Date: July 21, 2022  
To: Regional School Board  
From: Scott Ballard, Superintendent  
Re: Committee Meetings and Work-sessions

The Board requested consideration regarding the establishment of Yupiit School District Committees to seek input and participation by parents/guardians, staff, community and students. The BP 9130 Board Committees, the Committees shall act in an advisory capacity, making recommendations to the full board.

During the last board meeting, the board requested the August in-service be on the agenda for board’s review and information.
Date: June 23, 2022
To: Regional School Board
From: Scott Ballard, Superintendent

Re: Approval of Agenda

The Administration recommends for the Regional School Board to approve Agenda for July 21, 2022.
The Mission of the Yupiit School District is to educate all children to be successful in any environment.

Regional Board Members

Akiachak
Lillian Alexie, Vice Chairman
Samuel George, Secretary
Robert Charles, Board Member

Akia
Ivan M. Ivan, Board Member

Tuluksak
Peter Gregory SR, Board Member
Moses Owen, Chairman
Moses Peter, Treasurer

Committee Meetings and Work-sessions

11:00 AM  – Board Committees
11:30 AM  - August Inservice Agenda

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION:  Akiachak, Alaska   DATE:  July 21, 2022

I.  Call to Order
II. Roll Call
III. Recognition of Guests
IV. Approval of Agenda
V. Approval of Minutes:  June 23, 2022
VI. Correspondence:
VII. Executive Session: none
VIII. Action Items:
   A. 2nd Reading of May 2022 Policy Updates
      1. AR 3522 District DATA Protection Program
      2. BP 3522 District DATA Protection Program
      3. BP 3590 Electronic Signatures
      4. BB 9200 Board Members
      5. BB 9260 Legal Protection
      6. BB 9270 Conflict of Interest
   B. HVAC DDC Upgrade for Intent to Award to Aaron Plumbing and Heating Company
   C. Alaska Department of Labor for the Workforce Investment Opportunities Act (WIOA)
   D. 
   IX. Reports:
      A. ANE Director’s Report
      B. Federal/State Programs Report
      C. Business and Finance Report
      D. Maintenance & Operations Report
      E. Superintendent’s Report
X. Board Travel/Info: NIEA Conference – October 5-8th, 2022, Oklahoma City, OK
XI. Public Comments:
XII. Board Comments
XIII. Next Agenda Items:
XIV. Next Regular Meeting: August 18, 2022 in Akiachak
XV. Adjournment
Date:       June 23, 2022  
To:         Regional School Board  
From:       Scott Ballard, Superintendent  

Re: Approval of Minutes

The Administration recommends for the Regional School Board to approve Minutes for June 23, 2022.
Minutes of the Yupiit School District
Regional Board of Education
Held: June 23, 2022
Village: Akiachak, Alaska

<table>
<thead>
<tr>
<th>Committee Meeting and Work-session</th>
<th>11:00 AM – Unit 4 Communities Disaster Resilience MOU Proposal with Joel Neimeyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel Neimeyer discussed with the Regional School Board during the work-session in regards to the Unit 4 Communities Disaster Resilience MOU Proposal.</td>
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<table>
<thead>
<tr>
<th>Call to Order</th>
<th>I. Call to Order: Chairman Moses Owen called the regular meeting of the Regional School Board to order at</th>
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<tbody>
<tr>
<td>Roll Call</td>
<td>II. Roll Call: Present:</td>
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<tr>
<td></td>
<td>Moses Owen, Chairman</td>
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<td></td>
<td>Lillian Alexie, Vice Chairman</td>
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<td>Moses Peter, Treasurer</td>
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<td></td>
<td>Sam George, Secretary</td>
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<td>Ivan Ivan, Board Member</td>
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<td>Robert Charles, Board Member</td>
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<td>Peter Gregory, Board Member</td>
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<tr>
<th>Recognition of Guests</th>
<th>III. Recognition of Guests: Scott Ballard, Kary Delsignore, Judy Anderson, Wayne Woodgate, and Bonnie James</th>
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<thead>
<tr>
<th>Approval of Agenda</th>
<th>IV. Approval of Agenda: Administration presented the Yupiit School District Regional School Board Agenda for approval.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Motion by Ivan Ivan, Seconded by Lillian Alexie to approve the agenda as presented. Motion passed.</td>
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<tr>
<td>Approval of Minutes</td>
<td><strong>Approval of Minutes:</strong> The Administration recommended the approval of the regular meeting minutes for May 19, 2022.</td>
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<td>Motion by Lillian Alexie, Seconded by Sam George to approve the Minutes for May 19, 2022 as presented. Motion passed.</td>
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<tr>
<td>Correspondence</td>
<td>V. <strong>Correspondence:</strong> none</td>
</tr>
<tr>
<td>Executive Session</td>
<td>VI. <strong>Executive Session:</strong> none</td>
</tr>
<tr>
<td>Action Items</td>
<td>VII. <strong>Action Items</strong></td>
</tr>
<tr>
<td></td>
<td>A. <strong>4th Reading of the FY23 Budget</strong> [185x579] [257x579] The Administration recommended for the Regional School Board to approve the Final Reading of the FY23 Budget.</td>
</tr>
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<td></td>
<td>Motion by Ivan Ivan, Seconded by Lillian Alexie to approve the Final Reading of the FY23 Budget. Motion passed unanimously with 7 yeas.</td>
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<tr>
<td></td>
<td>B. <strong>MOU for Unit 4 Disaster Resilience</strong> [185x482] [257x482] The Administration recommended for the Regional School Board to approve the MOU Unit 4 Disaster Resilience, a Regional Model for Responding to Kuskokwim River Erosion and Flooding Environmental Threats for Unit 4 includes the communities of Akiak, Kwethluk, Akiachak and Tuluksak.</td>
</tr>
<tr>
<td></td>
<td>Motion by Ivan Ivan, Seconded by Lillian Alexie to approve the MOU Unit 4 Disaster Resilience, a Regional Model for Responding to Kuskokwim River Erosion and Flooding Environmental Threats for Unit 4 includes the communities of Akiak, Kwethluk, Akiachak and Tuluksak. Motion passed unanimously.</td>
</tr>
<tr>
<td></td>
<td>C. <strong>New Hires</strong> [185x289] [257x289] The Administration recommended for the Regional School Board to approve the New Hires for Stuart Merchant as 6th Grade Teacher for the Akiachak School and Dina Thain as the 3rd Grade Teacher for the Akiachak School.</td>
</tr>
<tr>
<td></td>
<td>Motion by Sam George, Seconded by Moses Peter to approve the New Hires for Stuart Merchant as 6th Grade Teacher for the Akiachak School and Dina Thain as the 3rd Grade Teacher for the Akiachak School. Motion passed unanimously.</td>
</tr>
<tr>
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<td>D. <strong>Resignation</strong> [185x137] [257x137] The Administration recommended for the Regional School Board to approve the resignation for Chelsea Kasayulie as the IT Tech for the Akiachak School.</td>
</tr>
<tr>
<td></td>
<td>Motion by Ivan Ivan, Seconded by Peter Gregory to approve the resignation for Chelsea Kasayulie as the IT Tech for the Akiachak School. Motion passed unanimously.</td>
</tr>
</tbody>
</table>
E. May 2022 Policy Updates
   1. AR 3522 District DATA Protection Program
   2. BP 3522 District DATA Protection Program
   3. BP 3590 Electronic Signatures
   4. BB 9200 Board Members
   5. BB 9260 Legal Protection
   6. BB 9270 Conflict of Interest

The Administration recommended for the Regional School Board to approve the May 2022 Policy Updates for AR 3522 District DATA Protection Program; BP 3522 District DATA Protection Program; BP 3590 Electronic Signatures; BB 9200 Board Members; BB 9260 Legal Protection; and BB 9270 Conflict of Interest.

Motion by Ivan Ivan, Seconded by Robert Charles to approve the 1st Reading of the May 2022 Policy Updates for AR 3522 District DATA Protection Program; BP 3522 District DATA Protection Program; BP 3590 Electronic Signatures; BB 9200 Board Members; BB 9260 Legal Protection; and BB 9270 Conflict of Interest. Motion passed unanimously.

F. FY22-23 RSB Meeting Schedule

The Administration recommended for the Regional School Board to approve the Regional School Board Meeting schedule for the FY22-23 school year.

Motion by Ivan Ivan, Seconded by Peter Gregory to approve the Regional School Board Meeting schedule for the FY22-23 school year. Motion passed unanimously.

XII. Reports:
   A. Attendance Report: The Attendance report was reviewed.

   B. Special Education/Assessment Director’s Report: Kary Delsignore highlighted her report.

   C. ANE Director’s Report: Wayne Woodgate highlighted his report.


   E. Business & Finance Report: Lucienne Smith highlighted her report


   G. Superintendent’s Report: Scott Ballard highlighted his report.

XIII. Board Travel/Info: Fall Boardsmanship Academy – September 17-18, 2022

XIV. Public Comments

XV. Board Comments
<table>
<thead>
<tr>
<th>Next Meeting</th>
<th>XVI. Next Regular Meeting: July 21, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjournment</td>
<td>XVII. Adjournment: Motion by Ivan Ivna, Seconded by Lillian Alexie to adjourn the meeting at 4:03 PM.</td>
</tr>
</tbody>
</table>

___________________________               ___________________
Secretary                                                     Date
Date:        June 23, 2022
To:          Regional School Board
From:        Scott Ballard, Superintendent
Re:          Correspondence - none
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent
Re: Executive Session - none
Date: June 23, 2022
To: Regional School Board
From: Scott Ballard, Superintendent
Re: Action A

The Administration recommends for the Regional School Board to approve the 2nd Reading of the May 2022 Policy Updates for AR 3522 District DATA Protection Program; BP 3522 District DATA Protection Program; BP 3590 Electronic Signatures; BB 9200 Board Members; BB 9260 Legal Protection; and BB 9270 Conflict of Interest.
AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2021-2022 UPDATE

INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

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**ARTICLE 1, Series 1000 – Community Relations**

BP 1330 No This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

**ARTICLE 3, Series 3000 – Business and Noninstructional Operations**

BP 3513.3 No This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

BP 3522 Yes ***New Board Policy***

This new policy recognizes the importance of data protection and directs the superintendent to develop and maintain a District Data Protection Program, implemented through an administrative regulation (below).

AR 3522 Yes ***New Administrative Regulation***

This administrative regulation implements a Data Protection Plan framework. It was prepared in collaboration with ALASBO’S technology group. It implements best practices for protecting district information and technology. While Administrative Regulations are not normally subject to Board approval, AASB recommends this Data Protection Plan regulation be reviewed by the Board due to its scope and breadth. AASB will be providing
### REPLACE/ADD

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|   |   | training on best practices for implementing this regulation in the coming months.  
BP 3590 | Yes | ***New Board Policy***  
This policy establishes guidelines for how to utilize and accept electronic signatures in business, noninstructional, and instructional settings.  
ARTICLE 4, Series 4000 – Personnel  
BP 4113 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  
BP 4131 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act. It also removes a reference to a previously repealed policy.  
BP 4158 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  
ARTICLE 5, Series 5000 – Students  
BP 5030 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  
BP 5125.1 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  
BP 5127 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  
BP 5131.6 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  
BP 5145.2 | No | This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.  

(01252810)
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**ARTICLE 6, Series 6000 – Instruction**

- **BP 6145.5**
  - No
  - This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **AR 6145.5**
  - No
  - This regulation has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **BP 616.4**
  - No
  - This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **BP 6161.8**
  - No
  - This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **BP 6164.2**
  - No
  - This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **BP 6174**
  - No
  - This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **BP 6175**
  - No
  - This policy has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

**ARTICLE 9, Series 9000 – Bylaws of the Board**

- **BB 9200**
  - Yes
  - This bylaw has been revised to clarify that no board members should abstain from a vote absent a compelling reason to do so.

- **BB 9260**
  - Yes
  - This bylaw has been revised to remove references to the No Child Left Behind Act and provide proper references to the Every Student Succeeds Act.

- **BB 9270**
  - Yes
  - This revised bylaw addresses how a member must recuse themselves due to a conflict of interest.
Note: This District Data Protection Program (DDPP) was developed by utilizing the National Institute of Standards and Technology (NIST) Common Security Framework (CSF). The following administrative regulation describes the framework and an outline of how a program may be implemented. This regulation may be modified to fit district needs.

Introduction
The District Information Technology (IT) Department (or contracted services) has a responsibility to protect sensitive District data to include financial, employee, and student data, while allowing for a positive learning environment. The objective is to employ technology resources that create equitable and accessible learning systems that make learning possible everywhere and all the time.

Section 1. Responsibilities

The District is responsible for providing the following activities in support of the District's data protection program:

Superintendent

- Superintendent periodically reports to the board regarding the function and performance of the DDPP.
- Shall appoint a Data Protection Leader (see activities below) who will provide an annual risk assessment to the board in support of a separate District Data Protection Program.
  - The designated Data Protection Leader shall have sufficient decision-making capabilities to effectively manage all aspects of the DDPP to include:
    - Executing emergency contracts in the event of a data breach.
    - Directing staff/faculty activities as required in support of the DDPP.
    - Directing or implementing changes to the network/operating environment as required.
    - Provide incident information to Human Resources as needed.
- Shall participate in one “tabletop” disaster recovery exercise per year wherein a cybersecurity incident is simulated, and receive the report on the outcome of the exercise.
- Shall review an annual risk assessment and provide comments to the Data Protection Leader as required.
- Shall prepare a separately itemized annual security budget.

Data Protection Leader

- Shall be formally recognized as the District’s Data Protection Program Leader.
- Shall be responsible for the design, architecture, implementation, program management and oversight of the DDPP on behalf of the District.
- Shall ensure that an annual Risk Assessment is prepared and delivered to the Superintendent in support of an Annual Security Budget Request.
- Shall be responsible for the maintenance and dissemination of all required security documentation to include training records, plans, policies, procedures, configurations, and standards applicable to the DDPP.
DISTRICT DATA PROTECTION PROGRAM

- Be responsible for conducting an annual tabletop exercise with the leadership simulating a Data Security Breach.
- Ensuring a successful restore from data backups on a quarterly basis.
- Shall lead annual security training for all staff and District personnel and maintain all training records as required.

Staff and Faculty
- Shall be responsible for completing all security training assignments in a timely manner.
- Maintaining all data in their purview in the manner directed by the Data Protection Leader.
- Reporting security incidents and problems in accordance with District policies and procedures.
- Comply with the District data security policies and procedures.

Section 2. Framework
The District recognizes an effective data protection program is essential to protecting sensitive data and ensuring information technology enables a rich learning environment. The District Data Protection Leader is responsible for recommending and implementing appropriate controls to protect District information and resources. The data protection framework will employ a layered defense strategy with protocols to prevent, detect, and respond to potential threats. The core framework shall be implemented through a combination of Department people, processes, and technologies capable of meeting the requirements and standards. In addition, the Data Protection Leader will develop and maintain a District knowledge base that will act as a document and information repository for all District data protection related information. The following sections outline the core governance framework for the DDPP.

- Data Protection Governance
- Training
- Network Security
- Endpoint Security
- Application Security
- Data Security
- Identity & Access Management

Section 3. Data Protection Governance
The Data Protection Leader shall establish a governance structure to ensure the confidentiality, integrity, and availability of District systems and data. The Data Protection Leader shall maintain an electronic document repository with all required procedures, guidelines, and checklists including the following elements:

- **Data Protection Plan** – Develop and implement a DDPP that provides an overview of District data protection requirements and describes the controls, responsibilities, and expected behavior of individuals who access various systems. It shall include a 1-page
DISTRICT DATA PROTECTION PROGRAM

- Training addendum outlining the training requirements, tools, and calendar. The Data Protection Leader shall update the DDPP annually.
- Incident Response Plan – Develop and establish an incident response plan that provides a set of instructions to help staff detect, respond to, and recover from network security incidents and document the approved recovery process. The Data Protection Leader shall update the incident response plan annually.

Section 4. Training

The Data Protection Leader shall implement a district-cybersecurity training program that is comprised of static and interactive cybersecurity training. The program will be designed to deliver a yearly training event at a minimum. The training program shall include at a minimum the following elements:

- Training records for all events that track who took the training, how they performed during the training and any remedial actions that were required.

- Deliver an annual organization wide synchronous training identifying the following:
  - The Data Protection Leader
  - Critical program standards
  - What to do in the event of a disaster or security incident
  - Attendance will be included in the report

- Interactive Cybersecurity Training may include but is not limited to:
  - Phishing testing
  - Social engineering testing
  - Games
  - Awareness posters
  - Integrated into in-service and continuing education processes
  - Videos

Section 5. Network Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls to protect the security of the network to include the following elements at a minimum:

- Perimeter Security - Develop and deploy network security devices and tools in such a manner as to ensure District data is appropriately protected from unauthorized use or access.
- Network Design Documentation - Develop and update network diagrams as needed and should include the following information at a minimum:
  - All entry points from the Internet
  - All firewalls, switches, routers, and wireless access points
  - Type, size, and bandwidth of all connections
DISTRICT DATA PROTECTION PROGRAM

- External IP address and Internal virtual local area networks (VLANs)
- Externally connected systems

**Firewall Security** - Ensure the firewall configuration is documented and configured in accordance with District requirements. Policies for firewall rule changes, audit logging, and monitoring and managing perimeter and internal firewalls must be established and maintained at all times.

**Remote Access** – Establish a secure process and deploy effective controls for remote access to District resources and monitor remote access through approved monitoring tools to prevent unauthorized access.

**Router and Switch Security** - Develop standards and configure routers and switches in accordance with best practices. Switch and router configurations shall be backed up as needed and routine audits should be conducted to ensure configurations are correct.

**Wireless Security** – Enable and secure District wireless access points and networks in accordance with industry and manufacturer best practices.

**Internet Use** - Will be monitored and manage in accordance with a District Internet Use policy and at a minimum filtered in accordance with legal requirements such as CIPA, HIPPA, etc.

**Network Monitoring** - The District must maintain an appropriate network monitoring capability to detect, identify, respond, and recover from network security events.

**Vulnerability & Patch Management** – The District must develop and maintain an effective vulnerability and patch management process. This process shall include capabilities to scan the network for vulnerabilities and ensure appropriate system/software patches have been implemented.

**Ports & Protocols** – The must develop and maintain a ports and protocols list to include permissible and blocked ports and protocols.

Section 6. Endpoint Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that require endpoint device compliance before they are granted access to network resources. At a minimum the program will include:

- **Mobile Device Management** – Deploy network security devices and tools in such a manner to ensure District data is appropriately protected from unauthorized use or access and can be remotely managed.

- **Anti-Virus Protection** – Deploy effective anti-virus protection throughout the District. Update and monitor this program routinely.

- **Vulnerability & Patch Management** – Develop and maintain an effective vulnerability and patch management process. Include capabilities to scan endpoints for vulnerabilities and implement appropriate system/software patches.

- **Endpoint Monitoring** - Assess and deploy an endpoint solution that addresses malware exploits by observing attack techniques and behaviors. Coordinate enforcement with network and cloud security to prevent successful attacks.
DISTRICT DATA PROTECTION PROGRAM

Section 7. Application Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that enable application security. At a minimum the program will include:

- **Software Inventory** - The Data Protection Leader shall develop and maintain a software inventory of applications, systems, and databases for the District.
- **Application Access Management** – The Data Protection Leader shall work with system owners to ensure appropriate application access controls are in place to protect information.
- **Data at Rest** – The Data Protection Leader shall implement data at rest controls as deemed appropriate in support of the District’s risk appetite.

Section 8. Data Security

The Data Protection Leader shall implement appropriate policies and technical and physical controls to protect sensitive data. The Data Protection Leader shall work with data owners to identify sensitive data and implement controls to allow for the timely detection, response, and recovery of unauthorized access or handling of sensitive data. At a minimum the program:

- **Cloud Security** - Shall develop and maintain a process for managing all cloud applications and identifying the types of data being stored.
- **Data Backup** – Shall develop, implement, and maintain data backup support based on coordinated Recovery Time Objectives (RTO) and Recovery Point Objectives (RPO) and outline off-site and off-line backup requirements.
- **Data in Transit** – Shall consider data in transit controls as deemed appropriate.
- Account for and maintain the specific controls for externally managed systems accessed by the district in the normal course of business. Examples of this may include the Criminal Justice Information Services (CJIS) which requires the Data Protection Leader to work with a Local Agency Security Officer (LASO) to implement compliant security measures and procedures.

Section 9. Identity & Access Management

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that comply with an established framework, such as NIST, and/or best practices. At a minimum the program will:

- **User Management** - Develop and maintain a directory service to manage user access to various IT resources such as systems, devices, applications, storage systems, and networks. The directory service and associated automation should enable admins to control user access and on-board and off-board users to and from IT resources. The directory service must authenticate, authorize, and audit user access to IT resources.
- **Privileged Account Management** – Ensure appropriate application/system access controls for various applications, systems, and network administrators.
DISTRICT DATA PROTECTION PROGRAM

- **Least Privilege** – Implement the principle of least privilege across the enterprise.
- **Access Controls** – Implement district-wide role-based access controls.
- **Multi-Factor Authentication** – Assess and deploy multi-factor authentication as deemed appropriate.

(cf. 1340 and AR 1340 - Access to District Records)
(cf. 3580 and AR 3580 - District Records)
(cf. 3523 and AR 3523 - Employee Use of District Information Technology)
(cf. 3523.1 and AR 3523.1 - Blogging)
(cf. 3523.2 and AR 3523.2 - Social Media Use)
(cf. 4112.6 - Personnel Records)
(cf. 4119.23 - Unauthorized Release of Confidential Information)
(cf. 4119.25 and AR 4119.25 - Political Activities of Employees)
(cf. 4419.5 - Electronic Communications Between Employees and Students)
(cf. 5125 - Student Records)
(cf. 5145 - Anti-Bullying/Anti-Cyberbullying)
(cf. 6161.4 - Student Use of District Information Technology)

Legal References:

*Adopted 4/2022*
DISTRICT DATA PROTECTION PROGRAM  BP 3522

The protection of sensitive data and technology, including, but not limited to Internet access, privacy, electronic mail, hardware, software, and cloud resources, is vital in supporting teaching and learning through access to resources, information, learning activities, interpersonal communications, research, training, collaboration, curriculum, and materials.

The School Board recognizes data/information as a resource that must be protected from unauthorized access or use and as such supports a balance of security and access. The Board expects District staff, student, and parent data to be protected by adequate controls commensurate with the sensitivity of the data.

The Board directs the Superintendent to develop and maintain an effective District Data Protection Program and associated regulations and protocols for the protection of sensitive District information. Such regulations shall include developing appropriate controls to protect the confidentiality, availability, and integrity of District information.

