	2012-2013	8	18	9	15	19	13	14	17	17	13	13	16	12	5	181	189
	2011-2012	2	8	13	15	14	15	18	16	13	17	16	13	15	6	179	181
	2010-2011	0	14	17	15	15	19	19	14	17	17	14	12	18	6	197	197
	2009-2010	0	19	13	15	17	14	16	17	14	17	14	21	21	1	199	199
	2008-2009	0	17	17	34	17	0	16	16	17	14	23	22	5	10	208	208
	2007-2008	0	14	20	18	16	16	18	16	17	17	34	8	7	10	211	211
	2006-2007	0	23	19	19	11	19	15	15	20	18	11	21	8	10	209	209
	2005-2006	0	22	18	14	17	15	14	16	21	15	25	8	10	4	199	199

																Total	Total
Akiak		PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	KG-12	PK-12
Projected	2016-2017		12	13	12	7	6	8	11	10	10	10	10	5	3	117	117
	2015-2016	0	13	12	7	6	8	11	12	10	11	12	5	3	7	117	117
	2014-2015	0	8	11	6	7	9	11	12	10	14	4	1	6	8	107	107
	2013-2014	0	9	6	8	10	11	12	12	14	8	1	6	7	3	107	107
	2012-2013	1	9	7	8	11	12	11	15	8	2	7	7	4	1	102	103
	2011-2012	0	10	8	11	12	12	15	9	3	7	12	3	2	2	106	106
	2010-2011	0	10	12	12	14	14	9	4	7	8	8	4	8	4	114	114
	2009-2010	0	13	12	13	12	12	5	5	8	9	6	4	10	3	112	112
	2008-2009	1	14	11	16	11	6	7	7	5	3	4	9	3	5	101	102
	2007-2008	0	13	14	10	6	6	6	6	2	4	12	4	3	13	99	99
	2006-2007	1	18	3	12	6	7	6	2	4	6	10	6	11	9	100	101
	2005-2006	2	5	7	14	7	6	3	4	8	9	12	12	12	4	103	105

																Total	Total
Tuluksak		PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	KG-12	PK-12
Projected	2016-2017		14	9	14	8	14	9	12	14	10	5	6	5	6	126	126
	2015-2016	0	9	14	8	14	9	12	14	10	8	8	7	9	9	131	131
	2014-2015	0	13	7	13	9	15	15	10	9	14	6	7	10	10	138	138
	2013-2014	1	13	15	9	19	16	12	8	12	9	5	7	14	2	141	142
	2012-2013	0	14	10	20	15	14	10	13	9	12	10	10	10	4	151	151
	2011-2012	1	10	18	19	13	13	16	9	12	12	9	13	11	6	161	162
	2010-2011	1	20	17	13	11	12	8	11	9	8	10	7	11	4	141	142
	2009-2010	2	14	13	10	11	11	11	11	8	11	10	7	6	11	134	136
	2008-2009	0	15	13	14	11	9	9	8	12	12	7	8	11	8	137	137
	2007-2008	0	16	15	15	5	10	16	14	9	10	22	10	11	4	157	157
	2006-2007	0	17	8	12	10	15	11	12	11	9	11	13	13	8	150	150
	2005-2006	2	8	12	13	13	12	12	10	9	11	17	12	7	10	146	148

Yupiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Action Item A FY15 BP Updates

The Administration requests the approval of the following FY15 Board Policy Updates:

BP/AR 1312.4 Public Complaints Concerning Elementary and Secondary Education Act
ESEA) Programs
BP 3542 Transportation
BP 3541 Transportation Routes and Services
BP 4158, 4258, 4358 Employee Security
BP/AR 5030 School Discipline and Safety

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

SCHOOL DISTRICT REPORT CARD

BP 0510(a)

Note: Under the federal No Child Left Behind Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students; includes the state NAEP (National Assessment of Educational Progress) date; and includes participation rates for students with disabilities and LEP students. Under Alaska law, AS 14.03.120, and 4 AAC 06.895, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. Effective October 2014, school districts must annually report incidents of restraint and seclusion. AS 14.33.125. See BP 5030 – School Discipline and Safety, and BP 5142.3 – Restraint and Seclusion. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. These reports will help ensure that parents are actively involved and knowledgeable about their schools and their child's education. In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from the school staff and community.

The School Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The School Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference (see next page):

SCHOOL DISTRICT REPORT CARD

BP 0510(b)

Legal References:

ALASKA STATUTES

14.03.120 Education planning; reports

14.33.210 Reporting of Incidents of harassment, intimidation and bullying

14.33.125 Student restraint or seclusion; limitations

UNITED STATES CODE

NO CHILD LEFT BEHIND ACT, 20 USC §§ 6311, 6312 and 6316

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.250 Reporting

Revised 3/2015

SCHOOL DISTRICT REPORT CARD

AR 0510(a)

Note: Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items specified below.

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;
2. the number and percent of district students that achieved advanced, proficient, below proficient, or far below proficient on state assessments.;
3. the number and percent of district students that achieved advanced, proficient, below proficient or far below proficient on state assessments, disaggregated by subgroups:
 - ☐ Economically disadvantaged students
 - ☐ Students with limited English proficiency
 - ☐ Students with disabilities
 - ☐ African-Americans
 - ☐ Alaska Natives and American Indians
 - ☐ Students of two or more races
 - ☐ Asians or Pacific Islanders
 - ☐ Hispanics
 - ☐ Whites
 - ☐ Males
 - ☐ Females
 - ☐ Migrants
 - ☐ Not migrant students
4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;
5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;

Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(b)

6. a comparison between the performance score for the district and the performance score for the state as a whole;
7. the number and percentage of students not tested;
8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for each grade level;
10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i);
12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
17. other indicators of school performance selected by the district or required by state regulation; and

18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.
--

Revised 3/2015

COMMUNICATION WITH THE PUBLIC

BP 1100

The School Board appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school district in timely and understandable ways.

The Superintendent or designee shall use various means of communication to keep the public aware of the goals, programs, achievements and needs of our schools. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

The district shall seek to communicate in ways that accommodate the needs of all members of the public, including those with disabilities and those who are non-English speakers.

