

Yupiit School District

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Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Committee Meetings and Work-sessions

The Board Policy Updates are for your review and will be presented for 1st Reading.

STUDENT AND FAMILY PRIVACY RIGHTS

BP 5145.15(a)

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

The Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of our students and their families. The following procedures shall be followed so that parents may make informed choices regarding the disclosure or collection of personal information from their student.

Student Surveys

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

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

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

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

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

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(b)

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

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

Instructional Material

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

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

Physical Exams or Screenings

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

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

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

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

(cf. 5141 – Health Care and Emergencies)

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

(cf. 5131.61 – Drug/Alcohol Testing Policy)

Collection of Personal Information from Students for Marketing

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

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

Option 1:

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

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

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

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(d)

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

Option 2:

Before a school administers or distributes an instrument to a student for the purpose of collecting personal information for marketing or for sale that information (or otherwise providing that information to others for that purpose), the student's parent(s)/guardian(s) may:

1. Inspect, upon their request, that instrument and/or
2. Refuse to allow their child to participate in the activity. The school will not penalize any student whose parent(s)/guardian(s) exercise this option.

Notification of Rights and Procedures

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

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

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

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools.

14.30.070 Physical Examination required.

UNITED STATES CODE

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

Revised 3/2016

GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of ____ [insert year] to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of ____ [insert year] to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members)

Legal Reference (see next page):

GOALS AND OBJECTIVES (continued)

BP 6010(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

Revised 3/2016

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

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

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

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

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

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

The crisis response plan for each school must:

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

CRISIS RESPONSE PLAN (continued)

BP 6114(b)

(cf. 3514 - Safety)

(cf. 3515 – School Safety & Security)

(cf. 5142 - Student Safety)

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

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

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

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

Revised 3/2016

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

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

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

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

(cf. 4131 – Staff Development)

1. Principal

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

The principal shall:

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

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

2. Teachers

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

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

3. Custodian/Maintenance Personnel

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

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

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

4. The school secretary shall:

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

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

6. The school nurse shall:

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

Revised 3/2016

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

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

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

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

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

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

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

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

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

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

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

AIDS INSTRUCTION

BP 6142.2(b)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

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

Revised 3/2016

HIGH SCHOOL GRADUATION REQUIREMENTS

BP 6146.1(a)

Note: Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the secondary school competency examination and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements.

<u>SUBJECT</u>	<u>UNITS OF CREDIT</u>	
LANGUAGE ARTS	4	
SOCIAL STUDIES	3*	
MATHEMATICS	2	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR BEFORE JUNE 30, 2017.
MATHEMATICS	3	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR AFTER JULY 1, 2017
SCIENCE	2	
HEALTH/PHYSICAL EDUCATION	1	
ELECTIVES	9	

*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

Legal Reference (see next page):

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

BP 6146.1(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.755 Statewide assessment program for students with disabilities

Revised 3/2016

COLLEGE AND CAREER READINESS ASSESSMENTS

BP 6146.3

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

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

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Reciprocity on Graduation Requirements)

(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)

(cf. 6162.5 - Standardized Testing)

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

Legal Reference

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system

4 AAC 06.717 College and career readiness assessment

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.790 Definitions

Revised 3/2016

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

AR 6146.3(a)

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

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

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

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

Procedures for Requesting A Waiver

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

A. Waiver for Late Arrival Into the School System

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

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

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

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS
(continued)

AR 6146.3(b)

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

B. Waiver for Rare and Unusual Circumstances

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

A waiver may be granted only for the following reasons:

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

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS
(continued)

AR 6146.3(c)

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

School Board Action Approving or Denying A Waiver

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

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

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

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

TITLE I PROGRAMS

BP 6171(a)

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

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

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

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

(cf. 6190 - Evaluation of the Instructional Program)

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

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

TITLE I PROGRAMS (continued)

BP 6171(b)

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

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

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

(cf. 6000 - Concepts and Roles)

Legal Reference:

UNITED STATES CODE

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

Revised 3/2016

TITLE I Programs

AR 6171(a)

Parent and Family Engagement in Title I Programs

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

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

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

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

TITLE I Programs (continued)

AR 6171(b)

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

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

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

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

Revised 3/2016

NOTICE TO PARENTS REQUIRED BY EVERY STUDENT SUCCEEDS ACT

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

Improving Basic Programs Operated by Local Educational Agencies

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

English Language Learners

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

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

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

Academic Assessment and Local Education Agency and School Improvement

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

Parental Involvement

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

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

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

Education of Homeless Children and Youths

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

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

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

Student Privacy

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

Revised 3/2016

EDUCATION FOR GIFTED AND TALENTED STUDENTS

BP 6173(a)

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs. 4 AAC 52.800 provides guidance for districts in establishing gifted education programs and the following policy is consistent with that guidance. Districts may also apply for federal USDOE grants pursuant to the Jacob K. Javits Gifted and Talented Students Education Program, 20 U.S.C. § 7294. The primary emphasis of this federal program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, English language learners, and students with disabilities, to help reduce the gap in achievement among certain groups of students at the highest levels of achievement.

The School Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide for the identification and education of gifted and talented students so that opportunities for learning are commensurate with their particular abilities and talents.

Note: According to 4 AAC 52.800, educational programming for gifted children must, at minimum, provide: 1) student identification; 2) student eligibility criteria; 3) a process for development of student learning plans that provides for teacher, parental and student participation; and 4) a review process that allows parents, on behalf of their child, to challenge and to have reviewed the district's program or an individual student learning plan provided for their child.

Programs for gifted and talented students may include a variety of evidence-based services, materials, and methods. This may include, but is not limited to, special day classes or part-time and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. Special day classes may include accelerated classes, honor classes, advanced placement classes and classes within an International Baccalaureate program. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum, using strategies such as independent study, postsecondary education, and enrichment. Where appropriate, gifted and talented instructional services, materials, and methods should be made available to or utilized for all students.

The Superintendent or designee may designate a Gifted and Talented Coordinator for the district to address gifted and talented educational programming and consult on and address challenges to student learning plans.

Student Identification and Eligibility

The Superintendent or designee shall establish procedures to identify students for the district's gifted and talented education program, including those students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity or in specific academic subject areas, and who need services or activities not ordinarily provided by the school in order to fully develop these capabilities.

Eligibility determinations shall be made objectively and based on student data. In addition to the district's identification process, any parent may request in writing that his or her student be considered for the district's gifted and talented education program.

The Superintendent or designee shall ensure the full participation of eligible students regardless of their ethnic, cultural, linguistic, or economic background.

(cf. 5145.3 - Nondiscrimination)

EDUCATION FOR GIFTED AND TALENTED STUDENTS

BP 6173(b)

Student Learning Plans and Review Process

The Superintendent or designee shall designate teachers to develop student learning plans with participation and input from the gifted student and his or her parent(s).

The parent(s) of a student may challenge the district's eligibility determination and/or the student learning plan by first contacting the responsible teacher. If the challenge is not resolved by the teacher, the parent may then contact either the district Gifted and Talented Coordinator or the school principal. If a parent wishes to challenge the district's gifted and talented education program, the parent must file a challenge with the Superintendent or designee.

(cf. 0500 - Review and Evaluation)

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4115 - Personnel Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

Charter School and Correspondence Study Programs

Appropriate educational programming shall be provided by the district for gifted children enrolled in schools within the district. This includes students enrolled in charter schools and correspondence study programs, as those services are described in the charter or correspondence program description. Statewide correspondence programs that enroll students who reside outside of the district shall provide appropriate educational programs for all gifted students enrolled in the correspondence program.

(cf. 6181 – Charter Schools)

(cf. 6182 – Correspondence Study Program)

Note: Each district shall submit to the department a copy of the district's gifted education program, and any amendments adopted to the program. 4 AAC 52.800(d).

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 Selection and Evaluation of Instructional Materials)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 52.800-890 Program Administration: Gifted Children

UNITED STATES CODE

20 U.S.C. § 7294, Supporting High-Ability Learners and Learning, the Jacob K. Javits Gifted and Talented Students Education Program, as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2105)

Added 3/2016

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Agenda

The Administration presents the Agenda for October 13, 2016 for approval.