(cf. 1340 and AR 1340 - Access to District Records)
(cf. 3580 and AR 3580 - District Records)
(cf. 3522 - District Data Protection Program)
(cf. 3523 and AR 3523 - Employee Use of District Information Technology)
(cf. 3523.1 and AR 3523.1 - Blogging)
(cf. 3523.2 and AR 3523.2 - Social Media Use)
(cf. 4112.6 - Personnel Records)
(cf. 4119.23 - Unauthorized Release of Confidential Information)
(cf. 4119.25 and AR 4119.25, Political Activities of Employees)
(cf. 4419.5 - Electronic Communications Between Employees and Students)
(cf. 5125 - Student Records)
(cf. 5145 - Anti-Bullying/Anti-Cyberbullying)
(cf. 6161.4 - Student Use of District Information Technology)

Legal Reference:

UNITED STATES CODE
47 U.S.C. 201 et seq., Communications Decency Act of 1995, as amended
47 U.S.C. 231 et seq., Children’s Online Privacy Protection Act of 2000, as amended

Revised 5/2022
ELECTRONIC SIGNATURES

BP 3590(a)

District Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable law, the Board authorizes the use of electronic signatures. Electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the District and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

The Superintendent or designee will identify methods that are secure and practical, and in compliance with State and Federal law and the District’s procedures. An “electronic signature” is defined as an electronic sound, symbol, or process attached to or logically associated with a record, and executed or adopted by a person with the intent to sign the record.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

1. The electronic signature identifies the individual signing the document by his or her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and,
4. The electronic signature conforms to all other provisions of this policy.

The District shall maintain District electronically signed records in a manner consistent with the District’s document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the District can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the records submitted electronically and protect and prevent access and/or manipulation or access/use by an unauthorized person.

The District shall maintain a hardcopy of the actual signature of any District employee authorized to provide an electronic signature in connection with school board business.

Abuse of the electronic signature protocols by any District employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the District with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the District may receive and accept such electronic signature as an original document:

1. Such communication with signature, on its face, appears to be authentic and unique to the person using such signature;
2. The District is unaware of any specific reason to believe that the signature has been forged;
3. The District is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
ELECTRONIC SIGNATURES

BP 3590(b)

4. The signature is capable of verification.

The District’s Superintendent or designee may, at their discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the District in a timely manner.

District personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted an electronic signature.

Should it be discovered that a student has falsified a parent’s electronic signature on an official District document, the student may be subjected to discipline and the District Administration is authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

(cf. BP 3523 Electronic E-mail)
(cf. BP 6161.4 – Internet)
(cf. BP 3580 – District Records)

Legal Reference:

ALASKA STATUTES
09.80.010 -.195 Alaska Uniform Electronic Transactions Act

Yupiit School District

9/92

Adopted 4/2022
BOYARDS MEMBERS

Note: The following sample bylaw may be revised to reflect district philosophy and needs.

Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

The Board is the unit of authority. The Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

Optional:

School visits by Board members are encouraged. Principals should receive a courtesy call-in advance of a visit. Board members, as with all visitors, must check in with the school office. Board members who visit schools of their own volition have no more authority than any other citizen.

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.

Board Member Requests for Information

Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the Board with relevant materials to inform the Board on those matters on which it is to act. If Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

1. Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member, and copied to the Board President.

2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to provide the requested response. Individual Board members shall submit such requests to the full Board for consideration. Upon [concurrence of the other board members/majority request of the Board], the request shall then be forwarded to the Superintendent for response.
3. Complaints regarding personnel. Board members may have their own complaints regarding District personnel or may hear such complaints from the community. These concerns should be privately communicated to the Superintendent.

(cf. 6162.8 - Research)
(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

Members of the Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

The Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)

Legal Reference:
ALASKA STATUTES
14.14.140 Restrictions on employment

Revised 4/2022
CONFLICT OF INTEREST

Note: Alaska Statute 29.20.010 requires each municipality to adopt a conflict of interest code. Alaska Statute 39.50.145 authorizes a municipality to exempt municipal officers from state conflict of interest financial reporting requirements. Accordingly, districts should consult local law to determine if additional conflict of interest requirements must be addressed. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall disclose and avoid conflicts of interest involving any matter pending before the School Board. A conflict of interest exists when a member has a personal or financial interest on a matter coming before the Board that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. School Board members owe the public a duty to act in the best interests of the district.

Decision making. The Board recognizes that when no conflict of interest requires abstention and/or recusal, its members must vote on issues before the Board. If a board member or their family member may benefit personally or financially from a Board decision, that board member must provide full disclosure of the conflict or potential conflict of interest to the Board. The Board, without that member’s participation, will then approve or disapprove of the member’s deliberations and voting on the issue. If the Board determines a conflict of interest prohibits participation, the member shall recuse themselves and abstain from deliberations and voting.

Appearance of impropriety. When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the board member shall fully disclose the circumstances. The Board, without that member’s participation, will then approve or disapprove of the member’s deliberations and voting.

Board members who have an actual or potential conflict of interest requiring disclosure shall not seek to influence the decisions of staff or other board members on the underlying matter, or on the member’s participation in the matter.

Other duties. School Board members are expected to avoid conflicts of interest in their other duties. This includes:

a. Confidential information. School Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.

b. Gifts. School Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or where board members know or should know the gift is offered for the purpose of influencing or rewarding official action.

c. Business dealings with staff. School Board members shall not engage in financial transactions for private business purposes with district staff whom board members directly or indirectly supervise.
CONFLICT OF INTEREST (continued)

BB 9270 (b)

d. Compensation for services. School Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the School Board and reimbursement of expenses incurred as a board member, as allowed by policy and law.

Other legal obligations. School Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects board members’ duties to comply with those laws.

(cf. 3115 - Relations with Vendors)
(cf. 4112.8 - Employment of Relatives)
(cf. 2300 - Conflict of Interest Code: Designated Personnel)

Legal Reference:

ALASKA STATUTES
14.08.131 Disqualification from voting for conflict of interest
14.14.140 Restriction on employment
11.56.100 - 11.56.130 Bribery and related offenses
29.20.010 Conflict of interest

ADMINISTRATIVE CODE
4 AAC 18.031 Employment of members of immediate families of school board members
4 AAC 18.900 Definitions

Revised 4/2022
Date: June 23, 2022
To: Regional School Board
From: Scott Ballard, Superintendent

Re: Action B

Yupiit School District has received one qualified bid for the Akiachak, Akiak and Tuluksak HVAC & DDC System Upgrades. This proposal provided the bid schedule for all three villages. Akiak Total Lump Sum $1,242,000 Akiachak Total Lump Sum $1,375,000 Tuluksak Total Lump Sum $1,280,000 Total Lump Sum Bid $3,897,000. The Administration recommends approving the award to Aaron Plumbing and Heating Company to deliver all materials and do all the work and labor required in the construction of the HVAC Upgrades & DDC Replacement in Akiak, Akiachak and Tuluksak in accordance to the plans and specifications for the amounts and prices as listed above.
MEMORANDUM

TO: Chairman, Regional School Board

FROM: Judy Anderson, Director of Maintenance

SUBJ: Intent to Award for HVAC & DDC System Upgrades to Aaron Plumbing and Heating Company

Yupiit School District has received one qualified bid for the Akiachak, Akiak and Tuluksak HVAC & DDC System Upgrades. This proposal provided the bid schedule for all three villages.

<table>
<thead>
<tr>
<th>Village</th>
<th>Total Lump Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akiak</td>
<td>$1,242,000</td>
</tr>
<tr>
<td>Akiachak</td>
<td>$1,375,000</td>
</tr>
<tr>
<td>Tuluksak</td>
<td>$1,280,000</td>
</tr>
</tbody>
</table>

Total Lump Sum Bid: $3,897,000

Recommendation: The administration recommends approving the award to Aaron Plumbing and Heating Company to deliver all materials and do all the work and labor required in the construction of the HVAC Upgrades & DDC Replacement in Akiak, Akiachak and Tuluksak, in accordance to the plans and specifications for the amounts and prices as listed above.

Judy Anderson
Director of Maintenance
# HVAC Upgrades and DDC Replacement: Akiachak - Akiaq - Tuluksak - Evaluation

**EVALUATION INFORMATION**

- **District Name:** Yupik School District
- **Funding Year:** FY 2022
- **Project or Service Description:** HVAC Upgrades and DDC Replacement
- **Timeline:** Jun-22

## Evaluation Criteria

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Pre Bid Mandatory Walk Thru</th>
<th>Addendum 1 - Bidders Question</th>
<th>Bid Form/Contract Form</th>
<th>Bid Schedule/Price</th>
<th>Bid Modification</th>
<th>Bid Bond</th>
<th>Bidder Questionnaire</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor Name</td>
<td>Points Awarded</td>
<td>Points Awarded</td>
<td>Points Awarded</td>
<td>Points Awarded</td>
<td>Points Awarded</td>
<td>Points Awarded</td>
<td>Points Awarded</td>
<td>Total Points Awarded</td>
</tr>
<tr>
<td>Aaron Plumbing &amp; Heating Co.</td>
<td>25</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>Sturgeon Electric Company, Inc.</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>40</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>60</td>
</tr>
</tbody>
</table>

## Vendor Selected

[Vendor Name]

## Date of Evaluation

6/15/2022

**Approved by (Printed):**

Lucienne Smith, Contracted Business Manager

---

1. Aaron Plumbing & Heating Co. - Bid $3,977,008.00
2. Sturgeon Electric Company, Inc. - Bid $3,366,769.00
YUPIIT SCHOOL DISTRICT

BID FORM for

HVAC Upgrades & DDC Replacement
Akiachak Project No. 10600450.001
Akiak Project No. 11600450.001
Tuluksak Project No. 12600450.001

By

Aaron Plumbing and Heating Company

Company Name

2143 Standard Avenue, Fairbanks AK, 99701

Company Address (Street or PO Box, City, State, Zip)

To the CONTRACTING OFFICER,
YUPIIT SCHOOL DISTRICT

In compliance with your Invitation for Bids dated May 6th, 2022, the Undersigned proposes to furnish and deliver all the materials and do all the work and labor required in the construction of the above-referenced Project, located at or near Akiak, Akiachak and Tuluksak, Alaska, according to the plans and specifications and for the amount and prices named herein as indicated on the Bid Schedule consisting of 2 sheet(s), which is made a part of this Bid.

The Undersigned declares that he has carefully examined the contract requirements and that he has made a personal examination of the site of the work; that he understands that the quantities, where such are specified in the Bid Schedule or on the plans for this project, are approximate only and subject to increase or decrease, and that he is willing to perform increased or decreased quantities of work at unit prices bid under the conditions set forth in the Contract Documents.

The Undersigned hereby agrees to execute the said contract and bonds within fifteen calendar days, or such further time as may be allowed in writing by the Contracting Officer, after receiving notification of the acceptance of this bid, and it is hereby mutually understood and agree that in case the Undersigned does not, the accompanying bid guarantee shall be forfeited to YSD as liquidated damages, and the said Contracting Officer may proceed to award the contract to others.

The Undersigned agrees to commence the work within 10 calendar days and to complete the work as specified in the Invitation To Bid, Description of Work, unless extended in writing by the Contracting Officer.

The Undersigned proposes to furnish Payment Bond in the amount of 100% and Performance Bond in the amount of 100% (of the contract), as surety conditioned for the full, complete and faithful performance of this contract.
The Undersigned acknowledges receipt of the following addenda to the drawings and/or specifications (give number and date of each).

<table>
<thead>
<tr>
<th>Addenda Number</th>
<th>Date Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>June 8th, 2022</td>
</tr>
</tbody>
</table>


NON-COLLUSION AFFIDAVIT

The Undersigned declares, under penalty of perjury under the laws of the United States, that neither he, nor the firm, association, or corporation of which he is a member, has, either directly or indirectly, entered into any agreement, participated in any collusion, or otherwise taken any action in restraint of free competitive bidding in connection with this bid.

The Undersigned has read the foregoing proposal and hereby agrees to the conditions stated therein by affixing his signature below:

D. Kulmanovskyy

Signature of Authorized Company Representative

Dima Kulmanovsky V.P.

Typed or Printed Name and Title

907-452-3463

Phone Number

907-456-1315

Fax Number

dima@aaronak.com

Email Address
YUPIIT SCHOOL DISTRICT

BID SCHEDULE

For

HVAC Upgrades & DDC Replacement
Akiachak Project No. 10600450.001
Akiak Project No. 11600450.001
Tuluksak Project No. 12600450.001

Bidders Please Note: Before preparing this bid schedule, read carefully, "Information to Bidders" and the following:

The Bidder shall insert a fixed price in figures opposite each pay item that appears in the bid schedule to furnish all labor, material, equipment, supervision, and provide all work for each item listed. No price is to be entered or tendered for any item not appearing in the bid schedule. Conditioned or qualified bids will be considered non-responsive. All three schools will be awarded at the same time to the same contractor.

<table>
<thead>
<tr>
<th>PAY ITEM</th>
<th>DESCRIPTION OF PAY ITEM</th>
<th>TOTAL BID PRICE, IN FIGURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>Akiachak Mobilization and General Conditions</td>
<td>$ 200,000.00</td>
</tr>
<tr>
<td>1b.</td>
<td>Akiachak Replace AHU/MAU Fan Motors &amp; VFDs</td>
<td>$ 175,000.00</td>
</tr>
<tr>
<td>1c.</td>
<td>Akiachak Replace AHU/MAU Final Filters</td>
<td>$ 15,000.00</td>
</tr>
<tr>
<td>1d.</td>
<td>Akiachak DDC Replacement</td>
<td>$ 910,000.00</td>
</tr>
<tr>
<td>1e.</td>
<td>Akiachak Re-TAB to Original Values</td>
<td>$ 45,000.00</td>
</tr>
<tr>
<td>1f.</td>
<td>Akiachak Closeout and Demobilization</td>
<td>$ 30,000.00</td>
</tr>
<tr>
<td>1g.</td>
<td>Akiachak Total, Lump Sum Price</td>
<td>$ 1,375,000.00</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Akiak Mobilization and General Conditions</th>
<th>$175,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akiak Replace AHU/MAU Fan Motors &amp; VFDs</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>Akiak Replace AHU/MAU Final Filters</td>
<td>$14,000.00</td>
</tr>
<tr>
<td>Akiak DDC Replacement</td>
<td>$835,000.00</td>
</tr>
<tr>
<td>Akiak Re-TAB to Original Values</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Akiak Closeout and Demobilization</td>
<td>$28,000.00</td>
</tr>
<tr>
<td><strong>Akiak Total, Lump Sum Price</strong></td>
<td><strong>$1,242,000.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuluksak Mobilization and General Conditions</th>
<th>$200,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuluksak Replace AHU/MAU Fan Motors &amp; VFDs</td>
<td>$175,000.00</td>
</tr>
<tr>
<td>Tuluksak Replace AHU/MAU Final Filters</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Tuluksak DDC Replacement</td>
<td>$815,000.00</td>
</tr>
<tr>
<td>Tuluksak Re-TAB to Original Values</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>Tuluksak Closeout and Demobilization</td>
<td>$30,000.00</td>
</tr>
<tr>
<td><strong>Tuluksak Total, Lump Sum Price</strong></td>
<td><strong>$1,280,000.00</strong></td>
</tr>
</tbody>
</table>

| Total Lump Sum Price                         | **$3,897,000.00** |

Aaron Plumbing and Heating Company
Contractor's Name (Printed)

10833
Alaska Contractor's Registration #        12/31/2022
Expires

47699
Alaska Business License #                 12/31/2022
Expires
Date: June 23, 2022
To: Regional School Board
From: Scott Ballard, Superintendent
Re: Action C

The office of Federal Programs requests the YSD School Board accept the grant award for $150,000 from the Alaska Department of Labor. Yupiit School District was notified that we have been awarded a grant from the Alaska Department of Labor for the Workforce Investment Opportunities Act (WIOA) grant in the total of $150,000. This grant will provide training in small engine repair for students and shop teachers, university credit, supplies, community employment, and the ability to cover salaries for a part-time Natural Helpers and Career/Technical Education Advisor and .10 FTE Director’s salary.
June 21, 2022

Scott Ballard
Superintendent
Yupiit School District
P.O. Box 51190
Akiachak, AK 99551

Dear Mr. Ballard:

Thank you for applying in response to the Alaska Department of Labor and Workforce Development, Alaska Workforce Investment Board (AWIB) Request for Grant Applications for Fiscal Year 2023, Workforce Innovation and Opportunity Act Youth program activities.

I am pleased to inform you Yupiit School District is awarded funding in the amount of $150,000. The AWIB's WIOA Program Lead, Shane Bannarbie, and Grants Administrator, Jonathan Thompson, will contact you to schedule negotiations for your project budget and scope of work based on your award amount.

Please complete the Pre-Award Assessment questionnaire and email completed documents to Mr. Thompson, jonathan.thompson@alaska.gov and Mr. Bannarbie, Shane.bannarbie@alaska.gov by July 15, 2022.

Sincerely,

[Signature]

Kyla Pomrenke
Executive Director
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent

Re: Reports A-E

The Administrative Reports are presented for your review.
Yupiit School District  
PO Box 51190  
Akiachak, AK 99551  
Regional School Board Report

Author of Report: Woody Woodgate  
Department/Location: Alaska Native Education  
Date of Regional School Board Meeting: July 21, 2022

**Mission Statement**  
To educate all children to be successful in any environment.

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

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

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Activity</th>
<th>Details</th>
<th>Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals</th>
</tr>
</thead>
</table>
| June 18   | camp inventory | Inventoried and labeled camp materials and supplies                     | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement                                   |
| June 20   | ANT meeting    | Scott and I met with Akiachak Native Tribe to discuss working cooperatively for a Fall Fish Camp at the Youth and Elders Camp in KKI | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change                                                     |
| June 21   | Camp visit     | Onsite inspection and visit with J. George to the Youth and Elders Camp in KKI | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change                                                     |
| June 22   | MOU            | Developed an MOU between YSD and ANT for Fall Fish Camp and had JDO review it | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change                                                     |
| June 24   | Culturally Relevant CTE | End of year report to EED for Strategies to implement culturally relevant CTE instruction for teachers grant (due 6/30) | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change                                                     |
| June 28   | Boats leaving ANC | Three YSD boats leaving ANC and shipping arranged to KKI by ~Aug. 1st | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change                                                     |
Author of Report: Woody Woodgate
Department/Location: Federal Programs
Date of Regional School Board Meeting: July 21, 2022

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

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<th>Details</th>
<th>Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 14</td>
<td>ESEA application</td>
<td>FY23 ESEA application accepted as substantially approved by EED (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 14</td>
<td>Foster Care MOA</td>
<td>MOA between YSD and OCS for collaboration to support Foster Care youth</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 15</td>
<td>Perkins All-in-One</td>
<td>FY22 Perkins (CTE) All-in-One report for EED submitted (deadline 6/15)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 16</td>
<td>Migrant Ed Spring CH report</td>
<td>FY22 Migrant Education Spring Course History report for EED submitted (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 19</td>
<td>SIG grant</td>
<td>FY23 School Improvement Grant (SIG) submitted for substantially approvable (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 20</td>
<td>ARP II Homeless grant</td>
<td>FY23 American Rescue Plan (ARP) II for Homeless Youth submitted for substantially approvable (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 21</td>
<td>COVID grant</td>
<td>FY23 COVID Relief Grant submitted for substantially approvable (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 22</td>
<td>SPED grant</td>
<td>Supported Special Education Director with FY 23 SPED grant to submit for substantially approvable (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 22</td>
<td>Migrant Ed request for COEs/ARCs</td>
<td>Responed to EED’s Migrant Education (Title I-C) request for 2019-2020 and 2020-2021 list of COEs/ARCs for monitoring</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>June 23</td>
<td>Perkins grant</td>
<td>FY23 Perkins (Career and Technical Education) Grant submitted for substantially approvable (deadline 6/30)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
<td>Areas of Focus</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>July 5</td>
<td>ESEA Response to FY21 monitoring</td>
<td>EED sent findings letter and final report following the May 2022 ESEA Federal Programs monitoring visit with the YSD. The attached findings letter specifies areas where a response from the district is required as well as programmatic recommendations. This will be an ongoing improvement process this coming year.</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
<tr>
<td>July 8</td>
<td>WIOA grant award</td>
<td>AK Dept. of Labor notified YSD of approval for $150,000 grant award (action item)</td>
<td>1. Students Succeed Culturally and Academically 2. Community, Parents and Elder Involvement 3. Staff Recruitment and Retention 4. Education System Change</td>
</tr>
<tr>
<td>July 11</td>
<td>USDOE report</td>
<td>Completed required Survey of use of funds under Title II, Part A for USDOE (mandatory report deadline July 15)</td>
<td>1. Students Succeed Culturally and Academically</td>
</tr>
</tbody>
</table>
July 1, 2022

Scott Ballard, Superintendent
Yupiit School District
PO Box 51190
Akiachak, AK 99551

Re: ESEA Federal Programs Monitoring Visit

Dear Superintendent Ballard:

Enclosed please find the Monitoring Review of the ESEA programs Title I-A, Title I-C, Title III-A, McKinney-Vento, and Fiscal Requirements. These programs were monitored during the May 16-18, 2022 virtual monitoring visit. This report summarizes the findings of the Department team based on materials review and discussions with your staff.

The attached report will specify those areas where a response from the district is required. Please submit written responses, explanations, or action plans for any item not in full compliance no later than Friday, September 30, 2022, unless otherwise noted. Please address all responses to Sarah Emmal.

The Department of Education & Early Development team members would like to take this opportunity to express our gratitude to you and to your staff members for their cooperation and assistance in this review.

We look forward to continuing to work with you and your staff to help strengthen education programs in your district and to increase student achievement. If you have any questions, please contact Sarah Emmal at 907-465-3826, or via email at Sarah.Emmal@alaska.gov.

Sincerely,

Susan McKenzie
Director of Innovation and Education Excellence

Enclosure

cc: Courtney Preziosi, ESEA/Title I Administrator
    Woody Woodgate, Federal Programs Director
Program Specific Reviews

General Provisions – Findings of noncompliance:
- GP 2: Provide evidence that the district consults with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the district prior to the district’s submission of their ESEA Consolidated Application.
- GP 10: Provide evidence that, before submission of the ESEA Consolidated Application, the district afforded a reasonable opportunity for public comment on the plan and considered such comment.