(cf. 0420 - School-Based Management/School Advisory Boards)

(cf. 1000 – Concepts & Roles)

(cf. 1340 - Access to District Records)

(cf. 5145.6 - Notifications Required by Law)

(cf. 9320 - School Board Meetings)

(cf. 0510 – School District Report Card)

Legal Reference:

ALASKA STATUTES

14.03.120 Education Planning; Reports

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

Revised 3/2015

**PUBLIC COMPLAINTS CONCERNING ELEMENTARY
AND SECONDARY EDUCATION ACT PROGRAMS**

BP 1312.4

Note: At 4 AAC 06.888, the Department of Education and Early Development requires that complaints alleging that a district has violated the law in administering programs under the Elementary and Secondary Education Act (ESEA) be first submitted to the district for resolution. States are required to have a process for the receipt and resolution of complaints alleging violations in the administration of federal programs. 20 USC 7844.

The School Board expects that federal programs provided for in the Elementary and Secondary Education Act (ESEA) will be properly administered in the district to support and improve the quality of the educational program. The district will review and resolve complaints alleging violations of the law in administering education programs required by the ESEA.

The School Board encourages complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a written complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public.

(cf. 1312.1 – Public Complaints Concerning School Personnel)

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 1312.3 – Public Complaints Concerning Discrimination)

Legal Reference:

ALASKA STATUTES

14.03.123 – School and district accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.560 – 06.580 Violations; Prohibition against sex discrimination

4 AAC 06.888 – Informal review of complaints

4 AAC 52.500 – 52.629 Procedural safeguards; Education for exceptional children

UNITED STATES CODE

20 U.S.C. 7844, -- General applicability of state educational agency assurances

Added 3/2015

**PUBLIC COMPLAINTS CONCERNING ELEMENTARY
AND SECONDARY EDUCATION ACT PROGRAMS**

Note: The following process for reviewing and resolving complaints under the ESEA is modeled after the Department of Education and Early Development's own complaint process set forth at 4 AAC 06.888

Informal Review of Complaints

The following procedures will govern the receipt and resolution of complaints.

Filing a Complaint

Any district resident may file a written complaint alleging that the district has failed to comply with the requirements of the Elementary and Secondary Education Act as set forth at 20 USC 6301-7941; or with school and district accountability requirements set forth at AS 14.03.123 and 4 AAC 06.800-899. The complaint must be submitted to the Superintendent.

In order to be reviewed, the complaint must include the following:

1. A statement describing the provision of law that the school or district has allegedly violated;
2. A statement of the facts supporting the alleged violation;
3. The name and address of the complainant; and
4. A description and documentation of prior efforts to resolve the concern informally.

If a complainant is unable to put a complaint in writing due to a disability, or reading or language barriers, district staff shall assist him/her to file the complaint.

Investigation of Complaint

Within five business days after receiving the complaint, the Superintendent will assign an investigator to conduct an informal review of the complaint. The investigator will be an employee of the district, may not have taken part in the action that is the subject of the complaint, and may not have a personal or financial interest in the subject matter of the complaint.

The investigator may conduct interviews of the complainant and district employees, and may request information and documents necessary to complete a review of the complaint. The complainant and district employees are expected to fully cooperate with the investigation.

PUBLIC COMPLAINTS CONCERNING DISCRIMINATION (continued)**Written Recommendation**

Within 60 days after the date the complaint was assigned to the investigator, the investigator shall submit to the Superintendent and the complainant, a written recommendation setting forth one of the following determinations:

1. The complainant did not provide complete information for the investigator to review and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from taking additional action based on the information already received; nor does it preclude the complainant from submitting a new complaint with the additional information, or from pursuing remedies available under state or federal law.
2. The complainant's allegations, even if true, do not establish a violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from rejecting the investigator's recommendation and taking additional action; nor does it bar the complainant from pursuing remedies available under state or federal law.
3. A violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 is likely to have occurred, based on information available to the investigator, and that the Superintendent should take action to correct or stop the violation. This finding does not bar the Superintendent from rejecting or declining to act upon the investigator's recommendation; nor does it bar the complainant from pursuing remedies available under state or federal law.

The written recommendation will also advise the complainant of his or her right to file a complaint with the Department of Education and Early Development under the procedures set forth at 4 AAC 06.888.

No Reprisals

Neither the complainant, the investigator, nor any other individual cooperating in the investigation shall be subject to retaliation or reprisals. An employee who engages in retaliation is subject to disciplinary action, up to and including termination.

Added 3/2015

USE OF SCHOOL FACILITIES

BP 1330

Note: A.S. 14.03.100 authorizes School Boards to grant the use of school facilities for lawful gatherings and assemblies and mandates that School Boards adopt written bylaws to ensure reasonable and impartial use of school facilities. If challenged, the district should be prepared to legally defend the reasonableness of its rules. The following sample policy may be revised to reflect local philosophy and needs. The district should be able to provide supporting rationale for its policy/regulations; that is, the policy/regulations must be deemed to be "reasonable."

Note: Under the No Child Left Behind Act of 2001, districts that make their premises and facilities available for use by youth and community groups must apply that policy equitably to all groups, including the Boy Scouts or other affiliated groups. Specifically, schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country." According to Alaska's uncoded law, a school district that violates this law risks losing state funding.

The School Board believes that the schools belong to the citizens of the community and that community use of the school facilities fosters understanding and support for school programs. The School Board shall make school facilities and grounds available to citizens and community groups for lawful gatherings and assemblies to the extent that such use serves the interests of the citizens and does not conflict with school or district purposes. The Superintendent or designee shall establish administrative regulations governing the reasonable and impartial use of school facilities and grounds by community members or groups.

(cf. 0100 – Philosophy)

(cf. 0430 – Community School Program)

(cf. 6145.5 – Organizations/Associations)

Legal References:

ALASKA STATUTES

04.16.080 Sales or consumption at school events

14.03.100 Use of school facilities

Elementary and Secondary Education Act, 20 U.S.C. § 7905, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 3/2015

TRANSPORTATION

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and transportation for handicapped students.
4. to provide transportation for field trips.

(cf. 3312 - Contracts)

(cf. 3541.5 - Alternative Transportation Arrangements)

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to 4 AAC 09.050.

