Yupiit School District Strategic Plan

Strategic Goals

Yupik Curriculum
Involving Elders
Career/Pathways
Effective Operations

Involving Elders Goal

Goal: Yupiit involves Elders in all aspects of education
Turnaround Teams addressed ideas around incorporating the community and Elders in the classroom. These should be examined to ensure strategies identified by those teams are used where appropriate

Objective A: Identify “respected” Elders in each community
Objective B: Elders define what it means to be a Yupik Person and an Elder for the PAST, PRESENT, and FUTURE
Objective C: Elders provide guidance to parents and families (Use Our Future Leaders, Early Literacy and Community Liaisons and Moses Owen for both)

Yupik Curriculum Goal

Goal: Yupiit works from a strongly Yupik-centered curriculum
Turnaround Teams identified that teachers need to be curriculum ready at the beginning of the school year. Ensuring that the curriculum is culturally appropriate was a key component of their work. This Strategic goal lends itself easily to that work and should be developed with the Turnaround Team.

Objective A: Create a Yupik-specific curriculum
Objective B: Provide Language and Culture Education for Staff

Career Pathways Goal

Goal: Yupiit offers Youth–centered education based on the child's desires.

Objective A: Broaden exposure to different careers
Objective B: Map out a path for each child, and structure our education system from beginning to end for the individual students

Effective Operations Goal

Goal: Yupiit will be effectively operating

Objective A: Adopt Revised Tribal Education Code District-wide
Objective B: Yupiit will develop and maintain effective and efficient district-wide operations targeting fiscally sound operations.
Involving Elders

- Elders in school to teach traditional skills, arts and crafts and model good behavior
- Elders provide guidance to parents and families
- Provide language and cultural education for staff
- Develop language nests (legislative $ for daycare funds/)
- Translate books and videos into Yupik
- Create a Yupik-specific curriculum

Yupik Curriculum

- Use support/Yupik staff to provide language and cultural education for students
- Teach classes in Yupik (all subjects at least part of the day)
- Establish Yupik paraprofessional certification
- Teach local Yupik civics
- Certify Yupik speakers as teachers

- Encourage traditional technology (canoes, trapping, etc...)
- Teach traditional music and arts with local instructors
- Develop early childhood program with regular assessments
- Teach traditional skills, arts and crafts and model good behavior
- Develop Youth-centered education based on child’s desires

Career/Pathways

- Develop incentive program to bring graduates back to the villages
- Identify Community labor needs and youth interests and provide educational opportunities to address these
- Develop relevant vocational Ed and life skills course (cooking, child dev., etc...)
- Keep Technology up-to-date
- Develop early childhood program with regular assessments
- Adopt Tribal Education Code in all three villages; revise code
- Buildings in good repair
- Fiscally sound operations
- Find $ support and train locals to work in schools
- Build a Yupik-specific curriculum

Effective Operations

- Identify respected Elders
- Define being Yupik

- Continues Parent Outreach program
- Use support/Yupik staff to provide language and cultural education for students
- Teach classes in Yupik (all subjects at least part of the day)
- Establish Yupik paraprofessional certification
- Find $ support and train locals to work in schools
- Develop relevant vocational Ed and life skills course (cooking, child dev., etc...)
- Develop Youth-centered education based on child’s desires

- Adopt Tribal Education Code in all three villages; revise code
- Buildings in good repair
- Fiscally sound operations
- Find $ support and train locals to work in schools
- Develop relevant vocational Ed and life skills course (cooking, child dev., etc...)
- Develop Youth-centered education based on child’s desires

- Identify respected Elders
- Define being Yupik

Strategic Goal: Yupik Curriculum
Objectives

1) Create a Yupik-specific curriculum
2) Develop language nests (legislative $ for daycare funds/)
3) Translate books and videos into Yupik
4) Provide language and cultural education for staff
5) Use support/Yupik staff to provide language and cultural education for students
6) Teach classes in Yupik (all subjects at least part of the day)
7) Teach local Yupik civics
Strategic Goal: Career Pathways

Objectives

1) Identify Community labor needs and youth interests and provide educational opportunities to address these

2) Develop Youth-centered education based on child’s desires

3) Develop relevant vocational Ed and life skills course (cooking, child dev., etc...)

4) Develop incentive program to bring graduates back to the villages
Strategic Goal: Involving Elders

Objectives

1) Elders in school to teach traditional skills, arts and crafts and model good behavior
2) Teach traditional music and arts with local instructors
3) Encourage traditional technology (canoes, trapping, etc...)
4) Provide parental instruction
5) Continue Parent Outreach program
Strategic Area: Effective Operations

Objectives

1) Adopt Tribal Education Code in all three villages; revise code
2) Keep Buildings in good repair (minor and major maintenance)
3) Fiscally sound operations
4) Establish Yupik paraprofessional certification
5) Certify Yupik speakers as teachers
6) Find $ support and train locals to work in schools
7) Keep Technology up-to-date
8) Develop early childhood program with regular assessments
The Written Plan

(Items in blue were added by the facilitator. Items in italics are notes related to the Turnaround Teams)

(Four Strategic Themes)

Involving Elders Theme

Goal: Yupiit involves Elders in all aspects of education

*Turnaround Teams addressed ideas around incorporating the community and Elders in the classroom. These should be examined to ensure strategies identified by those teams are used where appropriate*

**Objective A: Identify “respected” Elders in each community**

**Step 1:** Tribal Councils and Regional School Board gather Elders

Who: Each Tribal Council and the Regional School Board

By When: From December 2013 through February 28, 2014

**Step 2:** Give Elders information and ask for guidance (to identify potential Elders to serve and guide)

Who: Each Tribal Council and the Regional School Board

By When: From February 2014 through March 31, 2014

**Step 3:** Elders APPOINT those who will serve and guide, important to identify spirituality in leadership as well

Who: Each Tribal Council and the Regional School Board

By When: From February 2014 through March 31, 2014

**Objective B: Elders define what it means to be a Yupik Person and an Elder for the PAST, PRESENT, and FUTURE**

**Step 1:** Capture ideals in media (meaning our media should reflect ideals)

Who: Elders (Rayna Hartz coordinates)

By When: From March 2014 through June 30, 2014

**Step 2:** Post and Publish definitions/descriptions EVERYWHERE

Who: Local Schools and Tribal Councils

By When: by June 30, 2014

**Step 3:** Ensure that these values inform all other processes

Who: Regional School District, Strategic Plan/Turnaround Committee (if appointed) and Turnaround Teams

By When: This becomes an ongoing process
Objective C: Elders provide guidance to parents and families (Use Our Future Leaders, Early Literacy and Community Liaisons and Moses Owen for both)

Step 1: Identify and support at risk families  
Who: Moses and Liaisons  
By When: From March 2014 through April 30, 2014 (could be annual after this)

Step 2: Help identify learning styles and aptitudes in children (Map out a path for each child)  
Who: Moses and Liaisons  
By When: From March 2014 through April 30, 2014 (could be annual after this)

Yupik Curriculum Group

Goal: Yupiit works from a strongly Yupik-centered curriculum
Turnaround Teams identified that teachers need to be curriculum ready at the beginning of the school year. Ensuring that the curriculum is culturally appropriate was a key component of their work. This Strategic goal lends itself easily to that work and should be developed with the Turnaround Team.

Objective A: Create a Yupik-specific curriculum

Step 1: Form a task force to create the curriculum – include Turnaround Team Curriculum members  
Who: Regional School Board  
By When: Dec. 5, 2013

Step 2: Plan—determine the process (for creating the curriculum), lay out the steps  
Who: Task Force  
By When: Dec. 20, 2013

Step 3: Hold community meetings with Jana’s help - result is Yupik Education vision for each community - two or three days in each village  
Who: Task Force  
By When: March 30, 2014

Step 4: A group (board, task force, Elders, community members) works through the village visions to create the Yupiit District vision  
Who: Task Force (and others identified above)  
By When: May 30, 2014

Additional Ideas and Suggestions:
1. Collect materials already developed including standards and curriculum
2. Check Rosetta Stone for Yupik language course
3. Include MCC curriculum
4. Identify the best practices to preserve the language
5. Tie in to the Bethel Yupik immersion program

Objective B: Provide Language and Culture Education for Staff

Step 1: Include Yupik language skill requirement in employment contract
Who: Kim Langton,
By When: January 31, 2014

Step 2: Provide Yupik language and books and CD materials to new staff
Who: Paul Berg
By When: June 30, 2014

Step 3: Set up one hour per week Yupik language course at each site
Who: Cris Goldy and Paul Berg
By When: Sept. 2014; and then annually

Step 4: Staff uses conversational Yupik in schools
Who: Principals
By When: Sept. 2014-May 2015; and then ongoing annually

Additional Ideas and Suggestions:
1. Provide language mentors for new staff
2. Elders teach the language to new staff while teaching/demonstrating skills and telling Stories.

Career Pathways Group

Goal: Yupiit offers Youth-centered education based on the child’s desires.

Objective A: Broaden exposure to different careers

Step 1: Expose youth to different opportunities starting at Head Start and throughout the K-12 curriculum
Who: Curriculum committee
By When: August 2014

Step 2: Create a communicational repository utilizing job fairs, interviews, bringing in of experts. This is to be a continual event.
Who: Diane George and Jim Hartz
By When: Working model developed around February 2014

Objective B: Map out a path for each child, and structure our education system from beginning to end for the individual students

**Step 1:** Compile an interest inventory for all 7-12 students to determine individual interest in career pathways using AKCIS

Who: Counselors
By When: April 1, 2014

**Step 2:** Personal Learning Plans (Person Centered Plans) for each student developed at grade 7 and again at grade 8 to determine interest, skills, and needs

Who: The Counselor and a Mentor
By When: May 2014; Reevaluated in August 2014 (ongoing annually)

**Step 3:** Develop career opportunities, internships, etc. (This needs to be continual). To expand the individual’s interest as part of the student’s Personal Learning Plan in conjunction with the counselor and mentor utilizing but not limited to:

- Rural Exchange Program
- Voyage To Excellence with the Chugach School District
- College Classes through correspondence for classes that can not be offered at site
- Local Experts

Who: The Counselor and a Mentor
By When: Date not defined – should arise from Personal Learning plans within the year of their development and ongoing

**Step 4:** Students choose a pathway based on individual interest and take classes for graduation and select electives to expand their interest in May - August 2014 with the counselor and mentor using the Personal Learning Plan

Who: The Counselor and a Mentor with the student
By When: Beginning May – August 2014 (ongoing annually if it works)

- Core Classes are the minimum allowing for greater choice of electives and freedom to follow the chosen career pathway
- Electives fill out the schedule being chosen to math the career path using:
  a. College Classes
  b. Independent Study
  c. Job Shadows and Internships
  d. Plato Learning for computer – based classes
Step 5: Counselors will help direct students for post secondary pursuit of career choices (including students no longer in school in pursuit of career interest) through:

- Attainment opportunities of life skills and career skills
- Follow up with students for continued guidance on career pathways and the guide-map for following it
- Create a Career Fair, by March 2014, identifying the career pathways and next steps utilizing graduates and other local resources (Counselors, Rayna Hartz, Barron Sample)

Who: The Counselor with the student
By When: By May/June 2014 and ongoing annually

Step 6: Develop a Mentor Program for students that helps monitor student progress with the guiding principles of student responsibility and direction.

- Needs to be a partnership
- Needs to follow up every 2-3 weeks
- Mentors need to be aware of choices and student interest and pathway to completion of the path

Who: The Counselor and a Mentor with the student
By When: By August 2014 and ongoing annually

Effective Operations Group

Goal: Yupiit will be effectively operating

Objective A: Adopt Revised Tribal Education Code District-wide

Step 1: Develop preliminary steps to revise and adopt code
Who: Yupiit School Board
By When: Board Work Session – January 2014

- Develop Goal Statement
- Identify Tribal Education Code revision committee members
- Determine reporting to BOE requirements
- Tribal Education Coordinators from each community Concept

Step 2: Present Concept of Tribal Education Code to Tribes
Who: Yupiit School Board
By When: February 2014

Step 3: Present Concept of Tribal Education Coordinators from each Village to Tribes
Who: Yupiit School Board
By When: February 2014
(Tribal Education Coordinators from each Tribe self-select one from within this group to be the Chair to report to the Board of education the Board of Education – quarterly reports to the Board and annual written report. Coordinators elected for staggered 2 or 3-year terms as determined by the Tribe. These positions should not change annually because of the complexities of the issues. These individuals work with school administrators to improve school/community relations targeting meeting the needs of students (attendance, support of school programs, identify jobs within the community for students, etc.)