Title I, Part A, Improving Basic Programs – Findings of noncompliance:
- I-A 1: Provide evidence that the ESEA District Plan was developed in consultation with the stakeholders required in the indicator.
- I-A 5: Provide evidence that parents and family members are involved in decisions regarding how the reservation for parent and family engagement is used and that funds are used to carry out activities consistent with the district parent and family engagement policy.
- I-A 9 and 10: Provide completed Title I Schoolwide Plans for each Title I School.
- I-A 14: Provide evidence that parents of all children attending Title I schools have been notified at the beginning of each school year that they can request information on the professional qualifications of the student’s classroom teachers and instructional paraprofessionals.
- I-A 16: Provide a written district parent and family engagement policy that was jointly developed with parents, disseminated to parents, and incorporated in the district’s ESEA plan, that describes the districts’ expectations for meaningful parent and family engagement, and includes all the required elements listed in Indicator I-A 16. A district parent and family engagement policy template (form #05-17-056) is available on the DEED Forms page: https://education.alaska.gov/forms.
- I-A 17: Provide school parent and family engagement policies for each Title I school. Also submit evidence that each school plan was jointly developed with parents and distributed to parents of Title I –A students. A sample school parent and family engagement policy template (form # 05-17-057) is available on the DEED Forms page: https://education.alaska.gov/forms.
- I-A 18: Provide evidence that each Title I school has held an annual meeting that meets the requirements as described in indicator I-A 18.
- I-A 19: Provide evidence that the district provides parents timely information about Title I-A programs, a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- I-A 20: Provide the Parent-School compact from each Title I school.
- I-A 21: Provide evidence that shows how the district works to build the capacity of teachers and staff to ensure effective involvement of parents and to support partnerships.
- I-A 24: Provide evidence that the District and School Report Cards have been publicly disseminated (copy of Report Card or notification of how to access it).
- I-A 26: Provide evidence of coordination with Head Start to carry out early childhood development programs.
- I-27: Provide written district EL Procedures/Policies. Feel free to use DEED’s EL Procedures template.
• I-A 29: Provide evidence of effective outreach to parents of ELs (ex: Board Policy, Parent Involvement Policy, sample invites/announcements, sign-in sheets with EL parents noted, surveys, etc. – see indicator form for more ideas of possible evidence).

• I-A 30: Provide site-level testing schedules for ACCESS for ELLs. Provide evidence of reporting “ELP Not Assessed Reason” data element in Summer OASIS.

• I-A 31: Provide the following documentation for requested students (AKSID: 456967, 456318, 451120, 458813, 463506): Completed Home Language Survey, Screener Scores, LOC-A (if used).

• I-A 32: Provide evidence of the following: 1) communication with OCS regarding students in Foster Care, including a transportation agreement; 2) district has current information regarding what students are in OCS FC; 3) district can provide transportation to the school of origin if necessary; and 4) district expedites student enrollment for students entering or exiting the district.

• I-A 33: Provide job description and application showing requirement of a high school diploma or equivalent. Provide documentation that instructional paraprofessionals are qualified or an individual plan to get them qualified.

• I-A 36: Provide a plan to send out notices to parents for out-of-field teachers.

• I-A 37: Provide meeting notices, agendas, minutes, sign-in sheets, and/or additional communication that show the CSI schools developed and discussed the school improvement plan with stakeholders (including principals, other school leaders, teachers, and parents).

• IA-38: Provide meeting notices, agendas, minutes, sign-in sheets, and/or additional communication that show the TSI school developed and discussed the school improvement plan with stakeholders (including principals, other school leaders, teachers, and parents).

Title I, Part C, Education of Migratory Children – Findings of noncompliance:

• Signed copies of the following COEs and ARCs must be provided to DEED no later than August 1, 2022. If not received by that date, the children will be deemed not eligible for the Migrant Education Program. The district’s Title I-C allocation will be affected if children are removed from the program.
  - 2020-2021 COEs & ARCs: AK0-19-131172; AK0-19-131476; AK0-20-136421; AK0-20-136421; AK0-19-128611; AK0-20-136234; AK0-20-136904; AK0-20-136904; AK0-20-137085

• I-C 1 & 2: Provide an identification & recruitment plan and quality control plan that supports the timely and accurate identification and recruitment of migratory children, a quality control process for ensuring the correctness of the information used to determine eligibility, a plan for maintaining original documentation of COEs signed by parents, recruiters, and the district reviewer, and a plan for ensuring that all deadlines are met as required by DEED.

• I-C 3: Provide a process in which the district promotes interstate and intrastate coordination of services for migratory children.

• I-C 4: Submit meeting notices, agendas, and minutes that indicate consultation with parents of migratory children regarding the planning and operation of the district migrant program. Include evidence of how the district builds the capacity of parents of migratory children to engage in their children’s education.

• I-C 5: Provide evidence that the district has identified the unique educational needs of migratory children, including preschool and children who have dropped out of school.

• Submit a service delivery plan that indicates:
  - how services will be provided to migratory children and includes all elements of indicator I-C 6. (I-C 6)
there will be adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school (I-C 9)

priority for service is given to migratory children who meet the Priority for Services (PFS) criteria as set out by DEED, and the criteria the district utilizes to identify PFS students in grades K-2 (I-C 10)

a child who ceases to be a migratory child during a school term is eligible for services until the end of such term; a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other program: and students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation (I-C 11)

an evaluation plan that shows how the district will measure the effectiveness of the migrant education program (I-C 12)

• I-C 7: Provide evidence that the district verifies Title I-C activities and services are supplemental and meet the identified needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met to permit these children to participate effectively in school.

• I-C 8: Provide evidence that to the extent feasible, migrant programs and projects will provide for:
  o advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services;
  o professional development programs, including mentoring, for teachers and other program personnel;
  o family literacy programs;
  o integration of information technology into educational and related programs; and
  o programs to facilitate transition of secondary school students to postsecondary education or employment.

Title III, Part A, English Language Acquisition and Language Enhancement – Findings of noncompliance:

• III-A 1: Provide the following documentation for requested students (AKSID: 456967, 456318, 451120, 458813, 463506): Completed Home Language Survey, Screener Scores, LOC-A (if used).

• III-A 2: Provide evidence that Title III funds were spent to support effective language instruction.

• III-A 3: Provide evidence that Title III funds were spent to support effective professional development.

• III-A 4: Provide evidence that Title III funds were spent to support effective parent and family engagement of ELs.

• III-A 6: Provide evidence that Title III funds are spent in a supplemental manner (not used to provide services required under other laws and not used for services that were provided with non-Federal funds in the prior year).

• III-A 7: Provide evidence that the required stakeholder groups were engaged in the development of the EL Plan of Service.

McKinney-Vento Homeless Education – Findings of noncompliance:

• MK-V 1: Provide evidence the district is implementing the McKinney-Vento Homeless Act.

• MK-V 2: Provide evidence that there is a homeless liaison, and that they are performing the duties outlined.
Fiscal Requirements – Findings of noncompliance:

- FR-1: Provide time and effort documentation for Julie Schroeder (FY21 Title I-A), Kaylin Charles (FY21 Title I-A) and Edna Jackson (FY21 Title I-C) [please ensure that any PII is redacted].
- FR-2: Provide documented procurement procedures which reflect applicable Federal, State, and local laws and regulations.
- FR-3: Provide written procedures for determining the allowability of costs.

Program Specific Recommendations

General Provisions – Recommendation:

- Revise the directory information form to more clearly allow a family to opt out of either one (military recruiters or postsecondary educational institutions) instead of only giving the option to opt out of both.

Title I, Part A, Improving Basic Programs – Recommendation:

- I-A 15: It is recommended that the district maintain evidence that schools disseminate the information provided by the school district office.

Title I, Part C, Education of Migratory Children – Recommendation:

- Consider using the Alaska MEP District Level Guiding Documents Template (education.alaska.gov/ESEA/TitleI-C/docs/District-Level-Guiding-Documents-Template.docx) to capture the district’s ID&R Plan, Quality Control Plan, Needs Assessment, Services Delivery Plan, and Program Evaluation Plan into one consolidated document.
Workforce Innovation and Opportunity Act - Youth - FY 2023

Cover Page

<table>
<thead>
<tr>
<th>FOR OFFICE USE ONLY:</th>
<th>Version # ______</th>
<th>APP # ______</th>
</tr>
</thead>
</table>

1. Applicant Information
   a. Applicant Name: Yupiit School District
   b. Organizational Unit: Federal Programs
   c. Address: P.O. Box 51190
   d. Address 2:
   e. City: Akiachak
   f. Address: P.O. Box 51190
   g. City: Akiachak
   h. Federal ID Number: 92-0110774
   i. Reference No.: 159629302
   j. Applicant fiscal year (beginning month and day): July-01
   k. Agency Type:
      - Community College / University
      - Local Government
      - For-Profit
      - Registered Apprentice Sponsor
      - Regional Training Center
      - State Agency
      - School District
      - Tribal Government
      - University

2. Project Information
   a. Project Name: Workforce Innovation and Opportunity Act - Youth - FY 2023
   b. Is implementing agency same as Applicant: Yes
   c. Implementing Agency Name:
   d. Project Start Date: Jul-01-2022
   e. End Date: Jun-30-2023
   f. Amount of Funds Requested: $150,728.00
   g. Project Cost: $150,728.00
   h. In-School Participants:
      - New Participants: 46
      - Participants Carried Forward: 6
   i. Out-of-School Participants:
      - New Participants: 18
      - Participants Carried Forward: 6
   j. Total Number of Participants Served: 76
   k. Total Cost Per Participant: 1,983.26
   l. Select the economic region(s) as shown in the RGA, where the individuals will be trained:
      - Southcentral Region
      - Gulf Coast Region
      - Northern Region
      - Southeast Region
      - Southcentral Region (Anchorage/Matsu)
      - Interior Region
      - Southwest Region
3. Contacts

a. Project Director

Name: Wayne Woodgate
Title: Director
Mailing Address: P.O. Box 51190
City: Akiachak
State: AK
Zip: 99551
Telephone: (907) 825-2481
Fax: 
E-mail Address: wwoodgate@yupiit.org

b. Financial Officer

Name: Lucienne Smith
Title: 
Mailing Address: P.O. Box 51190
City: Akiachak
State: AK
Zip: 99551
Telephone: (907) 825-2481
Fax: 
E-mail Address: Lucienne.Smith@akebs.com

c. Authorized Official

Name: Scott Ballard
Title: Superintendent
Mailing Address: P.O. Box 51190
City: Akiachak
State: AK
Zip: 99551
Telephone: (907) 825-2481
Fax: 
E-mail Address: sballard@yupiit.org

d. Equal Employment Opportunity Officer

Name: Kary DeSiignore
Title: Director
Mailing Address: P.O. Box 51190
City: Akiachak
State: AK
Zip: 99551
Telephone: (907) 825-2481
Fax: 
E-mail Address: kdelsignore@yupiit.org

e. Reporting

Name: Wayne Woodgate
Title: Director
Mailing Address: P.O. Box 51190
City: Akiachak
State: AK
Zip: 99551
Telephone: (907) 825-2481
Fax: 
E-mail Address: wwoodgate@yupiit.org
Certifications

I have reviewed and understand the terms, conditions and requirements of the Program and ☑ Yes ☐ No agree to meet all federal and state requirements if selected for funding.

I certify that all information contained in this application and any attachments is true and ☑ Yes ☐ No accurate, and I understand that falsification of information may be cause for application disqualification or award revocation and repayment of any funds provided.

I certify that funds received pursuant to this request will only be used for training and ☑ Yes ☐ No support services for eligible participants and that the grant funds will not supplant or displace other existing public or private funds allocated to the program.

I further certify that the information provided in this grant application will remain in effect for ☑ Yes ☐ No up to 90 days following the date of this certification.

Name of Authorized Representative         Wayne Woodgate
Title                                        Director
Date Signed                                  03/09/2022
Project Description

1. **Project Description**

Provide a project overview and describe your work plan to achieve your project objectives. Please identify resources and partners and their role in the project. (Character Limit: 1024)

The Yupiit School District (YSD) is making innovative changes honoring the importance of Alaska Native ways of knowing in order to provide a balanced instructional model for students, including grades 4 - 12 culturally relevant instruction and a focus on career and technical education (CTE). School district leadership with direction from the Regional School Board is focusing on the inclusion of *Yuuyaraq* (the Yup’ik way of being) for everyday instruction. Support from the Department of Labor (DOL) Workforce Innovation Opportunity Act (WIOA) grant will continue the Mission for all learners to “succeed in any environment”.

Outdoor Power Equipment Repair and Maintenance (OPERM) is an essential necessity for community members in the YSD and the YK Delta area. With the primary mode of transportation being 4-wheelers, snowmachines, and boats, it is imperative that communities have quality access to working powersport equipment, allowing them to work and continue subsistence lifestyles.

The OPERM program will work with youth in 11th-12th grades, boys, girls (16-19) who have an interest in a CTE small engine-focused career fields, specifically the Transportation, Distribution & Logistics career cluster Sales and Service pathway (https://careertech.org/transportation) YSD will work with the Department of Education (DEED) to create Carl Perkins Career and Technical Education Pathways (CTEPs) for small engine repair that would align with this DOL grant; therefore, being able to leverage more resources for our small school sites. Junior and senior students will be the focus of the grant to be able to meet post-secondary grant obligations for assessing grant objectives.

YSD’s request for grant funding will include professional development for certified teachers and community members, purchase of EETC and Briggs and Stratton curriculum, tools, equipment, and supplies to get programs started at all thee schools, as well as funding for a Rural Career Counselor who will also be the Program Coordinator.

The combination of the courses/modules will enable the students to learn entry-level knowledge, gain confidence, and develop the ability to formulate a plan of action for future entrepreneurial and professional employment opportunities. The overall goal of OPERM will be to enable students graduating high school and going into postsecondary training to learn entry-level knowledge, gain confidence, and develop the ability to formulate plans of action for repair, maintenance, and eventually embark on customer service, sales, parts, towing, and salvage.

Actionable plans to achieve the project objectives include a summer training program for teachers and community members, a boat engine workshop in the fall, scheduled district classes during the school year, and another boat engine workshop in the spring. YSD plans to continue strong relationships with local Tribal Village Councils and entities; as well as, working with Prince William Sound College (PWSC) for training through their Small Engine Occupational Endorsement option.

2. **Organizational Capacity**

Describe your organization's capacity to successfully deliver youth program services. Include information on available infrastructure, resources, and personnel as well as information on prior or current youth projects as applicable. (Character Limit: 1024)
The OPERM program will be operated by a fully staffed and experienced district office team working together with local principals for the benefit of students. Two of the schools have newly remodeled and refurbished school shops with plans to refurbish the shop in Akiak as soon as possible. Funding from an Alaska Native Education grant has given the district the benefit of purchasing 3 Sea-Ark boats with Yamaha-150 motors and three new 20'X24'X12' steel buildings to secure the boats and safety equipment. The school district plans to run a summer fish camp for youth and elders which will also serve as a learning lab for new and returning teachers. Teachers and community members will work together to teach students skills, including a boat motor clinic taught by an instructor from PWSC. This model of teaching the teachers will provide a capacity to offer small engines classes with youth during the school year.

**YSD courses of study for Small Engines is:**

**Introduction to Small Engines - (SHP600) - elective**
- **Prerequisite:** None
- **Grades:** 9 - 12 **Credit:** .5

**Semester 1:**
- **Course Name:** ATV/Snowmachine/Boat Engine and Related Systems 1
- **Prerequisite:** Passing grade in Introduction to Small Engines **Credit:** 0.5

**Semester 2:**
- **Course Name:** ATV/Snowmachine/Boat Engine and Related Systems 2
- **Prerequisite:** Passing grade in ATV Engine and Related Systems 1
- **Credit:** 0.5

**Semesters 3:**
- **Course Name:** ATV/Snowmachine/Boat Engine and Related Systems 3
- **Prerequisite:** Passing grade in ATV Engine and Related Systems 2
- **Credit:** 0.5

**Semester 4:**
- **Course Name:** ATV/Snowmachine/Boat Engine and Related Systems 4
- **Prerequisite:** Passing grade in ATV Engine and Related Systems 1
- **Credit:** 0.5

**Target Demographic**

WIOA Youth serves both in-school and out-of-school youth. Please identify which group(s) your project will serve. Include referral options for participants not eligible for WIOA Youth service. (Character Limit: 1024)

The YSD (OPERM) focuses on 11th and 12th-grade students for our CTE programs.

Yupiit School District aims to prepare young people for the rigors of life by having students work with community members and teachers. The district's goal is to equip them with entry-level skills, teach them how to navigate career pathways, and provide them with the tools to be successful. Throughout their years of participation, students will also benefit from the service of a rural career counselor to assist with career pathway choices and offer suicide prevention as part of the OPERM program.

The OPERM program starts with the 16-19-year-old students in an attempt to instill a career pathway mindset through the interaction and stimulation of interest to eventually participate in pre-apprenticeship or apprenticeship training opportunities after graduating high school. The OPERM will also be available to work with out-of-school youth that qualify for the program by aligning them with community mentors.
4. Outreach and Recruitment

Describe the methods to be used for outreach and recruitment; the economic regions, as shown in the RGA, where the youth will be recruited & trained; and the communities within each region where these activities will occur. (Character Limit: 1024)

YSD will use formal district outreach through our schools in the Southwest Regions to contact current students and also work with the community to identify out-of-school youth that may qualify for the grant. Informal outreach, such as Facebook, will also be used to recruit community mentors to learn about teaching small engine repair to the youth enrolled in the program.

Our current school enrollment for all three schools is:

Akiachak:
- 10th grade: 8
- 11th grade: 17

Akiak:
- 10th grade: 6
- 11th grade: 7

Tuluksak:
- 10th grade: 4
- 11th grade: 10

This grant will focus on next year’s Juniors and Seniors. YSD will be able to assist students in these grades and identify objective successes such as graduation, postsecondary education enrollment, or apprenticeships.

5. Eligibility and Assessment

Describe your project’s methods to determine eligibility based on WIOA Youth parameters, and the assessment resources available to identify youth training and support service needs. (Character Limit: 1024)

As part of YSD’s DOE and State Title programs, YSD has processes in place to identify students in the Southwest Region that meet the economic thresholds required for this grant.

<table>
<thead>
<tr>
<th>Population</th>
<th>% Alaska Native</th>
<th>% Children (0-19 years old)</th>
<th>% Living below poverty or 125% greater than poverty level</th>
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</thead>
<tbody>
<tr>
<td>Akiachak</td>
<td>677</td>
<td>93.89</td>
<td>41</td>
</tr>
<tr>
<td>Akiak</td>
<td>462</td>
<td>95.54</td>
<td>47.51</td>
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<tr>
<td>Tuluksak</td>
<td>444</td>
<td>85.89</td>
<td>39.49</td>
</tr>
</tbody>
</table>

This grant will support the hire of a 1.0 FTE Rural Career Counselor. This position will focus on working with students and community members in all three schools. Training for this position will be accomplished through enrollment of a 1 credit asynchronous class through UAA and EED called Rural Career Counseling.

Module 1 – Rural Career Counseling 101 (what is a career counselor, understanding Alaska Native worldview)

Module 2 – Career Counselor Resources Handbook (what is Perkins, CTE, Career Clusters and Pathways, AKCIS, Handbook)

Module 3 – Using AKCIS with Students Plans (logging in, career exploration, Personal Learning and Career Plans)
Module 4 – Communicating with Students (postsecondary schools, employers, soft skills, barrier crimes)
Module 5 – Communicating Beyond Students (confidentiality, family and community awareness)
Module 6 – Commencing a Career Counseling Program (scheduling, promoting CTE, planning career events, FAFSA)

Continue description here if necessary. (Character Limit: 1024)

The person funded from this grant hereafter referred to as the OPERM Program Coordinator will spend approximately 10 hours per site working with students, community members, shop teachers, and principals to ensure students are working towards project goals. The other 8 - 10 hours per week will be to develop suicide prevention activities and promote positive student behaviors in the schools through a program called Natural Helpers.

In addition to career counseling and building a positive school environment, the person in this position will collect, organize, and prepare reports for the grant as the Program Coordinator.

6. Individual Service Strategies

Describe your project's ability to utilize assessment information to develop outcome-based training and career plans, then to deliver services based on the developed plan. Identify project personnel responsible for this function. (Character Limit: 1024)

The Project Director is the primary author for the UAA Rural Career Counseling class and has worked with Julia Renfro at ACPE for many years. The Project Director will work closely with the OPERM Program Coordinator to guide and assist their work with students and schools, as well as oversee the budget and ensure reports are submitted on time. The OPERM Program Coordinator will primarily use AKCIS as the primary assessment tool to work with students and develop a Personal Learning Career Plan (PLCP) with each student. AKCIS tools like the Learning Style Survey, Interest Profiler, and Reality Check will be useful for the Career Counselor to develop individualized plans for each student and work with them throughout their participation in the grant. Additionally, the OPERM Program Director will assist with gathering data from the annual district AASB School Climate and Connectedness Survey to develop activities and ideas for suicide prevention.

Continue description here if necessary. (Character Limit: 1024)

The Program Director and Program Coordinator will organize three major activities during the period of this grant. The first activity will be training from PWSC for a 2 credit Small Engine Repair course for three YSD teachers and mentor community members. The grant will fund transportation for the PWSC instructor, purchase of training equipment, tools, and a stipend to teach a two-week class in Akiachak in August 2022. The class will cover the basics of small engine repair and maintenance and provide the necessary skills training for the YSD teachers and mentors to conduct training for students for year-long small engines courses at the schools. The two major student activities will be: 1) a fall small engine winterization in each community where students will assist community members to winterize their boat motors after fishing and hunting season 2) a de-winterization clinic in the spring for students to work with community members to get boat motors prepared for spring and summer subsistence activities.

Continue description here if necessary. (Character Limit: 1024)

Continue description here if necessary. (Character Limit: 1024)

7. Service Delivery Model and Basic Elements

For each basic element listed below, describe how the element will be provided and whether it will be provided in-house or through a partner agency. If through a partner agency, list the agency and type of agreement (e.g., MOU, letter of commitment, etc.).

a. Tutoring, study skills training, and instruction leading to completion of secondary school, including for dropouts. (Character Limit: 1024)

Our effort to increase academic completion and success will lead to teachers and students working prior and post classes to complete assignments. Teachers, CTE instructors, and mentors connected with the program will offer tutoring assistance for students. Students that drop out of the program or school will have opportunities to complete their high school academic studies through YSD resources, such as GED tutoring, which are available at all schools.

Continue description here if necessary. (Character Limit: 1024)

b. Alternative secondary school service. (Character Limit: 1024)

At this time the only alternative school options for Yupiit School District are going to go through online credit recovery classes, LKSD Alternative School, Mt. Edgecumbe, Galena, or other programs that are outside of YSD.