When necessary, the School Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

Note: Effective July 1, 2014, AS 14.09.010 was amended to require that school districts adopt a policy addressing transportation services to students attending a charter school operated by the district. Department of Education and Early Development regulations require a charter school transportation policy if: 1) the district provides pupil transportation services under AS 14.09.010; and 2) the district operates a charter school or an application for the establishment of a charter school in the district is pending. A district must submit its charter school transportation policy to the Department for approval by: 1) April 15, 2015 if a charter school is in operation in the district on July 1, 2014; or 2) no later than 30 days after approval of a new charter school if the district does not already have an approved charter school transportation policy in effect. See 4 AAC 27.057 for further guidance on the transportation policy approval process. The policy is to be developed with input solicited from individuals involved in the charter school, including staff, students, and parents. If a district fails to adopt a policy, the district is required to allocate the amount of state transportation funding received for each charter school student to the charter school. AS 14.09.010(f).

TRANSPORTATION
(continued)**Charter School Transportation**

The School Board recognizes that charter school students may benefit from transportation services. On a space available basis, charter school students may access school bus transportation on those regular school bus routes that run within the attendance area where the charter school is located. Transportation access is subject to the following:

- a. Charter school students may only access those school bus routes that are appropriate to their school level, i.e., elementary school, middle school or high school.
- b. Charter school students who reside within a mile and a half of the charter school are not eligible for transportation unless they must cross a designated hazardous road area. Special education routes are not subject to the mile and a half restriction.
- c. Charter school students must comply with all rules for safe and appropriate conduct while waiting for, boarding, and exiting the bus, and while riding the bus. Charter school students are subject to the same sanctions as other students for bus violations.
- d. Annually, the charter school must provide information to charter school families who are accessing school bus transportation about the district's school bus rules.
- e. School bus transportation is not available to charter school students enrolled in charter schools identified as correspondence programs.

Annually, the Superintendent or designee shall communicate to the charter school the space availability on applicable transportation route(s) and determine the transportation needs of charter school students. If the number of charter school students desiring transportation exceeds available space, the charter school is responsible for developing a written process for addressing ridership on a fair and equitable basis. A copy of the written process shall be provided to the district.

Note: The above language reflects the minimum transportation obligation for charter school students as required by AS 14.09.010(e)(2). A district is not obligated to provide greater service, to establish dedicated routes for exclusive use of the charter schools, or to permit charter schools to opt out of the policy and receive transportation funding. The following is optional language for those districts desiring a process to consider, and act upon, requests by charter schools for additional transportation services.

OPTIONAL: The district is not required to establish dedicated transportation routes for the exclusive use of charter school students, but may choose to do so.

TRANSPORTATION
(continued)

A charter school desiring additional or dedicated student transportation may submit a written proposal to the Superintendent or designee. The proposal shall identify, at a minimum, student transportation needs, charter school funding available to support additional transportation, and the transportation routes and services being requested. The Superintendent will make a recommendation to the School Board to approve or deny the request. The Superintendent and the

Board will consider the funding, equipment and personnel necessary to accommodate the requested transportation; the impact on operations of the district; the needs of the charter school and its students; equity with other charter schools and district alternative and optional programs; and the best interests of the district. The School Board will approve or deny the transportation request at a regularly scheduled meeting.

(cf. 6182 - Secondary Boarding Program)

(cf. 6181 - Charter School)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.09.030 School buses

14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

4 AAC 27.006-990 Transportation

4 AAC 27.057 Charter school transportation policy

Revised 3/2015

TRANSPORTATION ROUTES AND SERVICES

Note: Effective July 25, 2014, the Department of Education and Early Development amended and added regulations 4 AAC 27.006-951, establishing regular and special education transportation routes, allowing in-lieu-of agreements, establishing hazardous routes and requiring transportation reports to be filed. A regular transportation route may be established where 8 or more students reside more than one and one-half miles from school, and the entire route is over regularly maintained roads under the supervision and maintenance of the Department of Transportation and Public Facilities, a public utility district, a municipality, a borough service area or other agency supported by public funds, and the route provides adequate turnaround space for transportation vehicles. 4 AAC 27.011.

The School Board shall approve transportation routes and services based upon student needs and a continuing assessment of financial resources, including district funds and state reimbursements. Districts will use the most cost efficient methods when developing and establishing regular and special education routes and engaging in other transportation related services. Transportation shall be provided for students living at least one and one-half miles from school. Special education routes will be established without regard to distance.

Note: Pursuant to 4 AAC 27.036, the Board may designate hazardous routes within one and one-half mile from school. The designation must be by resolution which must state the nature and potential duration of the hazard and is only valid for one year.

The Board may designate hazardous transportation routes within the minimum walking distance when such routes are unsafe.

Note: A district may establish in-lieu-of agreements with parents to provide reimbursement for transporting their children to the nearest attendance center if: 1) the student's residence is more than one and one-half miles from the regular bus route and the pupil's attendance center (unless the child is a special education student); 2) the per-mile rate does not exceed the maximum mileage reimbursement rate paid by the district to administrative employees; and 3) reimbursement is based on the actual miles traveled, not the number of students.

Instead of extending existing transportation routes or establishing new routes, the District may establish in-lieu-of agreements to reimburse parents for transporting their children at approved rates and under approved conditions.

(Cf. 3540- Transportation)

**TRANSPORTATION ROUTES AND SERVICES
(Continued)**

Note: 4 AAC 27.056 requires that each district that receives pupil transportation funds from the department submit pupil transportation reports on prescribed forms. The pupil transportation annual report shall be submitted by October 1 of each year. The pupil transportation quarterly report shall be submitted not later than 15 days after the end of each quarter of the fiscal year. The final report is due by July 15 of each year, unless the district is offering summer school transportation services, in which case it is due by August 15. Any school bus accident reports must be submitted not later than 10 days after the end of each month in which a reportable school bus accident occurs.

The district will timely submit to the Department of Education and Early Development all transportation reports required by law.

Note: 4 AAC 27.086 establishes minimum standards for requests for proposals ("RFP"). Districts must ensure that an RFP commences six months before the expiration date of the current contract. Pre-bid conferences shall be held 30 days after the release of the RFP. Proposals are due to the district 14 days after the pre-bid conference and shall be opened that day in public at the hour and place stated in the RFP. The School Board shall forward a copy of the written proposed contract and successful proposal to the Department of Education and Early Development, not later than April 15 of the fiscal year preceding the first year of the contract. A copy of the final signed contract shall be forwarded to the Department not later than the first day of the contract. Each District with an ADM of 4,500 or more shall work with the Department to align, bid and remain on the same five-year term cycle.

All contracts for pupil transportation awarded by the School Board will be based on the competitive proposal process and meet minimum standards as required by law.