**Step 4:** Committee drafts Tribal Education Code revision  
**Who:** Committee [Need to define and create what this is and how selected]  
**By When:** March 2014

- Establish Yupik paraprofessional certification
- Certify Yupik speakers as teachers
- Seek resources of Native American Rights Fund to assist/review this work
- Written reports – monthly with committee chair reporting quarterly in person to Board
- Use Akiachak’s Tribal Education Code and NSBSD program as resources

**Step 5:** Revised Tribal Education Code approved by each Tribe  
**Who:** Tribal Councils  
**By When:** April/May 2014

**Step 6:** Celebration at DW In-service  
**Who:** Yupit District – School Board and Superintendent designate coordinator  
**By When:** August 2014

**Step 7:** Revise YSD Board Policy to be in concert with Tribal Education Code  
**Who:** [Responsible party needs to be determined]  
**By When:** By June 2015

**Objective B:** Yupit will develop and maintain effective and efficient district-wide operations targeting fiscally sound operations

**Step 1:** Establish Operations Ad Hoc Board Committee. Responsibilities will include:

- Identify all mandated external and internal plans – monthly written progress report by the Board. Committee selects chair with monthly written reports.
- Maintenance – recommendations to YSD BOE February 2014
- Identify training needs for support staff - build staff capacity from within the communities (goal to eliminate the need for contracted services in operational areas). Examples include: student work study programs (students earn credit), identify jobs within YSD that work with Career Pathways (grow your own)
- Technology Plan – goal is for a local person to be the YSD tech person if possible
- Written recommendations relative to planning for YSD presented to the Board by June 2014 (approved plan posted to the Website)

Who: Yupiit School Board established Committee
By When: December 2013

Step 2: Request Calista Corporation establish a revolving loan fund that allows school districts within the region to apply for interest free loans annually to be repaid in equal payments over a set period of time. These loans could be requested through an application process for minor maintenance and equipment purchases

Who: Yupiit School Board
By When: January 2014

Step 3: Explore possible funding sources to support cultural activities within YSD

Sub step A: Seek funding to support YSD grant writer

i. National Congress of American Indians
ii. Gates Foundation
iii. Kellogg Foundation

Who: [To be Determined]
By When: March 2014
The Mission of the Yupiit School District is to educate all children to be successful in any environment.

Regional Board Members

Willie Kasayulie, Chairman  Ivan M. Ivan, Vice Chairman  Peter Napoka JR, Board Member
Samuel George, Treasurer  Moses Owen, Board Member  Noah Andrew, Board Secretary
Peter Evon, Board Member

Committee Meetings and Work-sessions

10:00 AM - Strategic Planning

Agenda (beginning at 1:00 PM)

Regional Board of Education Meeting

LOCATION: Akiachak  DATE: February 19, 2015

I. Call to Order
II. Roll Call
III. Invocation
IV. Recognition of Guests
V. Approval of Agenda
VI. Approval of Minutes
   A. January 15, 2015
VII. Correspondence
VIII. Reports:
   A. Commissioner’s Report - DBMS
   B. School Reports – in person
      1. Akiachak
      2. Akiak
      3. Tuluksak
   C. Attendance Report
   D. Superintendent’s Report
   E. Curriculum, Instruction, Assessment
   F. Maintenance –
   G. Special Education Report
   H. ANE Grant Report
   I. Moore Settlement Grant Report
   J. Youth Organization - ROTC
IX. Business and Finance Report
X. Strategic Plan
XI. Action Items
   A. 3rd Reading of 1000 Series Policy: BP 1000; BP 1020; BP 1100; BP 1112; BP 1120; BP 1140(a)(b); BP 1150; AR 1150; BP 1220; BP 1230(a)(b); BP 1240; AR 1240(a)(b); BP 1250; E 1250; BP 1260; BP 1312; BP 1312.1; AR 1312.1(a)(b); BP1312.2; AR 1312.2(a)(b); E 1312.2; BP 1312.3(a)(b); AR 1312.3(a)(b)
B. Teacher & Certified Administrator Salary Schedules  
C. Resignations  
D. Leave of Absence Request  
E. Contracts  

XII. Executive Session - Superintendent’s Evaluation  
XIII. Board Travel:  
XIV. Board Comments  
XV. Next Regular Meeting: March 12, 2015 in Akiak  
XVI. Adjournment
Minutes of the Yupiit School District
Regional Board of Education

Held: January 15, 2015
Village: Akiachak, Alaska

<table>
<thead>
<tr>
<th>Committee Meeting &amp; Work-session</th>
<th>10:30 AM – Yupiit School District Grant Programs</th>
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<tbody>
<tr>
<td></td>
<td>11:00 AM – FY’16 Calendar Discussion</td>
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<td>11:15 AM – Bilingual/Bicultural Program Development</td>
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<td>11:45 AM – BP 1140(a) (b); BP 1150; AR 1150</td>
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**Call to Order**
Chairman Willie Kasayulie called the regular meeting of the Regional School Board to order at 1:02 PM.

**Roll Call**
Present
Willie Kasayulie, Chairman
Samuel George, Treasurer
Noah Andrew, Secretary – via tele-conference
Peter Evon, Board Member
Moses Owen, Board Member
Peter Napoka, Board Member

**Excused**
Ivan Ivan, Vice Chairman

Also Present:
Norma Holmgaard, Superintendent
Bonnie James, Recording Secretary
Melody Douglas, DBMS

**Invocation**
**III. Invocation:** Moses Owen rendered the invocation.

**Recognition of Guests**
**IV. Recognition of Guests:**
| Approval of Agenda | V. Approval of Agenda: Motion by Sam George, Seconded by Moses Owen to accept the agenda as presented. Motion was passed unanimously. |
| Approval of Minutes | VI. Approval of Minutes: A. December 18, 2014 Motion by Sam George, Seconded by Moses Owen to approve the Regular Board minutes with corrections Motion carried. |
| Executive Session | VII. Executive Session: A. Staffing FY'16 B. Superintendent’s Evaluation Motion by Moses Owen, Seconded by Sam George to get into an executive session at 1:09 PM to discuss subjects of confidential personnel matters including the Superintendent’ Evaluation. Motion passed. Motion by Sam George, Seconded by Peter Napoka to return from executive session at 2:11 PM. |
| Correspondence | VIII. Correspondence: |
| Reports | IX. Reports: No reports were submitted from the administrator’s since there was only 1 day of work before winter break. A. School Reports: no reports 1. Akiachak 2. Akiak 3. Tuluksak B. Attendance Report: The monthly attendance report was reviewed. C. Superintendent’s Report: Mrs. Holmgaard summarized her report. D. Curriculum, Instruction, Assessment – no report E. Maintenance – no report F. Special Education G. ANE Grant Report – no report H. Moore Settlement Grant Report: Mrs. Holmgaard reviewed the activities of each of the Moore grants. |
| Business and Finance | X. Business and Finance: see attached Financial report |
| Strategic Plan | XI. Strategic Plan Update: Mrs. Holmgaard read the Strategic Plan Update and highlighted Diane George’s report on the Strategic Plan Career Pathways activities. |
| Action Items | XII. Action Items: A. Legislative Fly-In Attendance (February 8-10) |
| Continue – Action Items | Mrs. Holmgaard reported the Legislative Fly-In is set for February 8-10, 2015 in Juneau. It is was requested that the Yupiit School District Regional School Board decide if members will travel to Juneau during the Legislative Session, which members will travel and which dates this travel will take place.  
Motion by Sam George, Seconded by Moses Owen to send Chairman Willie Kasayulie and Vice Chairman Ivan Ivan a week before the Legislative Fly-in. Motion passed.  
Chairman Kasayulie stated to contact Ivan Ivan to see if he will be available the last week of January 2015.  

B. 3rd Reading of Policies: BP 0411(a); BP 0411(b); BP 0430; BP 0500; BP 0510: AR 0510(a); BP 0520(a); BP0520(c); AR 0520(a); AR 0520(b); AR 0520(c); and BP 0530(c)  
Motion by Sam George, Seconded by Moses Owen to approve the 3rd and final reading of Policies. Motion passed.  

C. 2nd Reading of 1000 Series Policy: BP 1000; BP 1020; BP 1100; BP 1112; BP 1120; BP 1140(a)(b); BP 1150; AR 1150; BP 1220; BP 1230(a)(b); BP 1240; AR 1240(a)(b); BP 1250; E 1250; BP 1260; BP 1312; BP 1312.1; AR 1312.1(a) (b); BP1312.2; AR 1312.2(a) (b); E 1312.2; BP 1312.3(a)(b); AR 1312.3(a)(b)  
Motion by Sam George, Seconded by Peter Evon to approve the 2nd Reading of 1000 Series Policies. Motion passed.  

D. Administrative Contracts: Mrs. Holmgaard recommended the following Administrative and District level Contracts for FY’16: Diane George, Assistant Superintendent with 260 days; Joanne Slats, Business Manager with 260 days; James Hartz, Maintenance Director with 260 days; Bonnie James, Board Secretary/HR Specialist with 260 days; Janclare Robyt, Instructional Coach and ELL Program Manager with 203 days; Paul Thomas, Tuluksak Principal with 210 days; Charles Burns, Akiak Principal with 210 days; and Christopher Barr, Akiachak Principal with 210 days.  
Motion by Sam George, Seconded by Moses Owen to offer contracts to Administrative and District level employees as recommended by Superintendent Holmgaard. Motion passed.  

E. FY’16 Calendar: Mrs. Holmgaard respectfully requested the approval of this FY’16 calendar by the Yupiit School District Regional School Board.  
Motion by Moses Owen, Seconded by Sam George to adopt the FY’16 School Calendar. Motion passed. |
F. Technology Service Contract – Len Fabich Enterprises

Len Fabich, Fabich Enterprises has been providing technology support for Yupiit School District during the 2014-2015 school year through a contract with Educational Services of Alaska. Yupiit School District and Educational Services of Alaska have terminated their contract as of December 31, 2014. To maintain the current level of support for Yupiit School District the administration recommended approval of the attached contract with Fabich Enterprises through June 2015. The approximate amount of the MOA is $53,280.00.

Motion by Moses Owen, Seconded by Peter Evon to approve the contract for Len Fabich of Fabich Enterprises at the approximate amount of $53,280.00. Motion passed.

G. Resolution Retaining the CIP Funds: The Resolution 15-1, a resolution requesting reallocation of unused CIP Project Funds totaling $93,203 for Tuluksak School Maintenance needs is presented for approval.

Motion by Sam George, Seconded by Peter Evon to approve the Resolution 15-1. Motion passed.

XIII. Board Travel:

XIV. Board Comments

XV. Next Regular Meeting: February 19, 2015

XVI. Adjournment: Motion by Sam George, Seconded by Peter Napoka to adjourn the meeting at 4:56 PM.

__________________________                  ___________________
Secretary                                                        Date
February 10, 2015

MEMORANDUM

To: Regional School Board
From: Norma Holmgaard, Superintendent
Re: Communications

BROADBAND ASSISTANCE GRANT (BAG)
We have been notified of our Broadband Assistance Grant award of 102,327.08. The grant provides funding to increase the broadband for any school not at 10 MBPS. Our applications included additional broadband for Tuluksak School, which was at 9 MBPS, and Akiachak School, which was at 5 MBPS. Akiachak School shares broadband with the District Office. Because of the sharing of 2 facilities the 10 MBPS in Akiachak is split equally. This increase will bring the total Akiachak broadband to 15 MBPS.

QUALITY SCHOOLS GRANT
The district has been notified that it will receive 25,000.00 in Quality Schools funding. Because of the lateness in the year for this award and because it must be spent this year, we will use funds to purchased supplemental materials for schools including intervention materials to be used in the classrooms for reading, writing, and math. Clare Robyt and Dr. Cheryl Thomas will coordinate this effort.

APPROVAL OF ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES PLAN
APPROVED
Yupiit School District has received word that its plan for improvement the achievement of Limited English Proficient students has been approved. This plan was developed by Clare Robyt with input from the YSD Leadership Team and ELL Committee members.

EED REVIEW OF YSD MAINTENANCE SYSTEM
I have received communication from Wayne Marquis, Building Management Specialist from the Department of Education has contacted us to begin completion of our Maintenance cycles and expenditures in preparation for his school visits in the spring. These documents are needed in order for YSD to be certified with the Department and eligible for CIP funding.
PROJECT UPDATE


Project Costs YTD through September 2014

<table>
<thead>
<tr>
<th>Contract</th>
<th>Cost</th>
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<tbody>
<tr>
<td>EED Contract 533189</td>
<td>$80,000.00</td>
</tr>
<tr>
<td>Less YTD Costs</td>
<td>(42,945.00)</td>
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<tr>
<td>Contract Balance</td>
<td>$37,055.00*</td>
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</tbody>
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* This amount does not include Bethel to Akiakak travel costs charged directly to YSD

DEPARTMENT STATUS

BUSINESS OFFICE:

Noteworthy: The new business manager is working in a timely fashion on routine processes for this time of year including submitting the Impact Aid application, grant reimbursement requests, revising the FY15 budget and developing the FY16 budget. The business manager’s work ethic and commitment to her position is commendable. YSD is functioning on the new software and learning expanded functions of the software as time allows.