Yupiit School District

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

Regional Board Members

Akiachak

Akiak

Tuluksak

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

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

Noah Andrew, Board Secretary
Moses Peter, Board Member

Committee Meetings and Work-sessions

10:00 AM - Board Policy Updates:

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

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak, Alaska

DATE: October 13, 2016

- I. Call to Order
- II. Roll Call
- III. Invocation
- IV. Oath of Office: (only if Division of Elections certify the Election results)
 - A. Oath of Office
 - B. Reorganizational of the Board:
 1. Chairman
 2. Vice Chairman
 3. Secretary
 4. Treasurer
- V. Recognition of Guests
- VI. Approval of Agenda
- VII. Approval of Minutes: September 15, 2016
- VIII. Correspondence:
- IX. Reports:
 - A. Attendance Report:
 - B. Superintendent's Report

- C. School Reports
 - 1. Akiachak
 - 2. Akiak
 - 3. Tuluksak
- D. Curriculum, Instruction, Assessment Report
- E. Federal/Special Programs/Food Service Report
- F. Business and Finance Report
- G. Maintenance & Operations Report
- H. Technology Director Report
- X. Action Items
 - A. 3rd Reading of Board Policy Updates:
 - 1. BP 1331 Memorial Policy
 - 2. BP 3550 Food Service
 - 3. Recruitment and Selection
 - 4. BP Certificated Staff Development
 - 5. BP 4222 Teacher Aides/Paraprofessionals
 - 6. BP 5127(a) Graduation Ceremonies and Activities
 - B. 2nd Reading of BP Updates:
 - 1. BP/AR/E 5128 Alaska Performance Scholarship Program
 - 2. BP 5141.3 Health Examinations
 - 3. BP 5141.4 Child Abuse and Neglect
 - 4. BP 5141.41 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention
 - 5. BP 5141.52 Suicide Prevention
 - 6. BP 5145.3 Nondiscrimination
 - 7. AR 5145.3 Transgender Students and Employees
 - C. 1st Reading of BP Updates:
 - 1. BP 5145.15 (a) Student and Family Privacy Rights
 - 2. BP/AR 6114 (a) Crisis Response Plan
 - 3. BP 6142.2 (a) Aids Instruction
 - 4. BP 6146.1 (a) High School Graduation Requirements
 - 5. BP/AR 6146.3 (a) College and Career Readiness Assessments
 - 6. BP/AR/E 6171 (a) Title I Programs
 - 7. BP 6173 (a) Education for Gifted and Talented Students
 - D. YSD Legislative Priorities
 - E. Regional School Board Resolutions
 - F. MOA – Akiachak Public Library
 - G. MOA – Akiak Public Library
 - H. MOU – Renfro Guide Course
 - I. New Hire:
 - J. Resignations:
- XI. Board Travel/Info: AASB Winter Boardmanship Academy – December 9-10, 2016
- XII. Public Comments
- XIII. Board Comments
- XIV. Executive Session:
- XV. Next Regular Meeting: November 17, 2016
- XVI. Adjournment

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: Minutes: September 15, 2016

The Administration presents the Minutes for September 15, 2016 for approval.

Yupiit School District

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

Regional School Board

Akiachak

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

Akiak

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

Tuluksak

Noah Andrew, Secretary
Moses Peter Board Member

Minutes of the Yupiit School District Regional Board of Education

Held: September 15, 2016
Village: Akiachak, Alaska

Committee Meeting & Work-session	10:00 AM – Board Policy Updates: BP/AR/E 5128 Alaska Performance Scholarship Program; BP 5141.3 Health Examinations; BP 5141.4 Child Abuse and Neglect; BP 5141.41 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention; BP 5141.52 Suicide Prevention; BP 5145.3 Nondiscrimination; AR 5145.3 Transgender Students and Employees
Call to Order	I. Call to Order: Chairman Kasayulie called the regular meeting of the Regional School Board to order at 12:35 PM
Roll Call	II. Roll Call: Present: Willie Kasayulie, Chairman Ivan Ivan, Vice Chairman Samuel George, Treasurer Noah Andrew, Secretary Moses Owen, Board Member Robert Charles, Board Member Moses Peter, Board Member
Invocation	III. Invocation: Moses Owen rendered the invocation
Recognition of Guests	IV. Recognition of Guests: Rayna Hartz, Sharene Barr, Wayne Boggs, Bonnie James
Approval of Agenda	Approval of Agenda: Administration presents the September 15, 2016 Yupiit School District Regional School Board Agenda with additions to include correct under Committee Work-session and Action item B. 1 st Reading of Board Policies: BP 5141.14 to 5141.41; VIII. Reports: A. Attendance Report and F. Business and Finance report – no report;

Continue – Approval of Agenda	<p>remove item I. under IX. Action Items and add item I. Federal/State Projects Coordinator Job Description; J. Teacher Housing Lease Amending Agreement; and add NSBA-Denver on March 24-27, 2017</p> <p>Motion, by Sam George, Seconded by Moses Owen to approve the agenda with additions as recommended by Administration. Motion passed.</p>
Approval of Minutes	<p>V. Approval of Minutes: The Administration presents the August 18, 2016 Yupiit School District Regional School Board Minutes for approval.</p> <p>Motion by Sam George, Seconded by Robert Charles to approve the Regular Board meeting Minutes. Motion passed.</p>
Correspondence	<p>VI. Correspondence: Letter from DEED The Administration presents the Correspondence letter from DEED approving the Yupiit School District’s FY2017 Operating Budget. This is for your information only.</p>
Reports	<p>VII. Reports: A. Attendance Report: The handouts of the Attendance report was reviewed by the board. B. Superintendent’s Report: Rayna Hartz highlighted her board report.</p>
Executive Session	<p>XII. Executive Session: Motion by Sam George, Seconded by Ivan Ivan to go into an executive session at 1:02 PM. Motion passed.</p> <p>Motion by Sam George, Seconded by Moses Owen to get out of an executive session at 1:34 PM</p>
Reconvened	<p>The Board Reconvened at 1:45 PM</p> <p>C. School Reports 1. Akiachak: the Board reviewed Doug Richard’s report. 2. Akiak: the Board reviewed Charles Burns report. 3. Tuluksak: the Board reviewed David Macri’s report. D. Curriculum, Instruction, Assessment Report: Sharene Craft highlighted her board report. E. Federal/Special Programs Report: Wayne Boggs highlighted his report. F. Business and Finance Report: no report G. Maintenance & Operation Report: Jim Hartz highlighted his report. H. Technology Director’s Report: Tim Bateman highlighted his report.</p> <p>VIII. Action Items</p>