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 3541.5 - Alternative Transportation Arrangements)

Legal Reference:UNITED STATES CODE

49 U.S.C. §§ 30101, et seq.

ALASKA STATUTES

14.09.010 Transportation of pupils

ALASKA ADMINISTRATIVE CODE

4 AAC 27.006-27.951 Pupil transportation

Revised 3/2015

TRANSPORTATION FOR CHILDREN WITH DISABILITIES

BP 3541.2

Note: Children with disabilities must be transported with other non-disabled children if the district provides transportation to other students in the district. Separate transportation for an exceptional child is authorized only when it is in the best interest of that child due to the nature of the physical or mental disability. AS 14.30.347.

The School Board recognizes its responsibility to provide transportation services that give students with disabilities access to appropriate education programs and services. The district shall provide transportation for students with disabilities in accordance with needs specified in their Individualized Education Program (IEP).

In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation schedules and the extent to which transportation arrangements may help the student develop independent mobility skills.

Whenever possible, children with disabilities shall be transported with students without disabilities.

(cf. 3540 - Transportation)

(cf. 3541.5 - Alternative Transportation Arrangements)

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.278 Individualized education program

14.30.347 Transportation of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.730 State aid for transportation

4 AAC 27.021 Establishment of special education routes

Revised 3/2015

ALTERNATIVE TRANSPORTATION ARRANGEMENTS

BP 3541.5

Note: The following option is intended to address the unique transportation needs of some students.

Whenever it is more economical to do so, the School Board may seek agreement with the parents/guardians to reimburse parents/guardians in lieu of transportation.

Note: State regulation previously provided that if student travel time exceeds two hours per day, parent/guardian permission is required or the parent/guardian may select other reasonable and available educational or transportation alternatives. That regulation has been repealed. Districts may retain a two hour standard, select a different standard, or remove a maximum ride standard altogether. 4 AAC 27.032 provides the following limitations on in-lieu-of agreements: 1) unless the child is a special education student, the student's residence must be more than a mile and a half from both the nearest regular bus route and the student's attendance center; 2) the per-mile rate may not exceed the maximum reimbursement rate paid to district employees; and 3) reimbursement must be based on the actual miles traveled, not the number of students transported.

If a student's travel time exceeds _____ hours per day, the Superintendent or designee will obtain the parent/guardian's permission or ensure that the parent/guardian has made alternative transportation or educational arrangements.

(cf. 6181 - Correspondence Study Program)
(cf. 6182 - Secondary Boarding Program)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

4 AAC 27.990 Definitions

4 AAC 27.032 In-lieu-of agreements

Revised 3/2015

FOOD SERVICE

BP 3550(a)

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

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

The Board believes that:

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

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

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

FOOD SERVICE (continued)

BP 3550(b)

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

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

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

Legal Reference:

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210 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)

Revised 3/2015

**DRUG AND ALCOHOL-FREE WORKPLACE
NOTICE TO EMPLOYEES**

Note: Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. Additionally, AS 17.38 does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). Further, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, or possession of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.

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

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

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

Note: Upon notification of a violation, the district must either (1) take appropriate personnel action against the employee, "up to and including termination," or (2) require the employee to satisfactorily participate in an abuse assistance or rehabilitation program.

Note: The names, addresses and telephone numbers of drug and alcohol counseling and rehabilitation programs and/or employee assistance programs available locally to employees may be included in this notice or provided to employees in a separate statement. In addition, information about the dangers of drug and alcohol abuse may be included in this notice or the district may distribute materials obtained from state, local or national anti-abuse organizations to its employees.

Revised 3/2015

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

Purpose

Note: All persons subject to commercial driver's license requirements must be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin) and phencyclidine (PCP). In AS 14.09.025, the Alaska Legislature enacted its own statutory requirement for testing bus drivers, which is in effect for all Alaska districts that employ bus drivers. This area, especially post-employment testing of drivers, involves constitutional issues. School districts should refer to legal counsel in designing and implementing drug testing procedures. Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38 also does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, possession and sale of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.

The Superintendent or designee shall establish and implement a drug and alcohol testing program for all bus drivers employed by the school district, in accordance with state and federal law. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of drugs and alcohol by bus drivers. This program shall test drivers for the improper use of drugs and alcohol, and shall include random testing. Improper use of drugs and alcohol consists of use that constitutes a federal or state criminal offense, or otherwise violates the regulations of the Department of Education and Early Development.

Prohibited conduct

No personnel employed by the school district as drivers of motorized vehicles used to transport students shall report for duty requiring the performance of safety-sensitive functions, or remain on duty, when the driver uses any controlled substance or has a prohibited concentration of alcohol in the driver's system. The only exception is when a driver has used a controlled substance pursuant to the instructions of a qualified physician who has advised the driver in writing that the substance does not adversely affect the driver's ability to safely operate a motorized vehicle for the transportation of students. Drivers shall provide a copy of the physician's written advice to the driver's supervisor prior to operating any motor vehicle for the school district.

Required Testing

Drivers shall be subject to pre-employment/pre-duty, reasonable suspicion, random, post-accident, returning to duty and follow-up alcohol and drug testing. Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions, which include just before or just after the employee performs the safety-related function for the district. Controlled substance testing may be performed at any time the driver is at work. An employee subject to this testing may not refuse to take a test when required.

Personnel

ALL PERSONNEL

BP 4021(b)

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (continued)

Note: Under 49 CFR Part 40, the Department of Transportation has made specimen validity testing (SVT) mandatory within the regulated transportation industries. Making SVT mandatory has become necessary because of the increase in products designed to adulterate specimens, which has made tampering with specimens more prevalent.

Consequences for failing or refusing to take a required test

A refusal to take a required test shall be considered in violation of the employee's contractual obligations to the district, and may constitute grounds for the employee's termination from employment with the district. If testing confirms prohibited alcohol concentration levels or the unauthorized presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with law. The district may reassign the employee to non-safety-related functions until such time as the driver complies with the requirements for returning to duty.

The School Board retains the authority, consistent with state and federal law, to discipline or discharge any driver who is alcohol or chemically dependent and whose current use of alcohol or drugs impairs the employee's job qualifications or performance. Before a driver may be reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified results.

Except as required by law or collective bargaining agreement, the district is not required to provide rehabilitation, pay for substance abuse treatment or to reinstate a driver who has failed a required drug or alcohol test. All employment decisions involving reassignment, reinstatement, termination or dismissal from employment shall be made in accordance with applicable district policies and procedures.