The MOA with AKEBS concluded in December 2014; Mrs. Smith declined a request to extend the MOA. However, she is continuing to support the business manager as a mentor.
FY16 Budget: The certificated salary schedules have been revised to be competitive in the rural Alaska hiring arena. These salary schedules are slated to be included in the February board agenda for approval by the Board of Education (BOE). It is hoped that with revised salary schedules YSD will be able to retain 75% of the certificated staff for next year and to attract quality teacher replacements for teachers who leave at the end of this year. The initial draft of the FY16 budget will be presented to the BOE at the February Board Meeting. The FY16 budget will also be presented in each YSD community this year.

The governor’s recommendation to cut the direct funding to school districts is cause for concern.

Projects in the Works: Prior year payroll records are being pulled for placement in the permanent payroll file for current employees and culling old business office records is underway. There are plans to hold a surplus property sale before the end of the fiscal year; this project will be coordinated by the business manager and maintenance director.

FY16 Purchases: The business manager plans to review the consolidated supply purchase process used in FY15 and update it so that adequate quantities of teaching, janitorial, and office supplies may be ordered for FY16. Supplies and materials must be ordered so as to arrive during the summer barge shipping season.

In addition, utility costs are being evaluated and recommendations developed with the hopes of negotiating multi-year utility agreements.

Travel: Use of scheduled airlines is problematic due to their inability to maintain their flight schedules. Flights are routinely late and/or cancelled; the resulting loss of staff time in such situations is costly to the District. The administration has plans to review current flight practices to determine if a weekly flight schedule can be established for YSD with the charter service used by the District as a cost containment measure.

Recommendations: It is recommended that YSD seek to negotiate multi-year utility contracts so all affected entities are better able to plan for their operations.

There is no incentive for employees to conserve electricity or fuel. Creation of an electricity and/or a heating fuel conservation program is recommended for implementation as soon as practical. Energy efficient appliances should be purchased when funding is available to replace outdated appliances in employee housing units.

When YSD in-district travel settles out, a RFP should be released to the public to ensure a competitive and cost effective process is used to provide YSD travel services.

School secretaries should be trained to input the employee timesheets in the Black Mountain software. It is recommended that a plan be developed to have timesheets entered at the
Akiachak school beginning in March 2015 as a pilot project with a goal of Akiak and Tuluksak schools entering timesheets beginning in August 2015.

**HUMAN RESOURCES:**

**Noteworthy:** The FY16 hiring season has begun; contracts have been offered to YSD administrators. Teacher recommendations will be presented to the Board in February; contracts are slated for delivery on February 20, 2015.

Classified work calendars are in the process of development and plans include creating classified personnel action forms in April 2015 for distribution before classified staff departs for the summer.

MOSAIC classified evaluation templates have been created for YSD administrators to use in evaluating classified employees.

The HR coordinator received HR training provided by the District’s insurance company and the Alaska Association of School Business Officials.

**Projects in the Works:** Transitioning YSD schools to use the established new hire process whereby potential employees complete all new hire paperwork including a background check remains slow going. Plans are in place to review this process with school administrators and secretaries to ensure paperwork is completed before new employees begin working.

Review of employee handbooks is slated before the beginning of FY16. When the administrative review of these documents is complete, Ms. Holmgaard plans to seek employee comment before submitting them to the Board of Education.

**Recommendations:** Ongoing review of annual HR functions needs to be conducted by the HR coordinator to ensure her work flows timely support development of the budget and to assist with the hiring season. A HR work plan for the remainder of this year has been developed for the HR coordinator; it is recommended that this work plan be routinely reviewed to ensure timely completion of tasks.

**INFORMATION TECHNOLOGY:**

**Noteworthy:** The MOA between YSD and Educational Services of Alaska was mutually terminated in January. YSD has entered into a MOA with Len Fabich Enterprises for the remainder of this year.

Technology interns are now in place at each school and are being trained by Len Fabich to be the front line support at each site.
All three communities now have systems in place to allow only YSD devices to access the District’s Internet thereby protecting the District’s bandwidth for school use only. The recent grant award from the Alaska State Library, to address bandwidth issues at Tuluksak and Akiachak is appreciated by YSD.

**Projects in the Works:** Evaluation of YSD’s infrastructure targeting online AMP student testing mandates is a work in progress. Review of process and directives requiring teachers to test the online testing system is recommended; not all teachers have been through the process to make sure the system works. In a recent test, not all the teachers had access to their student information needed to practice the AMP testing process.

Contracted services were procured to evaluate all YSD telecommunication equipment and software and to make recommendations. Direction was requested to ensure YSD electronic equipment is protected during the frequent power outages and brown-outs that occur in each community.

Plans are underway to expand the use of the Power School software to assist schools with maintaining their course schedules and for school secretaries to enroll and dis-enroll students and to ensure accurate daily attendance occurs.

YSD is planning to replace the First Class email system by May 1, 2015.

**Recommendations:** Continued development of and communication about the YSD website as the District’s ‘go to’ spot for all YSD materials information source is recommended. A work plan has been developed to assist with completing a number of outstanding IT initiatives.

It is recommended that YSD implement a system such as google documents so that project management can be maintained to allow for project members and reviewers access to the same document. For example, the status of the project of testing YDS’s internal system for the upcoming AMP testing could have been monitored at a glance if a shared plan existed. If a google document (or similar system) was developed detailing who was to do what by when, then principals would be able to tell which teachers were on track with the project and which teachers weren’t and the superintendent could see where the project was overall at a glance. Similarly, a departmental work plan could be maintained in a google document once this system is in place, expectations are set and routine follow up performed by supervisors.

The administration has decided to seek and hire a full time employee to handle YSD IT matters as a result of frustrations encountered by differing understandings relative to the MOA negotiated for contracted IT services by the previous superintendent. Due to the small size of YSD and funding limitations, continuing with contracted services is recommended. A lot of time, effort, and money has been spent developing an IT knowledge base from scratch that began just a year ago. IT interns were not in place at the beginning of the year; therefore the benefits of these positions are just now beginning to be realized. Changing gears at this point
will result in another year of building a knowledge base as opposed to being the mode of pulling ahead.

**STUDENT NUTRITION:**

**Noteworthy:** Student meal counts are now being conducted through the Power School food service module. YSD is in the refinement mode to ensure quality control in this area of data gathering.

A Child Nutrition Services onsite audit was conducted in January 2015; the business manager was as prepared as possible as noted by the reviewers while on site. However, the business manager (new to this position as of July 1, 2015) had limited ability to assist with audit requests relative to the prior year.

**Projects in the Works:** YSD is planning to implement the Primero Edge software recommended by the EED Child Nutrition Program.

**Recommendations:** YSD should enter into a MOA with Bob Eason to assist the business manager with this program in the short-term with a goal of ensuring the Primero Edge software is effectively implemented.

It is recommended that the business manager travel to each school periodically to ensure YSD food services operations are in compliance.

**MAINTENANCE:**

**Noteworthy:** A significant amount of the maintenance director’s time has been taken up in recent months when one community’s generators failed a couple of months ago and again recently with a water freeze-up in that same community. Although, these issues are not the responsibility of the District, such wide-scale system failures significantly impact the school and employees living in District housing. Unfortunately, such situations can negatively impact teacher retention in a significant way. In addition, the cost of district employees focused on non-district activities due to a limited amount of local knowledge and/or will to manage such system failures impacts the District’s budget.

**Projects in the Works:** School Dude software training has been tentatively set for February 17 and 18, 2015 for the maintenance director and one other maintenance worker. YSD must demonstrate active use of this software during an EED site visit scheduled in April 2015.

**Recommendations:** Planning for the summer of 2015 maintenance projects must be completed by the end of February for budgeting and cost effective purchasing purposes. A
planning template was shared with the maintenance director to assist with gathering this information.

**ADMINISTRATION:**

**Noteworthy:** The Board approved the FY16 calendar during the January 15, 2015 board meeting. Mrs. Holmgaard provided staff and community members opportunity for input; changes were made to the calendar to address annual local cultural activities and traditions.

Mrs. Holmgaard was actively involved in reviewing employee contracts, staffing, work days and work calendars in preparation for the budget development process.

Mrs. Holmgaard conducted community meetings in each village focused on gathering input to assist with the upcoming BOE strategic planning. These meetings are an initial step in developing working relationships between the District and these communities.

The BOE receives weekly written reports from the superintendent to keep them apprised of District matters between monthly Board meetings.

**Projects in the Works:** Mrs. Holmgaard will be meeting with administrators on February 17, 2015 to discuss FY16 staffing. The business manager and HR coordinator will participate in this meeting as well.

A number of different software used by the district have been minimally implemented which means efficiencies that should come with software use has not occurred. Mrs. Holmgaard is actively working to ensure that district software such as Power School, School Dude, Black Mountain, and others are effectively implemented.

Mrs. Holmgaard is delegating tasks to members of her administrative team; however, follow through by subordinates is limited in some cases. She has encountered challenges because she inherited a team new to their positions; however, she is using regularly scheduled meetings with project accountability to work plans to move YSD down the continuum of follow through on expectations.

**Recommendations:** Electronic calendars should be mandated for all administrators and support staff with the requirement that all tasks be included in these calendars with the appropriately flags used; i.e. quarterly reports should be flagged quarterly, annual tasks should be flagged to occur yearly, and so on.

Implementation of the google documents recommendation noted in the IT section of this report would greatly assist Mrs. Holmgaard in managing all levels of changes underway at YSD.
**BOARD OF EDUCATION:**

**Noteworthy:** With the assistance of a facilitator, the Board will review and update the YSD Strategic Plan on February 19, 2015.

The Board chair and vice-chair traveled to Juneau in January 2015 to visit with legislators relative to the Board’s approved priorities of a Pre-K program, funds to assist with health and safety employee housing repairs, a HVAC system replacement, and assistance with rural Internet services.

**Projects in the Works:** The Board continues to review Board Policy through a work session format before each board meeting.

**Recommendations:** YSD implemented a Board approved Standard Operating Procedure (SOP) for travel that applies to all employees and Board members. Several issues have arisen when enforcement of this SOP has been attempted. It is recommended that a work session be scheduled with the Board to review this SOP.
Akiachak School: “Home of the Huskies”
Yupiit School District

Mr Christopher Barr, Principal
PO Box 51100
Akiachak, AK  99551

Phone: 907-825-3616
Fax: 907-825-3656
Website: www.yupiit.org

Akiachak Huskies Board Report: Husky Highlights

Local Area School Board Meetings (LASB):

• Will meet on February 27, 2015 to discuss opportunities for the LASB members to be a part of the Akiachak School Improvement Plan.

School Events:

• Akiachak 8th grade students participated in the Great Mail Race with a school in Elkins, West Virginia. This event provides opportunities for students to write each other and learn about other students’ culture and daily life experiences.

• Akiachak School finished 3rd place in the Healthy Future Challenge. Akiachak School competed against schools statewide that have student enrollment fewer than 250 students and that had signed up for the challenge. Akiachak School was rewarded with $200.00 to spend on safety and gym equipment. The challenge was dedicated to get students exercising 30 minutes outside of the regular physical education program at school. Thank you Janice George for heading up this program.

• Akiachak School Student Character Word of the January– Honesty, February – Self-worth.

• Akiachak Staff attended the Alaska RTI Conference and was well received by the staff. Thank you to Mrs. Holmgaard and Mrs. Cheryl Thomas for allowing the Yupiit School District to attend.

• Akiachak High School Seniors attended a Dental Health presentation to receive information on working in the dental industry. Free scholarships are available to the Yupiit students.

• Mrs. Norma Holmgaard led a community meeting to discuss the future of Akiachak School and community ideas on improving the school and student achievement.

• 3 Akiachak staff members attended the district school improvement meeting on Jan. 31, 2015 and represented Akiachak School well. Thank you Sharene Craft, Stacy Greusel and Elsa Larson.

School News:

• 92.7 KHKY Radio Station has been applied for and awaiting FCC approval. This could be a long process.

• ACCESS testing is gearing up for early February.