Continue description here if necessary. (Character Limit: 1024)

c. Summer employment opportunities that are directly linked to academic and occupational learning. (Character Limit: 1024)

Each community has opportunities for students to work as deckhands or commercial fishermen. Small engine training will be very useful for students to add value to their employability skills for fishermen that want to hire them. There are also opportunities to work in the local store. Other employment opportunities are limited in YSD villages; however, some students may have opportunities to travel to Bethel, Anchorage, or other locations if they have family to stay with.

Continue description here if necessary. (Character Limit: 1024)

d. Paid and unpaid work experiences, including internships and job shadowing. (Character Limit: 1024)

The OPERM program is working on creating a number of opportunities for participating students. Due to being 20 miles from the nearest licensed Powersports Shop, (Bethel) the logistics are a little hard to coordinate.

Continue description here if necessary. (Character Limit: 1024)

e. Occupational skill training. (Character Limit: 1024)

Training will include 2 credits from UAA Outboard Service and Maintenance course for 2 weeks. Occupational skills training during OPERM will include small engine training outlined in EETC and Briggs & Stratton curriculum. Training will be crosswalked with Perkins occupational training development for completers, which outlines 2 years of study in a program of study. In addition, the Program Director is certified to teach OSHA-10 (Construction) and First Aid/CPR/AED, which covers occupational health and safety skills for all students.

Continue description here if necessary. (Character Limit: 1024)

f. Leadership development opportunities, which may include community service and peer-centered activities. (Character Limit: 1024)

Natural Helpers is a program that will build students self-confidence and leadership abilities. The Program Coordinator has time built into their weekly schedule to work with students at all three sites. Since Juniors and Seniors are the focus for this grant, this will be a good opportunity for them to participate in an organized and recognized program as leaders at their schools.

Continue description here if necessary. (Character Limit: 1024)

g. Supportive services. (Character Limit: 1024)

Our SPED Department is significant, data-driven, and extremely organized. Teachers and paraprofessionals
work with parents and district office staff to follow students' IEPs with fidelity. YSD participates with DEED on the McKinney-Vento (homeless youth) Act to actively find youth that need supportive services and provide them through Title I services.

Continue description here if necessary. (Character Limit: 1024)

h. Adult mentoring (required for a total of not less than 12 months). (Character Limit: 1024)

Adult mentoring is important for YSD's goals for culturally relevant education and instruction. The epistemological learning style for children in Western Alaska is different than Western educational models. Research (citations available upon request) indicates that hands-on tactile-kinesthetic instruction combined with ontologically based cultural values provides a method of instruction with superior results than abstract compartmentalized instruction. Indigenous teaching styles are best provided by Elders and community experts, which this grant will foster through adult mentoring.

Continue description here if necessary. (Character Limit: 1024)

i. Follow-up services for not less than 12 months after the completion of participation. (Character Limit: 1024)

Due to the nature of being a small district with very small schools and tiny graduation classes where everyone knows each other well, follow-up services will be coordinated through this program working very closely with school secretaries and community leaders to monitor the success of youth during their transition to employment or education.

Continue description here if necessary. (Character Limit: 1024)

j. Comprehensive guidance and counseling, which may include addressing drug and alcohol issues. (Character Limit: 1024)

YSD has appropriated funding for next year to fund a guidance counselor for social/emotional issues, including drug and alcohol abuse. This grant will fund the vital role of a career counselor that YSD is currently missing in our school district and will provide proactive student support through the Natural Helpers program to decrease or prevent unhealthy behaviors in participants.

Continue description here if necessary. (Character Limit: 1024)

k. Financial literacy education. (Character Limit: 1024)

The Program Coordinator will receive training in AKCIS which includes tools for financial literacy education. The Program Coordinator will also be able to provide student support during PLCP meetings with individual students.

Continue description here if necessary. (Character Limit: 1024)

l. Entrepreneurial skills training. (Character Limit: 1024)

Entrepreneurial skills training is part of YSD's intent for students to learn financial independence by learning how to market themselves using online platforms like Etsy to sell crafts. Entrepreneurship can empower students seeking to continue living in their rural communities with the benefit of earning a livable wage without giving up their cultural identities and moving to the cities.

Continue description here if necessary. (Character Limit: 1024)

m. Career awareness, career counseling, and career exploration. (Character Limit: 1024)

The Program Coordinator's primary focus will be career guidance and counseling for students at all three sites. They will complete a 1 credit UA asynchronous course on Rural Career Counseling in preparation to fulfill this duty. A major emphasis of the Rural Career Counseling course is on AKCIS which will be the Program Coordinator's primary tool working with participants and teachers.
n. Activities that help youth prepare for and transition to post-secondary education and training. (Character Limit: 1024)

The two major activities are planned to prepare students for the transition to post-secondary education are the fall boat motor winterization workshop and the spring boat motor workshop to prepare for spring/summer subsistence activities. These workshops will provide opportunities for participants to work with community mentors in a real-world and valued seasonal activity that will engage their interest and encourage them to complete their series of small engine classes over the course of two years preparing them for postsecondary instruction.

Continue description here if necessary. (Character Limit: 1024)

o. Suicide prevention activities. (Character Limit: 1024)

As part of the Program Coordinator's duties, 10 hours a week will be spent working with youth participants in the Natural Helpers program. This program has demonstrated success in rural Alaska to foster healthy behaviors and reduce the risk of suicide by having student leaders address issues with their peers.

Continue description here if necessary. (Character Limit: 1024)

8. Work-Based Learning

WIOA mandates that 20% of the total budget be used for work experience. Describe your ability to develop work experience opportunities for participants, and identify any current employer partners for work-based learning activities. (Character Limit: 1024)

Employers beyond schools and grocery stores are very limited in YSD rural villages. This grant will provide funding to support student work experience during the fall and spring small engine workshops and throughout the school year, as cottage industry opportunities for students to earn money working on snowmachines and 4-wheelers for community members. As part of the minimum of 20 percent of total grant funds being used for work experience activities, student salaries, tools, and supplies will be included in the budget. The Program Coordinator will work with teachers and mentors overseeing the student's earning money from work experience activities. A transparent accounting system will be designed and set up by the Program Director in partnership with YSD's Business Manager and oversight by the Superintendent. The Program Coordinator will maintain individual financial records with each student so that financial management is a learning opportunity for the student to learn how to manage income.

Continue description here if necessary. (Character Limit: 1024)

Continue description here if necessary. (Character Limit: 1024)

9. Training and Credentials

In the table below, identify the credentials participants can earn through your program:

<table>
<thead>
<tr>
<th>Training</th>
<th>Duration of Training</th>
<th>Training Costs</th>
<th>Certification/Credential</th>
<th>Training Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Engines OEC</td>
<td>2 weeks</td>
<td>11000</td>
<td>2 credit UAA Outboard Svc and Maintenance</td>
<td>PWSC</td>
</tr>
<tr>
<td>OPERM I</td>
<td>semester</td>
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<td>.5 high school credit</td>
<td>YSD</td>
</tr>
<tr>
<td>OPERM II</td>
<td>semester</td>
<td>0</td>
<td>.5 high school credit</td>
<td>YSD</td>
</tr>
<tr>
<td>OPERM III</td>
<td>semester</td>
<td>0</td>
<td>.5 high school credit</td>
<td>YSD</td>
</tr>
<tr>
<td>OPERM IV</td>
<td>semester</td>
<td>0</td>
<td>.5 high school credit</td>
<td>YSD</td>
</tr>
</tbody>
</table>
**OSHA-10**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA-10 (construction)</td>
<td>10 hours</td>
<td>YSD instructor through Chabot-Las Positas</td>
</tr>
<tr>
<td>First Aid/CPR/AED</td>
<td>3 days</td>
<td>YSD instructor through EFR</td>
</tr>
</tbody>
</table>

### 10. Program Performance

Youth program performance is measured using the factors listed below. Explain how your program will support positive outcomes for each measure.

- **a.** Percentage of participants who are in education, training activities, or unsubsidized employment during the second quarter after exit (Proposed State target: 54%). (Character Limit: 1024)

  54% or more of program participants will be in education, training activities, or unsubsidized employment during the second quarter after exit.

  Continue description here if necessary. (Character Limit: 1024)

- **b.** Percentage of participants who are in education, training activities, or unsubsidized employment during the fourth quarter after exit (Proposed State target: 50%). (Character Limit: 1024)

  50% or more of program participants will be in education, training activities, or unsubsidized employment during the fourth quarter after exit.

  Continue description here if necessary. (Character Limit: 1024)

- **c.** Median earnings of participants in unsubsidized employment during the second quarter after exit (Target TBD based on prior years baseline). (Character Limit: 1024)

  Program participants will earn $2,700 or more in unsubsidized employment during the second quarter after exit.

  Continue description here if necessary. (Character Limit: 1024)

- **d.** Percentage of participants who obtain a recognized postsecondary credential or secondary school diploma or equivalent during participation or within one year after program exit (Proposed State target: 50%). (Character Limit: 1024)

  50% or more of program participants will obtain a recognized postsecondary credential or secondary school diploma or equivalent during participation or within one year after program exit.

  Continue description here if necessary. (Character Limit: 1024)

- **e.** Percentage of participants who, during a program year, are in education that leads to a recognized postsecondary credential or employment, and who are achieving measurable gains toward those goals (Target TBD based on prior years baseline). (Character Limit: 1024)

  66% or more or program participants, during a program year, are in education that leads to a recognized postsecondary credential or employment, and who are achieving measurable gains toward those goals.

  Continue description here if necessary. (Character Limit: 1024)
## Project Budget

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Qty</th>
<th>Rate</th>
<th>UOM</th>
<th>Grand Total</th>
<th>Subaward Amount</th>
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<tr>
<td><strong>In-School Expenses</strong></td>
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<td>YR</td>
<td>14,288.00</td>
<td>14,288.00</td>
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<tr>
<td>Notes: The OPERM Program Coordinator (.25 FTE) will be responsible for 10 hours/week per site for 8 hours per week as the Natural Helpers coordinator working with all sites, and 8 hours a month tracking data and preparing DOL grant reports.</td>
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<td>YR</td>
<td>9,600.00</td>
<td>9,600.00</td>
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<tr>
<td>Notes: OPERM Director salary (.10 FTE) to plan, implement, and review grant initiatives, including instruction for OPERM Program Coordinator during Rural Career Counseling and direct instruction to participants for OSHA-10 and First Aid/CPR/AED training.</td>
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<tr>
<td><strong>Total for Personnel Service (Non Work Experience)</strong></td>
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<tr>
<td>Training Contractors/Instructors/Others</td>
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<td>WKS</td>
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<td>Notes: UAA instructor from PWSC for 2 credit Outboard Service and Maintenance course.</td>
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<td>Training Supplies</td>
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<td>2500.0000</td>
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<td>Notes: 9.9 hp Yamaha boat motors for classroom instruction</td>
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<td>purposes. One at each site.</td>
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<td>Training Supplies</td>
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<td>333.000</td>
<td>NOS</td>
<td>999.00</td>
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<td>Notes: Replacement parts for Yamaha engines such as water pump kits, timing belts, carburetor kits, oil filters, etc.</td>
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<tr>
<td>Training Supplies</td>
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<td>200.000</td>
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<td>600.00</td>
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<td>Notes: Misc. training supplies - engine oil, lower unit oil, etc. to be purchased locally</td>
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<tr>
<td>Training Supplies</td>
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<td>600.000</td>
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<td>5,400.00</td>
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<td>Notes: Specialty tool kits for outboard engine repair. UAA instructor will supply a specific list of tools.</td>
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<td>Natural Helpers promotional supplies</td>
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<td>2000.000</td>
<td>NOS</td>
<td>6,000.00</td>
<td>6,000.00</td>
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<tr>
<td>Notes: Supplies for each school for Natural Helpers programs for prevention suicide (banners, promotional items, etc.)</td>
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<td><strong>7 Participant Services</strong></td>
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<tr>
<td>Participant Tuition</td>
<td>10.0000</td>
<td>344.000</td>
<td>TESTS</td>
<td>3,440.00</td>
<td>3,440.00</td>
</tr>
<tr>
<td>Notes: UAA tuition for 2 credit Outboard Service and Maintenance course at $172/semester hour for 10 participants.</td>
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<td><strong>8 Work Experience</strong></td>
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<tr>
<td>Participant Wage/Stipend/Incentive</td>
<td>180.0000</td>
<td>15.0000</td>
<td>HRS</td>
<td>2,700.00</td>
<td>2,700.00</td>
</tr>
<tr>
<td>Notes: Student incentive stipends at $15/hour for 30 hours per workshop (times 2) for fall and spring/summer boat motor workshops at all three sites.</td>
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<td>Line Item</td>
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<tr>
<td>Job Skills Training</td>
<td>960.0000</td>
<td>20.000</td>
<td>HRS</td>
<td>19,200.00</td>
<td>19,200.00</td>
</tr>
<tr>
<td>Notes : Community mentor training for students at all 3 sites for 32 weeks (school year) at $20/hour for 10 hours/week.</td>
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<tr>
<td>Staff Time - Work Experience</td>
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<td>0.750</td>
<td>YR</td>
<td>43,765.00</td>
<td>43,765.00</td>
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<tr>
<td>Notes : Staff Coordinator (.75 FTE) for classroom training and the required academic education component directly related to participants’ work experience; staff time working to identify and develop work experience opportunities, including staff time spent working with employers to identify and develop the work experience; staff time working with employers to ensure successful work experiences, including staff time spent managing the work experiences, and staff time spent evaluating work experiences.</td>
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<tr>
<td>Staff Time - Work Experience</td>
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<td>6.000</td>
<td>EDSES</td>
<td>12,000.00</td>
<td>12,000.00</td>
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<tr>
<td>Notes : Stipends for certified teachers to provide CTE instruction after school and weekends to open the school and provide shop space for participants and mentors to work on cottage industry snowmachine and 4-wheeler projects. $2,000/semester for each semester (2) at all three sites.</td>
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</tbody>
</table>

Total for Work Experience: 77,665.00

9 Administration

| Federally Approved Indirect-10.43%             | 0.0000  | 0.000 |     | 14,236.00   | 14,236.00       |
| Notes : State of Alaska Fed Indirect rate for FY22 10.43% |

Total In-School Expenses: 150,728.00

Out-of-School Expenses
<table>
<thead>
<tr>
<th>Line Item</th>
<th>Qty</th>
<th>Rate</th>
<th>UOM</th>
<th>Grand Total</th>
<th>Subaward Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Personnel Service (Non Work Experience)</td>
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<tr>
<td>3 Travel</td>
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<td>6 Equipment</td>
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<td>7 Participant Services</td>
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<td>8 Work Experience</td>
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<td>9 Administration</td>
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<td><strong>Total Out-of-School Expenses</strong></td>
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<td><strong>TOTAL EXPENDITURES</strong></td>
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<tr>
<td>Category</td>
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<td><strong>In-School Expenses</strong></td>
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<tr>
<td>1 Personnel Service (Non Work Experience)</td>
<td>23,888.00</td>
<td>23,888.00</td>
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<td>8 Administration</td>
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## RSA

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### Attachments

FOR OFFICE USE ONLY: Version # ______ APP # ______
## Mission Statement

To educate all children to be successful in any environment.

## Vision Statement

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

## Values

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

## Strategic Goal Areas:

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Activity</th>
<th>Details</th>
<th>Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals</th>
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<tr>
<td>June/July</td>
<td>Admin</td>
<td>Ongoing Training w/ Business Manager Trainee; Document archival; health insurance program; posting revenue and expenditure grant budgets; DOEED General Operating Fund Budget template; Credit card expense posting;</td>
<td>Staff Recruitment &amp; Retention Education System Change</td>
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<td>June/July</td>
<td>Grant Reimbursements</td>
<td>Q3 for ESEA submitted. Caught up in time for Q4 submittals in 10 days.</td>
<td>Education System Change</td>
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<tr>
<td>June/July</td>
<td>FY 2023 Budget</td>
<td>Reposted to BM all revenue &amp; expenditure budget for general operating fund, food service and employee housing.</td>
<td>Students Succeed Culturally and Academically  Staff Recruitment and Retention Education System Change</td>
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<tr>
<td>June/July</td>
<td>Communications</td>
<td>Completed review and update of Standard Operating Procedures; shared with admin team for final review. Shown here for informational purposes.</td>
<td>Staff Recruitment and Retention Education System Change</td>
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<tr>
<td>June/July</td>
<td>Compensation</td>
<td>Worked closely with Payroll to ensure all payroll (multiple payrolls) completed and all liabilities processed prior to 06/30/2022.</td>
<td>Staff Recruitment and Retention Education System Change</td>
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<td>June/July</td>
<td>Audit</td>
<td>Began audit prep work for FY 2022 audit.</td>
<td>Education System Change</td>
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<tr>
<td>June/July</td>
<td>Prior Years Grants</td>
<td>Determined if any of this year’s expenditures would fit into old remaining grant funds – continued working with Federal &amp; State Grant Programs Director.</td>
<td>Education System Change</td>
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</table>
June/July | Finances | Weekly review of all AP claims; working with AP Clerk, ensuring ongoing training for position as needed; AP Clerk getting invoice payments completed for an accurate accounting thru 06/30/2022. | Students Succeed Culturally and Academically  
Staff Recruitment & Retention  
Education System Change

June/July | Finances | Worked with Director of M&O on RFP for HVAC and DDC upgrades. | Students Succeed Culturally and Academically  
Education System Change

The following pages are the Monthly July Board Reports.

The format of these monthly revenue and expenditure information reports are presented to the Board of Education to apprise them of the District’s financial position in comparison to the respective budgets for all funds as well as a more detailed presentation of the general fund.

**Statement of Revenue Budget vs. Actual:** This printout recaps fund specific revenue information per the column headings for all funds of the District:

- Received current Month: Includes activity for the month noted in the report
- Received YTD: Includes year to date activity
- Estimated Revenue: Reflects the current revenue budget
- Revenue to be received: Reflects the amount expected to be received by year end

**Statement of Expenditures Budget vs. Actual:** This printout recaps fund specific expenditure information per the column headings for all funds of the District:

- Committed Current Month: Includes activity for the month noted in the report
- Committed YTD: Includes year to date activity
- Original Appropriation: Board of Education and DOEED approved original budgets
- Current Appropriation: Includes the original budget amount, budget transfers, budget revisions and rollover encumbrances from prior year
- Available Appropriation: Budgeted amounts not yet expended or encumbered but available

**Statement of Revenue Budget vs. Actual for Operating Fund:** This report represents a more detailed view of the operating Fund revenue categories. The columns reflect the same information as noted above for the Statement of Revenue Budget vs. Actuals.

**Statement of Expenditure Budget vs. Actual for Operating Fund:** This report presents a functional recap of the Operating Fund. The columns reflect the same information as noted above for the Statement of Expenditure – Budget vs. Actual.
## Statement of Revenue Budget vs Actuals

For the Accounting Period: 7 / 22

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<th>Received YTD</th>
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<th>Revenue To Be Received</th>
<th>% Received</th>
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<td><strong>16,333,276.25</strong></td>
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<td>Fund</td>
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<td>Current Appropriation</td>
<td>Available Appropriation</td>
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## 100 OPERATING BUDGET

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07/11/22

Funds 100- 100

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**What are SOPs and why do we need them?**

Standard Operating Procedures are a vital document used by the District and specifically the Business Office. They ensure a uniform procedure for processes within the District. This ensures that internal controls are in place for the carrying out of tasks and that the same processes are continued regardless of turnover in positions. The SOPs guide personnel in the proper procedures to go about daily tasks, especially those that relate to financial matters in some form. They work harmoniously as an extension of Board Policy but do not supersede or circumvent Board Policy. Each SOP will have a section at the end that details the appropriate BPs to review that form the basis of the applicable SOP. Following SOPs ensures that Board Policy is met by detailing more specifically how tasks should be performed, by whom, and who has the supervisory authority. SOPs should ‘stand the test of time’, should be easy to read, understand, and liftable.

**Audit**

Auditors receive a copy of the SOPs each year and they review them against actual practice. They start each audit with a detailed question/answer session with the Business Manager, who details from start to finish all business-related processes. An example question from an auditor is:

Tell me the process when someone wants to purchase a supply. What occurs?

We then must detail how our processes work from obtaining approval by a supervisor, entering the information into a requisition in the accounting software, budget supervisory approval, business manager approval, Superintendent approval, Purchasing Clerk review and generating a Purchase Order, sending a copy of the PO to the vendor and one to the requestor, waiting for items to arrive, receiving processed by the Purchasing/Receiving Clerk, invoice received, reviewed and approved by the budget supervisor, Business Manager (and Superintendent when applicable), enter for payment, submit check register to the Business Manager for review, payment issued, ACH uploaded, and so on.

Then the auditors will pull numerous samples and will review backup which will need to show the above process being followed time and again. If there is a deviation from SOP it causes a red flag and auditors will request additional samples to see if deviation from SOP occurs frequently. If it does, then audit finding(s) are issued because internal controls are lacking over the processes relating to financial matters.

**When were these SOPs originally established?**

The bulk of the SOPs for the Yupiit School District were initially written and effective July 1, 2016, and were reviewed by the then Superintendent, Business Manager, Payroll Clerk, and Purchasing Clerk. Emailed copies were dispersed to the principals at each site.

**How often are SOPs reviewed for accuracy & who reviews them?**
Review of SOPs occurs at least annually or as changes are needed. Personnel who are and have been involved in the review of SOPs include:

- Business Manager - responsibility to generate the SOPs, edit the SOPs, solicit feedback when needing to edit an SOP, sending to IT to post on District website.

- Superintendent - responsibility is to ensure Board Policy is followed; SOPs are the document that detail the instructions on how to carry out business to ensure this occurs.

- Purchasing/Receiving/AP Clerk - reviews all financial-related documents applicable to their duties to ensure that what is written is what is actually occurring.

- Payroll Clerk - reviews all financial-related documents applicable to their duties to ensure that what is written is actually occurring.

- Human Resources - reviews all documents applicable to their duties to ensure that what is written is actually occurring.

**Frequently Asked Procedural Questions that SOPs Answer**

- Can you give me a step-by-step procedure for how leave requests are processed? SOP No. 4
- Are we allowed to borrow an item from the school? SOP No. 17
- What is the District procedure for disposal of assets? SOP No. 19
- Can we fundraise for a student trip? If so, what are the procedures? SOP No. 16
- What do we do when we receive cash? SOP No. 14, No. 15, No. 16
- What are the procedures for student travel? SOP No. 8
- Can I ask for a payroll advance? SOP No. 4
- What do I do if an employee is hurt on the job (i.e. worker’s comp)? SOP No. 3
- Where can I find a form? SOP No. 1
TO: BOARD OF EDUCATION

THRU: George Scott Ballard, Superintendent

FROM: Lucienne Smith, Contracted Business Manager

DATE: July 11, 2022

SUBJECT: STANDARD OPERATING PROCEDURES

What are SOPs and why do we need them?
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Where can I find a form? SOP No. 1
STANDARD OPERATING PROCEDURES

EFFECTIVE JULY 1, 2022

SOPs are intended to establish a standard format for policies and procedures and to assist and guide the administrative staff of the District.
# Standard Operating Procedures

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The following numbered Standard Operating Procedures are intended to establish a standard format for policies and procedures to assist and guide the administrative staff of the District. The SOPs adhere to Generally Accepted Accounting Standards (GAAS) and the Government Accounting Standards Board (GASB). Many have been reviewed and approved by the Department of Education and the Alaska Association of School Business Officials. All SOPs originate from the Superintendent, and the principals, directors and other supervisory personnel are responsible for ensuring their compliance. Any willful violation of SOPs must be reported to the Superintendent by any staff member having knowledge of such violation.