Records

The district shall keep and maintain testing records, and shall maintain the confidentiality of those records, in accordance with law. Testing records, and any information about false positive test results, shall not be released without the written consent of the employee. The district shall not retain records of false positive test results in the employee's employment records.

Training

The district shall take steps to ensure that supervisors receive appropriate training to administer the district's drug and alcohol testing program, and that employees receive the notifications required by law.

ALL PERSONNEL

BP 4021(c)

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (continued)

(cf. 4020 - Drug and Alcohol Free Workplace)
(cf. 3514 - Safety)
(cf. 4158/4358 - Employee Security)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

ALASKA STATUTES

AS 14.09.025 Drug Testing for School Bus Drivers

AS 17.38.20 Employers, driving, minors and control of property

FEDERAL LAW

Omnibus Transportation Employee Testing Act of 1991

The Drug-Free Workplace Act of 1989

The Drug-Free Schools and Communities Act of 1986, as amended

International Brotherhood of Teamsters v. Dept. of Transportation, 932 F.2d 1292 (1991).

Revised 3/2015

ALL PERSONNEL

BP 4119.12(a)

HARASSMENT

The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.

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

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.11 – Sexual Harassment)

(cf. 4119.21 – Code of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. 1312.3 - Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in employment)

Legal Reference (see next page):

Personnel

ALL PERSONNEL

BP 4119.12(b)

HARASSMENT

Legal References:

ALASKA STATUTES

AS 14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

Revised 3/2015

STAFF DEVELOPMENT

BP 4131(a)

Note: Staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, and suicide awareness and prevention. AS 14.20.680 mandates staff training on the needs of individual students who have alcohol or drug related disabilities within 45 days of first day of employment. A school district must provide annual youth suicide awareness and prevention training to each teacher, administrator, counselor, and specialist employed to serve students in grades 7-12. Effective October 2014, AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. In compliance with federal and state law, the Superintendent or designee is to develop a plan to ensure that all teachers of core academic subjects be highly qualified by the end of the 2005-2006 school year. Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.

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

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

(cf. 5142.3 - Restraint and Seclusion)

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

1. Released time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.

STAFF DEVELOPMENT (continued)

BP 4131(b)

5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Additional Duties

14.18.060 Discrimination in textbooks and instructional materials prohibited

14.20.680 Required alcohol and drug related disabilities training

Enrolled SB 137 (2012) (uncodified law) Requiring suicide awareness and prevention training for certain school personnel

47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 06.550 Review of instructional materials

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Section 1119 of the No Child Left Behind Act of 2001, P.L. 107-110

Revised 3/2015

EMPLOYEE SECURITY

BP 4158

4258

4358

Note: Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited and in some situations prohibited by law. AS 14.33.125. Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140, and the No Child Left Behind Act of 2001.

An employee may use approved methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be 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. 5144 - Discipline)

(cf. 5142.3 – Restraint and Seclusion)

Note: A teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

Employees shall promptly report any student attack, assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency.

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

Legal Reference:

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. §§ 2361-2368, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 3/2015

YUPIIT SCHOOL DISTRICT

9/92

CIVIC LEAVE

BP 4161.7(a)

The School Board encourages employees to fulfill their civic responsibilities and will accommodate these responsibilities as provided for below. If a conflict exists between a provision of this policy and a legally permissible provision in a collective bargaining agreement, the provision of the collective bargaining agreement will take precedence.

Jury or Witness Duty

Note: Subject to the terms of a collective bargaining agreement, AS 39.20.270 provides for court leave for any full time employee, whether permanent, nonpermanent, or temporary. The employee is entitled to administrative leave with pay; however, any compensation received for service as a juror or witness shall be deducted from the employee's normal compensation. Alaska Statute 09.20.030 excuses from jury duty during the school term any teacher who is teaching in a school that is designated as a low performing school under regulations adopted by the State Board of Education and Early Development. Effective March 6, 2015, regulations provide that a teacher employed by a school that is identified as a one-or two-star school is eligible for the jury service exemption in AS 09.20.030.

Any regularly contracted teacher or other full-time employee of the district who is required to be absent from duty pursuant to a court order, either as a witness or juror, shall receive regular salary/wage for such period of absence less any amounts received for such service. The payroll adjustment will be made at the first payroll period following such service.

Employees must show the jury duty summons or court order to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Employees are expected to report for work whenever the court schedule permits.

Military Leave

Note: AS 39.20.340 provides that an employee, with the approval of the city council or borough assembly, who is a member of a reserve or auxiliary component of the United States Armed Forces is entitled to a leave of absence without loss of pay on all days during which the employee is ordered to training duty, as distinguished from active duty, or for instruction, or when under direct military control in the performance of a search and rescue mission. The leave of absence may not exceed 16 1/2 working days in any 12 month period. If an employee is called to active duty by the governor, the employee is entitled to five days leave of absence without loss of pay.

Any regular full-time employee who is a reservist in any branch of the armed forces or a National Guard member shall be granted time off for military training or temporary military service required during the school year. An employee requiring such leave must notify his or her supervisor of the training schedule as far in advance as possible. An employee requiring such leave will receive regular pay during such service, less any military pay earned during that time, for a period authorized by law.

Any regular full-time employee with an active military obligation will be granted a leave of absence without pay if called to active duty within the U.S. armed services. However, eligible employees may use any available paid time off for the absence. Employees called for active duty will be entitled to reinstatement in accordance with all applicable state and federal laws.