• Akiachak School will host James Afcan, an Eskimo Dancing expert and instructor to teach students traditional songs and dance from Feb. 9 – 14. Students will be making traditional drums and fans.
• Teachers are developing Student Learning Objectives (SLO’s) to increase student achievement by using research-based interventions to meet the academic needs of the students.
• Akiachak School has started the Imagination Library Challenge. It is our goal to have students read 1000 books or more, by the time school ends. Thank you Sharene Craft for leading this program.
February School Board Report/Akiak

**Students:** Overall student behavior continues to improve throughout the school. Afterschool rewards, positive reinforcement, and Open Gym continue to be effective tools to reinforce positive student behavior.

The Lady Thunderbolts have lost only two games this season and are building up speed heading into regionals. The boy’s team is very young (mostly 8th and 9th graders). They have won two games and continue to improve. The junior high has both boys and girls teams which are mostly 6th and 7th graders.

Akiak’s 3rd /4th and 5th /6th grade Battle of the Books teams will be representing YSD at the state level.

The students recently took the ACCESS test.

**Activities:** Fiddling was held at the school over Christmas break.

Open Gym is held nightly with the exception of Wednesday and Sunday (church days).

**LASB:** The January meeting was held on Tuesday the 20th. The logistics of hosting the regional basketball tournament was discussed. Also addressed was the establishment of a student council.

**Academic/PLC:** The staff is focusing on the MAP data and preparing for the AMP test.

The staff is meeting Tuesday mornings to discuss ways to improve building climate through uniform expectations.
Cultural: James Afcan will be in Akiak February 15th-21st teaching Eskimo Dancing. He will be working with the older students to create drums and feathers to use in the dancing.

Upcoming Events: Akiak will be hosting the regional basketball tournament March 5th-7th.

The staff continues to work well as a unified team in promoting the academic and social development of the youth of Akiak. We thank you for your continued support.

Sincerely,

Charles V Burns

Charles V Burns
Principal
Akiak School
February 4, 2015—Principal Report

It was great to have the **K-300 race** make Tuluksak a checkpoint. The organizers want the Tuluksak community to know that we were great hosts and that they are looking forward to coming back next year.

The **RTI conference** was excellent! Our teachers held debriefings at the end of each day. We are examining our current RTI plans for academics and behavior and seeing how we can improve for the rest of this year and for next year. A big thank you goes to Dr. Cheryl Thomas for putting it together for the staffs at all three schools.

**Superintendent, Norma Holmggaard was in Tuluksak holding a community meeting on Thursday, February 5 from 3:00 to 4:30 pm in the Tuluksak School library.** She had the largest crowd of any of the schools at Tuluksak. The community gave Superintendent Holmggaard many good ideas. Afterward, she, Jim Harts, and Jeff Beardy met with the Tuluksak staff to talk to them about the frozen water lines and sewage lines. The staff was very appreciative.

During January, we also had teachers working with students to understand the technology that will be used with the **new state test called AMP**. The AMP test replaces the SBA and the HSGQE from 3rd grade through 10th grade. Dr. Cheryl Thomas, our District's Curriculum Director, has been heading up the AMP test for the Yupiit School District. She has been working with Courtney Wood and Krista Howell as our AMP point guards to make sure that the main test, scheduled March 31-May 1, will run smoothly. Our AMP IT UP DAY on Jan. 29 went very well.

During February the state has the schools conduct the **WIDA test**. The WIDA test is given at all grade levels. The test is given to determine how proficient students are in the English language. Not all students have to take the WIDA test if they received a proficient score the previous year. Therefore, it is to the student’s advantage if they do the best job possible on the WIDA test. Mrs. Astrid Cook heads up this test.

The half way point of the third nine weeks is **February 9. Progress reports will be given to students to take home.**

**Sports eligibility.**

Unfortunately, our current athletes had problems with attendance, which affected their grades and not all athletes had a physical, therefore, we do not have a varsity basketball team this year. We haven’t had a call out for NYO yet but it could be that we will have few, if any, athletes who will qualify.

The key to being on the sports teams is that students must come to school and then they must work in their classes in order to have a chance to pass their courses. Parents must monitor their students and make sure they get to school. For example, too many students skip classes before lunch.

We are experiencing problems with the **water and sewage lines** for the school and teacher housing. That is the reason why we did not have school on Tuesday, January 27. We made up
the school day on Saturday, January 31. Until the water and sewage lines are working again we must use honey buckets for bodily waste and wipes to sanitize the student's hands. We have water in the classrooms for students to drink. We are using plastic plates at breakfast and lunch time in order to conserve water. We are trying to make sure that school can continue so that our students do not miss out on their education. Jim Hartz, our district's maintenance director and Nicolai Napoka, along with Bobby Tikium, and Jeff Beady from Village Safe Water, have been working very hard to get the water and sewage lines back to normal. But it is a difficult job. They are hoping that the water system will be back on line sometime in the second week of February.

Tuluksak has started an **afterschool program called SERRC**. The program is targeted for students in **grades 3 through 5 who need extra help in reading and math**. It runs **Mondays, Tuesdays, & Thursdays from 4:00 to 5:30 pm**. Emily Albrecht is the **head teacher of the SERRC program**. Other teachers who are assisting are Katy Burkhart and Katherine Garrison. The program ends on April 24. There will be a couple of family nights in conjunction with the SERRC program.

The **LASB will be meeting on February 10**. It starts at 10:00 am in the Tuluksak School Conference Room. For the next three months our LASB will also be our **Title One Committee**. We will be discussing the state’s report card for Tuluksak School and examining MAP and AIMSWEB student scores which focus on student academic growth.

**Speaking of academic growth our students did an excellent job this year with the MAP test.** Last year in Reading (Grades 3-6) 51.1% of our students grew with an average growth of .2 RIT points. This year 85.3% of our students grew with an average growth of 5.4 RIT points. Last year in Language Use (Grades 3-6) 70.5% of our students grew with an average of 4.1 RIT points. This year 80% of our students grew with an average of 7.7 RIT points. Last year in Math (Grades 3-6) 60.5% of our students grew with an average of 1.8 RIT points. This year 83.7% of our students grew with an average of 7.9 RIT points. This year in secondary Reading (grades 7-12) 48.6% of our students grew with an average of -3 RIT points. This year 66.7% of our students grew with an average of 5.3 RIT points. Last year in Language Use (Grades 7-12) 68.4% of our students grew with an average of 5.1 RIT points. This year 73.5% of our students grew with an average of 4.2 RIT points. Last year in math (Grades 7-12) our students grew 77.1% in math. This year 65.7% of our students grew with an average of 3.9 RIT points. RIT points between 6 and 6.5 indicates a year’s worth of growth. So Tuluksak had a year’s worth of growth in just 2 ½ months in Language Use (Grades 3-6) and Math (Grades 3-6). We were so happy about our test results that we had a celebration for our kids during our last period of class on Friday, Feb. 6, 2015.

At the end of the month we will be having a special week for our students. **James Afcan will be at Tuluksak and will be teaching Yupit Eskimo Dancing to all grade levels.** In addition, after school he will be working with high school students to make drums and fans. **On Saturday, February 28 at 6:00 pm we will have a community Eskimo Dancing event at Tuluksak School. We want our community to attend.** I have been the one to head it up for all three schools.

**Sincerely,**

**Dr. Paul E. Thomas, Jr.--Principal**
February 13, 2015

MEMORANDUM

TO: Regional School Board Members
FROM: Norma Holmgaard, Superintendent
RE: Monthly Attendance Report

Attached please find the 2014-2015 Attendance Data by month and by school. Also included in this report is the attendance data for the 2013-2014 school year.

There are a couple of increases in attendance, but for the most part there has not been significant improvement in this area. School LASB’s and staff are reviewing this information as well to identify other interventions that might be helpful.
February 10, 2015

MEMORANDUM

TO: Regional School Board Members
FROM: Norma Holmgard, Superintendent
RE: Superintendent’s Report

LEGISLATIVE ACTIVITY
Governor Walker has proposed cutting the one-time funding for school originally proposed by Governor Parnell for the FY’16 school year. This one time funding would have provided an additional 216,000.00 for YSD. The session is just beginning, however.

The Legislature is also discussing a bill that would require schools to teach “Constitutional History.” If this would pass it appears that the State would develop the curriculum and provide it to school districts for inclusion in required curriculum.

TULUKSAK WATER ISSUES
The Maintenance Director’s report addresses much of what is happening in Tuluksak due to the leak in the treatment plant and then the failure of the circulation pump. YSD Leaders should consider contacting Legislators to encourage them to support the YSD Resolution requesting unspent funds from the Tuluksak generator project remain in district. In view of the current problems YSD will incur substantial unbudgeted expenses to thaw and rebuild the water lines for the Tuluksak School and Teacher Housing. Mr. Hartz has had several conversations with TNC leaders to discuss the significant costs incurred by the District as a result of TNC’s equipment failures. Mr. Hartz is also in communication with personnel from Village Safe Water, Alaska Energy Authority, and Education Commissioner Hanley’s Community Liaison. There is a great deal of concern in regard to the equipment issues in the Tuluksak Utility services.

FINANCIAL SOLVENCY
Thanks to the diligence of Business Manager JoAnne Slat, Contracted CFO Lucienne Smith, and Financial Consultant Melody Douglas, the YSD FY’15 budget is well within projected expenditures. This will allow for additional summer maintenance upgrades within the district unless the problems in Tuluksak grow even bigger.

YUPIK PROGRAM DEVELOPMENT
As seen in the Moore Grants report, development of a Yupik curriculum and K-12 program is being realized. Rayna Hartz is interested in coordinating these efforts for the Yupiit School District. She has already begun planning for the gathering of existing materials, making them available through YSD systems and expanding on YSD school programs. Mrs. Hartz will be attending upcoming Alaska Studies Conference in Fairbanks to establish contacts and identify leaders who can provide guidance for the YSD program.

YSD DISTRICT IMPROVEMENT COMMITTEE
The YSD District Improvement Team held its 3rd meeting on Saturday, January 31 at 10:00 a.m. The YSD leadership team members attended and updated the committee on progress of the YSD plan. Updates addressed professional development, curriculum, intervention, and ELL programs. The next meeting will be February 28, 2015 at 10:00 a.m.

FEDERAL PROGRAMS ADVISORY COMMITTEE
The newly formed Federal Programs Advisory Committee met for the first time on Wednesday, February 4 at the YSD District Office. This committee is comprised largely of parents and community members
from all YSD school communities. One teacher and student also serve on the committee. The committee reviews YSD data including achievement and attendance data. They discuss the needs in each of their communities and make recommendations for use of grant funds to address the identified needs. Many topics were discussed but several comments supported the continued work of the Community Liaisons currently funded through the ANE grant. Many members also expressed support for increased vocational programs.

COMMUNITY MEETINGS
Community meetings were held in all three communities during January and February. The last meeting was held in Tuluksak on Thursday, February 5 with 35 parents and community members in attendance. The two consistent messages coming from these communities is the support for increased vocational and elective opportunities for students and to have Yupik Language and Cultural programs and activities for all students K012.

YSD BENCHMARK ASSESSMENTS
YSD has used the Measures of Academic Progress (MAP) assessments three times a year to measure student academic growth in English/Language Arts and Math. The MAP system is undergoing some changes which may hinder YSD staff from accessing the needed reports to use in making instructional decisions at the school and classroom levels. The YSD Leadership Team along with input from Technology Specialist Len Fabich and Tuluksak Coach Bob Thomson are in discussions to determine if YSD can continue with this assessment for the 2015-2016 school year in preparation for the new quarterly assessments being developed by the State Assessment Contractor. The state assessments will be available free of charge but not until the FY17 school year.

CEAAC
CEAAC is entering a new phase after having successfully met all of its original goals. The CEAAC board and membership are developing a new strategic plan. Other recommendations coming from the January 24 meeting included the recommendation for a full time Executive Director and the addition of an administrative assistant. This planning is being lead by Tom Begich and will continue at the spring meeting.
Trainings for staff:

• RTI (Response to Intervention & Instruction) Conference occurred in Anchorage, January 24-25, including a preconference for Rural Schools on January 23. Three representatives from each school attended the Rural School Conference, while the entire certified staff attended the RTI Conference. The purpose of the conference was to support instruction by focusing on 3 tiers: proficient, below proficient, and far below proficient. Both aspects of a child’s development (behavior and academic) were emphasized; the conference provided resources, interventions, and incentives to improve student learning.

Curriculum development:

• January 6-8, 3:30-4:30 p.m. the committee of High School Program of Studies met to create a first-submitted draft to district office. It was decided to create appendices to include Plato (online course options) and CTE (vocational electives).

Testing responsibilities:

• AMP (Alaska Measures of Progress) trial technology test and content testlets occurred in January-February. AMP IT UP Day occurred on January 29, which was a state-wide trial practice day to ensure that all technological connections (as bandwidth) operated correctly.
• WIDA Access ELL test training for staff plus testing for students occurred between January 25-February 6.
• WorkKeys testing (for juniors/seniors) was completed by all schools by mid-January.
• NAEP testing for 4th graders in Akiak and Akiachak (chosen randomly by State) test January 26-early March.