<p>Action Items</p>	<p>A. 2nd Reading of Board Updates:</p> <ol style="list-style-type: none"> 1. BP 1331 Memorial Policy 2. BP 3550 Food Service 3. BP 4111 Recruitment and Selection 4. BP 4131 (a) Certificated Staff Development 5. BP 4222 Teacher Aides/Paraprofessionals 6. BP 5127 Graduation Ceremonies and Activities <p>The Administration recommended approval of the 2nd Reading of BP Updates.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the 2nd Reading of the Board Policy Updates.</p> <p>B. 1st Reading of BP Updates:</p> <ol style="list-style-type: none"> 1. BP/AR/E 5128 Alaska Performance Scholarship Program 2. BP 5141.3 Health Examinations 3. BP 5141.4 Child Abuse and Neglect 4. BP 5141.14 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention 5. BP 5141.52 Suicide Prevention 6. BP 5145.3 Nondiscrimination 7. AR 5145.3 Transgender Students and Employees <p>The Administration recommended approval of the 1st Reading of BP Updates with option 1 on AR 5128(e) and AR 5145.3(c) with option 1.</p> <p>Motion by Sam George, Seconded by Moses Peter to approve the 1st Reading of BP Updates with the administrations recommendation. Motion passed.</p> <p>C. New Hires:</p> <ol style="list-style-type: none"> 1. Ickeley Charles, 7-12th Generalist 2. Ruth N. Peter, Tuluksak SPED Ed Aide <p>The Administration recommended the approval of the New Hires.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the new hires as recommended by Administration. Motion passed with 5-2 votes.</p> <p>D. MOA-KIBSD Partnership:</p> <p>The Administration recommended the approval of the MOA with Kodiak Island Borough School District partnership in seeking culturally relevant and innovation projects in each of Yupiit School District schools.</p> <p>Motion by Ivan Ivan, Seconded by Robert Charles to approve the MOA-Kodiak Island Borough School District Partnership as recommended by Administration. Motion passed.</p> <p>E. Re-schedule March 2017 Board meeting:</p> <p>The Administration recommended the re-schedule of the March 2017 Regional School Board meeting to March 23, 2017. The ATP job Fair is</p>
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<p>Continue – Action Items</p>	<p>scheduled on March 16-18, 2017.</p> <p>Motion by Sam George, Seconded by Moses Owen to re-schedule March 2017 Board meeting to March 23, 2017. Motion passed.</p> <p style="text-align: center;">F. National Native Youth Summit in Washington, DC – September 24-27, 2016:</p> <p>The Administration recommended approval of travel of Akiak students and chaperones to attend the National Native Youth Summit in Washington, DC on September 24-27, 2017.</p> <p>Motion by Sam George, Seconded by Noah Andrew to approve the travel for the Akiak students and chaperones to attend the National Native Youth Summit in Washington, DC on September 24-27, 2016. Motion passed.</p> <p style="text-align: center;">G. Student Waiver Request:</p> <p>The Administration recommended approval of the Student Waiver request by Tuyurkiaq Sigler.</p> <p>Motion by Sam George, Seconded by Moses Peter to approve the Student Waiver Request by Tuyurkiaq Sigler. Motion passed.</p> <p style="text-align: center;">H. Coalition for Educational Equity (CEE) Dues (formally CEAAC):</p> <p>The Administration recommended approval of the Coalition for Educational Equity (CEE) dues.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the Coalition for Educational Equity (CEE) Dues (formally CEACC) at the approximate amount of \$8,000.00. Motion passed.</p> <p style="text-align: center;">I. Federal/State Project Coordinator Job Description:</p> <p>The Administration recommended approval of the Federal/State Project Coordinator Job Description.</p> <p>Motion by Sam George, Seconded by Moses Owen to approve the Federal/State Project Coordinator Job Description as presented by Administration. Motion passed.</p> <p style="text-align: center;">J. Teacher Housing Lease Amending Agreement:</p> <p>The Administration recommended approval of the Teacher Housing Lease Amending Agreement, Clause 6 by adding “and electricity” to Lessor will pay for water, sewer, fuel oil.”</p> <p>Motion by Ivan Ivan, Seconded by Robert Charles to approve the Teacher Housing Lease Amending Agreement as recommended by Administration. Motion passed.</p> <p>XIII. Board Travel/Info: NSBA-Denver, March 24-27, 2017.</p>
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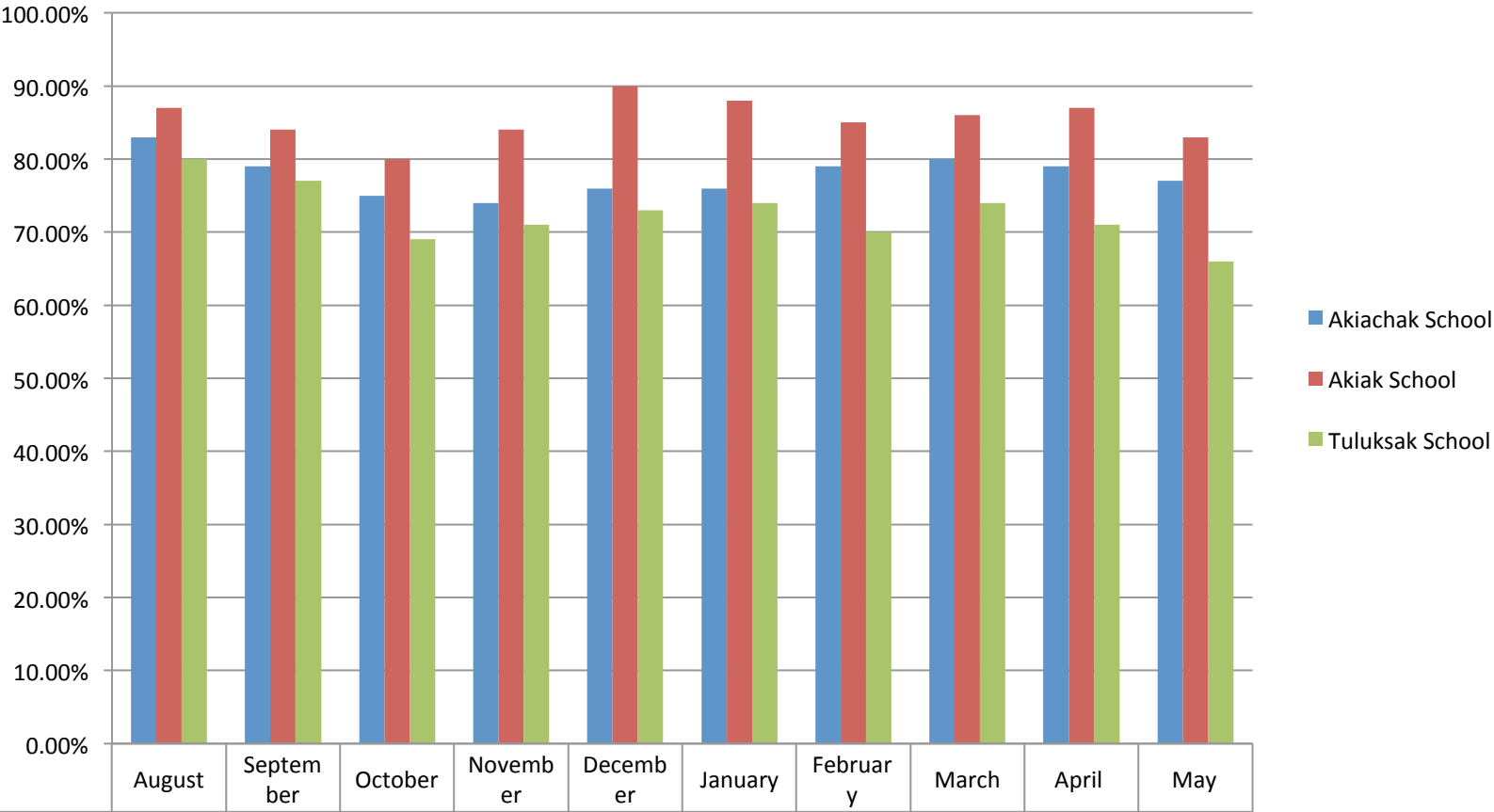
Board Travel/Info	The National School Board Association (NSBA) will hold its annual conference in Denver, CO on March 24-27, 2017.
Public Comments	<p>Motion by Sam George, Seconded by Moses Owen to send Willie Kasayulie and Robert Charles to attend the NSBA-Denver on March 24-27, 2017. Motion passed.</p> <p>XIV. Public Comments: none</p>
Board Comments	XV. Board Comments: none
Executive Session	XVI. Executive Session: none
Next Meeting Regular Meeting	XVII. Next Regular Meeting: October 20, 2016
Adjournment	<p>Motion by Sam George, Seconded by Moses Peter to re-schedule the RSB meeting to October 13, 2016. Motion passed.</p> <p>XVIII. Adjournment: Motion by Sam George, Seconded by Moses Owen to adjourn the meeting at 3:03 PM.</p>
	<p>_____ Secretary</p> <p>_____ Date</p>

2016-17 YUPIIT SCHOOL DISTRICT ATTENDANCE



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

2015-16 YUPIIT SCHOOL DISTRICT ATTENDANCE



Akiachak School	83.00%	79.00%	75.00%	74.00%	76.00%	76.00%	79.00%	80.00%	79.00%	77.00%
Akiak School	87.00%	84.00%	80.00%	84.00%	90.00%	88.00%	85.00%	86.00%	87.00%	83.00%
Tuluksak School	80.00%	77.00%	69.00%	71.00%	73.00%	74.00%	70.00%	74.00%	71.00%	66.00%

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

Author of Report: Rayna Hartz
Department/Location: Superintendent
Date of Regional School Board Meeting: October 13, 2016

1. Mission Statement

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

2. Objectives

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

3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
9/20/16	CEE Executive Meeting	Coalition for Educational Equity Executive Committee Meeting was held in Anchorage. RSB Chairman Willie Kasayulie participated.	Effective Operations
9/22/16	Grant re-payment	The Tuluksak School Power Generation Grant GR-09-021 is now closed out. This process has resulted in YSD re-paying to DEED \$105,049.14	Effective Operations
9/30/16	Collaboration: Alaska Humanities Forum	YSD is engaging with the Alaska Humanities Form (in partnership with Calista) to develop the Alaska History and Culture	Effective Operations Involving Elders and the Community
9/23/16	Business Management	In addition to audit support services, Lisa Taylor, CPA, has agreed to provide business management support to YSD.	Effective Operations
10/4/16 10/5/16 10/6/16	District-level Strategic Planning STEPP Planning	The District Leadership Team held strategic planning, to include developing the mandated STEPP plans to integrate the RSB Mission, Objectives and Strategic Goal Areas.	Effective Operations Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes Involving Elders and the Community
10/6/16	Moore Early Literacy funds	DEED contacted YSD to indicate that there may be Moore Early Literacy funds available to YSD, and requested a proposal. The proposal will reflect the program YSD operated in collaboration with Head Start during the 2013-2014 school year, which included utilizing pre-school Imagine-It curriculum and Elder Literacy Specialists.	Yup'ik Curriculum Involving Elders and the Community

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

Author of Report: Charles Burns
Department/Location: Akiak
Date of Regional School Board Meeting: October 13, 2016