Each administrative staff member is responsible for periodic review of SOPs within his/her scope of operation and for preparing drafts for revision to be submitted to the Superintendent. If the draft is approved, the Superintendent will forward it to the Business Office for final review, assignment of a number and preparation of the master for publication and duplication.

All administrative staff will familiarize themselves with the Standard Operating Procedures and acquaint the staff they supervise with those procedures pertaining to their job responsibilities.
SOP NO. 1  DISTRICT COMMUNICATIONS

1. PURPOSE: To establish uniform procedures for district communications.

2. AUTHORITY: Superintendent

3. RESPONSIBILITY: All employees

4. PROCEDURES: The following are procedures for district communications:

   a. The Yupiit School District website will be the repository of all District documents, instructions, guidelines, and procedures.

   b. Employees are required to check their email at least once each day and to immediately acknowledge receipt as appropriate. If one is not able to comply with an email request at the time requested, then the email recipient shall communicate such and to collaboratively determine a response date.

   c. All documents are to be scanned to district office; where originals are required, they are to be scanned and mailed.

   d. Employees are required to respond to telephone inquiries as soon as possible, but no later than 24 hours after receipt of a telephone call.

   e. Employees who are out of the office are required to initiate an email auto-reply offering another YSD employee as a contact. They are also required to place a similar message on their telephone when out of the office; or they may forward their phone as appropriate.

   f. Inter-district mail shall be sent via U.S. Postal Service.
1. **PURPOSE:** To establish uniform procedures for management of employee relations.

2. **AUTHORITY:** Superintendent

3. **RESPONSIBILITY:** Superintendent or designee, HR Specialist, Business Manager, Principals, all employees.

4. **PROCEDURES FOR HIRING:**
   a. The Superintendent shall approve position vacancies in accordance with the approved budget.
   b. All vacant positions shall be advertised on the YSD website, posted in all YSD communities, Alaska Job Service, Alaska Teacher Placement, etc. A record of all school district postings shall be retained by the HR department for two (2) years or as otherwise required [Reference RRDS 06.20 and 06.21].
   c. Prospective employees should not be informed of the availability of a position until it is posted.
   d. Electronic applications are preferred; however, hard-copy applications will be accepted.
   e. All applicants shall be interviewed with 3 references checked, including one from the most recent employer, before positions are offered. All offers of employment are contingent upon successfully passing a background check. The superintendent must approve all hires.
   f. Only positions authorized by the YSD approved budget or as authorized by granting agencies may be hired.
   g. Employees must have all hire paperwork completed and must have an approved personnel action for (PAF) or contract before starting work. If paperwork is not completed within seven (7) days, the offer of employment may be rescinded. Employees shall electronically sign their contracts (or PAF’s) and submit through the District’s online HR program, TalentEd, within seven (7) days of receipt or the first day of work, whichever is earlier.
   h. All regular or contracted employees shall receive a job description, a work year calendar, and a work schedule within three (3) days of hire.
   i. Temporary positions (30 days or less) may be hired at the discretion of the superintendent and based on available funds.
   j. Human Resources Department will provide a New Hire Orientation to all successful new hires. At a minimum, the following information will be introduced and explained to the new hires: job/position description, employee handbook, standard operating procedures, board policies and administrative
regulations, workers’ compensation procedures, and mandated training.

5. **PROCEDURES FOR PERSONNEL FILES**

   a. A permanent human resources (HR) file shall be maintained for all employees to include all mandated documents. This file is the only and official record of employment for all employees.

   b. A separate permanent HR employee health file shall be maintained for all employees and secured per HIPAA standards. Consult the U.S. DHHS website for current HIPAA standards. [https://www.hhs.gov/hipaa/forprofessionals/index.html](https://www.hhs.gov/hipaa/forprofessionals/index.html)

   c. Copies of all employee payroll related records, including contracts and PAFs, shall be electronically signed and transmitted to the hiring manager (i.e., Principal, lead teacher or administrator) within three (3) days of receipt in TalentEd.

6. **PROCEDURES FOR VOLUNTARY TERMINATION:**

   a. Employees must submit resignations by completing the Resignation form in TalentEd, providing advance notice as identified in board policy, employee handbook, and/or employee contract.

   b. Per AS 23.05.140, employment terminated by the employee must be paid on the next regular payday that is at least three (3) days after the employer received notice of termination.

7. **PROCEDURES FOR INVOLUNTARY TERMINATION:**

   a. Unacceptable behavior that may require involuntary termination must be reported by the supervisor to the Superintendent or designee immediately. It may be necessary to implement disciplinary action. In the event of dangerous behavior toward students or staff, the local authorities should be contacted first, then the Superintendent or designee. It may be necessary to implement the Emergency Preparedness & Disaster Prevention Plan.

   b. Contact HR to ensure the district’s attorney is consulted when considering involuntary termination of an employee. It is a condition of the District’s liability insurance coverage that an attorney be consulted before an involuntary termination.

   c. When an employee is involuntarily terminated, the supervisor shall complete the Termination form in TalentEd.

8. **PROCEDURES FOR JOB ABANDONMENT/ABANDONMENT OF DUTIES**

   a. If an employee does not call in for two (2) consecutive days, HR should be contacted regarding possible job abandonment. The employee handbook should be consulted to assist in terminating an employee who abandons their job.

   b. Consult the district attorney when termination an employee for abandonment of duties.
9. **PROCEDURES FOR EMPLOYEE EVALUATION:**

   a. Employees must be evaluated at least annually and more often should job performance require such evaluation.

   b. Should a Plan of Improvement be necessary, consult the district’s attorney and commercial insurance company to ensure timelines and due process are followed and to ensure the district is protected should this process be legally challenged.

10. **PROCEDURES FOR STAFFING:**

   c. District administration will review and revise the certificated staffing and classified staffing needs annually.

   d. All staffing needs for the subsequent year shall be determined by April 30 annually.

   e. When an employee separates from district employment, per potential budget limitations or grant funding changes, that position shall be reviewed for continuation.

   f. Position descriptions should be reviewed and updated periodically (at least every three [3] years).

10. **PROCEDURES FOR LEAVES:**

   a. Leave request shall be submitted through TalentEd. Prior approval by supervisors is required for all leave requests; employees calling in sick must have their sick leave approved immediately upon their return to work. Sick leave absences in excess of three (3) days require a physician’s note if required by the supervisor or human resources department.

   b. Except in situations the Superintendent considers extenuating, personal or annual leave will not be granted during the first two (2) weeks, or the last two (2) weeks of the school year as outlined in the staff handbook.

   c. Leave requests in conjunction with Thanksgiving, Christmas Break or Spring Break are not encouraged for any employee. An exception may be granted on a limited basis by the Superintendent for extenuating circumstances not deemed precedent setting.

   d. Employee leave may be granted provided an employee has sufficient leave balance. Unpaid leave is approved on a case-by-case basis.

**REFERENCES:**

BP 4111 Recruitment and Selection; BP 4111.2 Legal Status Requirement; BP 4112.1 Contracts; BP 4112.5 Security Check; BP 4112.6 Personnel Records; BP 4112.8 Employment of Relatives; BP 4115, Evaluation/Supervision; BP 4117.2 Resignation; BP 4118 Suspension/Disciplinary Action; BP 4119.23/4219.3/4319.3, Unauthorized Release of Confidential Information; BP 4161/4261, Leaves; BP 4161.1, Sick Leave; BP 4161.2/4261.2/4361.2, Personal Leaves, BP 4161.4/4261.4/4361.4, Family and Medical Leave; BP
4211 Recruitment and Selection; BP 4215, Evaluation/Supervision; BP 4218 Dismissal/Suspension/Disciplinary Action; BP 4212 Appointment and Conditions of Employment; BP 4217.2, Resignation, BP 4313.2 Promotion/Demotion/Reclassification;

HIPAA info [https://www.hhs.gov/hipaa/index.html](https://www.hhs.gov/hipaa/index.html) (5.b.)
AS 23.05.140. Pay periods; penalty. (6.c.,7.b.),
web links to Employee Handbook(s) and CBA(s).

SOP NO. 3 WORKERS’ COMPENSATION CLAIMS

1. **PURPOSE:** To establish uniform procedures for handling all job related injury or illness, to protect the district, and to insure that the injured employee receives all benefits to which he/she is entitled.

2. **AUTHORITY:** Superintendent

3. **RESPONSIBILITY:** Superintendent or designee, supervisors or designee, all employees

4. **TRAINING PROCEDURES:**

   a. The Human Resources Manager will inform each new hire of the reporting responsibilities and procedures for work-related injuries by giving them a copy of this SOP. Employee will sign a statement attending that they have been informed of their rights and responsibilities for work-related injuries.

   b. Each site must post a copy of the district’s Certificate of (WC) Insurance in at least one location that is easily viewable by all employees of that site.

5. **REPORTING PROCEDURES:**

   a. Employers are required to notify the Occupational Safety and Health Administration (OSHA) when an employee is killed on the job or suffers a work-related hospitalization, amputation, or loss of an eye. A *work-related fatality must be reported within 8 hours of occurrence. An in-patient hospitalization, amputation, or eye loss must be reported within 24 hours.*

      To report, call AKOSH at: 1-800-770-4940 or (907) 269-4940 (8 am to 5 pm M-F; AK time) or 1-800-321-6742 (After 5 pm or on weekends and holidays) or contact OSHA at :1-800-321-OSHA (1-800-321-6742); www.osha.gov

      OSHA reporting requirements: [https://www.osha.gov/report.html](https://www.osha.gov/report.html)

   b. **Employees should report injuries or illnesses to their supervisor or designee immediately, but no later than 30 days after the injury or illness began.** The supervisor is responsible for notifying the Human Resources Manager.
c. Upon injury, employees must complete Employee ROII-Report of Occupational Injury or Illness (State of AK Form 07-6100). The form can be found on the district’s website, at

If the employee is unable to complete the form, it must be completed by a designee, which may be a co-worker, witness, or family member who either has knowledge of the injury or can record the employee’s narration of the event. Submit this form to the supervisor or designee.

Upon receipt of an Employee ROII, the Superintendent, Supervisor, or designee will send the form to the Human Resource Manager, who must complete Employer ROII (State of AK Form 07-6101). This form can be found on the district’s website, at https://akpei.com/claims/#comp. This form must be completed and sent to the district’s worker’s compensation policy claims adjuster within ten (10) days after the employer has knowledge of the injury or illness, except as noted in paragraph (a) above.

d. If the injured employee goes to a physician or hospital, he/she must inform the physician that it is a job-related injury so the physician will complete and mail a “Physician’s Report of Injury.”

e. The injured employee will receive one copy of the completed claim form and must read all the instructions and information provided on the back of the form.

f. Workers’ compensation claims must be submitted to the Alaska Department of Labor and the District’s Workers’ compensation insurer (APEI) within ten (10) days of the injury. A completed copy of the workers’ compensation form must be filed in the employee’s HR health file and a copy must be sent to payroll.

g. Retain Workers’ Compensation records as required by ASLAM/DEED Records Retention Schedule (see REFERENCES below).

5. GENERAL PROCEDURES:

a. A health care provider’s release is required for an employee to be absent from work and before an employee may return to work due to a work-related injury if medical attention was obtained. This protects the employee from potential reinjury.

b. Workers’ Compensation will reimburse the injured employee for expenses incurred in going to a physician or hospital. The employee should keep all receipts and submit them to the current Workers’ Compensation insurance carrier if the physician or hospital doesn’t submit them on the employee’s behalf. The first three days off work as a result of Worker’s Compensation accident, the leave may be charged against the employee’s sick leave.

c. The principal or supervisor should continue to submit timesheets to the Payroll Specialist for the injured employee, showing no hours worked, and that the employee is receiving Workers’ Compensation from the insurance carrier and is not receiving pay from the district. (It is unlawful to receive pay from both the Employer and Workers’ Compensation insurance carrier.)

d. The employee will not be compensated for lost salary by Workers’ Compensation if their injury resulted in work absence of 3 days or less. In that case a sick leave or
personal leave form should be completed.

e. If an employee misses more than 3 days of work, Workers’ Compensation pays approximately 66% of their regular salary for the days absent due to the injury (Worker’s Compensation benefits are not taxed). It is unlawful for an employee to claim both sick leave and be paid from their employer for the days absent due to an injury and claim Workers’ Compensation for those days and be paid by the Workers’ Compensation insurance carrier. (It is unlawful to receive pay from both the employer and the Worker’s Compensation carrier.)

REFERENCES:
https://archives.alaska.gov/documents/rims/schedules/400-1.pdf

EXHIBITS:
OSHA: 1-800-321-OSHA (1-800-321-6742); www.osha.gov
OSHA reporting requirements: https://www.osha.gov/report.html
Alaska Department of Labor: http://labor.alaska.gov/wc/pdf_list.htm
Alaska Form 07-6101: Employer Report of Occupational Injury Alaska
Alaska Form 07-6100: Employee Report of Occupational Injury
SOP NO. 4 PAYROLL PROCESSING PROCEDURES

1. PURPOSE: To establish procedures for initiating, processing, authorizing, reviewing and recording payroll transactions.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Business Manager and Payroll Specialist

4. PROCEDURES: The following procedures should be followed for completing transactions in the payroll cycle:

   A. Employee and personnel records –
   1. Each employee should have a file which contains a contract of employment, relevant tax and deduction information, W-4’s, a current personnel action form which includes salary information and account coding, and any other information that is relevant and/or necessary for payroll processing.
   2. All personnel changes should be prepared by HR, signed by the supervisor and/or Superintendent or designee as indicated by signature or initials.
   3. All changes to the master personnel file in software system should be reviewed by the Business Manager to maintain internal control.
   4. The Business Manager and Payroll Specialist should immediately be informed of any employee terminations. The terminated employee’s rights to access the computer system must be immediately removed, and an exit interview should be conducted.
   5. Employees must have all hire paperwork completed before a paycheck will be generated.
   6. Retain employee payroll records as required by ASLAM/DEED Records Retention Schedule (See REFERENCES below).

   B. Processing payroll transactions
   1. All classified hourly employees are required to clock in and out with the TimeClock Plus system each day including when leaving for lunch break.
   2. All certified staff are required to clock in each day on the TimeClock Plus system for accountability.
   3. All employees are required to use the system to submit and request leave in a timely manner, which will reduce sending in paper duplicates, eliminate paperwork and prevent documents getting lost in the transition to the Payroll Specialist.
   4. Site supervisors are responsible for ensuring leaves entered in TimeClock Plus are approved in a timely manner.
   5. Failure to clock in or out is a way of falsifying a timesheet which could lead to disciplinary action, docking of pay or possible termination.
   6. Errors identified on the Payroll Approval Timesheet report should be
communicated to the site supervisor as soon as possible.

7. The employees’ supervisor is required to review and sign off the employees’ missed punches on the TimeClock Plus Variance Report form.

8. The Payroll Specialist will review the TimeClock Plus system for employee hours and approved leave requests.

9. The Payroll Specialist will then download the .txt file from TimeClock Plus and upload into the Black Mountain Software payroll system.

10. Errors identified on the timecards or adjustments made to the timecards shall be communicated to the site supervisor and employee.

11. The Payroll Specialist will print timecards from TimeClock Plus for the payroll period. The timecards will be signed by the employee and their supervisor and returned to the Payroll Specialist.

12. The Business Manager will review and approve the payroll before it is processed.

13. The Payroll Specialist will process payroll upon approval.

14. The Payroll Specialist will process the ACH file with the bank.

15. Business Manager will review and approve the ACH for release in the bank system.

16. Pay advices will be distributed by the Payroll Specialist via email and paychecks will be mailed to employees.

17. The Payroll Specialist shall process all payroll liability payments immediately after payroll is processed with the goal of processing all transactions within 2 days of the payroll.

C. Reporting payroll transactions

1. Payroll expenses should be compared with budgeted amounts by the Business Manager and site supervisors on a monthly basis.
SOP NO. 5 PURCHASING PROCEDURE

1. PURPOSE: To maximize the value of public resources in order to maximize educational programs of the school district.

2. AUTHORITY: Board of Education, Superintendent or designee

3. RESPONSIBILITY: It is the responsibility of the individual requiring equipment, supplies, and/or services to initiate the requisition using the remote requisition process in Black Mountain Software. It is the responsibility of approvers to ensure orders submitted are approved in a timely manner. It is the responsibility of the Accounts Payable tech to issue a Purchase Order (PO) for each approved requisition and send to the originator.

4. GENERAL PROCEDURES: The following procedures should be followed in all instances in which a vendor is to eventually receive payment directly from the school district for goods and/or services furnished to the school district.

   a. Originator’s responsibilities:
      1) The originator of the requisition should be the school district employee who is requesting goods and/or services from a vendor. The originator must enter all appropriate information in the remote requisition module of Black Mountain Software, including using an approved vendor. The originator is responsible to identify the source of funding for the purchase and to enter the accounting codes on the requisition.
      2) Once the Purchase Order is received from the AP tech, it is the originator’s responsibility to place the order, track the order, and confirmation to the AP tech to confirm receipt of the purchase.

   NOTE:
   Estimated freight or postage shall be listed on the requisition. If in doubt as to an appropriate estimate, use 20% of the merchandise cost. Be certain to define the shipping method (e.g. air freight, insured parcel post, etc.).

   b. Requisition approver responsibilities:
      1) The requisition approvers must first determine that the items being requested are actually needed or wanted and eliminate any they determine to be unneeded or unwanted.
2) The entire requisition should be checked for errors and corrected if necessary.
3) The proper account code or codes must be placed on the requisition with a dollar breakdown between codes. (Coding of items should be completed based on the item and not the budget line item where money is available).
4) If it is determined that there is sufficient money in that line item of the budget, the requisition should be approved in the Black Mountain remote requisition module.

c. Accounts payable responsibilities:
   1) Upon notification of approved requisition, the AP tech will convert approved requisitions into Purchase Orders.
   2) The AP tech will then send the Purchase Order to the originator.

5. CREDIT CARD PURCHASES; the following procedures shall be followed:

   a. Funds must be available in budget accounts used for credit card purchases.
   b. A copy of the confirmed purchase receipt must be submitted monthly.
   c. A log of all credit card transactions must be submitted at the end of each month; account codes are required.
   d. Failure to comply with these procedures may result in termination of credit card privileges.

6. SPECIFIC PROCEDURES: the following procedures should be followed when appropriate:

   a. YSD DOES NOT ACCEPT ORDERS “ON APPROVAL”:

      NOTE: Invoices received by the school district from vendors requesting payment for goods and/or services that were requested by an employee who did not follow the above procedures will not be honored by the school district. These vendors will be referred to the employee to collect the billed amount or the school district will make payment and deduct the amount from any monies the school district owes the employee.

   b. Travel: Requisitions for all travel, including air fare, hotel and rental car (accompanied by an approved leave request form) will define the names of all persons traveling, departure point, destination and return as appropriate, dates of travel and purpose for travel. Travel requests should be scanned and sent to district office three weeks in advance of the departure date to allow time for processing and to enable the district to receive the best air fare prices.

      All travel must have an approved leave slip signed by the Supervisor and/or the Superintendent. All out of state travel must be approved in advance by the Board of Education. See standard operating procedure No. 7 Travel.
REFERENCES: BP 3300 – Expenditures/Expending Authority; BP 3310 – Purchasing Procedures; BP 3311 – Bids; BP 3312 – Contracts; BP 3314 – Payment for Goods and Services; BP 3315 – Relations with Vendors

ASLAM/DEED Records Retention Schedule: Click on “School Districts, #400.1”
http://archives.alaska.gov/records_management/records_management.html 2013 edition

EXHIBITS: NONE
SOP NO. 6 RECEIVING REPORT PROCEDURE

1. **PURPOSE:** To establish procedures for informing those responsible for managing the school district’s business affairs of the quantity and quality of items received so that vendors may be properly and promptly paid.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** All budget supervisors are responsible for ensuring compliance with this procedure.

4. **REPORTING:** A copy of the purchase order (P.O.) will be used to report receiving information as follows:

   a. The person receiving the items will take an inventory upon receipt and enter the quantity of items received on the purchase order copy.

   b. If all items on the purchase order have been received, sign and date the copy of the P.O. at the bottom right hand corner in the space allocated for this purpose and scan it to the district office purchasing department.

   c. If only a partial shipment is received, make a photocopy of the P.O., check off the items received, sign and date the copy and scan it to the district office purchasing department. When all items on the original P.O. have been received, sign and date the copy of the P.O. at the bottom right hand corner and scan it to the district office purchasing department.

   d. When available, scan to the district office purchasing department a copy of the freight bill.

   **NOTE:** The person who receives the materials noted above will also be responsible for marking all equipment bought under expenditure object code 510 with the fixed asset inventory tag (furnished by the business office) and forwarding the information to the district office purchasing department.

REFERENCES: BP 3310 Purchasing Procedures; BP 3314 Payment for Goods and Services; BP 3440 – Inventories

EXHIBITS: NONE
SOP NO. 7 TRAVEL EXPENSE APPROVAL AND REIMBURSEMENT

1. **PURPOSE:** To establish uniform procedures for travel authorizations, arrangements and reimbursement. Travel requests can be honored if funding is available and if the following requirements are met:

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** All principals, directors, coordinators, budget supervisors.

4. **PROCEDURES:** The following are procedures for travel approval and Reimbursement (documents will be completed, scanned, and emailed). See additional information in SOP No. 5 – Purchasing.

   a. **Two weeks before travel (2 weeks prior*)** – secure travel permission by completing the electronic *Travel Request Form* (located on the YSD website under the Staff tab and then District Travel tab) and attaching it to an email and sending it to your supervisor and/or grant manager (i.e. travel funded by grants must be approved by the grant manager.) Until such times as the District enables electronic signatures, an individual’s email address will serve as the employee’s signature. A copy of the meeting notice, brochure, email (whatever is available that documents the days involved) must accompany the Travel Request Form. Site administrator or grant administrator must provide the account code that will cover travel expense costs.