Upcoming events in the works:

• First Aid training, Saturday February 21. Purpose: to meet state mandate for CPR/first aid training. Nine staff members will participate at the Tuluksak School-hosted event.
• New Teacher Multi-cultural class, led by Paul Berg, June 14-20, 2015. During this time new teachers will have the village experience with village hosts. Paul will return August 3 & 4 to conclude the class.
## Maintenance & Capital Improvement

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<th>Projects</th>
<th>Maintenance &amp; Capital Improvement</th>
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| **Tasks In Progress** | **Tuluksak Water/Sewer:** Collaboration with YSD, Village Safe Water, TNC & DEED to resolve sewer/water problem. See narrative.  
**Tuluksak Tank Farm:** Collaboration with Alaska Energy Authority, TNC and Tulkisarmute Incorporated.  
**Tuluksak Fuel:** YSD is hauling fuel from Akiak to Tuluksak as a result of providing fuel to TNC.  
**School Dude training in Anchorage week of Feb 16-20, 2015** |
| **Tasks Completed** | **Tuluksak Fire Systems:** System is now operational  
**Tuluksak second maintenance position posted & hired** |
| **Recommendations** | |
| **Budget Considerations** | **Budget for summer infrastructure overhaul in all three communities prioritizing Tuluksak water/sewer upgrades** |

**NOTES**

DEED representative will be tentatively arriving in-district the first week of March to assess the situation in Tuluksak
Tuluksak Water/Sewer Project

Friday, January 23, 2015:

- YSD Tuluksak Maintenance Worker was notified by Tuluksak Native Community (TNC) (water contractor) that there was a water leak in the treatment plant and that YSD was responsible for repairing the leak. The Maintenance Worker contacted the YSD me with this information.
- I spoke with TNC clarifying that the contract between YSD and TNC clearly specified that TNC is responsible for such maintenance within their facility outside of YSD property lines and YSD is responsible for maintaining water lines and equipment within the YSD property line.
- YSD Maintenance Worker sent a picture of the leak inside the TNC facility to me. Upon reviewing the picture, I ascertained that the leak was a result of the improper (temporary) repair of a previous leak. From this, I determined the parts needed, drove to Bethel, purchased the appropriate parts with YSD funds, and delivered them to TNC.
- Upon arrival it was determined that TNC did not have anyone on staff with the skills to repair the leak. TNC determined that the leak was not serious enough to repair at that time because shutting down the circulation pump to make the repair may have resulted in a freeze up due to the extreme cold.
- At this time I noticed that the circulation pump was not working properly and it kept tripping the circuit breaker thereby turning off the system. I discussed this with the TNC person and I advised him that someone needed to be vigilant about monitoring the pump. I explained clearly that if the pump was not in operation for more than a few hours, pipes were likely to freeze.

Saturday, January 24, 2015

- In the evening the circulation pump tripped the circuit breaker and turned off. Because no one was monitoring the system to turn it back on pipes from the water plant to the school and teacher housing froze.

Sunday, January 25, 2015

- The freeze up was discovered when YSD personnel were repairing a sewer line and were unable to complete the job due to the lack of water needed for the Jetter, resulting from the frozen pipes.
- YSD notified TNC of the frozen pipes.
- Because there was no freshwater flowing into the power-flush toilets in the school, they also became in-operational.
- YSD personnel strategically placed heaters to try to thaw the pipes to no avail. This continued for several days. TNC did not provide personnel to assist.

Monday, January 26, 2015
• I contacted Village Safe Water to apprise them of the situation and request support.
• Because teacher housing was also impacted as a result of the frozen water lines, bottled water, honey buckets and chemicals were purchased for Tuluksak School staff as they returned from the RTI Conference.

Tuesday, January 27, 2015
• Emergency closure day for Tuluksak School as no water was available.

Wednesday, January 28, 2015
• I drove to Bethel to pick up VSW technician and equipment from Yukon Kuskokwim Health Corporation and then delivered both to Tuluksak.

Thursday, January 29, 2015
• VSW technician identified issues with the water generator as well as with the circulation pump.
• No progress on freeze-up issue

Friday, January 30, 2015
• YSD personnel began to cut sections of pipe to gain access and thaw frozen lines. To reassemble the cut sections required HDPE fusion, which is a unique process requiring training and specific equipment.

To date (02/11/15)
• Village Safe Water has repaired the circulation pump.
• Village Safe Water crew has made available to teachers the use of their shower in the man-camp.
• The line to the school has been thawed
• Reassembly of the teacher housing and school systems anticipated completion shortly

Tuluksak Bulk Fuel Project

Tuesday, February 10, 2015
• I met with Alaska Energy Authority, TNC and Tulkisarmute Incorporated to collaboratively discuss and plan the conceptual design of the fuel storage tank farm.
To: The Yupiit School District Board of Education  
From: Diane George, Director of Special Services  
Re: February 2015 Board Report  
Date: February 6, 2015

Special Education:

This year we are using funds from Title VIB (special education grant) to send some of the special education teachers and paraprofessionals to the Alaska State Special Education Conference (ASSEC). The main conference takes place from February 9-11, 2015. I have asked all of the employees attending the conference to provide a brief report, on one session that was of value to them, to the special education staff during our regularly scheduled audio conference.

This year we have 6 students who will be taking the Alternate Assessment. The Alternate Assessment is designed for students with significant cognitive disabilities. Students taking the Alternate Assessment are not eligible to receive a high school diploma but may receive a Certificate of Completion.

Similar to the new State assessment, AMP, the Alternate Assessment is computer-based. The special education teachers, who will be administering the Alternate Assessment, are currently completing online training in order to meet the State requirements to administer the Alternate Assessment.

The Yupiit School District is looking for people who are willing and able to serve as a surrogate parent to a student with a disability for which a parent or guardian cannot be identified. Please see the attached flyer. If you know someone who meets the criteria, please encourage them to contact me directly.

Federal Programs:

The Federal Programs Parent Advisory Committee met on February 4, 2015. This committee provides input into the following grant programs: Indian Ed (Title VII), JOM, Title 1a, Title 1c, Title IIa, Title III. This meeting was primarily informational. Committee members received information about the grant programs the District administers and how the funds from those programs are utilized. A second meeting is scheduled for April 7, 2015.

Indian Education: Part 1 of the Indian Education grant is open. I will be completing Part 1 by February 13, 2015.

Migrant Education: This year we will be participating in the Migrant Education book program. The book program provides books to Migrant eligible students. I am in the process of planning this activity for March and April. In addition, we are planning to bring 15 Migrant eligible secondary students to Bethel for a day of career exploration/awareness activities. This is being planned for early April.
SURROGATE PARENTS NEEDED

The YUPIIT SCHOOL DISTRICT is looking for individuals interested in serving as a surrogate parent.

Surrogate Parents are appointed to a child with a disability when the child’s parent(s) cannot be identified or located or if the child is in foster care.

If an individual is appointed as a surrogate parent he/she is involved in making educational decisions for the identified child.

Surrogate parents must receive training. In addition, they meet with school staff whenever appropriate to participate in decisions regarding the child’s educational program.

If you are interested in serving as a surrogate parent, please contact Elena Owen at 765-4600 or Diane George at 825-3604.

Compensation: $15.00 an hour
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<th>Code</th>
<th>Activity</th>
<th>Details</th>
<th>Participating Site(s)</th>
<th>Date(s)</th>
<th>Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>Response To Intervention</td>
<td>Response To Intervention Training</td>
<td>Staff from all sites</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Events (SCHEDULING)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANE</td>
<td>Chugach School District Phase</td>
<td>Engineering &amp; Robotics</td>
<td>All sites invited. TLT participated</td>
<td>01/14/15 to 01/23/15</td>
<td>3</td>
</tr>
<tr>
<td>ANE</td>
<td>Chugach School District Phase</td>
<td>It’s My Life</td>
<td>All sites invited. TLT and AKI participated</td>
<td>01/28/15 to 02/09/15</td>
<td>3</td>
</tr>
<tr>
<td>ANE</td>
<td>EXCEL 8 ANIAK</td>
<td>Introductory camp for grade 8</td>
<td>ALL</td>
<td>06/16/15 to 01/19/15</td>
<td>3</td>
</tr>
<tr>
<td>STM</td>
<td>Students selected for cohorts</td>
<td>Students will begin attending phases this Spring. Computers ordered for on-site work that will lead to Microsoft Office certifications for our students.</td>
<td>All sites invited. AKI and KKI selected for this cohort</td>
<td>Ongoing</td>
<td>3</td>
</tr>
<tr>
<td>ANE</td>
<td>ASTE Conference</td>
<td>Alaska Society for Technology in Education</td>
<td>8 staff from all sites</td>
<td>02/21/15 to 02/24/15</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>MISC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSC</td>
<td>Close-up sponsored by JOM</td>
<td>Juneau Government Internship</td>
<td>ALL</td>
<td>02/23/15 to 02/27/15</td>
<td>4</td>
</tr>
<tr>
<td>MSC</td>
<td>Moore Targeted Resources</td>
<td>Destiny Library System capabilities include creating a special collection for Yup’ik materials.</td>
<td>ALL</td>
<td>Ongoing</td>
<td>2,4</td>
</tr>
</tbody>
</table>

Adult Basic Education (GED) participation by site (November, December and January):

AKI: 3
TLT: 0
KKI: 3
YSD Students at Chugach School District Phases
February 10, 2015

MEMORANDUM

TO: Regional School Board
FROM: Norma Holmgaard, Superintendent
RE: Moore Settlement Grant

MOORE EARLY LITERACY PROGRAM
Mrs. Hartz evaluates the effectiveness of the program continually. At this time attendance is a significant issue. Early Literacy staff are doing their best to work on literacy skills with the students when they are present.

Currently YSD is in discussions regarding the structure of the program in the 2015-2016 school year. Currently the salaries of the Early Literacy staff exceed the grant budget. YSD was given a small grant to cover these costs for the 2014-2015 school year. These funds will not be available for the 2015-2016 term resulting in a much smaller staff.

MOORE TEACHER RETENTION PROGRAM
Dr. Cheryl Thomas has been developing the agenda for the new staff orientation to be held in June and August. The dates have been set. Dr. Thomas is also in communication with Paul Berg to lead this orientation but a contract has not yet been arrived at. The June 2015 program will be the last for these settlement funds. YSD will need to identify a funding source to continue this highly successful orientation activity.

MOORE TARGETED RESOURCES GRANT
Teresa Kiffmeyer who has been developing teacher resources for the Alaska books and stories purchased through this program is in district the week of February 9 to provide teacher coaching and to work with Clare Robyt on the continued development of teacher resources. They are both now identifying a web-based location to house these resources so they are easily accessible to teachers from any location.

The Superintendent’s report included the plan for developing Yupik program resources through the work of a Yupik Program Coordinator. As announced in that report, Rayna Hartz has been asked to lead this development. She is highly qualified to do this work, has many contacts throughout the state to gather resources and with whom to collaborate, and has strong technology skills to ensure districtwide access to resources and materials.
JROTC (Jr. ROTC)
This youth organization runs only during the school day. It is not an after-school program; neither is it a summer program.

Pro:
• ROTC is a great leadership opportunity that transitions students into the military experience.
• ROTC wants native population.
• The organization provides all curriculum materials needed.

Con:
• The organization wants 100 (or more) students in the program from a singular school or district. Unfortunately, two of the three schools rarely have over a dozen high school students on a regular basis.

Issues to consider:
• The organization provides 2 instructors.
• The district is expected to pay for half of their salaries.
• The school(s) must provide a classroom.
• The school(s) must provide training area for daily drills.
• The organization will provide all uniforms (that students are required to wear daily) and any accessories.

Contacts:
1) Lt. Bob Blake, Nome-Beltz HS, 907.443.5201
2) Director of all AK: Mark Pratt, 253.966.7184
   email: mark.a.pratt14.civ@mail.mil
   Alternate number: 866.750.3211

Articles, concerning ROTC:

1) February 25, 2012|Rhonda McBride and Samantha Angaiak | Channel 2 News
Anchorage, Ak — The teams prepared all year for the statewide Junior ROTC Competition held at Service High today.
Eleven schools took part in the competition ranging from Bethel to North Pole to Eagle River. Multiple drill events occurred, ranging from Color Guard to Platoon Marching.

Active duty members of the military served as judges. The JROTC teams were assessed on their poise, appearance and sync. Judges looked for signs of discipline and dedication from each team.

Canyon Porter, Navy Seaman at Chugiak High said, “You could hear a pin drop. It’s what I live for pretty much.” It’s one of his favorite reasons for coming to ROTC class every day. “It’s the best thing in the world, I think.”