1. Mission Statement

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

2. Objectives

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3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
9/10/2016	Smoking fish	3-6 th grade classes visited smoke house	Yup'ik Curriculum Involving Elders and the Community
9/17/2016	Smoking fish	3-6 th grade classes placed smoked fish in jars	Yup'ik Curriculum Involving Elders and the Community
9/24/2016	Smoking fish	3-6 th grade classes placed smoked fish in jars	Yup'ik Curriculum Involving Elders and the Community
9/10/2016	Cross Country	Cross Country competed at Kalskag	Improved Student Attendance and Academic Outcomes
9/17/2016	Cross Country	Cross Country competed at Bethel	Improved Student Attendance and Academic Outcomes
9/24/2016	Cross Country	Cross Country competed at KKI	Improved Student Attendance and Academic Outcomes
9/30/2016	Elder Visits	Three elders visited a classroom/1 st grade/HS pared cultural activity-savenger hunt/Story knifing	Involving Elders and the Community
Weekly	Yugtun language project	Three teachers are participating in the Yugtun language project taught by Katie George	Involving Elders and the Community
Weekly	Open Gym	Five nights a week students who attend school regularly and have good behavior may attend open gym	Improved Student Attendance and Academic Outcomes

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

Author of Report: David M. Macri
Department/Location: Principal, Tuluksak School
Date of Regional School Board Meeting: October 20, 2016

1. Mission Statement

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

2. Objectives

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3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
On Going	Staff Collaboration	Principal and teachers have been performing classroom walk-throughs to observe teaching practices, enhance teaching and learning and to collaborate best teaching practices	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes Effective Operations
On Going	Testing	MAP, PSAT Assessments – Students are currently undergoing several standardized tests which will provide baseline data that will assist educators to assess student learning needs and provide appropriate lessons as well as create opportunities for students to acquire scholarships previously unavailable to them	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
Sept/Oct	Credit Recovery	Transcript reviews have increased student access to credit recovery. The counselor and teachers have created a credit recovery program wherein students are tutored and assessed in subjects they previously received no credit in order for them to recover lost opportunities. This has increased attendance rates.	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
On Going	AKTeach Edgenuity	Edgenuity is a learning platform the YSD has procured for school use regarding credit recovery. However, at Tuluksak we plan on utilizing Edgenuity as a Blended Learning Platform that will be added to various aspects of the Yup'ik, Math, Science, PE and Health curricula to enhance learning & enable different career routes	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
9/22/16	Elder Meeting	Community Liaison and the Principal invited TLT Elders to the school for a preliminary meeting to discuss how the Elders see themselves being utilized in the near future.	Elders and the Community

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

Author of Report: Sharene Craft
Department/Location: Curriculum and Assessment
Date of Regional School Board Meeting: October 13, 2016

1. Mission Statement

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3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
9/1/16	Follett Curriculum Inventory System	Staff resource digital inventory system activated and operational.	Effective Operations
9/14/16	AK Teach EDGENUITY	Through our partnership with KIBSD, staff training is completed, and students are enrolled and taking Edgenuity online courses. This program offers high school students credit recovery and enrichment options.	Improved Academic Outcomes Career Pathways
9/28/16	Transparency Language	Through a partnership with Transparent Language, YSD is developing the technology infrastructure that allows us to create tech-enabled Yupik language-learning materials. This will be a specialized design for fast and reliable language learning that will work on any computer, tablet or smart phone.	Yup'ik Curriculum Improved Academic Outcomes Involving Elders and the Community
9/30/2016	Upward Bound	UAF has selected Akiachak to be an Upward Bound site.	Improved Student Attendance and Academic Outcomes Career Pathways
10/1/2016	Outdoor Guide Program	We are developing a partnership with Renfro to offer 10 YSD students the opportunity to be trained as outdoor guides culminating in a 2 week summer program.	Improved Academic Outcomes Career Pathways
10/1/2016	Public Library Assistance Grants	We have been awarded the Public Library Assistance Grants for Akiak and Akiachak	Involving Elders and the Community

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

Author of Report: Wayne Boggs
Department/Location: Federal Programs
Date of Regional School Board Meeting: October 13, 2016

1. Mission Statement

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

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3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
10/4/16	Training	YSD sent 4 staff, including the Federal Program Director, Federal Program Coordinator, Operations Director, Akiachak Kitchen staff member to Safe Food Manager training in Bethel.	Effective Operations
9/30/16	Grant	YSD received notification that our Carl Perkins Grant, (CTE) application had been approved. The grant is for \$19,018 and is limited to state approved Carl Perkins programs.	Effective Operations Career Pathways
9/28/16	Food Service	On September 28, YSD received an onsite administrative review of the Child Nutrition Program. The Coordinator of Federal and State Programs was largely responsible for the district doing relatively well on the review.	Effective Operations.
9/19/16 to 9/30/16	Grant	YSD sent 5 students to STEM Phase 1 training at Chugach School District VTE camp. This training is designed to result in our students earning a Microsoft Software certificate.	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes Career pathways
9/30/16	Grant	YSD completed and submitted the Consolidated Title I, II, III grant for final approval.	Effective Operations
9/24/16	Federal Program	Four Akiak students represented the Akiak Native Village and Akiak School at the National Native Youth Summit in Washington D.C.	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes

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

Author of Report: Alex P Tatum
Department/Location: Business Office
Date of Regional School Board Meeting: 10/13/16

1. Mission Statement

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

2. Objectives

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

3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
9/19	Training	NSLP Procurement training	Effective Operations
9/26/	Training	NSLP Verification Process	Effective Operations
9/25-29	Training	Black Mountain Software-bank reconciliation	Effective Operations
9/8/16	reporting	Worked with department of labor and Black Mountain on setup of electronic reporting	Effective Operations

10/04/16
18:28:57

YUPIIT SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 10 / 16

Page: 1 of 1
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 OPERATING BUDGET	70,768.40	1,962,447.09	12,966,492.00	12,966,492.00	11,004,044.91	15 %
255 FOOD SERVICE FUND	0.00	31,990.54	614,080.00	614,080.00	582,089.46	5 %
390 TEACHER HOUSING FUND	7,253.60	292,374.89	698,091.00	698,091.00	405,716.11	42 %
Grand Total:	78,022.00	2,286,812.52	14,278,663.00	14,278,663.00	11,991,850.48	16 %

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

Author of Report: Jim Hartz
Department/Location: Maintenance & Operations
Date of Regional School Board Meeting: October 13, 2016

1. Mission Statement

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

2. Objectives

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3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Initiated September. Ongoing	Collaboration: Power Generation	YSD is collaborating with the Alaska Native Tribal Health Consortium (ANTHC) on a project that may result in a combined heat/power diesel micro turbine.	Effective Operations
Initiated September. Ongoing	Collaboration: TNC Water/Sewer	YSD is collaborating with Village Safe Water (VSW) to write a business plan for TNC water/sewer operations.	Effective Operations
	AHFC	Alaska Housing Finance Corporation (AHFC) next round of grant opportunities are now open.	Effective Operations
9/28/16	Food Service	9/28/16 Assisted with DEED Child Nutrition on-site audit.	Effective Operations
10/4/16	Food Service	10/4/16 Successfully earned the Servsafe Food Protection Manager Certificate	
10/14/16	HAZWOPPER	Maintenance staff attended the HAZWOPPER Refresher course	Effective Operations
Ongoing	Winter Preparation	Preparing all facilities for winter: fueling day tanks, heat trace, checking insulation of lift stations, ensuring proper storage of paints, caulk, etc., vehicle and Gen-Set block heaters & anti-freeze	Effective Operations

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

Author of Report: Tim Bateman
Department/Location: Technology
Date of Regional School Board Meeting: October 13, 2016

1. Mission Statement

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

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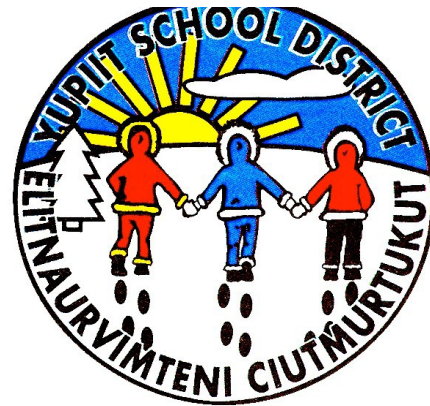
3. Strategic Goal Areas:

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

Date(s)	Activity	Details	Describe the connection to YSD Mission, Objectives, Strategic Goals and/or School Goals
Sep	SMART Board Replacements	Purchased two replacement SMARTBoards for Akiak due to loss in earlier fire.	Effective Operations
Sep	BAG	Received final Broadband Access Grant Award letter for FY16-17	Effective Operations
Sep	Student Email Accounts	478 Student Google for Education accounts created for all YSD students to support email, Google Drive, Google Classroom, etc.	Yup'ik Curriculum and Improved Student Attendance and Academic Outcomes
Sep	Blocked Websites	Identified and blocked multiple websites at the YSD firewall that were being accessed by students to play non-educated related games on school computers during the school day.	Effective Operations
Oct	Network Authentication Flood	Intrusion Detection System (IDS) sensor tripped due to an authentication flood attempt on the TLT network enclave. Source device identified and isolated utilizing Access Control List.	Effective Operations
Oct	Futaris	Preliminary cost estimate received from Futaris for YSD stakeholder review and comparison to current GCI contract offering.	Effective Operations
Oct	OASIS Preparations	Ongoing preparation for upcoming Fall OASIS report due NLT 11 Nov 2016	Effective Operations

Yupiiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent
Re: Action Items: A. 3rd Reading of BP Updates

The Administration recommends the approval of the 3rd Reading of BP Updates:

1. BP 1331 Memorial Policy
2. BP 3550 Food Service
3. BP 4111 Recruitment and Selection
4. BP 4131 Certificated Staff Development
5. BP 4222 Teacher Aides/Paraprofessionals
6. BP 5127(a) Graduation and Ceremonies Activities

MEMORIAL POLICY

BP 1331(a)

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

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

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

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

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

MEMORIAL POLICY
(continued)

BP 1331(b)

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

Added 3/2016

FOOD SERVICE

BP 3550(a)

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

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

The Board believes that:

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

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

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

FOOD SERVICE (continued)

BP 3550(b)

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

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

(cf. 4131 – Staff Development)

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

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

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

Legal Reference:

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

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

FEDERAL REGISTER

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

Revised 3/2016

CERTIFICATED PERSONNEL

BP 4111(a)

RECRUITMENT AND SELECTION

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

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

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

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

CERTIFICATED PERSONNEL

BP 4111(b)

RECRUITMENT AND SELECTION (continued)

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

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

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

(cf. 4112.8 - Employment of Relatives)

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

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

(cf. 4030 - Nondiscrimination in Employment)

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

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

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

Personnel

(cf. 6181 - Charter School)

CERTIFICATED PERSONNEL

BP 4111(c)

RECRUITMENT AND SELECTION (continued)

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

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

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (regional school boards)

14.14.090 Additional duties

14.20.010 Teacher Certificate Required

14.20.022 Subject-matter expert limited teacher certificate

14.20.035 Evaluation of training and experience

14.20.100 Unlawful to require statement of religious or political affiliation

14.20.110 Penalty for violation of AS 14.20.100

ALASKA ADMINISTRATIVE CODE

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

6 AAC 30.810 Employer records

6 AAC 30.840 Retention of records

UNITED STATES CODE

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

Revised 3/2016

CERTIFICATED STAFF DEVELOPMENT

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

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

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

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

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

(cf. 5141.52 – Suicide Prevention)

(cf. 5142.3 – Restraint and Seclusion)

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

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

CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

7. Access to professional literature on education issues.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Duties of school boards

14.16.020 Operation of state boarding schools

14.18.060 Discrimination in textbooks and instructional materials prohibited

14.20.020 Requirements for issuance of certificate; fingerprints

14.20.680 Required alcohol and drug related disabilities training

14.30.355 Sexual abuse and sexual assault awareness and prevention

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

14.30.362 Suicide awareness and prevention training

47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 06.550 Review of instructional materials

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Revised 3/2016

TEACHER AIDES/PARAPROFESSIONALS

BP 4222(a)

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

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

(cf. 1240 - Volunteer Assistance)

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

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

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

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

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

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

Legal Reference: (See next page)

TEACHER AIDES/PARAPROFESSIONALS (continued)

BP 4222(b)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

UNITED STATES CODE

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

Revised 3/2016

GRADUATION CEREMONIES AND ACTIVITIES

BP 5127(a)

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

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

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

(cf. 6146.1 - High School Graduation Requirements)

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

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

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

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

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

(cf. 5144 - Discipline)

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

Legal Reference:

ALASKA STATUTES

14.03.075 College and Career readiness assessment; retroactive issuance of diploma

14.03.090 Sectarian or denominational doctrines prohibited

UNITED STATES CODE

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

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

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

Revised 3/2016

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

BP 5128(a)

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

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

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

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

(cf. 5125.2 – Challenging Student Records)

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

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

Legal Reference (see next page)

Students

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

BP 5128(b)

Legal Reference:

ALASKA STATUTES

14.03.113 District determination of scholarship eligibility

14.43.810-.849 Alaska Performance Scholarship Program

ALASKA ADMINISTRATIVE CODE

4 AAC 43.010-.900 Alaska Performance Scholarship Program

Revised 3/2016

Yupiiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent
Re: Action Items: B. 2nd Reading of BP Updates

The Administration presents the 2nd Reading of the Policy Updates:

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

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

AR 5128(a)

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

Eligibility Determinations

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

A. Course Work Requirements

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

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

2015 and after Curriculum Requirements

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

Math and Science Curriculum:

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

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

AR 5128(b)

2. Science – 4 units of credit, consisting of either four units selected from the following courses or a combination of two units selected from the following courses and two additional courses approved by the department:
 - i. physical science;
 - ii. earth science;
 - iii. biology;
 - iv. chemistry;
 - v. physics;
 - vi. marine biology;
 - vii. anatomy and physiology;
3. Language arts – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. composition;
 - ii. American literature;
 - iii. world literature;
 - iv. speech and debate;
 - v. advanced composition;
 - vi. creative writing;
 - vii. British literature;
4. Social studies – 4 units of credit, one unit of credit in a foreign or Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies; at least two units of credit must be from the following courses, with any remaining credits from courses approved by the department:
 - i. World history;
 - ii. American history;
 - iii. geography;
 - iv. American government/civics;
 - v. economics;
 - vi. Alaska history;
 - vii. western or eastern civilization;
 - viii. psychology;
 - ix. sociology.

Social Studies and Language Curriculum

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

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

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

AR 5128(d)

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

B. Grade Point Average and Standardized Examination Scores

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

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

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

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

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

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

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

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

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

AR 5128(e)

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

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

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

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

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

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

Notice to Parents/Guardians of Eligibility Determination

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

Permanent Record

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

Annual Transmittal of Records

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

Appeal Procedures

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

A. Appeal Form

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

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

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

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

B. Appeal Process

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

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

Extension of Scholarship Eligibility

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

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

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

Revised 3/2016



ALASKA PERFORMANCE SCHOLARSHIP (APS)

Sample Appeal Form for Public School Students

_____ School Year Only

AS 14.03.113. District determination of scholarship eligibility.

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

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

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

Permanent Mailing Address _____ City _____ State _____

Zip _____ Home Phone _____ Cell Phone _____ Email _____

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

Yes _____ No _____

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

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

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

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

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

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

Student Signature _____ Date _____

School District Review and Signature _____ Date _____

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

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

Class of 2015 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP**Collegiate Eligibility Checklist**

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

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

Level 1UP TO **\$4,755** per year

- ☐ **CURRICULUM**
- ☐ **GPA** 3.5 (or greater)
- ☐ **TEST SCORES** ACT 25
(only one required) SAT 1680

Level 2UP TO **\$3,566** per year

- ☐ **CURRICULUM**
- ☐ **GPA** 3.0 (or greater)
- ☐ **TEST SCORES** ACT 23
(only one required) SAT 1560

Level 3UP TO **\$2,378** per year

- ☐ **CURRICULUM**
- ☐ **GPA** 2.5 (or greater)
- ☐ **TEST SCORES** ACT 21
(only one required) SAT 1450

Math & Science Curriculum

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

OR**Social Studies & Language Curriculum**

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

MATH

standard courses

- ☐ algebra 1
☐ algebra 2
☐ geometry
☐ trigonometry
☐ pre-calculus
☐ calculus
☐ calculus 2
☐ statistics

SCIENCE

standard courses

- ☐ physical science
☐ earth science
☐ biology
☐ chemistry
☐ physics
☐ marine biology
☐ anatomy & physiology

LANGUAGE ARTS

standard courses

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

SOCIAL STUDIES

standard courses

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

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

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

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



Student GPA: _____

Student Test Score & Test Date: _____

Questions? Visit APS.alaska.gov

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

To get the APS, you must file a FAFSA and be admitted (attending at least half time) to a qualifying program.

The Collegiate APS Award can be used for certificate or degree programs.

INITIAL AWARD CHECKLIST

IMPORTANT TIPS:

My Institution

Institution:
Major/Program:
Program Full-Time Eligible? Yes No
Advisor Contact:

All participating Alaska institutions are listed at APS.alaska.gov
Meet with an enrollment or academic advisor and make sure he or she knows your plans include the APS.

ORIENTATION TIP:
Sign up for your institution's New Student Orientation - learn about resources to help you succeed and connect to the campus community.

Admissions

Admissions Application Deadline:
Admissions Requirements:
Accepted? Yes No
Conditions:
Conditions Completed? Yes No N/A

Before the deadlines – Complete your application, pay any fees, and provide all required documents.
Once accepted, let the institution know you plan to attend.
Conditional admission means you still must complete the process – submit final high school transcripts immediately after you graduate and meet any other conditions promptly.