   Plans must be based upon the least expensive airfare and the first available return flight; extended stays in conjunction with District business is not encouraged. However it is recognized that employees living remotely must occasionally attend to personal business; therefore, use of personal leave in conjunction with District business may be approved on a case-by-case basis by the Superintendent.** Employees must personally pay for extra hotel nights, directly to the hotel, and meals from extended stays for medical reasons. Travel arrangements are to be made no sooner than the day before event activities begin and no later than the day after event activities end. No person
may authorize funds for his/her own travel. No person may authorize funds that are not under his/her supervision.

*Travel requiring Alaska Airlines or other airlines travel must be submitted 3 weeks in advance to obtain the best pricing. Extenuating circumstances, such as no prior notice of need to travel, may warrant initiating the two (2) week minimum lead time.

** District administrators must lead by example otherwise employee morale in general suffers. Therefore, personal leave in conjunction YSD business travel should be kept to a minimum.

b. A purchase order should be used for District travel for payment of travel expenses such as hotel, airfare, car rental and registration. YSD will not cover additional costs that have not been pre-approved in the original travel request.

c. A per diem check will be processed based on the Travel Request Form and sent to the traveler or direct deposited into their banking account.

d. Budgeted funds must be in the appropriate account and the immediate supervisor must approve all travel.

5. PROCEDURES FOR PROCESSING TRAVEL:

a. To and from Bethel and within YSD will be coordinated by Travel Clerk after completing the requested information per the process noted in section 4-a above. A charter will not be upgraded to accommodate personal use of planes unless the traveler pays the difference.

b. Travel beyond Bethel will be coordinated by the Travel Clerk using the information included on the Travel Request Form approved by the supervisor and grant manager as appropriate.

6. PROCEDURES FOR STUDENT TRAVEL: YSD Travel clerk is responsible for coordinating all student travel for Akiachak, Akiak, and Tuluksak in accordance with the procedures outlined in this document.
7. **MILEAGE REIMBURSEMENT:** Use of personal vehicles for business purposes is eligible for mileage reimbursement. Mileage will be reimbursed per the IRS rate published rate; currently $.56 (this rates can be found at [http://www.irs.gov/uac/2013-Standard-Mileage-Rates](http://www.irs.gov/uac/2013-Standard-Mileage-Rates)).

Mileage reimbursement can be claimed for personal vehicle, 4 wheeler, snow machine or boat use. No other method of reimbursement for use of personal vehicles for YSD business is allowed. **For example, putting district gas in personal vehicles (cars, trucks, snow machines, 4 wheelers, boats, etc.) is not permitted.**

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8. **SAFETY AND ACCIDENT REPORTING:** If a vehicle accident occurs, the traveler shall:

a. Secure the names and addresses of all persons involved in the accident and all witnesses and owners of damaged property, the make, model, registration number and insurers of all vehicles.

b. Notify the State Troopers or local police immediately.

c. Make no statement to anyone, except the proper authorities, as to who may have been at fault nor any statement which may even remotely be interpreted as an apology or as an acknowledgement of any responsibility for the accident. (To do so may adversely affect the ability to rightfully defend the District or the individual making such statements in potential legal proceedings.)

d. Report the accident to the immediate supervisor and Business Manager. The District will request written documentation detailing the accident.

e. If an employee is injured, follow the procedures in SOP No 3 – Workers’ Compensation.

**NOTE:** This process uses each individual’s email address in the loop in place of an actual signature. This email will be printed and kept ensuring internal controls are in place. Therefore, it is essential that the emails be **forwarded** from one person to the next in the process.

REFERENCES: BP 4133 – Travel
EXHIBITS: District Travel Form, Leave Request Form
SOP NO. 8  STUDENT TRAVEL

1. PURPOSE: To establish uniform guidelines for approval of and fiscal accountability for student travel and travel study programs.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Principals are responsible for ensuring compliance with these procedures. Sponsors of the students involved shall ensure compliance as trips are in progress. (See School Board Policy BP 3541.1 and BP 6153)

4. PROCEDURE: The Principal is responsible for following all steps in the authorization for student travel. All District purchasing and travel procedures must be followed. See SOP Nos. 5 – Purchasing and 7 – Travel Procedures.
   a. Complete the student travel request form and submit to the Superintendent for approval. Prepare and submit this form a minimum of two (2) weeks in advance. Any student travel out of state or U.S. must be approved in advance by the Board.
   b. Consent and emergency medical informant forms must be completed before travel.
   c. After receiving approval for the student travel, complete the payment request form for the students and chaperone’s per diem and submit to the Business Office. Please provide at least two (2) weeks in advance to allow for check processing time and have it returned to the appropriate site.
   d. Complete all other travel related requisitions (airfare, hotel, car rental), obtain supervisor and Principal approval and submit to the Business Office. Again, provide these requisitions at least two (2) weeks in advance.
   e. Upon return submit all receipts and any remaining cash to the Accounts Payable Specialist.
   f. Individuals who have agreed to be chaperones must stay with the students of whom they are chaperoning.

5. DURING TRAVEL PROCEDURES: Students must be escorted and appropriately supervised during their travel.
   a. In rare cases, it is acceptable for a chaperone to place students on an airplane and to arrange for them to be met at their arrival by another chaperone.
   b. If a student violates school policy, they may be returned home early at parent or guardian’s expense.

6. POST TRAVEL PROCEDURE: The building principal shall make sure that a complete accounting of finances and a trip report are submitted to the Superintendent’s office within thirty (30) days of the last day of travel.
SOP NO. 9 ACCOUNTS PAYABLE PROCESSING

1. PURPOSE: To establish procedures for initiating, processing, authorizing, reviewing and recording accounts payable transactions.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Business Manager and Accounting personnel

4. PROCEDURES: The following procedures should be followed for completing accounts payable checks:

   a. Purchases and Expense Recording
      - Purchase requisitions should be prepared and approved by the site supervisor, Business Manager and Superintendent and converted to purchase orders and forward to vendors by the Accounts Payable Specialist.
      - Purchase orders, supplier invoices and receiving reports should be matched up, coded, and entered into the software system.
      - Expenses should be compared to budgets monthly and variances are investigated by the Business Manager.

   b. Cash Disbursements
      - Every two (2) weeks, an invoice batch is prepared by the accounts payable clerk and emailed to the business manager for approval.
      - The invoice batch and supporting invoices are approved by the business manager, as indicated by signature or initials.
      - Checks are printed upon approval of the invoice batch.
      - The Superintendent reviews and approves the check register before checks are released.
      - ACH payments are also reviewed and approved by the Superintendent.
      - Bank reconciliations are prepared monthly (see SOP 12 - Bank Reconciliations).
c. Accounts Payable Ledger Maintenance and Financial Reporting

- All vendor master file changes are authorized by the Business Manager (e.g. new supplier and changes in supplier details.)
- The accounts payable account in the general ledger is reconciled to the accounts payable ledger monthly by the Business Manager.
- Open purchase orders are reviewed monthly by the Business Manager and Accounts Payable clerk, as indicated by signature or initials.
SOP NO. 10 BUDGET DEVELOPMENT, TRANSFERS, & REVISIONS

1. **PURPOSE:** To establish uniform procedures for making line item adjustments on a budget after school board approval of the initial budget.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Business Manager and Administrators are responsible for ensuring compliance with this procedure

4. **PROCEDURES:** The following are procedures for making line item adjustments (budget transfers) on a budget:

   a: Budget Transfers:

   1. When the principal or budget supervisor determines that additional money is needed in a certain line-item and that an excess budget is available in another line item, a Budget Transfer request may be submitted to the Business Manager for approval. The Budget Transfer Form can be found in the Staff section of the YSD website under District Procedures for the Business Office.

   2. Upon approval by the Business Manager, the Budget Transfer request will be processed.

   3. Transferring funds between two principals or budget supervisors requires the signature of both supervisors on the Budget Transfer Request Form.

   4. Budget Adjustment Entry requests should originate from the supervisor whose budget is being affected.

   5. Monies may **not** be transferred between funds (i.e., General Operating Fund ‘100’ to Food Service Fund “255”) without school board approval. If necessary, this will be part of the annual budget revision process.

   6. In accordance with Board Policy BP 3110 the superintendent can authorize changes up to a total of 10% of a fund in any fiscal year. The school board must approve any transfers in excess of 10%.

   7. Transfer requests must be emailed/scanned to the Business Manager.
b. Budget Revisions – General Fund

1. The general fund budget shall be revised at least once each year after the state funding is determined by the Department of Education and Early Development.
2. This budget revision shall include adjustments for those actually hired for the year and any other budget changes known at the time of the adjustment.
3. This budget revision must be prepared and approved so that it may be used as the base for developing the subsequent year’s budget.
4. Other funds may be revised annually as needed.
5. The Board of Education shall approve all budget revisions.

c. Budget Development for Subsequent Year

1. The Revenue Budget will be prepared by January 1.
2. The revised current year budget will be used as the base for the subsequent year.
3. The Preliminary Budget for the subsequent year will be completed by January 15.
4. There will be three (3) readings of the budget 1) February, 2) March, and 3) April. Situations may warrant the final reading of the subsequent year budget in May.
5. Although 3 readings of the budget allows for public input; a separate public budget hearing should be facilitated annually.
6. After approval of the final reading of the budget, the Business Manager will submit the budget via email on the format required by the Department of Education and Early Development on or before their July 15th deadline.

REFERENCES: BP 3100 – Budget; BP 3110 – Transfer of Funds; BP 3311 – Bids; BP 3312– Contracts; BP 3400 – Management of District Assets/Accounts; BP 3460 – Periodic Financial Reports

EXHIBITS: Budget Transfer Request
YUPIIT SCHOOL DISTRICT

BUDGET TRANSFER REQUEST

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Explaination:

Administrator Signature/Approval

Business Manager Signature/Approval

Budget Transfer Parameters:
1. Funds must be in the Transfer From account
2. Funds may not be transferred from salary, benefit, or utility account numbers
3. Budget transfers are in whole dollar amounts only – no cents
4. Budget transfers $10,000 or greater must be approved by the Board of Education

Note: Funds must be in an account before funds may be encumbered.

Budget Transfer Number
Assigned by Business Office
SOP NO. 11 GENERAL LEDGER RECONCILIATION OF ACCOUNTS

1. PURPOSE: To establish procedures for performing and reviewing balances of accounts on a timely basis as stated in BP 3460.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Business Manager or designee

4. PROCEDURES: The following are control activities for balance sheet accounts (assets and liabilities), budget vs actual revenue and expenditure reports, and other relevant reports that should be followed in the reconciliation of accounts.

   a. The Superintendent or designee and Program Administrators review a detailed financial report directly from the software system via online access for all accounts on a monthly basis. All transactions are compared to the approved budget and/or grant award outlines.

   b. If any accounts have negative balances or miscoding on invoices, or other errors, the Business Manager prepares adjusting journal entries (AJE) to correct the errors. See SOP No. 13 – Adjusting Journal Entries for assistance with AEJs. See SOP No. 10 – Budget development for cost over/underruns that require a budget transfer.

   c. A general ledger reconciliation recap shall be reviewed monthly by the Superintendent or designee.

   d. All documentation for adjustments shall be kept in an electronic file and will be kept with the Business Manager and provided to auditors at annual audit.

REFERENCES: BP 3400 – Management of District Assets/Accounts; BP 3460 – Periodic Financial Reports
EXHIBITS: NONE
SOP NO. 12  BANK RECONCILIATIONS

1. **PURPOSE:** To establish procedures for performing and reviewing monthly bank reconciliations on a timely basis.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Business Manager or designee

4. **PROCEDURES:** The following are control activities that should be followed for completing monthly bank reconciliations:

   a. The Payroll Technician signs off on the month bank statements indicating recognition and approval of all the past months ACH transactions. A copy of the signed statement is kept on file with the bank reconciliations.

   b. Business Manager downloads the statements from the Wells Fargo website to initiate the bank reconciliations and using the financial accounting software verifies all checks were paid for the amounts issued – comparing checks with the general ledger, and all deposits are compared to cash receipts, all ACH debits are compared to the accounting system and comparing the book balance on the bank reconciliation with the general ledger.

   c. The following information is typically included in the month-end cash reconciliation journal entry: interbank transfers, interest revenue, bank service charges and fees, health claims, differences in PERS/TRS ACHs, etc. An adjusting journal entry should be prepared to reflect this information and the entry should be reviewed and approved by a supervisor. See SOP 13 – Adjusting journal entries.

   d. Once the month end journal entry is posted and the reconciliation is completed in software system, the reconciliation should be closed.

   e. The reconciled balance should be compared with the general ledger to ensure that they agree and any differences should be investigated and corrected immediately.
f. Bank reconciliations shall be completed by the 10th of month following the bank statement date.
g. The reconciliations and bank statements should be merged and filed chronologically. These will be scanned in electronic format for ease in transmission to auditors during the annual audit.
h. Annually the stale-dated outstanding checks are reviewed and void or reissue as appropriate. Forward any outstanding funds to the State of Alaska Dept. of Revenue – Treasury Division as unclaimed property when required.
i. All deposits shall be collateralized or insured in accordance with the board policy.

REFERENCES: BP 3100 – Budget; BP 2100 – income; BP 3305 – Electronic Fund Transactions; BP 3452 – Student Activity Funds
EXHIBITS: NONE
SOP NO. 13  ADJUSTING JOURNAL ENTRIES

1. **PURPOSE**: To establish procedures for identifying, preparing, authorizing, and recording adjusting journal entries. Most of the transactions entered into the general ledger are through the cash receipts, cash disbursements, and payroll processes. However, to make corrections to account balances or to book items such as indirect expense/revenue, prepaid expenses, etc., it is necessary to enter journal entries.

2. **AUTHORITY**: Superintendent or designee

3. **RESPONSIBILITY**: The Business Manager and all budget supervisors

4. **PROCEDURES**: The following are control procedures for completing adjusting journal entries:

   a. Procedure (b) and (c) may be performed by budget supervisors or the business office.
   
   b. Identify the activity to be recorded and the affected accounts. Example of activities include incorrectly stated account balances, transactions recorded in the wrong amounts, write-offs of immaterial balances, approved expenditures or revenue transfers, automatic bank transactions, etc.
   
   c. Complete supporting documentation (audit trail) including one or more of the following items: original entries for correction AJEs, correspondence, spreadsheets, statements, and approvals from affected budget managers when appropriate.
   
   d. The Business Manager prepares an Adjusting Journal Entry form according to the information outlined in the supporting documentation, signs the form, and enters it into the software system. An entry report will be printed from the software system – compare it to the original entry to ensure the entry contains no errors. Sign and date the journal entry and return a copy of all to the originating budget supervisor. Maintain segregation of duties [internal control] by requiring at least 2 people are involved in the processing of AJEs; one for preparation and another for approval and posting.
   
   e. File posted AJEs and all backup in a Journal Voucher (JV) electronic folder in chronological order for easy transmission to the auditors during the annual audit.

REFERENCES: BP 3100 – Budget; BP 3110 – Transfer of Funds; BP 3200 – Income; BP 3440.1– Fixed Assets Capitalization; BP 3470 – Fund Balance Classification

**EXHIBITS**: Adjusting Journal Entry form
SOP NO. 14 COLLECTION AND MEAL ACCOUNTABILITY PROCEDURE

1. **PURPOSE:** To establish a standardized procedure for the collection of monies and for meal accountability for the National School Lunch Program.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** The Business Manager, Principals, Food Service Manager

4. **PROCEDURE:** The following procedures shall be followed for collection and meal accountability:
   a. The Food Service Program Manager shall submit on a monthly basis all meals served to students and adults in the schools, and collects all monies associated with adult meals.
   b. All meals will be accounted for with the use of a list. CEP sites will only take a student count (not names) each meal.
   c. Staff meals shall be counted each day, and at the end of the month the count submitted to the Payroll Technician, who will deduct the meal cost from their monthly paycheck.
   d. Collection of money from the Food Service Program shall be daily by the Food Service Personnel and turned into the Business office.
   e. The Cash Receipts Clerk (Accounts Payable Technician) will ensure meal monies are deposited to the bank. Checks will be made payable to the Yupiit School District. A deposit slip will be prepared and funds deposited at the end of the month (or semi monthly when the funds are in excess of $1,000.00).
   f. The Food Service Manager shall prepare a Claim for Reimbursement and submit online with the State of Alaska Child Nutrition Program (CNP) no later than 15 days following the end of a month. Once the claim is ready, the Business Manager shall be notified. The Business Manager shall add the Fresh Fruits and Vegetables expenditure information before submitting to the CNP.
   g. The Business Manager will frequently log on the State of Alaska Child Nutrition website to view the claims and payments.
   h. Collections shall be in accordance to the Yupiit School District policy, money in school buildings, BP3450.

**REFERENCES:** BP3550 – Food Service; BP 3553 – Free and Reduced Price Meals; BP 3554– Other Food Sales

**EXHIBITS:** NONE
SOP NO. 15  STUDENT ACTIVITY AND ADMINISTRATIVE FUNDS

1. PURPOSE: To establish uniform procedures to properly account for all student activity and administrative funds. To provide detailed accounting reports of financial activities to the business office.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Business Manager and Principals

4. PROCEDURE: The following are the general accounting procedures for all student activity accounts and/or administrative funds.

   a. Bank Account - A bank account exists with Wells Fargo and the address of the business office.

   b. Cash Collections and Transmittal – Individuals collecting cash prepare receipt forms in duplicate for each receipt with the original copy given to the remitter and the duplicate copy held in the school office for future reference. Deposits will be made at least bi-monthly, however, more often if large amounts are collected in order to safeguard cash. Deposits will be identified as to the source of the funds (i.e. Student Store, Basketball, Student Council, Pop Fund, etc.). (Please note that cash shall not be sent by mail. Please replace all cash with a money order from the local Post Office or a check in exchange for cash from the local tribal office.) Large amounts of cash shall be counted and signed by two individuals whenever transmitted to another person.

      1. Funds turned into the office must include an activity form and be counted when submitted.

      2. All funds must be deposited intact; cash may not be used for any purpose. Payments must be made through YSD approved systems. No refunds may be paid from deposits; refunds must go through YSD accounts payable or payroll as appropriate.

      3. No funds may be taken home; funds shall be placed in the safe or other secure location until deposits can be made.

   c. Cash Disbursements – All withdrawals for expenditures by clubs or special accounts will be paid by check after confirmation of receiving. (Note: Student Activity and Administrative Funds shall follow the same purchasing and receiving procedures as with regular school purchases.)
d. **Income and Expense statements** – All sites have the ability to review their student activity and administrative funds online. Reports have been set up for each site so they can easily view individual club and activity balances. Coaches/Advisors/Principals are responsible for maintaining a positive balance in their respective accounts. Under no circumstance shall a club or activity receive approval to spend funds that would exceed their balance.

e. **Bank Reconciliation** – The bank reconciliation will be completed on a monthly basis.

f. **Cash on site** – All cash on site shall be kept in a locked safe.

**REFERENCES:** BP 3450 – Money in School Buildings; BP 3452 – Student Activity Funds

**EXHIBITS:** Cash Count Worksheet
SOP NO. 16  FUNDRAISING ACTIVITIES

1. **PURPOSE:** To establish procedures for fundraising activities by student organizations. (Review the Student Activities Procedures and Controls Handbook)

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Business Manager and Principals

4. **APPROVAL:** All fundraising events or activities shall be pre-approved by the Superintendent or designee.

5. **GENERAL:**
   
   1. **PRE-APPROVAL REQUIRED**
      All clubs, organizations, or staff members shall request pre-approval in writing, from the Superintendent, to raise funds. Include a description of the method and purpose for the fundraising activity. Keep a copy of this approval in the fundraising activity file for future reference.

   2. **DEPOSITS & WITHDRAWALS**
      All deposits and withdrawals shall comply with procedures in SOP No. 15 – Cash Handling. ALL FUNDS MUST BE DEPOSITED INTACT AND AS SOON AS POSSIBLE. Funds may not be used to cash personal checks, pay vendors, reimburse expenses, pay refunds, or any other purpose other than deposit. Under no circumstances may employees take district cash home with them. FAILURE TO COMPLY WITH THIS POLICY IS GROUNDS FOR DISCIPLINARY ACTION.

   3. **SOLICITING CONTRIBUTIONS**
      Soliciting contributions is not considered fundraising, but still requires the Superintendent’s pre-approval.

   4. **CROWDFUNDING**
      Crowdfunding is the practice of funding a project, idea, or items by raising small amounts of money from many people, typically via the internet. The following summarizes the District’s guidelines and procedures for District staff when wanting to initiate a crowdfunding effort. Note: The District will take into account the volume of requests and may reserve the right to limit the number of requests approved.
1. Establishing any online crowdfunding account on behalf of a classroom, school or the District, requires written pre-approval from the Superintendent or designee who must also ensure BP 3290 is followed.
2. Requests that require electric, plumbing, or other facility considerations must be approved by the Maintenance & Operations department.
3. Requests that involve athletics must be approved by the Athletic Director or Principal.
4. Approved requests must be forwarded to the Business Office.
5. Following notification of final approval, the staff member can create the crowdfunding page.
6. No use of the District name, logo, or likeness by any staff member, student or school group may be used for crowdfunding purposes without prior written permission as stated above.
7. If a proposal is successfully funded, the staff member must immediately notify the Superintendent and Business Office, who will setup a program to track the revenues and expenses.
8. The District will not fund the remainder of projects receiving partial funding from donors.
9. All cash or property secured from crowdfunding is the property of the District.
10. Please see SOP No. 15 – Cash Handling.
11. All funds raised must be deposited to the District’s checking account as soon as possible, accompanied by a dated report from the crowdfunding site.
12. SOP No. 5 – Purchasing must be followed for the expenditures made with the proceeds of any crowdfunding.
13. If there are any unspent funds, the District will determine the appropriate way to spend or return the unused funds.
14. All items/materials obtained through District approved crowdfunding are the property of the District. While preference is given for the items/materials to be used and maintained by the employee/group who originally obtained them through crowdfunding, the District reserves the right to transfer such items/materials to another classroom and/or teacher, where necessary.

REFERENCES: BP 3452 – Student Activity Funds; BP 3290 – Gifts/Grants/Bequests
EXHIBITS: None
SOP NO. 17  LOANING SCHOOL DISTRICT MATERIALS, SUPPLIES, OR EQUIPMENT TO INDIVIDUALS OR NON- SCHOOL AGENCIES

1. **PURPOSE:** To establish uniform procedures to prevent problems which arise from the informal loan of school materials, supplies or equipment to individuals or non-school agencies.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Principals and budget supervisors

4. **PROCEDURE:** The following are the general procedures for all school district materials, supplies or equipment being loaned to individuals or non-school agencies:

   a. The principal or budget supervisor must have the individual or the representative from the requesting agency sign a completed school district Lending Agreement before any materials, supplies, or equipment are released to anyone.

   b. The principal or budget supervisor must give a signed, dated written receipt for the items returned. The bottom portion of the original Lending Agreement can be used for this purpose.

   c. The completed form must be kept on file in the school or department and a copy sent to the Business Office.