2) Statewide JROTC Drill Competition

February 25, 2012|Rhonda McBride and Samantha Angaiak | Channel 2 News

Anchorage, Ak — The teams prepared all year for the statewide Junior ROTC Competition held at Service High today.

Eleven schools took part in the competition ranging from Bethel to North Pole to Eagle River. Multiple drill events occurred, ranging from Color Guard to Platoon Marching.

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Canyon Porter, Navy Seaman at Chugiak High said, “You could hear a pin drop. It’s what I live for pretty much.” It’s one of his favorite reasons for coming to ROTC class every day. “It’s the best thing in the world, I think.”

Melissa Miller, Cadet Commander at Service High said, “It’s taught me that I’m capable of doing a lot more than I thought I was doing.”

Competition wasn’t only about the drills. Dimond High won the large unit grade point competition with a 3.37 grade point average. Bethel won the small unit competition holding a 3.13 GPA. The cumulative GPA for the 300 cadets who competed is 3.5.
Date: February 3, 2015

TO: Yupiit Regional School Board of Education
THROUGH: Norma Holmgaard, Superintendent
FROM: JoAnne Slats, Business Manager
RE: FY 2015 Year-to-Date Financial Report

July 1 through January 14 2015

**GENERAL FUND**

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>YTD Actual Received</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Revenue*</td>
<td>$8,610,382</td>
<td>$3,674,895</td>
<td>$(4,935,487)</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>4,402,148</td>
<td>4,507,283</td>
<td>105,135</td>
</tr>
<tr>
<td>Local Revenue</td>
<td>15,000</td>
<td>51,514</td>
<td>36,514</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$13,027,530</td>
<td>$8,233,692</td>
<td>$(4,793,838)</td>
</tr>
</tbody>
</table>

|                      |        |                      |            |
| **EXPENDITURES:**    |        |                      |            |
| Regular Instruction  | $4,432,119 | $1,268,170         | $3,163,949 |
| Vocational Education | -      | -                   | -          |
| Special Education Instruction | 1,126,025 | 317,832          | 808,193    |
| Special Education Support | 105,638  | 75,220             | 30,418     |
| Support Services Students | 359,821  | 116,874            | 242,947    |
| Support Services Instruction | 1,709,100 | 376,611          | 1,332,489  |
| School Administration | 488,583 | 261,195            | 227,388    |
| **Total Instruction (70% Target)** | $8,221,286 | $2,415,902       | 5,805,384  |

|                      |        |                      |            |
| School Administration Support | 167,957  | 73,191             | 94,766     |
| Board of Education      | 175,082 | 82,284             | 92,798     |
| Office of the Superintendent | 308,485  | 120,585            | 187,900    |
| District Administration Support | 545,531  | 387,499            | 158,032    |
| Operations and Maintenance* | 2,852,549 | 1,852,752       | 999,797    |
| Student Activities      | 206,640 | 76,221             | 130,419    |
| **Total Instructional Support (30% target)** | 4,256,244 | 2,592,532       | 1,663,712  |

|                      |        |                      |            |
| Other Financing Uses (Transfers to Other Funds) | 550,000 | -                    | 550,000    |
| **Total Expenditures** | $13,027,530 | $5,008,435      | $8,019,096 |

|                      |        |                      |            |
| **Net General Fund** | $-      | $3,225,257          | $(3,225,257) |

Percentage of Instructional Expenditures 65.89% 48.24%
February 10, 2015

MEMORANDUM

TO: Regional School Board Members
FROM: Norma Holmgaard, Superintendent
RE: Strategic Plan Update

INvolving Elders
Akiak School has continued to conduct monthly. During the month of February all of the schools will host a one-week Native Dance and Drum program for students and the community. Each week will end with a community performance and celebration.

Yupik Curriculum
Teacher guides are being developed for the Alaskan books and materials purchased through the Moore Targeted Resources Grant. Teresa Kiffmeyer, consultant is working collaboratively with Clare Robyt to complete these tools and provide training for teachers in how to use the resources in their classrooms.

A Yupik Program Coordinator has been identified to establish a Yupik Curriculum, gather and disseminate materials, and develop a training program for Yupik Instructors in YSD. Once on contract the Coordinator will work with YSD staff to develop a timeline and benchmarks for program development and implementation.

Career Pathways
Discussion has occurred during Community Meetings and the Federal Programs Committee meeting about expanding vocational and career pathways opportunities for students. Federal Programs Committee discussions include discussion of grant programs that might be used to support the continuation of programs through VTE/Chugach.

Effective Operations
Current progress has focused on effective procedures and protocols for hiring and communicating with potential employees. AS YSD prepares for a facilities inspection from the Department of Education, systems and procedures for updating and replacing outdated and inefficient infrastructure are being refined so that Maintenance needs are addressed in a timely fashion.
CONCEPTS AND ROLES

The School Board recognizes that the state and local community determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the School Board and staff in developing sound educational policies, implementing programs and establishing an effective evaluation process for those programs.

School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.

The administration is responsible for all public communication except for such matters as the Board may wish to deal with publicly itself.

(cf. 1100 - Communication With The Public)

Legal Reference:
Alaska Statutes
14.03.120 Education Planning

Revised 11/2006
YOUTH SERVICES

The School Board perceives that increasing numbers of children live in poverty or neglect. Children who come to school with unmet physical, social and emotional needs are unable to devote themselves to learning. Our future depends upon these children becoming literate, independent and productive citizens. The Board believes that all aspects of a child’s welfare must become our society’s top priority.

The Board realizes that local schools alone cannot meet our children’s complex individual needs. The schools have, therefore, a legitimate interest in cooperating with public and private agencies that provide day care, nutrition, and health services for children. The victims of homelessness, exploitation, substance abuse and child abuse may need multiple services which should be coordinated in order to avoid gaps, duplication, or delay. Schools, local government, businesses, foundations and charitable organizations all must work together to improve conditions for our community’s youth.

Children have a right to have their physical, emotional and intellectual needs met. The Board supports public policies which respect children by meeting their needs. The Board will advocate for local, state and national public and private policies, legislation and programs designed to provide or better coordinate services that help children to make the most of their educational opportunities.

Adopted 11/2006
COMMUNICATION WITH THE PUBLIC

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

The Superintendent or Principal, within budgetary limits, shall use all available means of communication to keep the public aware of the goals, programs, achievements and needs of our schools. One of the main tools of communication is the District website located at www.yupiit.org.

The Administration is responsible for all public communication for all public communication except for such matters as the Board may wish to deal with publicly itself. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

The District shall seek to communicate in ways that accommodate the needs of all members of the public, including the visually or hearing impaired, those who do not understand English, and those who do not read.

(cf. 0420 - School-Based Management/School Advisory Boards)
(cf. 1000 - Concepts & Roles)
(cf. 1340 - Access to District Records)
(cf. 5145.6 - Notifications Required by Law)
(cf. 9320 - Board Meetings)

Legal Reference:
Alaska Statute
14.03.120 Education Planning

Revised 8/2014
Community Relations

MEDIA RELATIONS

The School Board recognizes that the media significantly influences the public’s understanding of school issues and can greatly assist the district in communicating with the community.

The Board respects the public’s right to information and recognizes that the media has a legitimate interest in the schools and a responsibility to provide the community with news.

Media representatives are welcome at all Board meetings and shall receive meeting announcements and agendas upon request.

(cf. 9320 - Board Meetings)

Like all other visitors, media representatives must register in the school office when coming on campus during school hours.

(cf. 1250 - Visits to the School)
(cf. 3515.2 - Intruders on Campus)

The Superintendent shall coordinate the release of information concerning the district and the actions of the Board. The principal of each school shall provide the media with information relating to his/her school, including information about student awards, school accomplishments and events of special interest.

(cf. 9010 - Public Statements)

During crisis situations, all media inquiries shall be routed to the Superintendent, who shall prepare and update an official statement responding to the particular situation as events unfold.

The District shall not release information which is private or confidential as identified by law and Board policy or administrative regulation.

(cf. 1340 - Access to District Records)
(cf. 5123 - Student Records: Confidentiality)

Revised 8/14

Yupiit School District
Revised 8/14
PUBLIC INVOLVEMENT IN BOARD MEETINGS

The Board encourages community involvement in the schools as an essential element of effective schools. The Board and administration shall provide an opportunity for the input of parents and interested community members on Board agenda items.

(cf. 9320 – Meetings)
(cf. 9321 – Closed Meetings)
(cf. 9322 – Agenda/Meeting Materials)
(cf. 9323 – Meeting Conduct)
(cf. 9323.2 – Actions by Board)
RESPONSIBILITIES OF THE BOARD

The responsibility of the Board is the management and control of the District's schools. The Board's prime functions are the formulation of policies and the judgment of results. Its ultimate goal is the maintenance and upgrading of the educational standards and facilities so that the best possible education will be available to the children of the community.

(cf. 9300 – Governance)

The local school district has been created as a unit of state government. The Board is, therefore, responsible to the local community and to the state government. The Board may take a public position on legislation which will directly affect the education program within the community.

The Board, on its own behalf and on behalf of District electors, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the Constitution and laws of the State of Alaska and of the United States.

The Board shall contract with a Superintendent and may enter into a contract with that officer on such terms and for such a period of time as it may desire, not to exceed a period of three consecutive school fiscal years.

Board shall act on recommendations from the administration on matters of policy, appointment or dismissal of employees, salary schedules, other personnel regulations, and matters pertaining to the welfare of the schools.

The Board shall require reports from its Superintendent concerning conditions of efficiency and needs of the schools, and in response to items questioned by the Board. The Board shall take steps to evaluate the effectiveness of the school system. The process is determined by the Board.

The Board shall pass upon the annual budget prepared by the Superintendent.

The Board shall report school needs and progress to the public and the legislature.

Immediately following the close of each fiscal year, and before September 30, the Board shall have an audit made by a competent accountant of the school accounts for the school year ending the preceding June 30 and a certified copy of the audit shall be filed with the Commissioner of Education.
RESPONSIBILITIES OF THE BOARD (continued)

In exercise of its rights and duties, the Board shall prepare and publish a body of rules covering organization, policies and regulations of the school system. The Board will cause its policies and regulations to be kept in constant revision. Regulations of a specific nature by an individual school or community may be prepared by building principals, but are not to contravene or be construed as District wide Board policy.

The Board shall evaluate the Superintendent annually using a Board adopted evaluation instrument. Concurrently, the Board shall perform a self-evaluation using a Board adopted instrument (*E 9400 Board Self-Evaluation*).

Members of the Board individually will refer compliments, suggestions and constructive criticism about operational matters directly to the Superintendent for appropriate consideration and action. Comments affecting policy will be routed through regular channels to the Board meeting agenda for consideration by the Board as a whole.

In keeping with its ethical responsibility to make decisions in terms of educational welfare for all children in the District, and recognizing that decisions must be made by the Board as a whole, the Board has determined that the rules outlined in the Board Code of Ethics should be followed by each individual Board member in order to maintain the integrity of the Board and protect the Board, the District, and individual Board members from liability. These guidelines are not intended to discourage the free expression of opinion by Board members or to restrict the participation of Board members in the political process in any way. Just as the Board may not unlawfully restrict the First Amendment rights of expression of District employees, the Board does not intend, by this policy, to restrict the First Amendment rights of expression of individual Board members. Rather, this policy addresses issues of governance and ensures that Board members understand and maintain the proper relationship between the Board, the District, the Administration, District employees, and the public.

(cf.9300 - Governance)
(cf.1312 - Public Complaints Concerning the Schools)
(cf.9000 - Role of the Board and Members)
(cf.9010 - Public Statements)

Legal Reference:
ALASKA STATUTES
14.14.090 Duties of school boards

Revised 8/2014

Yupiit School District
Revised 8/2014
COMMENDATIONS AND AWARDS

The School Board believes that individuals and organizations deserve recognition when they provide contributions or longstanding service to the district. The Board believes that commending such service promotes increased community understanding and participation.

(cf. 1700 – Relations between Private Industry and the Schools)

The Superintendent or Principal shall establish procedures by which Board members, employees or members of the community may suggest persons or organizations for Board recognition. At the Board’s discretion, letters of recognition, Board resolutions, plaques or awards may be presented.

The Board encourages similar forms of recognition for achievement or services as part of school-level commendation programs.

(cf. 4156-2 – Awards and Recognition)  
(cf. 5126 – Awards for Achievement)
COMMENDATIONS AND AWARDS

Any Board member, employee, parent/guardian, student or community member may submit the name of an individual or organization to the Superintendent or Principal for Board recognition.