HOUSING TIP:
At some institutions, housing fills up fast, so if you plan to live on campus, be sure to submit your housing application early, too.

Financial Aid

FAFSA Filed? Yes No Date Filed:
Financial Aid Deadline:
Financial Aid Advisor Contact:
Notified of Intent to Enroll? Yes No

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

Courses

Date Course Registration Opens:
Financial aid certification window:
of credits registered for:
Deadlines to add/drop courses:

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

Now that you have the APS Award – Keep it!

My high school graduation date: + 6 years = My APS expiration date:

An APS can be used for no more than 8 semesters/12 quarters (4 academic years), for full-time or half-time attendance.

A new FAFSA must be filed every year: Year 1:

Year 2:

Year 3:

Year 4:

Continuing Eligibility

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

Note:

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

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

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

HEALTH EXAMINATIONS

BP 5141.3

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

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

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

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

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

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

14.30.065 *Supervision*

14.30.070 *Physical examination required*

14.30.127 *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

UNITED STATES CODE

42 U.S.C. §§ 12101 *et seq.* (2014)

20 U.S.C. §§ 1232g (2013)

20 U.S.C. §§ 1232h (2002)

29 U.S.C. § 794(a) (2002)

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

Revised 3/2016

CHILD ABUSE AND NEGLECT

BP 5141.4(a)

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

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

(cf. 4131 – Staff Development).

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

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

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

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

Legal Reference (see next page):

CHILD ABUSE AND NEGLECT

BP 5141.4(b)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional school boards)

14.14.090 Additional duties

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

47.17.010-47.17.070 Child protection

Revised 3/2016

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

BP 5141.41(a)

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

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

A. Sexual Abuse and Sexual Assault Awareness and Prevention

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

B. Dating Violence and Abuse Awareness and Prevention

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

C. Voluntary Participation

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

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

BP 5141.41(b)

D. Child Abuse and Neglect

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

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 4131 – Staff Development)

Note: Educators may be invited to serve on a multidisciplinary child protection team, if determined appropriate by a consensus of the team. AS 47.14.300

(cf. 1020 - Youth Services)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.355 Sexual abuse and sexual assault awareness and prevention

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

14.30.360 Curriculum (Health and Safety Education)

47.14.300 Multidisciplinary child protection teams

Revised 3/2016

SUICIDE PREVENTION

BP 5141.52(a)

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

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

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

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

Parent/Guardian Awareness

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

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

Staff Awareness & Training

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

(cf. 4131- Staff Development)

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

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

Curriculum

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

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

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

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

Identify community resources where teenagers can get crisis intervention help.

Peer Counseling

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

Legal Reference:

ALASKA STATUTES

14.30.362 Suicide awareness and prevention training

Revised 3/2016

Note: AS 14.18.010 prohibits discrimination on the basis of sex against an employee or a student in public education. Under Title IX, all students in schools receiving any federal funding are protected from discrimination based on sex. Sex includes male, female, straight, gay, lesbian, bisexual, and transgender. In 2014, the United States Department of Education issued its *Questions and Answers on Title IX and Sexual violence*. This guidance provides that “Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation.” *U.S. Dept. of Educ., Office for Civil Rights (Apr. 29, 2014). Questions and Answers on Title IX and Sexual Violence, accessible at <http://www2.ed.gov/about/offices/list/ocr/>*

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, sexual orientation, gender identity, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities.

(cf. 0410 – Nondiscrimination)

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 5145.7 – Sexual Harassment)

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact.

School staff and volunteers must guard against sex discrimination and stereotyping in instruction, guidance and supervision.

(cf. 6164.2- Guidance Services)

Legal Reference:

ALASKA STATUTES

14.18.010-14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

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

4 AAC 51.270 Equal opportunities

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

Revised 10/2015

TRANSGENDER STUDENTS AND EMPLOYEES

Note: The following language was adapted from Anchorage School District's Guidelines for Working with Transgender Students and Employees.

The purpose of these guidelines is: 1) to foster inclusive and welcoming learning and working environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression; 2) to facilitate compliance with local, state and federal laws that prohibit discrimination, harassment and bullying; 3) to provide professional information to school staff on transgender issues; and 4) to create safe and supportive learning and working environments.

For purposes of these guidelines, a transgender individual is an individual that consistently asserts a gender identity or gender expression at school or work that is different from the gender assigned at birth. This involves a consistent declaration of gender identity or expression over time, but does not require proof of a formal evaluation and diagnosis. Since individual circumstances, needs, programs, facilities and resources may differ, administrators and school staff are expected to consider the needs of the individual on a case-by-case basis.

The Process

The following process should be used to address the needs of transgender and gender nonconforming students and employees. In addition, this process is available for any student or employee personally *impacted* by the accommodation of a transgender student or colleague. For example, a student who is uncomfortable about sharing a restroom with a transgender student can request access to an alternative restroom.

- a. A transgender or gender nonconforming student or employee is encouraged to contact the site administrator to address any concerns or requests. Students may also contact their counselor, who will immediately notify and work with the principal. Parents/guardians of transgender students may also initiate contact with the principal.
- b. The principal or administrator will schedule a meeting to discuss the individual's needs and to develop a plan to address these needs. The plan should address, as appropriate, the name and pronoun desired by the student/employee, restroom and locker room use, participation in athletics, dress code, student/employee transition plans, if any, and other needs or requests of the student/employee.
- c. The plan should be developed by the principal or administrator, in consultation with the student or employee, and with others as deemed appropriate by the administrator and approved by the student or employee.

Note: If the student has an IEP or 504 Plan, or the employee has an accommodation plan, the provisions in these plans should be taken into consideration in developing a plan for addressing transgender issues.

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

- d. While medical documentation is not required, the school may request such documentation if helpful to develop an appropriate plan for the student or employee.
- e. If the parties are uncertain or disagree regarding elements to be included in the plan, the site administrator should consult with the appropriate district administration.
- f. Students may also use the Student Grievance Process, set forth in BP 1312.3, to address any transgender issue at school.
- g. A copy of the final plan should be maintained in the student's health file or the employee's unit file.
- h. District staff shall protect the privacy of transgender and gender nonconforming students and employees. All student and personnel information shall be kept strictly confidential as required by district policy and local, state or federal privacy laws.

Official Records

Mandatory permanent student and employee records will include the legal/birth name and legal/birth gender. On other school records or documents, the school will use the name and gender preferred by the student or employee. For example, student ID cards could use the student's preferred name.

Only upon receipt of a court order or other legal documentation should a student's or employee's official record be changed to reflect a change in legal/birth name or gender.

Names and Pronouns

Administrators and staff should respect the right of an individual to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required.

Transgender and gender nonconforming students/employees are encouraged to discuss how they want to be addressed in class, in the workplace, in correspondence to the home, or at conferences with the student's parent/guardian.

When contacting the parent or guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth, unless the student, parent, or guardian has specified otherwise.

Access to Gender-Segregated Activities and Areas

Note: On June 1, 2015, the U.S. Department of Labor, Occupational Safety and Health Administration, issued "A Guide to Restroom Access for Transgender Workers." The core principle of this guidance is that "[a]ll employees, including transgender employees, should have access to restrooms that correspond to their gender identity."

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

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

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

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

Student Intramural and Interscholastic Athletics

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

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

TRANSGENDER STUDENTS AND EMPLOYEES (continued)

- c. All communication among involved parties and any documentation shall be kept confidential, unless the student and family choose to reveal discussion or documentation.
- d. Should eligibility be denied because of concerns about whether a student's request to participate in a sports activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation through the Student Grievance Process, set forth in BP 1312.3.

Other Gender-Based Activities, Rules, Policies and Practices

Schools should regularly evaluate all gender-based activities, rules, policies, and practices and maintain only those that have a clear and sound pedagogical purpose.

Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Dress Code

Students and staff shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the district. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions

Transition is the process in which a person goes from living and identifying as one gender to living and identifying as another. When a student transitions during the school year, the principal or designee will hold a meeting with the student and parent(s) to discuss their desires and concerns. The principal or designee should discuss the student's timeline for the transition process in order to support a safe and accepting environment at the school.

The principal will train other administrators and any staff that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

District administration should provide training to appropriate staff on their responsibilities under applicable laws and this regulation. Training should include the responsibility to prevent, identify and respond to bullying, harassment and discrimination. This includes treating transgender students and employees respectfully to foster a spirit of inclusion and to refrain from making disparaging comments or comments seeking gender conformity.