**REFERENCES:** BP/AR 1330 – Use of School Facilities; BP 3400 – Management of District Assets/Accounts; BP 3512 – Equipment; BP 3515.4 – Recovery for Property Loss or Damage; BP 4170 – District Issued Portable Technology

**EXHIBITS:** Equipment Use Agreement
SOP NO. 18   EQUIPMENT INVENTORY PROCEDURES

1. **PURPOSE:** To establish uniform guidelines to ensure that a complete inventory record is maintained for all accountable Yupiit School District property. Items which have an object code 510 (equipment) are accountable and considered fixed assets.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** It is the responsibility of the Business Manager to initiate and maintain all inventory control records for the Yupiit School District. All principals and building supervisors shall also maintain a list of equipment assigned to them or purchased from their budgets.

4. **DEFINITION:** The following are definitions of the phrases, ‘accountable items’ and ‘consumable item.’

   a. **Accountable item** – Any item of material that had an original unit price of $5,000.00 or more, the life of the item is more than one year, is repairable, and is an end item. (i.e. school vehicle, file server, commercial sewing machine).

   b. **Consumable item** – Any item of material which has an original unit price of less than $5,000.00, is not repairable, or is used in the repair of an end item (i.e., part for a piece of equipment, door replacement).

5. **EQUIPMENT PURCHASED WITH FEDERAL OR GRANT FUNDS:** All equipment purchased with federal or grant funds must be used and disposed of according to governing documents of the funding source. For equipment purchased with federal funds, see 2CRF Chapter 2, Section 200.313 (01/01/2014 Edition).

6. **PROCEDURE:**
   a. The Business Manager will initiate an annual inventory of all school district property that is accountable. This inventory will be conducted at least once each fiscal year (July 1 of one year through June 30 of the ensuing year).
   b. Prior to conducting the inventory, lists will be made of all accountable items held at all locations within the school district and sent to each principal or building supervisor. The lists will show description, model number, serial number, fixed asset number, location, value, and quantity of each accountable item held.
   c. Before departure each school year, the principal or building supervisor will be responsible for confirming the annual inventory listing. Items that no longer exist or have been moved to another location, within the building or district, shall be noted
on the list prior to sending the list back to the Business Manager. Items that cannot be found or no longer exist will be deleted from the records by receipt of a “Sale or Disposal of School District Equipment, Supplies or Materials” form. The form will state the reason (i.e., lost, stolen, beyond repair, etc.).

d. Items that were purchased during the year will be noted and the principal or building supervisor is responsible for affixing a fixed asset tag on the item. The Business Manager will provide the tags.

e. The Business Manager will ensure that all items have a fixed asset tag. The inventory will be reviewed and updated.

f. Items that do not fall within the ‘accountable item’ definition, but have value and are mobile (i.e. computers, cell phones, GPSs, TV/VCRs, fax machines, digital cameras, etc.) shall have alternate tags and be controlled at the sites or buildings with a process similar to that described above.


EXHIBITS: Sale or Disposal of Equipment, Supplies, or Materials Form
SOP NO. 19  DISPOSAL OR SALE OF OBSOLETE OR UNUSABLE SCHOOL DISTRICT EQUIPMENT, SUPPLIES, OR MATERIALS

1. PURPOSE: To establish uniform sale or disposal procedures which protect the district and its employees.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Superintendent or designee, Principals, and Business Manager

4. PROCEDURE: The following are the general procedures for the sale or disposal of all school district materials, supplies or equipment:

   a. Ensure that the proposed sale or disposal is in keeping with the school board policy BP 3270.

   b. **EQUIPMENT PURCHASED WITH FEDERAL OR GRANT FUNDS:** Ensure that the items for sale or disposal have not been purchased with federal funds. Before attempting to dispose of or sell any property purchased through federal funding, request clearance from the Business Manager and directions from the Grants Officer. The disposal of property of any value, which was purchased through federal funds, is governed by very specific regulations. All equipment purchased with federal or grant funds must be used and disposed of according to governing documents of the funding source. For equipment purchased with federal funds, see 2 CFR Chapter 2, Section 200.313 (01/01/2014 Edition).

   c. Proceed with the sale or disposal per policy BP 3270.

   d. Property may be offered through a bidding process (sign-up sheet or sealed bids mailed to the district office) or by setting a reasonable sales price for each item, depending on the value of the item and requirements of Board Policy. Records must be maintained on the surplus property sale.

   e. Complete sale or disposal form. Send proceeds and disposal records to the Business Manager.

REFERENCES: BP 3270 – Sale and Disposal of Books, Equipment, Supplies; BP 3440 - Inventories; 2 CFR Chapter 2, Section 200.313 (01/01/2014 Edition)

EXHIBITS: Sale or Disposal of Equipment Material or Supplies Form
SOP NO. 20 CONSULTANT CONTRACTS OR MEMORANDUM OF AGREEMENTS (MOA’S)

1. **PURPOSE:** To establish uniform procedures for defining the consultant contract or Memorandum of Agreement (MOA) document and the method of payment.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Superintendent and Business Manager

4. **PROCEDURE:** The following control procedures shall be followed for establishing a consultant contract or MOA and method of payment:

   f. All contracts or MOAs for professional and consulting services will be negotiated by the Superintendent or designee. Other school district employees are not authorized to make such commitments per Board Policy BP 3312. The Business Manager is responsible for determining the eligibility of an individual as an independent contractor versus an employee. See IRS references at the end of this SOP.

   g. MOAs shall be submitted to the Board of Education for approval and shall have three (3) proposals if available.

   h. All contracts and MOAs are governed by SOPs for purchasing, vendors and payments. See SOPs No. 5 – Purchasing and No. 9 – Accounts Payable Processing for more information.

   i. All contracts paid by federal funds must follow OMB Guidance 2 CFR Title 2 Vol 1, Part 200, commonly known as Uniform Guidance (UG). See sections 200.317 through 200.326.

   j. A W-9, Request for Taxpayer Number Identification and Certification (or W8 BEN for Foreign contractors) form must be completed by all consultants and returned to Business Office, Accounts Payable Clerk before any work begins and any payment will be released. A social security number is required for all non-incorporated consultants without a Taxpayer Identification Number (TIN, EIN). An Alaska Business license number is required. A copy of the contractor’s liability insurance is also required.

   k. The contract or MOA must include all of the following information before it will be considered for approval by the Superintendent or designee.
1. Consultant’s contact information including full legal name, address, SSN or TIN number, AK business license number, phone number and email address.
2. A detailed description of the service to be performed including the total expected duration in units, i.e., total hours, days, pieces, etc.
3. Start and end dates for the performance of services.
4. The rate of pay including the maximum total amount the District will pay for the described services.
5. The account code(s) to be charged for the services.
6. The name and contact information for the administrator overseeing the services.
7. A clause describing the process by which the vendor was designated as an independent contractor versus employee.
8. Approval signatures from the Superintendent (or designee) administrator, and consultant.

I. A purchase order in accordance with the terms of the MOA is required to encumber funds. See SOP No. 5 – Purchasing for more information.

m. The consultant must submit a detailed invoice describing services rendered to the administrator for review. Once approved, the administrator forwards the invoice to Accounts Payable for payment according to SOP No. 9 – Accounts Payable.

REFERENCES: BP 3311 – Bids; BP 3312 - Contracts
EXHIBITS: W9 Request for Taxpayer Identification Number and Certification – go to www.yupiit.org – Forms and File
SOP NO. 21  STATE OF ALASKA STUDENT DATA REPORTING MANUAL

1. **PURPOSE:** To establish that all schools shall adhere to the State of Alaska Student Data Reporting Manual and follow acceptable procedures for enrolling, attendance and student data retention.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Superintendent and Principal

4. **REPORTING PROCEDURES:** To view the State of Alaska Student Data Reporting Manual, go to the following website: [https://education.alaska.gov/data-center](https://education.alaska.gov/data-center)

5. **ENROLLMENT:** An enrollment packet must be completed by the student’s parent or guardian before a student is allowed to enter school.

   a. The packet will consist of, at a minimum:
      1. Enrollment Form
      2. Evidence of Birth
      3. Family Education Rights and Privacy Act (FERPA)
      4. Immunization Statement
      5. 506 Indian Ed Form

6. **DATA ENTRY AND RETENTION:** The Principal is ultimately responsible for the prompt collection, accurate data entry, and compliant retention of student data in the PowerSchool student database and student cumulative files.

   a. The Principal will provide initial student record training to all applicable staff upon hire and refresher training each school year. Refresher training includes instruction on the Student Data Reporting Manual, data entry into PowerSchool student database, maintaining student cumulative files, and the importance of accuracy in student data collection and maintenance.

   b. Enter updated information received from parents or guardians into the PowerSchool student database within [48 hours/two business days]. File update forms in the students’ cumulative file.

   c. Before the records are filed, the Principal is responsible for insuring all pertinent data has been entered into the PowerSchool student database.
d. Student cumulative files will be kept in a fireproof locked filing cabinet within a locked office at the school, and retained according to the State of Alaska Records Retention Model for Schools (see REFERENCES below).

7. **ATTENDANCE AND GRADES:** All teachers will follow the Student Data Reporting Manual for maintaining attendance and grade books.


EXHIBITS: NONE
SOP NO. 22 FOOD SERVICE AND FUEL INVENTORY PROCEDURES

1. **PURPOSE:** To establish uniform guidelines to ensure that an updated food service and fuel inventory record is an annual adjustment to the balance sheet for auditing purposes.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Business Manager or designee

4. **PROCEDURE:**
   a. Prior to the end of each school year, the Food Service Manager and Director of Maintenance and Operations will perform an inventory of food and fuel, respectively, calculate the value and forward the information to the Business Manager.
      1. The food service inventory will show a description of the food item, the amount remaining (i.e., #10 can, 5#’s, 1 Ea.), unit cost and the extended cost. The items shall also be marked if they are USDA or other food items. Documentation of USDA values shall be included when submitted to the Business office.
      2. The fuel inventory will show the fuel in gallons, location of fuel, and the most recent cost of fuel per gallon.
   b. The Business Manager will review the inventories for accuracy and prepare and post an adjusting journal entry as part of the year end audit preparation.
   c. Fuel tanks should be dipped monthly to detect theft or to monitor tank integrity.

REFERENCES: BP 3440 – Inventories

EXHIBITS: NONE
SOP NO. 23  GRANTS PURCHASING PROCEDURE

1. **PURPOSE:** To ensure the integrity of grant expenditures and to add an enhanced level of accountability where grant funds are concerned.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** It is the responsibility of any individual who will be expending grant funds to ensure that they follow all the procedures outlined in SOP No. 5 – and that their expenditures are appropriate for the grant in use.

4. **GENERAL PROCEDURES:** Follow all guidelines in SOP No. 5 – Purchasing and obtain appropriate grant program manager approval for all grant purchases.

   a. Consult the program budget, grant guidelines, cost principles, and with the granting agencies program officer if there are questions as to whether a given expenditure is within programmatic guidelines.
   b. Grant funds cannot be used outside the scope or intent of the program.
   c. Administrators must sign the purchase request and verify account coding before the requisition is sent to the Purchasing Clerk.
   d. Grant funded purchases must be submitted by March 31 to ensure material are received and paid for by June 30.
   e. Retain records as required by ASLAM/DEED records Retention Schedule.


EXHIBITS: Applying for Grants; Grant Request form
SOP NO. 24  GRANTS REPORTING PROCEDURES

1. PURPOSE: To ensure compliance with mandated grant reporting requirements.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: State and Federal Grants Director, Business Manager or designee

   a. Grant reporting generally consists of two types. Consult the grant award documents for specific reporting requirements.

   1. Financial reporting is primarily the responsibility of the YSD Business Office and consists of Requests for Reimbursement thru DOEED’s Grant Management System (GMS) or using EED form 165s or a similar form for other granting agencies. Once a grant award has been issued the budget information is forwarded to the business office for posting to the financial software. Reporting associated with the Grants Administration Payment (GAPs) system (draw-downs) is also completed by the Business Office.

   2. Programmatic reporting is the responsibility of each grant’s Program Manager or the district State and Federal and Grant Director. These reports are often narrative in nature and many contain cursory (summary budget information), but most provide accountability numbers, demographics, and information about the effectiveness of a given program.

4. GENERAL PROCEDURES:

   a. Financial Reporting - The Business Manager prepares financial reimbursement/expenditures reports for the granting agency with accompanying expenditures back-up documentations (if required) from the financial software.

   b. Programmatic reporting is largely data-driven and multiple departments within the district can be involved in the preparation, e.g., assessment and accountability (testing scores), student records (demographic information), and instruction (scientific basis of program).

   These reports may be quarterly, semi-annual, and annual depending upon the grant requirements.

   The district State and Federal Grant Director is responsible for coordinating the various aspects of the data into a final report and ensuring that it is submitted in a timely manner.
Copies of all financial and programmatic reports are kept in the individual grant files and in electronic format by the State and Federal Grant Director.

http://archives.alaska.gov/pdfs/records management/model schedule for schools.pdf
EXHIBITS: NONE
SOP NO. 25  FACILITY USE

1. PURPOSE: To establish uniform guidelines for facility use to ensure that school property is protected.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: It is the responsibility of the Principal or designee to ensure public use of the school buildings protects the public investment and provides a safe and clean environment for students.

4. PROCEDURE:

   a. Community members or others wishing to use the school for non-school functions must submit a completed Facility Use Agreement and pay the required deposit or fee to the Principal.

   b. The district reserves the right to approve or deny any application for use of district buildings or grounds. District usage takes priority over non-district usage.

   c. Non-district users of the school must leave the school in the condition it was in when use began. Custodial hours needed beyond what is covered in the Facility Use Agreement to make the building ready for school will be charged to the group using the building.

   d. Kitchen use must comply with DEC food service regulations.

   e. The Facility Use Agreement should include an indemnification agreement, and guidelines developed describing in what situations a facility user must provide proof of liability insurance as part of the rental agreement.

   f. Situations where insurance should be required may include events involving the distribution of food or drink (alcohol shall never be permitted in or on school grounds), ones to which large numbers of the public are expected to attend, and ones involving open fires or flammable liquids.

REFERENCES: BP/AR 1330 – Use of School Facilities; BP 3280 – Sale or Lease of School Facilities or Real Property; BP 3515.4– Recovery for Property Loss or Damage

EXHIBITS: Facility Use Agreement
SOP NO. 26 VOLUNTEERS

1. **PURPOSE:** To define procedures for screening volunteers and outline their responsibilities and acceptable activities.

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Principal or designee

4. **PROCEDURES:** All volunteers must be approved by Human Resources AND complete the VOLUNTEER PACKET before participating in volunteer activities in the district.
   a. Visit the district website for fillable forms and information. Complete, print, and sign the forms and submit them to the Human Resources office. Blank forms are also available in the HR office.
   b. HR processes appropriate background checks for every interested volunteer.
   c. Once forms and background checks are complete and satisfactory, HR will notify the Principal or designee and the volunteer of their status.
      1. If approved, the volunteer may participate in district activities.
      2. If not approved, the volunteer may not participate in district activities.
   d. The Superintendent or designee reserves the right to dismiss a volunteer.

5. **APPROVED VOLUNTEERS** must adhere to all district policies, procedures, and regulations.
   a. Volunteers may not purchase items for district use with personal funds except as a donation to the district. See Board Policy 3290 regarding donations. Personal funds used to make district purchases will not be reimbursed.
   b. Volunteers who violate or fail to adhere to district policies, procedures, or regulations will be suspended and not allowed to participate in district activities.

**REFERENCES:** BP 1250 – Volunteer Assistance; BP3290 – Gifts, Grants and Bequests; BP/AR/E 4222 - Paraprofessionals

**EXHIBIT:** VOLUNTEERS IN THE CLASSROOM
SOP NO. 27 ACCOUNTS RECEIVABLE AND INVOICING

1. **PURPOSE**: To establish uniform procedures for invoicing individuals or companies for services, materials or supplies purchased from the Yupiit School District and maintain an accurate Accounts Receivable.

2. **AUTHORITY**: Superintendent or designee

3. **RESPONSIBILITY**: Business Manager and Administrators

4. **PROCEDURES**: The following procedures shall be followed for issuing an invoice for payment to an individual(s) or company for payment to the Yupiit School District:

   A. The directors, managers, principals, or budget supervisor will contact the Business department when an individual or company needs to be invoiced for services or supplies provided/purchased by the YSD.
   
   B. The director, principal, or budget supervisor will provide any written documentation regarding the billing for same. The Business department will complete an invoice and add the data to the running accounts receivable register for the year.
   
   C. When the payments are made, the Business department will credit the account(s) appropriately and update the accounts receivable register.
   
   D. The Business department will post all open accounts receivable at the end of the fiscal year. This shall be posted directly to the financial software (Black Mountain).
SOP NO. 28  COACHING POLICY

1. **PURPOSE**: To establish a uniform procedure for coaching staff compensation

2. **AUTHORITY**: Superintendent or designee

3. **RESPONSIBILITY**: All Employees

4. **PROCEDURES**: The following are procedures for coaching staff compensation

An extracurricular program is defined as a separate volunteer position outside of a Yupiit School District employment relationship for an activity, club, or sport. Acceptance of an extracurricular contract is voluntary. Refusal to accept or willingness to perform an extracurricular contract shall have no bearing on continued building assignment or formal evaluation.

YSD employees who perform extracurricular coaching contracts shall be deemed to engage in services different from those he/she is normally employed to perform. Such extracurricular work is exempt from the FLSA and non-exempt employees may not count hours worked in the capacity of coach as long as the compensation/stipend received under the extracurricular contract is considered nominal when compared to the non-exempt employee’s daily rate of pay. Non-exempt employees shall not receive regular pay while performing duties (include while traveling) under an extracurricular coaching contract.

Non-exempt employees are not permitted to volunteer to perform services for or on behalf of YSD if the volunteer duties involve the same types of duties that the employees normally perform as a part of their regular duties for the District.

a. Extracurricular duties will be posted at each site for the applicable activity. Interviews will be conducted, and an individual will be selected.
b. An extra duty contract will be issued and signed by both the individual leading the activity as well as the building Principal. The contract will explain the payment plan for the activity, the dates of the activity, as well as where the funds have been budgeted.
c. The extra duty contract will be approved and sent to payroll for payment once the activity is finished. The building principal shall acknowledge the activity has been completed in good standing.
d. These extra duty contracts are year to year. It is not definite that because someone has led the activity one year, they will automatically lead it the ensuring year.
SOP NO. 29 AUDIT

1. **PURPOSE:** To establish uniform procedures to be prepared for the annual audit

2. **AUTHORITY:** Superintendent or designee

3. **RESPONSIBILITY:** Business Manager

4. **PROCEDURE:** The following procedures shall be followed for annual audit preparation:

   E. The Business Manager contacts the District’s audit firm the beginning of the calendar year to determine the audit date. The audit must occur and financial statements finalized prior to November 30th.

   F. The Business Manager receives an audit preparation list no later than May 1st by the auditing firm.

   G. The Business Manager thoroughly reviews the audit preparation list and the items pertinent to the different areas under audit – payroll, accounts payable, cash receipts, etc.

   H. The Business Manager notates on the audit preparation list who in the business office is responsible for each item. That information is disbursed to the various responsible individuals.

   I. Preparation begins with setting up the audit prep files and filling them with complete and accurate schedules and backup documentation.

   J. A week before the audit begins, the business office staff will review each item that has been assembled and mark off each item one last time to insure all items are prepared.

   K. Items that have been findings in the past will receive extra scrutiny by the Business Manager prior to audit.

REFERENCES: BP 3400 – Management of District Assets/Accounts

EXHIBITS: None
1. **PURPOSE**: To ensure credit card purchases are made in a timely manner and to protect and maximize the value of public resources, educational and support programs by safeguarding public assets through internal controls and procedures.

2. **AUTHORITY**: Board of Education, Superintendent or designee

3. **RESPONSIBILITY**: Each cardholder is responsible for following this procedure. The Business Office is ultimately responsible to notify the Authority if the procedure is not followed.

4. **GENERAL PROCEDURES**: The following procedures shall be followed in all instances for payments by credit card to vendors for goods and services. See also SOP No. 5 – Purchasing.

   1) The Superintendent may authorize the use of District credit cards by designated employees to facilitate payment of travel and other expenditures. Such use is intended to facilitate convenience for the cardholder as well as expedite access to goods or services on behalf of the District.

   2) The District’s Business Office is responsible at all times for managing the District’s credit card accounts and will track the assignment and distribution of all credit cards issued to the District. The Business Office will reconcile the expenditures of each cardholder on a monthly basis. In the event the cardholder fails to provide documentation regarding the purchase(s) to the Business Office, or any misuse is suspected, the Business Office shall immediately notify the Superintendent.

   3) A written record of all card use and its purpose shall be recorded.

   4) Any purchases made by credit card must occur only when there are sufficient budgeted funds in the applicable line item for which the expense is made.

   a. **TRAVEL USAGE**
      1) Out of State, Board and Superintendent approved lodging;
      2) Gasoline purchases; and
      3) Emergency items related to the purpose of travel.

      Any credits earned such as frequent flyer miles or other things of value received as a result of the use of the District’s credit card will be solely for the benefit of the District.

   b. **SUPPLIES/MATERIALS/EMERGENCY USAGE**
      1) For purchase of materials, supplies, or equipment when authorized by the Superintendent or Board of Education;
      2) Emergency purchases for school-related items where there is insufficient time to follow regular procedures for purchase orders and checks.
c. **DEFINITIONS**

1) “Qualifying Expenses” means any indebtedness incurred documented with a receipt, credit card slip, and supporting documentation by an employee on behalf of the District, for the benefit of the District or for the purpose of advancing the interests of the District with the intention of having the charge paid by the District.

2) “Receipt” means a document issued by a vendor explaining expenses incurred by the District which has been paid with the credit card as an expense by an employee. A receipt must contain the following information:
   a) Date expense incurred
   b) Amount paid
   c) Purpose of the expense including an itemized description of the goods or services purchased
   d) Name, address and telephone number of the vendor

3) “Credit Card Slip” is the customer’s copy of the credit card charge form. A credit card slip alone is not a receipt.