Persons proposing the recognition of an individual or organization shall also indicate a suggested type of recognition which may include, but is not limited to, the following:

1. Plaques or awards, to be presented at a Board meeting, for providing the district or community with special, unusual or long-term assistance.

2. Board Resolution, to be read at a Board meeting, for distinguished service to children and youth.

3. Letter of Recognition, to be prepared by the Superintendent or Principal on behalf of the Board, for significant achievement and/or service by groups such as the basketball team, choir, band, and parent/guardian/community organizations.

4. Receptions and other informal recognition activities.
ADVISORY QUESTIONS

Board members recognize the need to seek ideas and opinions from the residents of the district and to incorporate community views into the deliberations and decisions of the Board. In furthering this goal, the Board may adopt a resolution that an advisory question relating to education be placed on the next election ballot. The Board, staff, students, and members of the community are encouraged to provide input in the formulation of advisory questions.

Legal Reference:
*ALASKA STATUTES*
14.08 Elections; advisory votes

Added 9/97

Yupiiit School District
Reviewed 8/2014
CITIZEN ADVISORY COMMITTEES

The School Board recognizes that citizen advisory committees enable both citizens and educators to better understand the attitudes and opinions held in the school and community.

As the need arises, the Board may establish citizen advisory committees to consider school problems, needs and issues. Advisory committees shall serve in a strictly advisory capacity and shall not act as policy-making bodies.

(cf. 0420 - School-Based Management/Site Councils)

Committee members shall represent a cross section of qualified people throughout the district, except in those cases where a committee is established to address the needs of a particular segment of the school community. With Board approval, the Superintendent or Principal may appoint committee members.

When committees are appointed, committee members shall receive a written statement including, but not be limited to:

1. The committee members’ names.
2. The specific charges of the committee, including its topic(s) for study or well-defined area(s) of activity.
3. The specific period of time that the committee is expected to serve.
4. Legal requirements regarding meeting conduct and public notifications.
5. Resources available to help the committee complete its tasks.
6. Timelines for progress reports and/or final report.
7. Relevant Board policies and administrative regulations.
8. The procedure to be used in the selection of the committee chairperson and other committee officers.

The Board shall have the sole power to dissolve any of its advisory committees and may exercise this power at any time.
CITIZEN ADVISORY COMMITTEES (continued)

Citizen advisory committees established by Board action shall provide public notice of their meetings and conduct such meetings in accordance with the state open meetings laws for such committees. All major conclusions and recommendations made by advisory committees shall be made available to the public online.

(cf 9130 - Board Committees)

Administrative Advisory Committees

The Superintendent may establish citizen advisory committees to advise the administration.

The Superintendent shall inform the Board when such committees are established and shall describe their charges, size, term of office, and membership. The Superintendent or Principal shall inform the Board of the persons appointed to such committees and any changes in committee membership or charge.

The Superintendent shall provide the Board with a final report of each committee's accomplishments and shall provide summary reports and appraisals of administrative advisory committees as requested by the Board.

(cf 2230 - Representative and Deliberative Groups)

Expenses, Travel, Reimbursement

The Board may allocate funds for the use of advisory committees. Within budget allocations, the Superintendent may approve requests for travel associated with the charge of the committee and reimburse committee members for expenses at the same rates and under the same conditions as those provided for district employees.

(cf 4133/4233 - Travel, Reimbursement)

Legal Reference:

ALASKA STATUTES
14.08.115 Advisory school boards in regional educational attendance areas
14.12.05 Advisory school boards in borough school districts
14.44.250 14.14.310 Involvement of Young People in School Governance

Reviewed 8/2014

Yupit School District
Reviewed 8/2014
ORGANIZATIONS SUPPORTING STUDENT ACTIVITIES

The School Board recognizes that parents/guardians may wish to organize clubs for the purpose of supporting the educational program and/or extracurricular programs such as athletic teams, debate teams, and musical groups. The Board supports such activities and welcomes parental interest and participation. Parent/guardian clubs shall be especially careful not to seek advantages for the activities they support if those advantages might be detrimental to the entire school program.

The Board recognizes that these organizations are independent of the school or district. In order to protect the district and students, the Superintendent shall establish appropriate controls for the relationship between such organizations and the district. Groups desiring to be recognized as school-connected organizations shall request authorization from the Board in accordance with conditions established in administrative regulations.

(cf. 1321 – Solicitation of Funds)
(cf. 3290 – Gifts, Grants and Bequests)

Revised 8/2014
SCHOOL-CONNECTED ORGANIZATIONS

Requests for recognition as a school-connected organization shall contain:

1. The name of the organization.
2. The date of application.
3. Membership quotas or qualifications.
4. The names, addresses and phone numbers of all officers.
5. A brief description of the organization's purpose.
6. A list of specific annual objectives.
7. The name of the bank where the group's account will be located and the names of those authorized to withdraw funds.
8. The signature of a site administrator who supports the request for authorization.
9. Desired use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future.
10. Evidence of liability insurance.
11. Evidence of non-profit status

(cf. 1330 Use of School Facilities)

Authorizations shall be automatically renewed each year. The Superintendent may recommend that authorizations be revoked by the Board if considered necessary.

Any program, fund-raiser or other activity sponsored by parent/guardian clubs shall be authorized and conducted according to Board policy, administrative regulations and school rules. Announcements of events and related parent/guardian permission slips shall clearly indicate that the activity or event is sponsored by the parent/guardian organization, not by the school or district.

(cf. 1325 - Advertising and Promotions)
(cf. 2541.1 - Transportation: School-Related Trips)
SCHOOL-CONNECTED ORGANIZATIONS (continued)

For those groups operating within the District (not a stand-alone, non-profit group), funds unused and used will be co-operatively managed by the organization’s executive committee and the school administrator. These funds will be accounted for using the District’s software system.

School-connected organizations shall present the Superintendent an annual financial statement showing all expenditures and all income from fund-raisers. School-connected organizations automatically grant the district the right to audit their financial records at any time, either by district personnel or by a CPA.

Revised 8/2014
Community Relations

VOLUNTEER ASSISTANCE

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen our schools’ relationships with homes, businesses, public agencies and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised. The School Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

The Superintendent may authorize the use of volunteers. The Superintendent shall establish regulations to protect the safety of both students and volunteers. Individuals wishing to volunteer in schools shall complete a District designed application process that includes a background check.

The Superintendent shall establish regulations to protect the safety of both student and volunteers. Volunteers shall act in accordance with district policies and regulations.

(cf 0410 - Nondiscrimination in District Programs and Activities)

Revised 8/2014

Yupiit School District
Revised 8/2014
VISITS TO THE SCHOOLS

The School Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program. The Superintendent or designee shall invite parents/guardians and the community to open house activities and other special events.

(cf. 1110 - Media Relations)

The Superintendent shall establish procedures to facilitate visits during regular school days and register all visitors at the school office when entering school grounds.

(cf. 0411 - Service Animals)

The Board recognizes the staff time and commitment required by school visits and encourages the staff to accommodate as many requests for visits as possible. To ensure minimum interruption of the instructional program, visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

(cf. 3515 - School Safety and Security)
(cf. 3515.2 - Intruders on Campus)

Revised 8/2014
PUBLIC COMPLAINTS CONCERNING THE SCHOOLS

The School Board believes that the quality of the educational program can improve when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective process.

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

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, Board members should listen to the complaint and show their concern by referring the complainant to the Superintendent or Principal so that the problem may receive proper consideration.

(cf 1312.1 - Public Complaints Concerning School Personnel)
(cf 1312.2 - Public Complaints Concerning Instructional Materials)
(cf 1312.3 - Public Complaints Concerning Discrimination)

Legal Reference:

ALASKA STATUTES
14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE
4 AAC 06.560 - 06.580 Violations: Prohibition Against Sex Discrimination
4 AAC 52.500 - 52.629 Procedural Safeguards: Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964
TITLE VII, CIVIL RIGHTS ACT OF 1964, 42 U.S.C. 2000 et seq (Ch 21)
TITLE IX, EDUCATION AMENDMENTS OF 1972
SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS
200.74 and Part 300
GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et seq., especially
FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

Revised 8/14

Yupiit School District
Reviewed 8/2014
PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

The School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted criticism and complaints. The Superintendent shall develop procedures which will permit the public to lodge criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a Board member or at a Board meeting will be referred to the Superintendent for appropriate response.

(cf. 1250 – Visits to the School)
(cf. 1312 – Public Complaints Concerning the Schools)
(cf. 4112.6 – Personnel Records)
(cf. 9323 – Meeting Conduct)

When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.

(cf. 5141.4 – Child Abuse and Neglect (Reporting Procedures)

Legal Reference:
ALASKA STATUTES
44.62.310 Government meetings public

Revised 8/2014
PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible stage. Complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is lodged. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.

1. All written complaints regarding district personnel other than administrators shall be initially filed with the principal or immediate supervisor. If the complaint regards a principal or District office administrator, the written complaint shall be initially filed with the Superintendent or Principal. If the written complaint concerns the Superintendent, it shall be initially filed with the Board. If the complaint is also against the district, the Superintendent shall provide a copy of the complaint to the district compliance officer so that appropriate procedures may be followed.

2. If the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing to the school principal or immediate supervisor. When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirements of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without help. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter.

3. The principal or immediate supervisor shall investigate and attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the principal will so advise all concerned parties, including the Superintendent.

4. If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent. Complainants should consider and accept the Superintendent’s decision as final.
PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL (continued)

However, the complainant, the employee, or the Superintendent or Principal may ask to address the School Board regarding the complaint.

5. Except when a complaint is directed against the Superintendent, no party to a complaint may address the Board, either in closed or open session, unless the Board has received the Superintendent or Principal’s written report concerning the complaint.

6. Complaints before the Board concerning an employee that may tend to be prejudicial to the employee’s reputation or character shall be addressed in executive session of the Board. All parties to a complaint, including the school administration, may be asked to attend a Board meeting or part of such meeting for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue. The decision of the Board following the hearing shall be final.

(cf 9321 – Executive Sessions)

Revised 8/2014
PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

The Superintendent shall establish instructional Materials review procedures which will permit proper consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment. The procedures will utilize district and site staff, parents, Board members, and community members as appropriate.

(cf. 1312.3 - Public Complaint Concerning Discrimination)

The Board believes the Superintendent and staff are well qualified to consider complaints concerning instructional materials. Complainants are advised to consider and accept the Superintendent’s decision as final. However, if the complainant finds the decision of the Superintendent unsatisfactory, he/she may request that the matter be placed on the agenda of a regular Board meeting.

The Board’s decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the Board disagrees.

(cf. 6144 - Controversial Issues)

Revised 8/2014
PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

Complaints concerning instructional materials will be accepted only from staff, district residents, or the parents/guardians of children enrolled in a district school.

Complaints must be presented in writing to the principal on the appropriate district form. Complaints regarding printed material must specify the precise nature of the objection. The statement must be signed and identified in such a way that a proper reply will be possible.

Individual students may be excused from using challenged materials after the parent/guardian has presented a written complaint. The teacher will then assign the student alternate materials of equal merit. Use of the materials by a class, school or the district, however, shall not be restricted until so directed by the Superintendent.

Upon receiving a complaint, the principal will acknowledge its receipt and answer any questions regarding procedure. The principal will then notify the Superintendent or Principal and the teacher(s) involved of the complaint. The Superintendent or Principal will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.

The use of challenged materials by class, school or district shall not be restricted until final disposition has been made by the District.

A review committee may be formed under the direction of the Superintendent or Principal. It shall be composed of five or more staff members selected by the Superintendent or Principal from relevant administrative and instructional areas.

In deliberating challenged materials, the review committee shall consider the educational philosophy of the district; the professional opinions of other teachers of the subject and of other competent authorities; reviews of the materials by reputable bodies; the teacher’s stated objectives in using the materials; and the objections of the complainant.

The review committee shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.
PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS
(continued)

Within 30 days of being convened, the review committee shall summarize its findings in a written report and submit it to the Superintendent or Principal for final action. The Superintendent or Principal shall notify the complainant of his/her decision no later than 60 days after the complaint was filed.

The report of the review committee together with the Superintendent or Principal’s recommendation may be brought to the School Board for consideration and final decision.

When any challenged instructional material is reviewed by the district, it shall not be subject to any additional reconsideration for 12 months.

State-Adopted Material

If the challenged material has been adopted by the State Board of Education, the Superintendent or Principal may forward the complaint, without action, to the Department of Education for reevaluation and decision.