Added 11/2015

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

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

The Administration presents the 1st Reading of BP Updates:

1. BP 5145.15 (a) Student and Family Privacy Rights
2. BP 6010 (a) Goals and Objectives
3. BP/AR 6114 (a) Crisis Response Plan
4. BP 6142.2 (a) Aids Instruction
5. BP 6146.1 (a) High School Graduation Requirements
6. BP/AR 6146.3 (a) College and Career Readiness Assessments
7. BP/AR/E 6171 (a) Title I Programs
8. BP 6173 (a) Education for Gifted and Talented Students

STUDENT AND FAMILY PRIVACY RIGHTS

BP 5145.15(a)

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

The Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of our students and their families. The following procedures shall be followed so that parents may make informed choices regarding the disclosure or collection of personal information from their student.

Student Surveys

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

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

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

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

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

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(b)

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

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

Instructional Material

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

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

Physical Exams or Screenings

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

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

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

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

(cf. 5141 – Health Care and Emergencies)

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

(cf. 5131.61 – Drug/Alcohol Testing Policy)

Collection of Personal Information from Students for Marketing

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

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

Option 1:

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

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

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

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(d)

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

Option 2:

Before a school administers or distributes an instrument to a student for the purpose of collecting personal information for marketing or for sale that information (or otherwise providing that information to others for that purpose), the student's parent(s)/guardian(s) may:

1. Inspect, upon their request, that instrument and/or
2. Refuse to allow their child to participate in the activity. The school will not penalize any student whose parent(s)/guardian(s) exercise this option.

Notification of Rights and Procedures

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

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

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

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools.

14.30.070 Physical Examination required.

UNITED STATES CODE

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

Revised 3/2016

GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of ____ [insert year] to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of ____ [insert year] to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members)

Legal Reference (see next page):

GOALS AND OBJECTIVES (continued)

BP 6010(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

Revised 3/2016

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

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

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

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

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

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

The crisis response plan for each school must:

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

CRISIS RESPONSE PLAN (continued)

BP 6114(b)

(cf. 3514 - Safety)

(cf. 3515 – School Safety & Security)

(cf. 5142 - Student Safety)

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

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

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

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

Revised 3/2016

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

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

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

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

(cf. 4131 – Staff Development)

1. Principal

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

The principal shall:

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

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

2. Teachers

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

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

3. Custodian/Maintenance Personnel

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

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

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

4. The school secretary shall:

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

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

6. The school nurse shall:

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

Revised 3/2016

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

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

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

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

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

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

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

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

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

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

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

AIDS INSTRUCTION

BP 6142.2(b)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

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

Revised 3/2016

HIGH SCHOOL GRADUATION REQUIREMENTS

BP 6146.1(a)

Note: Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the secondary school competency examination and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements.

<u>SUBJECT</u>	<u>UNITS OF CREDIT</u>	
LANGUAGE ARTS	4	
SOCIAL STUDIES	3*	
MATHEMATICS	2	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR BEFORE JUNE 30, 2017.
MATHEMATICS	3	- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR AFTER JULY 1, 2017
SCIENCE	2	
HEALTH/PHYSICAL EDUCATION	1	
ELECTIVES	9	

*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

Legal Reference (see next page):

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

BP 6146.1(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.755 Statewide assessment program for students with disabilities

Revised 3/2016

COLLEGE AND CAREER READINESS ASSESSMENTS

BP 6146.3

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

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

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Reciprocity on Graduation Requirements)

(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)

(cf. 6162.5 - Standardized Testing)

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

Legal Reference

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system

4 AAC 06.717 College and career readiness assessment

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.790 Definitions

Revised 3/2016

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

AR 6146.3(a)

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

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

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

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

Procedures for Requesting A Waiver

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

A. Waiver for Late Arrival Into the School System

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

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

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

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS
(continued)

AR 6146.3(b)

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

B. Waiver for Rare and Unusual Circumstances

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

A waiver may be granted only for the following reasons:

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

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS
(continued)

AR 6146.3(c)

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

School Board Action Approving or Denying A Waiver

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

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

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

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

TITLE I PROGRAMS

BP 6171(a)

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

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

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

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

(cf. 6190 - Evaluation of the Instructional Program)

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

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

TITLE I PROGRAMS (continued)

BP 6171(b)

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

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

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

(cf. 6000 - Concepts and Roles)

Legal Reference:

UNITED STATES CODE

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

Revised 3/2016

TITLE I Programs

AR 6171(a)

Parent and Family Engagement in Title I Programs

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

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

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

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

TITLE I Programs (continued)

AR 6171(b)

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

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

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

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

Revised 3/2016

NOTICE TO PARENTS REQUIRED BY EVERY STUDENT SUCCEEDS ACT

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

Improving Basic Programs Operated by Local Educational Agencies

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

English Language Learners

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

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

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

Academic Assessment and Local Education Agency and School Improvement

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

Parental Involvement

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

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

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

Education of Homeless Children and Youths

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

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

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

Student Privacy

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

Revised 3/2016

EDUCATION FOR GIFTED AND TALENTED STUDENTS

BP 6173(a)

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs. 4 AAC 52.800 provides guidance for districts in establishing gifted education programs and the following policy is consistent with that guidance. Districts may also apply for federal USDOE grants pursuant to the Jacob K. Javits Gifted and Talented Students Education Program, 20 U.S.C. § 7294. The primary emphasis of this federal program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, English language learners, and students with disabilities, to help reduce the gap in achievement among certain groups of students at the highest levels of achievement.

The School Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide for the identification and education of gifted and talented students so that opportunities for learning are commensurate with their particular abilities and talents.

Note: According to 4 AAC 52.800, educational programming for gifted children must, at minimum, provide: 1) student identification; 2) student eligibility criteria; 3) a process for development of student learning plans that provides for teacher, parental and student participation; and 4) a review process that allows parents, on behalf of their child, to challenge and to have reviewed the district's program or an individual student learning plan provided for their child.

Programs for gifted and talented students may include a variety of evidence-based services, materials, and methods. This may include, but is not limited to, special day classes or part-time and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. Special day classes may include accelerated classes, honor classes, advanced placement classes and classes within an International Baccalaureate program. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum, using strategies such as independent study, postsecondary education, and enrichment. Where appropriate, gifted and talented instructional services, materials, and methods should be made available to or utilized for all students.

The Superintendent or designee may designate a Gifted and Talented Coordinator for the district to address gifted and talented educational programming and consult on and address challenges to student learning plans.

Student Identification and Eligibility

The Superintendent or designee shall establish procedures to identify students for the district's gifted and talented education program, including those students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity or in specific academic subject areas, and who need services or activities not ordinarily provided by the school in order to fully develop these capabilities.

Eligibility determinations shall be made objectively and based on student data. In addition to the district's identification process, any parent may request in writing that his or her student be considered for the district's gifted and talented education program.

The Superintendent or designee shall ensure the full participation of eligible students regardless of their ethnic, cultural, linguistic, or economic background.

(cf. 5145.3 - Nondiscrimination)

EDUCATION FOR GIFTED AND TALENTED STUDENTS

BP 6173(b)

Student Learning Plans and Review Process

The Superintendent or designee shall designate teachers to develop student learning plans with participation and input from the gifted student and his or her parent(s).

The parent(s) of a student may challenge the district's eligibility determination and/or the student learning plan by first contacting the responsible teacher. If the challenge is not resolved by the teacher, the parent may then contact either the district Gifted and Talented Coordinator or the school principal. If a parent wishes to challenge the district's gifted and talented education program, the parent must file a challenge with the Superintendent or designee.

(cf. 0500 - Review and Evaluation)

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4115 - Personnel Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

Charter School and Correspondence Study Programs

Appropriate educational programming shall be provided by the district for gifted children enrolled in schools within the district. This includes students enrolled in charter schools and correspondence study programs, as those services are described in the charter or correspondence program description. Statewide correspondence programs that enroll students who reside outside of the district shall provide appropriate educational programs for all gifted students enrolled in the correspondence program.

(cf. 6181 - Charter Schools)

(cf. 6182 - Correspondence Study Program)

Note: Each district shall submit to the department a copy of the district's gifted education program, and any amendments adopted to the program. 4 AAC 52.800(d).

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 Selection and Evaluation of Instructional Materials)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 52.800-890 Program Administration: Gifted Children

UNITED STATES CODE

20 U.S.C. § 7294, Supporting High-Ability Learners and Learning, the Jacob K. Javits Gifted and Talented Students Education Program, as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2105)

Added 3/2016

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: D. YSD Legislative Priorities

The agenda item, YSD Legislative Priorities is set before you to list the YSD priorities for the 2017.

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: E. Regional School Board Resolutions

The agenda item, Regional School Board Resolutions is set before you to make your resolutions to present to the Annual AASB conference.

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: F. MOA – Akiachak Public Library

The Administration recommends approval of the MOA -Akiachak Public Library for the Village and School to work together to develop an ongoing public library service.