Personnel

CIVIC LEAVE

BP 4161.7(b)

Legal Reference:

ALASKA STATUTES

09.20.030 Exemptions

14.20.340 Military service and previous leaves of absence

26.05.075 Reemployment rights of the organized militia

39.20.270 Court leave

39.20.340 Leave of absence for reserve or auxiliary members of armed services

39.20.350 Restoration of reserve members to former positions

ALASKA ADMINISTRATIVE CODE

4 AAC 06.883 Jury Service exemption

4 AAC 06.835 Star ratings

Revised 3/2015

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The No Child Left Behind Act requires states to implement a system of school safety assessment. Under NCLB, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5132 – Dress and Grooming)
(cf. 5136 – Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5141.51- At-Risk Youth)
(cf. 5142.2 – School Safety Patrol)
(cf. 5142.3 – Restraint and Seclusion)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.5 – Nondiscrimination)
(cf. 5145.5 – Harassment)
(cf. 5145.7 – Sexual Harassment)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(b)

(cf. 5147 – Dropout prevention)
(cf. 6159- Individualized Education Program)
(cf. 6164.2 – Guidance and Counseling Services)
(cf. 6164.4 – Child Find)
(cf. 6164.5 – Student Study Teams)
(cf. 6172 – Special Education)

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

(cf. 5142.3 – Restraint and Seclusion)

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)
(cf. 9311 – School Board Policies)
(cf. 9313 – Administrative Regulations)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(c)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(d)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(e)

Legal Reference:

UNITED STATES CODE

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

No Child Left Behind Act of 2001, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*

11.81.900 *Definitions*

14.03.078 *Report*

14.03.160 *Suspension or expulsion of students for possessing weapons*

14.30.045 *Grounds for suspension or denial of admission*

14.30.180-.350 *Education for Exceptional Children*

14.33.120-.140 *School disciplinary and safety program*

14.33.210 *Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 *Suspension or denial of admission*

4 AAC 06.172 *Reporting of school disciplinary and safety programs*

4 AAC 06.175 *Reporting restraint and seclusion incidents.*

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*

20 AAC 10.020 *Code of ethics and teaching standards*

Revised 3/2015

SCHOOL DISCIPLINE AND SAFETY

AR 5030(a)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Finally, the district must report all incidents of student restraint and seclusion. The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.125, 14.33.210, 4 AAC 06.175, 4 AAC 06.172 and 4 AAC 06.250.

Report on School Disciplinary and Safety Programs

The district shall submit to the State Department of Education and Early Development the following information annually, in a format required by the Department:

Program Development and Review

The report shall include, for each school:

- a description of the collaboration with community, parents, and students in development and review of the school's disciplinary and safety standards;
- the procedures used to develop the community-based standards of school behavior and safety contained in the safety and discipline program;
- the individuals involved in developing the standards;
- the parameters for evaluation to assess the effectiveness of the standards; and
- the period of review and evaluation of the standards.

Incident Reporting

The report shall include, for each school, the number of:

- 1) infractions involving violence against a person at school;

“Infractions involving violence against a person” means a violation of school rules in which a person was injured, was threatened with injury, or reasonably perceived a threat of injury.

- 2) infractions involving a weapon at school;

“Infractions involving a weapon” means a violation of school rules in which a student possessed, used, attempted to use, or threatened to use a weapon, regardless of whether the possession, use, or sale of the weapon was the main infraction committed.

SCHOOL DISCIPLINE AND SAFETY (continued)

AR 5030(b)

“Weapon” means a dangerous instrument as defined in AS 11.81.900, and any object or instrument that, in the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing injury.

- 3) days students were suspended for infractions involving violence against a person or infractions involving a weapon at school;
- 4) expulsions for infractions involving violence against a person or infractions involving a weapon at school;
- 5) transfers requested and provided under 4 AAC 06.210 (persistently dangerous schools); and 4 AAC 06.240 (parent request to remain in transfer school);
- 6) victims of violent criminal offenses as determined under 4 AAC 06.230;
- 7) truancies, as determined by district procedures; and
- 8) incidents resulting in suspension or expulsion for harassment, intimidation, or bullying on school premises or on transportation systems used by the school.

“Harassment, intimidation, or bullying” means “an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

(A) physically harms the student or damages the student's property;

(B) has the effect of substantially interfering with the student's education;

(C) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(D) has the effect of substantially disrupting the orderly operation of the school.

- 9) incidents of restraint and seclusion, including: the total number of incidents, the number of incidents that resulted in injury or death to students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with disabilities restrained or secluded, including the category of disability.

“Restraint” means physical restraint, chemical restraint, mechanical restraint, or other aversive behavioral interventions that compromise health and safety.

SCHOOL DISCIPLINE AND SAFETY (continued)

AR 5030(c)

“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 a classroom time-out, supervised detention, or suspension from school under AS 14.30.045.

Revised 3/2015

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Action Item B Resignations

The Administration recommends the approval of the following resignations:

Akiak	Michael Williams, Jr., Custodian
Tuluksak	Katherine Ringer, Social Studies
Akiak	Julie Kelley, SpEd Teacher
District Office	Kaylin Charles, Secretary for Maintenance and Curriculum

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

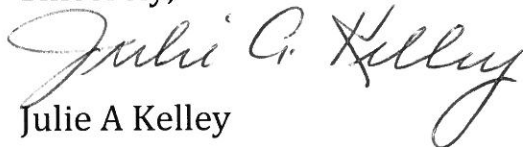
Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

February 4, 2016

To the YSD School Board;

After seriously considering the contract offered to me, I have decided not to accept the offer. I will not be returning next year. Thank you for the years of allowing me into the lives of you and your children. I have watched so many of these children grow into adulthood and now have had the honor of working with their children. It's been a wonderful ride living here with all of you. I wish only wonderful things for you, our school, our children, and all the families of the YSD. Again thank you for being such wonderful friends.

Sincerely,


Julie A Kelley

January 29, 2016

To whom it may concern:

I am writing this letter to let you know that I am resigning my position as Secretary to Maintenance/ Curriculum due to childcare issues.

Kaylin Charles

KJ Charles effective 1/29/16

Rec'd
1/29/16
RJC



Katherine Ringer <kringer@yupiiit.org>

2016-17 School Year

1 message

Katherine Ringer <kringer@yupiiit.org>
To: Rayna Neumiller Hartz <rhartz@yupiiit.org>

Mon, Feb 1, 2016 at 1:10 PM

Hello Rayna,

I will be resigning my position as Tuluksak's high school Social Studies teacher at the end of the 2015-16 school year. Thank you for the opportunity to work in this community.

Sincerely,

Katherine Ringer

--

Katie Ringer
Social Studies Teacher
Tuluksak School
kringer@yupiiit.org

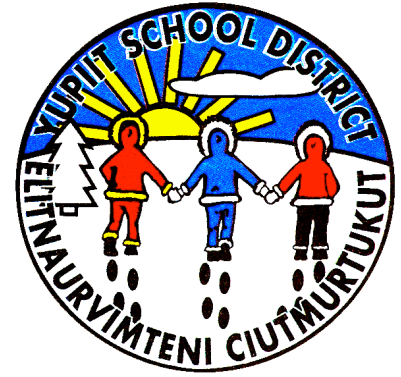
Katherine Ringer 2/10/16

I, Michael Williams Jr, resign
on the 27th of January 2016.