Revised 8/2014
CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Date: ____________

TITLE: ____________________________________________

AUTHOR: ___________________________________________

PUBLISHER: ______________________________ DATE OF EDITION __________

Request received by: __________________________ Title: ____________

Citizen's Name: __________________________ Phone: ____________

Citizen Represents:

______________________________ Organization or Group:

Himself/Herself: __________

1. To what do you object? (Please be specific: cite pages, tape sequence, video frame, and words)

2. What do you feel would be the result of reading/viewing this material?

3. For what age group would you recommend this material?

4. Did you read/view the entire selection?

5. If not, what percentage did you read/view, or what parts?

6. Is there anything good about this material?

7. What would you like the school to do about this material?
   ______ Do not assign it to my child.
   ______ Withdraw it from all students.
   ______ Reevaluate it

8. Are you aware of how this work has been assessed by literary critics?

9. What do you believe is the thesis of this work?

10. In its place, what work would you recommend?

   __________________________
   Signature of citizen

   Action taken: __________________________ Date: ____________

Revised 8/2014

YUPIT SCHOOL DISTRICT
Revised 8/2014
PUBLIC COMPLAINTS CONCERNING DISCRIMINATION

The School Board recognizes that the district has primary responsibility for all District activities ensuring that it complies with state and federal laws and regulations governing educational programs. The Superintendent shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

(cf. 1340 – Access to District Records)
(cf. 4112.6 – Personnel Records)
(cf. 3125 – Student Records)

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1213.1 – Complaints Concerning School Personnel)
(cf. 1213.2 – Complaints Concerning Instructional Materials)
(cf. 3141.4 – Child Abuse and Neglect (Reporting Procedures))

Legal Reference: (See next page)
PUBLIC COMPLAINTS CONCERNING DISCRIMINATION (continued)

Legal Reference

ALASKA STATUTES
14.18.010 Discrimination based on sex and race prohibited
14.18.020 Discrimination in employment prohibited
14.18.090 Enforcement by State Board of Education
14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE
4 AAC 06.510 Discrimination in hiring practices
4 AAC 06.560-06.580 Violations, Prohibition Against Sex Discrimination
4 AAC 32.500-32.629 Procedural Safeguards, Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964
TITLE VII, CIVIL RIGHTS ACT OF 1964
TITLE IX, EDUCATION AMENDMENTS OF 1972
SECTION 504, REHABILITATION ACT OF 1973
34 CODE OF FEDERAL REGULATIONS
200-74 and Part 300
GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et seq., especially
FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g
CIVIL RIGHTS RESTORATION ACT
20 U.S.C. 1683 et seq.
VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504
29 U.S.C. 791 et seq.
AGE DISCRIMINATION IN EMPLOYMENT ACT
29 U.S.C. 621 et seq.
VIETNAM ERA VETERANS ACT
38 U.S.C. 2011 et seq.
AMERICANS WITH DISABILITIES ACT
42 U.S.C. 12101 et seq.

Revised 8/2014
PUBLIC COMPLAINTS CONCERNING DISCRIMINATION

Compliance Responsibility

The School Board designates the following individual as the district’s compliance officer responsible for receiving and investigating complaints concerning unlawful discrimination in district programs and activities:

Superintendent
Yupiit School District
P.O. Box 51190
Akiachak, AK 99551
(907) 825-3600

The compliance officer shall notify all parties involved when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The compliance officer shall maintain a record of each complaint and when it was received, attempts to resolve the complaint, including a record of any hearings, and the district’s written decision regarding the complaint. The compliance officer shall ensure that a final decision regarding any complaint of unlawful sex or race discrimination is reached within 60 days of receipt of the complaint.

Filing of Complaint

Any district resident may file a written complaint of alleged noncompliance with the district compliance officer. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, district staff shall assist him/her to file the complaint.

Investigation of Complaint

The compliance officer shall hold an investigative meeting within five days of receiving the complaint or attempting to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative and the district’s representatives to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other’s witnesses.
PUBLIC COMPLAINTS CONCERNING DISCRIMINATION (continued)

To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

Written Decision

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district’s investigation and decision, including:

1. The findings and disposition of the complaint, including corrective actions, if any.
2. The rationale for the above disposition.
3. Notice of the complainant’s right to appeal the decision and procedures to be followed for initiating such an appeal.

Appeal to the Board

Within five days of receiving the district’s written decision, the complainant may appeal the compliance officer’s decision to the School Board. The Board shall consider the matter at its next regular Board meeting or at a special Board meeting convened in order to provide a Board hearing and written district decision within 60 days of the district’s initial receipt of the complaint or within an extended time period that has been specified in a written agreement with the complainant.

State or Federal Appeal

If dissatisfied with the resolution of a complaint alleging unlawful sex or race discrimination, the complainant may file an appeal with the Commissioner of Education within 180 days of the alleged violation. (4 AAC 06.560)

If dissatisfied with the resolution of a complaint regarding a Title I program, the complainant may request its review by the U.S. Secretary of Education. (34 Code of Federal Regulations, 200.74)

Revised 8/2014

YUPIIT SCHOOL DISTRICT
Revised 8/2014
February 11, 2015

MEMORANDUM

TO: Regional School Board Members
FROM: Norma Holmggaard, Superintendent
RE: YSD Salary Schedules

Yupiit School District must be able to offer competitive salaries to retain and attract quality teachers. Therefore, the teacher and administrative salary schedules have been reviewed and updated. Most school districts create 3-year teacher salary schedules to facilitate the annual hiring process, retain teachers, and to be used for budget planning.

Teacher Salary Schedule: The attached 3-year teacher salary schedule is competitive with YSD’s primary hiring competitor. Each step moving down and each column moving across the salary schedule has an additional $2,400 between each step in the 2015-2016 salary schedule. The FY17 and FY18 salary schedules each have a 2% salary increase over the previous year’s salary schedule.

Certificated Administrator Salary Schedule: Certificated directors must be certificated in the State of Alaska. The current principal salary schedule is not competitive with other districts in rural Alaska. Therefore, $7,500 was added to each the beginning steps in this salary schedule and each subsequent step has an additional $2,400 added to it. A schedule for an assistant principal has also been added. Consideration for the additional principal support would be made upon a school reaching an enrollment of 200 students. Currently Akiachak School is at this level.

Recommendation: The administration recommends approval of the attached salary schedules. YSD salary schedules will be posted to the HR section of the website when approved.
## YUPIIT SCHOOL DISTRICT
Certificated Administrator
Salary Schedule
Effective July 1, 2015

### Directors - 215 Days

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Certificated Coordinators work 205 days
with a salary based on the Teacher Salary Schedule
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**Yupiit SD 2016-2017 188 Day Teacher Salary Schedule**

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**Yupiit SD 2017-2018 188 Day Teacher Salary Schedule**

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February 10, 2015

MEMORANDUM

TO: Regional School Board Members
FROM: Norma Holmgaard, Superintendent
RE: Resignations

The Administration respectfully requests that the Yupiit School District Regional School Board accept the following resignations:

Alessandra Bovino  Akiak School Intermediate Teacher
Kevin Labar  Tuluksak School Intermediate Teacher
Christy Martinez  Akiachak School Kindergarten Teacher
Jason Martinez  Akiachak School 4th Grade Teacher
Diane George  Special Education Director
January 27, 2015

Akiak School
Akiak, Ak. 99552

Dear Akiak School Board, Mr. Burns, and Mrs. Holmgaaard,

Please accept this letter as a letter of my resignation effective the last day of school in May 2015. I appreciate the teaching opportunity the Yupiit School District has given me.

Sincerely,

[Signature]

Maria Alessandra Bovino, 7th/8th grade teacher
Dr. Thomas:

I am writing this to let you know that I will not be resigning my contract with The Yupiit School District. I will stay for the full 2014-15 school year, and fulfill the full twelve months of my contract. I will be working for another school district after my current contract expiries.

I remain dedicated to do everything I can to make sure my students’ mandated test scores continue to increase while I am their teacher. My students are bright and energetic. I’ve made many friends in the village, and I truly enjoy spending time with the other teachers. I will miss all of them, however the time has come to make a change in my professional life.

In the future, if I can be of service to the district do not hesitate to contact me.

Sincerely,

Kevin LaBar

[Signature]
Norma J. Holmgaard, Superintendent
Yupiit School District
P.O. Box 51190
Akiachak, AK 99551
(907) 825-3600
Fax: 1-877-825-2404

----- Original Message ----- 

Dear Ms. Holmgaard:
I am sending this email to inform you formally that I will not be reapplying for my current position as a kindergarten teacher at Akiachak School at the end of the 2014-2015 school year. My last day with the Yupiit School District will be May 13, 2015 per my contract. I want to thank you so much for the opportunity to work for your district and to meet the wonderful kindergarten students and parents I have met here. Please be assured that I will continue to give my very best in regards to my position here until my very last day.

Sincerely,

Christy Martinez
Norma J. Holmgaard, Superintendent
Yupiit School District
P.O. Box 51190
Akiachak, AK 99551
(907) 825-3600
Fax: 1-877-825-2404

----- Original Message ----- 

Ms. Holmgaard:

This email is to let you know that my wife and I will not be reapplying for our current teaching positions at the end of the 2014-2015 school year. We are planning our last day to be May 14th, 2015, the day our contract ends. We hope this gives you enough time to plan for next school year, and we thank you for the opportunity we were given to work with the wonderful people of Akiachak. And please be advised that we will continue to be professional and will complete our teaching duties as we always have, with our students needs always in the forefront.

Sincerely,

Jason Martinez, Ed.S.
Christy Martinez
February 12, 2015

Chairman Willie Kasayulie  
Yupiit School District Board of Education,

Please accept this letter as my formal resignation as the Director of Special Services for the Yupiit School District effective May 22, 2015. It is with a combination of sadness and excitement with which I tender this resignation.

The Yupiit School District has been my employer for many years. I literally grew up both professionally and personally during my time with the Yupiit School District. The YSD Board of Education has always been very supportive, encouraging and respectful to me. For these reasons, the decision to tender my resignation has been extremely difficult. Nonetheless, I feel that the time has come for me to embark on a new phase in my professional career. While this year has been challenging, I have also found that the work I’ve done has been very rewarding. As a result, I am eager to explore new options within the field of education.

I will always hold my years with the YSD close to my heart and I will be an advocate for the District and its mission. As I go forward, it is my hope that someday I may once again be of service to the students and families of the Yupiit School District.

With respect and gratitude,

[Signature]

Diane George
February 10, 2015

MEMORANDUM

TO: Regional School Board Members
FROM: Norma Holmggaard, Superintendent
RE: Leave of Absence

The Administration respectfully requests the approval of Leave of Absence for Maggie Williams for FY2015-2016 school year.
Maggie Williams
Kindergarten/First Grade Teacher
Akiak, Alaska 99552

February 6, 2015

Dear Mr. Burns,

This letter is a formal request for a leave of absence, I would like to request a leave of absence next school year to help care for my aging mother from August 2015 to May 2016. I will return to work on August 2016.

Thank you very much for your consideration in providing me with this opportunity for personal leave.

Sincerely,

Maggie Williams

Mrs. Maggie Williams
February 10, 2015

MEMORANDUM

TO: Regional School Board Members  
FROM: Norma Holmgård, Superintendent  
RE: FY’16 Contracts

The Administration respectfully requests that the Yupiit School District Regional School Board approve the following contracts for the FY’16 School Year.
FY2015-2016 Staffing Sheet

Akiachak

- Steven Craft 7-12th Grade Generalist
- Jill Drennen Kindergarten Teacher
- Michael Drennen 1st Grade Teacher
- Katie George 2nd/3rd Grade Teacher
- Sarah Coburn 3rd/4th Grade Teacher
- Elsa Larson 5th Grade Teacher
- Brian Sacry 6th Grade Teacher
- Sharene Barr Science Teacher
- Barron Sample Social Studies
- Mary Sampson Language Arts
- Ashley Savage Math Teacher
- Dena Blake Special Education Teacher
- Stacy Greusel Special Education Teacher
- William Burns K-12 Counselor

Akiak

- Virginia Grimes 2nd/3rd Grade Teacher
- Alberta Demantle 4th/5th Grade Teacher
- Abigail Jarrett 5th/6th (MS Generalist)
- Dana Domitrovich Language Arts
- Julie Kelley Special Education Teacher
- John Hill III K-12 Counselor

Tuluksak

- Patricia Ryan-Stone Kindergarten Teacher
- Krista Howell 1st Grade Teacher
- Juli Schroeder 2nd Grade Teacher
- Emily Albrecht 3rd Grade Teacher
- Katy Burkhart 4th Grade Teacher
- Katherine Garrison 5th Grade Teacher
- Joshua Gifford Language Arts
- Courtney Wood Social Studies Teacher
- Anthony Cook Math/Science Teacher
- Daphne Matz Special Education Teacher
- Victoria Anthony Special Education Teacher
- Lisa lane Special Education Teacher
- Astrid Cook K-12 Counselor

Rayna Hartz District-wide Yupik Program Coordinator