MEMORANDUM OF AGREEMENT
AKIACHAK PUBLIC LIBRARY

The parties to this agreement are the Yupiit School District, hereinafter referred to as School and the Village of Akiachak, hereinafter referred to as Village. The purpose of the agreement is to establish terms for use of the school library to also serve as the Public Library. The intent is for the Village and School to work together to develop an ongoing public library service.

Following are the terms, which will be used to guide actions under this agreement and foster development of a public library program in Akiachak.

1. **Library Funding**

The School District will set up separate accounts for the management of funds acquired and expended for the Public portion of the library. Under present agreement the Yupiit School District is already the designated agency for library funds received from the Federal Government under the "Library Services for Indian Tribes and Hawaiian Natives Program". Those funds received from Federal, State or Local Sources for public library use shall be handled by the School District in the manner indicated above. The intent is to combine these monies to develop an ongoing public library in Akiachak.

2. **Library Staffing**

The Village and School shall work together to select personnel to work as the public librarian aide. All personnel shall be trained by and accept daily direction from the School librarian. The personnel must be proficient in operation of the library and be acceptable to the School librarian prior to hire. The Village and State library funds shall pay all salary costs of the public library personnel.

3. **Hours of Operation**

The School will provide the use of the School library as a public library a minimum of 10 hours per week, beyond normal school hours. The library will be open 48 weeks per year. The initial hours of operation as a public library which have been established are as follows:

Regular Schedule

Monday	4:00 PM to 6:00 PM
Tuesday	4:00 PM to 6:00 PM
Wednesday	4:00 PM to 6:00 PM
Thursday	4:00 PM to 6:00 PM
Friday	4:00 PM to 6:00 PM
Saturday	2:00 PM to 4:00 PM

3. **Hours of Operation** (continue)

Closed: May 15 – June 15th

4. **Property/Equipment**

The Library shall use approximately 20% of the monies for operation of Public Library to purchase materials – books, periodicals, etc., for the public library. The public library aide and the School librarian shall work together to purchase library materials for the public library. All materials purchased shall be directed to a non-school age audience and the support the public library, not the School curriculum. In addition, all materials purchased through the public library funds granted by the Village shall be stamped as Village property and shall remain the property of the Village.

The Village is housing these materials at the School library to ensure that they are used for public library purpose. If the Village should not decide nor to pursue development of an ongoing public library program, the Village shall give the School first option to purchase all library materials that were bought for the public library. The IRA Chairman and School Superintendent will determine the selling price of these materials, if the School decides to exercise this option.

The School will allow the use of the School library equipment and furniture for the public library. The School Librarian shall work with the public library aide to establish conditions for use of any School library equipment and property.

5. **Governance**

The IRA Chairman and the School Superintendent shall make decisions regarding use of the School library as the public library. These persons may consult with their respective governing bodies, the Yupit School Board for the Akiachak School, and the IRA Council for the Village of Akiachak for direction on use of the School library as a Public library.

6. **Reporting**

The librarian shall prepare monthly reports on the use of the public library for review by both the Village and the School. The reports shall reflect the number of users per day, peak periods of use during the day, the types of materials most frequently used and any comments on library operations.

7. **Insurance/Liability**

The school will not be held liable for books, materials, or furniture lost, stolen or destroyed by fire or other means.

8. **Amendment**

This agreement can be amended with the mutual agreement of both parties in writing. Also, either party may voluntarily terminate the agreement by providing 90 days written notice to the other party.

ON BEHALF OF THE YUPIIT SCHOOL DISTRICT

Rayna Hartz, Superintendent

Date

ON BEHALF OF THE VILLAGE OF AKIACHAK

Jonathan Lomack, CEO, Akiachak IRA

Date

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: G. MOA – Akiak Public Library

The Administration recommends approval of the MOA -Akiak Public Library for the Village and School to work together to develop an ongoing public library service.

MEMORANDUM OF AGREEMENT
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Following are the terms, which will be used to guide actions under this agreement and foster development of a public library program in Akiak.

1. **Library Funding**

The School District will set up separate accounts for the management of funds acquired and expended for the Public portion of the library. Under present agreement the Yupiit School District is already the designated agency for library funds received from the Federal Government under the "Library Services for Indian Tribes and Hawaiian Natives Program". Those funds received from Federal, State or Local Sources for public library use shall be handled by the School District in the manner indicated above. The intent is to combine these monies to develop an ongoing public library in Akiak.

2. **Library Staffing**

The Village and School shall work together to select personnel to work as the public librarian aide. All personnel shall be trained by and accept daily direction from the School librarian. The personnel must be proficient in operation of the library and be acceptable to the School librarian prior to hire. The Village and State library funds shall pay all salary costs of the public library personnel.

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3. **Hours of Operation** (continue)

Closed: May 15 – June 15th

4. **Property/Equipment**

The Library shall use approximately 20% of the monies for operation of Public Library to purchase materials – books, periodicals, etc., for the public library. The public library aide and the School librarian shall work together to purchase library materials for the public library. All materials purchased shall be directed to a non-school age audience and the support the public library, not the School curriculum. In addition, all materials purchased through the public library funds granted by the Village shall be stamped as Village property and shall remain the property of the Village.

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5. **Governance**

The IRA Chairman and the School Superintendent shall make decisions regarding use of the School library as the public library. These persons may consult with their respective governing bodies, the Yupiit School Board for the Akiak School, and the IRA Council for the Village of Akiak for direction on use of the School library as a Public library.

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The school will not be held liable for books, materials, or furniture lost, stolen or destroyed by fire or other means.

8. **Amendment**

This agreement can be amended with the mutual agreement of both parties in writing. Also, either party may voluntarily terminate the agreement by providing 90 days written notice to the other party.

ON BEHALF OF THE YUPIIT SCHOOL DISTRICT

Rayna Hartz, Superintendent

Date

ON BEHALF OF THE VILLAGE OF AKIAK

Sheila Williams, CEO, Akiak IRA

Date

Yupiit School District

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



Date: October 13, 2016
To: Regional School Board
From: Rayna Hartz, Superintendent

Re: H. MOU – Renfro Guide Course

The Administration recommends approval of the MOU between Yupiit School District and Renfro's Alaskan Adventures to partner in the development and implementation of an Outdoor Guide course. See attachment.

Yupiit School District

P. O. Box 100
Akiachak, Alaska 99551
(907)825-4428 or 825-4427

Memorandum of Understanding

Between

Yupiit School District

and

Renfro's Alaskan Adventures

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Yupiit School District and Renfro's Alaskan Adventures to partner in the development and implementation of an Outdoor Guide course.

Purpose

This MOU will formalize the partnership between Yupiit School District and Renfro's Alaskan Adventures to provide a cooperative educational opportunity.

The above goal will be accomplished by undertaking the following activities:

Yupiit School District will

- Develop a curriculum to be implemented and utilized during the 2nd Semester 2016 – 2017 school year.
- Select 10 YSD Junior/Senior students for participation
- Provide gear and chaperones

Renfro's will

- Contribute to the curriculum and support content delivery
- Provide a supervised 2-week outdoor summer Guide intern opportunity for students who successfully completed the coursework.

Date Approved by Regional School Board:

Rayna Hartz, Superintendent

Date

Wade Renfro, Owner

Date

Yupiiit School District
Board of Education Meetings

District Office at 10:00 AM

3rd THURSDAY <u>Meeting Date</u>	2nd MONDAY <u>Agenda Deadline</u>	2nd WEDNESDAY <u>Packet Information & Reports Due @ 8:00 AM</u>	2nd FRIDAY <u>Packets Distributed</u>
July 21, 2016	July 11, 2016	July 13, 2016	July 15, 2016
August 18, 2016	August 8, 2016	August 10, 2016	August 12, 2016
September 15, 2016	September 5, 2016	September 7, 2016	September 9, 2016
October 13, 2016	October 3, 2016	October 5, 2016	October 7, 2016
November 17, 2016	November 7, 2016	November 9, 2016	November 11, 2016
December 15, 2016	December 5, 2016	December 7, 2016	December 9, 2016
January 19, 2017	January 9, 2017	January 11, 2017	January 13, 2017
February 16, 2017	February 6, 2017	February 8, 2017	February 10, 2017
**March 23, 2017	March 13, 2017	March 15, 2017	March 17, 2017
April 20, 2017	April 10, 2017	April 12, 2017	April 14, 2017
**May 25, 2017	May 15, 2017	May 17, 2017	May 19, 2017
June 15, 2017	June 5, 2017	June 7, 2017	June 9, 2017

BB 9320(a) Regular Meetings: The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with an annual calendar of regular Board meetings and shall be notified of any changes to the calendar. The Board shall hold 1 regular meeting on the **3rd Thursday of each month**. Unless changed by the Board, regular meetings shall be held at 11:00 AM at the School Library. Notice of regular meetings shall be posted at least three days prior to the meeting. ****not scheduled on 3rd Thursday**