A handwritten signature in cursive script, appearing to read "Michael Williams Jr". The signature is fluid and stylized, with a large loop at the end.

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Action Item C Recommendations for Hire

The Administration recommends approval of the following hires:

Akiachak School	Jason Charles, Cook's Helper
Tuluksak School	Karri Tikiun, Secretary

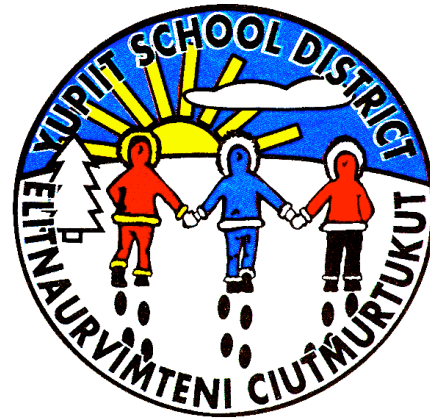
Akiak School
P.O. Box 49
Akiak, Alaska 99552
Tel. (907) 765-4600

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Action Item D Job Descriptions

The attached job description is recommended for approval for immediate posting:

Akiachak Interpreter for the Deaf

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

Yupiit School District
Akiachak, Alaska

Job Description

JOB TITLE: Interpreter for the Deaf with EIPA (Educational Interpreter Performance Assessment) score of 4.0 or better

SALARY: Classified: R D (depending on credits earned)

REPORTS TO: Principal

H 7 hr/day

LOCATION: Akiachak School

No. DAYS: 183

JOB PURPOSE: To provide language access for students who are deaf and hard of hearing, their peers and staff by interpreting and transliterating American Sign Language to English and vice versa for students whose IEP specifies the need for an interpreter of the deaf.

Duties, Responsibilities and Accountabilities

1. Assist the special education teacher with management and education of children enrolled in special education.
2. Interpret and transliterate between deaf student(s) and non-signers in the classroom and in other settings to include activities both on-campus and in the community and for school related extracurricular activities.
3. Prepare for content and message delivery of instructional materials.
4. Adapt signing level to communication needs of the student.
5. Ensure appropriate logistics (e.g., lighting, seating) for effective interpreting.
6. Provide clear and appropriate information for substitute interpreters.
7. Become familiar with materials, techniques and procedures used in working with exceptional children.
8. Implement I.E.P. programs for children in conjunction with the special education teacher.
9. Assist with preparation or collection of instructional materials.
10. Function as a member of the professional education team
11. Provide information to certified staff and both hearing and deaf students so that they understand the role and use of interpreters.
12. Other duties as assigned by the special education teacher, Director of Special Education or Superintendent.

Qualifications:

1. High School graduate, additional formal education preferred as well as experience in working with exceptional children.
2. Fluent skills in American Sign Language.

3. Must be able to effectively and accurately interpret or transliterate ASL to English and vice versa among students, staff, community, parents, administrators and general public.
4. Completion of a educational interpreter program (preferred) or documented proof of ongoing participation in educational interpreter training/educational activities.
5. Must possess and maintain an educational interpreter performance assessment rating of level 4 or above.
6. Knowledgeable regarding deaf culture and sensitive to multicultural environment.
7. Knowledgeable regarding the role, duties and function of an educational interpreter.
8. Must possess and maintain RID (Registry of Interpreters for the Deaf) or NAD (National Association of the Deaf) certification within the first year of employment.
9. Must show evidence of ability to work closely and cooperatively in a small group setting and to maintain confidentiality in regards to the student's disabilities.
10. Must be able to work with children (ages 3-21) with a variety of disabilities in a variety of settings.
11. Ability to live and work in a cross-cultural, rural Alaskan environment.

Knowledge, Skills and Abilities

1. Requires decision-making ability and the ability to work independently. Requires ability to plan, schedule, and prioritize work.
2. Requires interpersonal skills to courteously and effectively assist individuals
3. Requires ability to speak clearly and concisely both in oral and written communication.
4. Requires willingness to perform various job-related duties as situations require, a strong sense of teamwork, and ability to work cooperatively with others.
5. Requires ability to perform duties with awareness of all district requirements, Board of Education practices, Alaska State Laws, and Department of Education and Early Development regulations.

Education and/or Experience: High School diploma or equivalent. Must have fluent skills in American Sign Language. Must possess and maintain an educational interpreter performance assessment rating of level 4 or above.

Language Skills: Ability to speak effectively before supervisors and district employees. Ability to speak Yupik preferred.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills and Abilities: Requires knowledge and ability to operate a variety of software on computers. Working knowledge of Microsoft Word, Excel, and scanning required.

Other Skills and Abilities: Ability to develop effective working relationships with the principal, staff, students, parents, and community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to work in a cross-cultural environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; operate a computer; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds, such as tables, office and meeting supplies. This position may occasionally require employee to work extended or irregular hours. Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

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

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

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

The Yupiit School District is an Equal Opportunity Employer.

Employee: print name and sign

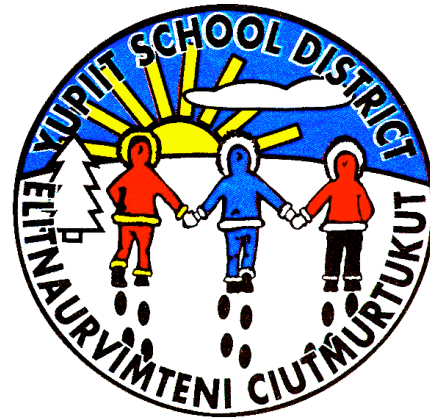
Date

Supervisor: print name and sign

Date

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Action Item E Job Descriptions

The attached job description is recommended for approval to be posted the 2016-2017 School year:

District-wide Special Education/Curriculum Coordinator

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

Yupiit School District
Akiachak, Alaska

Job Description

JOB TITLE: District-Wide Special Education Coordinator & Curriculum Coordinator
SALARY: Certified Teacher Salary Schedule, based on qualifications
REPORTS TO: Superintendent of Schools HRS: 8 hr/day
LOCATION: Yupiit School District No. DAYS: 215 days

Qualification Requirements

1. Alaska Type A Teaching Certificate with Special Education Endorsement required.
2. Five or more years of successful teaching experience.
3. Background and experience in Alaska Native populations in a remote environment
4. Knowledge and experience with early childhood programs, special education, curriculum development and grant programs preferred.