4) “Supporting Documentation” is an explanatory memorandum to the Business office containing an explanation of the reason for the expense.

d. **ACCOUNTING/RECONCILIATION OF CREDIT CARDS**

Whenever qualified expenses are incurred for the District and it is impractical to obtain a purchase order for payment, an employee may be authorized by the Superintendent or designee to use a District credit card to satisfy the vendor’s invoice.

Employees must submit supporting documentation, corresponding receipts, and credit card slips to the Business Office by the end of the statement period. Failure to submit a timely claim may result in denial of the charge by the Authority and may subject the person who made the charge to personal liability for the amount of the charge. When the monthly statement is received, the Business Office will review and reconcile the charges with those approved by the Superintendent or designee.

For **telephone orders**, the vendor should be directed to include the following information on the shipping label and packing list:

1) Cardholder’s name, school/department, and telephone number;
2) Complete delivery address;
3) The words “Credit Card Purchase”;
4) The vendor’s order number;
5) The cardholder shall document the transaction (order number) on a form and give the completed document to the accounts payable technician.

For **fax orders**, a copy of the fax order form should be retained and submitted to the Accounting Technician with an indication, “Paid for by Credit Card” on the copy.

For **internet orders**, a credit card may only be used on secure websites.

All credit card and charge account invoices shall be reviewed and documented in the
same manner as other invoices. Credit card/charge account balances must be paid within the allotted billing period so no late fees, limit fees, etc. are incurred.

Receipts for any purchases made to the District’s charge card are to be filed with the Accounting Technician prior to the monthly statement being received in the Business Office. The total value of goods and services shall NOT exceed the established purchase limit and no additional fees are to be incurred by the District should the cardholder exceed the established limit. Purchases shall not be split into multiple transactions to stay within the purchase limit.

e. PURCHASE LIMITS

All cardholders will follow the approval procedures and limitations regarding purchases set forth below:

Purchases $0 to credit limit – Cardholder must obtain approval of the Superintendent prior to purchase. Approval can be obtained via email outlining what the purchase is for, the amount, as well as the impact to the budget for that line item expense. Cardholder must submit a copy of the approval along with receipts when they submit their credit card statement to the Business Office for payment.

f. RESPONSIBILITY OF THE CARDHOLDER

Any cardholder authorized to use a District credit card is responsible for reading and complying with this policy at all times. The cardholder employee shall only use the credit card to make purchases consistent with board policy and authorization.

Cardholders are expressly prohibited from purchasing the following with the District’s credit card:
1. Alcoholic beverages;
2. Illegal items;
3. Personal items or services;
4. Gifts or donations; and
5. Items or services that the cardholder is not authorized to purchase by board policy.

Use of a credit card by an employee is acceptance of the terms of this policy.

A District credit card is not a credit card for the personal use of the bearer. The credit card will be used only for school district purposes. An employee who uses a credit card and signs a credit card slip is responsible to the District for payment of that charge if the Superintendent or his designee determines that the charge was not properly authorized. In cases where a credit card charge is not authorized, the employee who made the charge will make arrangements for payment to the Accounts Payable office.

The cardholder must obtain receipts verifying each purchase (including vendor name and location, date and time of purchase, and items/services purchased) and provide such
receipts to the business office or cardholder’s supervisor by the end of the statement period. The cardholder shall be responsible to reimburse the District for any purchases not consistent with board policy or for which the cardholder has not provided the receipt, as well as any fees/charges associated with investigating the unauthorized purchase. The cardholder shall be responsible for the safeguarding of the credit card and the confidentiality of the information contained on and regarding the credit card while in the cardholder’s possession and/or responsibility. The cardholder shall immediately (within 24 hours) report to the Business Office and cardholder’s supervisor if the credit card is lost or stolen.

a. CONTROL OF CREDIT CARDS

All credit cards shall be applied for and issued in the name of the Yupiit School District. The District maintains the right to keep possession and restrict access to any or all credit cards issued in the name of the District. The Board and/or Superintendent both have the right to cancel one or more of the credit cards or the account and/or order immediate collection of one or more of the credit cards. Cancellation or collection of credit cards may be made with or without prior notice.

1) An employee who resigns must surrender the credit card. If an authorized employee fails to surrender a credit card, the Business Office will take immediate steps to cancel the credit card.

2) All credit cards are subject to regulation by the School Board and the credit card company.

3) Credit cards may not be loaned to another individual.

4) The person to whom the credit card is issued is personally responsible for each charge made on the credit card. Criminal prosecution procedures may be initiated for misuse of credit cards.

5) In the event a credit card is lost or stolen, the employee shall notify the Business Manager or designee immediately. The Business Office shall notify the credit card company.

6) Credit cards will not be used for cash advances.

b. CORPORATE ACCOUNT MANAGER PROGRAM

The Accounting Technician will have access to an online account management program. In the online management program they will have the ability to submit card cancellations, view billing statements, review and change billing address, phone number, and indicative data, and request changes to cardholder spending guidelines.

The credit card shall be immediately returned to the Business Office or cardholder’s supervisor upon request or upon termination of cardholder’s employment relationship with the District. The cardholder shall not be authorized to give the credit card to anyone other than the relevant merchant as may be required.

REFERENCES: BP 3300 – Expenditures/Expending Authority; BP 3310 – Purchasing Procedures; BP 3311 – Bids; BP 3314 – Payment for Goods and Services; BP 3315 – Relations with Vendors;
ASLAM/DEED Records Retention Schedule: Click on “School Districts, #400.1”
https://archives.alaska.gov/rims/

OMB Guidance (Uniform Guidance), 2 CFR Title 2 Vol 1, Part 200.

EXHIBITS: None
SOP NO. 31  HOMELESS YOUTH IDENTIFICATION & REQUEST FOR SERVICES

1. PURPOSE: To establish a uniform procedure for identifying homeless youth and request services

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: Federal Programs Director

4. PROCEDURES: The following are procedures for identifying homeless youth and request services

Intake Process - initial

1. Receive referral from student enrollment form, school staff, community agency, or directly from the student/family. School enrollment should be immediate and without barriers. School Secretaries should not wait for shot records, birth certificates, or other documents prior to enrollment.

2. Attempt to contact student/family within 24 hours of referral, or, as expeditiously as possible when extraordinary circumstances are present.
   a. If the referral is for a homeless, unaccompanied youth, contact the student directly; a face-to-face or video conference meeting at the school should be the first means attempted; these can be arranged with the help of the school Principal, Aipa Ateneq, or school secretary.
   b. If the referral is for a student that is part of a family unit, contact the legal guardian of that student instead of the student themselves.
   c. When attempting to make contact, utilize all appropriate means of contact found in PowerSchool (phone first, then email if listed).
   d. If unable to make contact, document methods, dates, and times of attempt(s)
   e. If unable to leave message or make contact, touch base with referral source to identify alternate ways to reach family

3. When contact is made:
   a. Explain program intent/purpose and rights under McKinney-Vento
   b. Use the YSD Homeless Interview Questionnaire to obtain information from family about current housing situation:
      where, how long in situation, how long intended, etc.
   c. Determine if students is eligible for services under the McKinney-Vento definition of “homelessness”
A. If Student/Family Does Qualify as McKinney-Vento eligible

During the Phone/Intake Meeting
1. Inform parents/guardians/unaccompanied homeless youth of their rights under the McKinney-Vento Act (last page of the Interview form)
2. Have parents/guardians/unaccompanied homeless youth complete and sign the **YSD McKinney-Vento Qualification Form** (last page of the Interview form)
3. Complete YSD Homeless Intake Sheet for each identified student
4. Prioritize needs for that family/student
5. Coordinate with student/family and develop a plan to obtain services/supplies

After the Phone Call/Intake Meeting
1. Enter each identified student into the PowerSchool so that the system will denote students that qualify for services for “need to know” staff
2. Verify information with the district data (OASIS) manager.
3. Obtain Federal Program Director signature and file the YSD forms for appropriate fiscal year.

B. If Student/Family Does Not Qualify as McKinney-Vento eligible
1. Provide student/family with the contact numbers of district and community resources that may be able to assist them in meeting their current needs
Author of Report: Jennifer Phillip
Department/Location: Business Manager Trainee
Date of Regional School Board Meeting: July 11, 2022

**Mission Statement**
To educate all children to be successful in any environment.

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

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Activity</th>
<th>Details</th>
<th>Connection to YSD Mission, Objectives, Strategic Goals and/or School Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>June/July</td>
<td>Training</td>
<td>Worked on 4 months of Credit Card Transactions</td>
<td>Staff Recruitment &amp; Retention Education System Change</td>
</tr>
<tr>
<td>June/July</td>
<td>Training</td>
<td>Learning how to input FY2023 Budget onto the DOEED template</td>
<td>Staff Recruitment &amp; Retention Education System Change</td>
</tr>
<tr>
<td>June/July</td>
<td>Training</td>
<td>Sorting and Organizing form prior the onsite Business Manager.</td>
<td>Staff Recruitment &amp; Retention Education System Change</td>
</tr>
<tr>
<td>June/July</td>
<td>Training</td>
<td>Learning how to approve online ACH Payments for accounts payable and payroll. Reviewing Accounts Payable and Payroll.</td>
<td>Staff Recruitment &amp; Retention Education System Change</td>
</tr>
<tr>
<td>June/July</td>
<td>Training</td>
<td>On site acting Supervisor</td>
<td>Staff Recruitment &amp; Retention Education System Change</td>
</tr>
</tbody>
</table>
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1. Students Succeed Culturally and Academically
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</thead>
<tbody>
<tr>
<td>July 2022</td>
<td>Site Visits</td>
<td>Akiak and Tuluksak</td>
<td>Operations &amp; Education System Change</td>
</tr>
<tr>
<td>July 2022</td>
<td><strong>Akiachak</strong></td>
<td>• Final clean of the school.</td>
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<td>• Cleaning Unit 11 for new tenant.</td>
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<td>• Finalizing remodel of Unit 12 for new tenant.</td>
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<td>• Filled teacher housing and school with fuel.</td>
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<td>• Meter and fuel logs</td>
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<td></td>
<td>• Fueled up vehicles.</td>
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<tr>
<td>June 2022</td>
<td><strong>Tuluksak</strong></td>
<td>• Removed damaged carpet and pad, washed walls, primed and painted walls, sprayed enzyme cleaner on floors of Unit 15.</td>
<td>Operations &amp; Education System Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remodeling interior wall damage of Unit 11.</td>
<td>Teacher Retention</td>
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<tr>
<td></td>
<td></td>
<td>• Repaired/Replaced decking and stairs on Unit 17, 16 and 15.</td>
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<tr>
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<td></td>
<td>• Replaced water lines in Units 12, 11, 10, 09, 08, 06, 07, 17, 16 and 15.</td>
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<td></td>
<td>• Replaced sewer lines on Unit 12, 11, 10 and 9.</td>
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<td>• Rebuilt lift station at Unit 12.</td>
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<td>• Cleaned out old materials out of storage building to set up new boiler system for the water circulating and glycol system for the heat trace systems.</td>
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<td></td>
<td>• Meter, fuel and generator logs.</td>
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<td>• Filled generator and change oil on schedule.</td>
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<td>• Filled teacher housing and school with fuel.</td>
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<td>• Took school garbage to the dump.</td>
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<tr>
<td>July 2022</td>
<td>Akiak –</td>
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<td></td>
<td>• Installed new flooring Unit 1 bathroom.</td>
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<td>• Installed new drywall and mud in Unit 1 bathroom.</td>
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<td>• Installed new toilet Unit 1.</td>
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<td></td>
<td>• Repairing/Replacing sewer lines in Unit 5.</td>
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<td></td>
<td>• Rebuilding bathroom walls/floors in Unit 2 and 5.</td>
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<td>• Deep cleaning the school.</td>
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<td></td>
<td>• Meter and fuel logs.</td>
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<td></td>
<td>• Fueled up the school vehicles.</td>
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<td>• Took School trash to the dump.</td>
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<tr>
<td>July 2022</td>
<td>Review/Compliance and Preventive Maintenance Planning Items</td>
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<td>• Vandalism in Tuluksak and Akiachak.</td>
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<td>• Vehicular Damage to Unit 9 in Akiak.</td>
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<td>• Yearly Maintenance Training in KKI 7.12-7.15.22</td>
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<tr>
<td>July 2022</td>
<td>Ordering Supplies &amp; Materials</td>
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<td></td>
<td>• Purchasing required materials needed to complete scheduled and</td>
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<td>emergency projects.</td>
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Operations & Education System Change
Teacher Retention

Education System Change
Students Succeed Culturally & Academically

Operations & Education System Change
George Scott Ballard  
Department/Location: Superintendent  
Date of Regional School Board Meeting: 7/21/2022

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1. Students Succeed Culturally and Academically  
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</table>
| June    | Priority-Yugtun Language Immersion | Discussion with Janice George, Jennifer Phillip, Bonnie James and Agatha Nicholas regarding Akiachak 1st grade immersion parent preference regarding Yugtun immersion for 2nd grade students. Parent response to outreach by Agatha was overwhelming in support of continuing with Yugtun immersion for Akiachak 2nd grade students. | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change |
| June    | Priority-Increase student engagement | Meetings with administrative team to ensure the summer school and summer fish camp programs will be successful. | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change |
| June    | Priority-Federal Programs Compliance | Continuing attention to collaboration with the district administrative team and Federal Programs Director Woody Woodgate to ensure the district Federal Programs and the Child Nutrition Program are administered effectively. | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change |
| June    | Priority-Teacher retention | Ongoing collaboration with Judy Anderson on progress with regard to improving the Tuluksak teacher housing water and waste challenges that affected teachers this past winter. | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change |
| June 20 | Priority-Community outreach | Meeting with Edward George and Woody Woodgate in Akiachak regarding collaboration on planning an additional summer fish camp for the local students | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention  
4. Education System Change |
| June 20 | Priority-Teacher retention | Discussion with Mike Hoffman of Yuut Elitnaurvik regarding collaboration on construction of teacher housing units in Bethel | 1. Students Succeed Culturally and Academically  
2. Community, Parents and Elder Involvement  
3. Staff Recruitment and Retention |
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent
Re: Board Travel/Info

The National Indian Education Association (NIEA) will be holding its 53rd Annual Convention and Trade Show in Oklahoma City, OK on October 5-8th, 2022.
53rd Annual NIEA Convention and Trade Show

Education Sovereignty. Our Choice

The National Indian Education Association will be holding its 53rd Annual Convention and Trade Show in Oklahoma City, OK, October 5-8th, 2022. This year our theme is Education Sovereignty. Our Choice. We are in a new era of Native education empowered through tribal sovereignty, self-governance, and the actualization of the impact of our Indigenous knowledge learning models focused on sharing and observing through compassion, generosity, and wisdom. This practice is the right to choose how our students learn. This is Education Sovereignty. Our Culture, Our Curriculum, Our Schools, Our Students, Our Choice. We are honored to continue the commitment NIEA has made for the past 52 years. This convening brings together partners, stakeholders, tribal leaders, educators, teachers, parents, and community members to impact the future of Native education.

SAVE THE DATE

SCHEDULE AT A GLANCE

- OCT 3-5: PRE-MEETINGS & PROFESSIONAL DEVELOPMENT
- OCT 5: CULTURAL HERITAGE NIGHT RECEPTION
- OCT 6-7: STUDENT DAYS
- OCT 6-8: GENERAL SESSIONS & WORKSHOPS
- OCT 7: POWWOW
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent
Re: Public Comments

The Public Comments is open, (3) minutes each, if any.
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent
Re: Board Comments

The Board Comments is open, (3) minutes each, if any.
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent

Re: Next Agenda Items
Date: July 21, 2022  
To: Regional School Board  
From: Scott Ballard, Superintendent  
Re: Next Regular Meeting  

The Next Regular Meeting is scheduled for August 25, 2022.
<table>
<thead>
<tr>
<th>3rd Thursday Meeting Date</th>
<th>2nd Monday Agenda Deadline</th>
<th>2nd Wednesday Packet Info &amp; Reports due @ 8:00 AM</th>
<th>2nd Friday Packets Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18, 2022</td>
<td>August 8, 2022</td>
<td>August 10, 2022</td>
<td>August 12, 2022</td>
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<tr>
<td>September 15, 2022</td>
<td>September 6, 2022</td>
<td>September 7, 2022</td>
<td>September 9, 2022</td>
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<td>October 20, 2022</td>
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<td>October 12, 2022</td>
<td>October 14, 2022</td>
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<td>November 17, 2022</td>
<td>November 7, 2022</td>
<td>November 9, 2022</td>
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<td>December 15, 2022</td>
<td>December 5, 2022</td>
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<td>January 19, 2023</td>
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<td>June 15, 2023</td>
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BB 9320(a) Regular Meetings: The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with an annual calendar of regular Board meetings and shall be notified of any changes to the calendar. The Board shall hold 1 regular meeting on the 3rd Thursday of each month. Unless changed by the Board, regular meetings shall be held at 11:00 AM at the School Library. Notice of regular meetings shall be posted at least three days prior to the meeting. **not scheduled on 3rd Thursday**
# YUPIIT SCHOOL DISTRICT

## ANNUAL GUIDELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ROUTINE AGENDA ITEMS</th>
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</thead>
</table>
| July   | - Prepare BP for Board Policy Committee per BP review cycle  
|        | - Board Meeting – post packets and minutes on website  
|        | - Assist with all in-service meeting arrangements as requested  
|        | - Review district teacher evaluation plan  
|        | - Assign Board Committees  |
| August | - Approve CIP Application  
|        | - Board Policy Committee meets to go over BP’s  
|        | - Board Meeting – post packets and minutes on website  
|        | - Order Board Meeting supplies to have on hand (snacks, coffee, etc.)  
|        | - Assist with all in-services as requested  
|        | - Make travel arrangements for board members attended AASB  
|        | - Welcome staff and students  
|        | - Midyear Review of Superintendent’s Goals  
|        | - NIEA Conference  |
| September | - Assessment Report  
|          | - Board Policy Committee meets to go over BP’s (if needed)  
|          | - Board Meeting – post packets and minutes on website  
|          | - Review Supt Evaluation Process  
|          | - Review Student Assessment data  
|          | - Curriculum review  |
| October | - Approval of YSD Legislative Priorities  
|         | - Board Policy Committee meets to go over BP’s (if needed)  
|         | - Make travel arrangements for board members attended AASB Conference  
|         | - Board Meeting – post packets and minutes on website  
|         | - School Board Resolutions  
|         | - AASB Annual Conference  
|         | - New Board Orientation  |
| November | - Enrollment projection for next year  
|          | - Revenue projection for next year  
|          | - Acceptance of the Annual Audit Report  
|          | - Board Meeting – post packets and minutes on website  
|          | - Prepare staffing sheets for subsequent year and send to the Business Manager  
|          | - Review Audit  |
| December | - New Calendar Worksession  
|          | - Develop Talking points for approved Legislative Priorities  
|          | - Board Meeting – post packets and minutes on website  
|          | - Update work calendars for subsequent year  
|          | - Review and update YSD New Hire Handbook  
|          | - Review of Supt. Evaluation  
|          | - NSBA Conference  
|          | - Budget Revision  
<p>|          | - Curriculum Review  |</p>
<table>
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<tr>
<th>Month</th>
<th>Activities</th>
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| January | - Approval of School Calendar (when necessary)  
- Approval of Organization Chart  
- Approval of Administrator Assignments  
- Superintendent evaluation and goals  
- Board Meeting – post packets and minutes on website  
- Prepare contracts for returning administrators and teachers  
- Ensure approved BP changes are updated to the website (send to AASB for processing when ready)  
- Audit Report  
- Staff evaluation process review  
- AASB Legislative Fly-In and Leadership Training |
| February | - Approval of Teaching Assignments  
- Work-session: Strategic Plan Review  
- Board Meeting – post packets and minutes on website  
- Prepare for and assist with all hiring activities (posting vacancy notices, Job fairs)  
- Strategic Plan Review  
- Facilities needs planning  
- Budget Development |
| March | - Presentation and 1st Reading of Budget  
- Board Meeting – post packets and minutes on website  
- Assist with all hiring activities  
- Work-session: Summer Maintenance & CIP  
- Approve New Curriculum |
| April | - 2nd Reading and Approval of the Budget  
- Prepare and distribute classified PAFs authorized by the YSD budget use the staffing spreadsheets as the control document for this project  
- Board Meeting – post packets and minutes on website  
- New employees receive a job description to be reviewed, signed, and returned to HR |
| May | - 3rd Reading and Approval of the Budget  
- Develop Board Goals for the new year  
- Board Meeting – post packets and minutes on website  
- Prepare Employee Housing Lease Agreements  
- Prepare employee information lists for staff to use  
- Send request to IT to set up new hires for email, etc.  
- Achievement Data Review  
- Review student handbook |
| June | - Board Evaluation, Goal Setting, Board Self Assessments  
- Strategic Plan Report/Review  
- Prepare Employee Housing Lease Agreements (update control worksheet for this project send control document to Business Manager and Maintenance Director when completed)  
- Review crises response plan  
- Curriculum Review |
AASB Calendar 2022

JANUARY
17 School Climate & Connectedness Survey Opens
18 First-Term Board Member Webinar: Welcome to the Board & AASB Board Standards
22 NSBA Equity Symposium
25 First-Term Board Member Webinar: School Law Basics

FEBRUARY
1 First-Term Board Member Webinar: Conducting Effective Meetings & Roberts Rules of Order Basics
8 First-Term Board Member Webinar: The Superintendent – Building a Relationship
22 First-Term Board Member Webinar: School Finance with an Expert!
12-14 AASB Leadership Academy & Legislative Fly-In and Youth Advocacy Institute – Elizabeth Peratrovich Hall, Juneau

MARCH
1 First-Term Board Member Webinar: The Board & the Budget
8 First-Term Board Member Webinar: Board Policy – Development and Governance
15 First-Term Board Member Webinar: Working with Your Board
19-22 Spring Boardsmanship & Legislative Fly-In – Juneau
25 School Climate & Connectedness Survey (SCCS) Closes
29 First-Term Board Member Webinar: Working with Your Community

APRIL
5 First-Term Board Member Webinar: Holding Your Meetings Remotely
2-4 NSBA 2022 Annual Conference & Exposition – San Diego, Ca

JULY
15-18 AASB Board of Directors Summer Meeting

SEPTEMBER
17-18 Fall Boardsmanship Academy – Fairbanks

OCTOBER
22-23 NSBA Equity Symposium West – Oklahoma City, Ok

NOVEMBER
3-6 AASB Annual Conference – Captain Cook, Anchorage
DECEMBER
8-9  Executive Administrative Assistants Training – Anchorage
9-10 School Law & Equity Academy – Anchorage
Date: July 21, 2022
To: Regional School Board
From: Scott Ballard, Superintendent

Re: Adjournment

We need a motion to adjourn the meeting.