Essential Duties and Responsibilities

1. Responsible for the effective implementation of special education services, testing, certifications of students and related services throughout the district.
2. Serves as the district liaison with the Alaska Department of Education in all Special Education matters
3. Leads the 504 and RTI processes
4. Develops and administers Special Education grant
5. Assists in selection, retention, and promotion of Special Education certificated and classified personnel as supported by the Superintendent
1. Controls and supervises the maintenance of all Special Education student records.
6. Works collaboratively with the YSD leadership team and administration to provide effective and on-going professional development.
7. Works with YSD leadership team and administration to plan and promote the improvement of curriculum.
8. Other responsibilities may be assigned

Knowledge, Skills and Abilities

1. Requires decision-making ability and the ability to work independently. Requires ability to plan, schedule, and prioritize work.
2. Requires interpersonal skills to courteously and effectively assist individuals on the telephone or in person and to maintain good relations. Requires personal presence and appearance to appropriately act as a representative of the Superintendent and Board of Education. Requires ability to communicate with a variety of people to gather information or to communicate information to others. Ability to resolve issues involving conflict.
3. Requires ability to speak clearly and concisely both in oral and written communication.
4. Requires willingness to perform various job-related duties as situations require, a strong sense of teamwork, and ability to work cooperatively with others.
5. Requires ability to perform duties with awareness of all district requirements, Board of Education practices, Alaska State Laws, and Department of Education and Early Development regulations and Alaska Teacher Code of Ethics.

Language Skills: Ability to read and interpret documents such as grant documents, safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff and students.

Mathematical Skill: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Other Skills and Abilities: Demonstrated ability to operate computers and related software. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

Physical Demands: While performing the duties of this job, the employee is almost continuously required to sit, and talk or hear. The employee is occasionally required to walk and stand. The employee is occasionally required to reach with hands and continuously will repeat the same hand, arm or finger motion many times as in typing. Specific vision abilities required by this job include close vision, depth perception and the ability to adjust focus.

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

BP 4030: Nondiscrimination in Employment, All Personnel

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

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

The Yupiit School District is an Equal Opportunity Employer.

Yupiiit School District

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



Date: February 18, 2016
To: Regional School Board
From: Rayna Hartz, Interim Superintendent
Re: Action Item F Job Descriptions

The attached job description is recommended for approval for immediate posting:

District-wide Yupiaq Education Department Director

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

Akiachak School
P.O. Box 51189
Akiachak, Alaska 99551
Tel. (907) 825-3616

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625

Yupiit School District
Akiachak, Alaska

Job Description

JOB TITLE:	Yupiaq Education Department Director		
SALARY:	Classified Director		
REPORTS TO:	Superintendent	Hours:	8 hr/day
LOCATION:	District Office	No. DAYS:	260

Duties, Responsibilities

1. Oversees the development and implementation of the Yupiit School District Yupiaq Education Department
2. Supports the implementation of the Tribal Education Code, as applicable
3. Serve as Liaison between the Yupiit School District and applicable Tribal entities
4. Develops relevant School-Business Partnerships and Inter-Agency Agreements
5. In collaboration with YSD leadership team and administration, develops and implements Yupiaq curriculum.
6. Oversee Staff Development relevant to Yupiaq education and curriculum.
7. Become familiar with materials, techniques and procedures used in working with Yup'ik children.
8. Provide staff development relevant to culturally appropriate educational practices.
9. Function as a member of the YSD leadership team
10. Coordinate and oversee summer activities, as applicable
11. Contribute to the overall grants process in order to achieve Yupiaq Education Department goals and objectives.
12. Attends relevant community meetings.
13. Other duties as assigned by the Superintendent.

Qualifications:

1. Experienced educator with minimum Bachelor's degree in Education.
2. Fluent communication skills (written and oral) in both English and Yugtun
3. Experience working in a remote educational environment
4. Experience advocating for Tribal children.
5. Ability to think, reason, and make sound judgments
6. Ability to compile reports in compliance with standards and guidelines.
7. Experience managing financial resources

Knowledge, Skills and Abilities

1. Requires decision-making ability and the ability to work independently. Requires ability to plan, schedule, and prioritize work and to work efficiently.
2. Requires interpersonal skills to courteously and effectively assist individuals.
3. Requires ability to speak clearly and concisely both in oral and written communication in both English and Yugtun.
4. Requires willingness to perform various job-related duties as situations require; a strong sense of teamwork, and ability to work cooperatively with others.
5. Requires ability to perform duties with awareness of all district requirements, Board of Education practices, Alaska State Laws, and Department of Education and Early Development regulations.

6. Up-to- date with computer skills and industry knowledge technology.
7. Ability to identify and resolves problems in a productive timely manner, gathers and analyzes information skillfully and maintains confidentiality.
8. Speaks clearly, persuasively, and demonstrates group presentation skills.
9. Edits work for spelling and grammar, presents numerical data effectively and is able to read and interpret written information.
10. Demonstrates accuracy, thoroughness, and monitors department work product.
11. Adapts to changes in the work environment.
12. Ability to manage, analyze and interpret financial data.
13. Ability to supervise others

Other Skills and Abilities: Ability to develop effective working relationships with the principal, staff, students, parents, community and other relevant stakeholders.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; operate a computer; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds, such as tables, office and meeting supplies. This position may occasionally require employee to work extended or irregular hours. Specific vision abilities required by this job include close vision and depth perception. Some travel is required as part of the job.

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

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

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

The Yupit School District is an Equal Opportunity Employer.

What we hope to accomplish over the next year as a Board

(These are not the same as the goals of the YSD Strategic Plan, but are directed directly at the actions of the Board)

Goal # 1: The Board will engage tribal and village-based organizations to get Elders and others involved in schools through IRAs, Village Corps; listen to local advisory school boards; help enlist community support and the Board will visit local schools regularly

Goal #2: The Board will be trained in Governance and Finance and participate in regional, state and national education entities

Goal #3: The Board will become familiar with the facilities plan and continue regular reviews of their policies

Goal #4: The Board will institute and review an annual survey process.

The Board would like a short piece that would allow them to present to IRAs and others that underscore what they are trying to do. Perhaps this could emphasize the goal of local involvement and why it is important.